



Charter School of Hamilton

SOCIAL STUDIES CURRICULUM GUIDE

5TH GRADE

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This curriculum may be modified through varying techniques, strategies and materials as per an individual student's Individualized Educational Plan (IEP).

**Approved by the Pace Charter School of Hamilton
Board of Education on September 13th, 2017**

Introduction

Mission Statement

Pace Charter School of Hamilton in collaboration with the members of the community shall ensure that all children receive an exemplary education by well-trained committed staff in a safe and orderly environment.

Vision Statement

Pace Charter School of Hamilton's Board of Trustees commits itself to all children by preparing them to reach their full potential and to function in a global society through preeminent education.

Beliefs

1. All decisions are made on the premise that children must come first.
2. All school decisions are made to ensure that practices and policies are developed to be inclusive, sensitive, and meaningful to our diverse population.
3. We believe there is a sense of urgency about improving rigor and student achievement.

4. All members of our community are responsible for building capacity to reach excellence.
5. We are committed to a process for continuous improvement based on collecting, analyzing, and reflecting on data to guide our decisions.
6. We believe that collaboration maximizes the potential for improved outcomes.
7. We act with integrity, respect, and honesty with recognition that the school serves as the social core of the community.
8. We believe that resources must be committed to address the population expansion in the community.
9. We believe that there are no disposable students in our community and every child means every child.

Board of Trustees Goals

1. Raise achievement for all students paying particular attention to disparities between subgroups.
2. Systematically collect, analyze, and evaluate data to inform all decisions.
3. Improve business efficiencies where possible to reduce overall operating costs.
4. Provide support programs for students across the continuum of academic achievement with an emphasis on those who are in the middle.
5. Provide early intervention s for all students who are at risk of not reaching their full potential.
6. To create a 21st Century Environment of Learning that promotes inspiration, motivation, exploration, and innovation.

Native Americans – Grade 5

Established Goals:

6.1.8.A.1.a – Compare and contrast forms of governance, belief systems, and family structures among African, European, and Native American groups.

6.1.8.B.1.a – Describe migration and settlement patterns of native American groups, and explain how these patterns affected interactions in different regions of the Western Hemisphere.

6.1.8.B.1.b – Analyze the world in spatial terms, using historical maps to determine what led to the exploration of new water and land routes.

6.1.8.D.1.a – Compare and contrast gender roles, religion, values, cultural practices, and political systems if Native American groups.

6.1.8.D.1.b – Explain how interactions among African, European, and Native American groups began a cultural transformation.

Objectives: Students will be able to independently use their learning to describe where Native Americans came from and how the different tribes adapted to their geographic location.

Understandings:

Students will understand that...

- People interact with and are affected by their environment.
- It is necessary to adapt to the environment and your surroundings for survival.

Students will know...

- Vocabulary: migration, environments, adapt/adaptations, origin stories, big game, artifacts, mesas, gorges, and nomadic
- How Native American groups believe the world began and their migration routes to North America.
- How Native American groups adapted to their environment.
- The 7 cultural regions of Native American groups, the natural resources found in each region and their impact on settlement.

Essential Questions:

- How did geography and climate affect Native American groups and their cultures?

Suggested Performance Tasks: Students will imagine they are archeologists on the hunt for some knowledge about Native Americans that lived in North America. Students must complete the following:

- On large chart paper, create an outlined diagram of the 7 cultural regions. Each region must be labeled with its name.
- Illustrate the artifacts that Native American groups used within each region on the diagram. Students should know what tribe created the artifact, what it was made from, and how it was used.
- In an expository paragraph, students must explain what role the environment played in the creation of these artifacts and how it was important for Native Americans to adapt to their environment.
- Students will create a model of one artifact they feel is that most valuable and be prepared to assess the value or importance of it. Students must defend their decisions with textual support.

