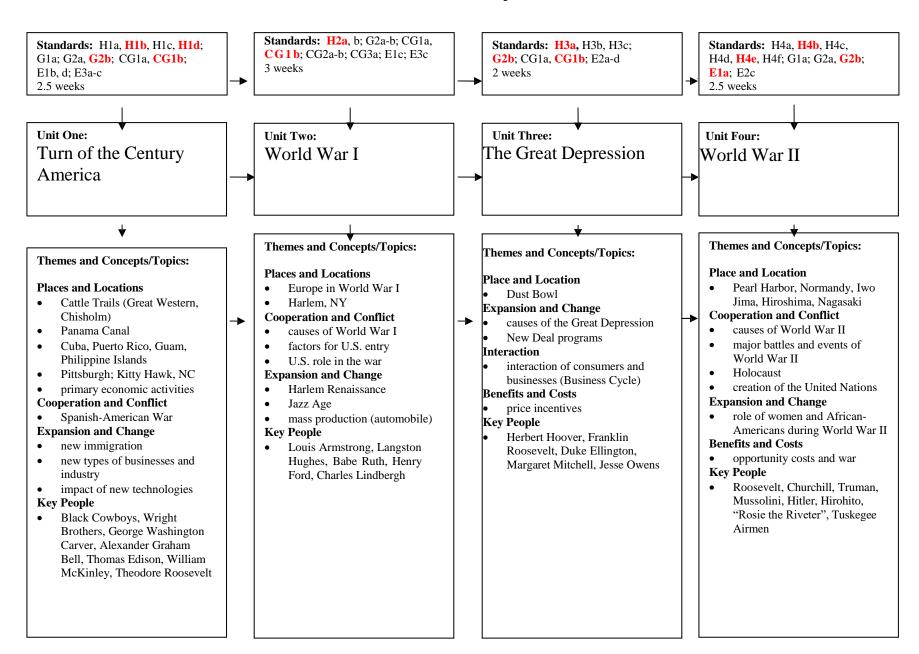
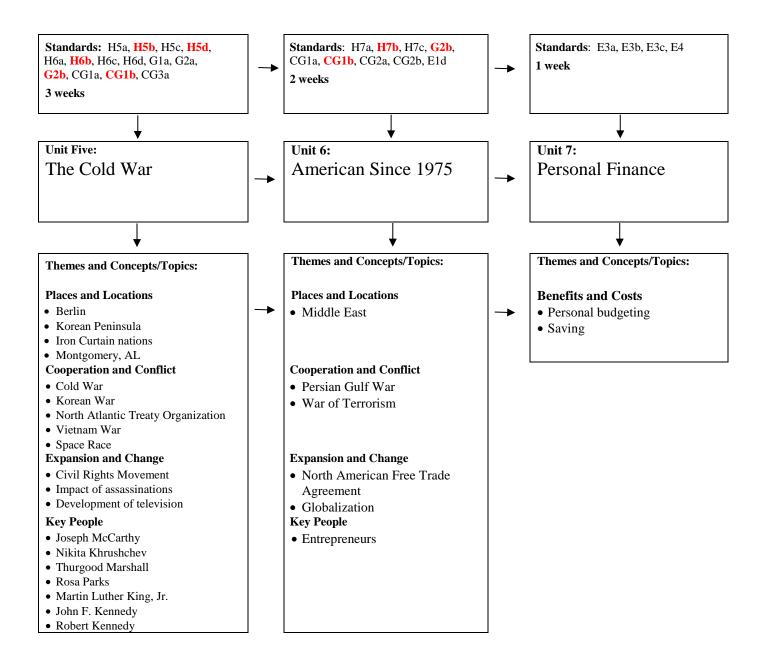


Social Studies Curriculum Guide GSE FIFTH GRADE

Grade/Course: Grade Five – United States History Since 1860



Grade/Course: *Grade Five* – United States History Since 1860



Grade Five Unit 1: Turn of the Century America

Elaborated Unit Focus: The focus of this unit is America's "second industrial revolution," including the continued movement west, the rise of corporations, and immigration.

GSE Standards

History

SS5H1 Describe how life changed in America at the turn of the century.

