

Social Studies Grade 5 - Freedom and Equality within the American Experience

Description

The fifth grade curriculum continues from the 4th grade curriculum with the study of the history, geography, economics, civics, culture and social aspects of the United States. The course revolves around the central themes of freedom and equality, highlighting points in which they were denied to, sought by, and achieved by various groups. The major topics include a study of slavery and the Civil War, the Civil Rights movement, immigration, and events of the 20th Century. In an increasingly diverse country and world, students will begin to understand the responsibilities and privileges that come with living in the United States.

Course Overview

Course Goals

Students will:

- trace and analyze how freedom and equality have been developed, granted, denied, fought for, and won throughout American history.
- identify and analyze the impact of individuals in America.
- understand the impact of technology in the growth of America.
- draw connections across historical time periods.
- recognize the importance of diversity, tolerance, and individuality.

Essential Questions

- How are freedom and equality part of the American experience?
 - How are they denied?
 - How are they achieved?
- How is America today influenced by its past?

Assessments

Common Assessments

Skill Assessments

Content Outline

- I. [Unit 1](#) – The Civil War/Slavery
- II. [Unit 2](#) – The Civil Rights Movement
- III. [Unit 3](#) – The Immigrant Experience
- IV. [Unit 4](#) – The 20th Century

Standards

[Link to Standards \(CTSDE?\)](#)

Connecticut State Standards are met in the following areas:

Grade Level Skills

Students will:

- Skills Matrix

Pacing Guide

Pacing Guide									
1st Marking Period		2nd Marking Period			3rd Marking Period			4th Marking Period	
September	October	November	December	January	February	March	April	May	June
Unit 1		Unit 2			Unit 3			Unit 4	
<u>The Civil War/Slavery</u>		<u>The Civil Rights Movement</u>			<u>The Immigrant Experience</u>			<u>The 20th Century</u>	
9 weeks		9 weeks			10 weeks			10 weeks	

Unit 1 – The Civil War/Slavery , 9 weeks [top](#)

Standards

Unit Objectives

Students will be able to:

- trace and analyze how freedom and equality have been developed, granted, denied, fought for, and won throughout American history.
- identify and analyze the impact of individuals in America.
- understand the impact of technology in the growth of America.
- recognize the importance of diversity, tolerance, and individuality.

Essential Questions

- How are freedom and equality part of the American experience?
- How are they denied?
- How are they achieved?
- How is America today influenced by its past?

Focus Questions

- What is freedom? What is equality?
- Why did the institution of slavery exist despite the rights listed in the U.S. Constitution? (provisions within the law/Constitution, economics, view of Blacks, prejudice, tradition)
- How were freedom and equality viewed differently by the North and South? (economically, educationally, culturally, socially, geographically [geography lesson – differences North and South], politically)
- How did certain individuals have an effect on the rights of freedom and equality? (Tubman Lee, Douglass Stowe, Lincoln Turner, Grant Davis)
- How did new technology affect the equality of resources in the North and the South? (Agriculture vs. Industry)
- How were the roles of men, women and children different during the Civil War?
- How did the focus of the Civil War change over time? Why did the focus change? (The Causes of the War, The reasons people were fighting, the way it's remembered)
- Why do different groups view the cause of the war

Assessments

- Analyze bar graphs depicting costs and gains to determine the price of freedom and equality.
- Research a Civil War figure and role-play. Practice interview skills by assigning another student to interview each figure. Make sure to cover the individual's impact on equality. Research the differences in economic production between the North and South. Write an editorial for a newspaper that outlines these differences and indicates how the economy impacts freedom and equality. Make sure to address whether you think these differences justify war.
- After reading historical fiction trade books, such as Gentle Annie, Charlie Skedaddle, Across Five Aprils, or Redcap, outline the differences in the roles of men, women and children during the Civil War.
- Locate the events, people, and places of the Civil War on a timeline and map. Use the timeline and map to explain the relationships between the events and evaluate which events had the greatest effect on freedom and equality.

	<p>differently? What is their view of freedom and equality? (Perspectives of groups (ethnic groups, socioeconomic groups, leaders, the people, abolitionists, women, etc.))</p> <ul style="list-style-type: none">• How did the results, costs and gains of the Civil War affect the denial or achievement of freedom and equality? (Battles, casualties, resources, [geography lesson – battles, army movements, cities, states], laws, amendments, provisions, proclamations, etc. , Reconstruction)	
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Unit 2 – The Civil Rights Movement , 9 weeks [top](#)

Standards

Unit Objectives

Students will be able to:

- trace and analyze how freedom and equality have been developed, granted, denied, fought for, and won throughout American history.
- identify and analyze the impact of individuals in America.
- understand the impact of technology in the growth of America.
- draw connections across historical time periods.
- recognize the importance of diversity, tolerance, and individuality.

Essential Questions

- How are freedom and equality part of the American experience?
- How are they denied?
- How are they achieved?
- How is America today influenced by its past?