- Anticipatory Set – Have students exit the classroom with their notebooks and a pencil. As they reenter the classroom, tell them to find a spot where they would feel most comfortable studying. Explain that students may stand, sit on the floor, sit on a chair, or go anywhere they feel most comfortable. Once all students have chosen their spots, have them journal in their notebooks where they chose to settle, why they chose to settle there, and how they can improve the spot they chose to make it more comfortable. Have several students share their responses aloud. Afterward, explain that when Native Americans (students) migrated (moved to different areas of the classroom), they have to adapt to the environments they encountered (make their areas more comfortable).
- After reading about origin stories and migration routes, have students debate how they believe Native Americans began living in North America. Students must defend their responses with textual support.
- Cooperative Learning: In expert groups, have students summarize either migration routes the Native Americans used to arrive in North America, the 4 different environments Native Americans settled in, or how the Inuit adapted to their environment. Student groups must use key vocabulary terms in their summary. Have the students share with their peers.
- “Acting Inuit” – Display a picture of an Inuit family and break students into groups of 3. Each student will pretend to be a different family member and act out what they think is happening in the scene.
- Have students choose one of the following 3 terms: migration, environment, or adaptation. Students must complete the following:

- o On large construction paper, create a drawing to illustrate the term.
- o Write a one-sentence definition.
- o Find a synonym for the chosen term.
- o Create a sentence that uses the term with the words Native Americans.

Exploration

Established Goals:

6.1.8.B.1.b – Analyze the world in spatial terms, using historical maps to determine what led to the exploration of new water and land routes.

6.1.8.C.1.a – Evaluate the impact of science, religion, and technology innovations on European exploration.

6.1.8.D.1.b – Explain how interaction among African, European, and Native American groups began a cultural transformation.

6.1.8.B.2.b – Compare and contrast how the search for natural resources resulted in conflict and cooperation among European colonists and Native American groups in the New World.

6.1.8.B.2.a – Analyze the power struggle among European countries, and determine its impact on people living in Europe and the Americas.

Objectives: Students will be able to independently use their learning to discover why explorers came to North America and how their arrival affected Native Americans.

Understandings:

Students will understand that...

- Europeans came to North America for land, resources, and power.
- Cultural differences and competition for land led to conflicts among different groups of people.

Students will know...

- Vocabulary: New World, cash crop, conquistadors, Northwest Passage, East Indies, colonies, and contagious diseases.
- Early exploration was motivated by the desire to gain wealth, spread Christianity, and expand empires.
- The impact of the expeditions of Christopher Columbus, John Cabot, Ponce de Leon, Hernando Cortes, Jacques Cartier, Francisco Vasquez de Coronado, Henry Hudson, and Robert de La Salle upon the Native Americans and the European country that sponsored them.

Essential Questions:

- Why do nations explore other lands?
- How did exploration change cultures?

Suggested Performance Tasks:

Students will design a monument to a European explorer. The monument should include:

- A human figure or visual symbols that represent the positive and negative impacts of the explorer.
- A plaque that explains the monument and describes the positive and negative impacts of the explorer.
- A map of the location of the monument. Why was this location chosen? What significance does this monument have to the area?
- After the class presents, students judge the European explorers and determine who had the greatest impact on present day society. Write a thank you letter to that explorer citing how they impacted our lives. Include criticism of the explorer that would have made his voyage even more successful.

Anticipatory Set: Ask students to answer the following questions in their notebooks: Why would you want to go to an amusement park? Have students give specific examples. What would you hope to bring back? Give students time to respond in their notebooks. Have students to a pair/share, then ask students to share some of their answers with the class. Explain to students that it was a similar situation for the explorers going to the New World. They had things they personally hoped to gain, but not only did they have personal goals, they were expected to gain certain things by those who sent them.

