

## 5<sup>TH</sup> Grade Teacher Notes for the Georgia Standards of Excellence in Social Studies

Teacher Notes were developed to help teachers understand the depth and breadth of the standards. In some cases, information provided in this document goes beyond the scope of the standards and can be used for background and enrichment information. Please remember that the goal of social studies is not to have students memorize lists of facts, but rather to help them understand the world around them so they can analyze issues, solve problems, think critically, and become informed citizens.

**Children's Literature:** A list of book titles aligned to the 5<sup>th</sup> Grade Social Studies GSE may be found at the Georgia Council for the Social Studies website: <http://gcss.net/uploads/files/gr5socstkidsbooks.pdf>

### **TEACHER NOTES**

#### **5<sup>TH</sup> GRADE UNITED STATES HISTORY**

#### **YEAR 3 INDUSTRIALIZATION TO THE DIGITAL AGE**

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

This standard requires students to examine and describe how life changed in the United States from the late 1800's century to the early and 1900's. Students must be able to describe how the United States economic system changed from being agricultural to an industrialized society. This change led to the development of cities or urban environments as well as involving movement westward. With these changes, new technology led to the rise and fall of cattle trails and the development of an extensive railway system (cattle trails, railheads, and the Transcontinental Railway system). The country also experienced industrialization in growing cities as well as new technologies and innovations like the airplane by the Wright brothers, agricultural developments of George Washington Carver, improved communication by Alexander Graham Bell, and the inventions of Thomas Edison. Students should also describe how this led to increased immigration to the United States as well as how the United States began to look outside its border to expand its role in the world. Students will learn about the Spanish American War and be able to describe how this led to independence for Cuba, as well as to the United States acquisition of the Philippines, Puerto Rico, and Guam at the end of the war.

**Vocabulary:** turn of the century

**General Resources:**

**America's Story from America's Library** (Library of Congress) - <http://www.americaslibrary.gov/>

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

a. Describe the role of the cattle trails in the late 19th century; include the Black Cowboys of Texas, the Great Western Cattle Trail, and the Chisholm Trail.

With the end of the Civil War, the cattle industry both grew and declined along with the development of cattle trails, barbed wire, and the development of railroads. Students must describe the development of cattle ranches, the role of Black Cowboys of Texas, the Great Western Cattle Trail and the Chisholm Trail, as well as the importance of the cattle trails in the economic development of Texas and its cattle industry as well as its importance in the development of urban areas as well as the west. This is best done through the integration of the geographic and economics standard, SS5G1 element a Chisholm Trail, Chicago IL., SS5G2 element a and SS5E1 element b. Possible activities should incorporate historical documents as well as secondary resources to investigate the development of the United States at the turn of the century.

One way would be to explain to students that they will be learning about how different regions of the United States developed after the Civil War. Model for students how the United States can be divided into regions following the Civil War using a 1870's - 1890's map of the United States. Have students label the map with the North, which after the Civil War becomes the Northeast, the South, Midwest region and the West. Explain that each of these regions develops different economic activities based on the climate, population, and other factors. They will discover what and how these economies developed and what influenced the regions' development, such as access to water and other natural resources.

This overview of the regions could be done by students through the use of four different historical documents. Explain that each document represents a region of the United States. Explain meaning of terms primary source and secondary source. In cooperative groups, students will read documents and determine the various living environments as well as what the text is describing as the way individuals earned a living in that area.

**Possible primary and secondary resources include:**

**Document 1:**

**Quote from a business owner (Northeast)**

I regard my people as I regard my machinery. So long as they do my work for what I choose to pay them, I keep them, getting out of them all I can. What they do or how they fare outside my walls I don't know, nor do I consider it my business to know. They must look out for themselves as I do for myself.

Source: *Massachusetts Bureau of Statistics of Labor, Thirteenth Annual Report*, 1883.

<http://www.smithsoniansource.org/display/primarysource/viewdetails.aspx?TopicId=&PrimarySourceId=1218>

**Document 2:**

**Quote from a John Wesley Hardin (Midwest: Cattle Trails)**

“About the last of February we got all our cattle branded and started for Abilene, Kansas, about the 1st of March. Jim Clements and I were to take these 1,200 head of cattle up to Abilene and Manning; Gip and Joe Clements were to follow with a herd belonging to Doc Bumett. Jim and I were getting \$150 per month.

Nothing of importance happened until we got to Williamson County, where all the hands caught the measles except Jim and myself. We camped about two miles south of Corn Hill and there we rested up and recruited. I spent the time doctoring my sick companions, cooking, and branding cattle.

After several weeks of travel, we crossed Red River at a point called Red River Station, or Bluff, north of Montague County. We were now in the Indian country and two white men had been killed by Indians about two weeks before we arrived at the town. Of course, all the talk was Indians and everybody dreaded them. We were now on what is called the Chisum [Chisholm] Trail and game of all kinds abounded: buffalo, antelope, and other wild animals too numerous to mention. There were a great many cattle driven that year from Texas. The day we crossed Red River about fifteen herds had crossed, and of course we intended to keep close together going through the Nation for our mutual protection. The trail was thus one line of cattle and you were never out of sight of a herd. I was just about as much afraid of an Indian as I was of a coon. In fact, I was anxious to meet some on the warpath.”

Source: <http://spartacus-educational.com/WWcattkeD.htm>

1) John Wesley Hardin, *Life of John Wesley Hardin as Written by Himself* (1896)

**Document 3:**

**Quote from a California Gold Miner, James Wilson Marshall (West)**

“We pitched our tents, shouldered our picks & shovels & with pan in hand sallied forth to try our fortunes at gold digging. We did not have very good success being green at mining, but by practice & observation we soon improved some, & found a little of the shining metal. ”

"It is found along the banks of the streams & in the beds of the same, & in almost every little ravine putting into the streams. And often from 10 to 50 ft. from the beds up the bank. We sometimes have to dig several feet deep before we find any, in other places all the dirt & clay will pay to wash, but generally the clay pays best. If there is no clay, then it is found down on the rock. All the lumps are found on the rock--& most of the fine gold. We tell when it will pay by trying the dirt with a pan. This is called prospecting here. If it will pay from six to 12 1/2 pr pan full, then we go to work. Some wash with cradles some with what is called a tom & various other fixings. But I like the tom best of any thing that I have seen.

It is a box or trough about 8 or 9 feet long, some 18 in. wide & from 5 to 6 in. high, with an iron sieve in one end punched with 1/2 in. holes. Underneath this is placed a ripple or box with two ripples across it. The tom is then placed in an oblique position the water is brought on by means of a hose. The dirt, stone, clay & all is then thrown in & stirred with a shovel until the water runs clear, the gold & finer gravel goes through the sieve & falls in the under box & lodges above the ripples. Three men can wash all day without taking this out as the water washes the loose gravel over and all the gold settles to the bottom. One man will wash as fast as two can pick & shovel it in, or as fast as three rockers or cradles."

Source: <http://www.eyewitnesstohistory.com/californiagoldrush.htm>

**Document 4:**

**Quote from a Touring Actor Observations of Pittsburgh, 1833**

“No city in the United States is more romantically situated, or can boast of finer scenery in its immediate neighborhood. Situated on the banks of the two rivers, the Monongahela and Allegheny, whose junction at this point form the Ohio River, the City of the Three Rivers, clouded as it is in endless smoke from its numerous factories, possesses advantages not often met in a manufacturing town. A walk of a quarter of an hour in any direction places you above the smoke, so much complained of by strangers, and presents to the view landscapes in which the eye of an artist revels with delight, and shady retreats upon its hills, where, free from observation, they can wander and ponder upon the endless source of wealth which the coal mines beneath their feet pour daily into this city of industry.”

Francis Courtney Wemyss, a touring actor

Source:

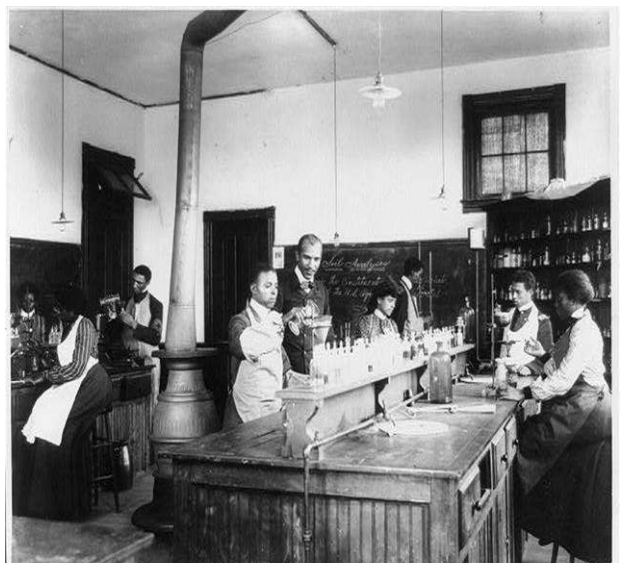
<http://www.smithsoniansource.org/display/primarysource/viewdetails.aspx?TopicId=&PrimarySourceId=1033>

### George Washington Carver

George Washington Carver was born a slave in Diamond Grove, Missouri, around 1864. He is one of the nation's most famous agricultural scientists. He is best known for his research on peanuts and his commitment to helping poor Southern African American farmers.

Carver worked at Tuskegee Institute in Alabama for most of his adult life. In 1943, soon after Carver's death, President Franklin D. Roosevelt made Carver's boyhood home a national monument. It was the first national monument to honor an African American.

Excerpt: America's Story from America's Library



Source Text: [http://www.americaslibrary.gov/aa/carver/aa\\_carver\\_subj.html](http://www.americaslibrary.gov/aa/carver/aa_carver_subj.html)

Image: <https://www.loc.gov/item/2001703725/>

For this element, students need to understand the purpose of cattle trails in general, and can identify the importance of the trails. Cattle trails were important to the growth of the Western territories and states. Cattle ranches in Texas fed large numbers of people in the East and eventually in the West. This growth was due to the development of the railroads. As rail lines and railheads developed, cattle were shipped quickly over long distances where larger profits were possible in urban areas. Two specific cattle trails are highlighted in this standard: The Chisholm Trail and the Great Western Cattle Trail. Note that the geography standard SS5G1b requires students to be able to locate both trails.

The two specific cattle trails that are emphasized in this standard are significant in the cattle industry in the west. The Great Western Trail existed both north and south of Dodge City, Kansas, and allowed ranchers to move large numbers of cattle to this railroad hub for conveyance further east. The Chisholm Trail allowed cowboys to take cattle from the ranches of Texas to railroad hubs in Kansas. Interestingly, this trail was named for Jesse Chisholm, of Cherokee ancestry, who blazed the trail in his wagon in 1866. He traveled through modern-day Oklahoma to his trading post near Wichita. Later, ranchers followed his trail with cattle. This was a remote trail, which allowed the cowboys to move cattle quickly to railway hubs or heads in Kansas. Over time, the development of the railroad across Texas as well as the development of barb wire [also known as barbed wire] made cattle drives less necessary. Students must be able to describe how these trails were essential in the development of the West, and in its role in providing beef to feed those in the growing industrialized cities of the East.

#### Great Western Cattle Trail

<http://www.greatwesterncattletrail.com/index.html>

**The Chisholm Trail Heritage Center** – map and information about the trail

<http://onthechisholmtrail.com/historians/>

**The Texas Historical Commission** – maps, timelines, information, and many great primary source images located here: <http://www.thc.texas.gov/public/upload/publications/chisholm-trail.pdf>

**PBS – The Cattle Drives** – features a lesson plan on the drives and more detail about life on a cattle ranch. <http://www.pbs.org/wnet/ranchhouse/teachers.html>

During this time the Black Cowboys of Texas gained historical prominence in their assistance in developing the cattle industry in Texas. Some had previously been enslaved, and others were the descendants of former slaves. Large numbers of these people worked as ranch hands driving cattle to railheads in Kansas and Oklahoma. Following the Civil War life was better on the open range, where they experienced less open discrimination than in the south and more urban environments. Students may want to find out more about individual Black cowboys of Texas such as Nat Love, Bose Ikard, Isom Dart, and Bill Pickett.

**Vocabulary:** cattle trails, cowboys, railroads, territories, 19<sup>th</sup> century

**Resources:**

**For more about the Black Cowboys of Texas, visit:**

Texas State Historical Association – information, images, and map  
<http://www.tshaonline.org/handbook/online/articles/arb01>

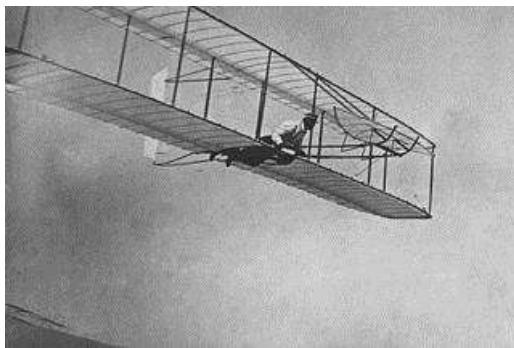
**PBS, Texas Ranch House** - Information on specific Black Cowboys  
[http://www.pbs.org/wnet/ranchhouse/pop\\_blackcowboy.html](http://www.pbs.org/wnet/ranchhouse/pop_blackcowboy.html)

**Smithsonian article:** Good teacher background on the Black Cowboys may be found here.  
“The Lesser Known History of African-American Cowboys,” by Katie Nodjimbadem, Feb. 13, 2017, found at: <http://www.smithsonianmag.com/history/lesser-known-history-african-american-cowboys-180962144/>

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

- b. Describe the impact on American life of the Wright brothers (flight), George Washington Carver (science), Alexander Graham Bell (communication), and Thomas Edison (electricity).

To demonstrate mastery of this element, students should describe each inventor, their listed significant contribution, and how their contributions changed life at the end of the 19th century in America. Dates are provided for teacher reference rather than student memorization. This standard incorporates the standard SS5G1a. locate important places - Kitty Hawk, NC



*The Wright Brothers (Orville and Wilbur)* went into business as bicycle salesmen in Ohio in the late 19th century. Like many scientifically minded people of their era, they were fascinated by the possibility of machines that would allow humans to fly. In 1903, their glider survived a 12-second flight from the dunes at Kitty Hawk, North Carolina. Others were working simultaneously toward this achievement, and the Wright Brothers’ flight ignited a national passion for aviation. Within two decades, airplanes could fly distances previously thought to be impossible. In a

few short decades, airplanes would develop to the point that they began to be used for military purposes as well. *Photo of the glider flight at Kitty Hawk, 1902, public domain.*

**Vocabulary:** flight, scientific, inventor, contribution, aviation

**Resources:**



**National Park Service – Wright Brother National Memorial:** For more about the Wright Brothers' work with flight, visit: <http://www.nps.gov/wrbr/index.htm>.

**Smithsonian National Air and Space Museum** – background info, lesson plans, activities, primary sources: <https://airandspace.si.edu/exhibitions/wright-brothers/online/>

**History Channel: Wright Brothers** – information, photos, and more (site has ads, use for teacher background only) <http://www.history.com/topics/inventions/wright-brothers>

**George Washington Carver** was born a slave, but rose to become one of our nation's most famous agricultural scientists. He was invited to teach at the Tuskegee Institute in 1896 by Booker T. Washington. It was there that he researched methods to improve agricultural production. Carver is most known for his research on peanuts and his commitment to helping struggling Southern African American farmers. Most notably, he has been credited with teaching southern farmers to rotate crops to replenish nutrient depleted soil. In fact, Carver introduced Georgian farmers to the benefits of rotating cotton crops with peanut crops to replenish the soil with nutrients. Thus, he helped establish peanuts as an important agricultural crop in Georgia. Carver developed more than 300 uses for peanuts including peanut milk, peanut paper, and peanut soap.

