

District Overview:

The vision of the BHASD Social Studies Department is to cultivate the skills students will need in order to live an engaged and meaningful civic life. Throughout the course of the school year, students will be reading, writing, critically thinking, researching, analyzing information, and contributing to discussions. Students' study will focus on history, geography, economics, civics, and government from a global and diverse perspective. From Kindergarten through high school, students will move in a sequence that expands their awareness of self through home, school, community, state, region, country, and world connections. Students will be exposed to major cultural and geographic regions of the world. As they learn to reason, examine, and evaluate past and current events, they will begin to develop an understanding of the fundamental ideas about government, economics, and the rights and responsibilities of citizens.

Grade 5 Description:

Social Studies in 5th grade introduces students to the early history of our country and covers the period up to our country's Declaration of Independence and the Revolutionary War. It begins by teaching students about early explorers before Columbus who began to connect the world together. The students then learn about the "discovery" of a New World by Columbus, which results in the Spanish conquests and the Columbian Exchange. Students then learn about England's establishment of colonies, which also includes a detailed study of colonial life. The year concludes with examining the causes of the Revolutionary War and how our country achieves independence. During the year, students also learn the names of the 50 states and their capitals.

Grade 5 Units:

- Unit 1 - Explorers in the Eastern Hemisphere
- Unit 2 - Spain Builds an Empire
- Unit 3 - The Struggle to Found Colonies
- Unit 4 - Life in the Early Colonies
- Unit 5 - The Fight for a Continent
- Unit 6 - The Road to War
- Unit 7 - Winning the Revolution
- Unit 8 - U.S. States and Capitals



Subject: Social Studies

Grade: 5

Suggested Timeline: 3-4 weeks

Unit Title:

Explorers in the Eastern Hemisphere

Unit Overview/Essential Understanding:

The purpose of this introductory unit is to provide students with the background and historical context so they can better understand the purpose and importance of the voyage of Columbus in 1492. This goal is achieved by studying various explorers from the Eastern Hemisphere who were connecting different parts of the known world together before Columbus. The explorers who are studied include Marco Polo, Zheng He, Mansa Musa, the Vikings, and the Portuguese.

Essential Questions:

- How does learning about past cultures help us understand the world today?
- Why did Marco Polo travel to China, and what was the Silk Road?
What were the causes and effects of Marco Polo's journey?
- Why did Zheng He and the Chinese explore?
- Why and how did Europeans trade with kingdoms in West Africa?
Who were the Vikings and where did they explore?
- What important cultural and technological advances took place during the Renaissance?
- How did Portuguese explorers reach India?

Unit Objectives:

- Students will be able to explain the purpose and causes and effects of Marco Polo's journey.
- Students will be able to identify the location and importance of the Silk Road and explain why Europeans wanted to reach China.
- Students will be able to relate the voyages of Zheng He to China's desire to trade, explore, and show their power.
- Students will be able to summarize how trade led to greater ties among people of different continents.
- Students will be able to describe the location and dangers of the caravan trade routes leading across the Sahara Desert.
- Students will be able to identify Ghana, Mali, and Songhai as major trading kingdoms of West Africa.
- Students will be able to relate West African wealth to its natural resources and to trade.
- Students will be able to describe the importance of Mansa Musa's rule and his pilgrimage to Mecca.

- Students will be able to summarize the efforts of the Vikings to explore lands far from Europe and start a colony in North America 500 years before the voyage of Columbus.
- Students will be able to describe the importance of the Renaissance and relate it to advances in navigation.
- Students will be able to describe the effects of Prince Henry the Navigator and the Portuguese efforts to explore Africa and reach India.

Focus Standards Addressed in this Unit:

- 5.3.5.F- Examine different ways conflict can be resolved
- 6.1.5.B - Demonstrate the use of human and capital resources in the production of a specific good
- 6.1.5.C - Explain how people's choices have different economic consequences
- 6.1.5.D - Demonstrate how availability of resources affects choices
- 6.2.5.B - Identify how pricing affects sellers and consumers
- 6.2.5.D - Identify factors that cause changes in price
- 6.5.5.D - Explain how positive and negative incentives affect individual choices
- 7.1.5.A - Describe how common geographic tools are used to organize and interpret information about people, places, and environment
- 7.1.5.B - Describe and locate places and regions as defined by physical and human features
- 7.2.5.A - Describe the characteristics of places and regions
- 7.2.5.B - Identify the basic physical processes that affect the physical characteristics of places and regions
- 7.3.5.A - Identify the human characteristics of places and regions using the following criteria: • Population • Culture • Settlement • Economic activities • Political activities
- 8.4.5.A - Compare and contrast common characteristics of the social, political, cultural, and economic groups in world history
- 8.4.5.B - Illustrate concepts and knowledge of historical documents, artifacts, and sites, which are critical to World history

Important Standards Addressed in this Unit:

- 6.3.5.B - Describe factors that influence government's economic decision making
- 8.1.5.A - Identify and explain the influences of economic features on continuity and change over time

Misconceptions:

- Most students will only know about Marco Polo because of the game named after him.

- Most students will not know that the Vikings reached North America and actually started colonies 500 years before Columbus.

Concepts/Content:

- Silk Road
- Silk and Spices
- Marco Polo
- Kublai Kahn and Mongols
- Magnetic compass
- Zheng He
- Mansa Musa
- Kingdoms of Ghana and Mali
- The Vikings, Leif Ericsson, and longships
- The Renaissance and Johann Gutenberg
- Prince Henry the Navigator
- Portuguese Explorers

Competencies/Skills:

- Identify Marco Polo, Zheng He, Mansa Musa, the Vikings, and the Portuguese as early world explorers before Columbus
- Identify natural resources that were considered more valuable than gold
- Describe the reasons and purposes of the explorations
- Describe the means by which they were able to explore
- Explain the results and effects of these early explores in a historical context and how they were related to the voyage of Columbus in 1492

Description of Activities:

- District approved resource activities from provided resources that require students to read and complete activities.
- Teacher created resource activities like lesson reviews, study guides, PowerPoint presentations, google classroom activities, and online websites for reviews.
- The use of online websites to supplement instruction.
- Draw a Viking ship
- Write in StoryJumper about individuals and events
- Create a world map to identify and trace routes of explorers.

