My Place in Time and Space

Montgomery County Public Schools
5th Grade History and Social Studies

Contributors:

Erin Bull, Christiansburg Elementary School
Laura Davis, Harding Avenue Elementary School
Nancy Henderson, Gilbert Linkous Elementary School
David Hicks, Virginia Tech, Associate Professor
Jeremy Hutchinson, Falling Branch Elementary School
Melissa Lisanti, Virginia Tech, Doctoral Candidate
Carolyn Mashburn, Christiansburg Elementary School
Sheila Mathews, Falling Branch Elementary School
Nataleigh McGuire, Belview Elementary School
Kelly McPherson, Kipps Elementary School
Rhonda Meadows, Gilbert Linkous Elementary School
April Peacock, Margaret Beeks Elementary School
Marjorie Peterson, Margaret Beeks Elementary School
Betty Powell, Eastern Montgomery Elementary School
Sarah Weithman, Prices Fork Elementary School
Heidi Williams, Auburn Elementary School
Michele Wrenn, Auburn Elementary School
Sharon Zuckerwar, Supervisor of Social Sciences

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Teaching with Primary Sources Eastern Region Program,
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5th Grade History and Social Studies: My Place in Time and Space

**My Place in Time and Space** will focus on student engagement and demonstration of higher-order thinking skills through historical and geographical analysis, including the ability to:

- Identify and interpret primary and secondary source documents to increase understanding of events and life in US history;
- Make connections between the past and the present;
- Sequence events in United States history;
- Interpret ideas and events from different historical perspectives;
- Evaluate and discuss issues orally and in writing;
- Analyze and interpret maps to explain relationships among landforms, water features, climatic characteristics, and historical events;
- Appreciate and understand the local history of Montgomery County from multiple perspectives across themes of change, culture, individuals, groups, environment, and progress;

Course activities will engage students in making connections between history and themselves through the use of primary sources. The use of these resources will enable students to wonder and investigate by developing questions and gaining new information provided by primary sources. These investigations will help students construct new understandings that will ultimately help them express and reflect on their own learning. This higher order thinking structure will develop the skills students need to be successful learners and historical thinkers.

The National Council of Social Studies (NCSS) themes were used as the foundation of this course with the intent to help students conceptualize the ‘big ideas’ of history. Students should have the opportunity to explore each theme through a series of Essential Questions. Essential Learnings identify the key concepts and ideas that students should be able to understand. The intent of this course is for students to be actively engaged in their learning through the development of historical thinking Processes and Skills. Instructional Resources are provided, however, teachers may choose other learning experiences that offer opportunities for students to actively explore the answers to the questions.

Each theme has a unit organizer that includes an exercise on personal connections to the theme, source analysis that demonstrates the theme “in action” (including at least one source from Library of Congress archives), questions that elicit big ideas and new understandings, key vocabulary, and an opportunity to connect the theme to another so that students begin to appreciate the intersections of big ideas in history and social studies.
MCPS CURRICULUM GUIDE – Social Studies
GRADE 5—My Place in Time and Space

COURSE SEQUENCE/Pacing

First Nine Weeks
Time, Continuity and Change

Historical Inquiry
- What is evidence?
- What processes support analysis of sources?
- What is history? How does it get written? Does it change? Why?
- How are decisions about sources and analysis driven by questions?
- What do historians do? What types of questions do historians ask?
- How can I use history to understand about time, continuity, and change?
- What is geography?
- How can I use geography to understand my sense of space and place and the place of others in the world?
- How can I use geography to understand people, places, and environments?
- What is in a map? How do we design and use maps to learn about my place in time and space?
- How have maps changed over time? Why?

Global Connections
- How small is my world? How big is my world?
- How am I connected to people around the world?
- How do ideas spread?
- How might people around the world have different perspectives on our global connections?
- How has my community/region developed connections globally?
- Who benefits from global connections?
**Second Nine Weeks**

**Culture**
- What is culture and cultural diversity?
- How are cultures different and also the same across time and space?
- How do cultures change over time?
- What does it mean to be from “a town,” “a region,” or a “state”?

**People, Places, Environments**
- How have my geography surroundings influenced my history and the history of others?
- How has geography influenced how my town has grown and developed?
- How am I connected to other spaces and places? Where have I been and where do I want to go in the world?

**Power, Authority, Governance**
- What does mean to be powerful?
- Who is powerful around me? Who is not? Why?
- What are the responsibilities and constraints that come with power and authority at local, regional, national level? Over time and space?
- How do/have individuals organized to leverage power and make change?

**Third Nine Weeks**

**Individual Development and Identity**
- How do individuals grow and change physically, emotionally, and intellectually?
- How do my interactions with others support the development of my identity?

**Individuals, Groups, Institutions**
- How am I influenced by individuals, groups, and institutions?
- How do I impact groups or institutions?
- What groups and institutions can I see around me?
- What groups and institutions do I belong to? Why?
- What makes individuals, groups, and institutions significant and powerful over time?
- How has the power of certain groups and institutions changed over time?
Third Nine Weeks (continued)

Production, Consumption, Distribution
- What factors influence decision making on issues of production, consumption, and distribution of goods?
- Who are the producers around me?
- What is my economy? How do I participate?
- How have children participated in production, consumption, distribution over time and space?
- How have world events effected what I buy?