**Vocabulary:** scientist, agriculture, research, crop rotation, nutrient, depletion, replenish

**Resources:**

**Source: Educational resources, visit websites:**

**Field Museum** – biographical information, photo gallery, and other educational resources

<http://archive.fieldmuseum.org/carver/edresources.asp>

**National Park Service Carver National Monument** - information, photos, and further background at:

<https://www.nps.gov/gwca/index.htm>



Carver has been featured in United States stamps several times. Explore how people are chosen to be pictured on a stamp and have your students design their own stamp highlighting Carver's contributions. [https://arago.si.edu/category\\_2028793.html](https://arago.si.edu/category_2028793.html)

Explore photos and portraits of Carver at the **Smithsonian's National Portrait Gallery**, including the one at the right. Use such artworks or photographs to have your students think like historians. Have them ask questions like what is in the painting, how did the artist choose what to put in and what to leave out, and what "story" of Carver does the image tell. Find more at:

<http://npg.si.edu/portraits> and search for "George Washington Carver."

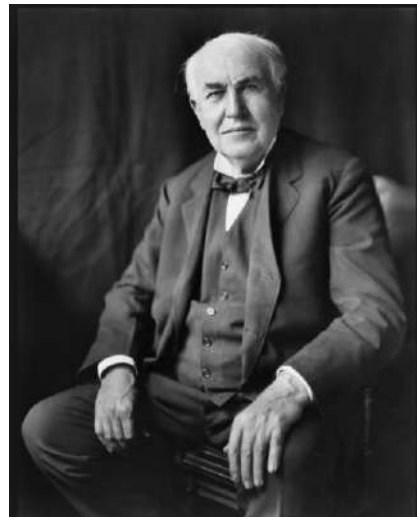
For further teacher background information on Carver, see: <https://rediscovering-black-history.blogs.archives.gov/2015/10/20/george-washington-carver-and-the-agricultural-experiment-station-at-the-tuskegee-institute/>





*Alexander Graham Bell* is famous for his invention of the telephone. He was also an audiologist, speech therapist and teacher of the deaf. The telephone, invented was a device that was almost immediately popular, and so affordable that over time nearly every American household contains at least one telephone. The telephone dramatically changed communication throughout the country. Students might be very interested to see how telephones have changed over the years, and could explore telephone development with party lines, telephone operators, and other aspects of this transformational tool of communication.

*Photo of Alexander Graham Bell, around 1922*



in 1876  
became

early

**Vocabulary:** telephone, device, affordable, communication, telephone operator, design

**Resources:**

**Library of Congress – The Alexander Graham Bell Papers, 1862-1939;** design sketches, timelines, biographical information, collection highlights...abundantly rich sources for students to explore <https://www.loc.gov/teachers/classroommaterials/connections/alexander-graham-bell/>

Article on the history of the Telephone by Jason Morris – covers a lot of information in a concise way.

**ITPA – Independent Telecommunications Pioneer Association** - Includes photos, timelines, and extensive support information. <http://www.nationalitpa.com/history-of-telephone>

**Biography channel: Alexander Graham Bell** – biographical information, photos, video clips offer extensive background information for teachers; site contains ads.

<http://www.biography.com/people/alexander-graham-bell-9205497>



**Thomas Edison**, the wizard of Menlo Park was an inventor who has been credited with creating over a 1000 inventions. One invention he is credited with is a long-lasting filament for the electric light bulb. He is also known for developing the phonograph or record player as well as developing motion pictures. His inventions very much relied on electricity and creating machines that used electricity to solve problems for and enhancing everyday life. He was not only an inventor but also was a successful businessman, marketer, and manufacturer.

**Vocabulary:** inventions, credited, filament, phonograph, motion pictures, enhancing, businessman, marketer, manufacturer, genius, creation

**Resources:**

**Smithsonian Magazine** -article for teacher background (site has ads), “7 Epic Fails Brought to You By the Genius Mind of Thomas Edison,” by Erica S. Hendry, November 20, 2013 at:  
<http://www.smithsonianmag.com/innovation/7-epic-fails-brought-to-you-by-the-genius-mind-of-thomas-edison-180947786/>

**Library of Congress resources on Edison** – biography, timeline, primary source set, and more at:  
<http://primarysourcenus.org/2011/08/today-in-history-thomas-a-edison>

**Library of Congress Edison motion picture** – see this motion picture of a man sneezing recorded by Edison. <https://www.loc.gov/item/00694192>

**PBS: American Experience: Thomas Edison** – excellent information, video clips, primary sources and other activities concerning this most amazing inventor  
<http://www.pbs.org/wgbh/americanexperience/films/edison/>

**History Channel on Thomas Edison** – biographical information, primary sources, good for teacher background (site has ads) <http://www.history.com/topics/inventions/thomas-edison>

One possible activity could be to allow students to research each inventor using various websites and by using historical documents. As students gather information about each inventor they could discuss the

| <b>Inventors at the Turn of the Century</b> |                                       |  |  |   |
|---|---------------------------------------|--|--|---|
| <b>Think About...</b>                       | <b>What did this inventor create?</b> | <b>Where was this invention created?</b> | <b>Describe how this invention affected life at the turn of the century?</b> | <b>Use evidence to support a description of why this inventor created this invention.</b> |
| <b>Wright Brothers</b>                      |                                       |  |  |   |
| <b>George Washington Carver</b>             |                                       |  |  |   |
| <b>Alexander Graham Bell</b>                |                                       |  |  |   |
| <b>Thomas Edison</b>                        |                                       |  |  |   |

importance of the inventor’s invention(s) as well as the effect this invention had on the United States at the turn of the century. Students could then present the information in various audio-visual and technological formats.

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

c. Explain how William McKinley and Theodore Roosevelt expanded America’s role in the world; include the Spanish-American War and the building of the Panama Canal.

To demonstrate mastery of this element, students must describe how William McKinley and Theodore Roosevelt expanded the United States’ role in the world. Students must be able to explain the impact of the Spanish-American War on the United States’ role in the world, and why the Panama Canal aided in this expansion.

Students must realize that while the United States was rebuilding after the Civil War, much of Europe was following a policy of imperialism and was colonizing Africa and Asia. These countries were competing for power and influence. European countries like Great Britain, France, Germany, and Spain wanted to gain land, natural resources, and markets to aid in their industrial development. Meanwhile, at the same time, a technological explosion and westward expansion led to rapid growth in the United States.

American statesmen watched what was happening overseas and were divided as to whether the United States should join in this “scramble” for an empire. Under President *William McKinley*, this issue erupted when the United States military engaged with Spanish forces in the Philippines and Cuba. This war, the *Spanish-American War*, was fueled partly by American interests in the western hemisphere, as well as by public opinion. Newspapers created sensationalized news stories that outraged citizens about the unfair treatment of the Cuban people. In a desire to sell newspapers, articles and photographs about the sinking of the USS *Maine* were published, blaming its sinking on Spain. Some historians blame this war on the idea of yellow journalism or biased coverage, which helped fuel public support of the war. The short conflict led to the removal of Spain from Cuba, and increased American popular interest in obtaining colonies abroad. Thus, the United States gained control of the Philippines, Puerto Rico, and Guam.

**Vocabulary:** expansion, role, imperialism, colonization, overseas, empire, military, engaged, sensationalized, yellow journalism, biased

**Resources:**

**Primary Source Nexus, Library of Congress** – many primary sources of all types on the Spanish American War: <http://primarysourcenexus.org/2012/02/spanish-american-war>

**Library of Congress: The Spanish American War** in Motion Pictures, and other valuable sites: <https://www.loc.gov/search/?in=&q=Spanish+American+War&new=true>

**Eyewitness to History, “The U.S. Declares War on Spain, 1898”** good for teacher background (ads on site): <http://www.eyewitnesstohistory.com/spanishwar.htm>

**Eyewitness to History, “The Battle of Manila Bay, 1898”** good for teacher background (ads on site): <http://www.eyewitnesstohistory.com/manilabay.htm>



**Theodore Roosevelt** (public domain image, Library of Congress) emerged as a hero of the Spanish American War, and succeeded McKinley as President when McKinley was assassinated in 1901. During the war, Roosevelt led a group of volunteer cavalrymen known as Rough Riders on a famous charge at the Battle of San Juan Hill (also known as San Juan Heights). His heroism stood him in good stead when he became the youngest president in 1901. His policy choices as President included issuing Roosevelt's Corollary, which confirmed the longstanding tradition created by the Monroe Doctrine in 1805, of American intervention in hemispheric affairs. During Roosevelt's tenure as President, construction finally began on the Panama Canal. Explore with your students the pro's and con's of this canal project, and how the canal was beneficial to the United States.

**Vocabulary:** expansionism, canal, volunteer, cavalrymen, heroism, policy, intervention, construction, beneficial

**Resources:**

**National Park Service: Theodore Roosevelt Birthplace** – “T.R. the Rough Rider: Hero of the Spanish American War” biographical information of this episode of TR's life:

<https://www.nps.gov/thrb/learn/historyculture/tr-rr-spanamwar.htm>

**Eyewitness to History** – multiple topics provide good teacher background (ads on site)

“A Walk With President Roosevelt, 1908,” explains about the strenuous lifestyle for which he was famous. <http://www.eyewitnesstohistory.com/rooseveltwalk.htm>

“The Roosevelts Move into the White House, 1901”

<http://www.eyewitnesstohistory.com/trwhitehouse.htm>

“The Rough Riders Storm San Juan Hill,

1898” <http://www.eyewitnesstohistory.com/roughriders.htm>

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

d. Describe the reasons people immigrated to the United States, from where they emigrated, and where they settled.

For mastery of this element, students must describe various ethnic groups that immigrated to the United States during the latter half of the 19th century and early 20th century. Students should identify regions and countries from which people emigrated, and describe factors that led to their migrations. Students should explain that people migrated due to various reasons. These push and pull factors resulted in large numbers of immigrants arriving in immigration stations located on Ellis Island in New York City and Angel Island in San Francisco. Push factors that led people to immigrate included religious and political upheaval, persecution, and economic instability. In contrast, people who left Europe were lured to America with promises of free, rich land for farming, jobs, and for opportunities to have a better life. These positive changes are often referred to as pull factors. Upon arrival in the United States immigrants often encountered crowded cities, harsh living and working conditions, and discrimination.

The initial wave of European immigrants consisted mostly of people from Ireland and Germany. They left behind countries that faced civil unrest, severe unemployment, famine, and inconceivable hardships. This stream slowed over time, and an increased number of immigrants from southern and eastern Europe arrived. While German and Irish immigrant groups congregated on the east coast, Chinese immigrants migrated to California and to western territories and states. They were lured there by economic opportunities created through the development of the transcontinental railroad and other rail lines as well as the promise of gold discovered in California. During the late 1860's increased immigration from Sweden, Norway, Denmark, and Finland occurred. These immigrants left the eastern regions of the United States to farm and live in the communities in the mid-western and plains states, where a farming and small town lifestyle more nearly matched their experiences in their home country.

**Vocabulary:** emigration, immigration, settlement, ethnic group, factors, migration, upheaval, religious, political, persecution, economic instability, opportunities, “push” and “pull” factors, harsh, discrimination, civil unrest, unemployment, famine, transcontinental railroad

**Resources:**

**Immigration:**

Library of Congress – a wealth of primary source sets and individual items linked in one place, includes maps, images, oral histories, newspaper items, timelines, etc.

<http://primarysourcenus.org/2013/10/primary-source-spotlight-immigration/>

**Eyewitness to History** – multiple topics provide good teacher background (ads on site)

“Immigration in the Early 1900’s” <http://www.eyewitnesstohistory.com/snpim1.htm>

“City Life in the Early 1900’s” <http://www.eyewitnesstohistory.com/snpim2.htm>

“The Triangle Shirtwaist Company Fire, 1911” <http://www.eyewitnesstohistory.com/snpim3.htm>

“Immigrating to America, 1905” <http://www.eyewitnesstohistory.com/immigrating.htm>

**U.S. History:** Irish and German Immigration - <http://www.ushistory.org/us/25f.asp>

**Census on Immigration:** For a chart regarding the countries of origin of immigrants to the US throughout the 20<sup>th</sup> Century, visit **page 6** on the link below: <https://www.census.gov/prod/99pubs/99statab/sec31.pdf>

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

The intent of this standard is for students to describe the impact of World War I on American life, and what events led the United States to enter the war in Europe. Furthermore, students must understand that the war’s destruction and loss of life led many Americans to believe that such a conflict should not occur again. These beliefs resulted in the United States following a policy of isolationism. Students should describe the impact of the Treaty of Versailles.



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

a. Explain how German attacks on U.S. shipping during the war in Europe (1914-1917) ultimately led the U.S. to join the fight against Germany; include the sinking of the Lusitania and concerns over safety of U.S. ships, U.S. contributions to the war, and the impact of the Treaty of Versailles in 1919.

Mastery of this element requires students to explain the impact of each of the events listed in the element on the United States' decision to enter World War I. Students must describe the United States' contributions to the war, explain the effects of this aid, as well as indicate the impact of the Treaty of Versailles at the end of the war. Dates are provided for teacher reference and not for student memorization.

When World War I or the Great War, began in 1914, the United States was not immediately involved. Students should understand that countries during this time were following policies of militarism, alliances, nationalism, and imperialism. The assassination of the Archduke Franz Ferdinand was a spark that brought about war. Teachers should **briefly** discuss the assassination and how alliances formed in Europe at the start of the war and how these alliances led to other countries' becoming involved in the war. Though the United States was neutral, its neutrality did not prevent German U-boats or submarines from attacking American ships that approached their blockade of Britain's shores. These attacks became a galvanizing force on public opinion in the United States on May 7, 1915, when a German U-boat sank the *Lusitania*, a passenger ship. Nearly 1200 people died, including over one hundred Americans. *Image of newspaper in the public domain*



American attitudes about entering the war remained divided. Many feared the loss of life and immense destruction that would accompany American involvement. Others believed that the addition of American troops and supplies would aid the allies to victory. Eventually, American officials, including President

Woodrow Wilson, ended the United States stance of neutrality when Germany resumed unrestricted submarine warfare on American ships. On April 2, 1917, Wilson requested a declaration of war from Congress. The United States began to send troops to fight in Europe but it was apparent that this was going to be a difficult war. Revolution in Russia had created a new communist government, and the newly formed country, the Soviet Union, withdrew from fighting against Germany. As Germany continued to attack France, the addition of American troops and supplies helped prevent German success. This resulted in Germany's defeat and a call for the war to end. Political leaders turned to diplomacy to end the war.

The Armistice to end World War I went into effect on November 11, 1918, when soldiers on both sides left their trenches and celebrated. A cease fire went into effect until peace negotiations occurred in Versailles, France. Ultimately, a peace treaty known as the Treaty of Versailles was signed in June 1919, in which one part of Wilson's Fourteen Points for securing peace was included. This marked the creation of a global peace keeping organization called the League of Nations. This precursor to the United Nations was created to provide countries with a means to settle disagreements through diplomacy rather than war. Unfortunately, the treaty did not create the lasting peace that Wilson envisioned. Germany was forced to accept blame for the war, pay reparations, and give up territories and overseas colonies. This created German resentment that would be a factor in the events that lead to World War II. Teachers should remind students that while we, today, can easily see how World War I (which contemporaries called The Great War) led directly to World War II, this was certainly not the case at the time. People then believed that such a conflict would never occur again, and it is difficult for us to comprehend that sense of relief.

**Vocabulary:** impact, destruction, isolationism, treaty, contributions, militarism, alliances, nationalism, imperialism, assassination, alliances, neutral, neutrality, submarine, allies, revolution, political, diplomacy, trenches, cease fire, negotiations, reparations

**Resources:**

**World War I Begins in Europe:**

**PBS: The Great War:** For an excellent resource on the war, visit the following site: <http://www.pbs.org/greatwar/> It includes images, sound recordings, other primary sources, and historical commentary, as well as a simple yet thorough timeline of events leading up to the war, the actual conflict, and its aftermath.

**Eyewitness to History** – multiple topics provide good teacher background (ads on site)

“Assassination of Archduke Ferdinand, 1914” <http://www.eyewitnesstohistory.com/duke.htm>

“U-boat attack, 1916” <http://www.eyewitnesstohistory.com/sub.htm>

**United States Involvement World War I**

Library of Congress: A wealth of primary sources related to WWI, including art, sheet music, newspaper articles, and more at <https://www.loc.gov/search/?in=&q=world+war+I&new=true>

U.S. History “America in the First World War” <http://www.ushistory.org/us/45.asp>

**Sinking of the Lusitania:**

**PBS: American Experience – WWI:** “When Wilson Asked for War”

<http://www.pbs.org/wgbh/americanexperience/features/when-wilson-asked-war/>

PBS Historians on the Lusitania attack:

<http://www.pbs.org/lostliners/lusitania.html> (Teachers will note that historians' views differ as to whether or not the sinking was avoidable.)