- a. Describe the role of the cattle trails in the late 19th century; include the Black Cowboys of Texas, the Great Western Cattle Trail, and the Chisholm Trail.
- b. Describe the impact on American life of the Wright brothers (flight), George Washington Carver (science), Alexander Graham Bell (communication), and Thomas Edison (electricity).
- c. Explain how William McKinley and Theodore Roosevelt expanded America's role in the world; include the Spanish-American War and the building of the Panama Canal.
- d. Describe the reasons people immigrated to the United States, from where they emigrated, and where they settled.

Geography

SS5G1 Locate important places in the United States.

a. Locate important man-made places; include the Chisholm Trail; Pittsburgh, PA; Kitty Hawk, NC; Pearl Harbor, HI; Montgomery, AL.; and Chicago, IL.

SS5G2 Explain the reasons for the spatial patterns of economic activities.

- a. Locate primary agricultural and industrial locations between the end of the Civil War and 1900 and explain how factors such as population, transportation, and resources have influenced these areas (e.g., Pittsburgh's rapid growth in the late nineteenth century).
- b. Locate primary agricultural and industrial locations since the turn of the 20th century and explain how factors such as population, transportation, and resources have influenced these areas (e.g., Chicago's rapid growth at the turn of the century).

Civics and Government

SS5CG1 Explain how a citizen's rights are protected under the U.S. Constitution.

- a. Explain the responsibilities of a citizen.
- b. Explain the concept of due process of law and describe how the U.S. Constitution protects a citizen's rights by due process.

Grade Five Unit 1: Turn of the Century America

GSE Standards Economics SS5E1 Use the basic economic concepts of trade, opportunity cost, specialization, productivity, and price incentives to illustrate historical events. b. Explain how price incentives affect people's behavior and choices (e.g., decisions to participate in cattle trails because of increased beef prices). d. Describe how trade and voluntary exchange promotes economic activity (e.g., how the Panama Canal increases trade among countries). SS5E3 Describe how consumers and producers interact in the U. S. economy. a. Describe how competition, markets, and prices influence consumer behavior. b. Describe how people earn income by selling their labor to businesses. c. Describe how entrepreneurs take risks to develop new goods and services to start a business.

Unit 1 Enduring Understandings and Unit Essential Questions

Geography influences the way societies develop.

• How did location influence the development of industry in the United States at the turn of the 19th century? (SS5G1a; SS5G2; SS5E1b, d; SS5E3a, b, c)

Territorial and economic growth change politics and society.

- How did the development of the western cattle industry in the years following the Civil War reflect changes in America? (SS5H1a; SS5G1a; SS5G2; SS5E1; SS5E3)
- How did the Panama Canal and the Spanish-American War play a role in global expansion of the United States? (SS5H1c; SS5G1a; SS5E1)
- Why did people immigrate to the United States? (SS5H1d; SS5G2a, b; SS5E1; SS5E3)
- How did changes in technology (electricity, telephone, science, transportation) lead to changes in politics and society? (SS5H1b; SS5G1a; SS5G2b; SS5E1; SS5E3)

War comes at a great cost to societies.

• Why did America's role in the world expand as a result of the Spanish-American War? (SS5H1c; SS5E1; SS5E3)

Individuals and institutions develop and change societies.

- How did inventors such as the Wright Brothers, George Washington Carver, Alexander Graham Bell, and Thomas Edison help strengthen the nation? (SSH1b)
- How did changes to the Constitution increase the voting power of the citizens of the United States? (SS5CG2a, b)

Grade Five Unit 2: World War I

Elaborated Unit Focus: The focus of this unit is the involvement of the United States in World War I and the political and social developments after the war.

GSE Standards

History

SS5H2 Describe U.S. involvement in World War I and post-World War I America.

- a. Explain how German attacks on U.S. shipping during the war in Europe (1914-1917) ultimately led the U.S. to join the fight against Germany; include the sinking of the Lusitania and concerns over safety of U.S. ships, U.S. contributions to the war, and the impact of the Treaty of Versailles in 1919.
- b. Describe the cultural developments and individual contributions in the 1920s of the Jazz Age (Louis Armstrong), the Harlem Renaissance (Langston Hughes), baseball (Babe Ruth), the automobile (Henry Ford), and transatlantic flight (Charles Lindbergh).

