

# 5<sup>th</sup> Grade Social Studies Parent Guide



## Unit 1 Title

“Connecting the Themes in Fifth Grade Social Studies”

## Unit Focus

This unit is designed to introduce students to the eight themes that will feature prominently in Fifth Grade Social Studies. Activities will focus on relating beliefs and ideals; conflict and change; individuals, groups, institutions; location; movement/migration; production, distribution, consumption; scarcity; and technological innovations to students. By the end of the unit, students should demonstrate that they are comfortable with the enduring understandings and can apply them to practical, everyday situations.

## Concepts Explored

Activities will focus on

- Relating Beliefs and Ideals
- Conflict and Change
- Individuals
- Groups
- Institutions
- Location
- Movement/Migration
- Production
- Distribution
- Consumption
- Scarcity and Technological Innovations to students

## How You Can Support Your Child

You can support your child by providing them quality text that is directly correlated with the content in this unit. There are a host of print and digital resources that are available for your child to read, as well as reliable online interactive sites that will help your child understand the information.

### **Print Resources** (suggested text only others may be used)

Beliefs and Ideals:

- A Symphony for the Sheep by C. M. Millen
- Coming to America: The Story of Immigration by Betsy Maestro

# 5<sup>th</sup> Grade Social Studies Parent Guide

- Grandfather's Journey by Allen Say

## Conflict and Change:

- Greedy Zebra by Mwenye Hadithi
- When Jessie Came Across the Sea by Amy Hest

## Individuals, Groups, Institutions:

- Nobody Owns the Sky: The Story of Brave Bessie Coleman by Reeve Lindbergh
- Tacky the Penguin by Helen Lester

## Location:

- The Story of Little Babaji by Helen Bannerman
- A Country Far Away by Philippe Dupasquier

## Movement/Migration:

- Tanya's Reunion by Valerie Flournoy
- My Diary from Here to There by Amada Irma Perez

## Production, Distribution, & Consumption

- The Lorax by Dr. Seuss
- The Tortilla Factory by Gary Paulsen

## Scarcity

- The Great Fuzz Frenzy by Janet Stevens and Susan Steven Crummel
- Ox-Cart Man by Donald Hall

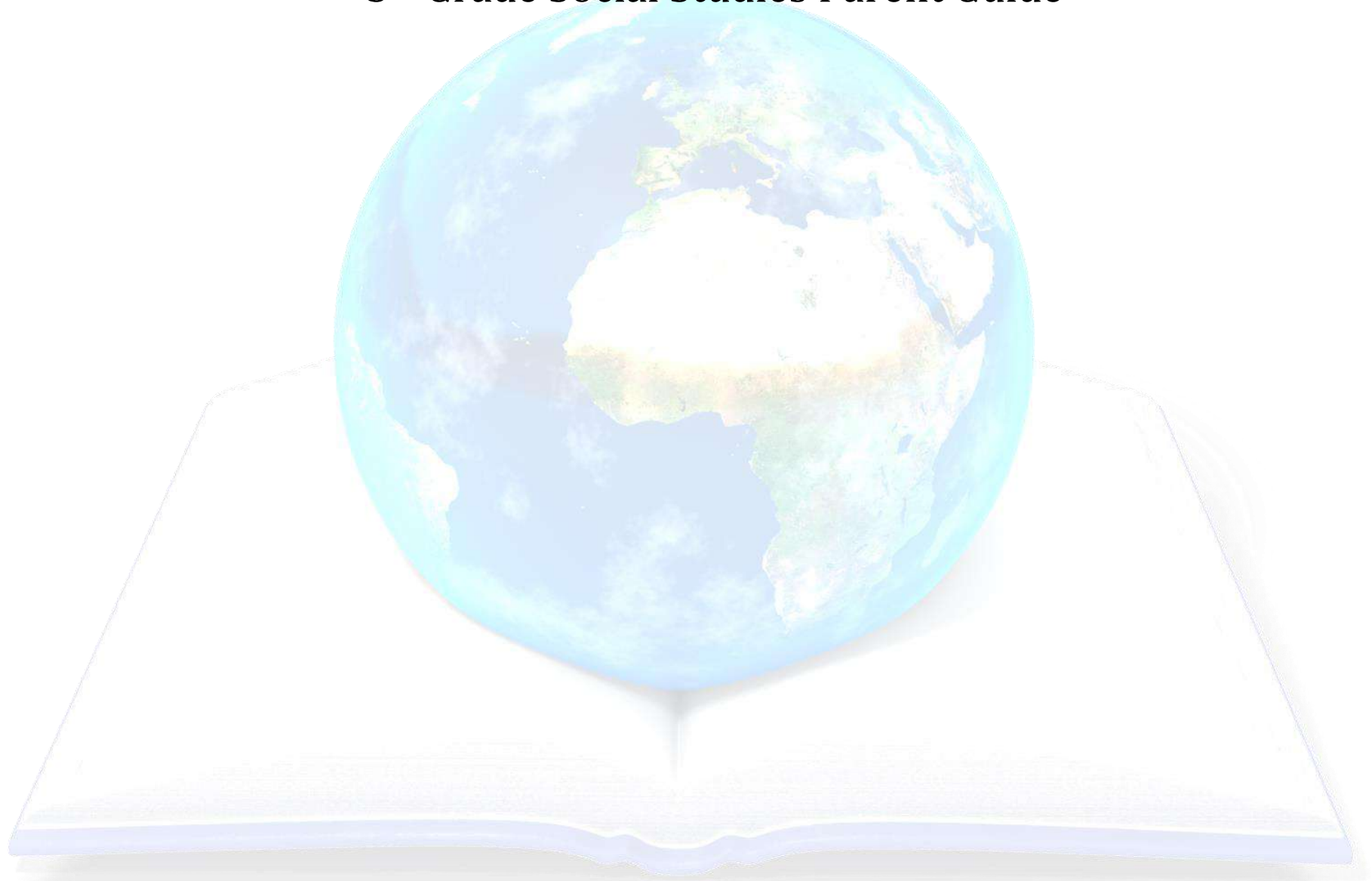
## Technological Innovations:

