

Standard 5-1: The student will demonstrate an understanding of Reconstruction and its impact on racial relations in the United States.			
Recommended Days of Instruction	2 days		
Indicator	Recommended Resources	Suggested Instructional Strategies	Assessment Guidelines
<p>5-1.1 Summarize the aims of Reconstruction and explain the effects of Abraham Lincoln's assassination on the course of Reconstruction. (P, H, E)</p>	<p>Standard Support Document http://ed.sc.gov/agency/Standards-and-Learning/Academic-Standards/old/cso/social_studies/sd2005/</p> <p>Locally adopted textbook</p> <p>Maps: Outline Maps: http://www.eduplace.com/ss/maps/ http://www.culturalresources.com/MPCentury32.html http://www.pbs.org/civilwar/war/map1.html</p> <p>Primary Sources: http://www.wildwestweb.net/cw/photos.html Photos from the Civil War and Reconstruction</p>	<p>See Literacy Elements in the Social Studies Standards appendix:</p> <p>K. Use texts, photographs, and documents to observe and interpret social studies trends and relationships</p> <p>L. Interpret calendars, time lines, maps, charts, tables, graphs, flow charts, diagrams, photographs, paintings, cartoons, architectural drawings, documents, letters, censuses, and other artifacts</p> <p>O. Consider multiple perspectives of documents and stories</p> <p>P. Locate, gather, and process information from a variety of primary and secondary sources including maps.</p> <p>V. Use a variety of media to develop and organize integrated summaries of social studies information</p> <p>Activating Strategy: Use pictures of the destruction in Atlanta, Charleston, Savannah, and other areas to introduce the purpose of Reconstruction.</p>	<p>Students should be able to summarize the aims of different people/groups for Reconstruction.</p> <p>Students should be able to compare the aims of President Lincoln and Congress and the aims of Southerners and Congress.</p> <p>Students should be able to explain why Reconstruction policy changed.</p>

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<p>5-1.1 Summarize the aims of Reconstruction and explain the effects of Abraham Lincoln's assassination on the course of Reconstruction . (P, H, E)</p>	<p>Teacher Resources:</p> <p>DISCUS power search www.scdiscus.org click on History Resource Center: US</p> <p>ETV StreamlineSC www.sctv.org/education/StreamlineSC</p> <p>http://player.discoveryeducation.com/index.cfm?guidAssetId=3F45B435-432B-442A-A7F6-DA1DF4D4BBA5&blnFromSearch=1&productcode=US</p> <p>Video segment on The President's Plan for Reconstruction</p> <p>http://player.discoveryeducation.com/index.cfm?guidAssetId=82827065-C4FE-48E7-8B53-83A61619OCF1&blnFromSearch=1&productcode=US</p> <p>Video segment on The End of the War</p> <p>View the list of segments to select needed areas of focus</p> <p>Links:</p> <p>http://americanhistory.pppst.com/reconstruction.html</p> <p>Free Power points on the Civil War and Reconstruction</p>	<p>Make a Lotus Diagram and label it as follows:</p> <table border="1" data-bbox="982 337 1633 625"> <tr> <td>Definition</td> <td>Reasons for Reconstruction</td> <td>Ten Percent Plan</td> </tr> <tr> <td>Johnson's Plan</td> <td>Reconstruction</td> <td>Radical Republican Plan</td> </tr> <tr> <td>13th Amendment</td> <td>14th Amendment</td> <td>15th Amendment</td> </tr> </table> <p>As you discuss each topic have the students fill in their Lotus Diagram with the information.</p> <p>Create a T-Chart to compare and contrast Johnson's Plan and the Radical Republican Plan:</p> <table border="1" data-bbox="982 950 1633 1193"> <tr> <td>Johnson's Plan</td> <td>Radical Republican Plan</td> </tr> <tr> <td></td> <td></td> </tr> </table>	Definition	Reasons for Reconstruction	Ten Percent Plan	Johnson's Plan	Reconstruction	Radical Republican Plan	13 th Amendment	14 th Amendment	15 th Amendment	Johnson's Plan	Radical Republican Plan			
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<p>5-1.1 Summarize the aims of Reconstruction and explain the effects of Abraham Lincoln's assassination on the course of Reconstruction . (P, H, E)</p>	<p>Books: <u><i>The History of US</i></u> by Joy Hakim <u>Strange but True Civil War Stories</u> by Nancy Clayton <u>The Boys' War</u> by Jim Murphy <u>If You Lived at the Time of the Civil War</u> by Kay Moore <u>The Blue and the Gray</u> by Eve Bunting <u>Pink and Say</u> by Patricia Polacco</p>		

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<p>5-1.2 Summarize the provisions of the Thirteenth, Fourteenth, and Fifteenth Amendments to the Constitution, including how the amendments protected the rights of African Americans and sought to enhance their political, social, and economic opportunities. (P, E, H)</p>	<p>Standard Support Document http://ed.sc.gov/agency/Standards-and-Learning/Academic-Standards/old/cso/social_studies/sd_2005/</p> <p>Locally adopted textbook</p> <p>Maps: The Election of 1876 Reconstruction in the South http://www.wadsworth.com/history_d/special_features/ext/am_hist/AmerHis-ch11.html#maps (Select maps and title)</p> <p>Primary Sources: <u>Freedmen in Richmond, Virginia, 1865</u> <u>Freedman's Bureau</u> <u>Black schoolhouse during reconstruction</u> <u>Burning of a Freedmen's school, 1866</u> <u>Voter intimidation in the South</u> <u>Depiction of KKK treatment of slaves</u> http://www.wadsworth.com/history_d/special_features/ext/am_hist/AmerHis-ch11.html#images (Select mages/title)</p>	<p>See Literacy Elements in the Social Studies Standards appendix:</p> <p>P. Locate, gather, and process information from a variety of primary and secondary sources including maps</p> <p>Using the Lotus Diagram above, from standard 5-1.1, students will fill in what each Amendment accomplished. Use the video clips listed under the Streamline videos to help define the Amendments.</p> <p>Fold a piece of paper into three sections. Have students write about how life changed for African Americans after the amendments were implemented. Have them list and discuss their political, social, and economic changes.</p>	<p>Students should be able to summarize the provisions of the Thirteenth, Fourteenth and Fifteenth amendments to the Constitution.</p> <p>Students should be able to explain how these amendments affected African Americans.</p>

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<p>5-1.2 Summarize the provisions of the Thirteenth, Fourteenth, and Fifteenth Amendments to the Constitution, including how the amendments protected the rights of African Americans and sought to enhance their political, social, and economic opportunities. (P, E, H)</p>	<p>Sharecropper's cabin in North Carolina <u>Teacher Resources:</u> locally adopted textbook</p> <p>DISCUS power search www.scdiscus.org click on History Resource Center: US</p> <p>ETV StreamlineSC www.sctev.org/education/StreamlineSC</p> <p>http://www.unitedstreaming.com/videos/Reconstruction/chp1274_30Ok.asf 14th Amendment</p> <p>http://www.unitedstreaming.com/videos/Reconstruction/chp1280_30Ok.asf 15th Amendment</p> <p>Links: http://americanhistory.pppst.com/reconstruction.html Free Power points on the Civil War and Reconstruction</p>		

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<p>5-1.2 Summarize the provisions of the Thirteenth, Fourteenth, and Fifteenth Amendments to the Constitution, including how the amendments protected the rights of African Americans and sought to enhance their political, social, and economic opportunities. (P, E, H)</p>	<p>Books: <u><i>The History of US</i></u> by Joy Hakim <u>Strange but True Civil War Stories</u> by Nancy Clayton <u>The Boys' War</u> by Jim Murphy <u>If You Lived at the Time of the Civil War</u> by Kay Moore <u>The Blue and the Gray</u> by Eve Bunting <u>Pink and Say</u> by Patricia Polacco</p>		

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<p>5-1.3 Explain the effects of Reconstruction on African Americans, including their new rights and restrictions, their motivations to relocate to the North and the West, and the actions of the Freedmen's Bureau. (P, G, E, H)</p>	<p>Standard Document Support http://ed.sc.gov/agency/Standards-and-Learning/Academic-Standards/old/cso/social_studies/sd2005/ Locally adopted textbook <u>Maps:</u> http://www.culturalresources.com/MP_Century32.html http://www.pbs.org/civilwar/war/map1.html Population map after the Civil War</p> <p><u>Primary Sources:</u> <u>Freedmen in Richmond, Virginia, 1865</u> <u>Freedman's Bureau</u> <u>Black schoolhouse during reconstruction</u> <u>Burning of a Freedmen's school, 1866</u> <u>Voter intimidation in the South</u> <u>Depiction of KKK treatment of slaves</u></p> <p><u>Teacher Resources:</u> locally adopted textbook Problems for African Americans in the South After Reconstruction</p>	<p>See Literacy Elements in the Social Studies Standards appendix:</p> <p>O. Consider multiple perspectives of documents and stories P. Locate, gather, and process information from a variety of primary and secondary sources including maps</p> <p>States' Rights, Slavery, Secession Foldable http://ushistory.pwnet.org/resources/pdf/US19b.pdf</p> <p>Using the primary sources listed, have the students explore the impact of the Freedmen's Bureau. Have a class discussion on its impact.</p> <p>Use the following web-site to discuss the movement of African Americans. Discuss the problems that arose after the Civil War. Have students analyze the pictures. Discuss how many African Americans decided to stay in the South, and establish their communities. http://www.hartford-hwp.com/HBHP/exhibit/05/1.html</p>	<p>Students should be able to explain the effects of Reconstruction on African Americans and interpret the impact of Reconstruction on American democracy and the civil and political rights of African Americans.</p> <p>Students should be able to explain the role of the Freedman's Bureau</p>

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<p>5-1.3 Explain the effects of Reconstruction on African Americans, including their new rights and restrictions, their motivations to relocate to the North and the West, and the actions of the Freedmen's Bureau. (P, G, E, H)</p>	<p>http://memory.loc.gov/learn/lessons/rec/rteach.html#material</p> <p>After Reconstruction: Problems of African Americans in the South http://lcweb2.loc.gov/ammem/ndlpedu/lessons/rec/rhome.html</p> <p>DISCUS power search www.scdiscus.org click on History</p> <p>Resource Center: US</p> <p>ETV StreamlineSC www.sctev.org/education/StreamlineSC</p> <p>http://www.unitedstreaming.com/videos/Reconstruction/chp1273_30Ok.asf</p> <p>Black Codes http://www.unitedstreaming.com/videos/Reconstruction/chp1275_30Ok.asf</p> <p>Freedman's Bureau http://www.unitedstreaming.com/videos/Reconstruction/chp1284_30Ok.asf</p> <p>Ku Klux Klan</p> <p>The Rise and Fall of Jim Crow: PBS http://www.pbs.org/wnet/jimcrow/</p>	<p>Use the activities listed for indicator 5-1.4 to examine the development of the Freedman's Bureau.</p>	

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<p>5-1.3 Explain the effects of Reconstruction on African Americans, including their new rights and restrictions, their motivations to relocate to the North and the West, and the actions of the Freedmen's Bureau. (P, G, E, H)</p>	<p>Books: <u><i>The History of US</i></u> by Joy Hakim <u>Strange but True Civil War Stories</u> by Nancy Clayton <u>The Boys' War</u> by Jim Murphy <u>If You Lived at the Time of the Civil War</u> by Kay Moore <u>The Blue and the Gray</u> by Eve Bunting <u>Pink and Say</u> by Patricia Polacco</p>		

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<p>5-1.4 Compare the economic and social effects of Reconstruction on different populations, including the move from farms to factories and the change from the plantation system to sharecropping. (E,P)</p>	<p>Standard Support Document http://ed.sc.gov/agency/Standards-and-Learning/Academic-Standards/old/cso/social_studies/sd_2005/ Locally adopted textbook Maps: http://www.inmotionaame.org/migrations/landing.cfm?migrtion=8 Interactive map of the Migration of African Americans after the Civil War. Primary Sources: http://www.english.illinois.edu/Maps/poets/a_f/brown/photos.htm Photos of Sharecroppers Teacher Resources: locally adopted textbook http://www.wadsworth.com/history_d/special_features/ext/am_hist/AmerHis-ch11.html#images (Select images/title) Sharecropper's cabin in North Carolina Sampling of Jim Crow Laws http://www.nps.gov/archive/malu/documents/jim_crow_laws.htm</p>	<p>See Literacy Elements in the Social Studies Standards appendix:</p> <p>O. Consider multiple perspectives of documents and stories P. Locate, gather, and process information from a variety of primary and secondary sources including maps</p> <p>Make a Venn Diagram of Carpetbaggers and Scalawags. Have the students compare and contrast the two.</p> <p>Create a newspaper that allows the students to write articles, draw cartoons, and pictures about the Reconstruction. Topics can include: Lincoln's Assassination, reconstruction plans, Freedman's Bureau, Black Codes, Jim Crow Laws, Amendments 13-15, important leaders, etc.</p> <p>Create a timeline to show the progression of Reconstruction. Start with the end of the Civil War and continue through the turn of the century.</p> <p>Factory vs. Plantation Lesson http://edsitement.neh.gov/view_lesson_plan.asp?id=289</p>	<p>To demonstrate mastery of this indicator:</p> <p>Students should be able to compare the economic and social effects of Reconstruction on the landowners, freedmen, poor whites, and Northerners.</p> <p>Students should be able to explain how the sharecropping system worked to allow social independence but continued economic dependence.</p>

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<p>5-1.4 Compare the economic and social effects of Reconstruction on different populations, including the move from farms to factories and the change from the plantation system to sharecropping. (E,P)</p>	<p>DISCUS power search www.scdiscus.org click on History Resource Center: US</p> <p>ETV StreamlineSC www.sctev.org/education/StreamLineSC</p> <p>http://www.unitedstreaming.com/videos/Reconstruction/chp1283_30Ok.asf</p> <p>Carpetbaggers</p> <p>http://www.unitedstreaming.com/videos/Reconstruction/chp1282_30Ok.asf</p> <p>http://www.unitedstreaming.com/videos/Reconstruction/chp1287_30Ok.asf</p> <p>Changes in the Economy</p> <p>Books: <u><i>The History of US</i></u> by Joy Hakim <u>Strange but True Civil War Stories</u> by Nancy Clayton <u>The Boys' War</u> by Jim Murphy <u>If You Lived at the Time of the Civil War</u> by Kay Moore <u>The Blue and the Gray</u> by Eve Bunting <u>Pink and Say</u> by Patricia Polacco</p>	<p>Fold a piece of computer paper in half. Have the students place a plus on one side and a delta on the other. Allow them to work in partners to discuss the plus and delta of sharecropping.</p>	

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5-1.4 Compare the economic and social effects of Reconstruction on different populations, including the move from farms to factories and the change from the plantation system to sharecropping. (E,P)	Links: http://americanhistory.pppst.com/reconstruction.html Free Power points on the Civil War and Reconstruction		

Recommended Days of Instruction	2 days						
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<p>5-1.5 Explain the purpose and motivations behind the rise of discriminatory laws and groups and their effect on the rights and opportunities of African Americans in different regions of the United States. (P, G, E, H)</p>	<p>Standard Support Document</p> <p>http://ed.sc.gov/agency/Standards-and-Learning/Academic-Standards/old/cso/social_studies/sd_2005/</p> <p>Locally adopted textbook</p> <p>http://www.jimcrowhistory.org/resources/resources.htm The History of Jim Crow Laws</p> <p>DISCUS power search www.scdiscus.org click on History Resource Center: US</p> <p>ETV StreamlineSC www.sctv.org/education/StreamlineSC</p> <p>http://www.unitedstreaming.com/videos/Reconstruction/chp1273_300k.asf</p> <p>Black Codes http://www.unitedstreaming.com/videos/Reconstruction/chp1275_300k.asf</p>	<p>See Literacy Elements in the Social Studies Standards appendix:</p> <p>E. Explain change and continuity over time</p> <p>K. Use texts, photographs, and documents to observe and interpret social studies trends and relationships</p> <p>The students will take a piece of construction paper. Fold it in half. Unfold and cut the top section into four sections. Label as follows:</p> <p>Example:</p> <table border="1" data-bbox="978 873 1610 980"> <tr> <td data-bbox="978 873 1150 980">Black codes</td> <td data-bbox="1150 873 1320 980">Freedman's Bureau</td> <td data-bbox="1320 873 1493 980">Ku Klux Klan</td> <td data-bbox="1493 873 1610 980">Jim Crow Laws</td> </tr> </table> <p>Cut only the top half of the paper. This will create a flip-book. Have the students fill in notes under each label.</p> <p>Write "Separate-but-equal" on the board. Discuss what this means to them now. Discuss what it meant after the case of <i>Plessy vs. Ferguson (1896)</i>. Discuss how the separate part of the phrase was enforced, but the equal part was ignored. The teacher will give each student a map of the United States during the late 1800's. Color code the different states</p>	Black codes	Freedman's Bureau	Ku Klux Klan	Jim Crow Laws	<p>Students should be able to explain the purpose and motivations behind the rise of discriminatory groups such as the KKK and their effect on the rights and opportunities of African Americans in the South during the Reconstruction period.</p> <p>Students should also be able to explain the role of discriminatory laws such as the Jim Crow laws and voting restrictions that were passed in the South in the latter part of the 19th century.</p>
Black codes	Freedman's Bureau	Ku Klux Klan	Jim Crow Laws				

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<p>5-1.5 Explain the purpose and motivations behind the rise of discriminatory laws and groups and their effect on the rights and opportunities of African Americans in different regions of the United States. (P, G, E, H)</p>	<p>Freedman's Bureau http://www.unitedstreaming.com/videos/Reconstruction/chp1284_30Ok.asf Ku Klux Klan</p> <p>Movies: Gone with the Wind</p> <p>Books: <i>The History of US</i> by Joy Hakim <u>Strange but True Civil War Stories</u> by Nancy Clayton <u>The Boys' War</u> by Jim Murphy <u>If You Lived at the Time of the Civil War</u> by Kay Moore <u>The Blue and the Gray</u> by Eve Bunting <u>Pink and Say</u> by Patricia Polacco</p> <p>Links: STANDARD SUPPORT DOCUMENT http://ed.sc.gov/agency/Standards-and-Learning/Academic-Standards/old/cso/social_studies/sd2005/ http://www.civil-war.net/ Civil War Homepage</p>	<p>by the segregation laws. Discuss how these laws were different in the North vs. the South.</p> <p>Using the template for the Jeopardy game, the teacher will create a Reconstruction review game.</p>	<p>Students should also be able to compare segregation by law in the South with segregation by practice in the North.</p>

Standard 5-2: The student will demonstrate an understanding of the continued westward expansion of the United States.

