

Grade 5 Social Studies, Trimester 1, Unit 1

Using Maps

Overview

Number of instructional days: **10 days** **(1 day = 50 minutes)**

Rationale for placement

This unit gives students knowledge of basic map skills that they will need to apply in later units of study.

Concepts to be learned and skills to be used

Grade-Span Expectations for Social Studies

- IDENTIFY **physical features** of **maps** and **globes**
- UTILIZE geographic tools like **latitude and longitude** to IDENTIFY **absolute location**
- DIFFERENTIATE between **local, regional, and global scales**

Common Core State Standards for English Language Arts

- DETERMINE **the meaning of academic and domain-specific words and phrases**

Essential questions

- What are important physical features on maps and globes? How do maps and globes help us understand the world around us?
- What is absolute location? When would you identify and use absolute location? What geographic tools would you use to do this?
- What is the difference between local, regional, and global scales? How would each one be helpful?

Written Curriculum

Grade-Span Expectations for Social Studies

G 1: The World in Spatial Terms: Understanding and interpreting the organization of people, places, and environments on Earth's surface provides an understanding of the world in spatial terms.

- (5-6) –1 Students understand maps, globes, and other geographic tools and technologies by...
- a. identifying physical features of maps and globes.
 - b. utilizing geographic tools like latitude and longitude to identify absolute location.

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- c. differentiating between local, regional, and global scales (e.g., location of continents and oceans)

Common Core State Standards for English Language Arts or Literacy

Reading Standards

Craft and Structure

- RI.5.4 Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a *grade 5 topic or subject area*.

Clarifying the Standards

Key

*C&G = Civics and Government; HP = Historical Perspectives; G = Geography;
E = Economics; RI = Reading Informational Texts; W = Writing Informational Texts*

Prior learning

C&G

HP

G

In Grades 3–4, students used maps to identify location and relationships among time, space, and distance. They also organized information among people, places, and environments in a spatial context.

E

RI

In Grade 4, students determined meaning of grade-level vocabulary in informational texts written at the Grade 4 reading level.

Current learning

C&G

HP

G

In this unit, students build on their knowledge of using maps and globes to identify physical features, by learning to use geographic tools to identify absolute location. Students expand their spatial knowledge to be able to differentiate among local, regional, and global scales. They use a variety of different map types in this unit (physical, political, project, etc.). Students learn to use *latitude* and *longitude* coordinates to locate *absolute location* on a map.

ERI

In Grade 5 students determine meaning of grade-level vocabulary in informational texts written at the Grade 5 reading level.

Future learning

C&GHPG

In Grades 7–8, students will identify and use a variety of maps for different purposes. Students will use technology to access geographic databases, and they will analyze charts and graphs to interpret geographic information.

ERI

In Grade 6, students will work with vocabulary at a more advanced level.

Resources

Suggested primary and secondary documents

A variety of maps & globes

An atlas

Suggested online resources

Google maps

Discovery Education Videos

- Discovering the Word: Locating Places: <http://app.discoveryeducation.com/player/view/assetGuid/E18A8742-FABA-442A-8DFA-8F316D7847AE>

Seymour Terrain says that a globe is a round map. Since the Earth is round, a globe is a more accurate kind of map. He talks about the system of latitude and longitude, defining terms such as *degree*, *equator*, *prime meridian*, and *hemisphere*.

Understanding Maps and Globes: <http://app.discoveryeducation.com/player/view/assetGuid/C972DAA2-EFAF-49A9-BD6A-46B4197B56D2>

- This two-part unit of study is designed to present students with explanations of how maps and globes are used to represent key concepts about our planet. One video explores maps, and the other presents information about globes. Vocabulary includes terms such as *scale*, *compass rose*, *cardinal directions*, *symbols*, *latitude*, *longitude*, *equator*, *hemisphere*, *oceans*, and *continents*. The video covering globes also includes material about using charts, graphs, and tables.

Online games/activities for latitude/longitude practice

- <http://www.kidsgeo.com/geography-games/latitude-longitude-map-game.php>
- <http://www.purposegames.com/game/longitude-and-latitude-quiz>
- <http://olc.spsd.sk.ca/DE/k9mod/Mapskill/mod3fl5.swf>
- <http://www.infoplease.com/p/brainpop/latitudeandlongitude.html>
- http://www.media.pearson.com.au/schools/cw/au_sch_atkinson_rose1_2/dnd/1_lat.html
- <http://www.quia.com/rr/2967.html>

Other resources

Vocabulary teaching models/strategies

- Frayer model for key words and concepts
- Marzano's six step process

Daily Geography Practice for Grade 5 by Sandi Johnson

Suggested activities

Day 1

- Compare/contrast maps/globes
- Review physical features
- What are the continents/oceans? Where are they located?
- Daily Geography Week 1 (Parts of a Map)

Day 2

- Introduce the following vocabulary terms:

Hemispheres

Equator

Prime meridian

Latitude (parallels)

Longitude (meridians)

North/South Pole

- Daily Geography Week 2 (Globe Lines) and Week 3 (Four Hemispheres)

Day 3

- Review the vocabulary terms introduced on Day 2
- Read article from www.edhelper.com called "World on a Window Sill, Part 2" and answer questions
- Daily Geography Week 5 (Lines of Latitude/Longitude) and Week 6 (Map Grid)

Day 4

- Review the vocabulary terms from Day 2
- Daily Geography Week 7 (Robinson Projection Map) and Week 8 (Mercator Projection Map)

Day 5

- Review vocabulary
- Introduce an atlas and review how to use it
- Practice using latitude/longitude to find absolute location by going to www.educationworld.com to complete the following one or two activities using an atlas:
 - Where in the U.S. are we vacationing?
 - Where in the world are we vacationing? (challenging)
- Use National Geographic Map Essentials book and complete Activity 2 (Lines Across the Globe) for more practice

Days 6–10

- Introduce and complete World Vacation Project

Grade 5 Social Studies, Trimester 1, Unit 2

Places and Regions

Overview

Number of instructional days: 15 days (1 day = 50 minutes)

Rationale for placement

This unit gives students the opportunity to build upon the map skills they learned in Unit 1 and expand their knowledge to understand how physical and human characteristics influence places and regions.

Concepts to be learned and skills to be used

Grade-Span Expectations for Social Studies

- COMPARE AND CONTRAST the **characteristics** of different types of **regions and places**
- EXPLAIN the difference between regions and places
- IDENTIFY formal, vernacular, and functional regions
- EXPLAIN how regions change over time
- LOCATE where different **nations** are in the world **in relation to the United States**
- IDENTIFY AND EXPLAIN how **geographic factors** shape the way humans organize themselves in **communities, government, and businesses**
- EXPLAIN the **relationships** between individuals, events, ideas, or concepts in a **historical text** based on **specific information**

Common Core State Standards for English Language Arts

- DETERMINE the meaning of academic and domain-specific words and phrases
- WRITE informative/explanatory text to examine a topic and convey ideas and information clearly
- PRODUCE clear and coherent **writing** in which the **development and organization** are appropriate to task, purpose, and audience
- DEVELOP AND STRENGTHEN writing as needed by planning, revising, editing, rewriting, or trying a new approach
- USE **technology** to PRODUCE AND PUBLISH **writing** and COLLABORATE with others; DEMONSTRATE sufficient command of **keyboarding skills** to TYPE a **minimum of two pages in a single sitting**

Essential questions

- What are similarities and differences between regions and places?
- What are the different ways regions are identified?
- How do regions change over time?
- Where are nations located in relation to the United States?
- How do geographic factors shape the way humans organize themselves in communities, government, and businesses?

Written Curriculum

G 2: Places and Regions: Physical and human characteristics (e.g., culture, experiences, etc.) influence places and regions.

- (5-6) –2 Students distinguish between regions and places by...
- comparing and contrasting the characteristics of different types of regions and places.
 - explaining the difference between regions and places.
- (5-6) –4 Students understand how geography contributes to how regions are defined / identified by...
- identifying formal (e.g., United States of America), vernacular (e.g., the Middle East, South County), and functional regions (e.g., cell phone service area).
 - explaining how regions may change over time (e.g., physical, cultural, political, and economic changes).

C&G 5: As members of an interconnected world community, the choices we make impact others locally, nationally, and globally.

- (5-6) –1 Students demonstrate an understanding of the many ways Earth’s people are interconnected by...
- locating where different nations are in the world in relation to the U.S.

HP 4: Historical events and human/natural phenomena impact and are influenced by ideas and beliefs.

- (5-6) –1 Students demonstrate an understanding that geographic factors and shared past events affect human interactions and changes in civilizations by...
- identifying and explaining, using specific examples, how geographic factors shape the way humans organize themselves in communities, government, and businesses.

Common Core State Standards for English Language Arts

Reading Standards

Key Ideas and Details

- RI.5.3 Explain the relationships or interactions between two or more individuals, events, ideas, or concepts in a historical, scientific, or technical text based on specific information in the text.

Craft and Structure

- RI.5.4 Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a *grade 5 topic or subject area*.