U.S. History: “Farewell to Isolation” <http://www.ushistory.org/us/45a.asp>

Library of Congress resources on the Lusitania <https://www.loc.gov/search/?in=&q=Lusitania&new=true>



Primary Source Nexus: Lusitania <http://primarysourcenexus.org/?s=Lusitania&x=0&y=0>

**Eyewitness to History** – multiple topics provide good teacher background (ads on site)

“The Sinking of the Lusitania” <http://www.eyewitnesstohistory.com/snpwwi2.htm>

“President Wilson Suffers a Stroke, 1919” <http://www.eyewitnesstohistory.com/wilsonstroke.htm>

“America Declares War on Germany, 1917” <http://www.eyewitnesstohistory.com/wilsonwar.htm>

**Office of the U.S. Historian:** Wilson’s Fourteen Points <https://history.state.gov/milestones/1914-1920/fourteen-points>

**Primary Source Nexus: Woodrow Wilson** - many sources about Wilson and his engagement in WWI and its aftermath. <http://primarysourcenexus.org/2011/12/today-in-history-woodrow-wilson/>

### **New Technology During War:**

**Eyewitness to History** – multiple topics provide good teacher background (ads on site)

“The Beginning of Air Warfare, 1914” <http://www.eyewitnesstohistory.com/airwar1914.htm>

“Gas Attack, 1916” <http://www.eyewitnesstohistory.com/gas.htm>

### **Treaty of Versailles:**

**Edsitement: the Great War: Evaluating the Treaty of Versailles**

<http://edsitement.neh.gov/lesson-plan/great-war-evaluating-treaty-versailles> which has a lesson plan for student use. Teachers may wish to use excerpts of these lessons, which are designed for high school students.

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

b. Describe the cultural developments and individual contributions in the 1920s of the Jazz Age (Louis Armstrong), the Harlem Renaissance (Langston Hughes), baseball (Babe Ruth), the automobile (Henry Ford), and transatlantic flight (Charles Lindbergh).

To demonstrate mastery of this element, students must describe life in the 1920s, with specific references to the movements, activities, inventions, and individuals listed in this element.



Following World War I, people around the world and within the United States wanted to celebrate the end of World War I and enjoy life. In the 1920s America seemed to have broken its attachments to the past and they had ushered in a more modern era. The country was confident—and rich. Americans were at a crossroads between innovation and tradition. Jazz, a new style of music was created. It gained prominence through the efforts of musicians like *Louis Armstrong*, a New Orleans born singer and cornet player. *Image of Armstrong is public domain.* His songs brought jazz into the mainstream for people of all races, ethnicities, and socio-economic status. Along with the unmatched prosperity and cultural

advancement of the time, intense social unrest also existed. The same decade that bore witness to urbanism and modernism also introduced the Ku Klux Klan, Prohibition, nativism, and religious fundamentalism. People moved from rural to urban areas, and from the agricultural South to the industrialized urban centers of the North. New political ideas also developed, and threatened the status quo. The women’s suffrage movement, and migration of African-Americans from the South to the North brought about societal changes.

This “Great Migration” of African-Americans from the South to the North as well as the congregation of many writers, artists, and thinkers in New York City’s Harlem neighborhood became known as the *Harlem Renaissance*. This celebration of African-American life through story, poetry, drama, song, and visual arts fostered self-expression and promoted self worth in this community and beyond. During the 1920s and 1930s, people associated with the movement also began to promote the ideas and beliefs associated with the modern Civil Rights Movement.

Notable historical figures during the 1920s shaped the culture and technology of the time. **Langston Hughes**, one of the writers whose work is associated with the Harlem Renaissance, left his home in the South to go to New York City. There his writing, notably his poetry, was influenced by the sounds of the Jazz Age. He wrote about African-Americans in many walks of life, and sought to define a unique African-American voice in our culture.

The new technology of the radio made the game of *baseball* a popular American pastime. Though it had been played professionally in America since the 1870s, the game became immensely popular in the 1920s. This was due to players like **Babe Ruth**, who ignited the interest of fans and inspired them to follow specific teams. Ruth also changed how the game was played, emphasizing powerful hitting.



Innovative inventors like **Henry Ford** revolutionized American industry with mass production of *automobiles* on assembly lines. Using assembly line production, Ford advanced the Ford Motor Car Company by creating an automobile that the average American worker could afford. These cars, simply built, but functional and reliable, took over American roads, and brought about many changes in American life. People could live farther from their places of employment, travel at will, and generally enjoy a lifestyle that was unthinkable two decades prior. *Image of Model T is Creative Commons Attribution-Share Alike 3.0.*

As Americans took to the roads, they also became more fascinated by air travel. Following the Wright Brothers’ early success, more and more inventors began to test the limits of lighter than air machines. Eventually, these *airplanes* became popular. The potential of airplane travel for ordinary Americans would not be realized for several more decades, but eventually the ability to cross the country in a matter of hours would become more than a novelty. **Charles Lindbergh** took this fascination with flight to new heights. In 1937, he crossed the Atlantic Ocean as a solo pilot. This flight catapulted him to personal fame, and gained him many new fans for modern aviation.

**Vocabulary:** culture, cultural, renaissance, transatlantic, innovation, tradition, jazz, urbanism, modernism, industrialization, Prohibition, religious fundamentalism, urban, status quo, suffrage, migration, professional baseball, mass production, assembly lines, airplanes, aviation

**Resources:**

**Jazz Age:**

**Scholastic** – **History of Jazz** concise overview of blues and jazz

[http://teacher.scholastic.com/activities/bhistory/history\\_of\\_jazz.htm](http://teacher.scholastic.com/activities/bhistory/history_of_jazz.htm)

**PBS: Jazz** by Ken Burns – wonderful background information for teachers; use excerpts with your students. [http://www.pbs.org/jazz/biography/artist\\_id\\_armstrong\\_louis.htm](http://www.pbs.org/jazz/biography/artist_id_armstrong_louis.htm)

NPR: “‘Pops’: Louis Armstrong, In His Own Words” Read and hear these excerpts from interviews with Armstrong at: <http://www.npr.org/templates/story/story.php?storyId=121026170>

**Harlem Renaissance:**

**Library of Congress: Web Guides** – A Guide to Harlem Renaissance Materials

<http://www.loc.gov/rr/program/bib/harlem/harlem.html>

**Library of Congress:** abundant Harlem Renaissance Resources

<http://www.loc.gov/teachers/classroommaterials/primarysourcesets/harlem-renaissance/>

**Langston Hughes:**

America’s Story from America’s Library: Langston Hughes; From Busboy to Poet: Langston’s Early Years; Langston Hughes, Man of the People; Play that Tune, Speak that Word “A Renaissance Man”

[http://www.americaslibrary.gov/aa/hughes/aa\\_hughes\\_subj.html](http://www.americaslibrary.gov/aa/hughes/aa_hughes_subj.html)

**Babe Ruth and the Rise of Baseball:**

**Babe Ruth biography:** <http://www.baberuth.com/biography>

**PBS: Baseball by Ken Burns** – Timeline of baseball

history <http://www.pbs.org/kenburns/baseball/timeline>

**NPR: “The ‘Secret History’ of Baseball’s Earliest Days”** interesting teacher background about the origins of baseball <http://www.npr.org/2011/03/16/134570236/the-secret-history-of-baseballs-earliest-days>

**Henry Ford:**

**PBS: People and Discoveries – Henry Ford** brief biography of Ford

<http://www.pbs.org/wgbh/aso/databank/entries/btford.html>

**University of Michigan: Automobile in American Life and Society -**

<http://www.autolife.umd.umich.edu>

**Primary Source Nexus: Henry Ford** - multiple teaching resources

<http://primarysourcenexus.org/2013/07/today-in-history-henry-ford/>

**Charles Lindbergh:**

**Charles Lindbergh: An American Aviator** - timeline and other resources

<http://www.charleslindbergh.com/history/timeline.asp>

**Primary Source Nexus** – image of The Spirit of St. Louis plane

<http://primarysourcenexus.org/2012/06/featured-source-charles-lindberghs-spirit-of-st-louis-airplane/>

**Biography: Charles Lindbergh** – video clips, biographical information, photos (for teacher background; site contains ads) <https://www.biography.com/people/charles-lindbergh-9382609>

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

To demonstrate mastery of this standard, students must understand the massive economic instability that affected the United States in the 1930s, brought about by the stock market crash and the depression that followed. Students must identify and discuss the Stock Market Crash of 1929, the roles of Hoover, Roosevelt, the Dust Bowl, and soup kitchens as events and people playing a role in the Great Depression.

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

a. Discuss the Stock Market Crash of 1929, Herbert Hoover, Franklin Roosevelt, the Dust Bowl, and soup kitchens.



The *Stock Market Crash of 1929* ended a decade of growth in the Stock Market that occurred during the Roaring Twenties. The “crash” occurred on October 29, 1929, when 16 million shares were traded in a single day causing thousands to lose their investments and billions of dollars in loss. This period known as the *Great Depression* was a period of high unemployment and a lack of confidence in financial institutions. During this time, many Americans faced unemployment and lacked the financial means to support themselves. *Soup kitchens* served hot meals to the unemployed and homeless. *Soup kitchen image is Public Domain from National Archives.*

Without this assistance, many Americans would have had no means of obtaining food for their families. Businesses and financial institutions struggled to recover from economic collapse, while many agricultural communities in the Great Plains experienced drought and windstorms. Poor farming practices combined with severe drought turned large swathes of fertile land into useless dust, which blew across the area in great storms. These huge dust storms labeled this part of the country the *Dust Bowl*. As a result, many farmers mortgaged their homes and farms. Without sellable crops, they were unable to repay their loans. These farmers, along with many other Americans, found themselves homeless and jobless. Although he put into place plans to tackle the economic woes, *Herbert Hoover*, President of the United States, was blamed for not assisting struggling Americans. He was reluctant to involve the federal government. Many Americans saw the 1932 election of *Franklin Roosevelt* as a turning point that would bring renewed prosperity to the country. Ultimately, it would take government assistance through the social programs of FDR’s *New Deal* as well as an industrial buildup during wartime to resurrect the economy.

**Vocabulary:** economic instability, stock market crash, economic depression, Roaring Twenties, investments, unemployment, financial institutions, drought, windstorms, mortgage, federal government, prosperity, government assistance

**Resources:**

**Stock Market Crash:**

**PBS: Stock Market Crash** – a brief background essay

<http://www.pbs.org/fmc/timeline/estockmktcrash.htm>

**Library of Congress** – Resources related to the Great Depression, includes images, documents, lesson plans <http://www.loc.gov/teachers/classroommaterials/themes/great-depression/>

**The Dust Bowl:**

**Living History Farm, York, Nebraska** – information on the Dust Bowl, along with photos and oral history accounts of this time [http://www.livinghistoryfarm.org/farminginthe30s/water\\_02.html](http://www.livinghistoryfarm.org/farminginthe30s/water_02.html)

**Library of Congress: Dust Bowl** teacher’s guide and many resources

<http://www.loc.gov/teachers/classroommaterials/primarysourcesets/dust-bowl-migration/>

**Herbert Hoover:**

History.Com: Hoover – article, videos, pictures, and speeches on Hoover (note: this site contains ads)

<http://www.history.com/topics/us-presidents/herbert-hoover>

**Franklin Roosevelt and The New Deal:**

**Library of Congress: The New Deal** Teacher’s Guide

<http://www.loc.gov/teachers/classroommaterials/primarysourcesets/new-deal/>

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

b. Analyze the main features of the New Deal; include the significance of the Civilian Conservation Corps, Works Progress Administration, and the Tennessee Valley Authority.

The *New Deal*, a series of programs and legislation that was initiated by President Franklin Roosevelt, was developed to provide economic assistance to struggling Americans and to bring an end to the *Great Depression*. Beginning with Roosevelt’s inauguration in 1933, the programs revolved around three concepts. The three concepts were relief for those suffering from poverty, recovery to help the nation get back on its feet economically, and reform to prevent a similar economic situation in the future.

The following programs listed in the standard were created during the New Deal:

***Civilian Conservation Corps:*** Established in 1933 to employ young men, the CCC worked to preserve natural resources and areas, with the goal of conservation for future generations. The CCC dug canals, restored historic battlefields, built wildlife shelters, and established more than 800 parks. The CCC employed nearly 3 million young men.

***Works Progress Administration:*** Established in 1935, the largest of the New Deal programs affected the lives of millions of Americans. It provided jobs for over 8.5 million unemployed people, and simultaneously allowed for the development of the American infrastructure, especially public buildings and roads. The WPA also supported the work of artists, academics, and others in such activities as recording American history, creating public art, and sponsoring public musical performances.

***Tennessee Valley Authority:*** Established in 1933 to rejuvenate the Tennessee River Valley, the TVA supported farmers in investigating modern farming practices, and created a network of dams and power plants that supplied electricity to a large region that had never seen it before. Still in existence today, the TVA continues to work to provide power to the region while managing its natural resources.

**Vocabulary:** inauguration, poverty, corps, natural resources, employed, infrastructure

**Resources:**

**Civilian Conservation Corps:**

<http://www.pbs.org/wgbh/americanexperience/features/primary-resources/fdr-ccc>

<http://www.loc.gov/teachers/classroommaterials/primarysourcesets/new-deal/>

**Works Progress Administration:**

<http://libguides.mnhs.org/wpa/primary>

<https://www.gilderlehrman.org/history-by-era/new-deal/essays/wpa-antidote-great-depression>

**Tennessee Valley Authority:**

[http://library.mtsu.edu/tps/sets/Primary\\_Source\\_Set--Tennessee\\_Valley\\_Authority.pdf](http://library.mtsu.edu/tps/sets/Primary_Source_Set--Tennessee_Valley_Authority.pdf)

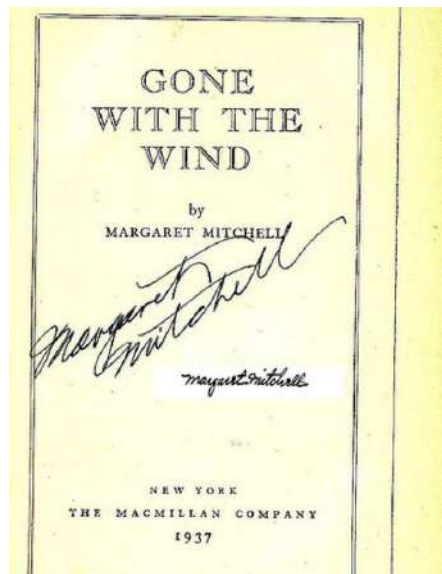


<https://www.ourdocuments.gov/doc.php?flash=true&doc=65>

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

c. Discuss important cultural elements of the 1930s; include Duke Ellington, Margaret Mitchell, and Jesse Owens.

**Duke Ellington**, one of America’s most prolific composers, created many notable pieces of music in a variety of genres, including blues, jazz, and swing. He traveled the country with his orchestra, and his music entered the homes of many Americans due to the popularity of radio. **Margaret Mitchell**, a newspaper reporter and author in Atlanta, created her famous 1936 work, *Gone with the Wind*. Her book sold a million copies in six months during the height of the Great Depression. Mitchell’s story described the story of a Georgia plantation family before, during, and after the Civil War. *Image of book – CC by-SA 2.0*



**Jesse Owens** was an African American or Black who was a successful track and field athlete at Ohio State University and held several world records. He, along with several other African-American or Black athletes, was selected for the United States Olympic team. At the Olympics in Berlin, Germany, Owens’ earned four gold medals. This contradicted Hitler’s Nazi Party, which believed in the myth of German racial superiority. Owens’ success as an African-American or Black earned him hero status when he returned to the United States, but even though he returned to the United States a hero, he still faced racial discrimination.