Recommended Days of Instruction	3 days		
Indicator	Recommended Resources	Suggested Instructional Strategies	Assessment Guidelines
<p>5-2.1 Explain how aspects of the natural environment—including the principal mountain ranges and rivers, terrain, vegetation, and climate of the region—affected travel to the West and thus the settlement of that region. (G, H)</p>	<p>Standard Support Document</p> <p>http://ed.sc.gov/agency/Standards-and-Learning/Academic-Standards/old/cso/social_studies/sd2005/</p> <p>Locally adopted textbook</p> <p><u>Maps:</u> <u>Outline Maps:</u> http://www.eduplace.com/ss/maps/ http://www.eduplace.com/ss/maps/pdf/usphys.pdf</p> <p><u>Primary Sources:</u> http://memory.loc.gov/ammem/ndlpedu/features/timeline/riseindwest/west.html</p> <p>DISCUS power search www.scdiscus.org click on History Resource Center: US</p>	<p>See Literacy Elements in the Social Studies Standards appendix</p> <p>K. Use texts, photographs, and documents to observe and interpret social studies trends and relationships</p> <p>L. Interpret calendars, time lines, maps, charts, tables, graphs, flow charts, diagrams, photographs, paintings, cartoons, architectural drawings, documents, letters, censuses, and other artifacts</p> <p>O. Consider multiple perspectives of documents and stories</p> <p>P. Locate, gather, and process information from a variety of primary and secondary sources including maps.</p> <p>V. Use a variety of media to develop and organize integrated summaries of social studies information</p> <p>Give students a blank map of the United States and have them draw and label major rivers and mountains. Next, have students break the country down into regions based on</p>	<p>Students should be able to explain how the natural environment impacted the settlement of the West.</p> <p>Students should also be able to identify the major rivers, the mountain ranges and the Great Plains that impeded travel on a map.</p>

Indicator	Recommended Resources	Suggested Instructional Strategies	Assessment Guidelines
<p>5-2.1 Explain how aspects of the natural environment—including the principal mountain ranges and rivers, terrain, vegetation, and climate of the region—affected travel to the West and thus the settlement of that region. (G, H)</p>	<p>ETV StreamlineSC www.sctev.org/education/StreamLineSC</p> <p>View the list of segments to select needed areas of focus</p> <p>Links:</p> <p>National Geographic Lesson Plan: http://www.nationalgeographic.com/xpeditions/lessons/16/g35/boomtown.html</p> <p>PBS Film: http://www.pbs.org/wgbh/amex/canyon</p> <p>Sierra Nevada Mountains: http://www.u-s-history.com/pages/h3329.html</p> <p>Overall Connections: http://www.pbs.org/wgbh/amex/tcr/sfeature/sf_interview.html</p> <p>Books:</p> <p><i>The History of US</i> by Joy Hakim Don't Know Much About American History by Kenneth C. Davis</p>	<p>characteristics of climate. Have them create a key and lightly color each region. Once the regions have been identified, have students create a chart to detail the various mountain ranges and rivers, terrain, vegetation, and climate which could have impacted travel and settlement of the west.</p>	

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<p>5-2.2 Illustrate the effects of settlement on the environment of the West, including changes in the physical and human systems. (G)</p>	<p>Standard Support Document</p> <p>http://ed.sc.gov/agency/Standards-and-Learning/Academic-Standards/old/cso/social_studies/sd2005/</p> <p>Locally adopted textbook</p> <p>DISCUS power search www.scdiscus.org click on History Resource Center: US</p> <p>ETV StreamlineSC www.sctv.org/education/StreamLineSC Buffalo: Grassland Biomes: Essential and Endangered (24:00) This segment: The Human Impact on Grassland Biomes (09:49) and this one: Human Impact on the Buffalo Population (01:30)</p> <p>Links:</p> <p>This site discusses the loss of the prairie in the US http://www.bellmuseum.org/distancelearning/prairie</p>	<p>See Literacy Elements in the Social Studies Standards appendix:</p> <p>H. Construct maps, graphs, tables, and diagrams to display social studies information</p> <p>I. Use maps to observe and interpret geographic information and relationships</p> <p>Show students John Gast’s painting <i>American Progress</i> (http://cpr.org/Museum/Ephemera/American_Progress.html) Ask students to record all they observe in the painting in a three-five minute period of time. As each element is identified, have students explain the meaning behind inclusion. To end the lesson, have students get into groups and ask them to create their own version of <i>American Progress</i> based on what they know about westward expansion or today’s society. Allow students to share their versions with the class either by presentation or by rotating throughout the classroom to view all versions. If the latter is selected, consider having students write appreciations on sticky notes.</p> <p>Hold a simulated land rush at your school. Divide students into at four or more groups. Each group will have at least one hindrance.</p>	<p>Students should be able to explain the impact of the railroad on the bison and on the Native Americans who depended on it.</p> <p>Students may be asked to compare the policies of the United States government for the Native Americans.</p>

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<p>5-2.2 Illustrate the effects of settlement on the environment of the West, including changes in the physical and human systems. (G)</p>	<p>This site gives a lesson plan using <i>Yertle the Turtle</i> by Dr. Seuss to help students understand human and physical systems: http://geog.pdx.edu/oga/lessons/geogdoctor.html Agents of Biotic Changes: http://www.cpluhna.nau.edu/Change/change.htm Overall Connections: http://www.pbs.org/wgbh/amex/tcrr/sfeature/sf_interview.html</p> <p>Books: <i>The History of US</i> by Joy Hakim <i>Yertle the Turtle</i> by Dr. Seuss <i>Dandelion</i> by Eve Bunting Don't Know Much About American History by Kenneth C. Davis</p> <p>Movies: Far and Away—the end of the movie has a segment on a land rush—be careful to watch the video ahead of time so that you can talk through the scenes and turn the volume down.</p>	<ul style="list-style-type: none"> • Techno Family—they are using the newest and best technology of the time—they will all ride bikes, skateboards, and rip sticks—all members must be on site to place the flag • Wagon Wheel Family—this family is traveling by wagon—they must interlock arms and run together—if the link is broken, they must wait on all members to rejoin before continuing the journey • Back Pack Family—this family chooses to leave nothing behind—therefore, they must load up their book bags and strap them on—they must also hold hands as they run to land • Thoroughbred Family—this family has chosen to ride horses—they must ride on hockey sticks borrowed from the PE department and gallop to their land—land must not be claimed until all members have arrived • Immigrant Family—this family is worried about whether or not they have made the right decision to come to America—they must hold hands and walk backward—as they are constantly looking back toward home • Native American Family—this 	

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<p>5-2.2 Illustrate the effects of settlement on the environment of the West, including changes in the physical and human systems. (G)</p>		<p>family must sit back and watch as their land is taken from them as they were not allowed to participate</p> <p>Points to Help in Planning:</p> <ul style="list-style-type: none"> • Use orange cones from the PE department as places for families to stake their claim • Always have one less area of land than you do groups—one family will not get land—this does not include the Native American family <p>Place water bottles at one or two sites—this is prime land</p> <ul style="list-style-type: none"> • Act as a dirty political figure and tell one group where the prime land is located • Don't forget to talk about the Sooners: http://digital.library.okstate.edu/encyclopedia/entries/S/SO010.html • A reflection of the simulation is critical. Students should record exactly what was done and how they felt. Be sure to talk about the groups who knew ahead of time about the prime land and those who did not get land and the Native Americans. Have students draw and color detailed pictures of their land. Was it good land? Why or why not 	

Recommended Days of Instruction	3 days		
Indicator	Recommended Resources	Suggested Instructional Strategies	Assessment Guidelines
<p>5-2.3 Summarize how railroads affected development of the West, including their ease and inexpensiveness for travelers and their impact on trade and the natural environment. (G, E, H)</p>	<p>Standard Support Document http://ed.sc.gov/agency/Standards-and-Learning/Academic-Standards/old/cso/social_studies/sd_2005/</p> <p>Locally adopted textbook</p> <p><u>Maps:</u> Union Pacific Maps: http://www.uprr.com/aboutup/photos/maps.shtml</p> <p><u>Primary Sources:</u> Central Pacific Photos: http://www.cpran.com http://cprn.org/Museum/index.html PBS' The Iron Road: http://www.pbs.org/wgbh/amex/iron</p> <p>DISCUS power search www.scdiscus.org click on History Resource Center: US</p> <p>ETV StreamlineSC www.sctv.org/education/StreamLineSC</p>	<p>See Literacy Elements in the Social Studies Standards appendix:</p> <p>G. Make and record observations about the physical and human characteristics of places H. Construct maps, graphs, tables, and diagrams to display social studies information I. Use maps to observe and interpret geographic information and relationships</p> <p>Students will create a t-chart to summarize life in the West before the railroad and life in the West after the completion of the railroad. Have students share their ideas and add to their charts. Upon completion of the chart, have students write an expository paragraph summarizing the development of the West in relation to the railroad system.</p> <p>Have students refer back to their t-chart paying attention to the before the railroad side of the chart. Ask students to brainstorm what life for industries and cities may have looked like without the railroad. Then have them repeat the process in relation to the railroad. Students will then write an expository paragraph explaining the impact of the railroad on trade and the development of industries and cities</p> <p>In order to connect to the impact of the railroad on</p>	<p>To demonstrate mastery of this indicator the student should: Students should be able to summarize how the railroad aided in the development of the West.</p> <p>Students should be able to explain the impact of the railroad on trade and the development of industries and cities.</p>

Indicator	Recommended Resources	Suggested Instructional Strategies	Assessment Guidelines
<p>5-2.3 Summarize how railroads affected development of the West, including their ease and inexpensiveness for travelers and their impact on trade and the natural environment. (G, E, H)</p>	<p>West Region, The: People and Heritage--Transcontinental Railroad (02:00) History of Transportation: Railroads (18:27) Boom or Bust: Mining and the Opening of the American West (22:19) This segment: The Transcontinental Railroad and the Growth of Denver, Colorado (01:26) Gone West: The Growth of a Nation (26:25) This segment: The Transformation of the American West: The First Transcontinental Railroad (01:31) Gone West: The Growth of a Nation (26:25) These two segments: Wagon Trains (01:51) and The Growth of Towns: The Homestead Act (01:37) Homestead Act: Grassland Biomes: Essential and Endangered (24:00) This segment: The Homestead Act and the American Prairie (01:24) The Frontier (26:00) This segment: The Homestead Act and the Railroads (01:25) Books: <i>The History of US</i> by Joy Hakim Don't Know Much About American History by Kenneth C. Davis</p>	<p>the environment, have students view maps and photographs from the following sites: http://www.uprr.com/aboutup/photos/maps.shtml http://www.cpran.com http://cprn.org/Museum/index.html http://www.pbs.org/wgbh/amex/iron</p> <p>Have students analyze not only the railroad, but also the before and after impact to the ecosystems around them.</p>	

Indicator	Recommended Resources	Suggested Instructional Strategies	Assessment Guidelines
<p>5-2.3 Summarize how railroads affected development of the West, including their ease and inexpensiveness for travelers and their impact on trade and the natural environment. (G, E, H)</p>	<p>Links: Homestead Act: http://www.americaslibrary.gov/jb/civil/jb_civil_homestead_1.html http://www.bartleby.com/65/homestead/HomesteadAct.html Movement West: http://memory.loc.gov/ammem/ndlpedu/features/timeline/risein/rural/rural.html Overall Connections: http://www.pbs.org/wgbh/amex/tcrr/sfeature/sf_interview.html</p>		

Recommended Days of Instruction	3 days		
Indicator	Recommended Resources	Suggested Instructional Strategies	Assessment Guidelines
<p>5-2.4 Provide examples of conflict and cooperation between occupational and ethnic groups in the West, including miners, ranchers, and cowboys; Native Americans and Mexican Americans; and European and Asian immigrants. (E, H)</p>	<p>Standard Support Document http://ed.sc.gov/agency/Standards-and-Learning/Academic-Standards/old/cso/social_studies/sd_2005/</p> <p>Locally adopted textbook</p> <p>DISCUS power search www.scdiscus.org click on History Resource Center: US</p> <p>ETV StreamlineSC www.scetv.org/education/StreamLineSC</p> <p>Native Americans: Native Americans: Contact and Conflict (27:25) How the West Was Lost (48:00)</p> <p>These segments: "Removal": The American Government's Policy on Native-American Land (04:34) and Dakota: Let Them Eat Grass (10:15) and Sitting Bull and Crazy Horse Lead the Lakota to Victory in the Battle of Little (04:55) and The Aftermath of the Battle of Little Big Horn (02:04) and</p>	<p>See Literacy Elements in the Social Studies Standards appendix:</p> <p>K. Use texts, photographs, and documents to observe and interpret social studies trends and relationships O. Consider multiple perspectives of documents and stories P. Locate, gather, and process information from a variety of primary and secondary sources including maps</p> <p>Have students create a foldable (http://www.lauracandler.com/reading/VocabFoldDir.pdf) on the following occupational groups:</p> <ul style="list-style-type: none"> • Miners • Ranchers • Cowboys <p>Students should include a brief description of each topic as well as any connection to groups of conflict and/cooperation. Students should also list any contributions the group may have made.</p> <p>Have students create another fold-able (http://www.lauracandler.com/reading/VocabFoldDir.pdf) on the following ethnic groups:</p>	<p>To demonstrate mastery of this indicator the student should:</p> <p>Students should be able to summarize the cooperation and conflict between different groups that settled the West.</p> <p>Students should be able to explain the reasons for conflict and cooperation among the groups.</p> <p>Students should be able to compare cooperation and conflict between settlers and Native American in the West with conflict and cooperation between colonists and Native Americans.</p>

Indicator	Recommended Resources	Suggested Instructional Strategies	Assessment Guidelines
<p>5-2.4 Provide examples of conflict and cooperation between occupational and ethnic groups in the West, including miners, ranchers, and cowboys; Native Americans and Mexican Americans; and European and Asian immigrants. (E, H)</p>	<p>Nez Perce: I Will Fight No More, Forever (11:24) and The Effect of American "Progress" on Native Americans(00:59)</p> <p>Movies:</p> <p>Books: <i>The History of US</i> by Joy Hakim <i>Coolies</i> by Yin and Illustrated by Chris Soentpiet Don't Know Much About American History by Kenneth C. Davis</p> <p>Links: Chinese Immigrants: http://cpr.org/Museum/Chinese.htm ↓ Native Americans: http://www.pbs.org/weta/thewest/program/episodes/six Overall Connections: http://www.pbs.org/wgbh/amex/tcrr/sfeature/sf_interview.html</p>	<ul style="list-style-type: none"> • Native Americans • Mexican Americans • European Americans • Asian Immigrants <p>Students should include a brief description of each topic as well as any connection to groups of conflict and/cooperation. Students should also list any contributions the group may have made.</p>	

Recommended Days of Instruction	3 days		
Indicator	Recommended Resources	Suggested Instructional Strategies	Assessment Guidelines
<p>5-2.5 Explain the social and economic effects of the westward expansion on Native Americans, including changes in federal policies, armed conflicts, opposing views concerning land ownership, and Native American displacement (P, G, E, H)</p>	<p>Standard Support Document http://ed.sc.gov/agency/Standards-and-Learning/Academic-Standards/old/cso/social_studies/d2005/</p> <p>Locally adopted textbook Maps: http://www.upa.pdx.edu/IMS/currentprojects/TAHv3/Content/Dawes_Act.html Maps will be available soon Primary Sources: Dawes Severalty: http://faculty.washington.edu/qtaylor/documents_us/dawes_act.htm</p> <p>DISCUS power search www.scdiscus.org click on History Resource Center: US</p> <p>ETV StreamlineSC www.sctv.org/education/StreamlineSC Native Americans: Native Americans: Contact and Conflict (27:25) How the West Was Lost (48:00) These segments:</p>	<p>See Literacy Elements in the Social Studies Standards appendix:</p> <p>H. Construct maps, graphs, tables, and diagrams to display social studies information K. Use texts, photographs, and documents to observe and interpret social studies trends and relationships http://www.pbs.org/weta/thewest/lesson_plans/lesson03.htm Students will use maps of the western United States found at the following site: http://www.eduplace.com/ss/maps/usa.html</p> <p>Students will locate the Wallowa Valley in Oregon and the current-day state of Idaho where the reservation assigned to the Nez Perce was located. (See The West: Places for online maps.) If possible, also show a map of Indian tribes such as the following map from the Trail of Tears: http://www.lib.utexas.edu/maps/historical/oregontrail_1907.jpg</p> <p>After students have followed the movement using a map, have them stop and reflect on the social impact of being forced to move so many times.</p> <p>Continue by examining the changes in the following federal policies:</p>	<p>To demonstrate mastery of this indicator the student should:</p> <p>Students should be able to explain the social and economic effects of the westward expansion on Native Americans.</p> <p>Students should be able to trace changes in federal policies (removal, reservation, severalty) and compare one policy to another.</p> <p>Students should be able to explain how</p>

Indicator	Recommended Resources	Suggested Instructional Strategies	Assessment Guidelines
<p>5-2.5 Explain the social and economic effects of the westward expansion on Native Americans, including changes in federal policies, armed conflicts, opposing views concerning land ownership, and Native American displacement (P, G, E, H)</p>	<p>"Removal": The American Government's Policy on Native-American Land (04:34) and Dakota: Let Them Eat Grass (10:15) and Sitting Bull and Crazy Horse Lead the Lakota to Victory in the Battle of Little (04:55) and The Aftermath of the Battle of Little Big Horn (02:04) and Nez Perce: I Will Fight No More, Forever (11:24) and The Effect of American "Progress" on Native Americans (00:59)</p> <p>Books: <i>The History of US</i> by Joy Hakim <i>Don't Know Much About American History</i> by Kenneth C. Davis</p> <p>Links: Reservations: http://memory.loc.gov/ammem/ndlpedu/lessons/97/reservation/teacher.html</p>	<ul style="list-style-type: none"> • Removal • Reservations • Severalty <p>Have students make a step-book on each of the above topics.</p> <p>Step Book Directions: http://www.vickiblackwell.com/makingbooks/stepbook.htm</p> <p>Each student will need three sheets of 8 ½ by 11 paper. Label the six sections as follows:</p> <ol style="list-style-type: none"> 1. Indicator 5-2.5—Federal Policy Changes 2. Removal 3. Reservations 4. Severalty 5. Socials and Economic impact 6. My Summary <p>In the summary, students should include an explanation of how federal policy led to armed conflicts and how opposing views concerning land ownership undermined the claim of Native American to their tribal lands and resulted in Native American displacement.</p>	<p>federal policy led to armed conflict and how opposing views concerning land ownership undermined the claim of Native American to their tribal lands and resulted in Native American displacement.</p>

Indicator	Recommended Resources	Suggested Instructional Strategies	Assessment Guidelines
<p>5-2.5 Explain the social and economic effects of the westward expansion on Native Americans, including changes in federal policies, armed conflicts, opposing views concerning land ownership, and Native American displacement (P, G, E, H)</p>	<p>Dawes Severalty: http://www.pbs.org/weta/thewest/resources/archives/eight/dawes.htm http://www.history.com/this-day-in-history.do?action=tdihArticleCategory&id=4423 Overall Connections: http://www.pbs.org/wgbh/amex/tcrr/sfeature/sf_interview.html</p>		

Standard 5-3: The student will demonstrate an understanding of major domestic and foreign developments that contributed to the United States' becoming a world power.