Text Types and Purposes

- W.5.2 Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
- a. Introduce a topic clearly, provide a general observation and focus, and group related information logically; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension.
 - b. Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.
 - c. Link ideas within and across categories of information using words, phrases, and clauses (e.g., *in contrast*, *especially*).
 - d. Use precise language and domain-specific vocabulary to inform about or explain the topic.
 - e. Provide a concluding statement or section related to the information or explanation presented.

Production and Distribution of Writing

- W.5.4 Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
- W.5.5 With guidance and support from peers and adults, develop and strengthen writing
- W.5.6 With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of two pages in a single sitting.

Range of Writing

- W.5.10 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

Clarifying the Standards

Key

C&G = Civics and Government; HP = Historical Perspectives; G = Geography; E = Economics; RI = Reading Informational Texts; W = Writing Informational Texts

Prior learning

C&G

In Grades 3 and 4, students explained how current events around the world affect our lives. They also located where different nations are in the world in relation to the United States.

HP

In Grades 3 and 4, students identified how geographic factors affect interactions.

G

In Grades 3 and 4, students defined a region and its associated places and explained the difference between regions and places. Students also described how physical geography defines regional boundaries.

E

RI

In Grade 4, students explained events, procedures, ideas, or concepts in an informational text, including what happened and why, based on specific information in the text. They determined the meaning of vocabulary in grade-level text.

W

In Grade 4, students used technology to produce and publish informative/explanatory texts they have written using the appropriate grade-level standards.

Current learning

C&G

Students reinforce their skills in locating where different nations are in the world in relation to the U.S.

HP

Students identify and explain, using specific examples, how geographic factors shape the way humans organize themselves in communities, government, and businesses.

G

In this unit, students compare and contrast the characteristics of different types of regions and places. Students identify formal, vernacular, and functional regions, and they explain how regions may change over time.

ERI

Students explain the relationships among people, events, or ideas in a historical text and determine the meaning of vocabulary in a grade-level text.

W

Students use technology to produce and publish informative/explanatory texts they have written using the appropriate grade-level standards.

Future learningC&G

Students in Grades 7–8 will trace and explain social, technological, geographical, economical, and cultural connections for a given society of people.

HP

In Grades 7–8, students will cite specific evidence to explain how geographic factors affected a civilization's adaptation, development, or decline.

G

In Grades 7–8, students will understand the differences among formal, vernacular, and functional regions. Students will categorize and evaluate a variety of factors of a defined region.

ERI

In Grade 6, students will determine meaning of vocabulary in grade-level text and analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated.

W

Grade 6 students will use technology to produce and publish informative/explanatory texts they have written using the appropriate grade-level standards.

Resources

Suggested primary and secondary documents

Geography, Teacher's Guide (ConceptLinks) and Reading and Study Guides (printable worksheets)

Geography: Asking Geographic Questions by Elspeth Leacock (Millmark Education, 2009)

Esperanza Rising, by Pam Muñoz Ryan. This historical fiction novel is set in Mexico and Southern California during the Great Depression. This novel can also be integrated into the next unit on the Dust Bowl.

Suggested online resources

Discovery Education Videos—segments from The Five Themes of Geography:

- **Place:** To describe a place, we must think about what kind of features it has. Features are the things that make one place different from another place. There are physical features, like climate, and human features, like buildings and borders.
<http://app.discoveryeducation.com/player/view/assetGuid/9EE23EF9-3BDB-45E6-A797-2992C1C8F34A>
- **Region:** By dividing the Earth into regions, geographers organize the places on Earth into groups. A region is an area with at least one common feature.
<http://app.discoveryeducation.com/player/view/assetGuid/B93DDBF3-B8BE-4613-919B-E8D0EA29611B>
- Place and region excerpts from <http://www.csustan.edu/teachered/facultystaff/betts/handouts/pdfs/five%20themes%20of%20geography.pdf>

www.regions.mrdonn.org

www.kids.nationalgeographic.com

www.worldatlas.com

www.worldbookonline.com

www.mapsoftheworld.com

Suggested activities

Introduction: Review definitions of places versus regions*

To describe a **place**, we must think about what kind of features it has. Features are the things that make one place different from another place. There are physical features, like climate, and human features, like buildings and borders.

By dividing the Earth into regions, geographers organize the places on Earth into groups. A **region** is an area with at least one common feature.

**As part of the introduction, show Discovery Education streaming video segments on place and region. (See Online Resource section above.)*

Below are excerpts from <http://www.csustan.edu/teachered/facultystaff/betts/handouts/pdfs/five%20themes%20of%20geography.pdf>

Place: Physical and Human Characteristics

The theme of place addresses this question: What's it like there? This theme considers the characteristics that make one place different from all other places on earth. **Geographers describe a place according to two kinds of characteristics, physical and human.**

The **physical characteristics** of a place make up its natural environment and are derived from geological, hydrological, atmospheric, and biological processes. Physical characteristics include landforms, bodies of water, climate, soils, natural vegetation, and animal life.

The **human characteristics** of a place come from human ideas and actions. Human characteristics include bridges, houses, and parks, as well as land use, density of population, language patterns, religion, architecture, and political systems.

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The theme of place helps flesh out information about location. Taken together, the themes of location and place provide a basis for observation in geography. These themes can be used to help answer the first two questions of geography: “Where is it?” and “why is it there?” With a sense of physical and human place, we can read the landscape around us and make observations about what we see. We will explore more about physical and human places when we look at the theme of region.

Discuss responses to these questions about your place:

- How would you describe where you live physically? Is your place flat or hilly, hot or cold, wet or dry? What natural resources are found there?
- What are some of the human characteristics that describe your place? For example, what types of houses are there? Are patterns of land use different from those in other parts of the country? What types of industry are found, and how might they be different from industries in other parts of the country?

Regions: How they Form and Change

A region is a basic unit of geographic study. It is defined as an area that has unifying characteristics. The study of regions helps us answer these questions: How and why is one area similar to another? How do the areas differ? Most regions differ significantly from adjoining areas.

Some regions are distinguished by **physical characteristics**. Physical characteristics include landforms, climate, soil, and natural vegetation. For example, the peaks and valleys of the Rocky Mountains form a physical region.

Some regions are distinguished by **human characteristics**. These may include economic, social, political, and cultural characteristics. The highly urbanized Northeast Corridor between Boston and Washington, D.C. can be considered a human region.

Other regions are combinations of physical and human characteristics, for example, the South, Scandinavia, and the Midwest.

Boundaries between regions can be vague. Regions are generally thought of as large areas, such as the Corn Belt in the midwestern United States or sub-Saharan Africa. Overhead transparencies will help the teacher demonstrate that a region can be as small as a classroom learning center, a neighborhood, an industrial park, or a recreational area.

Discuss answers to these questions about the regions in which you live:

- How many different regions can you identify within your area?
- How many larger regions does your area belong to?

Part 1: Exploring Regions and Places

Materials and Activities

- Guide Reading and Study Guides (printable worksheets) for Student Book: *Geography: Asking Geographic Questions* by Elspeth Leacock (Millmark Education, 2009).
- Activities on pages 19-21 of Student Book

Part 2: Regions and Places within the Age of Exploration

Suggested resources: Primary Source Set, *Hispanic Exploration in America*

- Trace the routes of early explorers and describe the early explorations of the Americas.
- Describe the entrepreneurial characteristics of early explorers (e.g., Vasco Nunez de Balboa, John and Sebastian Cabot, Jacques Cartier, Samuel de Champlain, Christopher Columbus, Henry Hudson, Ferdinand Magellan, Juan Ponce de Leon, Amerigo Vespucci)
- Explain other reasons Europeans chose to explore and colonize the world (e.g., the Spanish Reconquista, the Protestant Reformation, etc.).
- Outline the aims, obstacles, and accomplishments of the explorers, sponsors, and leaders of key European expeditions.
- Identify technological developments that made sea exploration by latitude and longitude possible (e.g., compass, sextant, astrolabe, seaworthy ships, chronometers, gunpowder).
- Trace the routes of the major land explorers of the United States, the distances traveled by explorers, and the Atlantic trade routes that linked Africa, the West Indies, the British colonies, and Europe.
- Locate on maps of North and South America land claimed by Spain, France, England, Portugal, the Netherlands, Sweden, and Russia.

Grade 5 Social Studies, Trimester 1, Unit 3

Human Impacts on the Environment

Overview

Number of instructional days: **20 days** **(1 day = 50 minutes)**

Rationale for placement

This unit gives students the opportunity to build upon the geographic skills and content learned in previous units and expand their knowledge to understand how humans affect their environment.