Assessments:

- Lesson Quizzes
- Chapter Tests
- State Tests
- Complete teacher directed activities

Interdisciplinary Connections:

- Reading comprehension
- Vocabulary
- Writing

Additional Resources:

- District approved textbooks
- District approved supplemental resources
- Online resources
- Teacher created resources and activities

Subject: Social Studies	Grade: 5	Suggested Timeline: 5-6 weeks
Unit Title: Spain Builds an Empire		
Unit Overview/Essential Understanding: This unit teaches students about the first voyage of Columbus in 1492 as well as the subsequent explorations and conquests by Spain in the New World. The voyage of Columbus is examined in detail, so students understand its purpose, results, and its effects on world history. Columbus himself as well as the Columbian Exchange are also evaluated in a historical conquest. Students also learn about the culture of the Aztecs, Incas, and Mayans and how they were conquered by the Spanish conquistadors. The explorations of Spanish conquistadors in the United States is also examined so that students can gain a complete picture of the results and effects of Spain building an empire in the New World as well as begin to learn the early history of our country.		
Essential Questions: <ul style="list-style-type: none">• What were the results of Columbus's explorations?• What was the Columbian Exchange and why was it important?• Who were some of the other Spanish explorers in the New World?• What were some of the cultural characteristics and achievements of the Aztecs, Incas, and Mayans?• How were the Spanish conquistadors led by Cortes able to conquer the Aztecs and Incas?• Who were some of Spanish explorers in the United States, where did they explore, and what were they searching for?• How and why did the Spanish establish a new structure of society in New Spain?• How did the lives of the Native Americans change as a result of the Spanish conquests?• How is latitude and longitude used?		
Unit Objectives: <ul style="list-style-type: none">• Students will be to explain the purpose of Columbus's voyages to the Americas and describe his first encounters with Native Americans.• Students will be to define the Columbian Exchange and explain its causes and effects.• Students will be able to evaluate Columbus in a historical context.• Students will be able to identify who America was named after and why.		

- Students will be able to use latitude and longitude to locate points on a map.
- Students will be able to describe the culture of the Aztecs.
- Students will be able to explain the factors that enabled Cortes to conquer the Aztecs.
- Students will be able to describe the culture of the Incas.
- Students will be able to explain the factors that enabled Pizarro to conquer the Incas.
- Students will be able to compare and contrast the Aztecs and Incas
- Students will be able to describe the culture of the Mayans.
- Students will be able to explain the changes the Spanish brought to New Spain and how they affected Native American cultures.
- Students will be able to explain the purpose of Spanish missions and missionaries.
- Students will be able to summarize the sequence of events and conquistadors involved in Spain's search for gold in the United States.
- Students will be able to explain why Spain brought Africans as slaves to New Spain.

Focus Standards Addressed in this Unit:

- 6.5.5.E - Identify tangible and intangible assets
- 7.1.5.A - Describe how common geographic tools are used to organize and interpret information about people, places, and environment
- 7.1.5.B - Describe and locate places and regions as defined by physical and human features
- 7.3.5.A - Identify the human characteristics of places and regions using the following criteria: • Population • Culture • Settlement • Economic activities • Political activities
- 8.1.5.A - Identify and explain the influences of economic features on continuity and change over time
- 8.1.5.B - Classify and analyze fact and opinion from multiple points of view, and secondary sources as related to historical events
- 8.3.5.D - Examine patterns of conflict and cooperation among groups and organizations that impacted the history and development of the United States. • Ethnicity and race • Working conditions • Immigration • Military conflict • Economic stability
- 8.4.5.A - Compare and contrast common characteristics of the social, political, cultural, and economic groups in world history
- 8.4.5.B - Illustrate concepts and knowledge of historical documents, artifacts, and sites, which are critical to World history

Important Standards Addressed in this Unit:

- 8.3.5.C - Differentiate how continuity and change in U.S. history are formed and operate. • Belief systems and religions • Commerce and industry • Technology • Politics and government • Physical and human geography • Social organizations

Misconceptions:

- Students become confused when they hear the expression, “Columbus discovered America!” because they know Native Americans were already living in America. It must be emphasized that Columbus discovered new lands and the Native American peoples who lived there!
- Many students think Columbus found the United States and landed somewhere in the United States. He did not!!! And he never did reach our country!
- Students should have already learned from Chapter 3 that Columbus was NOT the first European to reach North America. The Vikings were!
- Some students may find the human sacrifices of the Aztecs and Incas shocking.
- The results of the Columbian Exchange are surprising to students.

Concepts/Content:

- Christopher Columbus
- Taino
- West Indies
- The Columbian Exchange
- European Exploration
- Spanish Conquests
- Latitude
- Longitude
- Hernando Cortes
- Aztecs
- Francisco Pizarro
- Incas
- Amerigo Vespucci
- New Spain
- Search for Gold
- Spanish Conquistadors
- Society in New Spain
- Changes for Native People
- Missions

Competencies/Skills:

- Describe the purpose of Columbus’s first voyage and how it resulted in changing the history of the world
- Evaluate Columbus and his achievements in a historical context
- Explain how a relatively small number of Spanish conquistadors were able to conquer the Aztecs and Incas
- Compare and contrast the Aztecs and Incas cultures and civilizations
- Summarize the results of the Columbian Exchange and how it affects our world today
- Describe how the Spanish changed Native American lives

Description of Activities:

- District approved resource activities from provided resources that require students to read and complete activities.
- Teacher created resource activities like lesson reviews, study guides, PowerPoint presentations, google classroom activities, and online websites for reviews.
- The use of online websites to supplement instruction.
- Use a Venn diagram to compare the Aztecs and Incas.
- Write in StoryJumper about individuals and events.
- Have students use latitude and longitude to find locations in the world.

