

Unit: <u>US History</u>	Understandings	Textbook Connection	Literature/Writing	Assessment
Lewis & Clark/ Louisiana Purchase (est time 3 days)	<ul style="list-style-type: none"> • Reasons for purchase and exploration of this land • How new land influenced westward expansion and changed our country 	<ul style="list-style-type: none"> • p. 370 - 373 • Workbook (p. 95) • Outline and desk maps 	<ul style="list-style-type: none"> • Write a journal or diary from the perspective of Lewis and Clark along different states of their journey or Sacajawea (see additional resources) 	<ul style="list-style-type: none"> • Map area and route • Oral report of journal or diary
Trail of Tears Indian Removal Andrew Jackson (est time 1 week)	<ul style="list-style-type: none"> • Understand point of views for and against Indian removal • Cultural and economic factors involved in the decision of this Act • Congress' process to approve Jackson's Act • Hardships and change of way of life for Native Americans • Broken promises to Indians 	<ul style="list-style-type: none"> • p. 379 - 382 • Letter from a Cherokee girl (p. 78) • Workbook (p. 97) 	<ul style="list-style-type: none"> • Write a letter to Andrew Jackson explaining whether you support or do not support the Indian Removal Act (debate issue) • Create a poem or diary entry of a Cherokee along the Trail of Tears (see back resources) 	<ul style="list-style-type: none"> • Map (relocation of Indians) • Present one of the written assignments to class

ADDITIONAL RESOURCES

Lewis & Clark / Pioneers

- What's the Deal? Jefferson, Napoleon and The Louisiana Purchase by Rhoda Blumberg
- The Incredible Journey of Lewis & Clark by Rhoda Blumberg
- The Story Of Sacajawea, Guide To Lewis & Clark by Della Rowland
- Video: Indian Removal, Trail of Tears, A. Jackson
- Cobblestone, February 1984 - "The Cherokee Indians"
- (novel) Remember My Name by Sara H. Banks (Trail of Tears)
- (novel) Weasel by Cynthia DeFelice
- (novel) Sign of the Beaver by Elizabeth George Speare (class set)

Unit: <u>US History</u>	Understandings	Textbook Connection	Literature/Writing	Assessment
Alamo/Texas, Mexican War (est time – 2 days)	<p><u>History:</u> understand why people moved to Texas and fought at the Alamo</p> <p><u>Economics:</u> reasons Texas became an independent nation</p> <p><u>Geography:</u> how the Mexican War changed the geography and expansion of the US</p> <p><u>Government:</u> when and why Mexico became an independent nation</p>	<ul style="list-style-type: none"> • p. 400 - 402 • p. 406 • Workbook (p. 103) • Anthology - p. 84 (Mexican Emancipation Proclamation) • Outline map - Texas 	<ul style="list-style-type: none"> • Write a poem reflecting the heroism of Texans at the Alamo • Select and write a point of view essay reflecting either Texans or Mexicans reasons to defend their land (see resources on back) 	<ul style="list-style-type: none"> • Map (acquisition of new US territories) • Create a time line of events

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Oregon and Western Trails (est time 1 week)	<ul style="list-style-type: none">• Reasons for movement West of the Rockies• Life as a pioneer on the trails/hardships of western region travelled • Expenses to travel Oregon Trail; \$ and necessities• Pioneer/Indian relationships	<ul style="list-style-type: none">• Workbook (p. 104)• Anthology (p. 85 - 89)• Outline map: Trails to the West	<ul style="list-style-type: none">• Creative writing (write adventure of life on the trail; can be written as:<ul style="list-style-type: none">- prose (historical fiction)- series of poems- journal, log, diary- or a combination(see resources on back) • (novel) <u>Dear Levi - Letters from the Overland Trail</u>, by Elvira Woodruff	<ul style="list-style-type: none">• Map western trails and important places of interest• Create a list of expenditures for trip given a budget; explain costs and reasons for choices

ADDITIONAL RESOURCES

Alamo, Texas, Mexican War

- Cobblestone, March 1982 - "Remember the Alamo"
- Cobblestone, Sam Houston, September 1994
- The Story of Davey Crockett by Enid LaMonte Meadowcroft
- video - Davey Crockett: King of the Wild Frontier