Concepts to be learned and skills to be used

Grade-Span Expectations for Social Studies

- USE evidence to **CORRELATE** how **geography** meets or does not meet the **needs of people**
- **RESEARCH** an **REPORT** how **humans depend on the environment**
- **IDENTIFY** and **DESCRIBE** **human reactions** to **changes** in their **physical environments**
- **IDENTIFY** how **human actions** have **changed** the **physical environment** and **DESCRIBE** the **effects**
- **IDENTIFY** factors that lead to the **breakdown of order among societies**
- **DIFFERENTIATE** among human, natural, capital, man-made, and renewable versus finite **resources**.
- **CITE** examples of how **science and technology** have had positive or negative **impacts upon individuals and the environment** in the **past and present**

Common Core Standards for English Language Arts

- **QUOTE** accurately from a text when explaining what the text says and when **drawing inferences** from the text
- **DETERMINE** at least two **main ideas** of text and **explain** how they are supported by key details
- **SUMMARIZE** the text
- **EXPLAIN** the **relationships** among individuals, events, ideas, or concepts in a **historical text** based on **specific information**
- **DETERMINE** the **meaning of academic and domain-specific words and phrases**
- **EXPLAIN** how an author uses **reasons and evidence** to support particular points in a text, identifying which reasons and evidence support which point(s)
- **WRITE** **opinion pieces** on topics or texts, **supporting a point of view** with reasons and information

- PRODUCE **clear and coherent writing** in which the development and organization are appropriate to task, purpose, and audience
- DEVELOP and STRENGTHEN **writing** as needed by planning, revising, editing, rewriting, or trying a new approach
- USE **technology** to PRODUCE AND PUBLISH **writing** and COLLABORATE with others; DEMONSTRATE sufficient command of **keyboarding skills** to TYPE a **minimum of two pages in a single sitting**

Essential questions

- How does geography provide people with the resources they need? What are the differences among human, natural, capital, man-made, renewable, and finite resources?
- How do humans depend on the environment and react to changes in it? How do humans affect the environment?
- What environmental factors can lead to the breakdown of order among societies?
- How have science and technology affected individuals and the environment in the past and present?

Written Curriculum

Grade-Span Expectations for Social Studies

G 3: Human Systems: (Movement) Human systems and human movement affect and are affected by distribution of populations and resources, relationships (cooperation and conflict), and culture.

- (5-6)–2 Students understand the interrelationships of geography with resources by...
- a. use evidence to correlate how geography meets or does not meet the needs of the people.

G 4: Environment and Society: Patterns emerge as humans settle, modify, and interact on Earth's surface to limit or promote human activities.

- (5-6)–1 Students explain how humans depend on their environment by...
- a. researching and reporting how humans depend on the environment.
- (5-6)–2 Students explain how humans react or adapt to an ever-changing physical environment by...
- a. identifying and describing human reactions to changes in their physical environment.
- (5-6)–3 Students explain how human actions modify the physical environment by...
- a. identifying how human actions have changed the physical environment and describe its effects.

C&G 5: As members of an interconnected world community, the choices we make impact others locally, nationally, and globally.

- (5-6)–2 Students demonstrate an understanding of the benefits and challenges of an interconnected world by...
- a. identifying and discussing factors that lead to the breakdown of order among societies (e.g., natural disasters, wars, plagues, population shifts, natural resources)

E 1: Individuals and societies make choices to address the challenges and opportunities of scarcity and abundance.

- (5-6) –1 Students demonstrate an understanding of basic economic concepts by...
- a. differentiating between human, natural, capital, man-made, and renewable vs. finite resources.

HP 4: Historical events and human/natural phenomena impact and are influenced by ideas and beliefs.

- (5-6)–2 Students demonstrate an understanding that innovations, inventions, change, and expansion cause increased interaction among people (e.g., cooperation or conflict) by...
- a. citing examples of how science and technology have had positive or negative impacts upon individuals, societies and the environment in the past and present.

Common Core State Standards for English Language Arts

Reading Standards

Key Ideas and Details

- RI.5.1 Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.
- RI.5.2 Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.
- RI.5.3 Explain the relationships or interactions between two or more individuals, events, ideas, or concepts in a historical, scientific, or technical text based on specific information in the text.

Craft and Structure

- RI.5.4 Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a *grade 5 topic or subject area*.

Integration of Knowledge and Ideas

- RI.5.8 Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point(s).

Writing Standards**Text Types and Purposes**

- W.5.1 Write opinion pieces on topics or texts, supporting a point of view with reasons and information.
- Introduce a topic or text clearly, state an opinion, and create an organizational structure in which ideas are logically grouped to support the writer's purpose
 - Provide logically ordered reasons that are supported by facts and details.
 - Link opinion and reasons using words, phrases, and clauses (e.g., *consequently*, *specifically*).
 - Provide a concluding statement or section related to the opinion presented.

Production and Distribution of Writing

- W.5.4 Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
- W.5.5 With guidance and support from peers and adults, develop and strengthen writing
- W.5.6 With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of two pages in a single sitting.

Range of Writing

- W.5.10 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

Clarifying the Standards**Key**

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Prior learning*C&G*

In Grades 3–4, students explored current issues using a variety of print and nonprint sources.

HP

In Grades 3–4, students explained how innovations or inventions have affected interactions among people, communities, regions, or nations.

G

In Grades 3–4, students compared products produced locally with those produced far away. Students identified how needs can be met by the environment, and they identified ways in which the physical environment is stressed by human activity, using examples from the local community. Students also used maps and graphs to illustrate changes in the physical environment of the local community or region.

E

In Grades 3–4, students differentiated between human, capital, and natural resources.

RI

In Grade 4, students referred to examples in a text when explaining what the text says or when drawing inferences. They determined the main idea and summarized the text. They determined the meaning of the vocabulary in the text (at grade level). They explained how an author uses reasons/evidence to support particular points in a text.

W

In Grade 4, students wrote opinion pieces on topics/texts supporting a point of view, using appropriate grade-level standards for organization.

Current learningC&G

In this unit students identify factors that lead to the breakdown of order among societies.

HP

Students cite examples of how science and technology have had positive and negative impacts upon individuals and the environment in the past and present.

G

In this unit students use evidence to correlate how geography meets or does not meet the needs of the people. Students identify how human actions have changed the environment and describe the effects. Students identify and describe human reactions to changes in their physical environment, and they research and report on how humans depend on their environment.

E

In this unit students differentiate between human, natural, and capital resources (reinforcing concepts from previous years) and begin to develop the concepts of man-made and renewable versus finite resources.

RI

In Grade 5, students quote accurately when explaining what a text says or when drawing inferences. They determine two or more main ideas and summarize the text. They determine the meaning of the vocabulary in the text (at grade level). They explain which reasons/evidence support particular points in a text.

W

In Grade 5 students write opinion pieces on topics/texts supporting a point of view, using appropriate grade-level standards for organization.

Future learning*C&G*

Students will identify and discuss factors that lead to the breakdown of order among societies and resulting consequences.

HP

In Grade 6 students will cite examples of how science and technology have had positive and negative impacts upon societies in the past and present. In Grades 7–8, students will identify and describe how traits of civilization develop in response to innovations, inventions, change, and territorial expansion.

G

In Grades 7–8, students will analyze how human dependence on the environment affects political, economic, and social decisions. Students will analyze the impacts of human reactions to environmental changes and identify and provide alternate solutions with supporting evidence. Students will make predictions and draw conclusions about the impact that human actions have on the physical environment.

E

Students will explain the relationship between resources and industry.

RI

In Grade 6, students will cite textual evidence when explaining what a text says or when drawing inferences. They determine a central idea and summarize the text, and they analyze how a key individual, event, or idea is introduced, illustrated, and elaborated in a text. They determine the meaning of the vocabulary in the text (at grade level). They also determine which claims in a text are supported by reasons/evidence and which are not.

W

In Grade 6 students will write arguments to support claims using appropriate grade-level organization.

Resources

Suggested resources

Lesson Plan: A Key to Understanding

Lesson Plan: King Philip's War

Suggested content

- Identify the competition among the English, French, Spanish, Dutch, and Native American nations for control of North America.
- Identify on a map the locations of the colonies and of the Native American nations already inhabiting these areas.
- Compare ways Native American societies used the natural environment for food, clothing, and shelter with the ways that new settlers did.

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- Describe the cooperation and conflict that existed among the Native American tribes and between native peoples and the new settlers.
- Describe the cooperation that existed between the colonists and native peoples during the 1600s and 1700s (e.g., in agriculture, the fur trade, military alliances, treaties, cultural interchanges).
- Examine the conflicts before the Revolutionary War (e.g., the Pequot and King Philip's Wars in New England, the Powhatan Wars in Virginia, the French and Indian War).
- Describe Eastern Woodland native life with respect to governmental and family structures, trade, and views on property ownership, and land use (e.g. Narragansett, Wampanoag, Pequot, Niantic)
- Understand the influence of location and physical setting on the founding of the original 13 colonies
- Describe ways that colonists in the New England, Middle, and Southern regions adapted to and modified the environment, including, for example, the uses of the grist mill, water wheels, and plantation farming.
- Explain how colonists adapted to and modified their environments and how these modifications sometimes created environmental problems.

Grade 5 Social Studies, Trimester 2, Unit 1

Cultures

Overview

Number of instructional days: 15 days (1 day = 50 minutes)

Rationale for placement

In this unit, students form an understanding of cultural diversity and comprehend how cultural influences and expectations shape individuals and historical events and affect people's behavior in their own communities.