- Have students research the artifacts: gold and silver, bible, flag, astrolabe, compass, tobacco, food (corn and tomatoes), and maps to determine why they were important to explorers. Have students classify these artifacts as navigational tools, motives for exploration, and/or products from the Americans.
- Cooperative Learning: Assign expert groups one explorer to research and present to the class. Distribute table of information for students to complete. Students must:
 - o Determine the personal background of each explorer. Were they a nobleman, sailor, soldier, or merchant?
 - o Tell the country that sponsored them on their voyage and locate that country on the map.

- Examine the explorer's motive(s) for exploration. Was it to spread Christianity, find a route to Asia, or to find riches?
- Tell when the explorer began his voyage to the New World, and when it ended.
- Draw the route that the explorer took on his voyage.
- Determine the impact the explorer had. Did he claim lands for Europe? Did he spread disease? Did he provide information for new maps? Did he mistreat or kill native people? Did he establish a settlement?
- To ensure student understanding of each explorer, use the table of information and play Jeopardy.
- Explain to students that the Spanish conquistadors wanted to enslave the Native Americans they encountered in the New World and the Spanish missionaries wanted to convert the Native Americans to Christianity. Have the students write an expository paragraph explaining if people from one culture have the right to impose their way of life on people from another culture. Encourage students to support their writing with textual support.

Colonization

Established Goals:

6.1.8.A.1.a – Compare and contrast forms of governance, belief systems, and family structures among African, European, and Native American groups.

6.1.8.C.1.b – Explain why individuals and societies trade, how trade functions, and the role of trade during this time period.

6.1.8.D.1.b – Explain how interactions among African, European, and Native American groups began a cultural transformation.

6.1.8.A.2.a – Determine the roles of religious freedom and particularly government in various North American colonies.

6.1.8.A.2.b – Explain how and why early government structures developed, and determine the impact of these early structures on the evolution of American politics and institutions.

6.1.8.A.2.c – Explain how race, gender, and status affected social, economic, and political opportunities during colonial times.

6.1.8.B.2.a – Determine factors that impacted emigration, settlement patterns, and regional identities of the colonies.

6.1.8.B.2.b – Compare and contrast how the search for natural resources resulted in conflict and cooperation among European colonists and Native American groups in the New World.

6.1.8.C.2.a – Relate slavery and indentured servitude to Colonial labor systems.

6.1.8.C.2.c – Analyze the impact of triangular trade on multiple nations and groups.

6.1.8.B.2.b – Compare and contrast the voluntary and involuntary migratory experiences of different groups of people, and explain why their experiences differed.

Objectives: Students will be able to independently use their learning to analyze the success and failures of colonization and how they led to our modern-day civilization.

Understandings:

Students will understand that...

- people left Europe to settle in the New World for different reasons including religion, politics, opportunity, and resources.
- Differences in geography, way of life, climate, and wealth influences the way the different colonial regions/settlements developed.

- Africans were enslaved and brought to the Americas to facilitate the development of the colonies through manual labor.
- Settlers in the colonies needed to establish a government, a culture, and a way of life in order to be successful.

Students will know...

- Vocabulary: settlements, colonists, tobacco, diverse, colonial regions, indentured servants, grant, democratic, assembly, enslaved, plantations, dilemmas, slave auction, overseer, and Middle Passage
- Settlers came to the New World for different reasons, including religious freedom, to escape debt, and for wealth and opportunity.
- Early settlements included Roanoke, Jamestown, and Plymouth.
- Native Americans helped Europeans survive in each of the early settlements where colonists faced many hardships.
- The colonial regions were divided into New England, Middle, and Southern Colonies. Geography, climate, and natural resources varied by region making each region unique.
- The Triangular Trade linked Europe, West Africa, and the Americas, and would perpetuate the trade slaves from Africa.
- The Middle Passage was part of triangular Trade, it is the voyage of slave ships across the Atlantic Ocean from West Africa to the West Indies and the American continents.
- Africans were forced to come to the colonies, were auctioned at public sale as slaves, and faced many terrible hardships.