Oregon and Western Trails

- Cobblestone, December 1981 - "The Oregon Trail"
- Cobblestone, February 1986 - "Laura Ingalls Wilder: Growing Up On The Praire"
- Cobblestone, May 1990 - "The Santa Fe Trail"
- (novel) Mr. Tucket, by Gary Paulsen
- (novel) Bound for Oregon - Activity Guide, by Jean Van Leeuwen
- (novel) Narcissa Whitman - Brave Pioneer, by Louis Sabin (local connection)
- (novel) Snowbound - The Tragic Story of the Donner Party, by David Lavender

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Gold Rush (est time 1 to 2 days)	<ul style="list-style-type: none"> • Cause & Effect (growth of the West and California) • Life as a "49er" • Effect on Native Americans 	<ul style="list-style-type: none"> • p. 406 - 407 • Anthology (p. 90 - 92) 	<ul style="list-style-type: none"> • Describe in detail a gold miners camp and daily events of a "49er" 	<ul style="list-style-type: none"> • Oral sharing of written piece
Transcontinental Railroad (est time 2 to 3 days)	<ul style="list-style-type: none"> • Importance of the railroads in the West • Expansion of the U.S. in land, population, towns • Immigrant work on railroad • Effect on travel time • Effect on Native Americans 	<ul style="list-style-type: none"> • p. 464 - 471 • Workbook (p. 116) • Outline map • Music worksheets and tape: p. 29 - 30 p. 31 - 32 	<ul style="list-style-type: none"> • Write an essay discussing positive and negative effects of the new railroad (see resources) 	<ul style="list-style-type: none"> • Map(railroad)

ADDITIONAL RESOURCES

Transcontinental Railroad

- Cobblestone, May 1980 - The First Transcontinental Railroad
- Full Steam Ahead: The Race To Build a Transcontinental Railroad, by Rhoda Blumberg

GENERAL ADDITIONAL RESOURCES FOR "Pioneers and Westward Expansion Unit"

- (novel) "Sarah, Plain and Tall" by Patricia MacLachlan
- (novel) "Caddie Woodlawn" by Carol Rynia Brink
- (novel) "Thunder Rolling in the Mountains" by Scott O'Dell and Elizabeth Hall
- (novel) "Navajo Long Walk" by Nancy M. Armstrong
- (novel) "A Family Apart" by Joan Lowery Nixon (Orphan Train Averlet series)
- (novel) "Caught in the Act" by Joan Lowery Nixon (Orphan Train Averlet series)
- (novel) "Orpahn Train Rider: One Boy's True Story" by Andrea Warren
- (novel) "Daniel Boone and the Wilderness Road" by Catherine E. Chambers
- (novel) "Frontier Farmer - Kansas Adventures" by Catherine E. Chambers
- Video - "Gateway to the West"

Unit: <u>US History</u>	Understandings	Textbook Connection	Literature/Writing	Assessment
Civil War	<p>Causes:</p> <ul style="list-style-type: none"> • economic difference • slavery • states rights <p>Lincoln:</p> <ul style="list-style-type: none"> • opposition to his views • effect of Emancipation Proclamation <p>Succession</p>	<p>Chapter 16</p> <p>p. 428 p. 435 p. 440</p> <p>p. 429 - 431</p>	<p><u>Pink and Say</u></p> <ul style="list-style-type: none"> • Discussion • Debate 	<ul style="list-style-type: none"> • Using vocabulary create a crossword puzzle • Discussion • Debate • Create true and false questions with rest of class

ADDITIONAL RESOURCES

- "Ghost Wore Gray"
- "Huckleberry Finn"
- "Freedom Crossing"
- "In Thought My Soul Would Rise and Fly" (all the above American Girl Series)

- books in Library from the American Girl Series about Lincoln

Civil War: "The Blue and Gray" by E. Bunting (six copies)

"Just a Few Words, Mr. Lincoln" by Jean Fritz (six copies)