<ul style="list-style-type: none"> • Slavery in the Americas • Bartolome De Las Casas 	<p>and culture and how it affects our world today</p> <ul style="list-style-type: none"> • Identify Spanish conquistadors who explored different regions of our country • Explain why Spain brought African slaves to the New World • Identify Amerigo Vespucci as the person that America was named after • Use latitude and longitude to find locations on a map 	
<p>Assessments:</p> <ul style="list-style-type: none"> • Lesson Quizzes • Chapter Tests • State Tests • Complete teacher directed activities 		
<p>Interdisciplinary Connections:</p> <ul style="list-style-type: none"> • Reading comprehension • Vocabulary • Writing • Science 	<p>Additional Resources:</p> <ul style="list-style-type: none"> • District approved textbooks • District approved supplemental resources • Online resources • Teacher created resources and activities 	

Subject: Social Studies

Grade: 5

Suggested Timeline: 4 to 6 weeks

Unit Title: The Struggle to Found Colonies

Unit Overview/Essential Understanding:

This unit focuses on England's attempts to establish colonies in our country. It examines and purpose for starting the colonies as well as the results and the impact on our country's history. The unit starts by students learning about Roanoke and what happened to the colonists. It also includes England's war with Spain and the defeat of the Spanish Armada. Students then learn about the colony of Jamestown, which is followed by learning about the Pilgrims and what really happened at the First Thanksgiving by reading the primary sources. This unit also examines the explorations of Samuel Champlain and Henry Hudson and how France and the Dutch also begin to establish colonies in our country.

Essential Questions:

- Why did England want to establish colonies in the New World?
- What happened to England's first colony at Roanoke?
- How were the English able to defeat the Spanish Armada and why that was important?
- What problems did the English colonists encounter at Jamestown, and how did they survive?
- What were indentured servants?
- Which other European countries started colonies in North America?
- Why did the Pilgrims decide to come America, and what happened to them at Plymouth?
- What was the purpose of the first Thanksgiving, and how was it different then our holiday today?
- How did the Puritan's way of life influence the colonies in New England?
- What were the geographic and economic characteristics of the New England, Middle, and Southern colonies?
- Who established the colony of Pennsylvania, and who were the Quakers?

Unit Objectives:

- Students will be able to explain why the English wanted to establish colonies in the New World.
- Students will be able to analyze the problems the colonists encountered at Roanoke.
- Students will be able to analyze what happened to the colonists at Roanoke.
- Students will be able to interpret the reasons for the conflict between Spain and England.
- Students will be able to analyze the problems the Jamestown colonists encountered and how they solved them.

- Students will be able to describe the importance of tobacco at Jamestown.
- Students will be able to describe an indentured servant.
- Students will be able to describe the type of government set up in the Virginia colony.
- Students will be able to analyze information by identifying cause and effect relationships.
- Students will be able to evaluate the impact of the search for the Northwest Passage and identify Samuel de Champlain and Henry Hudson.
- Students will be able to explain the factors responsible for the founding and growth of New France and New Amsterdam.
- Students will be able to describe the motivations of the Pilgrims in coming to North America.
- Students will be able to summarize the difficulties encountered by the Pilgrims on their journey and in establishing Plymouth colony.
- Students will be able to describe how the Native Americans helped the Pilgrims and the significance of their Thanksgiving celebration.
- Students will be able to analyze historical events by utilizing primary sources.
- Students will be able to explain why the Puritans came to America and why they were successful in establishing a colony.
- Students will be able to summarize the impact of religion on education in the New England Colonies.
- Students will be able to compare and contrast the geography and economies of the New England, Middle, and Southern Colonies.

Focus Standards Addressed in this Unit:

- 5.1.5.D - Interpret key ideas about government found in significant documents: Declaration of Independence United States Constitution Bill of Rights Pennsylvania Constitution
- 5.1.5.B - Describe the basic purposes of government in the classroom, school, community, state, and nation
- 5.1.5.C - Describe the principles and ideals shaping local state, and national government. • Liberty / Freedom • Democracy • Justice • Equality
- 5.2.5.A - Identify individual rights and needs and the rights and needs of others in the classroom, school, community, state, and nation.
- 5.2.5.B - Identify behaviors that promote cooperation among individuals
- 5.2.5.D - Identify specific ways individuals participate in school and community activities
- 5.3.5.F - Examine different ways conflict can be resolved
- 6.1.5.D - Demonstrate how availability of resources affects choices
- 6.2.5.B - Identify how pricing affects sellers and consumers
- 6.4.5.D - Identify various economic and non-economic organizations that contribute to interaction among individuals and nations

- 7.1.5.A - Describe how common geographic tools are used to organize and interpret information about people, places, and environment
- 7.1.5.B - Describe and locate places and regions as defined by physical and human features
- 7.2.5.A - Describe the characteristics of places and regions
- 7.3.5.A - Identify the human characteristics of places and regions using the following criteria: • Population • Culture • Settlement • Economic activities • Political activities
- 7.4.5.A - Describe and explain the effects of the physical systems on people within regions
- 7.4.5.B - Identify the effects on people on the physical systems within a community
- 8.1.5.A - Identify and explain the influences of economic features on continuity and change over time
- 8.1.5.B - Classify and analyze fact and opinion from multiple points of view, and secondary sources as related to historical events
- 8.1.5.C - Locate primary and secondary sources for the research topic and summarize in writing the findings. (Reference RWSL Standard 1.8.5 Research)
- 8.2.5.B - Illustrate concepts and knowledge of historical documents, artifacts, and places critical to Pennsylvania history
- 8.2.5.D - Examine patterns of conflict and cooperation among groups and organizations that impacted the history and development of Pennsylvania for responding to individual and community needs. • Ethnicity and race • Working conditions • Immigration • Military conflict • Economic stability
- 8.3.5.A - Compare and contrast common characteristics of the social, political, cultural and economic groups in United States history
- 8.3.5.B - Illustrate concepts and knowledge of historical documents, artifacts, and places critical to United States history
- 8.3.5.C - Differentiate how continuity and change in U.S. history are formed and operate. • Belief systems and religions • Commerce and industry • Technology • Politics and government • Physical and human geography • Social organizations
- 8.3.5.D - Examine patterns of conflict and cooperation among groups and organizations that impacted the history and development of the United States. • Ethnicity and race • Working conditions • Immigration • Military conflict • Economic stability
- 8.4.5.A - Compare and contrast common characteristics of the social, political, cultural, and economic groups in world history

Important Standards Addressed in this Unit:

- 5.1.5.F - Explain the significance of state symbols, national symbols, and national holidays
- 5.1.5.D - Interpret key ideas about government found in significant documents: Declaration of Independence United States Constitution Bill of Rights Pennsylvania Constitution
- 5.3.5.B - Describe how the elected representative bodies function in making local, state, and national laws
- 5.3.5.E - Identify the requirements to vote in local, state, and national elections

- 8.4.5.B - Illustrate concepts and knowledge of historical documents, artifacts, and sites, which are critical to World history
- 8.2.5.C - Differentiate how continuity and change in Pennsylvania history are formed and operate. • Belief systems and religions • Commerce and industry • Technology • Politics and government • Physical and human geography • Social organizations
- 8.2.5.A - Compare and contrast common characteristics of the social, political, cultural, and economic groups from Pennsylvania

Misconceptions:

- Students will discover that what they were taught or know about the Pilgrims and the First Thanksgiving is very different from what actually happened.
- Students are fascinated by the disappearance of the Roanoke colonists.