- The Lorax by Dr. Seuss
- And Still the Turtle Watched by Sheila MacGill-Callahan

## **Digital Resources** (suggested text only others may be used)

- <http://zinnedproject.org/>
- <http://docsteach.org/>
- [www.historyplace.com/unitedstates/revolution/index.html](http://www.historyplace.com/unitedstates/revolution/index.html)
- [www.archives.gov/research\\_room/research?topics/revolutionary\\_war/revolutionary\\_war\\_pictures.html](http://www.archives.gov/research_room/research?topics/revolutionary_war/revolutionary_war_pictures.html)

# 5<sup>th</sup> Grade Social Studies Parent Guide



March, 2014

# 5<sup>th</sup> Grade Social Studies Parent Guide



## Unit 2 Title

“Effective Citizenship”

## Unit Focus

In this unit, students will learn the importance of being a responsible citizen. The students will understand the beliefs and ideals behind the need for the Bill of Rights. Students will also begin to understand basic economic principles by learning about the relationship within production, distribution, consumption.

## Concept

- Explain the responsibilities how a citizen’s rights are protected under the U.S. Constitution.
- Understand the responsibilities of a citizen.
- Explain the freedoms granted and rights protected by the Bill of Rights.
- Describe how consumers and businesses interact in the United States economy across time.

