

MSAD #54 Social Studies Curriculum

Content Area: Social Studies	Grade: Fifth Grade	
Unit: Civil War	Section: Civics and Government	
MLR Span: 5/8	MLR Content Standard: (B) Purpose and Types of Government: Students will understand the types and purposes of government, their evolution, and their relationships with the governed.	
MLR Performance Indicators	MSAD #54 Objectives	Instructional Resources/Activities
Students will be able to: 5. Assess competing ideas about the purposes government should serve (e.g. individual rights versus collective rights).	Students will: 1. Identify and compare the different opinions regarding states rights versus federal rights that existed before the Civil War. 2. Identify the regions where each of the above opinions were predominant, including beliefs held by the majority of Mainers.	<p>a) See Civil War Curriculum Links on MSAD 54 web site: http://www.msad54.k12.me.us/MSAD54Pages/CurriculumResources/civilwar.html</p> <p>b) Write editorials for a newspaper that identify and compare the different opinions regarding states rights versus federal rights that existed before the Civil War.</p> <p>c) 2. Create maps that show the differences in opinions regarding states vs. federal rights on a state and regional basis.</p> <ul style="list-style-type: none"> • Scott Foresman <i>Social Studies The United States</i> Unit 7 <p>d) Resources for Readers:</p> <ul style="list-style-type: none"> • <i>To Be A Drum</i> by Evelyn Coleman. • <i>A Band of Angels</i> by Deborah Hopkinson. • <i>I See the Rhythm</i> by Toyomi Igus. • <i>The Civil War North and South</i> by Jane Pofahl. • <i>The Civil War Personalities</i> by Jane Pofahl. • <i>Civil War Era Activity Book</i> by Edupress. • <i>Pink and Say</i> by Patricia Polacco. • <i>From Slave Ship to Freedom Road</i> by Julius Lester.

MSAD #54 Social Studies Curriculum

Content Area: Social Studies	Grade: Fifth Grade	
Unit: Constitution	Section: Civics and Government	
MLR Span: 5/8	MLR Content Standard: (A) Rights, Responsibilities, and Participation: Students will understand the rights and responsibilities of civic life and will employ the skills of effective civic participation.	
MLR Performance Indicators	MSAD #54 Objectives	Instructional Resources/Activities
Students will be able to: 3. Describe and analyze the process by which a proposed law is adopted including the role of governmental and non-governmental influences.	Students will: 1. Explain the steps through which a bill becomes a law.	<ul style="list-style-type: none"> a) Watch and sing Schoolhouse Rock "I'm Just a Bill" b) Create flowcharts to show the progression from bill to law (Inspiration software is a good tool). c) Use newspapers and the internet to track the progress of a bill currently being debated in the state or national legislature. d) Propose a bill concerning an issue that is important to students today. <ul style="list-style-type: none"> • Scott Foresman Social Studies, <i>The United States</i>, chapter 10. • Refer to copy of the Constitution, Scott Foresman text page R30 - R52. e) Resources for Readers: <ul style="list-style-type: none"> • <i>Yo! Millard Fillmore</i> by Will Cleveland and Mark Alvarez (teaches fun strategies to remember the names of the presidents in order). • <i>National Geographic United States Atlas for Young Explorers</i>. • <i>First Ladies: Women Who Called the White House Home</i> by Beatrice Gormley. <p style="text-align: right;"><i>Continued to next page.</i></p>

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Content Area: Social Studies	Grade: Fifth Grade	
Unit: Constitution	Section: Civics and Government	
MLR Span: 5/8	MLR Content Standard: (A) Rights, Responsibilities, and Participation: Students will understand the rights and responsibilities of civic life and will employ the skills of effective civic participation.	
MLR Performance Indicators	MSAD #54 Objectives	Instructional Resources/Activities
<i>Continued from previous page.</i>		f) Web Resources: Early America/Colonial Revolutionary War links or Government/Elections links from Social Studies Curriculum Links on MSAD 54 District Web Page: http://www.msad54.k12.me.us/MSAD54Pages/CurriculumResources/earlyamerica.html - c http://www.msad54.k12.me.us/MSAD54Pages/CurriculumResources/governmentelections.html