Focus Questions

- How has your definition of freedom and equality changed after studying the Civil War?
- How did the Civil Rights movement bring about freedom and equality?
- What events helped bring about the Civil Rights movement? Why did they have such an effect? (Reconstruction policies, Women’s Rights movement, Events of the 1950’s and 1960’s)
- How did individuals of the Civil Rights movement have an effect on the rights of freedom and equality? (King, Bridges, Parks, Malcolm X, the Kennedys, Marshall)
- How did technology (media) affect people’s awareness of freedom and equality during the Civil Rights movement? (TV, Radio, Cinema, Music)
- How were the roles of men, women and children different during the Civil Rights movement?
- How did different groups view the Civil Rights movement? (Perspectives of groups (racial/ethnic groups, socioeconomic groups, leaders, the people, Black Power, hate groups, etc.))
- What were these groups view of freedom and

Assessments

- Write an essay that compares how freedom was denied during the periods prior to both the Civil War and to the Civil Rights movement. Why were minorities treated this way? What was the most effective way of achieving freedom? Make sure that you support your ideas with specific examples, and that your ideas are organized and clearly presented.
- Compose a two-voice poem creating a dialogue between the figure researched in the Civil War and a new figure from the Civil Rights.
- Create a news program through a choice of media (TV, radio) commenting on the state of freedom and equality as demonstrated through a Civil Rights incident.
- Create a story board that depicts the violation of rights and discuss its resolution through empathy training (connection to Health Curriculum).

	<p>equality?</p> <ul style="list-style-type: none">• Why did different geographic locations have different views?• Did the results, costs and gains of the Civil Rights movement bring about freedom and equality? (Bobby Kennedy, Lyndon Johnson, Dr. Martin Luther King, Jr., Cultural leaders- Lennon, Woodstock, Civil Rights legislation (Civil Rights Act 1964, Voting Rights Act, 1965), Brown v. Board of Education, 1954, Montgomery Bus Boycott, 1955, March on Washington, 1963)• Is the fight for Civil Rights over? (Other groups, The state of freedom and equality today)	
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Unit 3 – The Immigrant Experience, 10 weeks [top](#)

Standards

Unit Objectives

- Students will be able to:
- trace and analyze how freedom and equality have been developed, granted, denied, fought for, and won throughout American history.
 - identify and analyze the impact of individuals in America.
 - understand the impact of technology in the growth of America.
 - draw connections across historical time periods.
 - recognize the importance of diversity, tolerance, and individuality.

Essential Questions

- How are freedom and equality part of the American experience?
- How are they denied?
- How are they achieved?
- How is America today influenced by its past?

Focus Questions

What is an immigrant? What is an American?
 Why is it so important to be a citizen?
 Why do people want to come to America? (past and present)
 political reasons, economic reasons, freedom, equality, education, social aspects, religious freedom
 [geography lesson: latitude and longitude of countries, destinations]

How do immigrants assimilate into American culture?
 How do they retain their cultural identity?

How are freedom and equality interpreted by different people living in America?
 social groups, ethnic/racial groups, socioeconomic groups, groups of different faiths/traditions/outlooks

Are all people in America treated equally?
 What are the costs and gains of diversity?

How do immigrants (past and present) contribute to America and its culture?
 religion, food, language, dress, arts, skills, traditions

Should America restrict the number of immigrants coming to America?

Assessments

- Pretend you are an immigrant (from the past or currently). Write a letter home to your family back in your country of origin that explains the differences you've experienced and the obstacles you have had to overcome in a new land. Have you been treated with complete equality?
- Conduct research on the history of one of your family members, examining the choices that person's family has made over time (why they moved, where they chose to live, the professions they practiced, if and how they assimilated, contributions, etc.). Teachers should be sensitive to the diverse nature of many families if this assignment is chosen.
- Plot on a world map the journey from several points of origin to arrival ports. (Ellis Island, Angel Island) Highlight the difficulties faced during travel in a separate paragraph.
- Compare and contrast the reasons for immigration and experiences of an early 20th century immigrant with today's immigrant using a graphic organizer.
- Graph and evaluate the statistical information of the influx of immigrants through the 19th and 20th centuries.
- Through historical fiction or nonfiction literature trace the inequalities and different perspectives of immigrants from

	Why might immigrants want to come to Fairfield County?	different locations.
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Unit 4 – The 20th Century, 10 weeks [top](#)

This unit provides a large degree of choice based on student or teacher interest, expertise, or opportunity to make connections to current events. The basic premise is to provide a contemporary view of the history, geography, economics, civics, as well as the social and cultural elements of the most prolific period of growth of America.

Standards

Unit Objectives

Students will be able to:

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- draw connections across historical time periods.
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Essential Questions

- How is America today influenced by its past?
- How are freedom and equality part of the American experience?

Focus Questions

- What is important about this event?
- Why did this happen?
- What are the effects of this event on later events?
- How has this changed over time, and what was the cause of the change?
- How does this relate to the world today?
- How does geography play a factor in this event?
- What is the impact of this on American politics?
- What is the impact of this on the American economy?
- What is the impact of this on American culture?
- Why do different people have different opinions about this topic?

Assessments

- Make a “time capsule” from a particular decade including: an important book published, a popular song, something invented, a primary source document, a new law, an explosive political issue, a photograph of a famous person, the average family income at the beginning and end of your decade, a popular radio or TV show, a poster/advertisement created, a favorite movie, and your choice of something unique from your decade. Most importantly, pick 5 of these items and explain how each made an impact in that time period and how it influenced what America is today.
- In conjunction with the music and art teachers, express the history of a decade and include the cultural elements of the decade. Students can research the major events and perform songs and create art that show evidence of the times.