Fourth Nine Weeks

Science, Technology, Society
- What is technology and how has it changed over time? How is it different/same across space?
- How have technological innovations changed my community and the lives of people in my community?
- What are the top 10 most significant technological innovations in the history of the world? For whom?

Civic Ideas and Participation (Make a Difference/Do Something)
- How do citizens become involved in their community and beyond?
- What is participation?
- What is a citizen? (Local, National, Global)
- What responsibilities and expectations come from being a citizen in your community, region, state, country, world?
- How has the concept of citizenship changed over time and space?
# Time, Continuity and Change

Through the study of the past and its legacy, learners examine the institutions, values, and beliefs of people in the past, acquire skills in historical inquiry and interpretation, and gain an understanding of how important historical events and developments have shaped the modern world.

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<thead>
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<tbody>
<tr>
<td>Historical Inquiry:</td>
<td>The learners will understand:</td>
<td>Learners will be able to:</td>
<td><strong>TIME, CONTINUITY AND CHANGE: UNIT ORGANIZER</strong></td>
</tr>
<tr>
<td>What is evidence?</td>
<td>- The study of the past is the story of communities, nations and the world.</td>
<td>- Ask and find answers.</td>
<td><strong>Lesson</strong>: Artifact Bag</td>
</tr>
<tr>
<td>What processes support analysis of sources?</td>
<td>- Key concepts: past, present, future, similarity, difference, change.</td>
<td>- Use a variety of sources.</td>
<td><strong>Lesson</strong>: Museum of Me</td>
</tr>
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<td>- That we learn our personal past and the past of communities, nations, and the world by means of stories, biographies, interviews, and original sources such as documents, letters, photographs, and artifacts.</td>
<td>- Describe cause-effect relationships.</td>
<td><strong>Lesson</strong>: Sam Smiley -- Analyzing Sources</td>
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<td>- That people view and interpret historical events differently because of the times in which they live, the experiences they have, and the point of view they hold.</td>
<td>- Compare and contrast differing stories or accounts and offer reasons for the differences.</td>
<td><strong>Documents</strong>: Sam Smiley Document Set</td>
</tr>
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<td>- That historical events occurred in times that differed from our own, but often have lasting consequences for the present and future.</td>
<td>- Describe how people in the past lived.</td>
<td><strong>Lesson Tools</strong>: Timeline, Detectives Notebook</td>
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<td></td>
<td>- Use historical methods of inquiry and literacy skills to research and present findings.</td>
<td><strong>Library of Congress - Using Primary Sources</strong></td>
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<td><strong>Library of Congress - Analysis Tools</strong></td>
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<td><strong>Library of Congress - Teacher Resources: Introduction to Primary Sources</strong></td>
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First Nine Weeks
## Time, Continuity and Change

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<td>Historical Inquiry:</td>
<td>The learners will understand:</td>
<td>Learners will be able to:</td>
<td>What is Evidence? Types of Evidence Teacher Background Types of Primary Sources pgs 4-17</td>
</tr>
<tr>
<td>What is evidence?</td>
<td>- The study of the past is the story of communities, nations and the world.</td>
<td>- Ask and find answers.</td>
<td>Lessons developed from Using Primary Sources in the Classroom Shell Publication (copies of resource made available to each 5th grade team.)</td>
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<td>What processes support analysis of sources?</td>
<td>- Key concepts: past, present, future, similarity, difference, change.</td>
<td>- Use a variety of sources.</td>
<td><strong>Teacher Resource: What is a Primary Source?</strong></td>
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<td>- Describe cause-effect relationships.</td>
<td><strong>Teacher Resource: Doing History Presentation by Keith Barton</strong></td>
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<td>- Compare and contrast differing stories or accounts and offer reasons for the differences.</td>
<td><strong>Teacher Resource: Suggested Internet Sites by Topic</strong></td>
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<td>- That historical events occurred in times that differed from our own, but often have lasting consequences for the present and future.</td>
<td>- Describe how people in the past lived.</td>
<td><strong>Lesson: Photographs</strong></td>
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<td>- Use historical methods of inquiry and literacy skills to research and present findings.</td>
<td><strong>Lesson: Film and Sound Recording: MLK Film Recording</strong></td>
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<td><strong>Lesson: Maps</strong></td>
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<td><strong>Lesson: Letters</strong></td>
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<td><strong>Lessons: Documents</strong></td>
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First Nine Weeks
# Time, Continuity and Change