**Vocabulary:** development, culture, composer, prolific, genres, jazz, blues, swing, orchestra, athlete, Olympics, racial discrimination

**Resources:**

**Duke Ellington:**

**America’s Story from America’s Library** – variety of kid-friendly resources related to Ellington, photo at: [http://www.americaslibrary.gov/aa/ellington/aa\\_ellington\\_subj\\_e.html](http://www.americaslibrary.gov/aa/ellington/aa_ellington_subj_e.html) other pages of this article include “A Man and His Band, An Incredible Career, and How the Maestro Began”

**Primary Source Nexus: Duke Ellington** – images, audio clips, oral histories, biographical information, interview at: <http://primarysourcenexus.org/2013/04/today-in-history-duke-ellington>

**Margaret Mitchell:**

PBS: American Masters: Margaret Mitchell, American Rebel – biography reprinted from the New Georgia Encyclopedia, good for teacher background, excerpts might be shared with fifth graders. <http://www.pbs.org/wnet/americanmasters/margaret-mitchell-american-rebel-biography-of-margaret-mitchell/2043>

**Jesse Owens**

**Teaching With the Library of Congress: “An Olympian Effort...”** blog about primary sources available here and teaching suggestions for how to use them with students.

<https://blogs.loc.gov/teachers/2012/07/an-olympian-effort-the-story-of-jesse-owens-in-library-of-congress-primary-sources>



**The National WWII Museum: The 1936 Olympics** – lesson ideas, primary and secondary sources on this topic <http://www.nationalww2museum.org/learn/education/for-students/national-history-day/olympics-sample-topic.html>

**SS5H4 Explain the reasons for America’s involvement in World War II.**

To demonstrate mastery of this standard, students must be able to explain why the United States became involved in World War II, and discuss how this involvement affected the lives of its citizens. In addition, students must be able to describe important events and individuals essential to understanding this time period. Students must also describe the societal and economic changes that the war brought to the United States at home and abroad.

**SS5H4 Explain the reasons for America’s involvement in World War II.**

a. Describe German aggression in Europe and Japanese aggression in Asia.

Following Adolf Hitler’s rise to power in Germany, that country began to rebuild its military. Students must realize that under the terms of the Treaty of Versailles, Germany was required to pay reparations, keep minimal armed forces, and not build up its Navy. The country was in ruins caused by the destruction of World War I, as well as the Great Depression that had affected Europe as well. Within all this hardship in Germany, Adolph Hitler rose to power. Under his leadership, Germany began slowly to rebuild its Army and Navy. Germany challenged the determination of the Allies by seizing territory lost during World War I. Initially, the Allies attempted to negotiate and appease Hitler and the German people. Despite the efforts of the League of Nations and Great Britain’s Neville Chamberlain, a second conflict erupted when Germany invaded Poland on September 1, 1939. France and Great Britain were thrust immediately into the conflict, but the United States remained neutral, following a policy of isolationism. Students will need to understand that the factors of militarism, alliances, nationalism, imperialism, and appeasement ultimately resulted in this second world war.

To demonstrate understanding of factors that led to Japanese aggression in the Pacific, students must understand the economics of nations needing natural resources to fuel industrialization. As an island, Japan needed natural resources of oil, rubber, and iron ore. To obtain these materials they invaded and occupied the Chinese province of Manchuria in 1931, and they ultimately launched a full-scale war against China in 1937. Japan continued to gain colonies by occupying Vietnam in 1940, and then signing an agreement to align themselves with Italy and Germany as an Axis Power. Students should be able to conclude that militarism, alliances, and imperialism were the forces behind Japan’s aggression in the Pacific.

**Vocabulary:** reparations, destruction, hardship, negotiate, appease, neutral, isolationism, militarism, alliances, nationalism, imperialism, appeasement, aggression, natural resources, industrialization, invaded, occupied

**Resources:**

WWII Museum – search here for primary sources, lesson plans, fact sheets, bookmarks, etc. <http://www.nationalww2museum.org/learn/education/for-teachers/classroom-resources.html>

**SS5H4 Explain America’s involvement in World War II.**

b. Describe major events in the war in both Europe and the Pacific; include Pearl Harbor, Iwo Jima, D-Day, VE and VJ Days, and the Holocaust.

Students must understand that the United States fought in two main theaters (theatres is also an acceptable spelling), or locations. The two main theaters were called the European Theater and the Pacific Theater. To fight in these two theaters, different combat plans were designed. In Europe, the Allies launched attacks from Great Britain, Africa, and the Soviet Union. In the Pacific, the technique of *Island Hopping* was used to defeat Japan.

To demonstrate mastery of this element students must describe the major events in the war, as listed: **Pearl Harbor:** Japan attacked the United States Naval base at Pearl Harbor, Hawaii, on December 7, 1941. This surprise attack by Japan resulted in a change in public opinion in the United States from an isolationist stance into fullout participation in the war. Congress declared war against Japan and the other Axis powers of Germany, Italy, and Japan.

**Iwo Jima:** When U. S. Marines captured the Japanese island of Iwo Jima in March of 1945, it was at a great cost of human life. American soldiers took this island away from the Japanese, robbing them of an important strategic advantage. The island was important as a location for Japanese planes to refuel and to resupply troops stationed on other islands. For the United States, its capture was also beneficial because it could be used as a staging area for attacks on Japan. *Image of Iwo Jima memorial - CC by 2.0.*



**D-Day:** On June 6, 1944, a combined force of American and British soldiers landed on the beaches of Normandy, France. This attack was necessary for the retaking of France from Germany and was seen by military leaders as essential to drive the German military back to Germany and ultimately defeat them. This three-day battle was costly in terms of life, but was afterward considered a major turning point in the war in Europe.

**V-E Day:** May 8, 1945, is celebrated as V-E or Victory in Europe Day. In 1945, Allied forces defeated Germany, which ended most conflict in the European theatre. As the war ended in Europe, the full horror of the Holocaust and the devastating effect on the Jewish people was discovered by the world.

**V-J Day:** August 14, 1945, is considered V-J or Victory over Japan Day, when Japan agreed to the Allies’ terms of surrender. This surrender followed the dropping of atomic bombs by the U.S. on the Japanese cities of Hiroshima and Nagasaki. For some, the Japanese surrender came as a surprise, because many believed that Japan would hold out as long as possible.

**Holocaust:** The Holocaust was the “systematic, state-sponsored persecution”, and murder of approximately six million Jews, and about three million others, by Nazis during World War II. Under the leadership of Adolph Hitler, laws and policies were enacted to persecute Jews, minorities, and political groups that were determined to be “undesirable.” Initially these groups had their rights limited, property seized, and liberties curtailed. Over time, this persecution evolved into genocide where these groups were murdered due to their religion, ethnicity, political beliefs, or behaviors.

Note: The U.S. Commission on the Holocaust recommends caution and limited investigation into Holocaust topics with students of this age. A list of guidelines may be found at:

<https://www.ushmm.org/educators/teaching-about-the-holocaust/general-teaching-guidelines>

**Vocabulary:** theaters (or theatres), combat, island hopping, isolationist, strategic, advantage, staging area, Holocaust, devastation, surrender, atomic bombs, persecution, systematic, minorities, undesirable, curtailed, genocide, religion, ethnicity, political beliefs, behaviors

**Resources:**

**Battles:**

**WWII Museum: Focus on Iwo Jima** – photos, artifacts, oral histories, background information

<http://www.nationalww2museum.org/see-hear/collections/focus-on/iwo-jima.html>

**Eyewitness to History** – multiple topics provide good teacher background (ads on site)

<http://www.eyewitnesstohistory.com/w2frm.htm> (Various Primary sources for battles)

**WWII Museum: Lesson Plan Using D-Day Diary** – designed for older learners but may be adapted for fifth graders <http://www.nationalww2museum.org/education/for-teachers/lesson-plans/d-day-diary.pdf>

**Primary Source Nexus: V-E and V-J Day** – image sets, legislation, background information

<http://primarysourcenexus.org/2016/05/primary-source-spotlight-v-e-day> (V-E Day)

**Holocaust:**

Georgia Commission on the Holocaust – materials for teaching this topic

<https://holocaust.georgia.gov/teach>

Museum of History and Holocaust Education at Kennesaw State University – oral histories; online exhibitions; traveling trunks on the frontline, the homefront, propaganda, FDR, and Eleanor Roosevelt; teacher guides ... all free for teachers. See the For Educators tab at: <http://historymuseum.kennesaw.edu/>

**SS5H4 Explain America's involvement in World War II.**

c. Discuss President Truman's decision to drop the atomic bombs on Hiroshima and Nagasaki.



After the surrender of Germany and V-E day, many American citizens expected the war with Japan to last longer, and that they expected that a land invasion of Japan would be required. President Truman realized that huge numbers of casualties were likely for both sides if this occurred. What few Americans realized at the time was that the United States was in the process of creating a new weapon that was so powerful that it could force Japan to surrender. This atomic bomb, was developed secretly during 1939-1940 by a group of scientists under a program called the Manhattan Project. Truman knew that if he decided to use the atomic bombs to prevent a land war in Japan, he would be sacrificing the lives of Japanese citizens, but he felt this was warranted by the fact that this would save the lives of many Allied troops and end the war quickly. Historians still have lively debates over Truman's decision to drop the atomic bombs. *Atomic bomb image from pixabay.com.*

**Vocabulary:** invasion, casualties, atomic bomb,

**Resources:**

**Harry S. Truman Library and Museum** – Atomic Bomb documents, photos, lesson ideas, timeline, background [https://trumanlibrary.org/whistlestop/study\\_collections/bomb/large/index.php](https://trumanlibrary.org/whistlestop/study_collections/bomb/large/index.php)

**The Seattle Times** – summary of pro's and con's of dropping the atomic bomb on Japan <http://seattletimes.nwsources.com/special/trinity/supplement/procon.html>

**SS5H4 Explain America's involvement in World War II.**

d. Identify Roosevelt, Stalin, Churchill, Hirohito, Truman, Mussolini, and Hitler.



**Franklin Delano Roosevelt** (President of the United States, 1932-45): After guiding the United States through the Great Depression and creating the New Deal, President Roosevelt's approval was high among many Americans. As war became inevitable, he hesitated to involve the United States in another destructive war, until the attack on Pearl Harbor. The surprise attack thrust the United States into the conflict. Roosevelt, re-elected to his third and fourth terms during World War II, became the face of American resolve during this conflict. *Sculpture of Franklin Delano Roosevelt from the FDR Memorial in Washington DC.*

**Josef Stalin** (Premier of the Soviet Union, c. 1929-53): Stalin's successful rise to power in the Communist Party of the Soviet Union led to his virtual dictatorship by the late 1920s. Initially in an alliance with Nazi Germany, Stalin joined the Allies following Germany's betrayal and invasion of the Soviet Union. Stalin utilized the harsh winter climate of his country in the Battle for Stalingrad to the defeat German's forces. This he did by drawing German troops into the country, where he cut off German supply lines.

**Winston Churchill**, the Prime Minister of Great Britain from 1940-45, was one of the great statesmen of the 20th century. He skillfully maneuvered public opinion and utilized Great Britain's Navy and ground troops to lead Great Britain through World War II. With his country under constant bombardment by air from Germany during the Battle for Britain, Winston Churchill sought to support the citizens of his country as well as oppose the Axis Powers.

**Hirohito** (Emperor of Japan, 1926-89): Hirohito's role in World War II has been debated in recent years. While certainly unable to stop members of his government who were anxious to demonstrate Japan's military superiority, Hirohito was willing to sacrifice lives to expand Japan's empire. During this time emperors were viewed as "more than human," and Hirohito expected his subjects to sacrifice their lives for their country if it was necessary. Japanese soldiers were expected to fight to the death rather than surrender. In fact, it took the use of atomic weapons to force the Japanese military and Hirohito to surrender.

**Harry S Truman** (President of the United States, 1945-1953): *Harry S. Truman*, Vice-President, in 1945 became president with the sudden death of President Roosevelt. The war in Europe was close to an end, but the conflict with Japan continued. Utilizing the foreign policy and plans established by Roosevelt, Truman ordered the use of atomic weapons against Japan. This led to Japan's surrender. Truman also helped to create the United Nations in June of 1945. This was because he believed that diplomacy was the route by which future conflict could be prevented.

**Benito Mussolini** (Premier of Italy, 1922-43/45): Benito Mussolini, Italy's Fascist dictator during World War II, was an ally of German, and Japan. As a leader, he utilized Italy's military to try and re-establish Italy as a great European power.



**Adolf Hitler** (Chancellor of Germany, 1933-45): In the 1930's Germany faced economic and political upheaval that was caused by the terms of the Treaty of Versailles, and by the general economic depression that affected much of the world. Promising the people of Germany jobs, and national pride, Adolf Hitler and the Nazi party rose to power. Once the Nazi party gained control of the government, Hitler became Germany's leader. He used his position as Chancellor to concentrate all political power, and ultimately to seize power as a dictator. Once he had control, laws and policies were instituted to restrict the life of Jews and other minority groups. Ultimately, his ambitions led him to invade other countries, beginning with Poland. The restrictions placed on Jews and others eventually led to large-scale violence and genocide of Jews and others in concentration camps and throughout his territories.

**Vocabulary:** Communist Party, Nazi party, Allies, Axis Powers, prime minister, maneuver, public opinion, ground troops, bombardment, sacrifice, surrender, premier, emperor, Fascism, dictator, political upheaval, restrictions, genocide

**Resources:**

BBC's iWonder - Adolf Hitler: Man and Monster biographical information on Hitler, along with multiple primary sources, timeline, [http://www.bbc.co.uk/history/people/adolf\\_hitler](http://www.bbc.co.uk/history/people/adolf_hitler)

Cornell University, archived website Information on Hirohito and Japan in WWII  
<http://cidc.library.cornell.edu/dof/japan/japan.htm>

Harry S. Truman Library and Museum – biographical information, primary sources including audio speeches and more <http://www.trumanlibrary.org/ww2/index.html>

BBC: biographical information on Mussolini for teachers  
[http://www.bbc.co.uk/history/historic\\_figures/mussolini\\_benito.html](http://www.bbc.co.uk/history/historic_figures/mussolini_benito.html)

**SS5H4 Explain America's involvement in World War II.**

e. Describe the effects of rationing and the changing role of women and African Americans or Blacks; include "Rosie the Riveter" and the Tuskegee Airmen.

Students must explain how America's involvement in World War II influenced life on the home front.

Students must describe the war's impact on American workforce. Students must understand that during times of resource shortage, governments institute rationing. Rationing was put into place by the United States government during World War II because many supplies were necessary for the war, or were simply unavailable due to shipping or production, difficulties. Rationing was established to attempt to fairly distribute limited supplies. Individuals, families, and businesses were allotted set amounts of rationed goods. A card, coin, or stamp indicated how much of an item they could purchase. When an individual reached their limits they could not purchase more goods until they were given new ration cards. Examples of common goods that were rationed were rubber, sugar, butter, gasoline, and coffee.



As American men found themselves serving overseas and American industry increased production to build supplies needed for the war, it became apparent that new labor sources were necessary. Many women went to work in factory jobs that had

formerly been closed to them, promoted in part by government propaganda. One well-known figure who symbolized proud hard-working, independent American women was *Rosie the Riveter*. In posters and advertisements, *Rosie the Riveter* encouraged women to become “Rosies,” and help support their families and country with war work. *Poster image from U.S. National Archives*

African-Americans or Blacks also found themselves recruited for factory and other jobs needed for the war effort. Factory jobs continued to attract migrants from rural areas, and often allowed African-Americans or Blacks to reach new levels of job success. In addition, the United States military opened access to military careers that had been denied them earlier. One example of this was the Tuskegee Airmen. The first African-American or Black pilots in American military history, *the Tuskegee Airmen*, began training in Tuskegee, Alabama, in 1940. From there, this group of pilots and support personnel trained and served



during World War II. They proved to be skilled pilots and served bravely in numerous military engagements. Teachers will want to note that returning American servicemen reclaimed many industrial jobs following the war, and the surge in women in the workforce did not continue in the post-war years. Equally, some African-Americans found themselves unemployed with the return White servicemen. Many advancements proved to be short-lived. *Photo from San Diego Air and Space Museum*

**Vocabulary:** homefront, workforce, rationing, ration cards, overseas, industry, production, propaganda, recruited, servicemen,

**Resources:**

Smithsonian Learning Labs - WWII and the Tuskegee Airmen: lesson plans, primary sources, video clips, artifacts <https://learninglab.si.edu/collections/wwii-and-tuskegee-airmen/kwAJnciMNOcBU8r5#r>

History.com – Rosie the Riveter: background information, primary sources, photos, artwork, etc. appropriate for teacher selection (ads on site) <http://www.history.com/topics/world-war-ii/rosie-the-riveter>

Tuskegee Airmen – background information, photos, and other rich resources about these pioneers <http://www.tuskegeeairmen.org>

**Rosie the Riveter:**

Rosie the Riveter/ WWII Home Front National Historic Park – background information and example of how some choose to honor those who participated in the war effort in the past.