Concepts/Content:

- Lost colony of Roanoke
- John White
- Battle of the Spanish Armada
- Jamestown Colony
- John Smith and Pocahontas
- The Starving Time
- Chief Powhatan
- John Rolfe
- Tobacco helps Jamestown
- Cash Crop
- Indentured servants
- House of Burgesses
- Northwest Passage
- Samuel de Champlain and New France
- Natural Resources
- New Amsterdam and Henry Hudson
- Pilgrims and Mayflower
- Mayflower Compact

Competencies/Skills:

- Analyze the difficulties the English colonists experienced when establishing early colonies in our country
- Explain the reasons why groups of people wanted to establish colonies in our country
- Describe how a region's economy can be affected by its geography
- Utilize primary sources to analyze and understand historical events
- Evaluate how English colonists impacted Native American populations
- Explain how the early English colonists began to establish our country's democratic ideals

Description of Activities:

- District approved resource activities from provided resources that require students to read and complete activities.
- Teacher created resource activities like lesson reviews, study guides, PowerPoint presentations, google classroom activities, and online websites for reviews.
- Use a website or online resource to build a colony at Jamestown.
- Use a Stem activity website to illustrate the difficulties of starting colonies.
- Write in StoryJumper about individuals and events.
- Compare primary and secondary sources to learn about the first Thanksgiving.



<ul style="list-style-type: none">• Squanto• First Thanksgiving• Primary Sources• Puritans• Public Education• Geography of the 13 Colonies• Economy• New England Colonies• Middle Colonies• Southern Colonies• William Penn		
<p>Assessments:</p> <ul style="list-style-type: none">• Lesson Quizzes• Chapter Tests• State Tests• Complete teacher directed activities		
<p>Interdisciplinary Connections:</p> <ul style="list-style-type: none">• Reading comprehension• Vocabulary• Writing• Science• Explore – STEM	<p>Additional Resources:</p> <ul style="list-style-type: none">• District approved textbooks• District approved supplemental resources• Online resources• Teacher created resources and activities	



Subject: Social Studies

Grade: 5

Suggested Timeline: 5-7 weeks

Unit Title:

Life in the Early Colonies

Unit Overview/Essential Understanding:

This unit teaches students about what life was like for the people who lived in the original 13 English colonies. The unit begins by explaining what an apprentice was and then discussing the work colonies did and the jobs they had. Then New England towns, Southern plantations, family farms, and colonial cities are studied to show students where and how the colonists lived. Then students learn about colonial schools and education, colonial foods and drinks, and what colonial kids did for fun. The accomplishments and life of Ben Franklin and the life of slaves on Southern plantations are also discussed.

Essential Questions:

- What was the difference between an apprentice and an artisan?
- What types of jobs did colonist have?
- What was a Triangular Trade Route?
- What were some of the achievements of Ben Franklin?
- What was it like living in a New England town, a Southern plantation, and a colonial farm?
- What foods and drinks did colonists have?
- What kinds of education did colonists receive?
- How did colonial children have fun and play?
- What was slavery like in the southern and northern colonies?
- How did slaves resist slavery?

Unit Objectives:

- Students will be able to analyze the advantages and disadvantages of working as an apprentice.
- Students will be able to compare and contrast an apprentice and an artisan.
- Students will be able to identify the main products of each colonial region.
- Students will be able to describe a common triangular trade route.
- Students will be able to compare the different types of jobs available to colonists.
- Students will be able to describe Benjamin Franklin's important contributions to the colonies.

- Students will be able to analyze the design and describe life in colonial New England towns.
- Students will be able to identify the types of crops raised on plantations.
- Students will be able to describe life on a Southern plantation.
- Students will be able to compare and contrast life in cities, towns and farms.
- Students will be able to explain what it was like to attend school in the colonies.
- Students will be able to identify foods and drinks that were popular in the colonies.
- Students will be able to describe how colonial children played and had fun.
- Students will be able to describe the life of a slave on a Southern plantation.
- Students will be able to compare slavery in different regions of the colonies.
- Students will be able to describe skills that enslaved people brought to the colonies.
- Students will be able to explain how enslaved Africans were able to keep their traditions alive.
- Students will be able to analyze ways in which people resisted slavery.

Focus Standards Addressed in this Unit:

- 5.2.5.C - Explain why individuals become involved in leadership and public service
- 6.1.5.B - Explain ways in which people meet their basic needs and wants; Demonstrate the use of human and capital resources in the production of a specific good
- 6.1.5.C - Explain how people's choices have different economic consequences
- 6.2.5.A - Describe how goods and services are distributed
- 6.2.5.C - Explain how advertising causes people to change their behavior in predictable ways
- 6.3.5.B - Describe factors that influence a government's economic decision making
- 6.4.5.A - Explain why people specialize in the production of goods and services and divide labor
- 6.4.5.B - Explain the growth in international trade
- 6.4.5.D - Identify various economic and non-economic organizations that contribute to interaction among individuals and nations
- 6.5.5.A - Describe how the availability of goods and services is made possible by the work of members of the society
- 6.5.5.B - Differentiate the requirements for different careers and occupations
- 6.5.5.D - Explain how positive and negative incentives affect individual choices
- 6.5.5.F - Define entrepreneurship and its role in the local community
- 7.2.5.A - Describe the characteristics of places and regions
- 7.1.5.B - Describe and locate places and regions as defined by physical and human features