Geography

SS5G2 Explain the reasons for the spatial patterns of economic activities.

- a. Locate primary agricultural and industrial locations between the end of the Civil War and 1900 and explain how factors such as population, transportation, and resources have influenced these areas (e.g., Pittsburgh's rapid growth in the late nineteenth century).
- b. Locate primary agricultural and industrial locations since the turn of the 20th century and explain how factors such as population, transportation, and resources have influenced these areas (e.g., Chicago's rapid growth at the turn of the century).

Civics and Government

SS5CG1 Explain how a citizen's rights are protected under the U.S. Constitution.

- a. Explain the responsibilities of a citizen.
- b. Explain the concept of due process of law and describe how the U.S. Constitution protects a citizen's rights by due process.

SS5CG2 Explain the process by which amendments to the U.S. Constitution are made.

- a. Explain the amendment process outlined in the Constitution.
- b. Describe the purpose for the amendment process.

SS5CG3 Explain how amendments to the US Constitution have maintained a representative democracy/republic.

a. Explain how voting rights are protected by the 15th, 19th, 23rd, 24th, and 26th amendments.

Grade Five Unit 2: World War I

GSE Standards
Economics SS5E1 Use the basic economic concepts of trade, opportunity cost, specialization, productivity, and price incentives to illustrate historical events. c. Describe how specialization can improve standards of living and productivity (e.g., how Henry Ford's use of the assembly line reduced the price of automobiles).
SS5E3 Describe how consumers and producers interact in the U. S. economy.c. Describe how entrepreneurs take risks to develop new goods and services to start a business.

Unit 2 Enduring Understandings and Essential Questions

War comes at a great cost to societies.

- Why and how was the United States involved in World War I? (SS5H2a; SS5E1)
- How are basic economic concepts, such as trade and opportunity cost, illustrated in the context of events surrounding WWI? (SS5H2a; SS5E1; SS5E3c)

Individuals develop and change societies.

- How did Henry Ford affect the post-World War I economic boom? (SS5H2b; SS5G2a,b; SS5E1; SS5E3c)
- Why do people consider Babe Ruth and Charles Lindbergh to be American heroes? (SS5H2b)
- How did the art of Langston Hughes and Louis Armstrong represent cultural changes taking place in America during this era? (SS5H2b)

For a democracy to endure, all of its citizens should have political, social, and economic rights and responsibilities.

 How did citizens demonstrate their civic responsibilities during World War I? (SS5CG1a,b)

Grade Five Unit 3: The Great Depression

Elaborated Unit Focus:	The focus of this unit is the impact of the Great Depression and the
New Deal on the lives of	Americans.

GSE Standards

History

SS5H3 Explain how the Great Depression and New Deal affected the lives of millions of Americans.

- a. Discuss the Stock Market Crash of 1929, Herbert Hoover, Franklin Roosevelt, the Dust Bowl, and soup kitchens.
- b. Analyze the main features of the New Deal; include the significance of the Civilian Conservation Corps, Works Progress Administration, and the Tennessee Valley Authority.
- c. Discuss important cultural elements of the 1930s; include Duke Ellington, Margaret Mitchell, and Jesse Owens.

Geography

SS5G2 Explain the reasons for the spatial patterns of economic activities.

b. Locate primary agricultural and industrial locations since the turn of the 20th century and explain how factors such as population, transportation, and resources have influenced these areas (e.g., Chicago's rapid growth at the turn of the century).

Civics and Government

SS5CG1 Explain how a citizen's rights are protected under the U.S. Constitution.

- a. Explain the responsibilities of a citizen.
- b. Explain the concept of due process of law and describe how the U.S. Constitution protects a citizen's rights by due process.

Grade Five Unit 3: The Great Depression

GSE Standards Economics SS5E2 Describe the functions of four major sectors in the U.S. economy. a. Describe the household function in providing resources and consuming goods and services. Describe the private business function in producing goods and services. c. Describe the bank function in providing checking accounts, savings accounts, and loans. d. Describe the government function in taxation and providing certain public goods and public services.

Unit 3 Enduring Understandings and Unit Essential Questions

The prosperity of a nation is determined by natural, economic, and political forces.