MSAD #54 Social Studies Curriculum

Content Area: Social Studies	Grade: Fifth Grade	
Unit: Constitution	Section: Civics and Government	
MLR Span: 5/8	MLR Content Standard: (C) Fundamental Principles of Government and Constitutions: Students will understand the constitutional principles and the democratic foundations of the political institutions of the United States.	
MLR Performance Indicators	MSAD #54 Objectives	Instructional Resources/Activities
Students will be able to: 1. Explain the meaning and importance of fundamental principles of American Constitutional Democracy (e.g. Popular Sovereignty, Rule of law, Three Branches of Government, Representative Institutions, Shared Powers, Checks and Balance, and Separation of Church and State).	Students will: 1. Understand the concept of democracy including a republican form of government. 2. Identify the Three Branches of American Government and their functions as defined in the Constitution. 3. Identify the system of Checks and Balances, Shared Powers, and Separation of Church and State as defined in the Constitution.	a) Hold classroom elections to choose people to handle class responsibilities. Candidates should prepare a platform and run a campaign to get their ideas out to the class. b) Create a flowchart or other graphic organizer to illustrate the functions and responsibilities of each branch of government c) Create a flowchart or other graphic organizer to illustrate the system of Checks and Balances, Shared Powers, and Separation of Church and State as defined in the Constitution. a) (Inspiration software). a) Assign small groups to research one of the amendments of the Bill of Rights. Groups will present, (visually and orally), the main points of each amendment, and a current issue related to the amendment (e.g. gun control, freedom of speech, etc.).

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Content Area: Social Studies	Grade: Fifth Grade	
Unit: Constitution	Section: Civics and Government	
MLR Span: 5/8	MLR Content Standard: (C) Fundamental Principles of Government and Constitutions: Students will understand the constitutional principles and the democratic foundations of the political institutions of the United States.	
MLR Performance Indicators	MSAD #54 Objectives	Instructional Resources/Activities
<p><i>Continued from previous page.</i></p> <p>2. Examine civil rights, liberties, and responsibilities established in the United States Constitution and Bill of Rights.</p> <p>3. Take and defend positions on current issues involving the constitutional practice of individual rights (e.g. Freedom of Speech, Separation of Church and State).</p>	<p>1. Understand the basic concepts of citizens' rights and responsibilities as outlined in the Constitution and Bill of Rights.</p> <p>1. Choose a current issue related to the practice of individual rights, investigate all sides of the issue, and develop and defend their own opinion regarding the issue.</p>	<p>a) Students will use an issue from above research to write an essay, create a poster, computer project, or other form of presentation to develop and defend their own opinion regarding the issue.</p>

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Content Area: Social Studies	Grade: Fifth Grade	
Unit: Constitution	Section: Civics and Government	
MLR Span: 5/8	MLR Content Standard: (D) International Relations: Students will understand the political relationships among the United States and other nations.	
MLR Performance Indicators	MSAD #54 Objectives	Instructional Resources/Activities
Students will be able to: 1. Explain the foreign policy powers which the Constitution gives to the branches of the government.	Students will: a) Identify the responsibilities of each branch of government pertaining to foreign policy.	a) Include these responsibilities in the flowchart in Civics C, Indicator 1. b) Examine a current foreign policy issue and discuss its implications on our lives.

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Content Area: Social Studies	Grade: Fifth Grade	
Unit: Reconstruction	Section: Civics and Government	
MLR Span: 5/8	MLR Content Standard: (C) Fundamental principles of government and constitutions: Students will understand the constitutional principles the democratic foundations of the political institutions of the United States.	
MLR Performance Indicators	MSAD #54 Objectives	Instructional Resources/Activities
<p>Students will be able to:</p> <p>2. Examine civil rights, liberties, and responsibilities established in the United States Constitution and Bill of Rights.</p>	<p>Students will:</p> <p>1. Identify constitutional changes in the rights of African Americans made during reconstruction (e.g. 13th, 14th, and 15th Amendments).</p>	<p>a) See Civil War Curriculum Links on MSAD 54 web site: http://www.msad54.k12.me.us/MSAD54Pages/CurriculumResources/civilwar.html</p> <p>b) Study and interpret the meaning of the 13th, 14th, and 15th Amendments to the Constitution. Students can rewrite the information in their own words to show understanding.</p> <p>c) Have students take the role of a member of Congress who helped to pass the above amendments and give a speech regarding their importance and necessity.</p> <ul style="list-style-type: none"> • Scott Foresman <i>Social Studies The United States</i> chapter 15 "War and Reconstruction"

MSAD #54 Social Studies Curriculum

Content Area: Social Studies	Grade: Fifth Grade	
Unit: Colonial America and the Revolutionary War	Section: Economics	
MLR Span: 5/8	MLR Content Standard: (A) Personal and Consumer Economics: Students will understand that economic decisions are based on the availability of resources and the costs and benefits of choices.	
MLR Performance Indicators	MSAD #54 Objectives	Instructional Resources/Activities
Students will be able to: 1. Analyze how scarcity affects individuals' decisions about production and consumption of goods and services	Students will: 1. Identify economic factors that led to the Revolution.	a) In small groups students research the various taxes and tariffs levied by the British on the colonies, and create signs to protest their adoption.

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Content Area: Social Studies	Grade: Fifth Grade	
Unit: Colonial America and the Revolutionary War	Section: Economics	
MLR Span: 5/8	MLR Content Standard: (C) Comparative Systems: Students will analyze how different economic systems function and change over time.	
MLR Performance Indicators	MSAD #54 Objectives	Instructional Resources/Activities
Students will be able to: 1. Compare how different economies meet basic wants and needs over time.	Students will: a) Understand the barter and trade systems used in the American colonies.	a) Set up a colonial marketplace with students taking roles as merchants, farmers, tax officials, and consumers.