Unit: <u>US History</u>	Understandings	Textbook Connection	Literature/Writing	Assessment
Immigration	Recognize that immigration was a major force in the development of U.S.	p. 489 - 492	<u>Land of Hope</u> by Joan Lowry Nixon, NY. Banton, 1992.	Related Activities in Wanda's book (p. 131)
Industrial Revolution	Recognize that between 1860 - 1900 the U.S. grew in to the world's leading industrial nation	p. 483 - 485	(novel) <u>East Side Story</u>	Related Activities in Wanda's book (p. 156)
World War I	The U.S. entered WWI to fight for a better world	p. 529 - 531		Related Activities in Wanda's book (p. 173)
World War II	The rise of dictators in many countries led to the war; the U.S. became involved	p. 541 - 547	<ul style="list-style-type: none">• <u>The Lily Cupboard</u>• <u>Love You, Soldier</u> by Amy Hest	

Unit: <u>US History</u>	Understandings	Textbook Connection	Literature/Writing	Assessment
Cold War Korean War Civil Rights Movement Our Country Today	U.S. became involved in Cold War with Soviet Union	p. 550 - 553 p. 554 - 566 p. 567 - 570	Video - Korea: The Forgotten War <u>Mayfield Crossing</u> <u>Wall of Names</u> by Judy Donnelly	Take notes from video Related Activities from Wanda's book (p. 23-24)

Unit: <u>Latin America</u>	Understandings	Textbook Connection	Literature/Writing	Assessment
<p>Myans, Aztecs, Incas (one week)</p>	<ul style="list-style-type: none"> • Compare and contrast the three (3) cultures • How these ancient cultures play a role in the present day cultures of the land • Result and effect of Spanish explorers conquests within civilizations • Established trades, economy and government • Geographical area and resources used 	<ul style="list-style-type: none"> • US & Its Neighbors (p. 82 - 87) • World Explorer: Latin America (p. 34 - 43) • Geography (p. 8 - 28) • Workbook - p. 20 	<ul style="list-style-type: none"> • Translate and write own forms of ancient writing based on these three (3) cultural forms • "Do you hear what I hear" based on ancient myths and cultural legends (notetaking) <i>Spanish American Folktales</i> by Teresa Pijoan } <i>Lost Temple of the Aztecs</i> by Shelley Tanoka } <i>Fiesta USA</i> by George Ancona <i>(all three are teacher read aloud)</i> • Write interview questions for an urban or rural Mexican 	<ul style="list-style-type: none"> • Triple Venn Diagram • Area map of three (3) cultures • Vocabulary
<p>Mexico (one week)</p>	<ul style="list-style-type: none"> • Locate Mexico and describe its geography • Explain how Indian and Spanish cultures helped shape Mexico today • Current industries and agriculture • Compare and contrast US and Mexican cultures and relationships 	<ul style="list-style-type: none"> • US & Its Neighbors (p. 602 - 607) • Workbook - p. 149 • Anthology - p. 19-20 • Anthology - p. 84 • Wall map and outline • Reading & Writing Activity (p. 47 - 48) • World Explorer: Latin America (p. 82 - 88) 	<ul style="list-style-type: none"> • Use literature you read to answer from their point of view • Read: "<u>My Name is Maria Isabel</u>" by Ada Alma Flor 	<ul style="list-style-type: none"> • Make a Mexican collage and write a poem describing it • Area map • Vocabulary

ADDITIONAL RESOURCES

Myans, Aztecs and Incas

- "A Quetzal Coat/Tale of Corn" by Marilyn Parke and Sharon Panik (teacher resource guide)
- "The First Book of the Aztecs" by Barbara L. Beck
- "Latin America Tales" by Genevieve Barlow

Mexico

- "Fiesta - Mexico's Great Celebrations" by Elizabeth Silverthorne
- "The Story of Juniper Serra, Brace Adventurer" by Florence Mermain White
- "Journey Through Mexico" by Barbara Bulmer-Thomas
- "Let's Go Traveling in Mexico" by Robin Rector Krupp
- "How People Live in Mexico" by Sheila Schwartz
- "Children of Other Lands" by Nancy Prasad
- "Hispanic Holidays" by Faith Winchester
- Video: NBC Scholastic News (1995-96) - Mexico