- 7.3.5.A - Identify the human characteristics of places and regions using the following criteria: • Population • Culture • Settlement • Economic activities • Political activities
- 7.4.5.A - Describe and explain the effects of the physical systems on people within regions
- 7.4.5.B - Identify the effects on people on the physical systems within a community
- 8.1.5.A - Identify and explain the influences of economic features on continuity and change over time
- 8.2.5.A - Compare and contrast common characteristics of the social, political, cultural, and economic groups from Pennsylvania
- 8.3.5.A - Compare and contrast common characteristics of the social, political, cultural and economic groups in United States history
- 8.3.5.D - Examine patterns of conflict and cooperation among groups and organizations that impacted the history and development of the United States. • Ethnicity

Important Standards Addressed in this Unit:

- 5.1.5.F - Explain the significance of state symbols, national symbols, and national holidays
- 5.2.5.A - Identify individual rights and needs and the rights and needs of others in the classroom, school, community, state, and nation
- 6.1.5.A - Explain how limited resources and unlimited wants cause scarcity
- 6.2.5.E - Describe the impact of businesses opening and closing on Pennsylvania economy
- 6.2.5.F - Compare and contrast types of private economic institutions
- 6.5.5.E - Identify tangible and intangible assets
- 8.3.5.C - Differentiate how continuity and change in U.S. history are formed and operate. • Belief systems and religions • Commerce and industry • Technology • Politics and government • Physical and human geography • Social organizations

Misconceptions:

- Most students do not know what life was like for colonial children, so it is a great opportunity to compare and contrast various aspects of students' lives today (education, foods, play, etc.) with colonial children.
- Most students know what a slave was, but do not know much about the daily life of a slave and other aspects of slavery.
- Most students have no idea Benjamin Franklin did so many different things in his lifetime that still impact our lives today.

Concepts/Content:

- Apprentice
- Artisan

Competencies/Skills:

- Describe colonial life, including work and jobs, education and

Description of Activities:

- District approved resource activities from provided resources that require students to

<ul style="list-style-type: none"> • Colonial Farms • Colonial Jobs • Colonial Economies • Colonial trade routes • Triangular Trade Route • Middle Passage • Colonial city life • Benjamin Franklin • Colonial Towns • Southern Plantations • Everyday Life in the Colonies • Colonial education and schools • Colonial foods and drinks • Colonial games and toys • Slavery in the Colonies • Resisting Slavery 	<p>schools, fun and games, foods and drinks, and places where people lived</p> <ul style="list-style-type: none"> • Describe and accomplishments of Ben Franklin and how they changed the lives of many Americans and the ways they still impact us today • Describe the origins of slavery in our country and be able to describe the lives of slaves and the evils of slavery, and how the issue of slavery continues to impact our society today 	<p>read and complete activities.</p> <ul style="list-style-type: none"> • Teacher created resource activities like lesson reviews, study guides, PowerPoint presentations, google classroom activities, and online websites for reviews. • Have students select a colonial job and make a job sign for their business. • Use a website to show students the scale of slavery and the numbers of slaves coming from Africa to North and South America. • Make a google poster on the accomplishments of Ben Franklin. • Students can play colonial games. • Students can design a colonial school in google classroom. • Write in StoryJumper about individuals and events. • Compare primary and secondary sources to learn about the first Thanksgiving.
<p>Assessments:</p> <ul style="list-style-type: none"> • Lesson Quizzes • Chapter Tests • State Tests • Complete teacher directed activities • State Maps 		
<p>Interdisciplinary Connections:</p> <ul style="list-style-type: none"> • Reading comprehension • Vocabulary • Writing 	<p>Additional Resources:</p> <ul style="list-style-type: none"> • District approved textbooks • District approved supplemental resources • Online resources 	

- Science

- Teacher created resources and activities

Subject: Social Studies

Grade: 5

Suggested Timeline: 3-4 weeks

Unit Title:

Fight For A Continent

Unit Overview/Essential Understanding:

This unit teaches students about the French and Indian War, which determined if France, England, or Spain would control North America. The unit begins by reviewing the Spanish from Unit 4 and discussing how they established colonies in Florida and the American southwest. It then discusses how the French were trading with the Native Americans and exploring the Mississippi River, and how they expanded their colony of New France to include Louisiana. The relationships and treatment of the Native Americans by the Spanish, French, and English is also compared. The cause, start, and results of the French and Indian War is then discussed, which includes the introduction and role George Washington and the defeat of General Braddock's army. (I also include a lesson on how the war impacted Berks County and Southeastern PA.) This unit is relatively short but very important to help students understand the causes of the American Revolution in the next unit.

Essential Questions:

- Where and how did the Spanish and French establish colonies in America?
- Why did both France and England claim the Ohio River Valley?
- What caused the French and Indian War to start?
- What happened to General Braddock and his army?
- How were the British able to win the French and Indian War?
- What were the results of the French and Indian War?
- What was the Proclamation of 1763?

Unit Objectives:

- Students will be able to explain Spain's reasons for starting a colony in Florida.
- Students will be able to describe the early Spanish colonies in New Mexico.
- Students will be able to analyze the causes and effects of the Pueblo Revolt.
- Students will be able to identify ways in which the French learned from Native Americans.
- Students will be able to compare and contrast how the Spanish and French treated the Native Americans.
- Students will be able to identify Marquette and Jolliet and describe their explorations.

- Students will be able to explain the reasons the French explored the Mississippi River.
- Students will be able to explain how La Salle's explorations led to the expansion of New France.
- Students will be able to explain the importance of the location of New Orleans as a center of trade.
- Students will be able to identify the cause of conflicts over land among the British, French, and Native Americans.
- Students will be able to explain the cause of the French and Indian War.
- Students will be able to explain how George Washington started the war and his role in the war.
- Students will be able to describe what happened to General Braddock and his army.
- Students will be able to explain how the British were able to win the French and Indian War.
- Students will be able to summarize the major results of the French and Indian War.
- Students will be able to define the Proclamation of 1763 and why it was enacted.