Recommended Days of Instruction	4 days		
Indicator	Recommended Resources	Suggested Instructional Strategies	Assessment Guidelines
<p>5-3.1 Explain how the Industrial Revolution was furthered by new inventions and technologies, including new methods of mass production and transportation and the invention of the light bulb, the telegraph, and the telephone. (E, H)</p>	<p>Standard Support Document http://ed.sc.gov/agency/Standards-and-Learning/Academic-Standards/old/cso/social_studies/sd2005/</p> <p>Locally adopted textbook</p> <p>DISCUS power search www.scdiscus.org click on History Resource Center: US</p> <p>ETV StreamlineSC www.sctev.org/education/StreamlineSC Living History: Living During the Industrial Revolution (20:00) These segments: Introduction to the Industrial Revolution (01:00) and Life Before the Industrial Revolution (01:37) and Factory Work (01:56) Mass Production: World History: The Modern Era (1:14:02) This</p>	<p>See Literacy Elements in the Social Studies Standards appendix</p> <p>K. Use texts, photographs, and documents to observe and interpret social studies trends and relationships</p> <p>L. Interpret calendars, time lines, maps, charts, tables, graphs, flow charts, diagrams, photographs, paintings, cartoons, architectural drawings, documents, letters, censuses, and other artifacts</p> <p>O. Consider multiple perspectives of documents and stories</p> <p>P. Locate, gather, and process information from a variety of primary and secondary sources including maps.</p> <p>V. Use a variety of media to develop and organize integrated summaries of social studies information</p> <p>Have students create a flip book, with 3 flaps, for the telegraph and telephone. http://www.readwritethink.org/student_mat/student_material.asp?id=54) Flap 1-Title Indicator 5-3.1 Flap 2-the telegraph and its impact on</p>	<p>To demonstrate mastery of this indicator the student should be able to:</p> <p>Explain how new inventions and technologies furthered the Industrial Revolution in the United States.</p> <p>Summarize how the invention of the telegraph, the telephone and the light bulb helped to further the industrial revolution and affected the lives of Americans.</p> <p>Compare the telegraph and the telephone.</p>

Indicator	Recommended Resources	Suggested Instructional Strategies	Assessment Guidelines
<p>5-3.1 Explain how the Industrial Revolution was furthered by new inventions and technologies, including new methods of mass production and transportation and the invention of the light bulb, the telegraph, and the telephone. (E, H)</p>	<p>segment: EARLY INDUSTRIAL AMERICA (06:00)</p> <p>View the list of segments to select needed areas of focus</p> <p>Links: Division of Labor Lesson: http://www.eduref.org/cgi-bin/printlessons.cgi/Virtual/Lessons/Social_Studies/Economics/ECO0003.html Telegraph: http://www.americaslibrary.gov/jb/civil/jb_civil_telegrap_1.html Lesson on Technological Changes: http://school.discoveryeducation.com/lessonplans/programs/eraofinnovation</p> <p>Books: <i>The History of US</i> by Joy Hakim <i>Fair Weather</i> by Richard Peck <i>What A Great Idea! Inventions That Changed The World</i> by Stephen M. Tomecek and Dan Stuckenschneider <i>I Is for Idea: An Inventions Alphabet (Sleeping Bear Alphabets)</i> by Marcia Schonberg and Kandy Radzinski <i>The Dragon's Child: A Story of Angel Island</i> by Laurence Yep</p>	<p>American life Flap 3-the telephone and its impact on American life Flap 4-a comparison of the telegraph and telephone with at least two similarities and two differences</p> <p>Consider creating a technological timeline in your classroom or in student journals. This timeline can be referred to again for standard six. http://inventors.about.com/od/timelines/a/Nineteenth.htm</p>	

Recommended Days of Instruction	4 days		
Indicator	Recommended Resources	Suggested Instructional Strategies	Assessment Guidelines
<p>5-3.2 Identify prominent inventors and scientists of the period and summarize their inventions or discoveries, including Thomas Edison, Alexander Graham Bell, the Wright Brothers, and Albert Einstein. (H)</p>	<p>Standard Support Document http://ed.sc.gov/agency/Standards-and-Learning/Academic-Standards/old/cso/social_studies/sd_2005/</p> <p>Locally adopted textbook Primary Sources: From SCETV Streamline Photographs: A very early telephone exchange. The first telephone. Telephone and electric wires in New York City. An early telephone switchboard.</p> <p>DISCUS power search www.scdiscus.org click on History Resource Center: US ETV StreamlineSC www.sctv.org/education/StreamLineSC Bell: Animated Hero Classics: Alexander Graham Bell (27:00) This segment: From Telegraph to Telephone (02:48) Edison:</p>	<p>See Literacy Elements in the Social Studies Standards appendix:</p> <p>K. Use texts, photographs, and documents to observe and interpret social studies trends and relationships O. Consider multiple perspectives of documents and stories P. Locate, gather, and process information from a variety of primary and secondary sources including maps</p> <p>Create learning stations for each of the following: Thomas Edison Alexander Graham Bell the Wright Brothers Albert Einstein</p> <p>Over a period of 2-4 days, have students rotate through the stations</p> <p>Create a table including the following columns: most important invention name(s), invention description, impact on US as an emerging world power economically, impact on US emerging as a world power militarily</p>	<p>To demonstrate mastery of this indicator the student should:</p> <p>Scientists: Thomas Edison Alexander Graham Bell the Wright Brothers Albert Einstein</p> <p>Students should be able to identify these scientists and summarize their most important inventions.</p> <p>Students should also be able to explain how these inventors</p>

Indicator	Recommended Resources	Suggested Instructional Strategies	Assessment Guidelines
<p>5-3.2 Identify prominent inventors and scientists of the period and summarize their inventions or discoveries, including Thomas Edison, Alexander Graham Bell, the Wright Brothers, and Albert Einstein. (H)</p>	<p>Electricity and Magnetism: Current Electricity (16:58) This segment only: Thomas Edison (02:59) Einstein: Discovering History: 20th-Century Biographies: Scientists and Inventors (30:00) This segment: Einstein: Theories, Formulas, and Laying the Foundation for the Modern Nuclear A (02:54) and this one: Albert Einstein: A Lifetime of Achievements (01:39)</p> <p>Links: Wright Brothers: http://firstflight.open.ac.uk Edison: http://memory.loc.gov/learn/lessons/99/edison/intro.html http://edsitement.neh.gov/view_lesson_plan.asp?id=408</p> <p>Books: <i>The History of US</i> by Joy Hakim</p>	<p>Rows for the table should be the names of the inventors.</p> <p>Based on available resources, create guided questions sets to correspond with materials. Students may also research the inventors using the Internet.</p>	<p>impacted the emergence of the United States as a leading world power both economically and militarily.</p>

Recommended Days of Instruction	5 days														
Indicator	Recommended Resources	Suggested Instructional Strategies	Assessment Guidelines												
<p>5-3.3 Explain the effects of immigration and urbanization on the American economy during the Industrial Revolution, including the role of immigrants in the work force and the growth of cities, the shift from an agrarian to an industrial economy, and the rise of big business. (P, G, E, H)</p>	<p>Standard Support Document</p> <p>http://ed.sc.gov/agency/Standards-and-Learning/Academic-Standards/old/cso/social_studies/sd_2005/</p> <p>Locally adopted textbook</p> <p>Primary Sources: http://campsilos.org/excursions/grout/one/index.htm</p> <p>DISCUS power search www.scdiscus.org click on History Resource Center: US</p> <p>ETV StreamlineSC www.scetv.org/education/StreamlineSC</p> <p>Overall: The American Industrial Revolution (27:22) Cities and Immigration: American History: The Rise of the 20th Century (55:00) This segment only: The Jungle: A View of Industrial America (07:14) Immigration and the Work Force:</p>	<p>See Literacy Elements in the Social Studies Standards appendix:</p> <p>K. Use texts, photographs, and documents to observe and interpret social studies trends and relationships</p> <p>O. Consider multiple perspectives of documents and stories</p> <p>P. Locate, gather, and process information from a variety of primary and secondary sources including maps</p> <p>The following link offers a vast number of lessons and activities which connect immigration and industrialization. There are multiple primary sources as well. http://campsilos.org/excursions/grout/one/index.htm</p> <p>Students will create and complete a chart such as this one:</p> <table border="1" data-bbox="982 1036 1665 1349"> <thead> <tr> <th colspan="2" data-bbox="982 1036 1665 1073">5-3.3 Impact of Immigration</th> </tr> <tr> <th data-bbox="982 1073 1325 1110">Group</th> <th data-bbox="1325 1073 1665 1110">Detailed Summary</th> </tr> </thead> <tbody> <tr> <td data-bbox="982 1110 1325 1170">Immigrant in the Workforce</td> <td data-bbox="1325 1110 1665 1170"></td> </tr> <tr> <td data-bbox="982 1170 1325 1230">Effect of Immigration on the American economy</td> <td data-bbox="1325 1170 1665 1230"></td> </tr> <tr> <td data-bbox="982 1230 1325 1291">Impact of Immigration on Urbanization</td> <td data-bbox="1325 1230 1665 1291"></td> </tr> <tr> <td data-bbox="982 1291 1325 1349">Role of Big Business and Immigration</td> <td data-bbox="1325 1291 1665 1349"></td> </tr> </tbody> </table>	5-3.3 Impact of Immigration		Group	Detailed Summary	Immigrant in the Workforce		Effect of Immigration on the American economy		Impact of Immigration on Urbanization		Role of Big Business and Immigration		<p>To demonstrate mastery of this indicator the student should:</p> <p>Students should be able to explain the effects of immigration on the American economy and the role that immigrants played in the workforce.</p> <p>Students should also be able to summarize the impact of immigration on urbanization.</p> <p>Students should be able to summarize the rise of Big</p>
5-3.3 Impact of Immigration															
Group	Detailed Summary														
Immigrant in the Workforce															
Effect of Immigration on the American economy															
Impact of Immigration on Urbanization															
Role of Big Business and Immigration															

Indicator	Recommended Resources	Suggested Instructional Strategies	Assessment Guidelines
<p>5-3.3 Explain the effects of immigration and urbanization on the American economy during the Industrial Revolution, including the role of immigrants in the work force and the growth of cities, the shift from an agrarian to an industrial economy, and the rise of big business. (P, G, E, H)</p>	<p>New York Up Close: Immigration and the Industrial Revolution (34:24) These segments only: Immigration Waves (03:45)</p> <p>Immigrants Face Hard Times (02:03) Big Business and City Growth: American History: Urban Growth in America (55:22) These segments only: Inventions and Industry (04:11) Getting Out of the Slums: Immigrants Turning to a Life of Crime (03:39)</p> <p>American History: Urban Growth in America (55:22) This segment: Inventions and Industry (04:11)</p> <p>Books: <i>The History of US</i> by Joy Hakim</p> <p>Links: http://campsilos.org/excursions/grout/one/index.htm http://americanhistory.mrdonn.org/immigration.html</p>	<p>Instead of the above chart, students could create a step book using the same topics. Here is a link for directions: http://pages.cms.k12.nc.us/ulvs1-d/gems/pse4/BookReportFlipBookDirections.doc</p> <p>Students will create a t-chart detailing characteristics of agrarian and industrial societies</p> <p>After completing the chart, students will write a comparison contrast expository paragraph using the chart. Paragraphs should include at least 2 similarities and two differences.</p>	<p>Business and its role in promoting immigration.</p> <p>Students should be able to explain the problems of farmers that led many of them moving to the city, thereby causing the shift from an agrarian to an industrial economy.</p> <p>Students should be able to interpret maps, charts and graphs and infer their relationship to information about immigration and urbanization.</p>

Recommended Days of Instruction	5 days		
Indicator	Recommended Resources	Suggested Instructional Strategies	Assessment Guidelines
<p>5-3.4 Summarize the significance of large-scale immigration and the contributions of immigrants to America in the early 1900s, including the countries from which they came, the opportunities and resistance they faced when they arrived, and the cultural and economic contributions they made to this nation. (P, G, E, H)</p>	<p>Standards Support Document http://ed.sc.gov/agency/Standards-and-Learning/Academic-Standards/old/cso/social_studies/sd2005/</p> <p>Locally adopted textbook <u>Maps:</u> http://www.theodora.com/maps/ http://ocp.hul.harvard.edu/immigration/themes-maps.html http://fhsapush.wetpaint.com/photo/186364/related?t=anon</p> <p><u>Primary Sources:</u> http://fhsapush.wetpaint.com/photo/186364/related?t=anon http://www.ancestralfindings.com/cd591.htm List of passengers and manifest from the early 1900's</p>	<p>See Literacy Elements in the Social Studies Standards appendix</p> <p>K. Use texts, photographs, and documents to observe and interpret social studies trends and relationships</p> <p>L. Interpret calendars, time lines, maps, charts, tables, graphs, flow charts, diagrams, photographs, paintings, cartoons, architectural drawings, documents, letters, censuses, and other artifacts</p> <p>O. Consider multiple perspectives of documents and stories</p> <p>P. Locate, gather, and process information from a variety of primary and secondary sources including maps.</p> <p>V. Use a variety of media to develop and organize integrated summaries of social studies information</p> <p>Activating Strategy: Give each student the lyrics to the song, "America" by Neil Diamond. Have the students listen and analyze the lyrics to this song.</p> <p>Read aloud, <u>When Jessie Came Across the Sea</u>. Discuss the hardships that immigrants had as they traveled.</p>	<p>To demonstrate mastery of this indicator the student should:</p> <p>Students should be able to summarize the significance of large-scale immigration and the contributions of immigrants to America in the early 1900s.</p> <p>Students should be able to locate the areas of Europe and Asia from which immigrants came to the United States and explain the changes in immigration in</p>

Indicator	Recommended Resources	Suggested Instructional Strategies	Assessment Guidelines
<p>5-3.4 Summarize the significance of large-scale immigration and the contributions of immigrants to America in the early 1900s, including the countries from which they came, the opportunities and resistance they faced when they arrived, and the cultural and economic contributions they made to this nation. (P, G, E, H)</p>	<p><u>Immigrants and Ellis Island</u> By Kids Discover Magazine</p> <p>10 American History Plays for the Classroom- Scholastic: ISBN: 0-590- 59931-3 Immigration : Read – Aloud Plays ISBN: 0-590-64458-0 Immigration : Thematic Unit (TCM 234) ISBN: 1-55734-234-2</p> <p>DISCUS power search www.scdiscus.org click on History Resource Center: US</p> <p>ETV StreamlineSC www.scetv.org/education/StreamLineSC</p> <p>http://player.discoveryeducation.com/index.cfm?guidAssetId=5FC93415-8447-4C41-99C3-74CED0E85EB0&blnFromSearch=1&productcode=US</p> <p>New York Immigration and Industrialization</p>	<p>Give each student a plastic grocery bag. Allow the students to go home and “pack their bags” with what they would want to take on their voyage. The next day when they return, tape off a 3 X 5 ft. area on the floor for each group of 5 students. These groups of 5 have to put all of their belongings into that square. Have the students either discuss or write about their experiences.</p> <p>Students will create a scrapbook about their voyage to America. The teacher will have to provide the students with pictures of immigrants, Statue of Liberty, Ellis Island, etc. to use in their books. Their scrapbook will be written in 1st person narrative. They will begin with their country that they are leaving, and why they are leaving. Discuss the immigration laws and procedures that they had to follow. What happened to them when they arrived at Ellis Island? Each page should be laid out with a picture and a short paragraph about their picture.</p> <p>The teacher will divide the class into small groups of 3 to 5 each. Each group will receive identical items. Example: 5 popsicle sticks, 5 pipe cleaners, 5 paperclips, 5 marsh mellow, etc. It doesn’t matter what the teacher puts into the materials bag, as long as they are</p>	<p>the late 19th century due to both policy push/pull factors.</p> <p>Students should be able to summarize the opportunities and resistance that immigrants faced when they arrived and the cultural and economic contributions they made to this nation.</p>

Indicator	Recommended Resources	Suggested Instructional Strategies	Assessment Guidelines
<p>5-3.4 Summarize the significance of large-scale immigration and the contributions of immigrants to America in the early 1900s, including the countries from which they came, the opportunities and resistance they faced when they arrived, and the cultural and economic contributions they made to this nation. (P, G, E, H)</p>	<p>http://player.discoveryeducation.com/index.cfm?guidAssetId=COAA0670-A79F-4633-B60D-0A36EA1D01EF&blnFromSearch=1&productcode=US</p> <p>Immigration to the U.S. Movies: School House Rock History Rock – “Melting Pot” “So Far From Home” Dear America</p> <p>Books: <u>Where Did Your Family Come from?</u> by Melvin and Gilda Berger <u>When Jessie Came Across the Sea,</u> by Amy Hest <u>Immigrant Kids</u> By Russell Freeman <u>The Memory Coat</u> By Elvira Woodruff <u>If Your Name was Changed at Ellis Island</u> By Ellen Levin <u>Journey to Ellis Island</u> By Carol Bierman <u>Ellis Island Doorway to Freedom</u> By Steven Kroll <u>Immigrants</u> (Library of Congress) By Martin W. Sandler <u>The Bobbin Girl</u></p>	<p>identical. Each group will build an item, but they are not allowed to communicate with talking or writing. They can make facial expressions, but absolutely no talking or writing. After about 20 to 30 minutes, allow the students to present their new invention. Discuss how it felt to not be able to communicate with their peers. How would an immigrant feel?</p> <p>Set up an Immigration Day. The students will begin with the trip over and buying their tickets for their voyage. When they arrive they will have to go through the inspections at Ellis Island. Teachers can have a room set aside for each station. They can have food from different countries and discuss where each came from. There can be a room with music and where it was developed. There could be a citizen’s test room where the students have to complete the test and make an 18/20. There could be an agility test. For example: Balance a book while walking in a straight line. Bounce a ball with one hand. Bend over and touch your toes. Move arms in a circle. Sit and stand with no problem. Have a health test. Check eyes for trachoma. Check hair for lice. Listen to breathing. Check for good mental capabilities.</p> <p>Parent volunteers will be needed. Interview someone from another country. Have</p>	

Indicator	Recommended Resources	Suggested Instructional Strategies	Assessment Guidelines
<p>5-3.4 Summarize the significance of large-scale immigration and the contributions of immigrants to America in the early 1900s, including the countries from which they came, the opportunities and resistance they faced when they arrived, and the cultural and economic contributions they made to this nation. (P, G, E, H)</p>	<p>By Emily A. McCully <u>Welcome to Samantha's World 1904 American Girl</u> <u>An Immigrant Community of the 1900's</u> By Gare Thompson <u>Letters From Rifka</u> By Karen Hesse <u>Orphan of Ellis Island</u> By Elvira Woodruff Links: http://www.ellisland.org/ Ellis Island www.aiisf.org Angel Island www.thehistorynet.com/picture/1008.htm The Great Fire of Chicago</p>	<p>them answer questions about how they came to the United States, why they came, etc. What is your most favorite food from your country? What food(s) have you tried and come to enjoy in the States? How is the way you dress different than in America? What is one memory of your homeland that you treasure? Do you have anything you would like to say to students in my class about your experience since you came?</p>	

Indicator	Recommended Resources	Suggested Instructional Strategies	Assessment Guidelines
<p>5-3.5 Explain how building cities and industries led to progressive reforms, including labor reforms, business reforms, and Prohibition. (P, G, E, H)</p>	<p>Standards Support Document</p> <p>http://ed.sc.gov/agency/Standards-and-Learning/Academic-Standards/old/cso/social_studies/sd2005/</p> <p>Locally adopted textbook</p> <p>Maps: http://www.kidinfo.com/American_History/Industrial_Revolution.html All information is child friendly</p> <p><u>Industrial Revolution: Thematic Unit</u> By David Jeffris</p> <p>DISCUS power search www.scdiscus.org click on History Resource Center: US</p> <p>http://www.kidinfo.com/American_History/Industrial_Revolution.html All information is child friendly</p> <p>ETV StreamlineSC www.scetv.org/education/StreamLineSC</p>	<p>See Literacy Elements in the Social Studies Standards appendix</p> <p>K. Use texts, photographs, and documents to observe and interpret social studies trends and relationships</p> <p>L. Interpret calendars, time lines, maps, charts, tables, graphs, flow charts, diagrams, photographs, paintings, cartoons, architectural drawings, documents, letters, censuses, and other artifacts</p> <p>O. Consider multiple perspectives of documents and stories</p> <p>P. Locate, gather, and process information from a variety of primary and secondary sources including maps.</p> <p>V. Use a variety of media to develop and organize integrated summaries of social studies information</p> <p>Make Muckracker Brownies. To do this you will need a regular brownie mix and celery bunch. You will need to pull the strings of the celery off of the stalk. Cut them into 1 to 2inch pieces. Mix them into the brownies and bake as normal. When the students eat the brownies, they will not see the strings but will feel them in their mouths. This is a good lead into a discussion about Upton Sinclair’s <u>The Jungle</u> and the</p>	<p>To demonstrate mastery of this indicator the student should:</p> <p>Students should be able to explain how urbanization and industrialization led to progressive reforms.</p> <p>Students should be able to summarize the economic reforms, including labor reforms and business reforms, and the social reform of Prohibition that were initiated by the</p>

Indicator	Recommended Resources	Suggested Instructional Strategies	Assessment Guidelines
<p>5-3.5 Explain how building cities and industries led to progressive reforms, including labor reforms, business reforms, and Prohibition. (P, G, E, H)</p>	<p>http://player.discoveryeducation.com/index.cfm?guidAssetId=B0E70FC4-542F-47C3-80DA-8084560C76E3&blnFromSearch=1&productcode=US Living History: During the Industrial Revolution</p> <p>http://player.discoveryeducation.com/index.cfm?guidAssetId=81034C72-3034-47E6-9924-3E1E18C3CCA6&blnFromSearch=1&productcode=US The Industrial Revolution (1750-1915)</p> <p>http://player.discoveryeducation.com/index.cfm?guidAssetId=E94BB072-A0CE-45D8-9AB7-F526630D9431&blnFromSearch=1&productcode=US American History: Urban Growth in America</p> <p>http://player.discoveryeducation.com/index.cfm?guidAssetId=CF1451F3-5D44-4DC4-AE1F-D172BC5BA2B6&blnFromSearch=1&productcode=US Homefront during WWI</p> <p>http://player.discoveryeducation.com/index.cfm?guidAssetId=d153e6bf-f33c-4c28-8a84-22ef80b1e4ee The War in Europe</p>	<p>problem of unregulated practices and reasons the government has controls in place. Lesson with Social and Government reform: http://edsitement.neh.gov/view_lesson_plan.asp?id=770</p> <p>Create a K.I.M. graphic organizer. Include progressive reform, labor reform, and prohibition. Write the term or key idea (K) in the left column, the information (I) that goes along with it in the center column, and draw a picture of the idea, a memory clue, (M) in the right column. http://www5.esc13.net/socialstudies/docs/organizers/kimtemplate.doc</p>	<p>progressive movement and compare their effectiveness</p> <p>Students should be able to interpret political cartoons and infer their relationship to information about the time period. Students should be able to interpret the significance of these reformers and infer the impact of their proposals on American democracy</p>