Concepts to be learned and skills to be used

Grade-Span Expectations for Social Studies

- IDENTIFY **cultural influences** that shape individuals and historical events
- PROVIDE EXAMPLES of cultural diversity
- IDENTIFY how **cultural expectations** impact people's behavior in their community
- IDENTIFY, DESCRIBE, and EXPLAIN how people are **socially, geographically, or culturally** connected to others

Common Core State Standards for English Language Arts

- QUOTE accurately from a text when explaining what the text says explicitly and when **drawing inferences from the text**
- DETERMINE at least two **main ideas** of text and **explain** how they are supported by key details
- SUMMARIZE the text
- EXPLAIN the **relationships** between individuals, events, ideas, or concepts in a **historical text** based on **specific information**
- DETERMINE the meaning of academic and domain-specific words and phrases

Essential questions

- What are some cultural influences that have shaped individuals and historical events? Explain how these influences have impacted these people and events.
- What are some examples of cultural diversity?
- What are some cultural expectations in your community? How have these expectations impacted people's behavior where you live?
- How are people socially, geographically, or culturally connected to others? What are some benefits and challenges of these connections?

Written Curriculum

Grade-Span Expectations for Social Studies

HP 3: The study of history helps us understand the present and shape the future.

(5-6) – 2 Students make personal connections in an historical context (e.g., source-to-source, source-to-self, source-to-world) by...

- c. identifying the cultural influences that shape individuals and historical events.

HP 5: Human societies and cultures develop and change in response to human needs and wants.

(5-6) – 1 Students demonstrate an understanding that a variety of factors affect cultural diversity within a society by...

- b. providing examples of cultural diversity.

(5-6) – 2 Students demonstrate an understanding that culture has affected how people in a society behave in relation to groups and their environment by...

- a. identifying how cultural expectations impact people's behavior in their community.

C&G 5: As members of an interconnected world community, the choices we make impact others locally, nationally, and globally.

(5-6)– 1 Students demonstrate an understanding of the many ways Earth's people are interconnected by...

- a. identifying, describing, and explaining how people are socially, ~~technologically~~, geographically, ~~economically~~, or culturally connected to others.

(5-6)-2 Students demonstrate an understanding of the benefits and challenges of an interconnected world by...

- b. citing a social, ~~technological~~, geographical, ~~economical~~, or cultural issue that provides an example of both benefits and challenges.

Common Core State Standards for English Language Arts

Reading Standards

Key Ideas and Details

- RI.5.1 Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.
- RI.5.2 Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.
- RI.5.3 Explain the relationships or interactions between two or more individuals, events, ideas, or concepts in a historical, scientific, or technical text based on specific information in the text.

Craft and Structure

RI.5.4 Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a *grade 5 topic or subject area*.

Text Types and Purposes

- W.5.3 Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.
- Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.
 - Use narrative techniques, such as dialogue, description, and pacing, to develop experiences and events or show the responses of characters to situations.
 - Use a variety of transitional words, phrases, and clauses to manage the sequence of events.
 - Use concrete words and phrases and sensory details to convey experiences and events precisely.
 - Provide a conclusion that follows from the narrated experiences or events.

Range of Writing

W.5.10 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

Clarifying the Standards**Key**

*C&G = Civics and Government; HP = Historical Perspectives; G = Geography;
E = Economics; RI = Reading Informational Texts; W = Writing Informational Texts*

Prior learning*C&G*

In Grade 4, students explained how current events around the world affect our lives.

HP

In Grade 4, students compared how members within cultures interact with each other and their environment.

RI

In Grade 4, students determine the meaning of the vocabulary in the text (at grade level). They also drew inferences from a text, referring to details and examples. They summarized text, focusing on specific details about the events and theme.

W

In Grade 4, students wrote narrative pieces to develop real or imagined experiences or events using appropriate grade-level standards for organization.

Burrillville and Lincoln Public Schools with process support from The Charles A. Dana Center at the University of Texas at Austin

Current learningC&G

In Grade 5, students understand the benefits and challenges of how people are socially, geographically, or culturally connected to others.

HP

In Grade 5, students identify how cultural expectations affect people's behavior in their community.

RI

In Grade 5, students determine the meaning of general and domain-specific words in text. They also quote accurately when drawing inferences from a text, referring to specific details and examples. Students summarize a text, focusing on specific details about the events and theme. They also compare and contrast two or more events from a text.

W

In Grade 5, students write narratives using appropriate grade-level standards for organization.

Future learningC&G

In Grades 7-8, students will trace and explain connections for a given society of people and will understand how certain issues benefit some people but cause other people to suffer.

HP

In Grade 7-8, students will compare and contrast how cultural expectations impact people's behaviors and roles in different communities or societies.

E

In Grade 7-8, students will explain how the government succeeds or fails to provide support in a market economy.

RI

In Grade 6, students will determine the meaning of vocabulary in text (at grade level). They will cite evidence to support analysis and draw inferences from a text. Students will summarize the text without giving personal opinions.

W

In Grade 6, students will write narratives using appropriate grade-level standards for organization.

Resources

Suggested online resources

Discovery Education Videos

- “How Customs and Heritage Shape Communities” (with Teacher’s Guide)
<http://app.discoveryeducation.com/player/view/assetGuid/7F273E42-3E51-4025-BCF6-2B8FAB22E638>

Suggested activities

Background/introduction activities

- Open with question: What is culture? Have students brainstorm with partner and share out to larger groups.
- Preteach vocabulary words:
 - **Celebration:** to mark an occasion with festivities.
 - **Community:** people who live in the same area or people with a common background.
 - **Culture:** made up of the things that people share (language, art, music, etc.)
 - **Custom:** a way of doing something.
 - **Ethnicity:** someone’s culture or way of life.
 - **Heritage:** culture handed down to people by their ancestors.
 - **Immigrant:** someone who settles in a new country.
 - **Tradition:** a custom that has been handed down from generation to generation.
 - **Values:** personal principles and standards.

Watch Discovery Ed Video “How Customs and Heritage Shape Communities”

- Have students answer questions from Teacher’s Guide Document: <https://docs.google.com/a/bsd-ri.net/document/d/1ECZieWPoaPyiN9UI2gLzdcBmtjGdZORCxcYD1CUxWiM/edit>

Holidays Around the World Research/Report

- Students will choose three festivals/holidays to research and report on. The following link has a detailed explanation of the project: <https://docs.google.com/a/bsd-ri.net/document/d/11Uz8DzKCZiyJKei6N44OBybnz04X7pVYo0d7MOEFhzM/edit>

Grade 5 Social Studies, Trimester 2, Unit 2

Historical Inquiry

Overview

Number of instructional days: 15 days (1 day = 50 minutes)

Rationale for placement

This unit gives students the opportunity to act as historians by using a variety of tools to learn about the past. Students will conduct research to build knowledge in order to write a piece of historical fiction.

Concepts to be learned and skills to be used

Grade-Span Expectations for Social Studies

- IDENTIFY **appropriate sources** (e.g., historical maps, diaries, photographs) to **ANSWER historical questions**
- USE **sources** to **SUPPORT the stories of history** (How do we know what we know?)
- IDENTIFY **sequential events, people, and societies** that have shaped **Rhode Island today**
- PLACE **key events** and **people** of a **particular historical era** in **chronological sequence**
- SUMMARIZE **key events** and EXPLAIN the **historical contexts** of those events

Common Core State Standards for English Language Arts

- DETERMINE at least two **main ideas** of text and **explain** how they are supported by key details
- SUMMARIZE the text
- DETERMINE **the meaning of academic and domain-specific words and phrases**
- ANALYZE **multiple accounts** of the same event or topic; NOTE important **similarities** and **differences** in the **point of view** they represent
- WRITE **narratives** to DEVELOP real or imagined **experiences or events** using **effective technique, description, details, and clear event sequences**
- CONDUCT **short research projects** using several sources

Essential questions

- What historical tools/sources would you use to gather information? How would you respond to questions using these tools/sources?
- What events, people, and societies have shaped Rhode Island today? How is their sequence important?

- Explain how you would place key historical events in a sequential order. How would you summarize these events and explain their historical context?

Written Curriculum

Grade-Span Expectations for Social Studies

HP 1: History is an account of human activities that is interpretive in nature.

- (5-6) – 1 Students *act as historians*, using a variety of tools (e.g., artifacts and primary and secondary sources) by...
- identifying appropriate sources (e.g., historical maps, diaries, photographs) to answer historical questions
 - using sources to support the stories of history (*How do we know what we know?*)

HP 2: History is a chronicle of human activities, diverse people, and the societies they form.

- (5-6) – 1 Students connect the past with the present by...
- identifying sequential events, people, and societies that have shaped RI today
- (5-6) – 2 Students chronicle events and conditions by...
- placing key events and people of a particular historical era in chronological sequence
 - summarizing key events and explaining the historical contexts of those events

Common Core State Standards for English Language Arts or Literacy

Reading Standards

Key Ideas and Details

- RI.5.2 Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.