Essential Questions:

- What motivates people to leave their homeland and what challenges do they face?
- Why have people throughout history been willing to enslave others?
- What makes a community successful?

Suggested Performance

Tasks: Students will create an advertisement that would excite and entice Europeans to settle in a colony. Students will:

- Analyze colonial life and select a regional colony.
- Include information from each of the 4 Themes of Social Studies that relate to their colony.
- Present and explain why their colony should be selected for settlement.
- Determine 5 laws for their colony that would encourage settlement. Students will then defend how these laws would foster a better community.

Anticipatory Set – Have students imagine that they are going to attend school in a foreign country. They don't know the language, the school building, or any of the school traditions. Students will organize and write a paragraph about what this experience would be like. What challenges would they face? How would students meet these challenges?

- Research the colonies of Roanoke, Jamestown, and Plymouth. Students should be able to answer the following questions:
 - o Why did people travel to the colony?
 - o What challenges did the colonists face? What was successful and what was considered a failure?
 - o How might have the Native Americans who lived in the area have felt about this settlement?

- What could the settlers have learned from the Native Americans?
 - How were these settlers governed?
- Explain to the students that a sensory figure is a drawing of a historical figure that shows what the person might be seeing, hearing, saying, feeling, and doing. Have students create a sensory figure for a settler in Roanoke, Jamestown, and Plymouth. Have the students use appropriate vocabulary in their writing.
- Act-It-Out: Assemble students in small groups to bring life to the three settlements of Roanoke, Jamestown, and Plymouth. Students should use the information they researched in their Act-It-Out.
- In expert groups, assign students one colony to research. For each colony, students must determine:
 - Why it was founded?
 - The geography and climate.
 - What jobs are available.
 - Who participated in government.

Anticipatory Set (Slavery) – Explain to the students that a dilemma is a situation that requires you to choose between evenly balanced and usually unattractive choices. Give an example of a dilemma such as choosing between wearing boots they don't like in bad weather or getting their feet wet. Ask them to think of a dilemma they have faced recently. Write a paragraph explaining what the dilemma was, what choices they had, and what their final decision was. Invite student volunteers to share their experiences. Tell students that in this unit they will learn about key dilemmas faced by West Africans during European slave trade.

- Have students determine the dilemmas faced in the European Slave Trade in West Africa, The Middle Passage, and the arrival here in the Americas. Have students respond with how they would personally react to the dilemmas, and then have them research how the West Africans actually responded.

The American Revolution

Established Goals:

6.1.8.A.3.a – Examine the ideals found in the Declaration of Independence, and assess the extent to which they were fulfilled for women, African Americans, and Native Americans during this time period.

6.1.8.B.3.a – Assess how conflicts and alliances among European countries and Native American groups impacted the expansion of the American colonies.

6.1.8.B.3.c – Use maps and other geographic tools to evaluate the impact of geography on the execution and outcome of the American Revolutionary War.

6.1.8.C.3.a – Explain how taxes and government regulation can affect economic opportunities, and assess the impact of these on relations between Britain and its North American colonies.

6.1.8.C.3.b – Summarize the effect of inflation and debt on the American people and the response of state and national governments during this time.

6.1.8.D.3.a – Explain how the consequences of the Seven Years War, changes in British policies toward American colonies, and responses by various groups and individuals in the North American colonies led to the American Revolution.

6.1.8.D.3.b – Explain why the Declaration of Independence was written and how its key principles evolved to become unifying ideas of American democracy.

6.1.8.D.3.c – Analyze the impact of George Washington as general of the American revolutionary forces and as the first president of the United States.

6.1.8.D.3.d – Analyze how prominent individuals and other nations contributed to the causes, execution, and outcomes of the American Revolution.

6.1.8.D.3.e – Examine the roles and perspectives of various socioeconomic groups (e.g., rural farmers, urban craftsmen, northern merchants, and southern planters), African Americans, Native Americans, and women during the American Revolution, and determine how these groups were impacted by the war.