Indicator	Recommended Resources	Suggested Instructional Strategies	Assessment Guidelines
<p>5-3.5 Explain how building cities and industries led to progressive reforms, including labor reforms, business reforms, and Prohibition. (P, G, E, H)</p>	<p>Movies: http://www.brainpop.com/socialstudies/ushistory/industrialrevolution/preview.weml Brain Pop</p> <p><u>A Christmas Carol</u> http://www.teachwithmovies.org/guides/christmas-carol.html (Use this link for Lesson plans with A Christmas Carol)</p> <p>Books: <u>The Industrial Revolution: Manufacturing a Better America</u> by Stein, R. Conrad</p> <p><u>The Industrial Revolution's Workers and Their Lives</u> Don Nardo</p> <p><u>The Steam Engine</u> by Orr, Tamra B.</p> <p><u>Children of the Industrial Revolution</u> by Penelope Davies</p>		

Indicator	Recommended Resources	Suggested Instructional Strategies	Assessment Guidelines
<p>5-3.5 Explain how building cities and industries led to progressive reforms, including labor reforms, business reforms, and Prohibition. (P, G, E, H)</p>	<p><u>Bully For You, Teddy Roosevelt</u> By Jean Fritz</p> <p><u>The Industrial Revolution</u> By Mary Collins</p> <p><u>America at Work: The Industrial Revolution</u> Cobblestone Magazine</p> <p><u>The Treaty of Versailles, 1919</u> Cobblestone Magazine</p> <p>Links: STANDARD SUPPORT DOCUMENT http://ed.sc.gov/agency/Standards-and-Learning/Academic-Standards/old/cso/social_studies/sd2005/</p>		

Recommended Days of Instruction	4 days		
Indicator	Recommended Resources	Suggested Instructional Strategies	Assessment Guidelines
<p>5-3.6 Summarize actions by the United States that contributed to the rise of this nation as a world power, including the annexation of new territory following the Spanish-American War and the role played by the United States in the building of the Panama Canal and in World War I. (P, G, H)</p>	<p>Standards Support Document http://ed.sc.gov/agency/Standards-and-Learning/Academic-Standards/old/cso/social_studies/sd2005/ Locally adopted textbook Maps: http://en.wikipedia.org/wiki/Panama_Canal Panama Canal http://earth.google.com/live_satellite_of_Panama_Canal Primary Sources: http://www.firstworldwar.com/source/index.htm WWI http://wwi.lib.byu.edu/index.php/Main_Page http://www.theodoreroosevelt.org/Theodore_Roosevelt_Association_20th Century – 1910-1919 TCM ISBN: 1-57690-023-1 DISCUS power search www.scdiscus.org click on History Resource Center: US http://www.theodoreroosevelt.org/life/conservation.htm Teddy Roosevelt conservation sites</p>	<p>See Literacy Elements in the Social Studies Standards appendix:</p> <p>P. Locate, gather, and process information from a variety of primary and secondary sources including maps</p> <p>Use the novel, <u>Bully For You, Teddy Roosevelt</u>, for an in-depth study of Teddy Roosevelt.</p> <p>Four different lesson plans about Teddy Roosevelt: http://www.theodoreroosevelt.org/research/curriculum5to12.htm</p> <p>http://earth.google.com/ Use this web link to view a live satellite image of the Panama Canal.</p> <p>Students design and create a poster, advertising for recruitment of volunteers to serve with Teddy Roosevelt in the 1st Volunteer Cavalry Regiment.</p> <p>Students will create a Medal of Honor for Lt. Col. Teddy Roosevelt, and the other men at San Juan Hill that received it. Students need to write why they think they deserve this medal of honor.</p> <p>The teacher will divide the class into small groups. Each group will be given either Hawaii</p>	<p>To demonstrate mastery of this indicator the student should:</p> <p>Students should be able to summarize the following:</p> <ul style="list-style-type: none"> • the annexation of new territories following the Spanish American War, • the circumstances that led to the building of the Panama Canal and

Indicator	Recommended Resources	Suggested Instructional Strategies	Assessment Guidelines
<p>5-3.6 Summarize actions by the United States that contributed to the rise of this nation as a world power, including the annexation of new territory following the Spanish-American War and the role played by the United States in the building of the Panama Canal and in World War I. (P, G, H)</p>	<p>ETV StreamlineSC www.scetv.org/education/StreamLineSC www.ourdocuments.gov/doc.php?doc=56&page=transcript Roosevelt Corollary to the Monroe Doctrine http://player.discoveryeducation.com/index.cfm?guidAssetId=932776df-6c22-4588-b6ce-d0be73eb8350 http://player.discoveryeducation.com/index.cfm?guidAssetId=C5442CB5-0EB9-40B8-9AB3-9507B9F39CD5&blnFromSearch=1&productcode=US Panama Canal</p> <p>Books: <u>Bully For You, Teddy Roosevelt</u> By Jean Fritz</p> <p><u>The Industrial Revolution</u> By Mary Collins</p> <p><u>America at Work: The Industrial Revolution</u> Cobblestone Magazine</p>	<p>or Alaska to research. Have them find out what year each was annexed, how much did the United States pay per acre for the territory, and what year did they both become a state.</p> <p>Students will use a bubble map in order to organize the events that lead up to World War I, and the United States involvement in the War.</p> <p>Research the different types of technology that was used during WWI. How were they effective or ineffective? The students can create a T-Chart to show the differences in the 1920's and today.</p> <p>Have students listen to music from World War I. Have them analyze the lyrics. How did this type of propaganda affect the war effort? Listen to the lyrics of "Over There" at the following website: http://www.americaslibrary.gov/cgi-bin/page.cgi/sh</p> <p>Give students a timeline from the pre war to the post war events. The timeline will be out of chronological order. Have the students cut the events apart and glue them down in order on a piece of construction paper.</p>	<ul style="list-style-type: none"> the role played by the United States in fighting and peacemaking in World War I. <p>Students should be able to compare the events that led to the declaration of war against Spain in the 1898 and Germany in 1917.</p>

Indicator	Recommended Resources	Suggested Instructional Strategies	Assessment Guidelines
<p>5-3.6 Summarize actions by the United States that contributed to the rise of this nation as a world power, including the annexation of new territory following the Spanish-American War and the role played by the United States in the building of the Panama Canal and in World War I. (P, G, H)</p>	<p><u>After the Dancing Days</u> By: Margaret I. Rostkowski</p> <p><u>America Enters World War I</u> by Carol Dumblewski</p> <p><u>Cobblestone: The Great War Women Join the Fight</u> (March 2006/Volume 27/Number 3)</p> <p><u>Eyewitness Books World War I</u> by Simon Adams</p> <p><u>A Time of Courage: The Suffragette Diary of Kathleen Bowen</u> by Kathryn Lasky (Dear America Series)</p> <p><u>An Age of Extremes</u> by Joy Hakim</p> <p><u>America at War</u> Poems selected by Lee Bennett Hopkins</p> <p><u>Archie's War My Scrapbook of The First World War</u> by Archie Albright</p> <p><u>Witness to History World War I</u> by Sean Connolly</p> <p><u>In Flanders Fields The Story of the Poem by John McCrae</u> by Linda Franfield</p> <p><u>When Christmas Comes Again: The World War I Diary of Simone Spenser</u> by Beth Levine (Dear America Series)</p> <p><u>War, Peace, and All That Jazz</u> by John Hakim</p>		

Standard 5-4: The student will demonstrate an understanding of the economic boom-and-bust in America in the 1920s and 1930s, its resultant political instability, and the subsequent worldwide response.

Recommended Days of Instruction	7 days		
Indicator	Recommended Resources	Suggested Instructional Strategies	Assessment Guidelines
<p>5-4.1 Summarize changes in daily life in the boom period of the 1920s, including the improved standard of living; the popularity of new technology such as automobiles, airplanes, radio, and movies; the Harlem Renaissance and the Great Migration; Prohibition; and racial and ethnic conflict (P, E, H)</p>	<p>Standard Support Document</p> <p>www.ed.sc.gov/apps/cso/standards/socsd_hs.cfm?</p> <p>Locally adopted textbook</p> <p><u>Maps:</u> The Great Migration 20th Century American Demographics http://www.wadsworth.com/history_d/special_features/ext/am_hist/AmerHis-ch13.html#graphs</p> <p>http://memory.loc.gov/ammem/afctshtml/tshome.html</p> <p>People of influence during the 1920's and 1930's. http://school.discoveryeducation.com/lessonplans/programs/greatWarGreatDep/</p>	<p>See Literacy Elements in the Social Studies Standards appendix</p> <p>K. Use texts, photographs, and documents to observe and interpret social studies trends and relationships</p> <p>L. Interpret calendars, time lines, maps, charts, tables, graphs, flow charts, diagrams, photographs, paintings, cartoons, architectural drawings, documents, letters, censuses, and other artifacts</p> <p>O. Consider multiple perspectives of documents and stories</p> <p>P. Locate, gather, and process information from a variety of primary and secondary sources including maps.</p> <p>V. Use a variety of media to develop and organize integrated summaries of social studies information</p> <p>Activating Strategy: Play Jazz music</p> <p>Dress up in flapper clothing or in a Gangster</p>	<p>To demonstrate mastery of this indicator the student should:</p> <p>Explain the characteristics of “The Roaring Twenties”.</p> <p>Evaluate the strengths and weaknesses of the 1920's.</p> <p>Create research articles on events from the 1920's. Students are given the topics of interest.</p>

Indicator	Recommended Resources	Suggested Instructional Strategies	Assessment Guidelines
<p>5-4.1 Summarize changes in daily life in the boom period of the 1920s, including the improved standard of living; the popularity of new technology such as automobiles, airplanes, radio, and movies; the Harlem Renaissance and the Great Migration; Prohibition; and racial and ethnic conflict (P, E, H)</p>	<p>Harlem Renaissance http://www.history.ctaponline.org/center/hsscm/index.cfm?Page_Key=1691 1920's Music Clips http://bestwebs.com/roaring1920/index.shtml Jazz Age Hotlist http://faculty.pittstate.edu/~knichols/jazzage.html</p> <p>DISCUS power search www.scdiscus.org click on History Resource Center: US</p> <p>ETV StreamlineSC www.sctv.org/education/StreamLineSC</p> <p>Movies: Show part of the silent movie <u>The Best of Charlie Chaplin</u>— 056775711634E Show clips from <u>Sea Biscuit</u> Show clips from the beginning of <u>King Kong</u> (latest) to show Hoovervilles</p> <p>Books: <u>The Good Old Days- They were Terrible!</u> By: Otto L. Bettmann (ISBN) 0-394-70941-1 <u>First in the Field, Baseball Hero Jackie</u></p>	<p>suit. Lead a discussion on how dress was different in the 1920's vs. now. Have students do a T-chart comparing the types of dress. Use the following web site to show different forms of fashion from the 1920's.</p> <p>http://en.wikipedia.org/wiki/1920s_in_fashion</p> <p>Extra! Extra! Read All About It! During the 1920's news boys would sell papers from the corner and yell "Extra! Extra! Read all about it!" The students will be responsible for creating a newspaper with the following topics. Students will be given a piece of chart paper, or large piece of construction paper. The teacher will give students the following headlines to research and write about: "The Big Cheese" Direct the students to a person of importance during this time period that influenced American society. "The Harlem Renaissance" Students will explain how this movement effected the "African American" population and how it still has importance today. "The 19th Amendment" Students will explain how the suffrage movement was won and the importance of the 19th Amendment. "The Sounds of Jazz" Students will describe how the Jazz movement</p>	

Indicator	Recommended Resources	Suggested Instructional Strategies	Assessment Guidelines										
<p>5-4.1 Summarize changes in daily life in the boom period of the 1920s, including the improved standard of living; the popularity of new technology such as automobiles, airplanes, radio, and movies; the Harlem Renaissance and the Great Migration; Prohibition; and racial and ethnic conflict (P, E, H)</p>	<p><u>Robinson</u>, by Derek T. Dingle (ISBN) 0-439-05067-7 <u>Multi-Media, Collections – Roaring 20’s & Depressing 30’s</u> Teacher Created Materials, Inc. (ISBN) 0-7439-3039-8 <u>Decade Days, Exploring the 20th Century in America</u> By: Janet L. Kragen Good Apple (ISBN) 0-7682-0320-1 <u>Instant Social Studies Activities- The Great Migration</u> Scholastic: Grades 4-6 (ISBN) 0-439-37091-4 <u>Dear America: The Great Migration</u> (ISBN) 0-7922-8677-4) <u>Color Me Dark: The Diary of Nellie Lee Love, The Great Migration North</u> By: Patricia C. McKissack</p>	<p>was broadcasted throughout the United States.</p> <p>Students can work in groups and combine their topics onto one piece of chart paper for a completed “newspaper”. Pictures of the time period are encouraged to be associated with the time period.</p> <p>Strengths and Weaknesses: The Roaring Twenties was time of change for many. Many of the changes were positive while other areas were not. Have the students fill in a chart using the following topics, and explain their strengths and weaknesses.</p> <p>Strengths Weaknesses</p> <table border="1" data-bbox="1411 805 1703 990"> <tbody> <tr> <td>Economy/Status</td> <td></td> </tr> <tr> <td>Labor/ Work Force Status</td> <td></td> </tr> <tr> <td>Women’s Status</td> <td></td> </tr> <tr> <td>Social Status</td> <td></td> </tr> <tr> <td>Racial Status</td> <td></td> </tr> </tbody> </table>	Economy/Status		Labor/ Work Force Status		Women’s Status		Social Status		Racial Status		
Economy/Status													
Labor/ Work Force Status													
Women’s Status													
Social Status													
Racial Status													

Recommended Days of Instruction	7 days		
Indicator	Recommended Resources	Suggested Instructional Strategies	Assessment Guidelines
<p>5-4.2 Summarize the stock market crash of 1929 and the Great Depression, including economic weakness, unemployment, failed banks and businesses, and migration from rural areas. (P, G, E, H)</p>	<p>Standard Support Document www.ed.sc.gov/apps/cso/standards/socsd_hs.cfm?</p> <p>Locally adopted textbook</p> <p><u>Maps:</u> http://www.english.illinois.edu/MAPS/depression/depression.htm</p> <p><u>Dust Bowl Region</u> http://www.pbs.org/wgbh/amex/dustbowl/maps/index.html</p> <p><u>Primary Sources:</u> Music by Woody Guthrie http://www.geocities.com/Nashville/3448/dbball.html#songs Newspaper articles: http://bss.sfsu.edu/tygiel/Hist427/texts/crashheadlines.htm</p> <p>http://www.nytimes.com/library/financial/index-1929-crash.html</p> <p>DISCUS power search www.scdiscus.org click on History Resource Center: US</p>	<p>See Literacy Elements in the Social Studies Standards appendix:</p> <p>K. Use texts, photographs, and documents to observe and interpret social studies trends and relationships</p> <p>L. Interpret calendars, time lines, maps, charts, tables, graphs, flow charts, diagrams, photographs, paintings, cartoons, architectural drawings, documents, letters, censuses, and other artifacts</p> <p>O. Consider multiple perspectives of documents and stories</p> <p>P. Locate, gather, and process information from a variety of primary and secondary sources including maps.</p> <p>V. Use a variety of media to develop and organize integrated summaries of social studies information</p> <p>Create a spoke diagram or web of the causes and effects of the Great Depression.</p> <p>Activating Strategies: Have students wear all black on the Tuesday that you begin the unit. Then explain why October 29, 1929 was called "Black Tuesday". As a class do a word splash that shows why the students think it is called "Black Tuesday".</p> <p>Set up dominoes on a table in front of the class.</p>	<p>To demonstrate mastery of this indicator the student should:</p> <p>Summarize: the events that lead to the stock market crash of 1929 and the ensuing of the Great Depression.</p> <p>Defend why people migrated from the "Dust Bowl" states to the west in order to search for work.</p> <p>Examine the major factors that contributed to the depression, including economic weakness,</p>

Indicator	Recommended Resources	Suggested Instructional Strategies	Assessment Guidelines
<p>5-4.2 Summarize the stock market crash of 1929 and the Great Depression, including economic weakness, unemployment, failed banks and businesses, and migration from rural areas. (P, G, E, H)</p>	<p>ETV StreamlineSC www.scetv.org/education/StreamLineSC</p> <p>America in the 20th Century: The Roaring Twenties America in the 20th Century: The Great Depression</p> <p>Causes of the Great Depression http://www.cyberlearningworld.com/lessons/ushistory/lp.great.depression.htm</p> <p>Movies: Video Quiz on the Great Depression (Teacher's Video Company 1-800-262-8837) Show clips from <u>The Grapes of Wrath</u></p> <p>Books: Poem: "A Cottage for Sale" (Guy Lombardo) <u>A Letter to Mrs. Roosevelt</u> by C.Coco DeYoung <u>Out of the Dust</u> by Karen Hesse <u>The Garden</u> by Sarah Stewart <u>Saving Strawberry Farm</u> by Deborah Hopkinson <u>Grandpa's Mountain</u> by Carolyn Reeder <u>Children of the Dust Bowl: The True Story of the School at Weedpatch</u></p>	<p>Demonstrate that with just one domino that little damage is done. But when you put several in a line that all of them are affected by the first fall. Now using labels on the dominoes show how the first one is called "The Crash of the Stock Market", then from there label each: laid off workers, decreasing wages, decreasing buying power, decreasing prices, bank failure, lost savings, foreclosures, etc. Then let the dominoes fall to demonstrate the effect that each one had on the other. Now put them in a different order, but show how you still have the same effect.</p> <p>Use the following Letter: "Dear Mrs. Roosevelt" A Child's Letter to the First Lady C.V.B. http://library.thinkquest.org/03oct/01794/first_hand_accounts.htm</p> <p>Have students write what Mrs. Roosevelt's response would be to this child's letter.</p> <p>Construct a time line of events from the Crash of 1929 until 1939.</p> <p>Apply how weather affects us today. Brainstorm ways that the students have been affected by bad weather. Discuss what instruments are needed today in order to predict the weather. Then compare their real life experiences of today with the dust storms of the 1930's.</p>	<p>unemployment, failed banks and businesses. Compare the impact of the crash and depression on various groups of people in the United States.</p>

Indicator	Recommended Resources	Suggested Instructional Strategies	Assessment Guidelines
<p>5-4.2 Summarize the stock market crash of 1929 and the Great Depression, including economic weakness, unemployment, failed banks and businesses, and migration from rural areas. (P, G, E, H)</p>	<p><u>Camp</u> By: Jerry Stanley (Non-fiction) Instant Social Studies Activities- The Great Depression Scholastic: Grades 4-6 (ISBN) 0-439-37084-1 Instant Social Studies Activities- Dust Bowl Scholastic: Grades 4-6 (ISBN) 0-439-37085-X <u>Thematic Unit- The Depression</u> Teacher Created Resources (ISBN) 1-57690-364-8 American History Series: the Roaring Twenties & Great Depression Jack Daws Kit- 1920's America Enters the Modern Age</p>	<p>Compare and contrast the economic situation of the 1930's to that of the present day.</p> <p>Using the following web-site : http://www.michigan.gov/hal/0,1607,7-160-15481_19268_20778-52530--,00.html Have students compare what items cost then to what they would cost today. This web-site also allows the students to see how wages have changed since the 1930's. A chart is provided from the site.</p> <p>Read the book, <u>Children of the Dust Bowl: The True Story of the Weedpatch Camp</u> by : Jerry Stanley Discuss how the children and adults were treated as they migrated West in search of work. Explain the term "Okie". Have students write about the success of this school.</p>	