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Content Area: Social Studies	Grade: Fifth Grade	
Unit: Constitution	Section: Economics	
MLR Span: 5/8	MLR Content Standard: (C) Comparative Systems: Students will analyze how different economic systems function and change over time.	
MLR Performance Indicators	MSAD #54 Objectives	Instructional Resources/Activities
Students will be able to: 1. Describe the characteristics of traditional, command, market, and mixed economic systems.	Students will: 1. Demonstrate knowledge of our free enterprise system and its influence on our lives. 2. Explain how supply and demand determine value in a market economy.	a) Set up a stock market simulation whereby students invest in actual stock and follow its progress on the stock market. b) Create a graphic organizer, graph or diagram illustrating the results of daily stock. c) Discuss the effects of the stock market on the economy and how it trickles down to our daily lives. (i.e. pricing, sales competitions, what we must buy as compared to luxury, etc.) d) Form a company to develop and sell a product, considering consumer needs and pricing factors.

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Content Area: Social Studies	Grade: Fifth Grade	
Unit: Immigration and the Industrial Revolution	Section: Economics	
MLR Span: 5/8	MLR Content Standard: (A) Personal and Consumer Economics: Students will understand that economic decisions are based on the availability of resources and the cost and benefits of choices.	
MLR Performance Indicators	MSAD #54 Objectives	Instructional Resources/Activities
<p>Students will be able to:</p> <ol style="list-style-type: none"> Analyze how scarcity affects individuals' decisions about production and consumption of goods and services. 	<p>Students will:</p> <ol style="list-style-type: none"> Identify how the scarcity of resources in some areas of the U.S. affected the placement of factories during the Industrial Revolution. Identify how the scarcity of workers resulted in the employment of children in factories. 	<ol style="list-style-type: none"> Create maps that show the location of natural resources needed for industrialization, and then analyze this material in order to determine why industrialization happened in specific areas. Use literature and other resources to determine reasons why children were employed in factories during the Industrial Revolution.

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Content Area: Social Studies	Grade: Fifth Grade	
Unit: Immigration and the Industrial Revolution	Section: Economics	
MLR Span: 5/8	MLR Content Standard: (B) Economic Systems of the United States: Students will understand the economic system of the United States, including its principles, development, and institutions.	
MLR Performance Indicators	MSAD #54 Objectives	Instructional Resources/Activities
Students will be able to: 5. Describe the roles and contributions of the principles contributors to the economy (e.g. laborers, investors, entrepreneurs, managers).	Students will: 1. Describe the role of immigrant laborers and how they contributed to the economy.	a) See "Immigrant Face" project listed under History A.

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Content Area: Social Studies	Grade: Fifth Grade	
Unit: Westward Movement	Section: Economics	
MLR Span: 5/8	MLR Content Standard: (A) Personal and Consumer Economics: Students will understand that economic decisions are based on the availability of resources and the costs and benefits of choices.	
MLR Performance Indicators	MSAD #54 Objectives	Instructional Resources/Activities
Students will be able to: 1. Analyze how scarcity affects individuals' decisions about production and consumption of goods and services.	Students will: 1. Identify economic factors that led to westward expansion and settlement. 2. Explain how settlers met economic needs during the journey west.	a) See Unit project shown on History.

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Content Area: Social Studies	Grade: Fifth Grade	
Unit: Civil War	Section: Geography	
MLR Span: 5/8	MLR Content Standard: (A) Skills and Tools Students will know how to construct and interpret maps and use globes and other geographic tools to locate and derive information about people, places, regions, and environments.	
MLR Performance Indicators	MSAD #54 Objectives	Instructional Resources/Activities
Students will be able to: 1. Visualize the globe and construct maps of the world and its sub regions to identify patterns of human settlement, major physical features, and political divisions.	Students will: 1. Identify, locate, and construct maps that show slave states and free states. 2. Identify, locate, and construct maps that show which states believed the Federal Government should have the most power, and which states believed that state governments should have the most power. 3. Identify, locate, and construct maps that show which states seceded from the Union, and which stayed the Union. 4. Compare and contrast the above maps with regard to positions taken during the Civil War.	a) Create maps outlined in the objectives. Possible formats could include map books, bulletin boards, computer presentations, (HyperStudio, Power Point, Slide Show), posters, or other media.