6.1.8.D.3.f – Analyze from multiple perspectives how the terms of the Treaty of Paris affected United States relations with Native Americans and with European powers that had territories in North America.

Objectives: Student will be able to independently use their learning to analyze events leading up to and including how the colonies gained independence from Britain.

Understandings:

The students will understand that...

- Political freedom often comes as a great cost.
- Colonists were angered by laws and taxes that were created without their representation.
- The American Revolution caused great changes for the people living in America.

Students will know...

- Vocabulary: Parliament, taxation without representation, acts, protest, debts, repeal, Patriots, Loyalists, traitor, militia, 2nd Continental Congress, treason, tactics, allies, bayonet, and guerilla tactics
- Conflict between Great Britain and the colonies grew over taxation without representation and liberty, through policies and events such as the Proclamation of 1763, Stamp Act, Sugar Act, Intolerable Acts, and the Townsend Acts.
- British policies after 1763 were designed to raise revenue to pay for the cost of the empire.
- American colonies were divided over what course of action to take in response to British policies. They fell into groups called loyalists and patriots.
- Tensions increased throughout the colonies until the Declaration of Independence was signed on July 4th, 1776.
- Both sides used strategies and tactics to win the war, including strategic locations and methods for fighting.
- Advantages and disadvantages of the Continental and British armies.
- The impact of the war on African Americans and Native Americans.

Essential Questions:

- How do people bring about change?

- How does a revolution change a country and its people?
- What can happen when leadership changes?

Suggested Performance Tasks: Students will imagine they are an investigative reporter. They have sailed from Britain to report what has happened in the colonies. Interview at least one loyalist and one patriot asking them if the American colonies should declare independence. Students will create at least 3 more follow-up questions for their interview to learn more about each person's point of view.

- Student groups will author a colonial newspaper for production and distribution and will assume the roles of Publisher, Editor, Reporter, and Advertising Agent.

Anticipatory Set (American Revolution) – Discuss if students have ever lined up dominoes and knocked one down. What happens to the rest of the dominoes? When they get knocked down, it represents a cause and effect relationship. Explain to students the events leading up to the start of the Revolutionary War are much like the cause and effect relationship shown through the dominoes.

- Use a metaphor of a parent and child to describe the tense relationship that developed between colonies and Britain after the French and Indian War. This was causes many subsequent events that eventually led up to the Revolutionary War. Research and discuss the following events and relate them to the metaphor of the parent and child:
 - o The Proclamation of 1763
 - o Taxes: The Quartering Act, The Navigation Act, The Stamp Act, The Sugar Act, The Townshend Act, The Tea Act
 - o The Boston Massacre
 - o The Boston Tea Party

- o The Intolerable Acts
 - o 1st Continental Congress
 - o Battles of Lexington and Concord, The Shot Heard 'Round the World, Patriotic Messengers
 - o 2nd Continental Congress
 - o Battles of Bunker Hill
 - o Declaration of Independence
- Anticipatory Set (Revolutionary War) – Discuss with the class the game of tug-of-war. How do you play? Discuss the rules with the class. Are there any strategies to win the game? Would it be fair to have unequal teams? How might the game of tug-of-war be similar to the struggles between the Continental Army and the British Army?
 - Compare and contrast the Continental Army and the British Army. Students must research the following and relate it to the game of tug-of-war:
 - o Who fought for each side?
 - o What challenges did each side face?
 - o What war strategies were used?
 - o What was the motivation for fight?
 - o Who won the war?

The Constitution

Established Goals:

6.1.8.A.3.b – Evaluate the effectiveness of the fundamental principles of the Constitution (i.e., consent of the governed, rule of law, federalism, limited government, separation of powers, checks and balances, and individual rights) in establishing a federal government that allows for growth and change over time.

6.1.8.A.3.c – Determine the role that compromise played in the creation and adoption of the Constitution and Bill of Rights.