## How You Can Support Your Child

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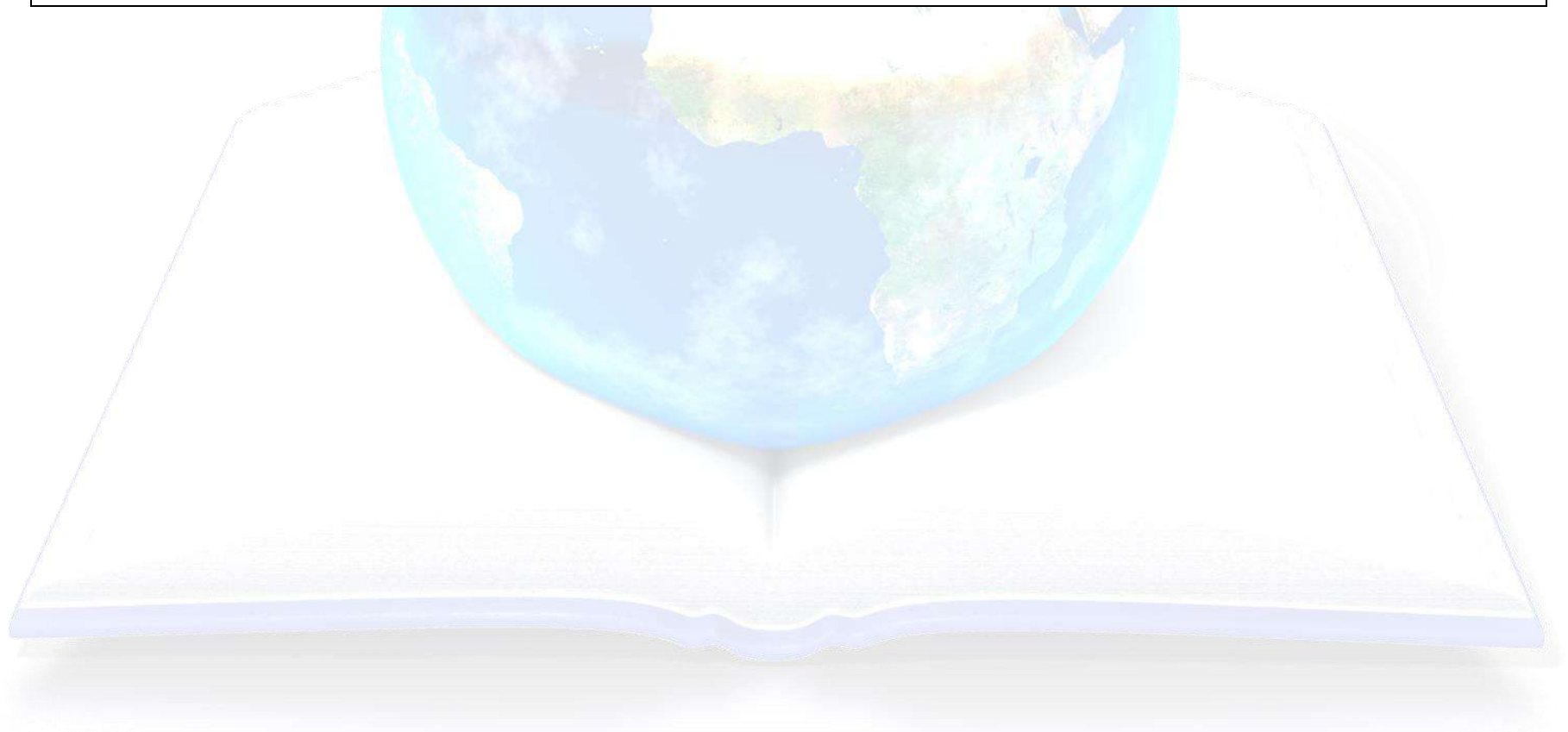
### **Print Resources** (suggested text only others may be used)

- The Little Engine That Could, by Watty Piper
- Chrysanthemum, by Kevin Henkes
- The Lorax, by Dr. Seuss
- The Seven Continents by Wil Mara
- Me on a Map by Joan Sweeney

# 5<sup>th</sup> Grade Social Studies Parent Guide

## **Digital Resources** (suggested text only others may be used)

- Interactive Map Games for Primary level Students: [http://www.primarygames.com/social\\_studies.php](http://www.primarygames.com/social_studies.php)
- Economics for Kids: <http://www.socialstudiesforkids.com/subjects/economics.htm>
- Life Long Ago & Today:  
<http://www.bing.com/videos/search?q=life+long+ago&FORM=VIRE5#view=detail&mid=DB7609930F01E718D718DB7609930F01E718D718>
- Personal Finance: <http://www.brainpopjr.com/socialstudies/economics/>



# 5<sup>th</sup> Grade Social Studies Parent Guide



## Unit 3 Title

“The Civil War: A Nation Reunited”

## Unit Focus

In this unit, student will learn and understand the causes and events of the Civil War. Students will use the theme of beliefs and ideals to understand the issues surrounding slavery and states’ rights. By learning about individuals, groups, and institutions, students will understand the roles of key leaders in the Civil War. Finally, students will understand how location affected some of the major battles of the war. To put this all together, students will discuss how conflict and change affected the United States during and following the Civil War.

## Concepts Explored

- Explain the causes, major events, and consequences of the Civil War and identify the places that were significant during this time.
- Describe the role government plays in taxation and providing good and services.