Craft and Structure

- RI.5.4 Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a *grade 5 topic or subject*
- RI.5.6 Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent.

Range of Reading and Level of Text Complexity

- RI.5.10 By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 4–5 text complexity band independently and proficiently.

Writing Standards**Text Types and Purposes**

- W.5.3 Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.
- Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.
 - Use narrative techniques, such as dialogue, description, and pacing, to develop experiences and events or show the responses of characters to situations.
 - Use a variety of transitional words, phrases, and clauses to manage the sequence of events.
 - Use concrete words and phrases and sensory details to convey experiences and events precisely.
 - Provide a conclusion that follows from the narrated experiences or events.

Research to Build and Present Knowledge

- W.5.7 Conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic.

Range of Writing

- W.5.10 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

Clarifying the Standards**Key**

*C&G = Civics and Government; HP = Historical Perspectives; G = Geography;
E = Economics; RI = Reading Informational Texts; W = Writing Informational Texts*

Prior learning**HP**

In Grade 4 students described the differences between primary and secondary sources and interpreted information from both. They also classified objects, artifacts, and symbols from long ago and today and described how they add to our understanding of the past. In Grade 4 the focus is on Rhode Island history.

RI

In Grade 4 students determined the main idea and summarized the text. They determined the meaning of the vocabulary in the text (at grade level). They also compared and contrasted first-and second-hand accounts of the same event/topic.

W

In Grade 4 students wrote narrative pieces to develop real or imagined experiences or events, using appropriate grade-level standards for organization.

Current learningHP

In this unit, students identify the sources they need to answer questions. They identify and summarize key events, people, and societies and place them in chronological sequence.

RI

In Grade 5 students determine two or more main ideas and summarize the text. They determine the meaning of the vocabulary in the text (at grade level). They analyze multiple accounts of the same event or topic, noting important similarities and differences in point of view.

W

In Grade 5 students write narratives using appropriate grade-level standards for organization.

Future learningHP

In Grades 7-8 students will evaluate sources for relevance and comprehensiveness. They will draw connections between historical events and develop a historical thesis.

RI

In Grade 6 students will determine a central idea and summarize the text. They will determine an author's point of view or purpose in a text and explain how it is conveyed. They will determine the meaning of the vocabulary in the text (at grade level).

W

In Grade 6 students will write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.

Resources

Suggested primary and secondary documents**Suggested online resources**

Scholastic News articles

Discovery Education

Time For Kids articles

World Book Online articles

Suggested activities

Students differentiate between primary and secondary sources.

Burrillville and Lincoln Public Schools with process support from The Charles A. Dana Center at the University of Texas at Austin

Read appropriate print sources, such as textbooks, government documents, timelines, trade books, and web sites.

Locate and gather data and information from appropriate nonprint sources, such as music, artifacts, charts, maps, graphs, photographs, video clips, illustrations, paintings, political cartoons, interviews, and oral histories.

Pose relevant questions about events students encounter in historical documents, eyewitness accounts, oral histories, letters, diaries, artifacts, photographs, maps, artworks, and architecture.

Students distinguish fact from fiction by comparing documentary sources on historical figures and events with fictionalized characters and events.

Perhaps this is a place to use the Gaspee affair as a case study?

Grade 5 Social Studies, Trimester 2, Unit 3

Historical Connections and Perspectives

Overview

Number of instructional days: **15 days** **(1 day = 50 minutes)**

Rationale for placement

This unit gives students the opportunity to learn about how the similarities and differences in human issues over time influence their own personal histories. Students will first identify factors that affect ways of looking at events and will then use primary documents to describe how these perspectives change over time.

Concepts to be learned and skills to be used

Grade-Span Expectations for Social Studies

- EXPLAIN how the **similarities** in **human issues** across **time periods** influence their own **personal histories** (e.g., so what? How does this relate to me?)
- EXPLAIN how the **differences** in **human issues** across **time periods** influence their own **personal histories** (e.g., so what? How does this relate to me?)
- IDENTIFY various **factors** that affect **individual** and or **group perspectives** on events (e.g., social, intellectual, political, economic)
- DESCRIBE how **individual** or **group perspectives change** over time USING **primary documents** as evidence

Common Core State Standards for English Language Arts and Literacy

- ANALYZE **multiple accounts** of the **same event or topic**. NOTE important similarities/differences in the point of view they represent
- DRAW ON **information** from **multiple print or digital sources**, DEMONSTRATE the ability to LOCATE an **answer to a question** or to SOLVE a **problem** efficiently
- DETERMINE **the meaning of academic and domain-specific words and phrases**
- EXPLAIN how an author uses **reasons** and **evidence** to support **particular points** in a text. IDENTIFY which reasons and evidence **support** which points.
- INTEGRATE **information** from **several texts** on the **same topic** in order to WRITE or SPEAK about the subject knowledgeably.
- WRITE **opinion pieces** on topics or texts, SUPPORTING a **point of view** with reasons and information.
- RECALL relevant information from experiences or GATHER **relevant information** from **print** and **digital sources**; SUMMARIZE or PARAPHRASE **information** in **notes** and **finished work**, and PROVIDE a list of **sources**.

Essential questions

- What are some similarities and differences in human issues across time periods? How do these issues relate to your own life/personal history?
- What are some factors that affect the way an individual or group will look at different types of events?
- How can you use primary documents to describe how an individual's or group's perspective changes over time?

Written Curriculum**Grade-Span Expectations for Social Studies****HP 3: The study of history helps us understand the present and shape the future.**

- (5-6) – 2 Students make personal connections in an historical context (e.g., source-to-source, source-to-self, source-to-world) by...
- explaining how the similarities of human issues across time periods influence their own personal histories (e.g., so what? *How does this relate to me?*)
 - explaining how the differences of human issues across time periods influence their own personal histories (e.g., so what? *How does this relate to me?*)

HP 5: Human societies and cultures develop and change in response to human needs and wants.

- (5-6) – 3 Various perspectives have led individuals and/or groups to interpret events or phenomena differently and with historical consequences by...
- identifying various factors that impact individual and or group's perspective of events (e.g., social, intellectual, political, economic).
 - describing how an individual or group's perspectives change over time using primary documents as evidence.

Common Core State Standards for English Language Arts***Reading Standards*****Craft and Structure**

- RI.5.4 Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a *grade 5 topic or subject area*.
- RI.5.6 Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent.

Integration of Knowledge and Ideas

- RI.5.7 Draw on information from multiple print or digital sources, demonstrating the ability to locate an answer to a question quickly or to solve a problem efficiently.

- RI.5.8 Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point(s).
- RI.5.9 Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably.

Writing Standards

Text Types and Purposes

- W.5.1 Write opinion pieces on topics or texts, supporting a point of view with reasons and information.
- Introduce a topic or text clearly, state an opinion, and create an organizational structure in which ideas are logically grouped to support the writer's purpose
 - Provide logically ordered reasons that are supported by facts and details.
 - Link opinion and reasons using words, phrases, and clauses (e.g., *consequently*, *specifically*).
 - Provide a concluding statement or section related to the opinion presented.

Research to Build and Present Knowledge

- W.5.8 Recall relevant information from experiences or gather relevant information from print and digital sources; summarize or paraphrase information in notes and finished work, and provide a list of sources.
- W.5.9 Draw evidence from literary or informational texts to support analysis, reflection, and research.
- Apply *grade 5 Reading standards* to literature (e.g., “Compare and contrast two or more characters, settings, or events in a story or a drama, drawing on specific details in the text [e.g., how characters interact]”).
 - Apply *grade 5 Reading standards* to informational texts (e.g., “Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point[s]”).

Range of Writing

- W.5.10 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

Clarifying the Standards

Key

*C&G = Civics and Government; HP = Historical Perspectives; G = Geography;
E = Economics; RI = Reading Informational Texts; W = Writing Informational Texts*

Prior learning

HP

In Grade 4, students used a variety of sources to study the past and present and to make predictions for the future.

RI

Students determined the meaning of the vocabulary in the text (at grade level). They compared and contrasted first- and second-hand accounts of the same event/topic. Students explained how an author uses reason/evidence to support particular points in a text. They interpreted information presented visually, orally, or quantitatively and explained how the information contributes to an understanding of the text in which it appears.

W

In Grade 4, students wrote opinion pieces on topics/texts supporting a point of view and using appropriate grade-level standards for organization. They used relevant information from print/digital sources to take notes, categorize information, and provide a list of sources.

Current learning

HP

In Grade 5, students explain how the similarities/differences in human issues across time periods influence their own personal histories. Using primary sources, they identify how various factors can affect individual and group perspectives on events, and they explore how those perspectives change over time.

RI

Students determine the meaning of general and domain-specific words in text. They analyze multiple accounts of the same event/topic, noting similarities/differences in the point of view represented. Students use multiple print or digital sources to answer a question quickly/solve a problem. They explain how an author uses specific reasons/evidence to support particular points in a text. They integrate information from several texts on the same topic to write and speak about the topic knowledgeably.