6.1.8.A.3.d – Compare and contrast the Articles of Confederation and the United States Constitution in terms of the decision-making powers of national government.

6.1.8.A.3.f – Explain how political parties were formed and continue to be shaped by differing perspectives regarding the role and power of federal government.

6.1.8.A.3.g – Evaluate the impact of the Constitution and the Bill of Rights on current day issues.

6.1.8.B.3.b – Determine the extent to which the geography of the united States influenced the debate on representation in Congress and federalism by examining the New jersey and Virginia plans.

6.1.8.D.3.g – Evaluate the extent to which the leadership and decisions of early administrations of the national government met the goals established in the Preamble of the Constitution.

6.1.8.C.4.a – Analyze the debates involving the National Bank, uniform currency, and tariffs, and determine the extent to which each of these economic tools met the economic challenges facing the new nation.

6.3.8.A.1 – Deliberate on a public issue affecting an upcoming election, consider opposing arguments, and develop a reasoned conclusion.

6.3.8.A.2 – Participate in a real or simulated hearing to develop a legislative proposal that addresses a public issue, and share it with an appropriate legislative body (e.g., school board, municipal or county government, state legislature).

6.3.8.D.1 – Engage in simulated democratic processes (e.g., legislative hearings, judicial proceedings, elections) to understand how conflicting points of view are addressed in a democratic society.

Objectives: Students will be able to independently use their learning to explain how a national government was created and how citizens would be protected from this new powerful government.

Understandings:

Student will understand that...

- Through debate and discussion, the colonies were able to create a system of government that recognized the importance of state's rights as well as national government.
- There were many events that led to the creation of the Constitution.
- In a democracy, the people elect representatives to the federal government.

Students will know...

- Vocabulary: Articles of Confederation, Constitution, Constitutional Convention, branches, checks and balances, cabinet, treaty, impeachment, veto, unconstitutional, Bill of Rights, rights of the accused, prejudiced, jury, ratify, liberties, and amendments.
- That compromises and debates were integral in developing the United States Constitution, which replaced the Articles of Confederation.
- The three branches of government are the legislative, executive, and judicial.
- The system of checks and balances ensures that no one branch had more power than the other.
- Citizens demanded that the Bill of Rights be included in the United States Constitution to ensure the basic rights of American citizens, and that the national government would not become too powerful.

Essential Questions:

- How do you create order in a society?
- What is the purpose of government and what happens if it has unlimited power?
- How does our government secure our liberty?

Suggested Performance Tasks: Students will locate, read, and analyze a newspaper article that describes an action carried out by one branch of the federal government. Student will then create a summary of the article that includes:

- Which branch carried out this action?
- A description of the power(s) that the branch exercised.
- An explanation of how the power(s) could be checked by one of the other two branches

Students will identify one of the Amendments discussed in the article and will analyze how it protected the rights of citizens.

Student groups will draft and present a proposed Constitutional Amendment.

Anticipatory Set (The Constitution) – Have students attempt to balance a textbook on the end of a pencil. Once they have realized that they are unable to balance the book, break the students into groups of three. Ask groups to try and balance a book on the ends of three pencils. Have them talk about which method was more successful. Tell students that this activity will show them how creating three branches of government helped to establish a stable, lasting United States government after the Articles of Confederation failed.

- Students should research at least three problems of the Articles of Confederation.
- For the three branches of government (legislative, judicial, and executive) students must determine the following:
 - o Main responsibilities
 - o Members
 - o Key powers
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Anticipatory Set (The Bill of Rights) – Hold a discussion with the class and ask students: What is the purpose of a shield? How does it protect the person wearing it? Do you think that the Constitution protected colonists like a shield would? Why might the colonists feel a need for protection against this new government?

Arrange students in expert groups and assign each group an amendment. Students must determine what rights are being protected under that amendment and share responses with classmates.