<http://www.rosietheriveter.org/> The flyer for this park has good background information -

<http://www.nps.gov/rori/>

U.S. Department of Transportation: Rosie the Riveter – background information and a few images

<http://www.fhwa.dot.gov/wit/rosie.htm>



**SS5H4 Explain America's involvement in World War II.**

**f. Explain the role of Eleanor Roosevelt and the U.S. in the formation of the United Nations.**

The failure of the League of Nations resulted in the creation of the *United Nations*. The United Nations (UN), named by President Franklin Roosevelt, originated with the Allied nations of World War II. In 1945, fifty countries came together to sign an agreement calling for dialogue and diplomacy when issues of international conflict arose. The United Nations was to act as “an international organization designed to end war and promote peace, justice and better living for all mankind.” The United States played a key role in the conferences that created the alliance that became the United Nations, and the United States became one of the leading countries within the UN.

Eleanor Roosevelt, First Lady and wife of Franklin Delano Roosevelt, was an advocate for civil rights for women, African Americans or Blacks, and the under-privileged. As First Lady, she traveled throughout the United States where she met with American citizens to discuss their daily struggles and needs. She used her influence with President Roosevelt to help shape New Deal Legislation to assist them during the Great Depression. As First Lady during World War II, she created a victory garden on the White House Lawn and instituted the same food and gas rationing system at the White House that was instituted in households across the United States. She encouraged volunteers to assist the country and advocated for women to hold jobs traditionally held by men, who were now fighting overseas. Her desire to advocate for human rights continued after World War II when in 1946 she was appointed by President Truman to head the United Nations Human Rights Commission. In this capacity, she helped draft the Universal Declaration of Human Rights. This document identified basic human rights that were universally agreed upon and protected by members of the United Nations.

**Vocabulary:** formation, dialogue, diplomacy, international, conflict, victory garden, United Nations, declaration, human rights, universally

**Resources:**

First Ladies website – detailed background information on Eleanor Roosevelt, along with many photos and other primary sources; note that many of these are copyrighted so use appropriately

<http://www.firstladies.org/biographies/firstladies.aspx?biography=33>

United Nations: Universal Declaration of Human Rights – the text and a downloadable pdf of the the document that Eleanor Roosevelt worked on with the U.N. <http://www.un.org/en/universal-declaration-human-rights/>

FDR Presidential Library and Museum – rich source of information on both FDR and Eleanor Roosevelt [http://www.fdrlibrary.marist.edu/education/resources/bio\\_er.html](http://www.fdrlibrary.marist.edu/education/resources/bio_er.html)

George Washington University: The Eleanor Roosevelt Papers Project – a feast of resources about and by Eleanor Roosevelt, including biographical information, primary sources, photos, speeches, etc.

<http://www.gwu.edu/~erpapers/>

**SS5H5 Discuss the origins and consequences of the Cold War.**

To demonstrate mastery of this standard students must understand how the outcomes of World War II led to the Cold War, and how this affected American life. To do this, students must realize that there was an “us versus them” mentality that existed between the United States and the Soviet Union. To demonstrate understanding of this, students must explain how these two “super powers” followed policies that increased tension and conflicts. The United States wanted to spread the ideas of democracy and capitalism while following a policy called containment, meant to stop the spread of communism. The Soviet Union, on the other hand, desired to promote the ideas of communism to other countries. Students should be able to describe the specific events listed in the elements, how they are related to the overall conflict, and what ultimately led to the end of the Cold War. Students must be able to explain that the term ‘Cold War’ and how it refers to the tensions between the United States, Soviet Union, and the allies of each. They must realize that while it was largely a diplomatic or war of words, at times certain events made the Cold War turn “hot,” and armed conflict occurred.

**SS5H5 Discuss the origins and consequences of the Cold War.**

a. Explain the origin and meaning of the term “Iron Curtain.”

To demonstrate understanding of this element, students must be able to define the term “Iron Curtain” and give a summary of the origins of the term’s usage. Students must understand that the term “Iron Curtain” refers to an invisible line that “divided” Communist-influenced Eastern Europe from more democratic nations of Western Europe. In time, this descriptive term was used to describe the division between the the side made up of the United States and NATO, versus the Soviet Union and members of the Warsaw Pact. The term “Iron Curtain” originated in a graduation speech given by Winston Churchill at Westminster College in Missouri in 1946. In this speech, he referred to an “iron curtain” that was descending between eastern and western Europe. Churchill believed that it was destroying the post-war unity that existed among allied nations following World War II. The political and economic differences between these democratic and communist nations increased during the decades following the war. These differences increased hostilities in the world and heightened fears of a nuclear war. Students must understand that the term, Iron Curtain, meant more than just a line on a map. Citizens living in the Soviet Union and in countries controlled by the U.S.S.R., lacked the personal freedoms and economic opportunities that existed in the United States and in Western European. Over time, these differences became increasingly pronounced, as leaders in countries “behind” the Iron Curtain imposed harsh measures to prevent dissent from growing.

*Note: Some students may confuse the Berlin Wall with the Iron Curtain. These are NOT the same concept. The Iron Curtain is a metaphor for division, while the wall was a physical barrier separating East from West Berlin.*

**Vocabulary:** origins, consequences, Cold War, “Iron Curtain,” communism, dictatorship, democratic

**SS5H5 Discuss the origins and consequences of the Cold War.**

b. Explain how the United States sought to stop the spread of communism through the Berlin airlift, the Korean War, and the North Atlantic Treaty Organization.

To demonstrate mastery of this element, students must explain how the United States and the Soviet Union began as allies but how ideological disagreements resulted in them being on opposing sides. Students must realize that the Soviet Union was given charge of certain territories and countries following World War II, and how they influenced the post-war governments and economies of these countries. Likewise, students must explain how the United States spread their beliefs about democracy and their economic system in various regions and countries following World War II. To do this, students must understand the basics of the economic and political ideas of Communism and a controlled economy versus a democratic, capitalist, free market society. Students should understand that Communist ideology opposed capitalism, and that the Communist-controlled countries of the 20th century utilized totalitarian dictatorships to gain and maintain control. The Communist Party was the sole governing body of these countries, where citizens' civil liberties and human rights were ignored and trampled upon for what was believed to be the common good. While this was occurring, people in the United States felt that their way of life was under attack from the Soviets and other Communists. This became known as the "Red Scare."



At the end of World War II, the victorious Allies planned a four-part division of Germany and its capital, Berlin. The United States, France, Great Britain, and the Soviet Union each controlled one quarter of the German country. In addition, the capital city of Berlin was divided into four sectors that were controlled by the same countries. Over time, the Soviet Union began to restrict movement into and out of its portion of the country. The capital city, Berlin, was located entirely within Soviet-controlled East Germany. In the

summer of 1948, the Soviet Union began to prohibit movement in and out of Berlin. This violated the post-war agreements, and pushed many people in West Berlin to the brink of starvation. Supplies, including basic foodstuffs, were in short supply in postwar Europe, and many people relied on imported food for survival. When the Soviets cut off rail and road traffic into the entire city, President Truman initiated airplane flights to drop food and other needed supplies. This operation, called the *Berlin Airlift*, lasted well into 1949. The United States and British military, operating under stressful conditions, largely prevented mass starvation through daily food runs. *Image is in the public domain, and features U.S. Navy*

*Douglas R4D and U.S. Air Force C-47 aircraft unload at Tempelhof Airport during the Berlin Airlift. The first aircraft is a C-47A-90-DL.* [https://commons.wikimedia.org/wiki/Category:Berlin\\_Airlift](https://commons.wikimedia.org/wiki/Category:Berlin_Airlift)

Meanwhile in 1949 in Asia, communists had also gained control of China. The Korean peninsula, which had long been subject to occupation and conflict with Japan and China, became a target of the Chinese for spreading communism. By 1950, China had achieved part of this goal when the peninsula was divided, with a Communist controlled government in North Korea, and a democratic government in the South. When North Korea invaded South Korea, many felt that the Cold War had turned “hot.” The United States and its allies intervened, with the intention of stopping Communists from invading the democratic country of Korea. However, the conflict was difficult to fight, with both China and the Soviet Union providing money and military assistance to North Korea. Little progress had been made in China’s attempt to gain control of the region when a truce established a cease-fire that halted military action in 1953. Students should understand that the *Korean War* left behind long term challenges for the United States, and that it established a policy of intervention in foreign conflicts that continues today. Students need to know that the country of Korea is still divided and that there is still conflict in the region.

NATO, or the North Atlantic Treaty Organization, is an alliance formed to “guarantee the freedom and security of its members through political and military means.” It promotes democratic values and tries to resolve disputes peacefully. It was formed in 1949 with twelve original members and currently there are 29 member nations in NATO. The United States has always been a member of NATO.

**Vocabulary:** communism, airlift, treaty, democracy, capitalism, free market, ideology, totalitarian, dictatorship, intervention, containment, alliance

**Resources:**

See the NATO website for more information. <https://www.nato.int/nato-welcome/index.html#basic>

The Harry S. Truman Presidential Library & Museum has information relevant to the Berlin Airlift, at [https://www.trumanlibrary.org/whistlestop/study\\_collections/berlin\\_airlift/large/index.php](https://www.trumanlibrary.org/whistlestop/study_collections/berlin_airlift/large/index.php)

**SS5H5 Discuss the origins and consequences of the Cold War.**

c. Identify Joseph McCarthy and Nikita Khrushchev.

For successful mastery of this element, students must identify and describe the historical figures listed in this element, and their significance during the Cold War.

In the early 1950s, **Joseph McCarthy**, a United States Senator from Wisconsin, gained notoriety for his claim that the government of the United States had been infiltrated by Communist spies. His goal during this period, which became also known as the “Red Scare,” was to locate hidden communists and expose them. He believed they were a threat to what he called the “American way of life.” Due to his actions and the actions of his supporters, many lives were ruined based on inaccurate or untrue allegations. In fact, few people who were accused posed any threat to American society or were even identified as communists. McCarthy’s fear of communists was characteristic of the environment of the country during the Cold War, as many feared imminent Soviet attack, knowing war would likely involve nuclear weapons and extreme destruction.

**Nikita Khrushchev**, Premier of the Soviet Union from 1953 to 1962, often maintained an adversarial position against the United States and its allies during the Cold War. As the first Soviet leader to visit the United States in 1959, Khrushchev continued his predecessors’ policies of denying civil liberties and

human rights within the Soviet Union. Within Eastern Europe and countries that were under the Soviet's control, he used military force to maintain control. Cold War hostility within the world peaked when he attempted to place nuclear missiles in Cuba in 1962. This led to the Cuban Missile Crisis and what some historians consider to be the moment when the world came closest to nuclear war.

**Vocabulary:** infiltrated, allegations, accusations, nuclear weapons, premier, adversary, hostility

**Resources:**

PBS – good teacher background brief biography of Khrushchev  
[http://www.pbs.org/redfiles/bios/all\\_bio\\_nikita\\_khrushchev.htm](http://www.pbs.org/redfiles/bios/all_bio_nikita_khrushchev.htm)

**SS5H5 Discuss the origins and consequences of the Cold War.**

d. Discuss the importance of the Cuban Missile Crisis and the Vietnam War.

To demonstrate mastery of this element students must be able to identify and describe the Cuban Missile Crisis and Vietnam War, and how these events affected the United States and its interactions with other nations during the Cold War.

**Cuban Missile Crisis**

As the tension between the United States and Soviet Union escalated, both nations armed themselves and stockpiled nuclear weapons. Citizens in the United States and around the world could easily recall the impact of nuclear weapons that had been used on Japan at the end of World War II. Fear continued to grow, partly due to improvements in technology. Americans could now learn about events that were occurring in the world almost immediately by watching television. They could tune in to the evening news in the comfort of their homes, where they could witness each country's movement towards nuclear war and possible world destruction.

Conflict between the United States and the Soviet Union almost erupted in October of 1962, when Soviet Premier Nikita Khrushchev ordered construction of nuclear missile silos and attempted to place nuclear missiles on the communist island of Cuba. These missiles, which targeted the United States and its allies, were being built in secret. American spy planes flying over Cuba spotted the construction of the missile silos. In response, President John F. Kennedy ordered a naval blockade of the island, and issued an ultimatum to the Soviet Union. He demanded that the Soviets remove any existing missiles from Cuba, destroy the missile sites under construction, and turn around Soviet ships that were headed towards Cuba. This was important because U.S. intelligence feared that these ships held more nuclear missiles which would make Cuba an even greater threat to the U.S. While the initial discussions about these missiles were in secret, on October 22, 1962, President Kennedy addressed the American public to describe the situation. For many Americans, this was a defining moment of the Cold War when "hysteria" and fear of nuclear war was at its height. Students should be aware that because of this intense fear, some people built bomb shelters in their yards, and children regularly participated in bomb drills at schools. Fortunately, war was averted when the Soviet Union and United States came to an agreement where both countries removed missiles from close-range positions to their adversary. This incident ultimately became known as the *Cuban Missile Crisis*. It is essential that a map be used for this lesson to point out how close Cuba is to the U.S. mainland.

***Vietnam War***

To demonstrate mastery of this element, students must be able to describe the Vietnam War and the United States involvement in it. Lesson opportunities should include discussions of the *Vietnam War* that allow students to conclude that American public opinion was divided about the conflict. Students should



understand that even today, Americans have widely differing views about the United States involvement in this war.

Students must understand that the foundations of the *Vietnam War* began as a struggle for political control of the country. Though the conflict originally began when it was a French colony, students should focus on the United States involvement beginning in the 1950s. This was when the United States began to provide economic and limited military aid to contain the spread of communism. The country of Vietnam, was divided into two regions with communist forces in the North and a pro-Western government in the South. By 1960, the United States involvement in this region continued to grow when it provided more economic and military support. This assistance by the United States continued until the wars ended in the early 1970s. Remind students that this policy of intervention was highlighted in our discussion of the Korean War, and continues to be one of concern.

To guide students towards understanding of this nineteen-year conflict, explain that the Republic of South Vietnam and the United States were battling the communists who controlled North Vietnam and a military organization called the Vietcong. During this time, many American policymakers believed that if South Vietnam fell to the communists, then communism would spread throughout Southeast Asia and the world. Students must recognize that Communist fighters, the Vietcong, continually frustrated U. S. forces using guerilla warfare. In 1968, the Vietcong and North Vietnamese Army launched an eight-month-long military offensive named the Tet Offensive. This series of attacks was the Vietcong's largest and most damaging campaign of the entire war. Ultimately, this offensive failed to achieve its goal of driving the Americans out of Vietnam, but it resulted in huge casualties on both sides that led many citizens in the United States to question our country's involvement. In fact, this led to protesting and anti-war demonstrations in many major American cities and on college campuses.

Students must understand that the Vietnam War affected the United States and its foreign policy. With the conclusion of military action in Vietnam, over a million Vietnamese people had lost their lives as well as 60,000 U. S. soldiers. Ultimately, Vietnam was unified under a communist government in 1975 when the United States withdrew its troops and closed its embassy in South Vietnam. Students must realize that this war led to political and social upheaval in the United States, as well as increased feelings of discontent with the government that had led Americans into this conflict.