W

Students write opinion pieces on topics or texts, supporting a point of view with reasons and information. They summarize or paraphrase information in notes and finished work and provide a list of sources.

Future learningHP

In Grades 7–8, students will evaluate sources in terms of relevance and comprehensiveness. They will draw connections between historical events and develop a historical thesis.

E

In Grades 7–8, students will explain how the government succeeds or fails to provide support in a market economy.

RI

In Grade 6, students will determine the meaning of the vocabulary in text (at grade level). They will determine an author's point of view or purpose and explain how it is conveyed. They will integrate information presented in different media or formats. They will trace and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not. They will compare and contrast one author's presentation of events with that of another.

W

In Grade 6, students will write arguments to support claims with clear reasons and relevant evidence. They will gather information and assess the credibility of multiple print and digital sources and quote or paraphrase while avoiding plagiarism.

Resources

Suggested primary and secondary documents**Suggested online resources**

Scholastic News articles

Discovery Education

Time For Kids articles

World Book Online articles

Kids.usa.gov

www.congressforkids.net

www.mrnussbaum.com

www.socialstudiesforkids.com

Suggested content

Students place key events and people of the historical era they are studying in a chronological sequence and within a spatial context; they interpret time lines.

Students correctly apply terms related to time, including *past*, *present*, *future*, *decade*, *century*, and *generation*.

Students explain how the present is connected to the past, identifying both similarities and differences between the two, and how some things change over time and some things stay the same.

Grade 5 Social Studies, Trimester 3, Unit 1

Government Structures

Overview

Number of instructional days: 15 days (1 day = 50 minutes)

Rationale for placement

This unit begins by conveying to students the basics of government (origins, forms, and purposes). Students will then have the opportunity to demonstrate an understanding of U.S. government at the local, state, and national level.

Concepts to be learned and skills to be used

Grade-Span Expectations for Social Studies

- IDENTIFY the basic functions of government
- LIST various **forms of government** (e.g., dictatorship, democracy, parliamentary, monarchy)
- IDENTIFY and DESCRIBE the **role of individuals** (e.g., Thomas Jefferson, George Washington, Thomas Paine) as authority figures/ **leaders** in the **creation of government**
- IDENTIFY and DESCRIBE the **function** of the **three branches** (i.e., checks and balances, separation of powers)
- IDENTIFY how **power** is **divided** and **shared** among the **levels** of the United States **government**
- EXPLAIN how a **bill** becomes a **law**
- IDENTIFY, different “**political systems**” (e.g., monarchy, democracy, feudal)
- IDENTIFY how governments provide **goods** and **services** in a **market economy** by **taxing** and **borrowing**.

Common Core State Standards for English Language Arts

- DETERMINE at least two **main ideas** of text and EXPLAIN how they are supported by key details.
- SUMMARIZE the text.
- DETERMINE the meaning of academic and domain-specific words and phrases
- WRITE **informative/explanatory texts** to EXAMINE a topic and CONVEY ideas and information clearly
- RECALL **relevant information** from **experiences** or GATHER relevant information from **print** and **digital sources**. SUMMARIZE or PARAPHRASE information in **notes** and **finished work**, and PROVIDE a **list of sources**.

Essential questions

- What are the basic functions of government? List different forms of government.
- Who were the leaders in the creation of the U.S. government? How were their roles important?
- What are the three branches of government? Describe each branch's function.
- How is power divided and shared among different levels of the U.S. government?
- How does a bill become a law?
- How do governments use taxing and borrowing in a market economy to provide goods and services?

Written Curriculum**Grade-Span Expectations for Social Studies**

C&G 1: People create and change structures of power, authority, and governance in order to accomplish common goals.

- (5-6) –1 Students demonstrate an understanding of origins, forms, and purposes of government by...
- identifying the basic functions of government.
 - listing ~~and defining~~ various forms of government (e.g., dictatorship, democracy, parliamentary, monarchy).
- (5-6) –2 Students demonstrate an understanding of sources of authority and use of power, and how they are/can be changed by...
- identifying and describing the role of individuals (e.g., Thomas Jefferson, George Washington, Thomas Paine) as authority figures/ leaders in the creation of government.

C&G 2: The *Constitution* of the United States establishes a government of limited powers that are shared among different levels and branches.

- (5-6) –1 Students demonstrate an understanding of United States government (local, state, national) by...
- identifying and describing the function of the three branches (i.e., checks and balances, separation of powers)
 - identifying how power is divided and shared among the levels of the United States government.
 - explaining how a bill becomes a law.

C&G 4: People engage in political processes in a variety of ways.

(5-6) –1 Students demonstrate an understanding of political systems and political processes by...

- c. identifying, comparing, and contrasting different “political systems” (e.g., monarchy, democracy, feudal).

E 3: Individuals, institutions and governments have roles in economic systems.

(5-6) – 2 Students demonstrate an understanding of the role of government in a global economy by...

- a. identifying how governments provide goods and services in a market economy by taxing and borrowing.

Common Core State Standards for English Language Arts***Reading Standards*****Key Ideas and Details**

RI.5.2 Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.

Craft and Structure

RI.5.4 Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a *grade 5 topic or subject*.

Text Types and Purposes

- W.5.2 Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
- a. Introduce a topic clearly, provide a general observation and focus, and group related information logically; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension.
 - b. Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.
 - c. Link ideas within and across categories of information using words, phrases, and clauses (e.g., *in contrast*, *especially*).
 - d. Use precise language and domain-specific vocabulary to inform about or explain the topic.
 - e. A concluding statement or section related to the information or explanation presented.

Research to Build and Present Knowledge

W.5.8 Recall relevant information from experiences or gather relevant information from print and digital sources; summarize or paraphrase information in notes and finished work, and provide a list of sources.

Range of Writing

W.5.10 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

Clarifying the Standards**Key**

C&G = Civics and Government; HP = Historical Perspectives; G = Geography; E = Economics; RI = Reading Informational Texts; W = Writing Informational Texts

Prior learning*C&G*

In Grade 4, students studied rules versus laws and demonstrated an understanding of how these are made, applied, and enforced in the home, school, and community. Students identified the levels and branches of government and their roles/purposes. They described the Constitution and Bill of Rights and explained why they are important.

E

In Grade 4, students identified how governments use tax money for public benefit.

RI

Fourth-grade students determined the main idea of a text and summarized the text. They determined the meaning of the vocabulary in the text (at grade level).

W

In Grade 4, students wrote informative/explanatory texts to examine a topic and convey ideas and information clearly, using appropriate, grade-level standards for organization. They used relevant information from print/digital sources to take notes, categorize information, and provide a list of sources.

Current learning*E*

In Grade 5, students identify how governments provide goods and services in a market economy by taxing and borrowing.

RI

Students in Grade 5 determine two or more main ideas and summarize the text. They determine the meaning of the vocabulary in the text (at grade level).

W

In Grade 5, students write informative/explanatory texts to examine a topic and convey ideas and information clearly. They summarize or paraphrase information in notes and finished work.

Future learningHP

In Grades 7-8, students will evaluate sources in terms of relevance and comprehensiveness. They will draw connections between historical events and develop a historical thesis.

E

In Grades 7-8, students will explain how the government succeeds or fails at providing support in a market economy.

RI

In Grades 7-8, they will determine a central idea and summarize the text. They will determine the meaning of the vocabulary in the text (at grade level).

W

In Grade 6, students will write informative/explanatory texts to examine a topic and convey ideas, concepts, and information. They will gather information, assess the credibility of multiple print/digital sources, and quote or paraphrase while avoiding plagiarism.

Resources

Suggested online resources

Scholastic News articles

Discovery Education

Time For Kids articles

World Book Online articles

Kids.usa.gov

www.congressforkids.net

www.mrnussbaum.com

www.socialstudiesforkids.com

Suggested content

Understand how the British colonial period created the basis for the development of political self-government and a free-market economic system.

Compare the British, Spanish, and French colonial systems.

Trace the development of early democratic ideas and practices that emerged during the early colonial period, including the significance of representative assemblies and town meetings.

Explain the early examples of self-government, such as the Mayflower Compact and the House of Burgesses.

Outline British imperial policy and the colonial response to these policies [e.g., Sugar Act (1764); Stamp Act (1765); Townsend Duties (1767); Burning of the Gaspee (1772); Tea Act (1773); and

the Intolerable Acts (1774); the slogan “no taxation without representation,” the roles of the Stamp Act Congress, the Sons of Liberty, and the Boston Tea Party (1773).]

Compare the political, economic, and social lives of people in New England and in the middle and southern colonies.

Identify the effect that regional interests and perspectives had on shaping government.

Explain the meaning of the key ideas about equality, natural rights, the rule of law, and the purpose of government.

Introduce the Articles of Confederation and the concept of a weak central government.

Analyze the government’s successes and failures in meeting the challenges of governing under the Articles of Confederation.

Explain the significance of principles in the development of the Declaration of Independence, Articles of Confederation, Preamble, U.S. Constitution, and the Bill of Rights.

Describe the three branches of government and their individual powers and responsibilities, such as separation of powers and checks and balances.