Expansion

Established Goals:

6.1.8.A.4.a – Explain the changes in America’s relationships with other nations by analyzing policies, treaties, tariffs, and agreements.

6.1.8.A.4.b – Analyze how the concept of Manifest Destiny influenced the acquisition of land through annexation, diplomacy, and war.

6.1.8.B.4.a – Assess the impact of the Louisiana Purchase and western exploration on the expansion and economic development of the United States.

6.1.8.B.4.b – Map territorial expansion and settlement, as well as the locations of conflicts with and removal of Native Americans.

6.1.8.C.4.b – Explain how major technological developments revolutionized land and water transportation, as well as the economy, in New Jersey and nation.

6.1.8.D.4.a – Analyze how technological innovations affected the status and social class of different groups of people, and explain the outcomes that resulted.

6.1.8.D.4.a – Analyze the push-pull factors that led to increases in immigration, and explain why ethnic and cultural conflicts resulted.

6.1.8.D.4.c – Explain the growing resistance to slavery and New Jersey’s role in the Underground Railroad.

Objectives: Students will be able to individually use their learning to understand how and why the United States spread westward across North America as well as how Manifest Destiny affected Native Americans, Mexicans and western settlers.

Understandings:

Students will understand that...

- Expansion of the country impacted the lives of the existing inhabitants and new settlers, both positively and negatively.
- The nation reached Manifest Destiny by completing the acquisition of western territory in North America.

Students will know...

- Vocabulary: cession, Manifest Destiny, annex, expedition, boundary, and reservation.
- That the expansion had a positive impact in that the nation gained new territory, resources, wealth, and power.
- That westward expansion led to conflict with Native Americans and Mexicans already living on the land.
- Manifest Destiny was viewed as the natural right of the United States to expand the nation westward to the Pacific Ocean.

- The United States spread west across North America by taking control of territories through purchase, acquisition, and annexation.

Essential Questions:

- How does expansion of a country affect its existing inhabitant and new settlers?
- Why would a country engage in policies of expansion?
- How do we decide who owns land?

Suggested Performance Tasks: Students will create a billboard that advertises the factors that encourage groups to move west. Students will:

- Decide on 3 symbols that represent different reasons groups moved west.
- Provide a short, catchy slogan that summarizes the reasons why the groups should move west.
- Choose information that supports those that did not benefit from the move west, and how they might feel about the ideas represented in the billboard.
- Present and explain their billboards and the criteria for each symbol's selection.
- Vote on which billboard would be the most exciting for westward expansion.
- Justify their reasoning via debate.

Anticipatory Set (Expansion) – Have students imagine that they moved to a new home or a new school. Have them write a paragraph that describes the experience and explains whether or not they benefited from the move. Discuss student responses aloud. Introduce the topic of expansion using video/song Elbow Room by School House Rock. Ask students what Manifest Destiny means based on the song. Tell students that in the

1800's, many Americans believed that it was natural and tight got the US to expand westward to the Pacific Ocean.

- Students should research each region (Louisiana Purchase, Florida Acquisition, Texas Annexation, Acquisition of Oregon Country, Mexican Cession, and the Gadsden Purchase) to determine how it was acquired and the impact it had on the people living there. Create a poster to illustrate a map of the newly formed US to display students' research.
- Determine the goal of the Lewis and Clark expedition. Have students locate where they traveled and how it helped the US understand their territories.
- After learning about westward expansion and the various groups living in the west, have students reflect on the impact it had on different westerners. Have students create three faces that express the feelings of different westerners toward westward expansion, Each face should include a voice bubble describing how the individual might answer the questions, "Was your group helped or harmed by westward expansion? How?"

Civil War and Reconstruction

Established Goals:

6.1.8.A.5.a – Explain how and why the Emancipation Proclamation and the Gettysburg Address continue to impact American life.

6.1.8.A.5.b – Compare and contrast the approaches of Congress and Presidents Lincoln and Johnson toward the reconstruction of the south.