Recommended Days of Instruction	5 days		
Indicator	Recommended Resources	Suggested Instructional Strategies	Assessment Guidelines
<p>5-4.3 Explain the immediate and lasting effect on American workers caused by innovations of the New Deal, including the Social Security Act, the Federal Deposit Insurance Corporation, and the Civilian Conservation Corps. (P, E, H)</p>	<p>Standard Support Document www.ed.sc.gov/apps/cso/standards/socsd_hs.cfm?</p> <p>Locally adopted textbook</p> <p><u>Primary Sources:</u> FDR's First Inaugural Address http://historymatters.gmu.edu/d/5057/</p> <p>DISCUS power search www.scdiscus.org click on History Resource Center: US Instant Social Studies Activities- The Great Depression Scholastic: Grades 4-6 (ISBN) 0-439-37084-1</p> <p><u>Thematic Unit- The Depression</u> Teacher Created Resources (ISBN) 1-57690-364-8</p> <p>American History Series: the Roaring Twenties & Great Depression</p> <p>Jack Daws Kit- 1920's America Enters the Modern Age</p>	<p>See Literacy Elements in the Social Studies Standards appendix:</p> <p>D. Create and interpret data on time lines</p> <p>K. Use texts, photographs, and documents to observe and interpret social studies trends and relationships</p> <p>L. Interpret calendars, time lines, maps, charts, tables, graphs, flow charts, diagrams, photographs, paintings, cartoons, architectural drawings, documents, letters, censuses, and other artifacts</p> <p>O. Consider multiple perspectives of documents and stories</p> <p>P. Locate, gather, and process information from a variety of primary and secondary sources including maps.</p> <p>V. Use a variety of media to develop and organize integrated summaries of social studies information</p> <p>Activating Strategy: Allow students to listen to FDR's First Inaugural Address. Before the speech begins post the question: What do you think FDR means when</p>	<p>To demonstrate mastery of this indicator the student should:</p> <p>Summarize, classify and identify examples of New Deal programs that addressed the need for recovery and reform during the Great Depression. Interpret the significance of New Deal legislation and infer its impact on women, minorities, workers and the American economy and politics. Explain how</p>

Indicator	Recommended Resources	Suggested Instructional Strategies	Assessment Guidelines
<p>5-4.3 Explain the immediate and lasting effect on American workers caused by innovations of the New Deal, including the Social Security Act, the Federal Deposit Insurance Corporation, and the Civilian Conservation Corps. (P, E, H)</p>	<p>Free power points for American History: http://americanhistory.pppst.com/greatdepression.html</p> <p>New Deal Graphic Organizers http://regentsprep.org/Regents/ushisgov/themes/economic/newd.cfm</p> <p>Relief, Recovery, Reform http://www.eduref.org/Virtual/Lessons/crossroads/sec5/Unit_10/Unit_10L1R4.html</p> <p>New Deal and African Americans http://www.freedomssong.net/lessons/FSLP_04.pdf</p> <p>ETV StreamlineSC www.scetv.org/education/StreamLineSC</p> <p>Books: <u>Grandpa's Mountain</u> by Carolyn Reeder</p>	<p>you hear him say, "that the only thing we have to fear is fear itself"? Listen to the speech and allow students to respond to the question.</p> <p>The students will get into groups and choose a New Deal Program, which they will discuss. (Research will have been done) They will be asked to explain their program, how it was worked, who it affected and its outcome. Is it still around? If not, why did it fail. Did it fail?</p> <p>Students will develop their own "Alphabet Soup" by creating new programs that could be used during the 1930's. They need to create a poster and then write a paragraph describing what their acronym stands for and the purpose of their program.</p> <p>Using the image gallery from the following website - http://newdeal.feri.org/library/index.htm - allow students to analyze photos from the category of Federal Agencies. Have students make a T-chart. On one side have the students label "Observations" and on the other side have students label "Inferences". Students will write down what they observe as they analyze the picture under the "observation" side of the chart. Then the students will write down what they infer about the purpose of the organization under the "inference" side of the chart.</p>	<p>the Social Security Act, the Federal Deposit Insurance Corporation, and the Civilian Conservation Corps began to address the Depression-era issues facing many American workers. Examine how some of these programs are still active today. Demonstrate how the programs that are still in existence play a role in America today.</p>

Indicator	Recommended Resources	Suggested Instructional Strategies	Assessment Guidelines									
<p>5-4.3 Explain the immediate and lasting effect on American workers caused by innovations of the New Deal, including the Social Security Act, the Federal Deposit Insurance Corporation, and the Civilian Conservation Corps. (P, E, H)</p>		<p>Use the following web-site to download free power points on the Great Depression and the New Deal: http://americanhistory.pppst.com/greatdepression.html</p> <p>Students can use a Lotus Diagram, from Quality Tools, to fill in as notes. Example of a Lotus Diagram:</p> <table border="1" data-bbox="982 581 1701 773"> <tbody> <tr> <td data-bbox="982 581 1220 641">WPA</td> <td data-bbox="1220 581 1457 641"></td> <td data-bbox="1457 581 1701 641">CCC</td> </tr> <tr> <td data-bbox="982 641 1220 711">FDIC</td> <td data-bbox="1220 641 1457 711">New Deal</td> <td data-bbox="1457 641 1701 711">Social Security Act</td> </tr> <tr> <td data-bbox="982 711 1220 773">Min. Wage</td> <td data-bbox="1220 711 1457 773"></td> <td data-bbox="1457 711 1701 773">AAA</td> </tr> </tbody> </table>	WPA		CCC	FDIC	New Deal	Social Security Act	Min. Wage		AAA	
WPA		CCC										
FDIC	New Deal	Social Security Act										
Min. Wage		AAA										

Recommended Days of Instruction	15 days		
Indicator	Recommended Resources	Suggested Instructional Strategies	Assessment Guidelines
<p>5-4.4 Explain the principal events related to the United States' involvement in World War II – including the bombing of Pearl Harbor, the invasion in Normandy, Pacific island hopping, the bombing of Hiroshima and Nagasaki – and the role of key figures in this involvement such as Winston Churchill, Franklin D. Roosevelt, Joseph Stalin, and Adolf Hitler. (P, G, H)</p>	<p>Standard Support Document www.ed.sc.gov/apps/cso/standards/socsd_hs.cfm? Locally adopted textbook Maps: World War II in Europe, 1942-45 (interactive) World War II in the Pacific, 1941-45 (interactive) Allied Advances and Collapse of German Power (interactive) http://www.wadsworth.com/history_d/special_features/ext/am_hist/AmerHis-ch17.html#maps Pearl Harbor (primary and secondary sources) http://www.nps.gov/history/nr/twhp/wwwlps/lessons/18arizona/18facts1.htm America Goes to War – FDR Video Clip http://www.pbs.org/wgbh/amex/presidents/video/fdr_22_qt.html#v123 The Juggler – Video Clip Churchill and Roosevelt Lend-Lease Program http://www.pbs.org/wgbh/amex/presidents/video/fdr_21_qt.html#v122</p>	<p>See Literacy Elements in the Social Studies Standards appendix:</p> <p>D. Create and interpret data on time lines K. Use texts, photographs, and documents to observe and interpret social studies trends and relationships L. Interpret calendars, time lines, maps, charts, tables, graphs, flow charts, diagrams, photographs, paintings, cartoons, architectural drawings, documents, letters, censuses, and other artifacts O. Consider multiple perspectives of documents and stories P. Locate, gather, and process information from a variety of primary and secondary sources including maps. V. Use a variety of media to develop and organize integrated summaries of social studies information</p> <p>Activating strategy: Show pictures from brochures, books, newspapers, etc. from the day Pearl Harbor was bombed. Explain why the United States had not been involved in the war and why Americans now decided to declare war on the Empire of Japan. Play the “infamy speech” of FDR.</p>	<p>To demonstrate mastery of this indicator the student should:</p> <p>Explain the significant events and the roles of key figures associated with the United States' involvement in World War II. Demonstrate an understanding of the chronology (but not the dates) of the events that led the United States into the war. Recognize the leaders of the Axis and Allied powers to their perspective</p>

Indicator	Recommended Resources	Suggested Instructional Strategies	Assessment Guidelines
<p>5-4.4 Explain the principal events related to the United States' involvement in World War II – including the bombing of Pearl Harbor, the invasion in Normandy, Pacific island hopping, the bombing of Hiroshima and Nagasaki – and the role of key figures in this involvement such as Winston Churchill, Franklin D. Roosevelt, Joseph Stalin, and Adolf Hitler. (P, G, H)</p>	<p><u>World War II: Thematic Unit</u> (ISBN) 1-55-734-581-3</p> <p><u>MultiMedia Collection World War II</u> (ISBN) 0-7439-3043-6</p> <p><u>World War II</u> (ISBN) 1-58037-083-7</p> <p><u>World War II & the Post War Years</u> (ISBN) 1-58037-217-1</p> <p><u>World War II</u> (ISBN) 0-429-51896-2</p> <p>Online questions http://www.mce.k12tn.net/ww2/ww2.htm</p> <p>Newspaper Headlines http://wars.mrdonn.org/WW2headlines.html</p> <p>Children of WWII http://www.bbc.co.uk/history/ww2children/index.shtml</p> <p>Homefront: http://library.thinkquest.org/15511/families/</p>	<p>There is a time to fight: Write this statement on the overhead or board. Lead a discussion on how this statement would relate to their lives. Is there a time to fight? Then relate your discussion to WWII. The United States did not want to get involved in WWII until the bombing of Pearl Harbor. Discuss how the students feel about the statement as it relates to Pearl Harbor and World War II. Then add the phrase: What is the cost of war? Divide a piece of paper into three long columns. In the first column write natural resources. In the second column write human resources. In the final column write capital resources. Lead a class discussion on how all of these resources or used and lost during the war.</p> <p>Create a “Do It Yourself” crossword puzzle. Allow students to work in groups of two. Give each group a couple sheets of large squared grid paper. The students can use their textbook and other materials. One student could come up with the down clues and the other student can do the up clues. This can be used as a skimming and scanning activity to introduce the chapter in the textbook, and it can also used as a review at the end of the unit.</p> <p>Divide the class into five different groups. Each groups will be given one of the following topics:</p> <ol style="list-style-type: none"> 1) The bombing of Pearl Harbor. 2) The invasion of Normandy. 	<p>countries.</p> <p>Label a map of the Allied and Axis powers in the European and Pacific theaters.</p>

Indicator	Recommended Resources	Suggested Instructional Strategies	Assessment Guidelines
<p>5-4.4 Explain the principal events related to the United States' involvement in World War II – including the bombing of Pearl Harbor, the invasion in Normandy, Pacific island hopping, the bombing of Hiroshima and Nagasaki – and the role of key figures in this involvement such as Winston Churchill, Franklin D. Roosevelt, Joseph Stalin, and Adolf Hitler. (P, G, H)</p>	<p>Propaganda http://americanhistory.si.edu/military-history/collection/object.asp?ID=558&back=1 http://www.historynow.org/12_2007/interactive.html</p> <p>DISCUS power search www.scdiscus.org click on History Resource Center: US</p> <p>ETV StreamlineSC www.scetv.org/education/StreamLineSC WWII Comes to America (04:13) Congress authorized a "lend-lease" program, 1941.</p> <p>Movies: Consider showing clips from the following: (Turn the volume down all the way and use the movies to help students visualize moments in history). Pearl Harbor Devil's Arithmetic Saving Private Ryan Flags of Our Father Band of Brothers</p>	<p>3) The bombing of Hiroshima and Nagasaki. 4) Allied Leaders 5) Axis Leaders</p> <p>Each group will do research on their topic. Have each group create a newspaper on their topic. Encourage the students to be creative and humorous. They can add cartoon, pictures, and editorials. Each group will present their newspapers to the class.</p> <p>Propaganda Posters: Show students examples of propaganda and what role it played during WWII. Lead a class discussion on what we would consider propaganda today. Give each student a piece of card-stock and allow them to create their own propaganda poster.</p>	

Indicator	Recommended Resources	Suggested Instructional Strategies	Assessment Guidelines
<p>5-4.4 Explain the principal events related to the United States' involvement in World War II – including the bombing of Pearl Harbor, the invasion in Normandy, Pacific island hopping, the bombing of Hiroshima and Nagasaki – and the role of key figures in this involvement such as Winston Churchill, Franklin D. Roosevelt, Joseph Stalin, and Adolf Hitler. (P, G, H)</p>	<p>Books <u>Don't You Know There's a War On?</u> By Avi <u>The Invisible Thread</u> by Yoshiko Uchida <u>Foster's War</u> by Carolyn Reeder <u>Baseball Saved Us</u> by: Ken Mochizuki <u>The Bracelet</u> by Yoshiko Uchida <u>Pearl Harbor is Burning: A Story of World War II</u> by Kathleen Kudlinski <u>Lilly's Crossing</u> by Patricia Reilly Giff <u>Attack on Pearl Harbor</u> by Shelley Tanaka <u>The Good Fight: How World War II was Won</u> by Stephen E. Ambrose <u>Faithful Elephants</u> by Yukio Tsuchiya <u>So Far from the Sea</u> by Eve Bunting <u>D-Day Landings: The Story of the Allied Invasion</u> by Richard Platt <u>Daniel's Story</u> by Carol Mata <u>Number the Stars</u> by Lois Lowry <u>Sadako and the Thousand Paper Cranes</u> by Eleanor Coerr <u>Behind the Bedroom Wall</u> by Laura E. Williams <u>Boy at War</u> by Harry Mazer <u>Blue</u> <u>On the Wings of Heroes</u> By Richard Peck <u>The Journey that Saved Curious George</u> by Louise Borden</p>		

Indicator	Recommended Resources	Suggested Instructional Strategies	Assessment Guidelines
<p>5-4.4 Explain the principal events related to the United States' involvement in World War II – including the bombing of Pearl Harbor, the invasion in Normandy, Pacific island hopping, the bombing of Hiroshima and Nagasaki – and the role of key figures in this involvement such as Winston Churchill, Franklin D. Roosevelt, Joseph Stalin, and Adolf Hitler. (P, G, H)</p>	<p>Links: http://www.pbs.org/wgbh/amex/dday/index.html http://www.americaslibrary.gov/jb/wii/jb_wwii_dday_1.html</p>		

Recommended Days of Instruction	5 days		
Indicator	Recommended Resources	Suggested Instructional Strategies	Assessment Guidelines
<p>5-4.5 Summarize the political and social impact of World War II, including changes in women’s roles, in attitudes toward Japanese Americans, and in nation-state boundaries and governments. (P, E, H)</p>	<p>Standard Support Document</p> <p>www.ed.sc.gov/apps/cso/standards/socsd_hs.cfm?</p> <p>Locally adopted textbook</p> <p>DISCUS power search www.scdiscus.org click on History Resource Center: US</p> <p>ETV StreamlineSC www.sctv.org/education/StreamlineSC</p> <p>WWII's Effect on America (04:10) Sign in a Japanese-American grocery. Noon mess line at camp for Japanese-Americans. American History: World War II: Causes and Consequences (56:00) This segment: Women and World War II (03:56) and Life in Post-World War II America (06:43) American History: The Rise of the 20th Century (55:00) Women in World War II</p>	<p>See Literacy Elements in the Social Studies Standards appendix:</p> <p>K. Use texts, photographs, and documents to observe and interpret social studies trends and relationships</p> <p>O. Consider multiple perspectives of documents and stories</p> <p>P. Locate, gather, and process information from a variety of primary and secondary sources including maps</p> <p>Create learning stations for the flowing groups</p> <ul style="list-style-type: none"> • Political Impact of WWII • Social Impact of WWII • Changes in Women’s Roles • Attitudes Toward Japanese Americans • Nation-State Boundaries and WWII’s Impact • Government and WWII’s Impact <p>Over a period of 2-4 days, have students visit each station. As students rotate, they should complete a graphic organizer such as a six column table.</p> <p>Upon completion of the table, have students read over the table and create a summary to reflect on the overall impact of World War II.</p> <p>Have students create a step book for the following topics:</p>	<p>To demonstrate mastery of this indicator the student should:</p> <p>Summarize the political and social impact of World War II.</p> <p>Explain how the attitude toward women in the workforce was altered by their participation during the war.</p> <p>Summarize the role of African Americans during the war.</p> <p>Describe the internment of Japanese Americans.</p> <p>Explain how the boundaries of the various</p>

Indicator	Recommended Resources	Suggested Instructional Strategies	Assessment Guidelines
<p>5-4.5 Summarize the political and social impact of World War II, including changes in women's roles, in attitudes toward Japanese Americans, and in nation-state boundaries and governments . (P, E, H)</p>	<p>Discovering History: 20th-Century Biographies: Adventurers This segment: James "Jimmy" Doolittle: Pioneering Aviator and Famed World War II Air Commander (02: 44)</p> <p>Movies: Pearl Harbor</p> <p>Books: The Invisible Thread by Yoshiko Uchida Faithful Elephants by Yukio Tsuchiya Don't You Know There's a War On? By Avi Eyewitness Books World War II by Simon Adams Remember Pearl Harbor by Thomas B. Allen The Good Fight How World War II Was Won by Stephen E. Ambrose Rosie the Riveter: Women Working on the Home Front in World War II by Penny Colman Where The Action Was Women War Correspondents in World War II by Penny Colman The Yellow Star The Legend of King Christian X of Denmark by Carmen Agra Deedy Fighting for Honor Japanese Americans and World War II</p>	<ul style="list-style-type: none"> • Women's roles • Japanese Americans • African Americans • Governments <p>Title the step book " 5-4.5 The Political and Social Impact of WWII"</p> <p>The last page should be labeled, "My Summary"</p> <p>Visit the following site and have students analyze the pictures answering the following questions:</p> <p>http://memory.loc.gov/ammem/ndlpedu/lessons/99/fear/gallery.html</p> <ul style="list-style-type: none"> • What event is the photograph connected to? • Who is in the photograph? • When was it taken? • Where was it taken? • How do you think those in the photograph felt at the time? • How does this photograph connect to United States history—in a positive or negative way? Explain your thinking. <p>Do Your Part Use the following site to have students create a flip book</p>	<p>participants in the war were altered by the war's outcome, specifically Germany, including the division of Berlin, and the domination of eastern Europe by the Soviet Union.</p>

Indicator	Recommended Resources	Suggested Instructional Strategies	Assessment Guidelines
<p>5-4.5 Summarize the political and social impact of World War II, including changes in women's roles, in attitudes toward Japanese Americans, and in nation-state boundaries and governments . (P, E, H)</p>	<p>by Michael L. Cooper <u>Faithful Elephants</u> Translated by Tomoko Tsuchiya Dykes <u>Welcome to Molly's World 1944</u> by Catherine Gourley <u>Baseball Saved Us</u> by Ken Mochizuki <u>Yankee Doodle Gals</u> by Amy Nathan <u>South Carolina Remembers World War II</u> by Eighth Grade Students at Northwest Middle School <u>The Butterfly</u> by Patricia Polacco <u>Home of the Brave</u> by Allen Say</p> <p>Links: Japanese Americans http://teacher.scholastic.com/activities/wwii/ahf/mineta/index.htm http://memory.loc.gov/learn/lessons/99/fear/intro.html American Homefront http://edsitement.neh.gov/view_lesson_plan.asp?id=224 Timeline of WWII http://www.usd230.k12.ks.us/espictt/timeline/timeline.htm Nation-State Teacher Background http://www.libstudy.hawaii.edu/manicas/pdf_files/courses/NationsNationstateAssimilation.pdf</p>	<p>(http://www.readwritethink.org/materials/flipbook) on the topics below: Title: Do Your Part</p> <ul style="list-style-type: none"> • Rationing • Victory Gardens • War Stamps/Bonds • Recycling (Junk Rallies) <p>Last Page: Summary</p> <p>http://homefront.mrdonn.org/rationing.html</p>	