Focus Standards Addressed in this Unit:

- 7.1.5.B - Describe and locate places and regions as defined by physical and human features
- 8.1.5.A - Identify and explain the influences of economic features on continuity and change over time
- 8.1.5.B - Classify and analyze fact and opinion from multiple points of view, and secondary sources as related to historical events
- 8.2.5.A - Compare and contrast common characteristics of the social, political, cultural, and economic groups from Pennsylvania
- 8.2.5.C - Differentiate how continuity and change in Pennsylvania history are formed and operate. • Belief systems and religions • Commerce and industry • Technology • Politics and government • Physical and human geography • Social organizations
- 8.2.5.D - Examine patterns of conflict and cooperation among groups and organizations that impacted the history and development of Pennsylvania for responding to individual and community needs. • Ethnicity and race • Working conditions • Immigration • Military conflict • Economic stability
- 8.3.5.A - Compare and contrast common characteristics of the social, political, cultural and economic groups in United States history
- 8.3.2.B - Identify American artifacts and their importance in American history
- 8.3.5.C - Differentiate how continuity and change in U.S. history are formed and operate. • Belief systems and religions • Commerce and industry • Technology • Politics and government • Physical and human geography • Social organizations
- 8.3.5.D - Examine patterns of conflict and cooperation among groups and organizations that impacted the history and development of the United States. • Ethnicity and race • Working conditions • Immigration • Military conflict • Economic stability
- 8.4.5.A - Compare and contrast common characteristics of the social, political, cultural, and economic groups in world history

Important Standards Addressed in this Unit:

- 5.1.5.A - Understand the rule of law in protecting property rights, individual rights and the common good
- 5.2.5.C - Explain why individuals become involved in leadership and public service
- 5.3.5.C - Describe the role of local and state government officials
- 5.3.5.F - Examine different ways conflict can be resolved
- 5.4.5.B - Describe the difference between nation and country
- 7.1.5.A - Describe how common geographic tools are used to organize and interpret information about people, places, and environment
- 8.2.5.B - Illustrate concepts and knowledge of historical documents, artifacts, and places critical to Pennsylvania history
- 8.4.5.B - Illustrate concepts and knowledge of historical documents, artifacts, and sites, which are critical to World history

Misconceptions:

- It is interesting for students to understand and compare how the French, Spanish, and English treated the Native Americans.
- Students (and probably most people) do not realize that a young George Washington started the fighting in the war because he was incompetent and irresponsible.
- Most students do not realize there were Indian attacks during the war in Berks County!

Concepts/Content:

- The Spanish in Florida and the Southwest
- French explore the Mississippi
- Marquette and Jolliet
- Robert LaSalle
- Louisiana
- New Orleans
- The French and Indian War
- Proclamation of 1763

Concepts/Content:

- The Spanish in Florida and the Southwest
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Concepts/Content:

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Assessments:

- Lesson Quizzes
- Chapter Tests

- Complete teacher directed activities

Interdisciplinary Connections:

- Reading comprehension
- Vocabulary
- Writing
- Science

Additional Resources:

- District approved textbooks
- District approved supplemental resources
- Online resources
- Teacher created resources and activities



Subject: Social Studies

Grade: 5

Suggested Timeline: 5-6 weeks

Unit Title:

The Road to War

Unit Overview/Essential Understanding:

This unit teaches students the series of events that eventually caused the Revolutionary War. It begins with discussing the reasons the King of England wanted to tax the colonists and the Stamp Act. It continues with colonial protests, the Townshend Acts, the Intolerable Acts, the Boston Massacre, and the Boston Tea Party. Students also learn about taxes, protests, boycotts, the Sons and Daughters of Liberty, Samuel and John Adams, propaganda, the Committees of Correspondence, militias, Paul Revere, and the First Continental Congress. The unit concludes with the first fighting of the Revolutionary War at Lexington, Concord, and Bunker Hill. This unit also provides an excellent context for students to learn about cause and effect.

Essential Questions:

- Why did King George and the English Parliament decide to tax the colonies?
- What was the Stamp Act, and how did the colonists oppose it??
- What did "No taxation without representation" mean?
- What were the Townshend Acts, and what was the result of the colonist's boycott??
- What happened at the Boston Massacre?
- What happened at the Boston Tea Party, and how were the colonists punished for it?
- What were the Intolerable Acts?
- What did the First Continental Congress decide to do?
- What are militias?
- Who was Paul Revere and why is he famous?
- Where were the first battles of the Revolutionary War fought?
- Who won the Battle of Bunker Hill, and what were the results of the battle?

Unit Objectives:

- Students will be able to explain why the King and England wanted to tax the colonist.
- Students will be able to identify the causes and effects of the Stamp Act and the Townshend Acts.
- Students will be able to define a boycott.

- Students will be able to identify the contributions of significant individuals during the revolutionary period, including the Sons of Liberty and the Daughters of Liberty.
- Students will be able to explain how British taxes led to greater cooperation among the colonies.
- Students will be able to evaluate the effects of colonists' protests.
- Students will be able to interpret patriotic slogans and excerpts from notable speeches and documents.
- Students will be able to describe the causes and effects of events prior to the American Revolution, such as the Boston Tea Party.
- Students will be able to identify the goal of the Committees of Correspondence.
- Students will be able to explain the Intolerable Acts and why they were enacted.
- Students will be able to differentiate between the political ideas of Patriots and Loyalists.
- Students will be able to define a militia.
- Students will be able to summarize the decisions of the First Continental Congress.
- Students will be able to identify the effects of the first battles of the American Revolution at Lexington and Concord.
- Students will be able to identify the contributions of significant individuals during the revolutionary period, including Paul Revere.
- Students will be able to summarize the results and importance of the Battle of Bunker Hill.

Focus Standards Addressed in this Unit:

- 8.3.5.A - Compare and contrast common characteristics of the social, political, cultural and economic groups in United States history
- 8.3.5.C - Differentiate how continuity and change in U.S. history are formed and operate. • Belief systems and religions • Commerce and industry • Technology • Politics and government • Physical and human geography • Social organizations
- 8.3.5.D - Examine patterns of conflict and cooperation among groups and organizations that impacted the history and development of the United States. • Ethnicity and race • Working conditions • Immigration • Military conflict • Economic stability
- 7.1.5.B - Describe and locate places and regions as defined by physical and human features
- 7.3.5.A - Identify the human characteristics of places and regions using the following criteria: • Population • Culture • Settlement • Economic activities • Political activities
- 5.1.5.B - Describe the basic purposes of government in the classroom, school, community, state, and nation
- 5.1.5.E - Identify the individual rights guaranteed by the PA constitution and the US constitution
- 5.2.5.A - Identify individual rights and needs and the rights and needs of others in the classroom, school, community, state, and nation
- 5.2.5.B - Identify behaviors that promote cooperation among individuals