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| What is geography?  | The learners will understand:  
  - The study of the past is the story of communities, nations, and the world.  
  - Key concepts: past, present, future, similarity, difference, change.  
  - That we learn our personal past and the past of communities, nations, and the world by means of stories, biographies, interviews, and original sources such as documents, letters, photographs, and artifacts.  
  - That people view and interpret historical events differently because of the times in which they live, the experiences they have, and the point of view they hold.  
  - That historical events occurred in times that differed from our own, but often have lasting consequences for the present and future. | Learners will be able to:  
  - Ask and find answers.  
  - Use a variety of sources.  
  - Describe cause-effect relationships.  
  - Compare and contrast differing stories or accounts and offer reasons for the differences.  
  - Describe how people in the past lived.  
  - Use historical methods of inquiry and literacy skills to research and present findings. | *30 Copies of The Nystrom Atlas of Our Country’s History, along with a Student Activities Binder (NSAB) will be available for each 5th grade classroom. This resource is intended to be used as a supplement for this course. A suggested thematic pacing of atlas activities is included in this curriculum guide. All teachers will also have access to online NYSTROM resources including an e-book and Stratalogica. |
| How can I use geography to understand my sense of space and place and the pace of others in the world? |  |  | NSAB 1: Getting to Know Your Atlas  
NSAB 2: Reviewing Basic Map Skills  
NSAB 3: Focusing on History  
[What Was There](#)  
[Teaching with Historic Places](#) National Park Service Resources |
| How can I use geography to understand people, places and environments? |  |  |  |

First Nine Weeks
### Time, Continuity and Change

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<td>What is in a map? How do we design and use maps to learn about my place in time and space?</td>
<td>The learners will understand:</td>
<td>Learners will be able to:</td>
<td>NSAB 72: How does the US affect other countries? pp. 72-73</td>
</tr>
</tbody>
</table>
| How have maps changed over time? Why?      | • The study of the past is the story of communities, nations, and the world.  
• Key concepts: past, present, future, similarity, difference, change.  
• That we learn our personal past and the past of communities, nations, and the world by means of stories, biographies, interviews, and original sources such as documents, letters, photographs, and artifacts.  
• That people view and interpret historical events differently because of the times in which they live, the experiences they have, and the point of view they hold.  
• That historical events occurred in times that differed from our own, but often have lasting consequences for the present and future. | • Ask and find answers.  
• Use a variety of sources.  
• Describe cause-effect relationships.  
• Compare and contrast differing stories or accounts and offer reasons for the differences.  
• Describe how people in the past lived.  
• Use historical methods of inquiry and literacy skills to research and present findings. | Lesson: [Which Way to the Pencil Sharpener](#)  
Lesson: [Perspectives Detectives](#)  
Lesson: [Library of Congress - Local History: Mapping My Spot](#)  
Library of Congress - [Classroom Presentation Materials: Zoom Into Maps](#)  
**TIME, CONTINUITY AND CHANGE: UNIT ORGANIZER**  
Lesson: [Connecting the 1930’s to Today](#)  
Lesson: [Genealogy & Geography](#) |
Culture

Learners will understand how human beings create, learn, share, and adapt to culture. They will appreciate the role of culture in shaping their lives and the society in which they live. By recognizing various cultural perspectives, learners become capable of understanding diverse perspectives, acquiring the potential to foster more positive relations and interactions with diverse people.

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<td>What is culture and cultural diversity?</td>
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<td>CULTURE: UNIT ORGANIZER</td>
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<td>How are cultures different and also the same across time and space?</td>
<td>• “Culture” refers to behaviors, beliefs, values, traditions, institutions, and ways of living together of a group of people.</td>
<td>• Ask and find answers to questions about school and community.</td>
<td>NSAB 4: Who Were the first Americans? pp. 8-9</td>
</tr>
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<td></td>
<td>• Concepts such as: similarities, differences, beliefs, values, cohesion, and diversity.</td>
<td>• Explore and describe similarities and differences in the ways various culture groups meet similar needs.</td>
<td>NSAB 5: Which Europeans and Africans went to America first? pp. 10-11</td>
</tr>
<tr>
<td></td>
<td>• How cultural beliefs, behaviors, and values allow human groups to solve the problems of daily living.</td>
<td>• Give examples of how information and experiences may be interpreted differently.</td>
<td>Holt Interactive Graphic Organizers</td>
</tr>
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<td></td>
<td>• How culture may change in response to changing needs and concerns.</td>
<td>• Describe the value of both cultural unity and diversity.</td>
<td>Lesson: Everyone Has a Culture—Everyone Is Different</td>
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<td>• How individuals learn the elements of their culture through interactions with other members of the culture group.</td>
<td>• Demonstrate how holding different values and beliefs can post obstacles to understanding between people and groups.</td>
<td>Lesson: How are cultures different and also the same across time and space?</td>
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<td>• How peoples from different cultures develop different values and ways of interpreting experience.</td>
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<td>Second Nine Weeks</td>
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<tr>
<td>How do cultures change over time?</td>
<td>Learners will understand:</td>
<td>Learners will be able to:</td>
<td>Lesson: How do cultures change over time?</td>
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<td>What does it mean to be from “a town,” “a region”, or a “state”?</td>
<td>• “Culture” refers to behaviors, beliefs, values, traditions, institutions, and ways of living together of a group of people.</td>
<td>• Ask and find answers to questions about school and community.</td>
<td>Library of Congress - How to Make a Time Capsule</td>
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<td>• Concepts such as: similarities, differences, beliefs, values, cohesion, and diversity.</td>
<td>• Explore and describe similarities and differences in the ways various culture groups meet similar needs.</td>
<td>Lesson: What does it mean to be from a “town,” “a region”, or a “state”?</td>
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Second Nine Weeks
## People, Places and Environments

This theme helps learners to develop their spatial views and perspectives of the world, and to understand the relationships between people, places, and environments. Learners examine where people, places and resources are located, why they are there, and why this matters. They explore the effects of the environment on human activities and the impact of the activities on the environment. This area of study is crucial to informed civic decision-making about human-environmental relationships.