## How You Can Support Your Child

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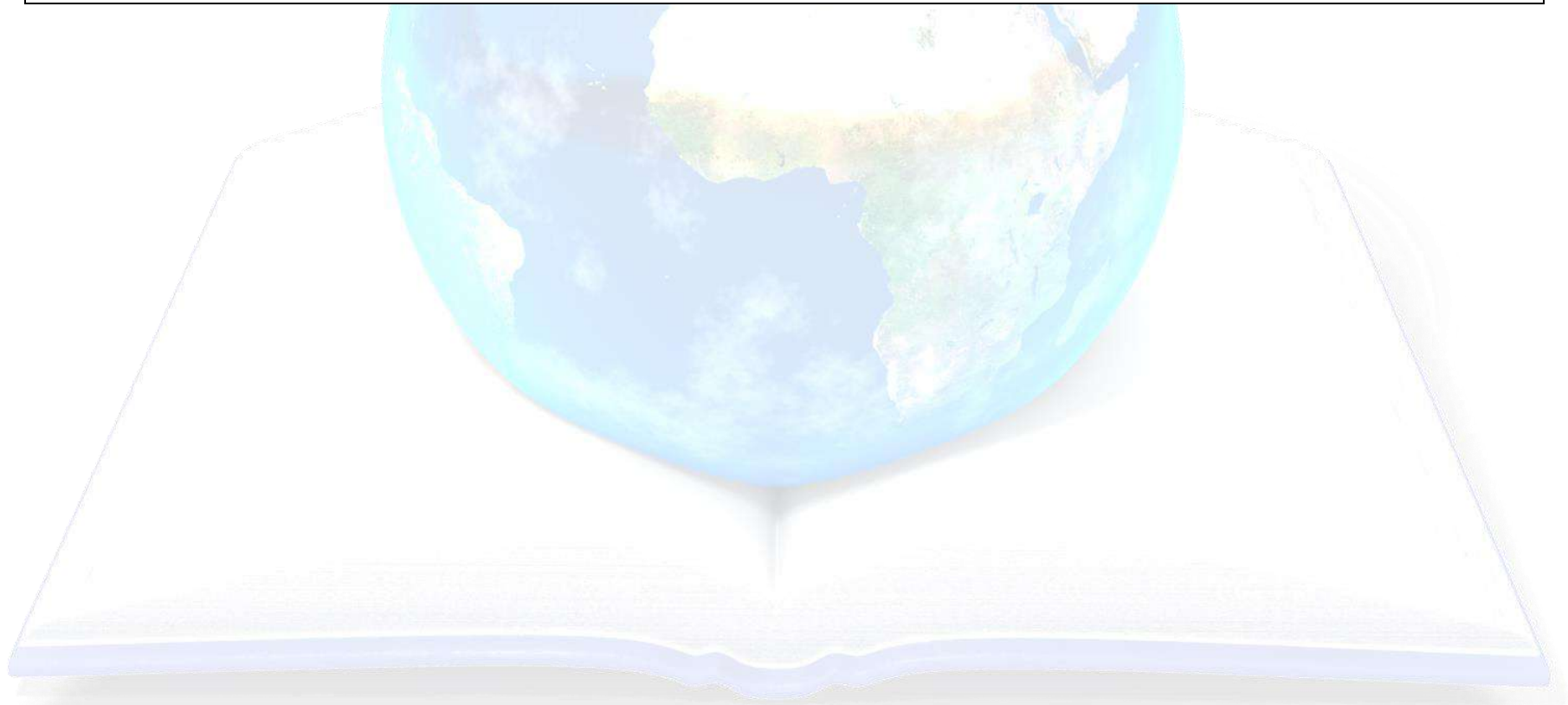
### **Print Resources** (suggested text only others may be used)

- Lincoln goes to Washington by C. Harness Lincoln
- lawyer, leader, legend by J. Fontes Lincoln
- the life of America’s sixteenth president by G. Jeffery
- Abraham Lincoln by A. Cohn

# 5<sup>th</sup> Grade Social Studies Parent Guide

## **Digital Resources** (suggested text only others may be used)

- [http://peachebooks.com/historical\\_people/resource\\_page](http://peachebooks.com/historical_people/resource_page)
- <http://www.mediarichlearning.com/pg/pg.php>
- <http://zinnedproject.org/>
- <http://docsteach.org/>



# 5<sup>th</sup> Grade Social Studies Parent Guide



## Unit 4 Title

“Reconstruction: The Nation Reunited”

## Unit Focus

In this unit, students will learn how the United States reunited after the Civil War. Students will understand how beliefs and ideals of the North and South influenced changes to laws and the Constitution. The students examine the work of the Freedman’s Bureau to understand how individuals, groups, and institutions can affect society. Finally, by thinking about conflict and change and production, distribution, and consumption, students will learn the effects of the Civil War on the daily life and the economy of the North and South.