- 5.3.5.F - Examine different ways conflict can be resolved
- 5.3.5.G - Describe how groups try to influence others
- 5.3.5.H - Identify various sources of mass media
- 5.4.5.B - Describe the difference between nation and country
- 6.1.5.A - Explain how limited resources and unlimited wants cause scarcity
- 6.2.5.D - Identify factors that cause changes in price
- 6.3.5.B - Describe factors that influence a government's economic decision making
- 6.3.5.C - Explore ways in which tax revenue is collected
- 6.5.5.H - Identify the costs and benefits of borrowing

Important Standards Addressed in this Unit:

- 5.3.5.D - Describe the primary duties of elected local, state, and national positions
- 6.2.5.G - Describe various economic systems. • Traditional • Market • Command
- 6.3.5.A - Describe the cost and benefits of government economic programs
- 6.4.5.C - Explain how and where multinational corporations operate

Misconceptions:

- Students will know a little something about taxes because of the sales tax they pay when they buy something.
- Students think Paul Revere told people, "The British are coming!"

Concepts/Content:

- Britain taxes the colonies
- Taxation without representation
- Colonial Protests
- British Parliament
- Sons of Liberty
- Townshend Acts
- Boycotts
- Daughters of Liberty
- Boston Massacre

Competencies/Skills:

- Explain why the King and England began to tax the colonists
- Explain why the colonists opposed taxation and their reactions
- Identify the causes and effects of the series of events that eventually led to fighting between the colonists and British soldiers
- Summarize the results of the first Battles of the Revolutionary War at

Description of Activities:

- District approved resource activities from provided resources that require students to read and complete activities.
- Teacher created resource activities like lesson reviews, study guides, PowerPoint presentations, google classroom activities, and online websites for reviews.
- Write in StoryJumper about individuals and events.



<ul style="list-style-type: none">• Committees of Correspondence• Boston Tea Party• Intolerable Acts• Continental Congress• Militias• Battels at Lexington and Concord• Battle of Bunker Hill	Lexington, Concord, and bunker Hill	
Assessments: <ul style="list-style-type: none">• Lesson Quizzes• Chapter Tests• State Tests• Complete teacher directed activities		
Interdisciplinary Connections: <ul style="list-style-type: none">• Reading comprehension• Vocabulary• Writing• Science	Additional Resources: <ul style="list-style-type: none">• District approved textbooks• District approved supplemental resources• Online resources• Teacher created resources and activities	



Subject: Social Studies

Grade: 5

Suggested Timeline: 5-6 weeks

Unit Title:

Winning the Revolution

Unit Overview/Essential Understanding:

This unit teaches students about the Declaration of Independence and the Revolutionary War. It explains the purpose and significance of the Declaration of Independence and analyzes its' most important clauses. This unit also explains how the colonists were able to win the war and examines most of the important battles such as Fort Ticonderoga, Trenton, Saratoga, and Yorktown. The contributing roles of African Americans and women are also discussed. The unit also teaches students about the vital roles of Ben Franklin, Francis Marion, John Paul Jones, Baron von Steuben, and of course George Washington. Students also learn about the dreadful winter at Valley Forge. The unit concludes with the British surrender at Yorktown and the Treaty of Paris.

Essential Questions:

- What did the Second Continental Congress decide to do?
- What did Thomas Paine say in "Common Sense", and why was it important?
- Who wrote the Declaration of Independence, and why did the colonists write it??
- What were some of the most important clauses in the Declaration of Independence?
- Why was the capture of Fort Ticonderoga important?
- What were the advantages and disadvantages of the British and Patriot armies?
- How was Washington able to save his army after the battles around New York?
- What were the results of the colonists' victories at Trenton and Saratoga?
- What role did Benjamin Franklin play in the Revotinary War?
- Why did Benedict Arnold become a traitor?
- What role did African Americans and colonial women play in the revolution?
- What happened during the winter of 1777 at Valley Forge?
- How did Baron von Steuben, Francis Marion, Nathaniel Greene, and John Paul Jones contribute to winning the American Revolution?
- What was decided at the Treaty of Paris?
- How were the colonists able to win their independence?

Unit Objectives:

- Students will be able to describe the decisions made by the Second Continental Congress.
- Students will be able to evaluate the impact of Thomas Paine's Common Sense.
- Students will be able to explain the purpose of the Declaration of Independence.
- Students will be able to analyze the main arguments in the Declaration of Independence.
- Students will be able to explain why signing the Declaration of Independence was a dangerous act.
- Students will be able to explain how Washington was able to force the British from Boston.
- Students will be able to compare the British and Colonial armies.
- Students will be able to analyze the causes and effects of American victories at Trenton and Saratoga.
- Students will be able to identify Benedict Arnold as a traitor.
- Students will be able to explain the role of Benjamin Franklin during the war.
- Students will be able to summarize the contributions of African American Patriots.
- Students will be able to summarize the ways in which women helped support the American Revolution.
- Students will be able to explain how other nations helped the Continental Army.
- Students will be able to describe the contributions of patriot heroes such as Francis Marion, George Rogers Clark, John Paul Jones, and Nathaniel Greene.
- Students will be able to describe how Washington was able to force the British to surrender at Yorktown.
- Analyze the significance of the American victory at Yorktown.
- Students will be able to explain the reasons how the colonists were able to win the war and achieve their independence.