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Content Area: Social Studies		Grade: Fifth Grade	
Unit: Colonial America and the Revolutionary War		Section: Geography	
MLR Span: 5/8		MLR Content Standard: (A) Skills and Tools Students will know how to construct and interpret maps and use globes and other geographic tools to locate and derive information about people, places, regions, and environments.	
MLR Performance Indicators		MSAD #54 Objectives	
Students will be able to: 1. Visualize the globe and construct maps of the world and its sub regions to identify patterns of human settlement, major physical features, and political divisions. 2. Develop maps, globes, charts, models, and databases to analyze geographical patterns on the Earth.		Students will: 1. Identify and locate European colonies in the Americas. 2. Construct maps of European colonies in the Americas. 1. Develop graphic organizers to illustrate why colonists chose specific places to settle.	
		Instructional Resources/Activities	
		a) Construct maps of American colonies that distinguish between the European nations that colonized the areas. Maps can be made on paper, on computers, with clay, salt dough, papier-maché, or other materials. a) Create maps, charts, or computer presentations that compare and contrast the geography of the colonized regions.	

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Content Area: Social Studies	Grade: Fifth Grade	
Unit: Immigration and Industrial Revolution	Section: Geography	
MLR Span: 5/8	MLR Content Standard: (A) Skills and Tools Students will know how to construct and interpret maps and use globes and other geographic tools to locate and derive information about people, places, regions, and environments.	
MLR Performance Indicators	MSAD #54 Objectives	Instructional Resources/Activities
Students will be able to: 1. Visualize the globe and construct maps of the world and its sub regions to identify patterns of human settlement, major physical features, and political divisions.	Students will: 1. Identify and locate regions where most of the industrialization occurred. 2. Construct maps showing major industrial regions in the United States. 3. Construct a map that demonstrates an understanding of movement of people, ideas, or resources relating to the topic of Immigration.	e) Use maps to locate the regions of the United States where most of the industrialization occurred. f) Use the above information to create maps showing the major industrialized regions of the United States. g) Students take on the role of a cartographer to construct a map that demonstrates understanding of the theme of movement of people, ideas, or resources relating to immigration. A written explanation of the map must be included. 1) construct a map to demonstrate movement of at least two groups of people, ideas, or resources 2) organize the information on the map by including at least the following elements <ul style="list-style-type: none"> • a key explaining the symbols or colors used • identification of political features • identification of physical features • a title • a Compass Rose

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Unit: Immigration and Industrial Revolution	Section: Geography	
MLR Span: 5/8	MLR Content Standard: (A) Skills and Tools Students will know how to construct and interpret maps and use globes and other geographic tools to locate and derive information about people, places, regions, and environments.	
MLR Performance Indicators	MSAD #54 Objectives	Instructional Resources/Activities
<i>Continued from previous page.</i> 2. Develop maps, globes, charts, models, and databases to analyze geographical patterns on the Earth.	1. Develop graphic organizers to illustrate why factories were placed in certain geographical regions.	d) the written explanation must include the following: <ul style="list-style-type: none"> • introduction • compare/ contrast the effects of movement • conclusion e) Refer to Maine Assessment Portfolio website: http://www.maptasks.org/tb_5_.html?parent_id=5&cat_id=24&bc=666666 a) Create maps, charts, or data bases that show the resources of each area where factories were placed to show the relationship between resources and location of factories. b) See cartographer activity listed in Indicator 1.

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Content Area: Social Studies	Grade: Fifth Grade	
Unit: Reconstruction	Section: Geography	
MLR Span: 5/8	MLR Content Standard: (A) Skills and Tools: Students will know how to construct and interpret maps and use globes and other geographic tools to locate and derive information about people, places, regions, and environments.	
MLR Performance Indicators	MSAD #54 Objectives	Instructional Resources/Activities
Students will be able to: 1. Visualize the globe and construct maps of the world and its sub regions to identify patterns of human settlement, major physical features, and political divisions.	Students will: 1. Identify states that were under federal control during the period of Reconstruction.	a) Create maps that show the states controlled by the Federal Government during Reconstruction.

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Content Area: Social Studies	Grade: Fifth Grade	
Unit: Reconstruction	Section: Geography	
MLR Span: 5/8	MLR Content Standard: (B) Human Interaction with Environments: Students will understand and analyze the relationships among people and their physical environment.	
MLR Performance Indicators	MSAD #54 Objectives	Instructional Resources/Activities
Students will be able to: 2. Explain patterns of migration throughout the world.	Students will: 1. Develop an understanding of how citizens moved to different parts of the United States after the Civil War.	a) Use literature to develop an understanding of the terms sharecropper and carpetbagger, and apply these definitions to the lives of people during the period of Reconstruction.

MSAD #54 Social Studies Curriculum

Content Area: Social Studies	Grade: Fifth Grade	
Unit: Westward Movement	Section: Geography	
MLR Span: 5/8	MLR Content Standard: (A) Skills and Tools: Students will know how to construct and interpret maps and use globes and other geographic tools to locate and derive information about people, places, regions, and environments.	
MLR Performance Indicators	MSAD #54 Objectives	Instructional Resources/Activities
Students will be able to: 1. Visualize the globe and construct maps of the world and its sub regions to identify patterns of human settlement, major physical features, and political divisions. 2. Develop maps, globes, charts, models, and databases to analyze geographical patterns on the Earth.	Students will: 1. Identify and locate trails settlers used to move west and important stops along the way. 2. Construct maps showing routes of Westward Movement. 1. Develop graphic organizers to illustrate why settlers chose specific trails to follow.	a) See Unit project shown on History A.