## Concepts Explored

- Explain the effects of the Civil War on the North and South
- Analyze the effects of Reconstruction on American life
- Explain how a citizen’s rights are protected under the U.S. Constitution
- Describe the purpose and explain the amendment process to the U.S. Constitution
- Explain how voting rights were protected by the 15th, 19th, 23rd, 24th, and 26th amendments
- Describe the household function in providing resources and consuming goods and services
- Describe how competition, markets, and prices influence people’s behavior and how people earn income by selling their labor to businesses.

## How You Can Support Your Child

You can support your child by providing them quality text that that is directly correlated with the content in this unit. There are a host of print and digital resources that are available for your child to read, as well as reliable online interactive sites that will help your child understand the information.

### **Print Resources** (suggested text only others may be used)

- Asim, Jabari, *The Road to Freedom: A Story of the Reconstruction*, School Specialty Publishing, 2004



# 5<sup>th</sup> Grade Social Studies Parent Guide

- Beatty, Patricia, Be Ever Hopeful, Hannalee, Troll Books, 1991
- Bolden, Tonya, Cause: Reconstruction America 1863-1877, Knopf Books for Young Readers, 2005
- Frankel, Noralee, Break those Chains at Last: African-Americans 1860-1880, Oxford University Press, 1996
- Greene, Meg, Into the Land of Freedom: African Americans in Reconstruction, Learner Publishing, 2004

## **Digital Resources** (suggested text only others may be used)

- <http://www.americaslibrary.gov/cgi-bin/page.cgi/ib/recon>
- <http://www.pbs.org/wgbh/amex/reconstruction/>
- <http://www.digitalhistory.uh.edu/reconstruction/index.html>
- <http://www.pbs.org/wnet/jimcrow/index.html>

# 5<sup>th</sup> Grade Social Studies Parent Guide



## Unit 5 Title

“Bigger, Better, Faster: The Changing Nation”

## Unit Focus

In this unit, students will understand the impact of movement and migration on the expanding United States. By understanding the role of conflict and change, student will learn how the United States began to spread its influence throughout the western world. They will also gain knowledge about the importance of technological innovations created during this time. Student will then finally use theme of location to identify important physical and man-made features of the United States.

## Concepts Explored

- Describe how life changed in America at the turn of the century and locate important places in helped in creating the industry changes in the United States.
- Describe the household function in providing resources and consuming goods and services.
- Describe how competition, markets, and prices influence people’s behavior.
- Describe how people earn income by selling their labor to businesses.
- Describe how entrepreneurs take risks to develop new goods and services to start a business.
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## How You Can Support Your Child

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### **Print Resources** (suggested text only others may be used)

- Bunting, Eve. Train to Somewhere, Sandpiper, 2000.
- Freedman, Russell, Immigrant Kids, Puffin, 1995.

# 5<sup>th</sup> Grade Social Studies Parent Guide

- Hest, Amy, When Jessie Came Across the Sea, Candlewick, 2003.
- Lee, Milly, Landed, Farrar, Straus & Giroux, 2006.
- Levine, Ellen. If Your Name was Changed at Ellis Island, Scholastic, 1994.

## **Digital Resources** (suggested text only others may be used)

- [http://www.pbs.org/weta/thewest/places/trails\\_ter/cattle.htm](http://www.pbs.org/weta/thewest/places/trails_ter/cattle.htm)
- <http://www.thechisholmtrail.com/map1.htm>
- <http://www.co.wilbarger.tx.us/cattle.htm>
- [http://www.epcc.edu/nwlibrary/borderlands/21\\_black\\_cowboys](http://www.epcc.edu/nwlibrary/borderlands/21_black_cowboys)

# 5<sup>th</sup> Grade Social Studies Parent Guide



## Unit 6 Title

“Ups and Downs: World War I, the Jazz Age, & the Great Depression”

## Unit Focus

In this unit, students will understand the involvement of the United States in World War I, the impact of the Great Depression, and the cultural developments of the early 20th century. Students will explore the connecting themes of beliefs and ideals; conflict and change; individuals, groups, and institutions; location; movement and migration; scarcity; and technological innovations. These themes will enable students to make connections to a broader understanding of patterns that continue to occur over time.