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<tr>
<td>How have my geography surroundings influenced my history and the history of others?</td>
<td>Learners will understand:</td>
<td>Learners will be able to:</td>
<td>PEOPLE, PLACES AND ENVIRONMENTS: UNIT ORGANIZER</td>
</tr>
<tr>
<td></td>
<td>• This involves the study of location, place, and the interactions of people with their surroundings.</td>
<td>• Ask and find answers to geographic questions.</td>
<td>NSAB 8: What happened when three worlds met? pp. 16-17.</td>
</tr>
<tr>
<td></td>
<td>• Concepts such as location, direction, distance and scale.</td>
<td>• Investigate relationships among people, places and environments, using atlases, data bases, charts, graphs, maps and geospatial technologies.</td>
<td>NSAB 9: Where did the Spanish settle? pp. 18-19</td>
</tr>
<tr>
<td></td>
<td>• Physical and human characteristics of the school, community, state and region and the interactions of people in these places.</td>
<td>• Gather and interpret information from various representations of Earth.</td>
<td>NSAB 10: Where did the English and other Europeans settle? pp. 20-21</td>
</tr>
<tr>
<td></td>
<td>• Physical changes in the community, such as seasons, climate, and weather, and their effects on plants and animals.</td>
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<td>NSAB 11-15: Which colonies became the US? pp. 22-29</td>
</tr>
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<td>• Cultural patterns and their interactions by means such as migration and settlement change in customs or ideas and in the way people make a living.</td>
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<td>Lesson: Library of Congress: Geography and Its Impact on Colonial Life</td>
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<td></td>
<td>• Benefits and problems resulting from the discovery and use of resources.</td>
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<td>• Tools such as maps, globes, and geospatial technologies in investigating the relationships among people, places and environments.</td>
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<td>Learners will understand:</td>
<td>Learners will be able to:</td>
<td>Lesson 1: Mapping</td>
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<td>• This involves the study of location, place, and the interactions of people with their surroundings.</td>
<td>• Ask and find answers to geographic questions.</td>
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<td>• Physical and human characteristics of the school, community, state and region and the interactions of people in these places.</td>
<td>• Gather and interpret information from various representations of Earth.</td>
<td>Lesson 2: The Great Wagon Road, Pt. 1</td>
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<td>• Physical changes in the community, such as seasons, climate, and weather, and their effects on plants and animals.</td>
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<td>• Cultural patterns and their interactions by means such as migration and settlement change in customs or ideas and in the way people make a living.</td>
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<td>Lesson 3: The Great Wagon Road, Pt. 2</td>
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<td>• Benefits and problems resulting from the discovery and use of resources.</td>
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<td>• The Wilderness Trail Painting</td>
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<td>• Tools such as maps, globes, and geospatial technologies in investigating the relationships among people, places and environments.</td>
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<td>• Artwork Analysis Worksheet</td>
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<td>• SmartBoard Presentation</td>
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<td>How has geography influenced how my town has grown and developed?</td>
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Lesson 4: Oral Histories

- Primary Source Analysis Tool
- Analyzing Oral Histories

Lesson 5: Family Oral Histories

- Family Oral History Questions
**People, Places and Environments**

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<td>How am I connected to other spaces and places?</td>
<td>This involves the study of location, place, and the interactions of people with their surroundings.</td>
<td>Ask and find answers to geographic questions.</td>
<td>*Each school will receive multiple Leveled Guided Reading book sets on a variety of topics. As much as possible, literacy skills should be incorporated into the My Place in Time and Space curriculum. These titles should be available for all 5th grade teachers in the school and a part of the permanent 5th Grade resource collection. Titles include: Angel at the Battle of Antietam, Cohokia-City of Mystery, Dark Days: Stock Market Crash, King Phillip’s War, Thaddeus Kosciusko: A Hero of Two Worlds, The End of an Empire, The Trail of Tears, Eleanor Roosevelt: First Lady of the World.</td>
</tr>
</tbody>
</table>
| Where have I been and where do I want to go in the world? | Concepts such as location, direction, distance and scale. | Investigate relationships among people, places and environments, using atlases, data bases, charts, graphs, maps and geospatial technologies. | National Geographic
Visit this site to explore places, peoples and environmental issues around the world. |
| | Physical and human characteristics of the school, community, state, and region and the interactions of people in these places. | Gather and interpret information from various representations of Earth. | Lesson 6: Natural Resources in Virginia
- Industrial Development Article
- Soil Survey of Montgomery County
- Coal in Virginia Map
- Analyzing Maps Tool
- Fairy Stone State Park Brochure
- Fairy Stone State Park Trail Guide
- Hungry Mother State Park Brochure
- Hungry Mother State Park Trail Guide |
## People, Places and Environments

This theme helps learners to develop their spatial views and perspectives of the world, and to understand the relationships between people, places, and environments. Learners examine where people, places and resources are located, why they are there, and why this matters. They explore the effects of the environment on human activities and the impact of the activities on the environment. This area of study is crucial to informed civic decision-making about human-environmental relationships.