**Vocabulary:** tensions, escalation, interactions, destruction, nuclear missiles, missile sites, adversary, bomb shelter, policy makers, offensive, casualties, anti-war demonstrations

**Resources:**

The National Archives – Leaders in Crisis: President John F. Kennedy and the Cuban Missile Crisis <https://www.archives.gov/exhibits/eyewitness/html.php?section=26> features photos, maps, and other primary sources related to this crisis.



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

To demonstrate mastery of this standard, students must be able to describe the importance of the people, events, and developments that happened between 1950 and 1975 within the United States. The focus of this standard is to accent the changes in American culture and society that resulted from the events and the historical figures of that time.

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

**a. Analyze the effects of Jim Crow laws and practices**

To demonstrate mastery of this element, students must be able to determine the effects of Jim Crow Laws on citizens of the United States between 1950-1975. To do this, they must understand that Jim Crow Laws were initiated following the Civil War during Reconstruction. These laws legally segregated blacks from whites in the southern regions of the United States, and were later repealed in the late 1960's. This was done through the passage of Civil Rights legislation as well as through Supreme Court rulings. Although Jim Crow laws were proposed to be a method where African-Americans received separate but equal status, in



practice, facilities for blacks were inferior. Specifics varied from state to state, but in general, students should conclude that Jim Crow laws separated whites and blacks in areas such as transportation, schools, restaurants, hotels, parks, drinking fountains, restrooms and other public facilities. Students should also conclude that Jim Crow Laws prevented blacks from voting through the passage of poll taxes, residency requirements, and literacy tests. Photo from Wikimedia commons

<https://upload.wikimedia.org/wikipedia/commons/5/59/JimCrowInDurhamNC.jpg>

**Vocabulary:** segregation, legislation, public facilities, poll taxes, residency requirements, literacy tests

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

b. Explain the key events and people of the Civil Rights movement; *Brown v. Board of Education* (1954), Montgomery Bus Boycott, the March on Washington, Civil Rights Act, Voting Rights Act, and civil rights activities of Thurgood Marshall, Lyndon B. Johnson, César Chavez, Rosa Parks, and Martin Luther King, Jr.

Students must be able to describe the Supreme Court case, *Brown v. Board of Education* and its impact on the development of the United States. To do this they must realize that the roots of this case stemmed from the issue of racial segregation in public schools and from the court case, *Plessy v. Ferguson* (1896). In this case the court had ruled that separate but equal facilities were permitted. In arguments made by lawyers in the case *Brown vs. Board of Education*, lawyers including *Thurgood Marshall*, held that such a division was inherently unequal, and that children of color were not receiving the same educational opportunities as their white peers. The Supreme Court ruled that separate was NOT equal. In the court's final ruling, they determined that segregation of students violated the 14th Amendment and they declared the practice unconstitutional. They agreed that children of color were not receiving the same educational opportunities as their white peers. This 1954 ruling resulted in the onset of school desegregation, but it ultimately took decades for some districts to comply.

Following the Supreme Court case ruling that separate was not equal, civil rights activists continued their work for equality. Another area in which the treatment of African Americans or Blacks was not equal was in public transportation. In many locations in the South, Jim Crow laws forbade people of color from sitting at the front of buses and streetcars. These laws required African Americans to stand and give up seats to white passengers. This rule was meant to ensure that white passengers did not have to stand on crowded transportation routes. *Rosa Parks*, a civil rights activist, wanted to change these laws. On December 1, 1955, she refused to give up her seat on a Montgomery, Alabama bus to a white passenger. As a result, she was arrested. Angry over her treatment, members of local civil rights organizations and African-American/Black churches advocated a boycott of city buses. They demanded an end to segregated seating and mistreatment of people of color on forms of public transportation. To show support for this cause many people were forced to walk miles to work and school. Organizers even created a volunteer carpooling system to circumvent the need to use the buses. This boycott, which lasted a little over a year, became known as the *Montgomery Bus Boycott*. Image [wikimedia.org/wiki/File:1963\\_march\\_lincoln\\_memorial.jpg](http://wikimedia.org/wiki/File:1963_march_lincoln_memorial.jpg)

Students should be introduced to *Dr. Martin Luther King, Jr.*, a pastor of a local Montgomery church, who became one of the leading activists behind the Montgomery Bus Boycott. They have learned about him in both kindergarten and second grade social studies prior to fifth grade. Encouraged by the actions of Rosa Parks and the support of the community, he and others began to protest laws that required segregation on buses. Their stance against segregation led to violence by those who wished to retain it. Newscasts on television brought the conflict and the cause of African Americans/Blacks into the average American households. It influenced people across the country in support of Parks, King, and their cause. In November 1956, the Supreme Court issued a ruling on bus segregation, finding that segregation was unconstitutional.

Students should know that *Dr. Martin Luther King, Jr.*'s beliefs about the use of non-violent protest to gain equality became a hallmark of the modern Civil Rights Movement. Learning from the ideas of writer and Indian Civil Rights activist Mohandas Gandhi, King led his followers in actions that were designed to bring about social change without causing violence. Furthermore, Dr. King taught fellow protestors that even when violence was committed against them, they should respond non-violently. This philosophy and

response left a distinct impression on Americans who learned about the protests from the news media. Americans saw peaceful protestors beaten, sprayed with water hoses, and attacked by dogs.



To understand this time, students must realize that in 1963 African-American leaders called for a **March on Washington**. There, at the Lincoln Memorial, approximately a quarter of a million people demanded improved social and economic opportunity and equality under the law for African Americans/Blacks. On the steps of the memorial, Dr. King delivered his famous speech, “I Have a Dream.” This march was such a success that Dr. King and civil rights leaders gained the attention of the White House. They were invited to meet with President John F. Kennedy to discuss civil rights issues that existed in the United States.

Students should know that things continued to change when a new president suddenly occupied the White House. This was because on November 22, 1963, President Kennedy was assassinated in

Dallas, Texas, by Lee Harvey Oswald. **President Lyndon B. Johnson**, who was sworn in as president, challenged his own party and many fellow Southerners when he continued pressing for President Kennedy’s civil rights legislation. One of his notable achievements was when President Johnson signed the **Civil Rights Act**. This legislation ended discrimination based on race by ensuring equal access to public accommodations, and it included language that called for equal hiring regardless of race.

Changes in the United States continued in 1965 with more civil right legislation. Students should be able to describe how Congress passed and President Johnson signed the **Voting Rights Act**. This legislation outlawed state laws that required poll taxes and literacy tests, which had been a method to deny African-Americans/Blacks the right to vote. In the South, the 15th Amendment could not be circumvented.

Students should know that change continued. In 1967, President Lyndon Johnson appointed **Thurgood Marshall** to the United States Supreme Court, where he had thirteen years earlier argued for school desegregation. Now he joined its ranks as a Supreme Court Justice where he served on the court until 1991.

At the same time as the movement for civil rights was influencing legislation and conditions for African Americans/Blacks, there were also efforts on the part of others to improve life for farm workers. **César Chavez** and others organized the farm workers in California, and worked to achieve better pay, working conditions, and treatment. He is most well known as a labor leader and organizer and helped to start the National Farm Workers Association in 1962. Like Dr. King, he stressed nonviolent forms of protest such as boycotts, marches and hunger strikes to achieve his goals. His most famous boycott was against grape growers, and his efforts improved life and working conditions for many of the nation’s poorest workers.

**Vocabulary:** impact, segregation, integration, unconstitutional, desegregation, public transportation, activist, boycott, non-violence, philosophy, civil rights, discrimination

### Resources

**Voting Rights Act:** Have your students explore the original document at this site. A transcript is also available. <https://www.ourdocuments.gov/doc.php?flash=true&doc=100>

### Thurgood Marshall

Documents and teaching ideas for teaching about Brown v Board of Education at the National Archives. <https://www.archives.gov/education/lessons/brown-v-board>

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

c. Describe the impact on American society of the assassinations of President John F. Kennedy, Robert F. Kennedy, and Martin Luther King, Jr.

To demonstrate mastery of this element, students must describe the impact of all three assassinations on the events and people of the day.

*President John F. Kennedy* was assassinated on November 22, 1963, while visiting Dallas, Texas. Students may realize that various conspiracy theories exist, but they must be able to describe the official historical version and its impact on American society. Historians have concluded that Lee Harvey Oswald acted alone in planning and executing the assassination. Students must realize that Oswald was killed before he could be brought to trial, which has resulted in the truth about the assassination being surrounded with questions. Lessons should guide students to determine the impact of television as an informational source that brought nearly instantaneous coverage of the assassination and its aftermath. In fact, historians have noted that this news coverage of Kennedy's assassination is credited as when newscasts overtook newspapers as the chief media outlet for information for Americans.

On April 4, 1968, *Dr. Martin Luther King, Jr.*, stepped onto the balcony of his hotel room in Memphis, Tennessee. Dr. King was in Tennessee to participate in a march to support equal pay for black sanitation workers. While the Civil Rights Act and Voting Rights Act had been major political victories for the Civil Rights movement, King and other leaders realized that gaps still existed for African Americans/Blacks in political, economic, and social areas. Shots rang out as he left his room to go to dinner. Dr. King fell, and was mortally wounded. His assassin, a convicted felon named James Earl Ray, assassinated Dr. King because he was angry over the successes of the Civil Rights Movement. In response to Dr. King's assassination, President Johnson declared a national day of mourning. While Dr. King's widow and others continued advocating for equality in Memphis, rioting and violence erupted in many other major cities. This violence resulted in over 40 deaths and much property damage.

Students should realize that the turbulence continued when in 1968, President John F. Kennedy's brother, Senator *Robert F. Kennedy*, was assassinated in June of that year. As a democratic candidate for President, Kennedy was shot by Sirhan Sirhan, a Jordanian citizen. At the time Sirhan indicated that he was angry over the Palestinian-Israeli conflict. Students should realize that Sirhan's case has continued to be viewed as controversial because Robert Kennedy's death occurred during a tumultuous time in American history. To many his death seemed to indicate larger protests over the ongoing war in Vietnam, and the increased demands for more progress on civil rights. This assassination led many Americans to believe that the United States was out of control.

Teachers must be cautious in identifying web resources to use with students regarding these assassinations. All three of these assassinations of important political leaders caused many Americans to be fearful. Teachers will want to use sensitivity in discussing the details of these assassinations with students, and avoid giving credence to conspiracy theories that have little basis in fact.

**Vocabulary:** assassination, conspiracy theory, news coverage, felon, mortally, mourning, advocating, turbulence, controversial, tumultuous

### Resources

#### John F. Kennedy's Assassination

Firsthand accounts of the JFK assassination. Teachers should preview all materials and choose carefully which will work best with their own students. <http://www.eyewitnesstohistory.com/jfk.htm>

Ladybird Johnson, Vice President Lyndon Johnson's wife, gives her firsthand account of the JFK assassination at <https://www.archives.gov/exhibits/eyewitness/html.php?section=14>

Dr. Martin Luther King, Jr., assassination is recounted at The King Center site at: <http://www.thekingcenter.org/about-dr-king>

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

d. Discuss the significance of the technologies of television and space exploration.

To demonstrate mastery of this element, students are expected to explain how television and space exploration changed American society and the world. Students must realize that while radio had already brought entertainment directly into people's homes, television let them "see" what was happening around the world and in their own communities. Elections were influenced as people watched candidates as they spoke; the role of the consumers became paramount as companies directed more and more money towards advertising; and ordinary citizens became observers of events that happened around the world. Examples of significant events that citizens witnessed on television were the Civil Rights Movement, the war in Vietnam, and many other key events of the 1950s and 1960s. These events were televised almost immediately as they happened.

Students must be able to explain how technology, during the Cold War era, was at the center of competition between the United States and the Soviet Union. Throughout the post-World War II era, much time, money, and effort went into developing technology to put men into space. During this period, each country raced to put a man on the moon. Advances in rocket technology had brought about new innovations like rockets that were capable of escaping Earth's gravitational pull. This competition was heightened when the Soviet Union launched a man into space first. From there, scientists continued to work to develop vehicles that were capable of sheltering living things from the harsh extremes of outer space. While the Soviets had early success in launching people past the Earth's atmosphere, the United States prevailed by becoming the first country to put a man on the moon. This was accomplished when Neil Armstrong and Buzz Aldrin landed on the moon on July 20, 1969. This landing excited Americans as they watched in amazement on their televisions. With this landing the United States could also declare its superiority in the "space race."

**Vocabulary:** technologies, consumers, advertising, rocket, innovations, gravitational pull, vehicles, launching

### Resources



Background information and sample lesson ideas on teaching the space race may be found at the JFK Presidential Library and Museum at <https://www.jfklibrary.org/Education/Students/Americans-in-Space.aspx>

Eyewitness to History: Apollo 8, the first Voyage to the Moon, 1968 – background information and primary sources on this topic found at <http://www.eyewitnesstohistory.com/apollo8.htm>

**SS5H7 Trace important developments in America from 1975 to 2001.**

To demonstrate mastery of this element, students need to be able to identify and describe how President Ronald Reagan was involved in the collapse of the Soviet Union; describe the events and analyze the effects of September 11, 2001; and explain the role of the personal computer in American life.

**SS5H7 Trace important developments in America from 1975 to 2001.**

a. Describe the collapse of the Soviet Union, including the role of Ronald Reagan.

To demonstrate understanding of this element, students must be able to describe how the election of Ronald Reagan as the 40<sup>th</sup> president of the United States ushered in a new era in relations between the United States and the Soviet Union. When he was first elected as president, Reagan believed in a policy of reversing Soviet control over Eastern Europe. He believed that superior American technology, military might, and economic power would defeat the communist super power. To do this he emphasized arms buildups as a deterrent to the aggressions of the Soviet Union. Upon his election to a second term, President Reagan changed his foreign policy. He believed that the economic struggles of the Soviet Union and the fall of the Berlin wall were signs of American success. Therefore, he worked to improve American relations with the Soviet Union by encouraging Mikhail Gorbachev to enact reforms in his country and he actively pursued arms reduction agreements. He wanted to end the cold war with the Soviet Union.

To demonstrate understanding of this time, students must be able to explain how after nearly a half-century of Cold War conflict, the nations under Soviet control began to dismantle their Communist governments. Economic and social reforms were occurring within the Soviet Union through the leadership of their leader, Mikhail Gorbachev. He had begun to increase personal freedoms and provide more economic opportunities to Soviet citizens. As reforms spread throughout this region of the world, the Soviet Union was no longer stable. Thus, in 1991, Gorbachev faced resistance within his own country. Communist hardliners within the government were poised to change the country back to its traditional communist system. Their plan was to accomplish this through a military coup but this failed, due to their soldiers' unwillingness to cooperate. As a result, the Soviet Union disintegrated into fifteen newly separate countries. These countries became loosely aligned in a "Commonwealth of Independent States," with each existing as a separate independent country.

**Vocabulary:** collapse, arms buildup, deterrent, aggression, foreign policy, arms reduction, dismantle, resistance, military coup, disintegration

**SS5H7 Trace important developments in America from 1975 to 2001.**

b. Describe the events of September 11, 2001, and analyze their impact on American life.

Teachers should be mindful of the sensitive nature of this topic and avoid descriptive detail of the events of 9/11 beyond the developmental level of your fifth graders.

To understand this event, students must be able to explain how the War on Terrorism began in the aftermath of terrorist attacks against the United States on September 11, 2001. Students should recognize that terrorists attacked the United States by seizing control of airplanes and forcing them to crash into the World Trade Center in New York and the Pentagon in Washington D.C. The terrorists involved in the attacks on the World Trade Center and Pentagon were identified as belonging to a terrorist group called Al Qaeda from the Middle East. By using military force in the countries under Al Qaeda or Taliban-control, the United States government decided to locate, prosecute, and possibly eliminate, the group and its leaders who perpetuated this crime. United States troops entered Afghanistan, and were successful in overthrowing the Taliban regime. However, pockets of resistance remained in Afghanistan. The rough terrain in Afghanistan and the use of guerilla tactics resulted in a prolonged war. In 2003, the United States continued the War on Terror with an invasion of Iraq. When the attack was initiated, President Bush argued that the Iraqi government, under Saddam Hussein, was supporting terrorists and violating earlier agreements during the first Gulf War. American troops invaded the country, Hussein's reign as a dictator ended, and a new government was elected. Due to the continual conflict in the region, American troops remained in Iraq until December 15, 2011 and remain in Afghanistan to the present.