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Content Area: Social Studies	Grade: Fifth Grade	
Unit: Westward Movement	Section: Geography	
MLR Span: 5/8	MLR Content Standard: (B) Human Interaction with Environments: Students will understand and analyze the relationships among people and their physical environment.	
MLR Performance Indicators	MSAD #54 Objectives	Instructional Resources/Activities
Students will be able to: 1. Analyze how technology shapes the physical and human characteristics of places and regions including Maine. 2. Explain patterns of migration throughout the world. 4. Demonstrate an understanding of how society changes as a consequence of concentrated settlement.	Students will: 1. Describe tools that allowed settlers to move and survive in the West. 1. Develop an understanding of why settlers migrated to the West. 1. Identify how the West changed from a frontier to settlements.	a) See Unit project shown on History A. a) See Unit project shown on History A. a) See Unit project shown on History A.

MSAD #54 Social Studies Curriculum

Content Area: Social Studies	Grade: Fifth Grade	
Unit: Civil War	Section: History	
MLR Span: 5/8	MLR Content Standard: (B) Historical Knowledge, Concepts, and Patterns: Students will develop historical knowledge of major events, people, and enduring themes in the United States, in Maine, and throughout world history.	
MLR Performance Indicators	MSAD #54 Objectives	Instructional Resources/Activities
Students will be able to: 1. Demonstrate an understanding of the causes and effects of major events in United States History and the connections to Maine history with an emphasis on events up to 1877 including but not limited to: Declaration of Independence, Westward Expansion, Civil War, the Constitution, and Industrialization. 2. Demonstrate an understanding of selected themes in Maine, United States, and World history (e.g. Revolution, technological innovation, migration).	Students will: 1. Identify and compare the different opinions regarding states rights versus federal rights and how these differences led to the Civil War. 2. Identify how differing attitudes toward the practice of slavery led to the Civil War. 3. Identify economic factors (industrialization of the North, agricultural economy of the South) that led to the Civil War. 1. Define the term Civil War, including the idea that civil wars occur in many countries.	a) In small groups research and identify the different opinions regarding states rights versus federal rights and slavery, and the differences in economies in the in the North and South. b) Hold a debate over the above issues to illustrate the wide gap between the North and South in many areas, not just slavery. a) Hold class discussions that discuss the idea of civil war, and the incidences of civil war, both past and present around the world.

MSAD #54 Social Studies Curriculum

Content Area: Social Studies	Grade: Fifth Grade	
Unit: Civil War	Section: History	
MLR Span: 5/8	<p>MLR Content Standard: (C) Historical Inquiry Analysis and Interpretation: Students will learn to evaluate resource material such as documents, artifacts, maps, artworks and literature and to make judgments about the perspectives of the authors and their credibility when interpreting current historical events.</p>	
MLR Performance Indicators	MSAD #54 Objectives	Instructional Resources/Activities
<p>Students will be able to:</p> <p>3. Use information from a variety of primary and secondary sources to identify and support a point of view on a controversial historical topic.</p> <p>5. Formulate historical questions based on examination of primary and secondary sources including documents, eye witness accounts, letters and diaries, artifacts, real or simulated historical sites, charts, graphs, diagrams, and written text.</p>	<p>Students will:</p> <p>1. Explain why slavery was practiced in the United States, and identify the views of both pro and anti slavery citizens.</p> <p>1. Generate and answer questions regarding the living conditions of slaves before and during the Civil War.</p> <p>2. Generate and answer questions regarding the impact of the Civil War on the United States from the time of the war to the present</p>	<p>a) Use primary and secondary sources from slaves, slave owners, abolitionists, and other people to research the various opinions held regarding slavery. Use this information to hold a debate over slavery, to create a television news program (e.g. Meet the Press) that explores the slavery issue, to develop campaign signs and slogans that support a particular point of view, or to write a class book for younger students describing slavery.</p> <p>a) Use primary sources to examine living conditions of slaves before and during the Civil War. Use this information to create an interview with a slave. The interview can be written, videotaped, or put into a computer movie.</p> <p>b) Hold class discussions regarding the impact of the Civil War on the United States from the time of the war to the present. After questions about the impact of the war are generated, students can write their own journal entries regarding their opinion on each question. Journal entries can be shared with the class to foster more discussion.</p>