Describe responsibilities associated with certain basic rights of citizens, such as freedom of speech, religion, and press, and explain why these responsibilities are important.

Describe the power and responsibility of the Supreme Court, including the power of judicial review.

Examine the contributions of people associated with the drafting of the Declaration of Independence and the framing of the Constitution, such as James Madison, Thomas Jefferson, John Jay, George Washington, and others.

Suggested resources

Lesson Plan: [*Analyzing Political Cartoons*](#)

Primary Source Set: [*Constitution*](#)

Primary Source Set: [*Washington, Jefferson, and Lincoln: Three Great Presidents*](#)

Discovery Education Streaming Videos: This is Our Government (18 minutes):
<http://app.discoveryeducation.com/player/view/assetGuid/dd85f3ac-8285-4f73-aa36-7b7bf6cdb067>

- What does it take to create and run a strong city, state, or country? Explore local, state, and federal governments to see how their branches work together. Students will see that one branch makes the laws, another makes sure the laws are fair, and a third makes sure the laws are obeyed

TLC Elementary School: Understanding Government

- Examine the structure and values of American government by exploring the rules in our daily lives and the reasons for them, as well as the rules and reasons behind our government.

TLC Elementary School: Separation of Powers (Segments 1–3, 30 minutes)

- This series of video segments examines how the United States separates powers on national, state, and local levels and how our system of checks and balances protects and limits power. It concludes with a review of the Reagan presidency.

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<http://app.discoveryeducation.com/player/view/assetGuid/455ece1d-15ee-47ed-9ff5-9672fd329dd0>

Flocabulary “Rap” Songs- <http://www.flocabulary.com/topics/civics/kids.gov>

- Great website for this unit including the lesson below
 - Lesson: Explaining Taxes to Students

“Three Branches, One Government”

- (game) teachervision.com/tv/printables

bensguide.gpo.gov/3-5

- Ben’s Guide to US Government for Kids- information on branches of government, how laws are made, national versus state,

Liberty’s Kids episode #40 We the People- (24 minutes)

- America's leaders meet at a convention in Philadelphia and decide to write a radical new Constitution.

Shh! We’re Writing the Constitution by Jean Fritz

- This factual gem that's written with Jean Fritz's humorous touch chronicles the hot summer of 1787 where 55 delegates from thirteen states huddled together in the strictest secrecy in Philadelphia to draw up the Constitution of the United States! (64 pages)
Grade level Equivalent: 4.7; Lexile Measure®:950L; DRA: 44

Guided reading

1787 A Novel by Joan Anderson

- In the year 1787 Jared Mifflin takes a position as an aide to James Madison. Grade level 4–6; 200 pages

U.S. Government and Presidents (Skills for Success Grades 3–5)

- Pages 30, 32, 34, 45, 52, 53, 55, 60, 64, 65

We the People: The Citizen & The Constitution

- Unit 3, How does the Constitution organize our government? (pp. 85–130)
- Worksheet comparing and contrasting federal, state, and local government
- Graphic organizer that shows the responsibility of each type of government
- Worksheet with questions about these types of government
- Informational worksheet about how government works

Textbook: *America’s Story* (Harcourt Brace & Company)

- Chapter 9, The Constitution

<http://www.senate.gov/reference/bibliography/kids/kids.htm>

- A great site that provides an extensive list of books & websites that would be helpful to go along with this unit; some books and websites from the list are provided below:

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How the U.S. Government Works. Syl Sobel. Happaug, NY: Barron's Educational Series, 1999. Grades 3–5.

- Explains why government is necessary. ("Can you imagine what your school would be like if each class had rules that were different from the rules in other classes? And what if the school had no principal?") Then goes on to describe what the three branches of government do. Readers learn how officials are elected or appointed and how government agencies work for the benefit of the people. Contains a glossary and index.

Social Studies for Kids

- A portal to other Web sites geared for students that explain the three branches of government and how a bill becomes a law.

How a Bill Becomes a Law. John Hamilton. Edina, MN: ABDO Publishing, 2005. Grades 3–5.

- A very basic explanation of the legislative process, geared for grade-school students. Includes a graphic showing how a bill becomes a law, a glossary, and interesting photos.

www.congressforkids.net

www.flowcabulary.com – Three Branches of Government, A More Perfect Union, Jefferson vs. Hamilton (state vs. federal)

Project idea

Write a report on the three branches of government or create a PowerPoint presentation.

Grade 5 Social Studies, Trimester 3, Unit 2

Citizenship

Overview

Number of instructional days: **15 days** **(1 day = 50 minutes)**

Rationale for placement

This unit gives students the opportunity to learn the rights and responsibilities of a citizen and demonstrate an understanding of political processes. Students will build upon the knowledge they gained in the Government Structures unit.

Concepts to be learned and skills to be used

Grade-Span Expectations for Social Studies

- DEFINE the concepts **civic, civics, civil, and citizen**
- IDENTIFY citizens' **rights** in a **democratic society**.
- EXPLAIN how **leaders** are **selected** or **elected**.
- LIST the **labels** that **individuals** may give themselves within a **political process**
- DESCRIBE the **voting process** for a **local, state, or national election**
- ENGAGE in the **political process**

Common Core State Standards for English Language Arts

- DETERMINE **the meaning of academic and domain-specific words and phrases**
- QUOTE accurately from a text when explaining what the text says and when **drawing inferences** from the text.
- DETERMINE at least two **main ideas** of text and EXPLAIN how they are supported by key details.
- SUMMARIZE the text.
- WRITE **informative/explanatory text** to **examine a topic** and **convey ideas** and information clearly

Essential questions

- What do the words *civic, civics, civil, and citizen* mean?
- What rights do citizens have in a democratic society (personal, economic, legal, and civic)?
- Can you give examples of specific ways a citizen's rights may or may not be exercised?
- What is the process for electing a political leader? How is the process different at each level (local, state, national)?

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Written Curriculum

Grade-Span Expectations for Social Studies

C&G 3: In a democratic society all people have certain rights and responsibilities.

- (5-6) –1 Students demonstrate an understanding of citizens' rights and responsibilities by...
- a. defining the concepts: “civic”(adj.), “civics”(n), “civil,” and “citizen”.
 - b. identifying citizen's rights in a democratic society (personal, economic, legal, and civic).
- (5-6) –2 Students demonstrate an understanding of how individuals and groups exercise (or are denied) their rights and responsibilities by...
- a. identifying and explaining specific ways rights may or may not be exercised (e.g., civil rights).

C&G 4: People engage in political processes in a variety of ways.

- (5-6) –1 Students demonstrate an understanding of political systems and political processes by...
- a. explaining how leaders are selected or elected (e.g., election process, appointment process, political parties, campaigns).
 - b. listing the “labels” that individuals may give themselves within a political process (e.g., radical, liberal, conservative, environmentalist, Democrat, Republican).
- (5-6)-2 Students demonstrate their participation in political processes by...
- b. describing the voting process for a local, state, or national election.
 - c. engaging in the political process (e.g., voting in school elections).

Common Core State Standards for English Language Arts

Reading Standards

Key Ideas and Details

- RI.5.1 Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.
- RI.5.2 Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.

Craft and Structure

- RI.5.4 Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a *grade 5 topic or subject area*.

Text Types and Purposes

- W.5.2 Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
- Introduce a topic clearly, provide a general observation and focus, and group related information logically; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension.
 - Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.
 - Link ideas within and across categories of information using words, phrases, and clauses (e.g., *in contrast*, *especially*).
 - Use precise language and domain-specific vocabulary to inform about or explain the topic.
 - A concluding statement or section related to the information or explanation presented.

Range of Writing

- W.5.10 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

Clarifying the Standards**Key**

*C&G = Civics and Government; HP = Historical Perspectives; G = Geography;
E = Economics; RI = Reading Informational Texts; W = Writing Informational Texts*

Prior learning*C&G*

In Grade 4, students began to develop an understanding of the rights and responsibilities people have in a democratic society. They also began to explore the political process and learn how people participate in it.

RI

In Grade 4, students determined the main idea of an informational text and summarized it. They referred to details and examples in a text when explaining what the text says explicitly, and they drew inferences. They determined the meaning of the vocabulary in the text (at grade level).

W

In Grade 4, students wrote informative/explanatory texts using the appropriate grade-level standards.

Current learningC&G

In Grade 5, students learn the rights and responsibilities of a citizen and demonstrate an understanding of political processes.

RI

Students in Grade 5 quote accurately when explaining what a text says explicitly and when drawing inferences. They determine two or more main ideas and explain how they are supported by key details. They summarize the text. They determine the meaning of vocabulary in grade-level text.

W

In Grade 5, students write informative/explanatory texts using the appropriate grade-level standards.

Future learningC&G

In Grades 7–8, students will apply the concepts *civic*, *civics*, *citizen*, and *rights* while evaluating and defending a position on issues involving individual rights. Students will evaluate the political process.

RI

In Grade 6, students will cite textual evidence to support analysis of a text. They will determine a central idea of a text and how it is conveyed through particular details. They will provide a summary of the text distinct from personal opinions or judgments. They will determine the meaning of words and phrases in a text.