- How did the boom times of post-World War I America lead to bust-times of the Great Depression? (SS5H3a; SS5E2)
- How did Franklin Roosevelt's New Deal programs attempt to bring the United States out of the Great Depression? (SS5H3a, b; SS5CG1a, b; SS5E2a,b,c, d;)
- How did the "dust bowl" affect the economy? (SS5H3a; SS5G2b)

Individuals develop and change society.

- To what extent can the policies of one man, Herbert Hoover or Franklin Roosevelt, restore a nation? (SS5H3a, SS5E2a, b, c, d)
- How do Margaret Mitchell, Duke Ellington and Jesse Owens represent the 1930s? (SS5H3c)

Grade Five Unit 4: World War II

Elaborated Unit Focus: The focus of this unit is United States involvement in World War II, including the causes and effects of the war and its impact on American culture at home.

GES Standards

History

SS5H4 Explain America's involvement in World War II.

- a. Describe German aggression in Europe and Japanese aggression in Asia.
- b. Describe major events in the war in both Europe and the Pacific; include Pearl Harbor, Iwo Jima, D-Day, VE and VJ Days, and the Holocaust.
- c. Discuss President Truman's decision to drop the atomic bombs on Hiroshima and Nagasaki.
- d. Identify Roosevelt, Stalin, Churchill, Hirohito, Truman, Mussolini, and Hitler.
- e. Describe the effects of rationing and the changing role of women and African Americans or Blacks; include "Rosie the Riveter" and the Tuskegee Airmen.
- f. Explain the role of Eleanor Roosevelt and the U.S. in the formation of the United Nations.

Geography

SS5G1 Locate important places in the United States.

a. Locate important man-made places; include the Chisholm Trail; Pittsburgh, PA; Kitty Hawk, NC; Pearl Harbor, HI; Montgomery, AL.; and Chicago, IL.

SS5G2 Explain the reasons for the spatial patterns of economic activities.

- a. Locate primary agricultural and industrial locations between the end of the Civil War and 1900 and explain how factors such as population, transportation, and resources have influenced these areas (e.g., Pittsburgh's rapid growth in the late nineteenth century).
- b. Locate primary agricultural and industrial locations since the turn of the 20th century and explain how factors such as population, transportation, and resources have influenced these areas (e.g., Chicago's rapid growth at the turn of the century).

Grade Five Unit 4: World War II

GSE Standards
Economics SS5E1 Use the basic economic concepts of trade, opportunity cost, specialization, productivity, and price incentives to illustrate historical events. a. Describe opportunity costs and their relationship to decision-making across time (e.g., decisions by individuals in response to rationing during WWII).
SS5E2 Describe the functions of four major sectors in the U. S. economy.
c. Describe the bank function in providing checking accounts, savings accounts, and loans.

Unit 4 Enduring Understandings and Unit Essential Questions

War comes at a great cost to societies.

- How were Pearl Harbor, Iwo Jima, V-E Day and V-J Day important events in World War II? (SS5H4b, c; SS5G1a; SS5E1)
- How did Germany's and Japan's actions lead to war with the United States? (SS5H6a, b, d; G1)
- Why did the Holocaust occur? (SS5H4a, b, d)
- Why did President Truman decide to drop atomic bombs on Hiroshima and Nagasaki in World War II? (SS5H4c)
- How did World War II change the lives of people at home? (SS5H4e; SS5E1)

Individuals and groups develop and change societies.

- How well did the leaders of the Axis (Mussolini, Hitler, and Hirohito) and Allied powers (Roosevelt, Stalin, Churchill, Truman) of World War II reflect the will of the citizens of their respective nations? (SS5H4d)
- How did "Rosie the Riveter" and the Tuskegee Airmen illustrate the changing roles of women and minorities as a result of WWII? (SS5H4e; SS5G2a, b; SS5E1; SS5E2c)

For a democracy to endure, all of its citizens should have political, social, and economic rights and responsibilities.

 How did citizens demonstrate their civic responsibilities during World War I? (SS5H4e; SS5CG1a; SS5E2c)

Compromise and conflict contribute to a nation's development.