## Concepts Explored

- Describe U.S. involvement in World War I and post-World War I America
- Explain how the Great Depression and New Deal affected the lives of millions of Americans
- Explain how voting rights were protected by the 15th, 19th, 23rd, 24th, and 26th amendments
- Describe how specialization improves standards of living
- Give examples of technological advancements and their impact on business productivity
- Describe the bank function in providing checking accounts, savings accounts, and loans
- Describe the government function in taxation and providing certain goods and services

## How You Can Support Your Child

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### **Print Resources** (suggested text only others may be used)

- Into the Land of Freedom: African Americans in Reconstruction by Meg Greene

# 5<sup>th</sup> Grade Social Studies Parent Guide

- Osceola: Memories of a Sharecropper's Daughter by Alan Govenar,
- Black Pioneers: An Untold Story by Loren William
- Reconstruction: America After the Civil War by Zak Mettger
- The Carpetbaggers (We the People: Civil War Era series) by Raatma

## **Digital Resources** (suggested text only others may be used)

### The Roaring Twenties

- <http://www.learner.org/biographyofamerica/prog20/index.html>  
Students can learn about different elements of the 1920s and decide if the decade roared or if it was a big yawn.
- <http://165.29.91.7/classes/humanities/amstud/97-98/harren/HARREN.HTM>  
Learn about the leaders, writers, and entertainers of the Harlem Renaissance.