MSAD #54 Social Studies Curriculum

Content Area: Social Studies	Grade: Fifth Grade	
Unit: Colonial America and the Revolutionary War	Section: History	
MLR Span: 5/8	MLR Content Standard: (A) Chronology: Students will use the chronology of history and major eras to demonstrate the relationships of events and people.	
MLR Performance Indicators	MSAD #54 Objectives	Instructional Resources/Activities
<i>Continued from previous page.</i>		c) Benjamin Franklin, as well as lesser known contributors e.g. Benjamin Banneker, Ann Hutchison, Abigail Adams). d) Resources for Readers: <ul style="list-style-type: none"> • <i>Dear Benjamin Banneker</i> by Angela Davis Pinkney (This author has a series of biographies that are good to use). • <i>Life as a Colonist</i> by Bob Ryback. • <i>Early Village Life</i> (Crabtree Publishing) by Bobbie Kalman (This is part of a good series on colonial life). • <i>Deborah Sampson: Hero of the Revolution</i> by Lydia McDougall. • Web Resource: Refer to Early America/Colonial Revolutionary War links from Social Studies Curriculum Links on MSAD 54 District Web Page: http://www.msad54.k12.me.us/MSAD54Pages/CurriculumResources/earlyamerica.html - c

MSAD #54 Social Studies Curriculum

Content Area: Social Studies	Grade: Fifth Grade	
Unit: Colonial America and the Revolutionary War	Section: History	
MLR Span: 5/8	MLR Content Standard: (B) Historical Knowledge, Concepts, and Patterns: Students will develop historical knowledge of major events, people, and enduring themes in the United States, in Maine, and throughout World History.	
MLR Performance Indicators	MSAD #54 Objectives	Instructional Resources/Activities
Students will be able to: 1. Demonstrate an understanding of the causes and effects of major events in United States History and the connections to Maine history with an emphasis on events up to 1877 including but not limited to: Declaration of Independence, Westward Expansion, Civil War, the Constitution, and Industrialization. 2. Demonstrate an understanding of selected themes in Maine, United States and World History (e.g. Revolution, technological innovation, migration).	Students will: 1. Identify and analyze the causes and effects of the Declaration of Independence and the Revolutionary War. 1. Identify reasons why people came to the New World.	a) Use Schoolhouse Rock "America Rock" video. b) Take the role of one of the Founding Fathers and explain the meaning of the Declaration of Independence, and defend the necessity of the document. c) Hold classroom discussions regarding the impact of the Revolutionary War, including the immediate effects, and the legacy that still exists today. Use these discussions and literature to create graphic organizers to show these effects. Graphic organizers can be on paper or computer (Inspiration software is a good tool for this activity). a) Use literature to examine and identify reasons for migration to the New World. Use this information to create journal entries from a colonist's point of view.

MSAD #54 Social Studies Curriculum

Content Area: Social Studies	Grade: Fifth Grade	
Unit: Constitution	Section: History	
MLR Span: 5/8	MLR Content Standard: (A) Chronology: Students will use the chronology of history and major eras to demonstrate the relationships of events and people.	
MLR Performance Indicators	MSAD #54 Objectives	Instructional Resources/Activities
Students will be able to: 2. Identify the sequence of major events and people in the history of Maine, the United States, and selected World Civilizations.	Students will: 1. Explain the sequence of events that led to the adoption of the United States Constitution.	a) Create a flow chart showing the events leading up to the adoption of the Constitution. b) Hold a mock constitutional convention with students taking roles as delegates debating the contents of the constitution.

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Content Area: Social Studies	Grade: Fifth Grade	
Unit: Constitution	Section: History	
MLR Span: 5/8	MLR Content Standard: (B) Historical Knowledge, Concepts, and Patterns: Historical knowledge, concepts, and patterns: Students will develop historical knowledge of major events, people, and enduring themes in the United States, in Maine, and throughout World History.	
MLR Performance Indicators	MSAD #54 Objectives	Instructional Resources/Activities
Students will be able to: 1. Demonstrate an understanding of the causes and effects of major events in United States History and the connections to Maine history with an emphasis on events up to 1877 including but not limited to: Declaration of Independence, Westward Expansion, Civil War, the Constitution, and Industrialization.	Students will: 1. Identify and analyze the causes and effects of the Constitution.	a) Create journal entries that describe why many colonists felt the Constitution was needed, and how the Constitution affected the lives of Americans. b) Through class discussions, identify how the adoption of the Constitution affected the history of the United States (Did the powers of the federal government, as provided in the Constitution lead to the states' rights vs. federal rights conflict of the Civil War?)

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Content Area: Social Studies	Grade: Fifth Grade	
Unit: Constitution	Section: History	
MLR Span 5/8	<p>MLR Content Standard: (C) Historical Inquiry Analysis and Interpretation: Students will learn to evaluate resource material such as documents, artifacts, maps, artworks and literature and to make judgments about the perspectives of the authors and their credibility when interpreting current historical events.</p>	
MLR Performance Indicators	MSAD #54 Objectives	Instructional Resources/Activities
<p>Students will be able to:</p> <p>5. Formulate historical questions based on examination of primary and secondary sources including documents, eye witness accounts, letters and diaries, artifacts, real or simulated historical sites, charts, graphs, diagrams, and written text.</p>	<p>Students will:</p> <p>1. Identify the reasons that led to the creation and adoption of the Constitution and Bill of Rights.</p>	<p>a) Create journal entries that identify the reasons the Constitution and Bill of Rights were created and adopted. Journal entries should be from various points of view (pro and con, farmers, society leaders, merchants, etc.).</p>