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| How am I connected to other spaces and places? | Learners will understand:  
  - This involves the study of location, place, and the interactions of people with their surroundings.  
  - Concepts such as location, direction, distance and scale.  
  - Physical and human characteristics of the school, community, state, and region and the interactions of people in these places.  
  - Physical changes in the community, such as seasons, climate, and weather, and their effects on plants and animals.  
  - Cultural patterns and their interactions by means such as migration and settlement change in customs or ideas and in the way people make a living.  
  - Benefits and problems resulting from the discovery and use of resources.  
  - Tools such as maps, globes, and geospatial technologies in investigating the relationships among people, places and environments. | Learners will be able to:  
  - Ask and find answers to geographic questions.  
  - Investigate relationships among people, places and environments, using atlases, data bases, charts, graphs, maps and geospatial technologies.  
  - Gather and interpret information from various representations of Earth. | Lesson 7: Examining Natural Resources in Mont. Co. Using Photographs  
  - Cube A Thought Activity  
  - Montgomery Co. Photos SmartBoard |
| Where have I been and where do I want to go in the world? |                                                                                                                                           |                                                                                  | Lesson 8: Analyzing Directories  
  - July 1928 Dun Mercantile Store  
  - Hill’s Business Directory  
  - Hill’s Business Directory Tradesmen  
  - Hill’s Directory Mines and Mills  
  - County Businesses 1850  
  - Business Directory 1888  
  - Business Directory 1888 page 2 |
| Lesson 7: Examining Natural Resources in Mont. Co. Using Photographs |                                                                                                                                           |                                                                                  | Lesson 9: How am I connected to the Civil War  
  - Civil War Webquest |
| Lesson 9: How am I connected to the Civil War |                                                                                                                                           |                                                                                  | Lesson 11: Who Am I? Part 2 |
| Lesson 12: Who Am I? Part 3 |                                                                                                                                           |                                                                                  | |
| Lesson 13: Who Am I? Part 4 |                                                                                                                                           |                                                                                  | |

Second Nine Weeks
# Power, Authority, Governance

Learners will develop an understanding of the principles, processes, structures, and institutions of government, and examine how power and authority are or have been obtained in various systems of government. Learners can become more effective problem-solvers and decision-makers when they address the persistent issues and social problems encountered in political life.

<table>
<thead>
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<th>Essential Questions</th>
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| What does it mean to be powerful? | Learners will understand:  
- Rules and laws can serve to support order and protect individual rights.  
- The ways in which governments and institutions meet the wants and needs of citizens.  
- Fundamental ideas that are the foundation of American constitutional democracy, including those of the U.S. Constitution, the rule of law, separation of powers, checks and balances, and minority rights.  
- The basic elements of government in the United States: executive, legislative, and judicial authority. | Learners will be able to:  
- Ask and find answers.  
- Examine issues involving rights and responsibilities of individuals and groups.  
- Examine issues involving richness of unity and diversity.  
- Examine issues involving conflict related to unity and diversity. | POWER, AUTHORITY, GOVERNANCE: UNIT ORGANIZER  
NSAB 16: What led to the Revolutionary War? pp. 32-33  
NSAB 17: Where was the Revolutionary War fought? pp. 34-35  
NSAB 18: How did the US get its start? pp. 36-37  
Lesson 1: What is Power?  
- The Horse America Throwing Master  
- Studying Cartoons Worksheet  
- Concept Map  
Lesson 2: Power Around Me  
- Power Venn Diagram  
Lesson 3: Gaining Power  
Lesson 4: Women’s Suffrage  
Lesson 5: Rosa Parks  
Lesson 6: Rosa Parks (Day 2)  
SCIM-C Analysis Tool |

Who is powerful around me? Who is not? Why?

Second Nine Weeks
**Power, Authority, Governance**

Learners will develop an understanding of the principles, processes, structures, and institutions of government, and examine how power and authority are or have been obtained in various systems of government. Learners can become more effective problem-solvers and decision-makers when they address the persistent issues and social problems encountered in political life.

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| What are the responsibilities and constraints that come with power and authority at local, regional, national level? Over time and space? | Learners will understand:  
• Rules and laws can serve to support order and protect individual rights.  
• The ways in which governments and institutions meet the wants and needs of citizens.  
• Fundamental ideas that are the foundation of American constitutional democracy, including those of the U.S. Constitution, the rule of law, separation of powers, checks and balances, and minority rights.  
• The basic elements of government in the United States: executive, legislative, and judicial authority. | Learners will be able to:  
• Ask and find answers.  
• Examine issues involving rights and responsibilities of individuals and groups.  
• Examine issues involving richness of unity and diversity.  
• Examine issues involving conflict related to unity and diversity. | *Each school has received multiple copies of two resources by Teaching and Learning Company. Please make sure these become a part of the permanent 5th grade collection of resources for this course.*  
• Presidential Elections - VOTE written by Julia Hargrove and illustrated by Chris Nye.  
• History Speaks...Seneca Falls Declaration of Sentiments and Resolutions written by Douglas M. Rife and illustrated by Bron Smith.  