W

In Grade 6, students will write informative texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.

Resources

Suggested primary and secondary documents

Scholastic News articles

Discovery Education

Time For Kids articles

World Book Online articles

Suggested online resources

Kids.usa.gov

www.congressforkids.net

www.mrnussbaum.com

Burrillville and Lincoln Public Schools, with process support from The Charles A. Dana Center at the University of Texas at Austin

www.socialstudiesforkids.com

Suggested content

Identify and summarize how democratic principles, such as rule of law, limited government, consent of the governed, popular sovereignty, representative democracy, and the limitation of power, influenced our founding documents

Explain the balance between providing for the common good and protecting individual rights.

Analyze how government needs to provide more protection and order during times of crisis, such as natural disasters and threats to national security

Compare ways people can participate in the political process, including voting, petitioning elected officials, and volunteering.

Suggested resources

<http://www.senate.gov/reference/bibliography/kids/kids.htm>—This is a great site that provides an extensive list of books and websites that would be helpful to go along with this unit. Some books and websites from the list are provided below:

- *The Voice of the People: American Democracy in Action*. Betsy Maestro. New York: Lothrop, Lee and Shepard Books, 1996. Grades K-6.
 - A wide-ranging book that explains the electoral process and how the three branches of government work. Discusses how the Constitution was drafted and forms the backbone of our government. Also explains that our electoral process has developed in part from the Constitution and in part from customs and traditions. Contains various lists: presidents, order of presidential succession, the oath of office, and more.
- *The Pledge of Allegiance*. Terry Allan Hicks. Tarrytown, NY: Marshall Cavendish Benchmark, 2007. Grades 2-6.
 - Tells the story of how the pledge of allegiance came to be written in 1892 by Francis Bellamy, an editor with a popular children's magazine. Describes how the pledge quickly became a key part of Americans' everyday lives, and also how the some of the wording of the pledge has changed over the years. Contains a glossary, bibliography, and an index.

www.bensguide.gpo.gov *Ben's Guide*

- Compiled and maintained by the Government Printing Office. It provides information and activities specifically tailored for educators, parents, and students in K-12. Information for students is tailored to grade levels (K-2, 3-5, 6-8, and 9-12). Depending on the grade level, the site provides information on the following topics: our nation, historical documents, branches of government, how our laws are made, national vs. state government, election process, symbols of U.S. government, citizenship, glossary, and U.S. government Web sites for kids. The links to other government Web sites may be accessed by government agency, by subject, or alphabetically. An extremely useful, well-organized resource.

www.congressforkids.net

www.educationworld.com – search *citizenship* for helpful links

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www.flowcabulary.com – Bill of Rights, Political Parties, Forms of Government

Project idea on US symbols- choose a symbol- write a report & create a poster or model

Every Vote Counts! (Unit) www.scholastic.com/teachers/lesson-plan/every-vote-counts

Discovery Education Videos

- TLC Elementary School: Understanding Good Citizenship (teacher guide included)
Explore the responsibilities of citizens in a democracy and the factors to consider in selecting leaders.

Mock Election project ideas- www.teachervision.com/elections/lesson-plan/58285.html

Mock Election lesson plan ideas- www.nationalmockelection.org/curriculum.html

- Click on elementary school lesson plans. Three great lessons include: Our Government, American Principles, The Electoral Process

Take a Stand! Everything You Ever Wanted to Know about Government by Daniel Weizmann

- Book about how a democratic government works & how to hold a mock election

We the People- The Citizen and the Constitution Unit 5- What are the responsibilities of citizens?

U.S. Government and Presidents (Skills for Success) pages 74-77

Grade 5 Social Studies, Trimester 3, Unit 3

Economics

Overview

Number of instructional days: 15 (1 day = 50 minutes)

Rationale for placement

This unit gives students knowledge of basic economics. Students will need to use what they learned from the government and civics units in the second trimester to comprehend this economics unit.

Concepts to be learned and skills to be used

Grade-Span Expectations for Social Studies

- IDENTIFY the role of **producers** and **consumers**
- COMPARE the **cost** and **benefits** of **producer** and **consumer** choices to determine **value**
- PROVIDE examples of how a **society** defines or determines **wealth**
- IDENTIFY the **benefits** and **barriers** of different means of **exchange**
- IDENTIFY how **inventions**, **innovations**, and **technology** stimulate **economic growth**
- IDENTIFY and ANALYZE **environmental**, **communication**, and **political effects of consumer choice**

Common Core State Standards for English Language Arts

- EXPLAIN the **relationships** between individuals, events, ideas, or concepts in a **historical text** based on **specific information**
- DETERMINE **the meaning of academic and domain-specific words and phrases**
- COMPARE and CONTRAST the **structure** of events, ideas, concepts, or information in two or more **texts**
- WRITE routinely for a range of **tasks, purposes , and audiences**

Essential questions

- Who are producers and consumers in our economy? How do their roles play a part in our economy? How have their choices resulted in costs and benefits?
- What is wealth? How is wealth determined in our society?
- What are some different means of exchange? Explain the benefits and obstacles of these types of exchange.
- What inventions, innovations, and technology have accelerated economic growth? How has economic growth been stimulated?

Written Curriculum

Grade-Span Expectations for Social Studies

E 1: Individuals and societies make choices to address the challenges and opportunities of scarcity and abundance.

- (5-6) –1 Students demonstrate an understanding of basic economic concepts by...
- b. identifying the role of producers and consumers in real-world and historical context.
- (5-6) –2 Students demonstrate an understanding that scarcity and abundance causes individuals to make economic choices by...
- a. comparing the cost and benefits of consumer and producer choices to determine the value.
 - b. providing examples of how a society defines or determines wealth.

E 2: Producers and consumers locally, nationally, and internationally engage in the exchange of goods and services.

- (5-6) – 1 Students demonstrate an understanding of the variety of ways producers and consumers exchange goods and services by...
- a. identifying the benefits and barriers of different means of exchange (e.g., barter, credit, and currency).
- (5-6) – 2 Students analyze how Innovations and technology affects the exchange of goods and services by...
- a. identifying how inventions, innovations, and technology stimulate economic growth.

C&G 5: As members of an interconnected world community, the choices we make impact others locally, nationally, and globally.

- (5-6) -3 Students demonstrate an understanding of how the choices we make impact and are impacted by an interconnected world by...
- a. identifying and analyzing the effects of consumer choice (environmental, communication, political).

Common Core State Standards for English Language Arts

Reading Standards

Key Ideas and Details

- RI.5.3 Explain the relationships or interactions between two or more individuals, events, ideas, or concepts in a historical, scientific, or technical text based on specific information in the text.

Craft and Structure

- RI.5.4 Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a *grade 5 topic or subject area*.
- RI.5.5 Compare and contrast the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in two or more texts.

Range of Writing

- W.5.10 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

Clarifying the Standards**Key**

*C&G = Civics and Government; HP = Historical Perspectives; G = Geography;
E = Economics; RI = Reading Informational Texts; W = Writing Informational Texts*

Prior learning*C&G*

In Grades 3–4, students listed and explained the pros and cons of personal and organizational, decisions.

E

In Grades 3–4, students identified types of goods and services available and understood how scarcity requires people to make choices. Students learned how innovations and technology can have positive and negative effects on buyers and sellers within various markets.

RI

In Grade 4, students explained events, procedures, ideas, or concepts in an informational text, including what happened and why, based on specific information in the text. They determined the meaning of vocabulary in grade level text.

Current learning*C&G*

Students identify and analyze the effects of consumer choice.

E

Students identify roles of consumers and producers while comparing the costs and benefits of their choices. Students define and determine wealth within a society and understand the pros and cons of different means of exchange. They identify how different inventions, innovations, and technology stimulate economic growth.

RI

Students explain the relationships among people, events, or ideas in a historical text and determine the meaning vocabulary in a grade-level text.

Future learning*C&G*

In Grades 7–8, students will predict the effects of personal, consumer, environmental, communication, and political choices.

E

In Grades 7–8, students will explain the pros and cons of consumer and producer choices and describe how value affects distribution of wealth and consumer choices. Students will explain how and why incentives affect market value. Students will describe how inventions, innovations, and technology stimulate economic growth.

RI

In Grade 6, students will determine the meaning of vocabulary in grade-level text and analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text.

Resources

Suggested content

Describe the role of money and barter in the colonial trade.

Compare the benefits of a money economy to the benefits of a barter economy.

Describe how available resources affect specialization and trade.

Explain how limited resources and unlimited economic wants caused colonists to choose certain goods and services.

Examine how technology changed production, such as wheat/grist mills.

Identify the role of the indentured servant.

Explain the importance of shipping and trading to the economic development of the colonies, such as triangular trade.

Describe the harsh conditions of the middle passage and slave life.

Compare the life of enslaved and free African Americans in the colonies.

Reflect on Rhode Island's role in the slave trade.

Suggested resources

Lesson Plan: Any Sort of Labor