**SS5H7 Trace important developments in America from 1975 to 2001.**

c. Explain the impact of the personal computer and the Internet on American life.

To demonstrate mastery of this element, students must be able to explain how personal computers and the Internet have changed lives. Since 1975 personal computers have become more affordable and accessible to average Americans. Prior to that, their size and the cost of manufacturing limited their use to scientific and industrial purposes. As more and more Americans purchased computers, their use became prevalent. Students should realize that today, computers are essential for nearly all professions and that they make many tasks easier and more efficient. Computers have become a part of people's everyday lives, and being computer literate is a necessary skill.

With personal computers everywhere, engineers and scientists expanded the possibilities of communication between computers. This computer to computer communication or Internet, increased significantly in the 1990's. Initially, the Internet was a small network of research computers communicating with one another, which has now developed as a communication tool used worldwide by ordinary people. In addition, the speed of this communication has allowed people to access information almost immediately. This has had both positive and negative consequences.

Teachers should remember that modern fifth graders have never known the world without the Internet, and simple activities like showing them a printed encyclopedia can help them understand the vast changes in information acquisition that have occurred since the late 1970s.

**Vocabulary:** personal computer, Internet, affordable, accessible, prevalent, essential, computer literacy, information acquisition

**Resources**

For additional information on the rise of computers, visit: <http://www.pbs.org/nerds/timeline/index.html>  
For an interesting in-depth illustrated timeline, visit:

<http://www.computerhistory.org/timeline/?category=cmptr>.

An extensive technological history of the Internet can be found here:

[http://www.computerhistory.org/internet\\_history/](http://www.computerhistory.org/internet_history/)

**TEACHER NOTES**  
**5th GRADE SOCIAL STUDIES**  
**GEOGRAPHY UNDERSTANDINGS**

**SS5G1 Locate important places in the United States.**

For mastery of this standard, students must locate important places in the United States. Students should be able to locate these places on a basic political/physical map. These map skills should be incorporated

**SS5G1 Locate important places in the United States.**

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

into related historical content and not taught in isolation.

This element requires students to **locate** specific man-made locations on a map of the United States. Students should be able to explain why the locations specified in this element are significant in American history.

***Chisholm Trail:*** During the height of cattle drives, the *Chisholm Trail* provided a means by which ranchers could move cattle from ranches to railroad lines. This allowed ranchers to sell cattle in markets in the east where they could make greater profits. This trail stretched from southern Texas to railroad hubs in Abilene, Kansas. This trail passed through numerous smaller cities and towns in Texas, Oklahoma, and Kansas on its way to Abilene.

***Pittsburgh, Pennsylvania:*** The growth of American manufacturing during the late 19th and early 20th century was greatly affected by the growth of the steel industry. The Bessemer Process, a process to manufacture steel more cheaply, was brought to the United States where it increased steel manufacturing particularly in the *Pittsburgh* area. Students should understand that the steel industry grew here because of the region's proximity to coal and waterways.

***Kitty Hawk, North Carolina:*** Located on the Outer Banks of North Carolina, the tiny town of *Kitty Hawk* became famous following the Wright brothers' successful powered, sustained, and controlled flight of an airplane in 1903. Taking advantage of the swift winds on the dunes of Kitty Hawk's beaches, the Wright brothers successfully kept their craft in the air for a matter of seconds. Those seconds changed the world, as airplanes went from fantastical ideas to practical inventions.

Georgia D  
4.12.



**Pearl Harbor, Hawaii:** The Japanese attack on the United States' naval fleet located in *Pearl Harbor* drew the United States into World War II. In this attack the American Navy at this port experienced massive destruction and casualties. Today, the harbor contains the wreckage of ships that were destroyed in the attack, as well as existing as an active memorial to the American military who lost their lives in Pearl Harbor and in the Pacific during World War II.

[https://commons.wikimedia.org/wiki/File:Pearl\\_harbour.png](https://commons.wikimedia.org/wiki/File:Pearl_harbour.png)

**Montgomery, Alabama:** The capital of the state of Alabama, Montgomery, is well known as the site of Rosa Parks' stand to end discrimination in public transportation. It is also known as an important location in the modern Civil Rights Movement because it was home to Dr. Martin Luther King, Jr., in the mid-1950's. It was here where he began to spread his ideas about non-violent resistance to segregation.

**Chicago, Illinois:** Chicago was first established as a city in 1837 and grew rapidly as a transportation and communication hub. It was a railroad and telegraph and telephone center, and grew rapidly as an industrial center at the turn of the century. The city had numerous stockyards, meatpacking plants, and railroad related factories, all of which needed laborers. It became a center of labor unrest too, since workers began demanding safer work conditions and fairer working hours and salaries, and owners resisted making such improvements. Department stores and catalog centers developed here, like Sears and Montgomery Ward, and sports stadiums were built to accommodate local teams. Because of huge numbers of immigrant laborers working in harsh conditions, many social problems arose related to the rapid population growth of the area. Jane Addams helped start the settlement house movement in the U.S. when she set up Hull House in Chicago to help her mostly immigrant neighbors navigate the perilous times.

**Vocabulary:** significance, railroad lines, markets, railroad hubs, manufacturing, steel, proximity, powered, sustained, naval fleet, massive, wreckage, memorial, discrimination, resistance, segregation, hub, industrial, stockyards, meatpacking plants, laborers, department store, catalog, stadiums, accommodate, laborer, settlement house

**Resources:**

More detailed information about the history of Chicago may be found at The Chicago Public Library's site: <https://www.chipublib.org/chicago-history-timeline/>

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

To demonstrate mastery of this standard, students should be able to correctly link the identified geography content to the historical event to which it corresponds. Teach this standard in conjunction with the aligned history standard rather than in isolation.

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

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

To demonstrate mastery of this element, students should be able to locate how the regions of the United States developed patterns of economic activities based on population, transportation, and resources. Students should realize that the south remained largely agricultural, while the North continued to develop as an industrial center. This industrial growth generated demand for faster and more economical methods of travel. Improved transportation, including the development of the Transcontinental Railroad, made it possible for natural resources to be shipped to eastern industrial sites, and for manufactured goods to be sent to where they were needed. In addition, students should understand that transportation and economic changes led the American population to shift from being largely rural to more urban from the late 1800's to the present. This change was significant because the increased populations in cities provided a workforce that was needed to increase manufacturing. Students should also understand that waterways remained an important method to transport goods and people. Rivers, canals, and seaports were essential to commerce and employment.

Pittsburgh's rapid growth in the late nineteenth century is a good example of how population, transportation, and resources influenced urbanization. Pittsburgh has several easily navigable rivers and many natural resources such as coal, timber, natural gas, iron, and limestone, all of which contributed to its growth. It became known as a coal mining and steel producing center, and also was the site of labor unrest as workers pushed back to demand safer working conditions and fairer wages. Many immigrants moved here for work and established ethnic communities that are very diverse. Use this city (and others) as examples of why certain groups of people and certain forms of work and trade developed in specific places in our country.

To demonstrate understanding of this standard, students must understand that prior to the invention of the automobile, Americans had to live close to their work. With the development of the railroad, train travel made it possible to travel longer distances and spurred movement of people from crowded Eastern cities to the West. This westward movement created an increased demand for more goods and services in the West.

**Vocabulary:** population, transportation, resources, patterns, agricultural, industrial, rural, urban, workforce, waterways, urbanization, navigable, ethnic communities, diverse

**Resources:**

Numerous early transportation and communication maps can be found at the Library of Congress site at: <http://memory.loc.gov/ammem/gmdhtml/trnshome.html>

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

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

To demonstrate mastery of this element, students must be able to locate specific agricultural and industrial sites, and explain how various factors of population, transportation, and natural resources have influenced their development.

To do this, students should also be able to identify the geographical locations of the United States and the economic development that existed within each of those regions. They should realize that the Northeast region continued to develop as an urban industrialized region, while the South continued as a rural



agricultural region. In the Midwest, the cattle industry grew with that region's development while the discovery of gold and fertile farmland led to changes in the West.

In developing an understanding of the time, students should be able to describe the movement of Americans to Northern cities where there were greater economic opportunities. Changes in technology led to mass production and assembly lines. These developments contributed to cars being mass produced and put their cost within the reach of more Americans. With cars, people could travel farther distances to work. Thus, this ease of mobility created modern suburbs. Public transportation also developed in cities and became important for urban mobility. Students should also be able to explain that agricultural production shifted from small, family run farms to larger, more industrialized farms. With the invention of farm equipment, large modern farms developed that required fewer workers. The Midwest region, with its rich soil and accessible waterways, provided ideal environments for both agriculture and industries.

See the information about Chicago in the notes for SS5G1a, which can be useful for this element as well.

**Vocabulary:** fertile farmland, mass production, assembly line, mobility, suburbs, public transportation

**TEACHER NOTES**  
**5th GRADE SOCIAL STUDIES**  
**GOVERNMENT/CIVICS UNDERSTANDINGS**

**SS5CG1 The student will explain how a citizen’s rights are protected under the U. S. Constitution.**

To demonstrate mastery of this standard, students must be able to explain how the Constitution was designed to establish a basic system of government for the United States as well as to protect the rights of its citizens. Students should understand their basic rights as determined by the first ten amendments to the Constitution.

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

**a. Explain the responsibilities of a citizen.**

To demonstrate mastery of this standard, students must be able to explain how citizens of the United States are expected to exercise certain responsibilities or duties. One responsibility of citizens is to participate in the political process by voting. Citizens are also responsible for following federal and state laws in all jurisdictions. In addition, they are obligated to serve their country when they are called upon to do so. This obligation includes serving on juries, participating in military service when drafted, paying taxes, and respecting the rights of others.

**Vocabulary:** responsibilities, citizens, participate, political process, jurisdictions, jury duty, military service

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

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

To demonstrate mastery of this element, student must explain their rights to due process under the law as well as how the Constitution protects their rights. Students must realize that this includes the right to a fair and speedy trial by jury. They must understand the phrase “due process of law,” which means that someone accused of a crime has the right to a legal process that is fair and intentional. Furthermore, this process protects individuals accused of a crime, and provides those who are judged to be guilty to fair and just punishment. Importantly, under this system, the judicial system operates under a premise that those accused of a crime are innocent until they are proven guilty.

Students must be also able to explain that the Constitution establishes the judicial branch of government, and that it sets up a legal process applied to people accused of a crime. Situations addressed within the Constitution that those accused experience are searches and seizures, which are regulated by established legal practices and approved by a judge; trial procedures, which must provide for a speedy and fair trial; and punishment, which must be fair and appropriate. These rights and responsibilities to protect citizens are addressed in the first ten amendments to the Constitution, also known as the Bill of Rights.

**Vocabulary:** due process of law, Constitution, citizen, rights

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

**a. Explain the amendment process outlined in the Constitution.**

To demonstrate mastery of this element, students must explain the process to change or amend the original framework of the Constitution. They must realize that each addition to the Constitution is called an amendment and explain how amendments are added to the Constitution. To aid in student understanding, students should realize that the framers of the Constitution knew that the Constitution would need to be changed, and that an amendment process was created within it. In this described process, the framers of the Constitution established a procedure in which 2/3 of the members of both the House of Representatives and the Senate must vote to change the Constitution. This proposed amendment must be done in the form of a joint resolution. Alternatively, a change can also be proposed through a Constitutional Convention that can be called by 2/3 of all state legislatures. Though this second method of change is possible, it has never been used. To change the Constitution, the proposed amendment must then be approved or ratified by ¾ of the states' legislatures or when ¾ of a specially called state ratifying conventions vote for the amendment.

To develop student understanding, students may find it useful to examine a scenario where ratification of a possible amendment could occur.

**Vocabulary:** amendment, procedure, ratified (ratification), state legislature

**Resource:**

For an official overview of the amendment process, including a more extensive explanation for teachers of how states ratify amendments, visit the National Archives site at:

<http://www.archives.gov/federal-register/constitution/>

An excellent graphic showing the process is found at the Texas Politics Project at:

[http://laits.utexas.edu/txp\\_media/html/cons/features/0405\\_03/slide1.html](http://laits.utexas.edu/txp_media/html/cons/features/0405_03/slide1.html)

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

**b. Describe the purpose for the amendment process.**

To demonstrate mastery of this element, students must be able to briefly describe why the framers of the Constitution established a process by which changes could occur. When the Constitution was ratified in 1787, there were many issues about which the states disagreed. To convince states to ratify the document, amendments were promised. Therefore, Article V of the Constitution was established to set forth a process to allow change. Students should realize that the amendment process was deliberately designed to be difficult because the framers of the Constitution recognized that for government to function well, the basic foundations of our government should be stable. They also realized that changes would be needed as new challenges and problems surfaced.

**Vocabulary:** ratification, process

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

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

To demonstrate mastery of this element, students must explain the importance of each of the listed amendments. They must explain how each amendment extended and protected voting rights for more Americans.

The **15th amendment**, which was passed in 1870, granted African-American/Black men the right to vote. This final “Civil War Amendment” was designed to secure suffrage for former slaves and men of color. Unfortunately, for some African Americans/Blacks their right to vote was again infringed upon when some states passed their own laws that limited their rights. Some of the laws that limited these citizens’ rights to vote related to poll taxes and literacy tests especially designed to restrict voting by this group.

The **19th amendment**, which stated that “the right of citizens of the United States to vote shall not be denied or abridged by the United States or by any State on account of sex,” is the amendment that granted women the right to vote. It was ratified in 1920. Women in the suffrage movement had been working for nearly one hundred years for this right, and many of the pioneers had died before women were able to cast a vote legally.

With the ratification of the **23rd amendment** in 1961, the residents of Washington, D. C., gained representatives in the electoral college, which permitted them to vote for the President. With this representation, the people who live in Washington had a partial voice in our federal government. Although they are able to vote for president, they are still unrepresented in Congress (except by a non-voting delegate), an issue which persists to this day.

The **24th amendment**, which was ratified in 1964, eliminated poll taxes as a requirement to vote. This tax system, which existed since Reconstruction, required voters to pay a tax to vote. While the system was initially established to prevent the poor from voting, by the 1950s and 1960s, it had become an accepted method to ensure that African Americans/Blacks were deprived of their right to vote. To change this, and to ensure that the goals of the 15<sup>th</sup> amendment were realized, Congress passed and the states ratified the 24th amendment.

The **26<sup>th</sup> amendment**, which was ratified in 1971, lowered the voting age of Americans from 21 to 18. This change occurred because the United States was involved in a war in Vietnam. This war, which was not popular, sparked widespread protest. Protestors complained that it was unfair for young men who were being drafted to fight when they weren’t allowed to vote. They had no representation in the government that sent them into battle. In fact, one common chant from protestors was, “Old Enough to Fight, Old Enough to Vote.” When this amendment was ratified, the voting age and draft age for military service became the same.

**Vocabulary:** suffrage, poll taxes, literacy tests, electoral college, representation

**TEACHER NOTES**  
**5th GRADE SOCIAL STUDIES**  
**ECONOMIC UNDERSTANDINGS**

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

For this standard, students should be able to describe how economic concepts relate to historical understandings. As much as possible, students should develop understandings of these economic concepts in an integrated manner, rather than having the content taught in isolation. To demonstrate mastery, students should be able demonstrate understanding of concepts in multiple situations.

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

a. Describe opportunity costs and their relationship to decision-making across time (e.g., decisions by individuals in response to rationing during WWII).

To demonstrate mastery of this element, students should demonstrate understanding of how the large costs in funds and materials for wars like World War II resulted in limited resources within the United States. Thus, resources had to be rationed. Students must understand that during World War II, the United States government had to equip, clothe, feed, move, and support soldiers on two fronts. To get troops to Europe and the Pacific quickly, limited resources within the United States were reallocated. This meant that rather than allowing citizens to buy whatever they could afford, the government chose to ration or limit certain items. Substances like rubber, gasoline, and even basic food items were rationed. The government used rationing to provide members of the armed forces with the materials needed for war.