• Why was the formation of the United Nations key to establishing a post-World War II peace? (SS5H4f)

Grade Five Unit 5: The Cold War

Elaborated Unit Focus: The focus of this unit is the Cold War as a unique global conflict. The unit also includes the political, technological and social changes associated with the Civil Rights movement and the Space Age.

GSE Standards

History

SS5H5 Discuss the origins and consequences of the Cold War.

- a. Explain the origin and meaning of the term "Iron Curtain."
- b. Explain how the United States sought to stop the spread of communism through the Berlin airlift, the Korean War, and the North Atlantic Treaty Organization.
- c. Identify Joseph McCarthy and Nikita Khrushchev.
- d. Discuss the importance of the Cuban Missile Crisis and the Vietnam War.

SS5H6 Describe the importance of key people, events, and developments between 1950-1975.

- a. Analyze the effects of Jim Crow laws and practices.
- b. Explain the key events and people of the Civil Rights movement: *Brown v. Board of Education* (1954), Montgomery Bus Boycott, the March on Washington, Civil Rights Act, Voting Rights Act, and civil rights activities of Thurgood Marshall, Lyndon B. Johnson, Cesar Chavez, Rosa Parks, and Martin Luther King, Jr.
- c. Describe the impact on American society of the assassinations of President John F. Kennedy, Robert F. Kennedy, and Martin Luther King, Jr.
- d. Discuss the significance of the technologies of television and space exploration.

Geography

SS5G1 Locate important places in the United States.

a. Locate important man-made places; include the Chisholm Trail; Pittsburgh, PA; Kitty Hawk, NC; Pearl Harbor, HI; Montgomery, AL.; and Chicago, IL.

SS5G2 Explain the reasons for the spatial patterns of economic activities.

- b. Locate primary agricultural and industrial locations between the end of the Civil War and 1900 and explain how factors such as population, transportation, and resources have influenced these areas (e.g., Pittsburgh's rapid growth in the late nineteenth century).
- c. Locate primary agricultural and industrial locations since the turn of the 20th century and explain how factors such as population, transportation, and resources have influenced these areas (e.g., Chicago's rapid growth at the turn of the century).

Grade Five Unit 5: The Cold War

GSE Standards: Civics and Government SS5CG1 Explain how a citizen's rights are protected under the U.S. Constitution. a. Explain the responsibilities of a citizen. b. Explain the concept of due process of law and describe how the U.S. Constitution protects a citizen's rights by due process. SS5CG3 Explain how amendments to the U.S. Constitution have maintained a representative democracy/republic. a. Explain how voting rights are protected by the 15th, 19th, 23rd, 24th, and 26th amendments. **Economics** SS5CG1 Explain how a citizen's rights are protected under the U.S. Constitution. c. Explain the responsibilities of a citizen.

Unit 5 Enduring Understandings and Unit Essential Questions

Compromise and conflict contribute to a nation's development.

- Why did the United States and its allies want to contain the Soviet Union during the Cold War? (SS5H5a, b; SS5G2b)
- How was the Cold War different from other wars? (SS5H5a,b)
- How are the Korean War, the Cuban Missile Crisis, and the Vietnam War related? (SS5H5b; SS5H5d)

For a democracy to endure, all of its citizens should have political, social, and economic rights and responsibilities.

• How did Brown v. Board of Education, Montgomery Bus Boycott, the March on Washington, the Civil Rights Act, and the Voting Rights Act address the goals of the Civil Rights Movement? (SS5H6b; SS5G1a; SS5CG1a, b)

The growth and development of a nation are influenced by social, political, and economic factors.

• How did technology associated with the Space Age and television change the culture, economy, and government of the US? (SS6Hd; SS5G2a, b; SS5CG1a, b; SS5E1)

Individuals develop and change societies.

- How did Joseph McCarthy influence American society? (SS5H5c; SS5CG1a, b)
- How did Nikita Khrushchev influence events during the Cold War? (SS5H5c)
- Why were Thurgood Marshall, Rosa Parks, and Martin Luther King, Jr. influential in the Civil Rights Movement? (SS5H6b)
- How did the assassinations of President John F. Kennedy, Martin Luther King, Jr. and Robert Kennedy affect the nation? (SS5H6c)

Grade Five Unit 6: America Since 1975

Elaborated Unit Focus: The focus of this unit is the political and social impact of U.S. involvement in world events including the Middle East peace process, the collapse of Communism in Eastern Europe, and the War on Terrorism.