Recommended Days of Instruction	5 days											
Indicator	Recommended Resources	Suggested Instructional Strategies	Assessment Guidelines									
<p>5-4.6 Summarize key developments in technology, aviation, weaponry, and communication and explain their effect on World War II and the economy of the United States. (P, E, H)</p>	<p>Standard Support Document</p> <p>www.ed.sc.gov/apps/cso/standards/socsd_hs.cfm?</p> <p>Locally adopted textbook</p> <p>Maps: Connects to Weaponry: http://search.eb.com/dday/browse?browseId=237176</p> <p>DISCUS power search www.scdiscus.org click on History Resource Center: US</p> <p>ETV StreamlineSC www.sctev.org/education/StreamLineSC The dropping of the atomic bomb on Nagasaki. America in the 20th Century: World War II: The Road to War (30:00) This segment: American Isolationism (02:41) and The Lend-Lease Act: America Aids Great Britain (01:36) and December 7, 1941: The Japanese Attack Pearl Harbor, Hawaii (01:51) History in Focus: 1940-1949 (28:11)</p>	<p>See Literacy Elements in the Social Studies Standards appendix:</p> <p>P. Locate, gather, and process information from a variety of primary and secondary sources including maps</p> <p>Have students research developments in the following and their impact on WWII:</p> <ul style="list-style-type: none"> • Technology • Aviation • Communication <p>Break students into expert groups for each of the above topics. After students have completed research on their given topic, have students get together in groups of three to jigsaw the three topics together.</p> <p>Create a table/graphic organizer in Word for students to record information as they share in their jigsaw groups.</p> <table border="1" data-bbox="978 1070 1696 1395"> <thead> <tr> <th colspan="3" data-bbox="978 1070 1696 1110">5-4.6 Impact on World War II</th> </tr> <tr> <th data-bbox="978 1110 1220 1151">Technology</th> <th data-bbox="1220 1110 1434 1151">Aviation</th> <th data-bbox="1434 1110 1696 1151">Communication</th> </tr> </thead> <tbody> <tr> <td data-bbox="978 1151 1220 1395"></td> <td data-bbox="1220 1151 1434 1395"></td> <td data-bbox="1434 1151 1696 1395"></td> </tr> </tbody> </table>	5-4.6 Impact on World War II			Technology	Aviation	Communication				<p>To demonstrate mastery of this indicator the student should:</p> <p>Summarize key developments in technology, aviation, weaponry, and communication and how these developments played a role in World War II.</p> <p>Describe how these advancements had an impact on the economy of the United States.</p>
5-4.6 Impact on World War II												
Technology	Aviation	Communication										

Indicator	Recommended Resources	Suggested Instructional Strategies	Assessment Guidelines
<p>5-4.6 Summarize key developments in technology, aviation, weaponry, and communication and explain their effect on World War II and the economy of the United States. (P, E, H)</p>	<p>This segment: Science & Technology (03:10) and this one: WWII's Effect on America (04:10)</p> <p>Movies: Pearl Harbor</p> <p>Books: Don't You Know There's a War On? By Avi The Bomb by Theodore Taylor Hiroshima by John Hershey—for high level readers only See indicator 5-4.5 for additional resources</p> <p>Links: Background information for technology advancement from WWII to the Cold War. http://www.americanforeignrelations.com/O-W/Science-and-Technology-World-war-ii-and-the-early-cold-war.html</p> <p>Technology, Communication & Aviation http://search.eb.com/dday</p> <p>Code Breaking and Computers http://history.sandiego.edu/gen/ww2timeline/espionage.html</p>	<p>As students complete the chart, refer to the support document to make sure all essential knowledge is covered.</p> <p>After completion of the chart, students will discuss the impact of the creation of these components on the economy. Students will summarize the discussion in an expository paragraph. Summaries should include the increase in output from factories and the global need for products connected to war. (led the US out of the Great Depression)</p> <p>NOTE: The following also connects to indicator 5-4.5</p> <p>Use the following sites to have students research Rosie the Riveter and her impact on the role of women, her connection to weapons manufacturing and the connection to the economy during WWII.</p> <p>http://www.rosietheriveter.org</p> <p>http://www.adcouncil.org/default.aspx?id=128</p> <p>http://www.nps.gov/pwro/collection/website/home.htm</p> <p>http://womenshistory.about.com/od/rosie/Rosie_the_Riveter_Women_in_the_Factories_of_World_War_II.htm</p>	

Indicator	Recommended Resources	Suggested Instructional Strategies	Assessment Guidelines
<p>5-4.6 Summarize key developments in technology, aviation, weaponry, and communication and explain their effect on World War II and the economy of the United States. (P, E, H)</p>	<p>Weapons and Vehicles http://www.usd230.k12.ks.us/espictt/military%20stuff/militaryhome.html</p> <p>Radar and Aviation http://www.pbs.org/transistor/background1/events/radar.html</p> <p>Navaho Code Talkers http://www.eduref.org/cgi-bin/printlessons.cgi/Virtual/Lessons/Social_Studies/US_History/USH0218.html</p> <p>Toys (Economy) http://www.usd230.k12.ks.us/espictt/toys/toyshome.htm</p> <p>The Manhattan Project http://www.cfo.doe.gov/me70/manhattan/index.htm</p>		

Recommended Days of Instruction	6 days											
Indicator	Recommended Resources	Suggested Instructional Strategies	Assessment Guidelines									
<p>5-4.7 Explain the effects of increasing worldwide economic interdependence following World War II, including how interdependence between and among nations and regions affected economic productivity, politics, and world trade. (P, G, E, H)</p>	<p>Standard Support Document www.ed.sc.gov/apps/cso/standards/socsd_hs.cfm?</p> <p>Locally adopted textbook Maps: Cold War Map: http://users.erols.com/mwhite28/coldwar1.htm</p> <p>Germany Spilt Post WWII: http://www.rootsweb.ancestry.com/~wggerman/map/germany1945.htm</p> <p>Germany and Austria Post WWII: http://www.zum.de/whkmla/histatlas/germany/194548.gif</p> <p>European Union: http://www.wisc-online.com/objects/index_tj.asp?objid=SOC2602</p> <p>Primary Sources: Marshall Plan http://www.trumanlibrary.org/whistlestop/study_collections/marshall/large/index.php</p>	<p>See Literacy Elements in the Social Studies Standards appendix:</p> <p>E. Explain change and continuity over time P. Locate, gather, and process information from a variety of primary and secondary sources including maps H. Construct maps, graphs, tables, and diagrams to display social studies information Post World War II Interdependence Make a chart with 3 columns: one with the effects of WWII on the US, one with the effects of WWII on Japan, and one with the effects of WWII on European countries.</p> <table border="1" data-bbox="978 862 1696 972"> <tr> <td></td> <td>WWII Effects</td> <td></td> </tr> <tr> <td>US</td> <td>Japan</td> <td>Europe</td> </tr> <tr> <td></td> <td></td> <td></td> </tr> </table> <p>Have students draw and label Post World War II Germany. Be sure to label the Allied sectors and the USSR sector. Use different colors and create a key. Draw an inset to show the separation of Berlin. Read <u>Mercedes and the Chocolate Pilot</u> by Margot Raven.</p> <p>Economic Interdependence Lesson: To demonstrate the importance of economic interdependence, students will create a world web. This lesson can take place over 2-3 days depending on time.</p>		WWII Effects		US	Japan	Europe				<p>To demonstrate mastery of this indicator the student should:</p> <p>Explain how economic interdependence increased greatly following World War II and the effects of this increased trade.</p> <p>Generalize how these alliances continued from an economic and political perspective once the war came to a conclusion.</p>
	WWII Effects											
US	Japan	Europe										

Indicator	Recommended Resources	Suggested Instructional Strategies	Assessment Guidelines
<p>5-4.7 Explain the effects of increasing worldwide economic inter-dependence following World War II, including how inter-dependence between and among nations and regions affected economic productivity, politics, and world trade. (P, G, E, H)</p>	<p>DISCUS power search www.scdiscus.org click on History Resource Center: US</p> <p>ETV StreamlineSC www.scetv.org/education/StreamLineSC www.scetv.org/education/StreamLineSC Twentieth Century Turning Points in US History: 1944-1952 (30:00)</p> <p>Books: Mercedes and the Chocolate Pilot Margot Raven</p> <p>Links: Cold War Matching Game http://www.quia.com/jg/631599.html</p> <p>Cold War Explanations http://users.erols.com/mwhite28/coldwar1.htm</p> <p>Background for the Cold War http://www.learningcurve.gov.uk/coldwar</p> <p>http://www.coldwar.org/resources.html</p> <p>Economy and War: http://fte.org/teachers/programs/history/lessons/lesson16.htm</p>	<p>First, assign pairs of students a country. Have students research 2 countries their assigned country imports from and two countries they export goods to.</p> <p>Be sure to include the following countries:</p> <ul style="list-style-type: none"> • Japan • Germany • China • Other European countries <p>Once all research is complete, have the class gather in a circle with their partners. Use a ball of yarn and have students toss the yarn to countries they export to and import from. After all pairs have tossed the yarn, tug on the string to demonstrate interdependence. Finally cut the string in one area and pull it apart.</p> <p>After the demonstration, have students write an expository reflection of the lesson. Have students share with their partners.</p> <p>The following link provides a lesson on economic interdependence using a chocolate bar. http://www.globaled.org/myself/asimple.html</p>	

Indicator	Recommended Resources	Suggested Instructional Strategies	Assessment Guidelines
<p>5-4.7 Explain the effects of increasing worldwide economic interdependence following World War II, including how interdependence between and among nations and regions affected economic productivity, politics, and world trade. (P, G, E, H)</p>	<p>European Union http://www.wisc-online.com/objects/index_tj.asp?objid=SOC2602</p>		

Standard 5-5: The student will demonstrate an understanding of the social, economic, and political events that influenced the United States during the Cold War era.

Recommended Days of Instruction	4 days		
Indicator	Recommended Resources	Suggested Instructional Strategies	Assessment Guidelines
<p>5-5.1 Summarize the impact of cultural developments in the United States following World War II, including the significance of pop culture and mass media and the population shifts to the suburbs.</p>	<p>Standard Support Document</p> <p>www.ed.sc.gov/apps/cso/standards/socsd_k8.cfm</p> <p>Locally adopted textbook</p> <p><u>Maps:</u> http://www.maphistory.info/image.us.html</p> <p><u>Satellite Images:</u> http://rmmcweb.cr.usgs.gov/outreach/mapcatalog/image.html</p> <p><u>Primary Sources:</u> Newspapers from 1950's http://www.newspaperarchive.com/KeywordLaunch.aspx?WT.medium=cpc&WT.term=1950+Newspapers&WT.campaign=1582&key=newspapers&WT.content=text&WT.source=google&cshift_ck=1277716660cs603241980&WT.srch=1</p>	<p>See Literacy Elements in the Social Studies Standards appendix:</p> <p>D. Create and interpret data on time lines K. Use texts, photographs, and documents to observe and interpret social studies trends and relationships L. Interpret calendars, time lines, maps, charts, tables, graphs, flow charts, diagrams, photographs, paintings, cartoons, architectural drawings, documents, letters, censuses, and other artifacts O. Consider multiple perspectives of documents and stories P. Locate, gather, and process information from a variety of primary and secondary sources including maps. V. Use a variety of media to develop and organize integrated summaries of social studies information</p> <p>Activating Strategy: Borrow Hula-Hoops from the gym class. Bring them in and allow the students to try them out. Discuss how the Hula-hoops were</p>	<p>To demonstrate mastery of this indicator the student should:</p> <p>Explain how pop culture changed the United States after WWII. Compare and contrast use of mass media of the 1950's to today's mass media. Infer the changes made by suburbs and the baby boom years. Relate the domino effect that the GI bill had on the middle class.</p>

Indicator	Recommended Resources	Suggested Instructional Strategies	Assessment Guidelines
<p>5-5.1 Summarize the impact of cultural developments in the United States following World War II, including the significance of pop culture and mass media and the population shifts to the suburbs.</p>	<p>How suburbs changed the United States: http://www.helium.com/items/300194-how-suburbs-changed-the-united-states</p> <p>Examples of 1950's stamps: http://www.education-world.com/a_lesson/lesson148.shtml</p> <p>DISCUS power search www.scdiscus.org click on History Resource Center: US</p> <p>ETV StreamlineSC www.scetv.org/education/StreamLineSC</p> <p>Movies: Back to the Future</p> <p>Books: <u>Decade Days: Exploring the 20th Century in America</u> by Janet L. Kragen</p>	<p>invented in the 1950's and how popular they became. (Over 100 million were sold the first year.) Discuss other goods that became popular during this time: slinkies, cap guns, coonskin hats, and Barbie dolls. Have a discussion on how television influenced these items. For example: Davie Crocket Show for the coonskin hats and cap guns, and advertisements for slinkies and Barbie dolls.</p> <p>Create a Stamp: Show examples of stamps of "Elvis" and how he is a symbol of the "pop culture" of the 1950's. Give students an example of pop-culture from the 1950's. The student will design a stamp that focuses on the piece of pop culture. The students should have the details that stamps have: price, scalloped edging, etc. Examples of 1950's stamps: . http://www.education-world.com/a_lesson/lesson148.shtml</p> <p>Students should include how these items added to pop culture. Showing how technology and wide spread advertisements were used to introduce and influence products.</p> <p>Suburbs: Show a clip from <u>Back to the Future</u> that shows how families were moving to the suburbs. Discuss how many families were able to use VA loans to buy their first homes. The suburbs also created a definable line</p>	

Indicator	Recommended Resources	Suggested Instructional Strategies	Assessment Guidelines
<p>5-5.1 Summarize the impact of cultural developments in the United States following World War II, including the significance of pop culture and mass media and the population shifts to the suburbs.</p>		<p>between the poor and the middle class. Use the following article for background information. http://www.helium.com/items/300194-how-suburbs-changed-the-united-states</p> <p>Rock and Roll: Allow students to listen to the rock and roll of the 1950's. Including Elvis Presley, Little Richard, Chuck Berry, etc. Do a Venn diagram to contrast how the early Rock and Roll is different from that of today. How did the younger generation feel about Rock and Roll? How did the older generation feel about Rock and Roll? How was Rock and Roll popularized?</p> <p>Discuss how the following factors help to increase television viewing during the 1950's: Growth of the national population, birth rate and baby boomers, suburbs, and leisure time.</p> <p>Create a pie chart on the following information: In 1950 the United States had 6% of the world's population, but had 60% of all cars, 58% of all telephones, 45% of all radio sets, and 34% of all railroads. Then explain why the United States had so much. Why didn't the rest of the world equal our percentages?</p>	

Recommended Days of Instruction	4 days		
Indicator	Recommended Resources	Suggested Instructional Strategies	Assessment Guidelines
<p>5-5.2 Summarize changes in the United States economy following World War II, including the expanding job market and service industry, consumerism, and new technology. (E, P, H)</p>	<p>Standard Support Document</p> <p>www.ed.sc.gov/apps/cso/standards/socsd_hs.cfm?</p> <p>Locally adopted textbook</p> <p><u>Maps:</u> http://www.maphistory.info/image.us.html</p> <p><u>Satellite Images:</u> http://rmmcweb.cr.usgs.gov/outreach/mapcatalog/image.html</p> <p><u>Primary Sources:</u> Newspapers from 1950's http://www.newspaperarchive.com/KeywordLaunch.aspx?WT.medium=cpc&WT.term=1950+Newspapers&WT.campaign=1582&key=newspapers&WT.content=text&WT.source=google&cshift_ck=1277716660cs603241980&WT.srch=1</p> <p>1950's Internet Scavenger Hunt: http://www.education-world.com/a_lesson/lesson148.shtml</p>	<p>See Literacy Elements in the Social Studies Standards appendix:</p> <p>D. Create and interpret data on time lines K. Use texts, photographs, and documents to observe and interpret social studies trends and relationships L. Interpret calendars, time lines, maps, charts, tables, graphs, flow charts, diagrams, photographs, paintings, cartoons, architectural drawings, documents, letters, censuses, and other artifacts O. Consider multiple perspectives of documents and stories P. Locate, gather, and process information from a variety of primary and secondary sources including maps. V. Use a variety of media to develop and organize integrated summaries of social studies information E. Explain change and continuity over time.</p> <p>Activating Strategy: Use the following web-site to do a scavenger hunt, using the stamps that commemorate the 1950's. http://www.education-world.com/a_lesson/lesson148.shtml</p> <p>Telephone Book Scavenger Hunt: On a cause and effect chart show how consumerism affected the drive toward service</p>	<p>To demonstrate mastery of this indicator the student should:</p> <p>Summarize the economic changes from prewar to postwar. Explain how the economy grew because of the process of supply and demand. Label and identify examples of the new technology that developed in this time period. Infer how these technological advances benefited the United States.</p>

Indicator	Recommended Resources	Suggested Instructional Strategies	Assessment Guidelines
<p>5-5.2 Summarize changes in the United States economy following World War II, including the expanding job market and service industry, consumerism, and new technology. (E, P, H)</p>	<p>A 1950's Kind of Day: Lesson Plan http://www.michigan.gov/hal/0,1607,7-160-17451_18670_18793-53641--,00.html</p> <p>http://www.michigan.gov/hal/0,1607,7-160-17451_18670_18793-53653--,00.html</p> <p>Power Point on 1950's http://www.brodhead.k12.wi.us/High/departments/erics%20webs/USHistory/Coldwar%20Years/1950/1950's%20notes/sld001.htm</p> <p>DISCUS power search www.scdiscus.org click on History Resource Center: US</p> <p>ETV StreamlineSC www.scetv.org/education/StreamLineSC</p> <p>Movies: Gidget Rebel without a cause The Wild One Blackboard Jungle High School Confidential Tammy & the Bachelor</p>	<p>industries such as dry cleaners and restaurants. Then allow the students to use the yellow pages of a phone book to give examples of today's consumerism and service industries. Explain how Americans were able to spend more money on goods and new products, such as automobiles, televisions, and radios. Because of the demand of these new goods the United States saw increasing consumerism. Have students use their cause and effect chart to show how one industry thrives on the success of others. For example: BMW needs local suppliers for their cars. When the demand of BMW's decreases then the demand of other services decreases also.</p> <p>The Domino Effect: Using a set of dominoes construct how the economy can be affected in a good way by responsible spending. Show how with one positive demand the supply goes up and more people are put to work and that allows more money into the economy. Allow the students to build their own domino effect and label how positive economical spending can bring about more jobs and money to the American people.</p> <p>Lead a discussion on how many considered the 1950's the best time in the 20th century. How was life different for the African Americans? Would African Americans have felt that the 1950's were the best era of the 20th century?</p>	

Indicator	Recommended Resources	Suggested Instructional Strategies	Assessment Guidelines
<p>5-5.2 Summarize changes in the United States economy following World War II, including the expanding job market and service industry, consumerism, and new technology. (E, P, H)</p>	<p>http://www.wbshop.com/Warner-Archive/ARCHIVE,default,sc.html?src=GGLHMOD</p> <p>Books: <u>The 1950s: The 1950s</u> by Hylton, Stuart (ISBN) 978-0-7509-1463-5</p> <p><u>The Complete Peanuts 1950-1954 Boxed Set</u> by Charles M. Schulz (ISBN) 978-1-5609-7632-5</p>	<p>Why or why not?</p> <p>Use the web site: http://www.michigan.gov/hal/0,1607,7-160-17451_18670_18793-53653--,00.html</p> <p>To plan a day of culture experience of the 1950's.</p>	

Recommended Days of Instruction	6 days		
Indicator	Recommended Resources	Suggested Instructional Strategies	Assessment Guidelines
<p>5-5.3 Explain the advancement of the civil rights movement in the United States, including key events and people: desegregation of the armed forces, <i>Brown v. Board of Education</i>, Martin Luther King Jr., Rosa Parks, and Malcolm X. (P, G, H)</p>	<p>Standard Support Document www.ed.sc.gov/apps/cso/standards/socsd_hs.cfm?</p> <p>Locally adopted textbook <u>Maps:</u> Printable US map: http://www.abcteach.com/Maps/usa.htm</p> <p><u>Primary Sources:</u> Newspapers from 1950's and 1960's http://www.newspaperarchive.com/KeywordLaunch.aspx?WT.medium=cpc&WT.term=1950+Newspapers&WT.campaign=1582&key=newspapers&WT.content=text&WT.source=google&cshift_ck=1277716660cs603241980&WT.srch=1</p> <p><u>Civil Rights: Primary Sources Teaching Kit-</u> (ISBN) 0-590-37843-0</p> <p>DISCUS power search www.scdiscus.org click on History Resource Center: US</p>	<p>See Literacy Elements in the Social Studies Standards appendix: D. Create and interpret data on time lines K. Use texts, photographs, and documents to observe and interpret social studies trends and relationships L. Interpret calendars, time lines, maps, charts, tables, graphs, flow charts, diagrams, photographs, paintings, cartoons, architectural drawings, documents, letters, censuses, and other artifacts O. Consider multiple perspectives of documents and stories P. Locate, gather, and process information from a variety of primary and secondary sources including maps. V. Use a variety of media to develop and organize integrated summaries of social studies information</p> <p>Activating Strategy: Give each student a map of the United States from the following web-site: http://www.abcteach.com/Maps/usa.htm Using this map locate places that are of importance in the life of MLK. For example: Atlanta, Georgia; Montgomery, and Selma, Alabama; Memphis, Tennessee; and Washington, D.C. figured prominently in the life of Martin Luther King Jr.</p>	<p>To demonstrate mastery of this indicator the student should:</p> <p>Summarize the advancement of the civil rights movement in the United States.</p> <p>Explain the cause and effect of various events such as the desegregation of the armed forces, the <i>Brown v. Board of Education</i> Supreme Court decision.</p> <p>Demonstrate using verbal assessment and written assessment the</p>