MSAD #54 Social Studies Curriculum

Content Area: Social Studies	Grade: Fifth Grade	
Unit: Immigration and the Industrial Revolution	Section: History	
MLR Span: 5/8	MLR Content Standard: (A) Chronology: Students will use the chronology of history and major eras to demonstrate the relationships of events and people.	
MLR Performance Indicators	MSAD #54 Objectives	Instructional Resources/Activities
Students will be able to: 1. Describe the effects of historical changes on daily life.	Students will: 1. Identify the impact of Immigration and the Industrial Revolution on the daily lives of Americans.	a) Refer to General History curriculum links on MSAD 54 Web Site: http://www.msad54.k12.me.us/MSAD54Pages/CurriculumResources/generalhistory.html b) Create journal entries from a variety of points of view that show how life changed for immigrants and laborers as a result of the Industrial Revolution. c) Conduct role plays that illustrate the changes in the lives of different groups of people during the Industrial Revolution. d) Create an "Immigrant Face" by creating a mask (using art paper or other materials that show the different skin tones to allow for different racial and ethnic choices) and biographical sketch of an immigrant living during the Industrial Revolution. Criteria should include immigrant's homeland, when and why he or she came to the U.S., the area of the U.S. he or she lives, the job he or she holds, and other aspects of his or her way of life. Students will present their information from the point of view of the immigrant. <ul style="list-style-type: none"> • Refer to <i>Social Studies at the Center Integrating Kids, Content, and Literacy</i> by Terry Lindquist and Douglas Selwyn, pp. 101 – 106 • Scott Foresman <i>Social Studies The United States</i>, Chapter 17. <p style="text-align: right;"><i>Continued to next page.</i></p>

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<p><i>Continued from previous page.</i></p> <p>2. Identify the sequence of major events and people in the history of Maine, the United States, and selected World Civilizations.</p> <p>3. Trace simultaneous events in various parts of the world during a specific era.</p>	<ol style="list-style-type: none"> 1. Explain the sequence of events leading up to and through the Industrial Revolution, including immigration. 2. Identify and study famous inventors and other personalities associated with the Industrial Revolution 3. Identify other nations who were experiencing Industrialization at the same time as the United States. 	<ol style="list-style-type: none"> a) Create time lines that show the sequence of events of Immigration and the Industrial Revolution. Time lines could cover the whole United States, or small groups could focus on a specific area and report the events there. b) Use a variety of resources (fiction, non fiction, internet) to research the life and contribution of a famous personality from the Industrial Revolution. Information can be presented in a variety of ways, including, computer presentations, dioramas, reports, speeches, etc. c) Use non-fiction literature as a resource to create a chart or other graphic organizer showing other countries experiencing the Industrial Revolution at the same time as the United States. d) Resources for Readers: <ul style="list-style-type: none"> • <i>How Many Days to America?</i> By Eve Bunting • <i>When Jessie Came Across the Sea</i> by Amy Hest

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Content Area: Social Studies	Grade: Fifth Grade	
Unit: Immigration and the Industrial Revolution	Section: History	
MLR Span: 5/8	MLR Content Standard: (B) Historical Knowledge, Concepts, and Patterns: Students will develop historical knowledge of major events, people, and enduring themes in the United States, in Maine, and throughout World History.	
MLR Performance Indicators	MSAD #54 Objectives	Instructional Resources/Activities
Students will be able to: 1. Demonstrate an understanding of the causes and effects of major events in United States History and the connections to Maine history with an emphasis on events up to 1877 including but not limited to: Declaration of Independence, Westward Expansion, Civil War, the Constitution, and Industrialization. 2. Demonstrate an understanding of selected themes in Maine, United States, and World history (eg. Revolution, technological innovation, migration).	Students will: 1. Identify and analyze the causes and effects of Immigration and the Industrial Revolution. 1. Define the terms Immigration Industrial Revolution, including the industries involved and who worked in them (including children).	a) Hold classroom discussions regarding the impact of Immigration and the Industrial Revolution, including the immediate effects, and the legacy that still exists today. Use these discussions and literature to create graphic organizers to show these effects. Graphic organizers can be on paper or computer (Inspiration software is a good tool for this activity). a) See Cartographer activity in Geography A. b) Create presentations from the point of view of various participants in the Industrial Revolution., include the definition of Industrial Revolution, the industries and the workers involved in the presentation.