Lesson 7: Constitution  

Lesson 8: Branches of Government  

Lesson 9: Separation of Powers  
Who Are My Legislators? Webquest  

Leveled Texts: Constitution, Bill of Rights, Congress (from Shell Publishing)  

Where to Start: Guide to Understand and Study the Current Election  

2011 Senate Districts by County  
2011 House Districts by County  
Bingo Cards  

Lesson: Candidate Comparison Project  
Venn Diagram template

Second Nine Weeks
Individual Development and Identity

Personal identity is shaped by family, peers, culture, and institutional influences. In order to understand individual development and identity, learners should study the influence of various times, cultures, groups, and institutions.

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| How do individuals grow and change physically, emotionally, and intellectually? | Learners will understand:  
• The study of individual development and how identity helps us know who we are and how we change.  
• Key concepts such as: growth, change, learning, self, family, and groups.  
• Individuals have characteristics that are both different and similar to others.  
• Individuals bring specific abilities, interests, and talents in working with others to make decisions and solve problems.  
• Individuals change over time.  
• Physical, intellectual and emotional growth affects individual identity, growth and interactions with others.  
• People’s interactions with their social and physical surroundings influence individual identity and growth.  
• Individual choices are influenced by personal and social factors. | Learners will be able to:  
• Ask and find answers.  
• Describe their personal characteristics, including interests, capabilities and perceptions.  
• Explore factors that contribute to personal identity, such as physical attributes, gender, race and culture.  
• Evaluate how they can express their own identity and work productively with others.  
• Identify people, groups, and institutions that contribute to development. | **INDIVIDUAL DEVELOPMENT AND IDENTITY: UNIT ORGANIZER**  
NSAB 19: How did settlers move west in the late 1700s? pp. 38-39  
NSAB 21: Who explored the Far West? pp. 42-43  
NSAB 24: Why did Americans move the Far West? pp. 48-49 |

How do my interactions with others support the development of my identity?
# Individual Development and Identity

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  - Individual choices are influenced by personal and social factors. | Learners will be able to:  
  - Ask and find answers.  
  - Describe their personal characteristics, including interests, capabilities and perceptions.  
  - Explore factors that contribute to personal identity, such as physical attributes, gender, race and culture.  
  - Evaluate how they can express their own identity and work productively with others.  
  - Identify people, groups, and institutions that contribute to development. | Olweus Bullying Prevention Program:  
Class Meetings That Matter lessons:  
Human Scavenger Hunt – Team Building p. 171  
Circles of Caring – Influence p. 181  
Lend a Hand – Empathy p. 191  
Standing Tall and Speaking up – Being Assertive pl. 202  
How Do You See It – Active Listening p. 228  
Disagree, But Don’t Be Disagreeable, Conflict, p. 244  
Friends For Real – Relationships, p. 278  
Be True to Yourself – Peer Pressure, p. 282  
Show a Little Respect – Respect, p. 293  
Don’t Judge a Book By Its Cover – Diversity, p. 325 |
| How do my interactions with others support the development of my identity? | | | |

Third Nine Weeks
Individuals, Groups, Institutions

Institutions such as families, civic, educational, governmental, and religious organizations exert great influence in daily life. Organizations embody the core social values of the individuals and groups who comprise them. It is important that students know how they influence individuals, groups and other institutions.

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| How am I influenced by individuals, groups, and institutions? | Learners will understand:  
- People belong to groups and institutions that influence them and by which they are influenced.  
- Key concepts such as: community, culture, role, competition, cooperation, rules, and norms.  
- Individuals have unique characteristics.  
- Groups and institutions also have unique characteristics.  
- The impact of families, schools, religious institutions, government agencies, financial institutions, and civic groups on their lives.  
- How rules and norms of groups to which they belong impact their lives. | Learners will be able to:  
- Ask and find answers.  
- Describe interactions between individuals and groups.  
- Identify and describe examples of tensions between individuals and groups.  
- Provide examples of the role of institutions.  
- Show how groups and institutions work to meet needs.  
- Gather information about groups in their school community. | INDIVIDUALS, GROUPS, INSTITUTIONS: UNIT ORGANIZER  
NSAB 26-27: Where were Civil War battles fought? pp. 52-55  
NSAB 29: How did the lives of Indians change in the late 1800s? pp. 58-59  
NSAB 31: How did immigration and war change the US? pp. 62-63  
NSAB 32: Who fought in WWII? pp. 64-65  
NSAB 33: Where did the Cold War turn hot? pp. 66-67  
NSAB 34: Where did struggles for equal rights occur? pp. 68-69 |
| How do I impact groups or institutions? |  |  |  |
| What groups and institutions can I see around me? |  |  |  |

Lesson 1: Identifying Groups and Institutions  
- Ranking Rubric for Teachers  
- Ranking Rubric for Students

Lesson 2: Education in Virginia  
- Primary Source Activity  
- Reading Guide and Rubric  
- Student Reading Guide  
- Teacher Discussion Guide  
- Writing Prompts  
- Writing Prompt Rubric