Students should understand that the rationing of resources during war demonstrates the economic concept of opportunity cost. To understand opportunity cost in its simplest form would be define it as what you gave up to when you made a choice. During World War II the opportunity cost was allowing everyone in the United States to buy everything they wanted and could afford, when the government made the decision or choice to ration resources. For students, this concept is challenging to understand –they would like to think that the items were the opportunity cost, and associate it negatively with giving something up. Instead, remind them that opportunity cost is the “next best choice,” and in this case, that was allowing freedom to purchase anything they wanted if they had the money for those items. For the United States government, depriving citizens of their right to purchase was an acceptable opportunity cost so that the military could have what they needed. When demonstrating mastery of this element, students must be able to describe an opportunity cost in general, and should know that there is only one “opportunity cost” when in a decision-making situation. That cost is the single next-best alternative that is not selected.

**Vocabulary:** opportunity costs, rationing, reallocation, alternative



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

b. Explain how price incentives affect people's behavior and choices (e.g., decisions to participate in cattle trails because of increased beef prices).

To demonstrate mastery of this element, students must explain the role of price incentives in decision-making. Modern day examples are easier for students to understand but to develop mastery of this element students need to understand how such incentives have affected economic decision-making throughout history. Specifically, students must be able to explain how increased demand for beef and beef products along the Eastern coast and in the growing cities of the Midwest, made large-scale cattle ranching profitable. Despite the cost of moving large numbers of cattle, ranchers and their employees still made a profit. Their price incentive was the high price of beef in the urban areas where cattle were shipped. Students need to understand that if local beef prices had been competitive, then ranchers would have lacked the incentive to move cattle across Texas to get to railway hubs for shipping.

**Vocabulary:** price incentives, profitable, competitive, railway hubs

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

c. Describe how specialization can improve standards of living and productivity (e.g., how Henry Ford's use of the assembly line reduced the price of automobiles).

To demonstrate mastery of this element, students must be able to describe how specialization benefited Americans and how people could focus their productive energy on a smaller set of skills. This allowed them to become better at those skills, which in turn, meant that those customers who consumed those goods and services ended up with a higher quality product. Students need to realize that at the beginning of the 20th century, industrialization had already begun to deeply affect American life. Certain areas of the country had numerous large cities, where people worked in factories or other large-scale businesses. Other pockets of the country still had many people in agrarian communities. In these areas, farming was mostly for self-sufficiency. As the years passed, the agrarian traditions remained in the South longer than they did in the North. Thus, many people in Northern cities worked for monetary wages, rather than just as producers of food for their families. Also in the north, many farms existed on larger tracts of land, which provided them with the opportunity of growing crops for sale. This meant that they could use profits to purchase items they could not make or grow. In the South, farmers were often sharecroppers or tenant farmers, who had smaller farms and less access to cash. As a result, they were less able to buy consumable factory goods. People working successfully in businesses had to purchase all their food, but were also able to pay for what they wanted. Again, this economy that was reliant on cash and not bartering was more common in urban areas, and more common in the North. In fact, during the first few decades of the 20<sup>th</sup> century, many people left the rural South for urban areas in the North to take advantage of job opportunities and specialization to improve their lives.

To demonstrate understanding of this, students must be able to explain how Henry Ford's development of mass production, the assembly line, and inter-changeable parts lead to specialization in manufacturing. As a result, Ford created an automobile, the Model T, cheaper and faster. As a product, it was in high demand because Americans could purchase it at a lower cost, and it was a high-quality product.

**Vocabulary:** specialization, agrarian, self-sufficiency, monetary, tracts, consumable

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

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

To demonstrate mastery of this element, students must describe that when trade occurs in a truly voluntary exchange, both parties benefit. The buyer and the seller of the service or good both gain something from the exchange. Specifically, in a voluntary exchange, buyers receive a good or service that they want, while the seller receives a payment for that good or service. Once this exchange is replicated on a larger scale, you have a working economy. Thus, if both parties are acting in mutual self-interest, continued trade promotes additional economic activity.

One example in historical context that illustrates this concept is the Panama Canal. This canal made trade between countries easier, as ships no longer had to make the treacherous journey around the southernmost tip of South America. It increased the speed in which goods could travel, and made shipping goods more lucrative. While the Canal itself took almost 40 years to turn a profit, demand for passing through the Canal continues to increase, so much so that shipping companies now pay an additional fee to move through it more quickly.

**Vocabulary:** trade, voluntary exchange, good, service, shipping

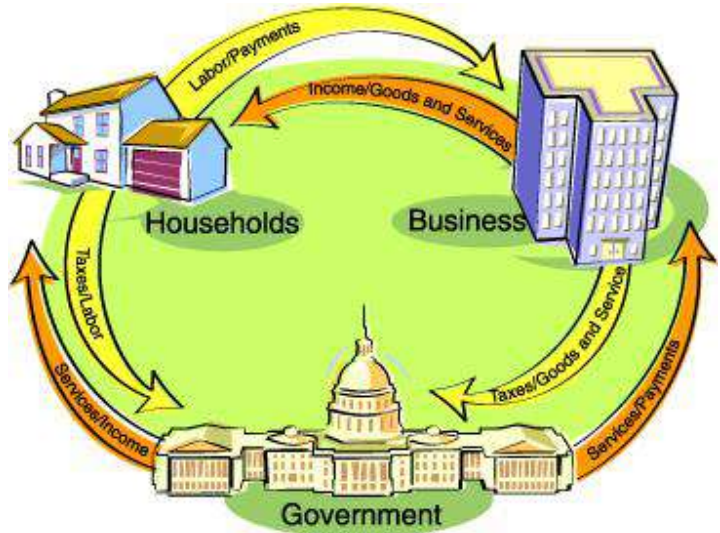
**Resources:**

A wonderfully rich resource on the Panama Canal, including a trailer and film clips from the American Experience film, timeline, article, image gallery, and more may be found at:

<http://www.pbs.org/wgbh/americanexperience/films/panama/>

**SS5E2 Describe the functions of four major sectors in the U. S. economy.**

To demonstrate mastery of this standard, students should be able to identify and describe how the sectors of households, businesses, banks, and government interact in a modern economy. They must be able to describe how the United States, as a capitalist, free-enterprise economy, relies on the interactions of the four sectors. This circular flow, which students will learn about in future economics courses, spurs on the production of goods and services. They will also discuss how banks facilitate this flow through the various services they provide.



**Vocabulary:** major, sectors, households, businesses, banks, government

**Resources:**

Federal Reserve Bank of St. Louis economics resources - <https://www.stlouisfed.org/education/economic-lowdown-video-series/episode-6-circular-flow>

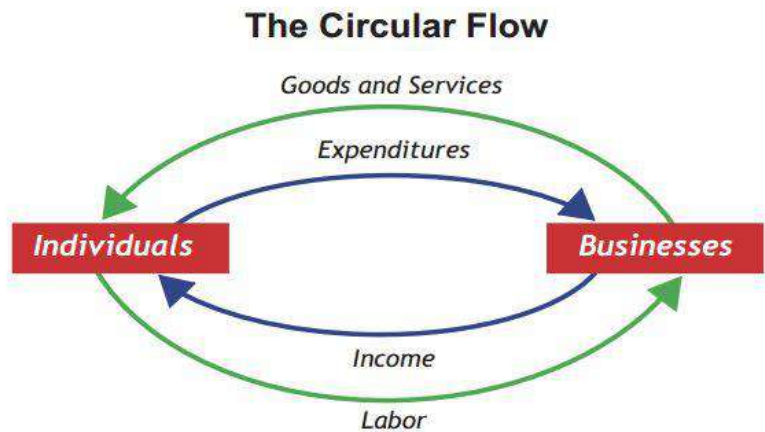
[http://en.citizendium.org/wiki/File:Economics\\_circular\\_flow\\_cartoon](http://en.citizendium.org/wiki/File:Economics_circular_flow_cartoon)

**SS5E2 Describe the functions of four major sectors in the U. S. economy.**

a. Describe the household function in providing resources and consuming goods and services.

To demonstrate mastery of this element, students must describe how households or individuals are the final consumers of goods and services produced by the businesses or companies. Households create demand in the market with their personal tastes and preferences. The company or business produces goods and services that the consumer demands. Therefore, households determine the production of producers or businesses.

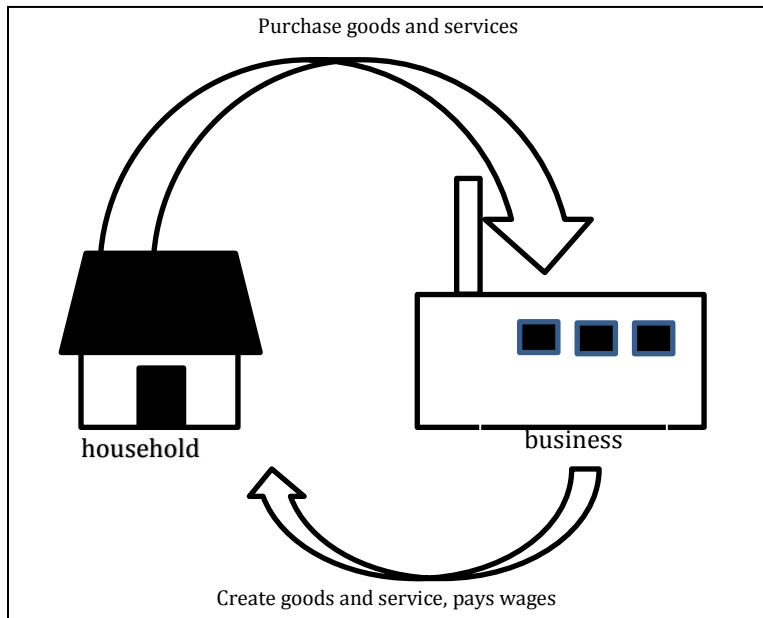
**Vocabulary:** resources, consumer (consumption, consuming), goods, services



Bureau of Economic Analysis (BEA), U.S.

**SS5E2 Describe the functions of four major sectors in the U. S. economy.**

b. Describe the private business function in producing goods and services.



To demonstrate mastery of this element, students need to understand and describe that producers create the goods and services that households or consumers, want and need. This is done through innovation and production by small businesses and large corporations. In turn, these companies provide opportunities for wealth to be distributed through employment and through profits, which are obtained by shareholders.

Businesses do not produce typewriters anymore because there is not a large market for them. What other items from the past are no longer produced very frequently?

**Vocabulary:** private business function, producing, goods, services

**SS5E2 Describe the functions of four major sectors in the U. S. economy.**

c. Describe the bank function in providing checking accounts, savings accounts, and loans.

To demonstrate mastery of this element, students should also be able to describe how banks are critical to our economy. The primary function of banks is to put their account holders' money to use by lending it out to others who can then use it to buy homes, businesses, and other financial demands. Specifically, students should understand that banks provide services that aid our economy. Banks function by safely allowing people and businesses to deposit their savings, on which they can then earn interest. Banks also control our economy's payment system. Examples of how this is done include the use of electronic payments, direct deposits, and transfers. Students should understand that banks issue loans to both people and companies. Banks make it possible for people to buy homes or start businesses, and for companies to make investments.

**Vocabulary:** bank function, checking account, savings account, loan

**SS5E2 Describe the functions of four major sectors in the U. S. economy.**

d. Describe the government function in taxation and providing certain public goods and public services.

To demonstrate mastery of this element, students need to be able to describe the government's function in our economy. Its role is to collect taxes from households and businesses. In exchange, the government provides certain services. Some of these include schools, basic infrastructure like bridges and roads, national security, and public services. Students should also understand that the government is also involved in the economy through the regulation and control of private enterprise. This is done to ensure that businesses do not become monopolies and that they serve the best interests of the people.

**Vocabulary:** government function, taxation, public goods, public services

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

To demonstrate mastery of this standard, students should be able to explain how businesses supply goods and services to meet the wants of American consumers, and that these purchases by consumers support businesses.

**Vocabulary:** consumer, producer, interact, economy

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

a. Describe how competition, markets, and prices influence consumers' behavior.

To demonstrate mastery of this element, students need to identify and describe the listed terms but also link each term to consumers and producer's behaviors. The idea of markets is first introduced in Second Grade and the idea that people can get paid for their labor is first approached in Kindergarten. Element c builds on a Third Grade standard dealing with the four productive resources.

**Competition:** In economics, individuals and businesses are engaged in competition. Both entities compete for resources. People compete against each other for jobs, which provides them with an income that is needed to buy goods and services. People then compete in the market place to buy those limited goods and services. People who have greater means can buy more or better goods and services than those with limited means. Businesses also compete for limited resources to produce and provide new goods and services to consumers. Businesses then use these resources to produce goods and services at better prices or faster to consumers. Competition then arises among businesses, which results in consumers having the power to determine a company's success. If consumers find the goods or services produced by a business to be superior in price or in quality, then they are more likely to buy that company's product. In regard to element a, students need to understand that competition in a market will typically drive prices down. Lower prices, obviously, means that more of the good can be sold. An example many students can relate to is the fast food industry. Fast food is relatively inexpensive because there are so many options. If one company tried to raise their prices substantially, they would not get as much business because of the competition.

**Markets:** Students must realize that the economic term, market, does not denote a physical location. Rather, the economic market is the physical and virtual exchange of goods and services. In a market economy, businesses attempt to sell goods and services to consumers, while consumers determine exactly



what products and services they need. In their research, consumers might look for specific products, or for specific prices. In the market place, goods and services are important. This is because consumers will not participate a market if they do not want or need the product.

**Price:** The amount a consumer is willing to pay for a good or service or price often determines whether the consumer purchases the product. In markets, price affects both consumers and producers. If the price is too high, producers do not have consumers because consumers wouldn't purchase the products that they want or need. If the price is too low, consumers will purchase products, but the producer will fail to make profits. Price also relates to competition, because consumers will seek out similar products or alternatives at a lower price if necessary.

**Vocabulary:** competition, markets, price, consumers, goods, services, products

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

**b. Describe how people earn income by selling their labor to businesses.**

To demonstrate mastery of this element, students must describe the basic exchange that is employment. Students must be able to describe that people “sell” their labor to businesses in return for monetary compensation or wages. This monetary wage allows people who were selling their labor to obtain goods and services that they need or want. While the process seems simple, additional information can be relayed to students that illustrates the relationship between education and income.

**Vocabulary:** income, labor

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

**c. Describe how entrepreneurs take risks to develop new goods and services to start a business.**

To demonstrate mastery of this element, students should be able to describe how entrepreneurs, individuals who attempt to start businesses, attempt to make money by providing a good or service to consumers. To do this, entrepreneurs must take risks. These risks might include spending money they already have on supplies, equipment, or other items to start the business, or giving up a job where they currently earn an income. Furthermore, students should understand that entrepreneurs work long and hard hours before they even begin their business. Two examples of things entrepreneurs do include establishing a financial plan for their business, and create strategies for their business structure.

**Vocabulary:** entrepreneur, risk

**Resources:**

\*Join this free site that is filled with resources for teaching all of the economic standards (lesson plans, literature links, and other resources) - <http://www.econedlink.org/>

\*Georgia Council on Economic Education: <http://www.gcee.org/resources/>

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

To demonstrate mastery of this standard, students must explain how a budget helps individuals determine in advance, where they should allocate their finances. Budgets identify expected expenses over a set period, and allow individuals to plan how their income will be used. Lessons should guide students in the development of sample budgets. In creating a sample budget, students should establish priorities in spending and saving by considering their wants and needs. They should also decide how to reserve some income for unforeseen expenses.

**Vocabulary:** budget, allocate, finances, expenses, income, priorities, spending, saving

**Resources:**

The Mint's site has information on budgeting at: <http://www.themint.org/kids/determining-your-budget.html>

EconEdLink has a variety of resources to support teaching budgeting to young learners at: <http://www.econedlink.org/interactives/economic-interactive-search.php?type=educator&cid=10&gid=2>