

Fifth Grade Social Studies Curriculum Outline

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**Class Web Site for homework assignments and all information pertaining to class:
Go to Google Classroom by logging into your school account.**

Theme: The United States, its history and geography

Students will begin this course exploring the geography of the United States. Students will learn about the different environments and regions of this country. Students will explore American history from colonization to industrialization. 5th grade will be using *Social Studies Alive: America's Past* curriculum. This curriculum gives students the opportunity to re-enact a variety of historical topics as well as participate in important debates. Social Studies Alive does an excellent job in engaging students in the study of history and making connections to their lives.

The following is an outline of the areas we will cover during the school year:

September:

Topic: The Geography of the United States

Essential Question: What can geography teach us about the United States?

Description: Students will work in pairs to label features on maps and a diagram. They will define geographic terms and apply them to the geography of the United States.

Topic: Review: American Indians, Land and Cultural Regions

Essential Questions: How did American Indians adapt to different environments in North America?

How and why did different American Indian cultural regions differ?

Description: Students will be working in small groups to represent a different region of the United States. Students will learn about the region's geography which include

climate, topography, and natural resources available. They will also learn about the Native American groups that lived in their region as well as how they used the natural resources available to them in their daily lives.

Topic: Routes of Exploration and the Reasons Europeans Came to the Americas

Essential Questions: Why did Europeans come to the Americas?

What did the early explorers take to and from the Americas?

How did exploration lead to the early settlements in the United States?

Description: In small groups, students take on the role of archaeologists who are examining artifacts from a sunken European ship. As the students explore and categorize these artifacts they will learn about the motives of the ship's explorers as well as what items they took from the Americas. In addition to this, students will learn about the different explorers through an illustrated classroom matrix that will help them organize the information. This will culminate in a game where students create questions, and compete against other teams to answer questions about the explorers.

October:

Topic: Early English Settlements

Essential Questions: What challenges did the first English colonies face?

Description: Students will divide into small groups and become a member of one of the following colonies: Plymouth, Roanoke, and Jamestown. Each group will learn about the challenges their group faced and create a short dramatic piece that details these challenges. Students will also reveal through their dramatic piece whether their colony succeeded or failed.

Topic: Comparing the Early Colonies

Essential Question: How were the three colonial regions alike and different?

Description: Students will divide into groups and become a part of the following colonies:

Massachusetts, Rhode Island, (New England Region) New York, Pennsylvania, (Middle

Region) Maryland, Georgia, (Southern Region) In these groups students will create a billboard for why someone coming to America would want to settle in their colony. Each group will display their billboard as well as do a short presentation.

Topic: Slavery in the Americas

Essential Question: What was the impact of Slavery on Africans?

Description: Students will work in small groups to analyze and respond to three different dilemmas faced by Africans during enslavement: trading slaves for guns in West Africa, surviving the Middle Passage, and living as a slave in the colonies.

November:

Topic: Tension between the Colonies and Great Britain

Essential Question: What British actions angered the colonists?

Description: In an experiential exercise, students will compare the tense relationship between Britain and the colonists to a strained relationship between a parent and a child.

Topic: To Declare Independence or Not

Essential Question: What were the arguments for and against colonial independence from Great Britain?

Description: Students will divide into problem solving groups with each group representing an historical figure. Each historical figure will either be a Patriot or a Loyalist. Each group will prepare their argument for or against independence based on their historical figure's perspective and participate in a debate against the other groups.

Topic: The Declaration of Independence

Essential Question: What are the main ideas of the Declaration of Independence?

Description: Students will examine objects that were on Thomas Jefferson's desk and learn about the events and ideas that led Jefferson's drafting The Declaration of Independence.

December:

Topic: The American Revolution

Essential Question: How did the colonists win the American Revolution?

Description: In an experiential exercise, students engage in a tug of war that demonstrates facts that helped the American colonists win the American Revolution.

Topic: The Constitution

Essential Question: What are the key features of the U.S. Constitution?

Description: Students play a game in which they are presented with a series of situations that the government might face and determine which branch or branches of government will resolve each situation.

Topic: The Bill of Rights

Essential Question: What are the basic rights and freedoms of the American People?

Description: Students work in small groups to create living scenes that represent key amendments in the Bill of Rights.

January:

Topic: Our Role in Government

Essential Question: What does it mean to be a citizen of the United States?

Description: Students follow an inquiry process to identify a local issue and suggest solutions in a multimedia presentation.

Topic: Shaping America's Economy

Essential Question: How did the Founding Fathers create the economy we use today?

Description: Students interpret excerpts from the Constitution and evaluate how the Constitution provides a foundation for our free enterprise system.

February:

Topic: Manifest Destiny and Settling the West

Essential Question: How did the expansion of the United States affect people inside and outside the country?

Description: In an experiential exercise, students will act as 19th century settlers and migrate into the western territories of the United States.

Topic: The Diverse People of the West

Essential Question: What drew new settlers to the western part of the United States in the 1800s?

Description: Students will divide into small groups. Each group will represent one of the six groups who lived in or moved to the West in the 1800s. Each group will create a dramatic scene which depicts how they were helped or harmed by the westward expansion of the United States.

March:

Topic: The Civil War

Essential Questions: What facts helped drive apart the North and South during the mid-1800s?
What factors contributed to the outcome of the Civil War?

Description: Students will participate in the following activities:

In a Social Studies Skill Builder, students use a metaphor to compare pre-war events with a story about a brother and sister who disagree. Then students complete an illustrated storybook to reflect the growing tensions between the North and the South.

In a Writing for Understanding activity, students take a "walking tour" to visit five sites at the battlefield at Gettysburg in July 1863 and examine and take notes on written and visual information about aspects of the Civil War, such as military tactics, technology, and combat conditions.

April:

Topic: The American Industrial Revolution

Essential Question: How did industrialization change the United States?

Description:

In a Social Studies Skill Builder activity, students analyze primary source images and data related to industrialization.

May and June:

Topic: Modern United States

Essential Question: How has life changed since industrialization?

Description: Each student will do a research project of their choice that focuses on a topic during the 20th and/or 21st Century. Such topics can include but are not limited to the following:

Immigration

The Labor Movement

World War 1

The Great Depression

World War 2

Civil Rights

Urbanization

The Digital World