Indicator	Recommended Resources	Suggested Instructional Strategies	Assessment Guidelines
<p>5-5.3 Explain the advancement of the civil rights movement in the United States, including key events and people: desegregation of the armed forces, <i>Brown v. Board of Education</i>, Martin Luther King Jr., Rosa Parks, and Malcolm X. (P, G, H)</p>	<p>ETV StreamlineSC www.scetv.org/education/StreamLineSC</p> <p>Lesson Plans for Locations that were important to MLK http://www.education-world.com/a_lesson/02/lp248-02.shtml</p> <p><u>10 American History Plays for the Classroom-</u> (ISBN) 0-50-599313</p> <p><u>The Civil Rights Movement</u> (ISBN) 1-568822-779-5)</p> <p>Movies: <u>Our Friend, Martin: A Magical Movie Adventure</u> <u>Ruby Bridges: A Real American Hero:</u> Disney <u>Selma Lord Selma:</u> Disney <u>Dr. Martin Luther King, Jr.: A Historical Perspective</u></p> <p>Books: <u>I Have a Dream: Dr. Martin Luther King, Jr.</u> By: Dr. Martin Luther King, Jr. Forward by: Coretta Scott King</p>	<p>Place a star on each of these locations and allow the students to write about these places as you go throughout your unit. Desegregation : <i>Brown v. Board of Education</i> Use the following information to review the court case of <i>Brown v. Board of Education</i>. http://www.landmarkcases.org/brown/background1.html</p> <p>Class role play to demonstrate inequality: Give students different strips of paper that give them special permission to do something not usually allowed in class- tell those students they may start using their privileges. Begin a regular class routine while allowing this to go on for a few minutes. Then ask the other students if this is all right with them; have a class discussion.</p> <p>Pass around pictures of the Civil Rights movement and create a word splash. A word splash is done by putting a single word or phrase on the board, and allowing students to write down anything that they think relates to that word or phrase. It is a brainstorming activity.</p> <p>Using a flip book, the students will explore the following: Desegregation of the military services, desegregation of schools, desegregation of local businesses. Students will fold a piece of construction paper long ways. Unfold and cut the top into three</p>	<p>comprehension of the influence of Martin Luther King, Jr., Rosa Parks, and Malcolm X. Students should also compare the leaders on how their beliefs help to shape the civil rights movement.</p>

Indicator	Recommended Resources	Suggested Instructional Strategies	Assessment Guidelines
<p>5-5.3 Explain the advancement of the civil rights movement in the United States, including key events and people: desegregation of the armed forces, <i>Brown v. Board of Education</i>, Martin Luther King Jr., Rosa Parks, and Malcolm X. (P, G, H)</p>	<p>(ISBN) 0-590-20517-X <u>March On! The Day My Brother Martin Changed the World</u> By: Christine King Farris (ISBN) 0-545-14983 <u>My Brother Martin</u> By Christine King Farris (ISBN) 0-49-58172-9 <u>The Day Martin Luther King, Jr., Was Shot: A Photo History of the Civil Rights Movement</u> By: Jim Haskins (ISBN) 0-590-43661-9 <u>Oh, Freedom!</u> By: Casey King (ISBN) 0-590-67529-X <u>Rosa</u> By: Nikki Giovanni (ISBN) 0-439-89883-8 <u>Freedom Walkers: The Story of the Montgomery Bus Boycott</u> By: Russell Freedman (ISBN) 0-545-03444-2 <u>Rosa Parks</u> by: Marc Tyler Nobelman (ISBN) 0-8368-6049-7 <u>The Story of Ruby Bridges</u> By: Robert Coles (ISBN) 0-590-43968-5 <u>Through My Eyes</u> By: Ruby Bridges (ISBN) 0-590-54630-9</p>	<p>equal sections – only to the crease line. Label each section as directed above. As you conduct your unit have students fill in notes and information under each flap.</p> <p>Use the Free BrainPop video from below on Civil Rights: http://www.brainpop.com/socialstudies/ushistory/civilrights/</p> <p>Using the United States map have the students color in the following states that allowed segregation in any form: Segregation Required: Alabama, Arkansas, Delaware, District of Columbia, Florida, Georgia, Kentucky, Louisiana, Maryland, Mississippi, Missouri, North Carolina, Oklahoma, South Carolina, Tennessee, Texas, Virginia, and West Virginia.</p> <p>Segregation permitted in varying degrees: Arizona, Kansas, New Mexico and Wyoming.</p> <p>Students can create a key to show the varying degrees of segregation. Write about where most of the segregation was located and explain why they think it was primarily in those areas. Where was segregation not located? Explain why. Make sure students understand that Jim Crow laws were still a factor.</p>	

Indicator	Recommended Resources	Suggested Instructional Strategies	Assessment Guidelines
<p>5-5.3 Explain the advancement of the civil rights movement in the United States, including key events and people: desegregation of the armed forces, <i>Brown v. Board of Education</i>, Martin Luther King Jr., Rosa Parks, and Malcolm X. (P, G, H)</p>		<p>Create a step book with the following leaders: Martin Luther King, Jr., Rosa Parks, Malcolm X, and Ruby Bridges. Do research on each of these leaders of the Civil Rights Movement. Explain who, what, when, where, why of each.</p>	

Recommended Days of Instruction	7 days		
Indicator	Recommended Resources	Suggested Instructional Strategies	Assessment Guidelines
<p>5-5.4 Explain the course of the Cold War, including differing economic and political philosophies of the Union of Soviet Socialist Republics (USSR) and the United States, the spread of Communism, McCarthyism, and the Korean Conflict, the Berlin Wall, the space race, the Cuban missile crisis, and the Vietnam War. (P, G, E, H)</p>	<p>Standard Support Document www.ed.sc.gov/apps/cso/standards/socsd_hs.cfm?</p> <p>Locally adopted textbook</p> <p><u>Maps:</u></p> <p>Map of USSR during the 1950-1960's http://users.erols.com/mwhite28/ussr.htm</p> <p>Map of the rise and fall of communism – interactive http://users.erols.com/mwhite28/communis.htm</p> <p>Vietnam War (interact) The Vietnam War http://www.wadsworth.com/history_d/special_features/ext/am_hist/AmerHis-ch19.html#maps (Select maps and title)</p> <p>Divided Germany and the NATO alliance The Korean War The Korean War, 1950-1953 (interactive)</p>	<p>See Literacy Elements in the Social Studies Standards appendix:</p> <p>K. Use texts, photographs, and documents to observe and interpret social studies trends and relationships</p> <p>L. Interpret calendars, time lines, maps, charts, tables, graphs, flow charts, diagrams, photographs, paintings, cartoons, architectural drawings, documents, letters, censuses, and other artifacts</p> <p>O. Consider multiple perspectives of documents and stories</p> <p>P. Locate, gather, and process information from a variety of primary and secondary sources including maps.</p> <p>V. Use a variety of media to develop and organize integrated summaries of social studies information</p> <p>E. Explain change and continuity over time.</p> <p>Activating Strategy:</p> <p>Write the words Cold War on the board. Brainstorm ideas on what these words might mean. Discuss how the Cold War was diplomatic tension between nations with no actual combat. Usually refers to the state of tension between the US and Soviet Union from the late 1940's to late 1980's.</p>	<p>To demonstrate mastery of this indicator the student should:</p> <p>Summarize the origins and course of the Cold War conflict between the United States and the Soviet Union.</p> <p>Explain the cause and effect relationship between the events of the Cold War including McCarthyism, the Korean Conflict, the Berlin Wall, the space race, the Cuban Missile crisis, the Vietnam War.</p>

Indicator	Recommended Resources	Suggested Instructional Strategies	Assessment Guidelines
<p>5-5.4 Explain the course of the Cold War, including differing economic and political philosophies of the Union of Soviet Socialist Republics (USSR) and the United States, the spread of Communism, McCarthyism, and the Korean Conflict, the Berlin Wall, the space race, the Cuban missile crisis, and the Vietnam War. (P, G, E, H)</p>	<p>The Cold War (interactive) http://www.wadsworth.com/history_d/special_features/ext/am_hist/AmerHis-ch18.html#maps (Select maps and title)</p> <p><u>Primary Sources:</u></p> <p>Power Points on Cold War http://www.brodhead.k12.wi.us/High/departments/erics%20webs/USHistory/Coldwar%20Years/Cold%20War/index.htm</p> <p>DISCUS power search www.scdiscus.org click on History Resource Center: US</p> <p>ETV StreamlineSC www.sctv.org/education/StreamLineSC</p> <p><u>Social Studies Activity Book: The Cold War: 1945-1989</u> By: David Graber (ISBN) 0-44222-12018-4</p> <p><u>America in the 1960's & 1970's: American History Series</u> By: Cindy Bardin</p>	<p>Use power points from MrDonns web-site to show how the causes and effects of the Cold War. Have students fill in a Lotus document with topics from the power point. Students can create a power point that demonstrates knowledge of the causes and effects of the Cold War. Including McCarthyism, Korean War, Vietnam War, Space Race, Cuban Missile Crisis.</p> <p>Using a Compare and Contrast chart to look at the following ideological differences:</p> <ol style="list-style-type: none"> 1. Communism versus Capitalism 2. Each economic system calls for the destruction of the other. 3. Old Russian and Soviet fear about being attacked. <p>Continue with the compare and contrast chart to show the causes of the Cold War. What role did the US play vs. what role the USSR played. Finish the chart with the statement of the US policy of containment of communism was its main goal.</p> <p>Read the <u>Butter, Battle Book</u> by Dr. Seuss. Discuss how it relates to the Cold War. EdHelper has a unit on this book as it relates to the Cold War. http://www.edhelper.com/books/The_Butter_Battle_Book.htm (requires a subscription to the site)</p>	<p>Compare the Korean conflict and the Vietnam war.</p>

Indicator	Recommended Resources	Suggested Instructional Strategies	Assessment Guidelines
<p>5-5.4 Explain the course of the Cold War, including differing economic and political philosophies of the Union of Soviet Socialist Republics (USSR) and the United States, the spread of Communism, McCarthyism, and the Korean Conflict, the Berlin Wall, the space race, the Cuban missile crisis, and the Vietnam War. (P, G, E, H)</p>	<p>(ISBN) 1-58037-215-5</p> <p><u>Thematic Unit: Vietnam War</u> Teacher Created Materials, Inc. (ISBN) 1-55734-599-6</p> <p>Walt Disney, Testimony Before the House Committee on Un-American Activities http://www.wadsworth.com/history_d/special_features/ext/am_hist/AmerHis-ch18.html#relatedOnlineReadings (Select additional online readings)</p> <p>Cold War Files (Exploring history through a primary sources' data base) http://www.coldwarfiles.org/index.cfm?fuseaction=home.flash</p> <p>Ideological Foundations of the Cold War (Summary with links) http://www.trumanlibrary.org/whistlestop/study_collections/coldwar/index.php</p> <p>Movies:</p> <p>Books: <u>The Butter Battle Book</u> By: Dr. Seuss (ISBN) 0-394-86580-4</p>	<p>Read <u>Talking Walls</u> by Margy Burns Knight, aloud. Place a large piece of butcher paper on the floor. Allow students to comment on their favorite wall in written form. Allow students to create their on "Talking Wall" on a piece of card-stock. Have them write a paragraph about their wall.</p> <p>Allow students to choose one of the following as a Culminating Activity to the study of the Vietnam war.</p> <ul style="list-style-type: none"> • Design a memorial for the Vietnam Wall • Write and illustrate a Big Book for the younger students about the Vietnamese culture. • Create a mobile • Make a diorama of a village • Prepare a traditional Vietnamese food <p>Make a list of events that happened from 1950 – 1980, that are not in chronological order. Allow the students to cut the list apart and paste it on a piece of construction paper in the correct order.</p> <p>Read <u>The Wall</u> by Eve Bunting Have students create a memorabilia that they would leave at the Wall.</p> <p>Make a Venn-diagram to compare the Vietnam War with the Korean Conflict.</p>	

Indicator	Recommended Resources	Suggested Instructional Strategies	Assessment Guidelines
<p>5-5.4 Explain the course of the Cold War, including differing economic and political philosophies of the Union of Soviet Socialist Republics (USSR) and the United States, the spread of Communism, McCarthyism, and the Korean Conflict, the Berlin Wall, the space race, the Cuban missile crisis, and the Vietnam War. (P, G, E, H)</p>	<p><u>The Vietnam War</u> By: Ian Westwell (ISBN) 978-933834-23-8</p> <p><u>Vietnam War: Discover the people, places, battles, and weapons of America's Indochina struggle</u> Eyewitness books (ISBN) 0-7566-1586-0</p> <p><u>Talking Walls</u> By: Margy Burns Knight (ISBN) 0-88448-154-9</p> <p><u>Lost in the War</u> By: Nancy Antle</p> <p><u>The Water Puppets: A Story from the War in Vietnam</u> By: Clive Gifford</p> <p><u>America's White Table</u> By: Margot Theis Raven (ISBN) 1-58536-216-6</p> <p><u>First on the Moon</u> By: Barbara Hehner (ISBN) 078681407-1</p> <p><u>Patrol</u> By: Walter D. Myers</p>	<p>Allow a student to be Neil Armstrong. Have another student interview him/her about his trip to the moon. Teacher can assist as needed.</p>	

Recommended Days of Instruction	4 days		
Indicator	Recommended Resources	Suggested Instructional Strategies	Assessment Guidelines
<p>5-5.5 Explain the political alliances and policies that impacted the United States in the latter part of the twentieth century, including the North Atlantic Treaty Organization (NATO), the United Nations, and the Organization of Petroleum Exporting Countries (OPEC). (P,H,E,G)</p>	<p>Standard Support Document</p> <p>www.ed.sc.gov/apps/cso/standards/socsd_hs.cfm?</p> <p>Locally adopted textbook</p> <p>Maps: Divided Germany and the NATO alliance The Korean War The Korean War, 1950-1953 (interactive) The Cold War (interactive) http://www.wadsworth.com/history_d/special_features/ext/am_hist/AmerHis-ch18.html#maps (Select maps and title)</p> <p>DISCUS power search www.scdiscus.org click on History Resource Center: US</p> <p>ETV StreamlineSC www.sctv.org/education/StreamlineSC</p>	<p>See Literacy Elements in the Social Studies Standards appendix:</p> <p>E. Explain change and continuity over time. D. Create and interpret data on time lines K. Use texts, photographs, and documents to observe and interpret social studies trends and relationships L. Interpret calendars, time lines, maps, charts, tables, graphs, flow charts, diagrams, photographs, paintings, cartoons, architectural drawings, documents, letters, censuses, and other artifacts O. Consider multiple perspectives of documents and stories P. Locate, gather, and process information from a variety of primary and secondary sources including maps. V. Use a variety of media to develop and organize integrated summaries of social studies information</p> <p>Activating Strategy: Students will make a step book and label the tabs as follows: First tab – What were..., Second Tab- North Atlantic Treaty (NATO), Third Tab- United Nations (UN), Fourth tab -Organization of Petroleum Exporting Countries (OPEC)</p> <p>Compare maps of the Soviet Union and the Commonwealth of Independent States. Have</p>	<p>To demonstrate mastery of this indicator the student should:</p> <p>Construct a cause and effect model of how the United States was and continues to be affected by NATO, the UN, and OPEC. Explain why there is a need for these organizations and how they have been beneficial to the United States and other countries.</p>

Indicator	Recommended Resources	Suggested Instructional Strategies	Assessment Guidelines
<p>5-5.5 Explain the political alliances and policies that impacted the United States in the latter part of the twentieth century, including the North Atlantic Treaty Organization (NATO), the United Nations, and the Organization of Petroleum Exporting Countries (OPEC). (P,H,E,G)</p>	<p><u>Trains</u> <u>Peacebound</u> Haemi Balgass <u>The Wall</u> Eve Bunting Judy Donnelly's A Wall of Names The Story of the Vietnam Veterans Memorial (<i>Step Into Reading</i> Series) <u>Patrol</u> An American Soldier in Vietnam Walter Dean Myers <u>The Other Side</u> Jacqueline Woodson <u>My Freedom Trip: A Child's Escape from North Korea</u> Frances and Ginger Park <u>Dear Willie</u> Rudd, Libba Moore Gray <u>America's White Table</u> Margot Theis Raven <u>Scholastic Encyclopedia of the United States at War</u> June A. English and Thomas D. Jones <u>10,000 Days of Thunder: A History of the Vietnam War</u> Philip Caputo <u>Eyewitness Vietnam War</u> Stuart Murray</p>	<p>students research specific countries in which communism has ended. Mark these places on a world map – Label them “Hot Spots”.</p> <p>Place students into groups of three or four. Students can draw a shape of any sort on a large piece of butcher paper. For example: An open book, a image of the Berlin Wall, etc. The shape will become a collage for this unit. Students will need to decorate the entire shape with writing, words, and pictures. Cut it out for a great display. This can also be used as a culminating review at the end of the year, and allow students to place all units studied this year.</p>	

Standard 5-6: The student will demonstrate an understanding of developments in the United States since the fall of the Soviet Union and its satellite states in 1992.