GES Standards

<u>History</u>

SS5H7 Trace important developments in America from 1975 to 2001.

- a. Describe the collapse of the Soviet Union, including the role of Ronald Reagan.
- b. Describe the events of September 11, 2001, and analyze their impact on American life.
- c. Explain the impact of the personal computer and the Internet on American life.

Geography

SS5G2 Explain the reasons for the spatial patterns of economic activities.

b. Locate primary agricultural and industrial locations since the turn of the 20th century and explain how factors such as population, transportation, and resources have influenced these areas (e.g., Chicago's rapid growth at the turn of the century).

Civics and Government

SS5CG1 Explain how a citizen's rights are protected under the U.S. Constitution.

- a. Explain the responsibilities of a citizen.
- b. Explain the concept of due process of law and describe how the U.S. Constitution protects a citizen's rights by due process.

SS5CG2 Explain the process by which amendments to the U.S. Constitution are made.

- a. Explain the amendment process outlined in the Constitution.
- b. Describe the purpose for the amendment process.

SS5CG3 Explain how amendments to the U. S. Constitution have maintained a representative democracy/republic.

a. Explain how voting rights are protected by the 15th, 19th, 23rd, 24th, and 26th amendments.

Economics

SS5E1 Use the basic economic concepts of trade, opportunity cost, specialization, productivity, and price incentives to illustrate historical events.

d. Describe how trade and voluntary exchange promotes economic activity (e.g., how the Panama Canal increases trade among countries).

Unit 6 Enduring Understandings and Unit Essential Questions

Compromise and conflict contribute to a nation's development.

• How did the events of September 11, 2001 impact the lives of Americans? (SS5H7b; SS5G2b; SS5CG1a, b)

For a democracy to endure, all of its citizens should have political, social, and economic rights and responsibilities.

- How have the political rights of citizens been expanded since 1961? (SS5CG3a)
- How has the government altered the freedoms of Americans in response to the attacks on September 11, 2001? (SS5H7b; SS5CG1a,b)

The growth and development of a nation are influenced by social, political, and economic factors.

 How has the use of the personal computer and the Internet affected American business and society as a whole? (SS5H7c; SS5G2b; E1d)

Grade Five Unit 7: Personal Finance

Elaborated Unit Focus: This focus of this unit is the self-discipline required to make informed and reasoned decisions concerning wise spending and saving choices.

GSE Standards:

Economics

SS5E3 Describe how consumers and producers interact in the U. S. economy.

- a. Describe how competition, markets, and prices influence consumer behavior.
- b. Describe how people earn income by selling their labor to businesses.
- c. Describe how entrepreneurs take risks to develop new goods and services to start a business.

SS5E4 Identify the elements of a personal budget (income, expenditures, and saving) and explain why personal spending and saving decisions are important.

Unit 7 Enduring Understandings and Unit Essential Questions

All decisions have both benefits and costs.

- What are the costs and benefits of personal budgeting? (SS5E4)
- What are the costs and benefits of saving? (SS5E4)

• What are the costs and benefits of spending? (SS5E4)									
Businesses compete in markets for buyers of their goods and services. • What effect does entrepreneurship have on the economy of the United States? (SS5E3a, b, c)									

Grade Five Summary of Enduring Understandings

Unit One: Turn of the Century America

- Geography influences the way societies develop.
- Territorial and economic growth change politics and society.
- War comes at a great cost to societies.
- Individuals and institutions develop and change societies.

Unit Two: World War I

- War comes at a great cost to societies.
- Individuals develop and change societies.
- For a democracy to endure, all of its citizens should have political, social, and economic rights and responsibilities.

Unit Three: The Great Depression

- The prosperity of a nation is determined by natural, economic, and political forces.
- Individuals develop and change society.

Unit Four: World War II

- War comes at a great cost to societies.
- Individuals and groups develop and change societies.
- For a democracy to endure, all of its citizens should have political, social, and economic rights and responsibilities.
- Compromise and conflict contribute to a nation's development.