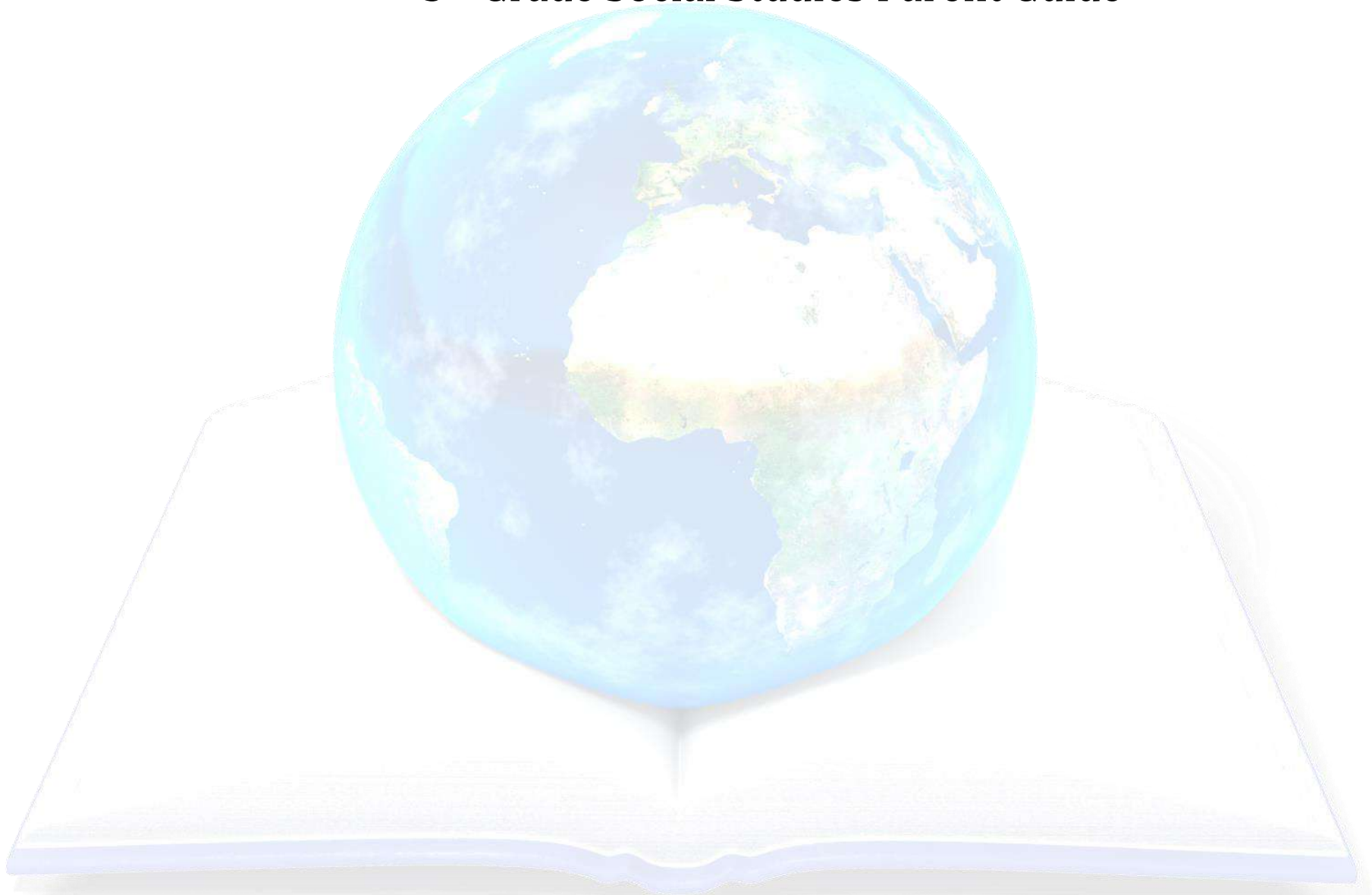
### Great Depression Websites

- [http://pbskids.org/bigapplehistory/activities/a\\_business/activity7/index.html](http://pbskids.org/bigapplehistory/activities/a_business/activity7/index.html)  
Instructions for activity in which students invest \$10,000 in imaginary money in the stock market and track the results of their investments.
- <http://newdeal.feri.org/eleanor/index.htm>  
Features letters written by children to Eleanor Roosevelt during the Great Depression.

### World War I

- <http://www.pbs.org/lostliners/lusitania.html>  
Provides information on the sinking of the Lusitania.
- <http://www.americaslibrary.gov/cgi-bin/page.cgi/ib/jazz>  
Features a number of short articles for kids about events around the time period of World War I.
- <http://www.pbs.org/greatwar/timeline/index.html>  
Interactive timeline for students interested in learning more about World War.
- <http://newdeal.feri.org/library/default.cfm>  
Photo library provides thousands of photographs from the New Deal Era.
- <http://www.pbs.org/wgbh/amex/dustbowl/index.html>  
Resources including firsthand accounts of life in the Dust Bowl.

# 5<sup>th</sup> Grade Social Studies Parent Guide



March, 2014

# 5<sup>th</sup> Grade Social Studies Parent Guide



## Unit 7 Title

“Hot & Cold: World War II & Its Aftermath”

## Unit Focus

The focus of this unit is to use the theme of conflict and change to show how the United States moved from a policy of isolationism to becoming a dominant economic, military, and diplomatic world power. The students will use the theme of beliefs and ideals to understand how the aftermath of the second World War resulted in America maintaining a permanent presence in Europe, closer economic and political ties to Europe, and the beginning of social changes in American society. By understanding the theme of individuals, groups, and institutions, students will understand the impact a person has on society and the consequences of that person’s actions. Finally, students will understand how location and production, distribution, and consumption supports businesses and American interests during war time efforts.

## Concepts Explored

- Explain the reasons for America’s involvement in World War II.
- Discuss the origins and consequences of the Cold War.

## How You Can Support Your Child

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### Print Resources

- Sweet Dried Apples: A Vietnamese Wartime Childhood by Rosemary Breckler
- The Boy in the Striped Pajamas by John Boyne

# 5<sup>th</sup> Grade Social Studies Parent Guide

- Terrible Things: An Allegory of the Holocaust by Eve Bunting
- Sadako and the Thousand Paper Cranes by Eleanor Coerr

## **Digital Resources** (suggested text only others may be used)

- <http://www.eduplace.com/ss/socsci/ga/>
- [http://www.emersonkent.com/map\\_archive/europe\\_1914.htm](http://www.emersonkent.com/map_archive/europe_1914.htm)
- After WWI: [http://www.emersonkent.com/map\\_archive/europe\\_1919.htm](http://www.emersonkent.com/map_archive/europe_1919.htm)
- German Aggression in 1930s: [http://www.emersonkent.com/map\\_archive/europe\\_1936.htm](http://www.emersonkent.com/map_archive/europe_1936.htm)