Recommended Days of Instruction	4 days		
Indicator	Recommended Resources	Suggested Instructional Strategies	Assessment Guidelines
<p>5-6.1 Use a map to identify the regions of United States political involvement since the fall of the communist states, including places in the Middle East, Central America, the Caribbean, Africa, the Balkans in Europe, and Asia. (P, G, H)</p>	<p>Standard Support Document https://www.ed.sc.gov/apps/cso/standards/socsd_k8.cfm?#grade_5</p> <p>Locally adopted textbook http://ed.sc.gov/agency/Standards-and-Learning/Academic-Standards/old/cso/social_studies/d2005/5-6.1 <u>Maps:</u> http://www.eduplace.com/ss/maps/ <u>Middle East:</u> http://www.worldatlas.com/webimage/countrys/me.htm <u>Central America:</u> http://www.worldatlas.com/webimage/countrys/america.htm <u>Caribbean:</u> http://www.worldatlas.com/webimage/countrys/carib.htm</p>	<p>See Literacy Elements in the Social Studies Standards appendix</p> <p>K. Use texts, photographs, and documents to observe and interpret social studies trends and relationships</p> <p>L. Interpret calendars, time lines, maps, charts, tables, graphs, flow charts, diagrams, photographs, paintings, cartoons, architectural drawings, documents, letters, censuses, and other artifacts</p> <p>O. Consider multiple perspectives of documents and stories</p> <p>P. Locate, gather, and process information from a variety of primary and secondary sources including maps.</p> <p>V. Use a variety of media to develop and organize integrated summaries of social studies information</p> <p>Use the outline maps at the following link to have students locate places on the outline</p>	<p>To demonstrate mastery of this indicator the student should:</p> <p>Students should be able to identify regions of United States involvement since the fall of communism— <i>primary focus should be on locating places on a map</i></p> <p>Places should include:</p> <ul style="list-style-type: none"> • Middle East • Central America • Caribbean • Africa • Balkans in Europe • Asia

Indicator	Recommended Resources	Suggested Instructional Strategies	Assessment Guidelines
<p>5-6.1 Use a map to identify the regions of United States political involvement since the fall of the communist states, including places in the Middle East, Central America, the Caribbean, Africa, the Balkans in Europe, and Asia. (P, G, H)</p>	<p>Africa: http://www.worldatlas.com/webimage/countrys/af.htm Europe: http://www.worldatlas.com/webimage/countrys/eu.htm Balkans in Europe: http://www.worldatlas.com/webimage/countrys/europe/balkans.htm http://www.globalissues.org/issue/103/middle-east This site focuses a lot on the reasons for US involvement in the Middle East as defined in the support document Links for Central America, the Caribbean, Africa, the Balkans, and Asia are difficult to find for a 5th grade level. Please use the support document. DISCUS power search www.scdiscus.org click on History Resource Center: US ETV StreamlineSC www.scetv.org/education/StreamLineSC</p>	<p>map: http://www.eduplace.com/ss/maps/ These blank outline maps can also be used for assessment. The map links at the left are also printable for students to use to locate places. Have students create a graphic organizer, such as a chart, to summarize the reasons and purposes for US involvement in the specified regions</p> <ul style="list-style-type: none"> • Middle East • Central America • Caribbean • Africa • Balkans in Europe • Asia <p>Have students create a graphic organizer to compare the United States' role in the specified regions—this organizer could be created in conjunction with the one created to summarize reasons and purposes for US involvement http://www2.scholastic.com/content/collateral_resources/pdf/r/reading_bestpractices_vocabulary_sr_allgo.pdf</p>	<p>Students should also be able to summarize the reasons and purposes for US involvement in the above regions</p> <p>Students should also be able to compare the United States' role in the above regions</p>

Indicator	Recommended Resources	Suggested Instructional Strategies	Assessment Guidelines
<p>5-6.1 Use a map to identify the regions of United States political involvement since the fall of the communist states, including places in the Middle East, Central America, the Caribbean, Africa, the Balkans in Europe, and Asia. (P, G, H)</p>	<p>The Balkan Countries (02:22)</p> <p>Foreign Development in Central America (03:14)</p> <p>When the Taliban Ruled Afghanistan (05:38)</p> <p>History in the Making: 1985 (29:54)— this segment only The Summit Between the US and USSR (00:55)</p> <p>History in the Making: 1989 (29:43)</p>		

Recommended Days of Instruction	3 days		
Indicator	Recommended Resources	Suggested Instructional Strategies	Assessment Guidelines
<p>5-6.2 Explain how humans change the physical environment of regions and the consequences of such changes, including use of natural resources and the expansion of transportation systems. (P, G, E)</p>	<p>Standard Support Document https://www.ed.sc.gov/apps/cso/standards/socsd_k8.cfm?#grade_5</p> <p>Locally adopted textbook http://ed.sc.gov/agency/Standards-and-Learning/Academic-Standards/old/cso/social_studies/sd2005/</p> <p><u>Primary Sources:</u></p> <p>Environmental Connections: http://www.nationalgeographic.com/resources/ngo/education/ideask4/k4environ.html</p> <p>The following website connects to the author's overall focus on writing about human impact on the environment. http://www.carlhiaasen.com/books.html</p> <p>The following website helps with the understanding of consumerism. http://issues.tigweb.org/pollution?gclid=COKx65n9ypkCFQJvswodeUdQUW</p> <p>DISCUS power search www.scdiscus.org click on History</p>	<p>See Literacy Elements in the Social Studies Standards appendix</p> <p>K. Use texts, photographs, and documents to observe and interpret social studies trends and relationships</p> <p>L. Interpret calendars, time lines, maps, charts, tables, graphs, flow charts, diagrams, photographs, paintings, cartoons, architectural drawings, documents, letters, censuses, and other artifacts</p> <p>O. Consider multiple perspectives of documents and stories</p> <p>P. Locate, gather, and process information from a variety of primary and secondary sources including maps.</p> <p>V. Use a variety of media to develop and organize integrated summaries of social studies information</p> <p>Use the following website to have students learn about their human footprint. http://channel.nationalgeographic.com/channel/human-footprint/?email=CTW20080407</p> <p>Use a Cause and Effect Star Chart for human action and environmental changes http://www.educationoasis.com/curriculum/GOpdf/causeeffect_star.pdf</p>	<p>To demonstrate mastery of this indicator the student should:</p> <p>Students should be able to explain how humans change the physical environment and the consequences of these changes.</p> <p>Students should be able to summarize the cause and effect relationship of human actions and environmental consequences.</p>

Indicator	Recommended Resources	Suggested Instructional Strategies	Assessment Guidelines
<p>5-6.2 Explain how humans change the physical environment of regions and the consequences of such changes, including use of natural resources and the expansion of transportation systems. (P, G, E)</p>	<p>Resource Center: US</p> <p>ETV StreamlineSC www.scetv.org/education/StreamLineSC</p> <p>Global Warming- Global Warming (07:00)</p> <p>Human Threat- The Threat to Biodiversity (02:30)</p> <p>Melting Polar Ice Caps- Melting Polar Ice Caps and Glaciers: Drastic Change Ahead (24:43)</p> <p>The Vanishing Lands: The Story of Sea-Level Rise (27:40)</p> <p>Consumerism: Earth Science: Conservation of Natural Resources (20:00)</p> <p>Economics: The Production, Distribution, and Consumption of Goods and Services: Consuming (15:24)</p> <p>Books: <i>Hoot</i> by Carl Hiaasen 97800440421702 <i>Flush</i> by Carl Hiaasen 0307280691 <i>Scat</i> by Carl Hiaasen 13: 9780375934865 <i>Waterman's Boy</i> by Susan Sharp 0663592755 <i>The Missing 'Gator of Gumbo Limbo: An Ecological Mystery</i> by Jean</p>	<p>Have students complete a graphic organizer on "How Humans Change the Physical Environment of Regions" using the following: http://www.eduplace.com/graphicorganizer/pdf/cluster.pdf</p> <p>View ETV Streamline videos and take notes. Here are a few graphic organizers students may use as they view the material: http://www.teachervision.fen.com/graphic-organizers/printable/6293.html</p> <p>The Main Idea and Supporting Details organizer-general notes. Students will use the graphic organizer to write an expository paragraph.</p>	

Indicator	Recommended Resources	Suggested Instructional Strategies	Assessment Guidelines
<p>5-6.2 Explain how humans change the physical environment of regions and the consequences of such changes, including use of natural resources and the expansion of transportation systems. (P, G, E)</p>	<p>Craighead George 0780722434 Judy Moody Saves the World by Megan McDonald 10: 0763614467 <u>Dear Children of the Earth: A Letter from Home</u> by Schim Schimmel 1559712252</p>		

Recommended Days of Instruction	3 days		
Indicator	Recommended Resources	Suggested Instructional Strategies	Assessment Guidelines
<p>5-6.3 Explain how technological innovations have changed daily life in the United States since the early 1990s, including changes in the economy and the culture that were brought about by computers, electronics, satellites, and mass communication systems. (E, H)</p>	<p>Standard Support Document https://www.ed.sc.gov/apps/cso/standards/socsd_k8.cfm?#grade_5</p> <p>Locally adopted textbook http://ed.sc.gov/agency/Standards-and-Learning/Academic-Standards/old/cso/social_studies/sd_2005/</p> <p>Technology http://school.discoveryeducation.com/lessonplans/programs/technologyatwork2/</p> <p>DISCUS power search www.scdiscus.org click on History Resource Center: US</p> <p>ETV StreamlineSC www.sctv.org/education/StreamlineSC</p> <p>Satellites: Many Uses of Satellites (07:30) Impact of Computers: Technology at Work, Part One (22:21)</p>	<p>See Literacy Elements in the Social Studies Standards appendix</p> <p>K. Use texts, photographs, and documents to observe and interpret social studies trends and relationships</p> <p>L. Interpret calendars, time lines, maps, charts, tables, graphs, flow charts, diagrams, photographs, paintings, cartoons, architectural drawings, documents, letters, censuses, and other artifacts</p> <p>O. Consider multiple perspectives of documents and stories</p> <p>P. Locate, gather, and process information from a variety of primary and secondary sources including maps.</p> <p>V. Use a variety of media to develop and organize integrated summaries of social studies information</p> <p>Have students create a “Techno Timeline” Students will choose one technological item that someone in his or her family cannot live without—be careful not to duplicate items—students make work together. Students will research the item and trace it back to its origin. Students will also summarize how the item changed American life. Furthermore, students will compare the post 1990 item with similar items created earlier. Take pictures of the items</p>	<p>To demonstrate mastery of this indicator the student should:</p> <p>Students should be able to explain how technology has changed daily life in America since the 1990s.</p> <p>Students should be able to summarize the cause and effect of these changes on individuals, American society, and the economy.</p> <p>Have students identify examples of technological innovations</p>

Indicator	Recommended Resources	Suggested Instructional Strategies	Assessment Guidelines
<p>5-6.3 Explain how technological innovations have changed daily life in the United States since the early 1990s, including changes in the economy and the culture that were brought about by computers, electronics, satellites, and mass communication systems. (E, H)</p>	<p>Outsourcing: The Future of America in the Face of Outsourcing (03:17) Global Economy- Cheap Labor Driving the Global Economy (04:12) Computer History Timeline http://www.computerhistory.org/timeline/</p>	<p>and place them on a Techno timeline in your classroom or in your school. Encourage students to add to the timeline. Items to include:</p> <ul style="list-style-type: none"> • Personal computers • The Internet • Cell phones • Email • PDA (personal data computers) • Digital music players (iPod, Zune) • Satellite television • Satellite radio <p>Upon completion of this project, consider creating a class PowerPoint presentation to compile all of the data. The presentation can then be printed for students to use as a study tool.</p>	<p>post 1990. Have students compare the impact these post 1990 innovations with technology prior to 1990.</p>

Recommended Days of Instruction	3 days		
Indicator	Recommended Resources	Suggested Instructional Strategies	Assessment Guidelines
<p>5-6.4 Identify examples of cultural exchange between the United States and other countries that illustrate the importance of popular culture and the influence of American popular culture in other places in the world, including music, fashion, food, and movies. (G, H)</p>	<p>Standard Support Document https://www.ed.sc.gov/apps/cso/standards/socsd_k8.cfm?#grade_5</p> <p>Locally adopted textbook http://ed.sc.gov/agency/Standards-and-Learning/Academic-Standards/old/cso/social_studies/sd_2005/</p> <p><u>Primary Sources:</u></p> <p>Defining Popular Culture http://www.media-awareness.ca/english/resources/educational/lessons/secondary/popular_culture/define_pop_culture.cfm</p> <p>General Popular Culture http://xroads.virginia.edu/~YP/yppop.html</p> <p>Rock and Roll- http://www.history-of-rock.com/</p> <p>Baseball and Rock and Roll- http://www.loc.gov/exhibits/british/brit-7.html http://web.mit.edu/invent/iow/cartwright.html</p>	<p>See Literacy Elements in the Social Studies Standards appendix</p> <p>K. Use texts, photographs, and documents to observe and interpret social studies trends and relationships</p> <p>L. Interpret calendars, time lines, maps, charts, tables, graphs, flow charts, diagrams, photographs, paintings, cartoons, architectural drawings, documents, letters, censuses, and other artifacts</p> <p>O. Consider multiple perspectives of documents and stories</p> <p>P. Locate, gather, and process information from a variety of primary and secondary sources including maps.</p> <p>V. Use a variety of media to develop and organize integrated summaries of social studies information</p> <p>Fast Food Around the World Lesson plan from National Geographic- http://www.nationalgeographic.com/xpeditions/lessons/10/g68/fastfood.html</p> <p>Have students create a chart to compare the following:</p> <ul style="list-style-type: none"> • Music • Fashion—specifically blue jeans • Foods – McDonald's, Taco Bell, Coca-Cola 	<p>To demonstrate mastery of this indicator the student should:</p> <p>Students should be able to identify examples of cultural exchange between the United States and other countries.</p> <p>Students should be able to explain how culture is transmitted through travel, television, movies, and trade.</p> <p>Students should be able to summarize the importance</p>

Indicator	Recommended Resources	Suggested Instructional Strategies	Assessment Guidelines
<p>5-6.4 Identify examples of cultural exchange between the United States and other countries that illustrate the importance of popular culture and the influence of American popular culture in other places in the world, including music, fashion, food, and movies. (G, H)</p>	<p>Popular Culture Timeline- http://www.authentichistory.com/ Basketball- http://findarticles.com/p/articles/mi_g1epc/is_tov/ai_2419100096 Memorabilia- http://smithsonianlegacies.si.edu/category.cfm?category=Popular%20Culture%20Memorabilia For Teacher Use- http://www.chiff.com/pop-culture/1990s.htm Globalization (Hollywood)- http://encyclopedia.kids.net.au/page/gl/Globalization DISCUS power search www.scdiscus.org click on History Resource Center: US ETV StreamlineSC www.scetv.org/education/StreamLineSC Consumer Culture (Russia)- Consumer Culture (02:31) US Impact on Culture- The Philippines (02:21) Blue Jeans- Blue Jeans Innovation (03:45) Books: <i>Drita My Homegirl</i> by Jenny Lombard 0-399-24380-1</p>	<ul style="list-style-type: none"> • Kentucky Fried Chicken • Movies and television • Baseball • Basketball • American football versus soccer <p>Each of the above topics should be defined, connected to other countries as applicable, and explained in terms of their impact on both American culture and world culture.</p>	<p>of popular culture and the influence of American popular culture in other places in the world and the influence of other cultures on American cultures.</p>

Recommended Days of Instruction	5 days		
Indicator	Recommended Resources	Suggested Instructional Strategies	Assessment Guidelines
<p>5-6.5 Summarize the changes that have taken place in United States foreign policy since 1992, including the globalization of trade and the war on terrorism. (P, H, G, E)</p>	<p>Standard Support Document</p> <p>https://www.ed.sc.gov/apps/cso/standards/socsd_k8.cfm?#grade_5</p> <p>Locally adopted textbook</p> <p><u>Maps:</u></p> <p><u>Primary Sources:</u></p> <p><u>Terrorism:</u></p> <p>http://www.42explore2.com/terrorism.htm</p> <p><u>Foreign Policy:</u></p> <p>http://www.lib.umich.edu/govdocs/forpol.html</p> <p>Talking to Kids About Terrorism:</p> <p>http://abcnews.go.com/Technology/DyeHard/Story?id=2046075&page=1</p> <p>Globalization-</p> <p>http://encyclopedia.kids.net.au/page/gl/Globalization</p> <p>Current US Foreign Policy</p> <p>http://www.whitehouse.gov/agenda/foreign_policy/</p> <p>Article for Teacher Background</p>	<p>See Literacy Elements in the Social Studies Standards appendix</p> <p>K. Use texts, photographs, and documents to observe and interpret social studies trends and relationships</p> <p>L. Interpret calendars, time lines, maps, charts, tables, graphs, flow charts, diagrams, photographs, paintings, cartoons, architectural drawings, documents, letters, censuses, and other artifacts</p> <p>O. Consider multiple perspectives of documents and stories</p> <p>P. Locate, gather, and process information from a variety of primary and secondary sources including maps.</p> <p>V. Use a variety of media to develop and organize integrated summaries of social studies information</p> <p>Have a global exchange day among the 5th grade classes at your school. Each class will offer something to trade among the other students. Set up stations that the students can go to with a currency to purchase their goods. Teacher could add an extension where as each class will have a different currency. How will this currency be exchanged?</p>	<p>To demonstrate mastery of this indicator the student should:</p> <p>Summarize the changes in US foreign policy since 1992.</p> <p>Explain the main effects of globalization of trade and the war on terrorism.</p> <p>Identify various events associated with the global war on terrorism in Afghanistan and Iraq.</p>

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<p>5-6.5 Summarize the changes that have taken place in United States foreign policy since 1992, including the globalization of trade and the war on terrorism. (P, H, G, E)</p>	<p>http://www.foreignpolicy.com/Ning/archive/archive/120/afterthecrash.pdf</p> <p>DISCUS power search www.scdiscus.org click on History Resource Center: US</p> <p>ETV StreamlineSC www.scetv.org/education/StreamLineSC</p> <p>War on Terror National Security and Civil Liberties: The War on Terror (02:44) "Enemy Combatants," the War on Terror, and Judicial Due Process of Law in the Post-9/11 World (03:45)</p> <p>Discusses Key Vocab. From the Essential Information for Students to Know Challenges for Our Century (04:27)</p>	<p>This lesson plan gives information, discussion questions and "what if" scenarios connecting to terrorism. A learning station activity summarizes the lesson. It stimulates higher order thinking. http://www.lessonplanspage.com/SSInfoDiscActivity-WhatIsTerrorism912.htm</p> <p>This lesson plan addresses this indicator, but it also takes it several steps farther. Pick and chose what to use, but be sure to take a look as it helps students understand foreign policy. http://www.lessonplanspage.com/SSUSForeignPolicy70sMill912.htm</p> <p>This lesson plan helps students understand the connection between current event in the world, their own lives, and lives of others in the community. It utilizes resources of the U.S. Department of State. There are also instructional materials and information sources available through newspapers, television, and the Internet. http://future.state.gov/educators/lessons/43401.htm</p>	

Recommended Days of Instruction	5 days		
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<p>5-6.6 Compare the position of the United States on the world stage following World War I, World War II, and the collapse of the communist states. (P, H)</p>	<p>Standard Support Document https://www.ed.sc.gov/apps/cso/standards/socsd_k8.cfm?#grade_5</p> <p>Locally adopted textbook</p> <p>Maps: http://news.bbc.co.uk/1/hi/world/europe/7972232.stm</p> <p>US Post WWI: http://www2.sunysuffolk.edu/westn/effectww1.html</p> <p>US Post WWII: http://www.loc.gov/exhibits/marshall</p> <p>US Post Collapse of Communist States: http://www.besthistorysites.net/US_History_PostColdWar.shtml</p>	<p>See Literacy Elements in the Social Studies Standards appendix</p> <p>K. Use texts, photographs, and documents to observe and interpret social studies trends and relationships</p> <p>L. Interpret calendars, time lines, maps, charts, tables, graphs, flow charts, diagrams, photographs, paintings, cartoons, architectural drawings, documents, letters, censuses, and other artifacts</p> <p>O. Consider multiple perspectives of documents and stories</p> <p>P. Locate, gather, and process information from a variety of primary and secondary sources including maps.</p> <p>V. Use a variety of media to develop and organize integrated summaries of social studies information</p> <p>Have students research and recall from prior learning the United States' position following WWI, WWII, and the collapse of communist states. Students should record this information in a 3 column chart or table.</p>	<p>To demonstrate mastery of this indicator the student should:</p> <p>Compare the position of the US on the world stage following WWI, WWII, and the collapse of the communist states.</p> <p>Explain the positions of the US following WWI, WWII, and the collapse of the Soviet Union.</p> <p>Infer possible changes to the US' position on the world stage following each period.</p>

Indicator	Recommended Resources	Suggested Instructional Strategies	Assessment Guidelines									
<p>5-6.6 Compare the position of the United States on the world stage following World War I, World War II, and the collapse of the communist states. (P, H)</p>	<p>Post WWII to 2004: http://worldhistoryforusall.sdsu.edu/units/nine/panorama/slides/HTML/Era09_files/frame.htm http://www.loc.gov/vets/stories/ex-war-women4wars.html DISCUS power search www.scdiscus.org click on History Resource Center: US ETV StreamlineSC www.sctev.org/education/StreamLineSC Post WWI: The United States and World War I (04:19) Cold War: Decisions That Shook the World: Ronald Reagan and the Cold War (33:17) This segment: A Private Meeting: Ronald Reagan and Mikhail Gorbachev Meet to Discuss Nuclear P (03:19) American History: Marching into the Future (55:00) This segment: Reagan and the End of the Cold War (07:56)</p>	<table border="1" data-bbox="982 302 1667 623"> <thead> <tr> <th colspan="3" data-bbox="982 302 1667 337">US Position on the World Stage</th> </tr> <tr> <th data-bbox="982 337 1209 444">Post WWI</th> <th data-bbox="1209 337 1436 444">Post WWII</th> <th data-bbox="1436 337 1667 444">After the Fall of Communism</th> </tr> </thead> <tbody> <tr> <td data-bbox="982 444 1209 623"></td> <td data-bbox="1209 444 1436 623"></td> <td data-bbox="1436 444 1667 623"></td> </tr> </tbody> </table> <p>Using the chart above, have students write a comparison/contrast expository paragraph on each of the above time periods. Students should also include an explanation of each position in the paragraph. Create a rubric to assessment the paragraph at the flowing site: http://rubistar.4teachers.org/index.php</p>	US Position on the World Stage			Post WWI	Post WWII	After the Fall of Communism				
US Position on the World Stage												
Post WWI	Post WWII	After the Fall of Communism										