Third Nine Weeks
**Individuals, Groups, Institutions**

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| What groups and institutions do I belong to? Why? | Learners will understand:  
- People belong to groups and institutions that influence them and by which they are influenced.  
- Key concepts such as: community, culture, role, competition, cooperation, rules, and norms.  
- Individuals have unique characteristics.  
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- Ask and find answers.  
- Describe interactions between individuals and groups.  
- Identify and describe examples of tensions between individuals and groups.  
- Provide examples of the role of institutions.  
- Show how groups and institutions work to meet needs.  
- Gather information about groups in their school community. | *Each classroom will have access to a class set of the biography: Edgar A. Long: Principal of Christiansburg Institute. This should be included as a unit of study for this course.*  
- Christiansburg Institute Presentation: Equality Denied VT Department of History  
- **Unit Lesson:** Before – During –After  
  - Literature Unit Suggestions for Edgar A. Long book  
  - Literature Extension Ideas  
- **Lesson 3: FSA Trailer Camp Projects**  
  - Trailer Camp Powerpoint  
  - Analyzing Primary Sources  
  - Teacher Background Information  
  - Student Activity  
- **Lesson 4: The Roaring Twenties**  
  - Roaring Twenties Reading Guide  
- **Lesson 5: The Roaring Twenties Part 2**  
  - Roaring Twenties Reading Guide Part 2  
- **Lesson 6: The Great Depression**  
  - Video Guide  
- **Lesson 7: The Dust Bowl**  
  - Video Guide  
  - Dust Bowl Slide Show  
  - Teacher Background Information  
- **Lesson 8: My Take On It**  
  - Presentation Guidelines/Choices  
  - Graphic Organizers  
  - Rubric for Presentation |

**Third Nine Weeks**
## Individuals, Groups, Institutions

Institutions such as families and civic, educational, governmental, and religious organizations exert great influence in daily life. Organizations embody the core social values of the individuals and groups who comprise them. It is important that students know how they influence individuals, groups and other institutions.

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- Ask and find answers.  
- Describe interactions between individuals and groups.  
- Identify and describe examples of tensions between individuals and groups.  
- Provide examples of the role of institutions.  
- Show how groups and institutions work to meet needs.  
- Gather information about groups in their school community. | Lesson 9: The Importance of Families, Part 1  
Lesson 10: The Importance of Families, Part 2  
- 1930’s Audio Link  
- List of radio segments  
Lesson 11: Advertising in the 1930’s  
- 1930’s Audio Link  
- List of radio segments  
Lesson 12: Who was Addison Caldwell?  
- Looking Back at Addison Caldwell |

*Third Nine Weeks*
Production, Consumption, Distribution

Scarcity and unequal distribution of resources dictate the need for economic systems of exchange, including trade, to improve the well-being of the economy. The role of government in different economic systems varies over time and from place to place, resulting in diverse economic policies.

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| What factors influence decision making on issues of production, consumption, and distribution of goods? | Learners will understand:  
• How people and communities deal with scarcity of resources.  
• The difference between wants and needs.  
• What people and communities gain and give up when they make a decision.  
• How economic incentives affect people’s behavior.  
• The characteristics and functions of money and its uses.  
• Various organizations that help people achieve their individual economic goals (banks, businesses, labor unions).  
• The characteristics of a market economy.  
• The goods and services produced in the market and those produced by the government. | Learners will be able to:  
• Ask and find answers.  
• Analyze the differences between wants and needs.  
• Evaluate how the decisions that people make are influenced by the trade-offs of different options.  
• Examine and evaluate different methods for allocating scarce goods and services in the school and community.  
• Assess how consumers will react to rising and falling prices for goods and services. | PRODUCTION, CONSUMPTION, DISTRIBUTION: UNIT ORGANIZER  
NSAB 6: What were Europeans searching for? pp. 12-13  
NSAB 7: Why did Europeans explore America? pp.14-15  
NSAB 15: Where did slaves work in the Thirteen colonies? pp. 30-31  
NSAB 25: How did slavery divide the nation? pp. 50-51  
Teacher Background Information: Mining In Southwest Virginia  
Lesson: Saturday Sancocho-Exchange  
Lesson: Why Do I Want All This Stuff? Consumption/Advertising  
Lesson: How Labor Got Its Day  
Lesson: The Little Red Hen-Production  
Lesson: Library of Congress-How Transportation Transformed America: Going to Market |
### Production, Consumption, Distribution

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• What people and communities gain and give up when they make a decision.  
• How economic incentives affect people’s behavior.  
• The characteristics and functions of money and its uses.  
• Various organizations that help people achieve their individual economic goals (banks, businesses, labor unions).  
• The characteristics of a market economy.  
• The goods and services produced in the market and those produced by the government. | Learners will be able to:  
• Ask and find answers.  
• Analyze the differences between wants and needs.  
• Evaluate how the decisions that people make are influenced by the trade-offs of different options.  
• Examine and evaluate different methods for allocating scarce goods and services in the school and community.  
• Assess how consumers will react to rising and falling prices for goods and services. | Lesson: Economy, Part 1  
Lesson: Economy, Part 2  
Lesson: Economy, Part 3  
Lesson: Closing the Riner Cannery, Part 1  
Lesson: Closing the Riner Cannery, Part 2  
Lesson: “Shower Me” Newspaper Article  
Lesson: Save the Cannery  
Lesson: Transportation Past and Present |

| Who are the producers around me? |  |  |  |
| --- |  |  |  |

| What is my economy? How do I participate? |  |  |  |
| --- |  |  |  |
### Production, Consumption, Distribution

Scarcity and unequal distribution of resources dictate the need for economic systems of exchange, including trade, to improve the well-being of the economy. The role of government in different economic systems varies over time and from place to place, resulting in diverse economic policies.