6.1.8.B.5.a – Determine the role of geography, natural resources, demographics, transportation, and technology in the process and outcome of the Civil War.

6.1.8.C.5.a – Assess the human and material costs of the Civil War in the North and South.

6.1.8.C.5.b – Analyze the economic impact of Reconstruction on the South from different perspectives.

6.1.8.D.5.a – Prioritize the causes and events that led to the Civil War from different perspectives.

6.1.8.D.5.b – Analyze critical events and battles of the Civil War and determine how they contributed to the final outcome of the war.

6.1.8.D.5.c – Examine the roles of women, African Americans, and Native Americans in the Civil War.

6.1.8.D.5.d – Analyze the effectiveness of the 13th, 14th, and 15th Amendments to the United States Constitution from multiple perspectives.

Objectives:

Students will be able to independently use their learning to evaluate the disagreement that led to the Civil War and describe what life was like during the war; outline the process in which the United States government tried to rebuild the South after the Civil War.

Understandings:

The students will understand that...

- The Civil War was fought by the North to preserve the Union and by the South to preserve their way of life.
- Slavery and the states' rights issues were the key causes of the Civil War.
- Strengths and weaknesses of the North and South determined their successes and failures in the war.
- Advances in technology changed the world and the way war was fought.

Students will know...

- Vocabulary: immigrant, Union, Confederate, secede, abolitionist, home front, Emancipation Proclamation, and draft.
- President Lincoln, and the North, fought the war in order to keep the United States unified and strong. The South fought in order to keep slavery and maintain their agricultural economy/lifestyle.
- Political and military leaders such as Lincoln, Davis, Lee, and Grant sought to bring an end to the war through new tactics and strategies.

- The end of the Civil War created challenges for the United States to rebuild the strength of the nation.

Suggested Performance Tasks:

Students will write a Civil War diary and imagine that they are a civilian after the war. Students will:

- Choose a state that they will live in.
- Discuss what happened to their home and land during the war and after the war. Discuss food and goods shortages.
- Analyze how citizens were treated by each army during the war.
- Discuss the impact Reconstruction had on everyday life.
- Assess how Union people might have been inspired and how the Confederates were angered by the words in Abraham Lincoln's Gettysburg Address.

Anticipatory Set (The Civil War) – Have students imagine that they have a sister who has a habit they don't like, such as playing music too loudly. Choose one of the options below for dealing with the situation. Discuss with classmates why they chose that option. Explain to students that the feud between the brother and sister is a metaphor for the events that led to the Civil War.

- Tell your sister that the music bothers you, but let her decide if she wants to stop.
- Complain to your sister every day until she stops playing her music, even if she threatens to never speak to you again.

Complete an illustrated storybook that compares the causes of the Civil War to a feud between a brother and sister. Focus on the following causes:

- Growing differences between the North and the South.

- Missouri Compromise.
- Abolitionists and the Underground Railroad.
- The Compromise of 1850.
- The election of Abraham Lincoln.

Create a Venn Diagram to compare and contrast Confederate armies.

After reading about the Battle of Gettysburg and Appomattox, have students write a eulogy honoring those who fought and died during the war. The eulogy should contain the following terms: freedom, Robert E. Lee, General George G. Meade, Pickett's Charge, General Ulysses S. Grant, General William Sherman, wounded and turning point.

Create character collages for a Union and a Confederate soldier. Create speech bubbles to explain: military tactics and technology, combat conditions, medical care, and food and drink. Include an illustration to support student answers.

Anticipatory Set (Reconstruction) – Discuss why unity is important with the class. What occurs when people are not unified? Relate the discussion to what happened after the Civil War.

- Have students research Reconstruction to compare and contrast Congress's plan and southern viewpoints toward unifying the country.
- Create a personal shield and have students paraphrase and illustrate the 13th, 14th, and 15th amendments to the Constitution.