Focus Standards Addressed in this Unit:

- 5.1.5.C - Describe the principles and ideals shaping local state, and national government. • Liberty / Freedom • Democracy • Justice • Equality
- 5.2.5.C - Explain why individuals become involved in leadership and public service
- 6.5.5.E - Identify tangible and intangible assets
- 8.3.5.A - Compare and contrast common characteristics of the social, political, cultural and economic groups in United States history
- 8.3.2.B - Identify American artifacts and their importance in American history
- 8.3.5.C - Differentiate how continuity and change in U.S. history are formed and operate. • Belief systems and religions • Commerce and industry • Technology • Politics and government • Physical and human geography • Social organizations
- 8.4.5.A - Compare and contrast common characteristics of the social, political, cultural, and economic groups in world history

- 7.1.5.B - Describe and locate places and regions as defined by physical and human features
- 7.3.5.A - Identify the human characteristics of places and regions using the following criteria: • Population • Culture • Settlement • Economic activities • Political activities

Important Standards Addressed in this Unit:

- 5.1.5.A - Understand the rule of law in protecting property rights, individual rights and the common good
- 5.2.5.A - Identify individual rights and needs and the rights and needs of others in the classroom, school, community, state, and nation
- 5.3.5.A - Describe the responsibilities and powers of the three branches of government
- 8.1.5.A - Identify and explain the influences of economic features on continuity and change over time
- 8.2.5.B - Illustrate concepts and knowledge of historical documents, artifacts, and places critical to Pennsylvania history
- 8.2.5.C - Differentiate how continuity and change in Pennsylvania history are formed and operate. • Belief systems and religions • Commerce and industry • Technology • Politics and government • Physical and human geography • Social organizations

Misconceptions:

- The colonists should have never been able to win the war, but somehow, they did!
- George Washington was a great leader and general because he never allowed his army to be destroyed, not because he won most of his battles.
- Benedict Arnold was a Patriotic hero until he became a traitor.
- Without the help of France, it is doubtful we could have won the war.
- More Americans died as British prisoners than were killed on the battlefield.
- Only about one third of the colonists actively supported the fight for independence. Many colonists fought for the British.

Concepts/Content:

- Second Continental Congress
- Continental Army
- Olive Branch Petition
- Declaration of Independence
- George Washington
- John Hancock
- Thomas Jefferson

Competencies/Skills:

- Understand the purpose and importance of the Declaration of Independence
- Describe how the colonists were able to win the war even though the odds were against them

Description of Activities:

- District approved resource activities from provided resources that require students to read and complete activities.
- Teacher created resource activities like lesson reviews, study guides, PowerPoint presentations, google classroom activities, and online websites for reviews.

<ul style="list-style-type: none"> • Thomas Paine and Common Sense • Ethan Allen and Fort Ticonderoga • Mercenaries / Hessians • Battle of Trenton • Battle of Saratoga • Traitor / Benedict Arnold • Ben Franklin and France • African Americans in the Revolution • Women in the Revolution • Valley Forge / Baron von Steuben • Nathaniel Greene • John Paul Jones • Charles Cornwallis • Victory at Yorktown • Treaty of Paris 	<ul style="list-style-type: none"> • Identify American heroes such as Ethan Allen, John Paul Jones, Nathaniel Greene, Ben Franklin, and Baron von Steuben • Appreciate the sacrifices the colonists made to win our independence by learning about Valley Forge and the Battle of Trenton 	<ul style="list-style-type: none"> • Write in StoryJumper about individuals and events.
<p>Assessments:</p> <ul style="list-style-type: none"> • Lesson Quizzes • Chapter Tests • State Tests • Complete teacher directed activities 		
<p>Interdisciplinary Connections:</p> <ul style="list-style-type: none"> • Reading comprehension • Vocabulary • Writing • Science 	<p>Additional Resources:</p> <ul style="list-style-type: none"> • District approved textbooks • District approved supplemental resources • Online resources • Teacher created resources and activities 	

Subject: Social Studies	Grade: 5	Suggested Timeline: ongoing throughout the school year
<p>Unit Title: U.S. States and Capitals</p>		
<p>Unit Overview/Essential Understanding: In this unit, students are also introduced to learning our nation’s states and capitals. They will be introduced to the regions as it correlates to other aspects of the content. It begins with the New England region and moves into the Mid Atlantic states as students learn about the early colonies. Then, as the content explores the south and plantations, students will learn more about the Southeast and Southwest regions. As expansion westward is taught, the Midwest region states and capitals are introduced. This is then followed by the Rocky Mountain region as students learn more about exploration west during the war. Finally, the Pacific region is taught with attainment of Manifest Destiny.</p> <p>Essential Questions:</p> <ul style="list-style-type: none"> • What are the states and capitals in the New England region? • What are the states and capitals of the Mid Atlantic region? • What are the states and capitals of the Southeast region? • What are the states and capitals of the Southwest region? • What are the states and capitals of the Midwest region? • What are the states and capitals of the Rocky Mountain region? • What are the states and capitals in the Pacific region? 		
<p>Unit Objectives:</p> <ul style="list-style-type: none"> • Students will be able to identify the states and capitals of the New England region. • Students will be able to identify the states and capitals of the Mid Atlantic region. • Students will be able to locate places using coordinates. • Students will be able to identify the states and capitals of the Southeast region. • Students will be able to identify the states and capitals of the Southwest region. • Students will be able to identify the states and capitals of the Midwest region. • Students will be able to identify the states and capitals of the Rocky Mountain region. 		

- Students will be able to identify the states and capitals of the Pacific region.

Focus Standards Addressed in this Unit:

- 7.1.5.B - Describe and locate places and regions as defined by physical and human features
- 7.2.5.A - Describe the characteristics of places and regions

Important Standards Addressed in this Unit:

- 7.3.5.A - Identify the human characteristics of places and regions using the following criteria: • Population • Culture • Settlement • Economic activities • Political activities

Misconceptions:

- Students mix up mnemonic strategies to recall the state names and their capitals.

Concepts/Content:

- New England region
- Mid Atlantic region
- Longitude and Latitude
- Southeast region
- Southwest region
- Midwest region
- Rocky Mountain region
- Pacific Coast region

Competencies/Skills:

- Identify the New England states and capitals
- Identify the Mid Atlantic region states and capitals
- Use latitude and longitude to find locations on a map
- Identify the Southeast states and capitals
- Identify the Southwest states and capitals
- Identify the Midwest states and capitals
- Identify the Rocky Mountain states and capitals
- Identify the Pacific Coast states and capitals

Description of Activities:

- Complete New England state map
- Complete Mid Atlantic state map
- Complete Southeast state map
- Complete Southwest state map
- Complete Midwest state map
- Complete Rocky Mountain state map
- Complete Pacific state map



Assessments:

- State map quizzes and tests
- Complete teacher directed activities

Interdisciplinary Connections:

- Reading comprehension
- Math – data and analysis

Additional Resources:

- District approved textbooks
- District approved supplemental resources
- Online resources
- Teacher created resources and activities