Unit: <u>Latin America</u>	Understandings	Textbook Connection	Literature/Writing	Assessment
<p>Central America (one week)</p> <p>The Caribbean (one week)</p>	<ul style="list-style-type: none"> • Locate and map countries within region and describe • Explain why the nations of this region have trouble maintaining stable governments • US/Central America relations • Customs, cultures, government and their economies <ul style="list-style-type: none"> • Locate and map nations in region • Explain why this region has trouble maintaining stable government • US/Caribbean relations • Customs and cultures • History and major events of Cuba, Hati, Puerto Rico • Current events 	<ul style="list-style-type: none"> • US & Its Neighbors (p. 608 - 612) • Workbook - p. 150 • Anthology (p. 187 - 190) • Outline Map • World Explorer: Latin America (p. 89 - 101) <ul style="list-style-type: none"> • US & Its Neighbors (p. 608 - 612) • World Explorer: Latin America (p. 106 - 125) 	<ul style="list-style-type: none"> • Student's choose a country within the region to write a short teacher specific report • Debate Puerto Rican issues of becoming a state or remaining a Commonwealth 	<div style="text-align: center;">↔</div> <ul style="list-style-type: none"> • Cooperative group research on a nation or small group of islands and write an essay comparing and contrasting to US cultures

Unit: <u>Latin America</u>	Understandings	Textbook Connection	Literature/Writing	Assessment
South America (one week)	<ul style="list-style-type: none">• Locate South America and label countries and geography• Explain how the nations of South America became independent• Describe its government, economy, culture and poverty• Main points in history• US/South American relations• Significant resources	<ul style="list-style-type: none">• US & Its Neighbors (p. 613 - 621)• Workbook (p. 150)• Anthology (p. 191)• World Explorer: Latin America (p. 128 - 156)• Outline map• Music worksheet and tape (p. 37 - 40)	<ul style="list-style-type: none">• Compare and contrast US/South America• Write three (3) generalizations about South America	<ul style="list-style-type: none">• Venn Diagram or essay• Vocabulary• Teacher-made test

ADDITIONAL RESOURCES

- "Fiesta U.S.A." by George Ancona
- "Hispanic Holidays" by Faith Winchester
- Play - Simon Boliver Crosses the Andes "Latin America & Canada" (text resources)
- How to grow and make: coffee and chocolate
- "Getting To Know Puerto Rico" by Regina Tor

Unit: <u>Canada</u>	Understandings	Textbook Connection	Literature/Writing	Assessment
History	<ul style="list-style-type: none"> • Past history: Canada was first a French and then a British colony, but won its independence from Great Britain peacefully • Present history: they should be able to describe the separation issue of the English and French Provinces 	<ul style="list-style-type: none"> • p. 590 - 593 • p. 596 	<ul style="list-style-type: none"> • "<u>The Broken Blade</u>" by William Durbin • Write journal entries • "<u>Journey Through Canada</u>" by Richard Tames 	<ul style="list-style-type: none"> • Create a timeline of Canada from the first native people to its 1931 independence • Collect current articles of Quebec's tension and other nationalities responses (debate)
Geography	<ul style="list-style-type: none"> • Students should understand that Canada's six (6) regions vary greatly and that each has valuable resources; most people have settled along the southern border because of Canada's climate 	<ul style="list-style-type: none"> • p. 585 - 593 	<ul style="list-style-type: none"> • Choose one of Canada's six (6) regions and write about an Indian group that lives there 	<ul style="list-style-type: none"> • Give an oral report on your writing piece

Unit: <u>Canada</u>	Understandings	Textbook Connection	Literature/Writing	Assessment
Government	<ul style="list-style-type: none">• That there are basic differences between the constitutions of Canada and the United States		<ul style="list-style-type: none">• Information from Canada profiles (teacher packet)	<ul style="list-style-type: none">• Paraphrase the government powers of the United States and Canada given in Figure 3. and Canada profile packet
Economics	<ul style="list-style-type: none">• Canadians and the people of the United States share similar ways of life: both groups enjoy sports and live in countries with developed economies		<ul style="list-style-type: none">• Have students write articles comparing and contrasting sports, forestry, and farmland as contributors to developed in the United States and Canada	<ul style="list-style-type: none">• Create a bar graph showing Canadian resources

ADDITIONAL RESOURCES: Journey Through Canada by Richard Tames (six copies)

Course/Subject: **Social Studies**

Grade Level/Building: **5/Middle School**

7/00

ADDITIONAL RESOURCES

World War II

- Twenty & Ten (have class set)
- Passage to Freedom