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Content Area: Social Studies	Grade: Fifth Grade	
Unit: Immigration and the Industrial Revolution	Section: History	
MLR Span: 5/8	MLR Content Standard: (C) Historical Inquiry Analysis and Interpretation: Students will learn to evaluate resource material such as documents, artifacts, maps, artworks and literature and to make judgments about the perspectives of the authors and their credibility when interpreting current historical events.	
MLR Performance Indicators	MSAD #54 Objectives	Instructional Resources/Activities
Students will be able to: 3. Use information from a variety of primary and secondary sources to identify and support a point of view on a controversial historical topic. 5. Formulate historical questions based on examination of primary and secondary sources including documents, eye witness accounts, letters and diaries, artifacts, real or simulated historical sites, charts, graphs, diagrams, and written text.	Students will: 1. Identify reasons why children were employed in factories, and develop and support an opinion as to whether or not children should have been workers. 1. Generate and answer questions regarding the working conditions of children and other workers in factories during the Industrial Revolution. 2. Generate and answer questions regarding the environmental impact, both immediate and future, of the Industrial Revolution.	a) Use primary and secondary sources to identify reasons why children were employed in factories. Write a persuasive piece or speech that develops and supports an opinion on child labor. b) Write journal entries from both the laborer and employer points of view that illustrate their respective opinions on the child labor issues. a) Take the role of an investigative reporter and create an "exposé" on the working conditions in factories during the Industrial Revolution. These can be presented in a newspaper format, or a mock television/radio broadcast. b) Use environmental resources in print and on the internet to research the impact of the Industrial Revolution on our rivers, resources, air, and land.

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Content Area: Social Studies	Grade: Fifth Grade	
Unit: Reconstruction	Section: History	
MLR Span: 5/8	MLR Content Standard: (B) Historical Knowledge, Concepts, and Patterns: Students will develop historical knowledge of major events, people, and enduring themes in the United States, in Maine, and throughout World History.	
MLR Performance Indicators	MSAD #54 Objectives	Instructional Resources/Activities
Students will be able to: 1. Demonstrate an understanding of the causes and effects of major events in United States History and the connections to Maine history with an emphasis on events up to 1877 including but not limited to: Declaration of Independence, Westward Expansion, Civil War, the Constitution, and Industrialization. 2. Demonstrate an understanding of selected themes in Maine, United States, and World history (e.g. Revolution, technological innovation, migration).	Students will: 1. Identify the effect of the Reconstruction years on the United States. 1. Define the term Reconstruction as it applies to the years following the Civil War.	a) Create charts or graphic organizers to identify the major events of the reconstruction, and their effects on the United States. a) Using the timeline created in History A, Indicator 2, develop an understanding of how the nation was "reconstructed", and why this term was applied to the time period.

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Content Area: Social Studies	Grade: Fifth Grade	
Unit: Westward Movement	Section: History	
MLR Span: 5/8	MLR Content Standard: (A) Chronology: Students will use the chronology of history and major eras to demonstrate the relationships of events and people.	
MLR Performance Indicators	MSAD #54 Objectives	Instructional Resources/Activities
Students will be able to: 1. Describe the effects of historical changes on daily life. 2. Identify the sequence of major events and people in the history of Maine, the United States, and selected World Civilizations.	Students will: 1. State the impact of Westward Movement on individuals and families in the 1800's. 2. Describe the daily life of people participating in Westward Movement. 1. Explain the sequence of events that led to the need for westward expansion in the 1800's. 2. Identify conflicts between settlers and Native Americans. 3. Identify and study famous personalities associated with the Westward Movement.	a) Refer to Westward Movement links from Social Studies Curriculum Links on MSAD 54 District Web Page: http://www.msad54.k12.me.us/MSAD54Pages/CurriculumResources/earlyamerica.html - w b) Unit Project: Students working in small groups will conduct research, using a variety of primary and secondary sources, different strands of westward movement (i.e. Moving to Texas, Oregon Fever, the California Goldrush, Mormon Trail, Santa Fe Trail). Students will present their information to the class. c) Information should include: <ul style="list-style-type: none"> • economic and cultural motivators to move west, including Manifest Destiny • details about life on the trail • sequence of events of the journey • explain how the settlers' lives changed after reaching their goal • any conflicts between settlers and Native Americans and/or Mexicans, including the point of view of both groups • famous personalities associated with the trail.

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MLR Performance Indicators	MSAD #54 Objectives	Instructional Resources/Activities
<i>Continued from previous page.</i>		<ul style="list-style-type: none"> • Scott Foresman <i>Social Studies The United States</i> chapter 13 "People Moving West". d) Possible presentation formats include: <ul style="list-style-type: none"> • technology projects (Hyperstudio, Power Point, iMovie, etc.) • skit • news show/newspaper • museum display with students in group as curators

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MLR Performance Indicators	MSAD #54 Objectives	Instructional Resources/Activities
Students will be able to: 1. Demonstrate an understanding of the causes and effects of major events in United States History and the connections to Maine history with an emphasis on events up to 1877 including but not limited to: Declaration of Independence, Westward Expansion, Civil War, the Constitution, and Industrialization.	Students will: 1. Identify and analyze the causes and effects of Westward Movement., including the idea of Manifest Destiny.	a) See Unit project shown on History A.