Unit Five: The Cold War

- Compromise and conflict contribute to a nation's development.
- For a democracy to endure, all of its citizens should have political, social, and economic rights and responsibilities.
- The growth and development of a nation are influenced by social, political, and economic factors.
- Individuals develop and change societies.

Unit Six: America Since 1975

- Compromise and conflict contribute to a nation's development.
- For a democracy to endure, all of its citizens should have political, social, and economic rights and responsibilities.
- The growth and development of a nation are influenced by social, political, and economic factors.

Unit Seven: Personal Finance

- All decisions have both benefits and costs.
- Businesses compete in markets for buyers of their goods and services.

Social Studies Skills Matrices

MAP AND GLOBE SKILLS

GOAL: The student will use maps to retrieve social studies information.

I: indicates when a skill is introduced in the standards and elements as part of the content

D: indicates grade levels where the teacher must develop that skill using the appropriate content

M: indicates grade level by which student should achieve mastery, the ability to use the skill in all situations

A: indicates grade levels where students will continue to apply and improve mastered skills

Map and Globe Skills	K	1	2	3	4	5	6	7	8	9-12
1. use cardinal directions	Ι	M	A	A	A	A	A	A	A	A
2. use intermediate directions		I	M	A	A	A	A	A	A	A
3. use a letter/number grid system to determine location			I	M	A	A	A	A	A	A
4. compare and contrast the categories of natural, cultural, and political features found on maps			I	M	A	A	A	A	A	A
5. use inch to inch map scale to determine distance on map			I	M	A	A	A	A	A	A
6. use map key/legend to acquire information from, historical, physical, political, resource, product and economic maps			I	D	M	A	A	A	A	A
7. use a map to explain impact of geography on historical and current events			I	D	M	A	A	A	A	A
8. draw conclusions and make generalizations based on information from maps				I	M	A	A	A	A	A
9. use latitude and longitude to determine location				I	D	D	D	M	A	A
10. use graphic scales to determine distances on a map					I	M	A	A	A	A
11. compare maps of the same place at different points in time and from different perspectives to determine changes, identify trends, and generalize about human activities					I	М	A	A	A	A
12. compare maps with data sets (charts, tables, graphs) and /or readings to draw conclusions and make generalizations					I	M	A	A	A	A

INFORMATION PROCESSING SKILLS

GOAL: The student will be able to locate, analyze, and synthesize information related to social studies topics and apply this information to solve problems/make decisions.

I: indicates when a skill is introduced in the standards and elements as part of the content

D: indicates grade levels where the teacher must develop that skill using the appropriate content

M: indicates grade level by which student should achieve mastery, the ability to use the skill in all situations

A: indicates grade levels where students will continue to apply and improve mastered skills

Information Processing Skills	K	Ī	2	3	4	5	6	7	8	9-12
1. compare similarities and differences	I	D	М	A	A	A	A	A	A	A
2. organize items chronologically	I	D	D	М	A	A	A	A	A	A
3. identify issues and/or problems and alternative solutions	I	D	D	D	D	М	A	A	A	A
4. distinguish between fact and opinion		I	D	М	A	A	A	A	A	A
5. identify main idea, detail, sequence of events, and cause and effect in a social studies context		I	D	D	М	A	A	A	A	A
6. identify and use primary and secondary sources		I	D	D	M	A	A	A	A	Α
7. interpret timelines		I	D	D	М	A	A	A	A	A
8. identify social studies reference resources to use for a specific purpose		N'	I	М	A	A	A	A	A	A
9. construct charts and tables			I	М	A	A	A	A	A	A
10. analyze artifacts			I	D	D	М	Ā	A	Ā	A
11. draw conclusions and make generalizations				I	М	A	A	A	A	Α
12. analyze graphs and diagrams				I	D	М	A	A	A	A
13. translate dates into centuries, eras, or ages				I	D	М	A	A	Α	A
14. formulate appropriate research questions					I	М	А	A	A	A
15. determine adequacy and/or relevancy of information					I	М	A	A	A	A
16. check for consistency of information					I	М	A	A	A	A
17. interpret political cartoons					I	D	D	D	М	A