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| How have children participated in production, consumption, distribution over time and space? | Learners will understand:  
  - How people and communities deal with scarcity of resources.  
  - The difference between wants and needs.  
  - What people and communities gain and give up when they make a decision.  
  - How economic incentives affect people’s behavior.  
  - The characteristics and functions of money and its uses.  
  - Various organizations that help people achieve their individual economic goals (banks, businesses, labor unions).  
  - The characteristics of a market economy  
  - The goods and services produced in the market and those produced by the government. | Learners will be able to:  
  - Ask and find answers.  
  - Analyze the differences between wants and needs.  
  - Evaluate how the decisions that people make are influenced by the trade-offs of different options.  
  - Examine and evaluate different methods for allocating scarce goods and services in the school and community.  
  - Assess how consumers will react to rising and falling prices for goods and services. | Lesson: [Colonial Workers Web](#)  
Lesson: [Which to be? A Tory or a Patriot?](#)  
Lesson: [Library of Congress--Child Labor in America](#)  
Lesson: [How To Make An Apple Pie and See the World-Global Market Video](#)  
Lesson: [If The World Were A Village Teaching Activities](#)  
Lesson: [The Write Stuff-Where Do Pencils Come From?](#)  
Project: [I Can Be An Entrepreneur](#)  
[Stock Market Math](#)  
[Financial Literacy for Children](#) |
| How have world events effected what I buy? | | | |

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Third Nine Weeks
### Science, Technology, Society

This theme explores how developments in science and technology impact individuals, groups, institutions, and societies. Wants and needs stimulated advances in science and technology. An understanding of science and technology in their social contexts allows learners to question and analyze the impact both in the past and in the present, as well as to analyze what the future may bring.

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| What is technology and how has it changed over time? | Learners will understand:  
• Science involves the study of the natural world, and technology refers to the tools we use to accomplish tasks.  
• How society often turns to science and technology to solve problems.  
• That media and technology are a part of every aspect of our lives.  
• The ways in which scientific findings and various forms of technology influence our daily lives.  
• That science often leads to new technology in areas such as communication and transportation, and results in change over time.  
• That science and technology can have both positive and negative impacts on individuals, society, and the globe. | Learners will be able to:  
• Ask and find answers.  
• Use diverse types of media technology to research and share information.  
• Identify examples of science and technology in daily life.  
• Identify examples of the use of science and technology in society as well as consequences of their use. | SCIENCE, TECHNOLOGY, SOCIETY: UNIT ORGANIZER  
NSAB 28: How did railroads change the West? pp. 56-57  
NSAB 30: How did a growing population change US industry? pp. 60-61  
NSAB 35: How is America’s population changing? pp. 70-71  
Lesson: What is Technology?  
Lesson: Mining in Montgomery County  
Lesson: Cambria Freight Station  
Lesson: Farming Through the Ages  
Lesson: Inventions |
| How is it different/same across space/place? | | | |

Fourth Nine Weeks
## Science, Technology, Society

This theme explores how developments in science and technology impact individuals, groups, institutions, and societies. Wants and needs stimulated advances in science and technology. An understanding of science and technology in their social contests allows learners to question and analyze the impact both in the past and in the present, as well as to analyze what the future may bring.

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| How have technological innovations changed my community and the lives of people in my community? | Learners will understand:                                                            | Learners will be able to:                                                        | *Each school has received copies of a resource called “History – Hands On!” written by Mary Tucker and illustrated by Judy Hierstein. These should be made a part of the permanent 5th grade collection and can be used to further explore these themes. Titles include:  
  - Telegraph & Telephone  
  - Moon Walk  
  - Henry Ford  
  - Pony Express  
  - Wright Brothers  
  - Lindbergh’s Flight Across the Atlantic  
  - Cattle Drive  
  - Buffalo Hunt* |
| What are the top 10 most significant technological innovations in the history of the world? For whom? | • Science involves the study of the natural world, and technology refers to the tools we use to accomplish tasks.  
• How society often turns to science and technology to solve problems.  
• That media and technology are a part of every aspect of our lives.  
• The ways in which scientific findings and various forms of technology influence our daily lives.  
• That science often leads to new technology in areas such as communication and transportation, and results in change over time.  
• That science and technology can have both positive and negative impacts on individuals, society, and the globe. | • Ask and find answers.  
• Use diverse types of media technology to research and share information.  
• Identify examples of science and technology in daily life.  
• Identify examples of the use of science and technology in society as well as consequences of their use. |
Civic Ideas and Participation

Basic freedoms and rights, and the institutions and practices that support shared democratic principles, are foundations of a democratic republic. Some are becoming more congruent with ideals, while the gap is wide and calls for continued civic action. Learning how to apply civic ideals to inform civic action is essential to participation in a democracy and support for the common good.

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| How do citizens become involved in their community and beyond? | Learners will understand:  
- The theme of civic ideas and practices helps us know how we can have influence on how people live and act together.  
- Key concepts and ideals such as: individual dignity, fairness, freedom, the common good, rule of law, civic life, rights, and responsibilities.  
- Key practices in a democratic society include civic participation based on studying community issues, planning, decision-making, voting, and cooperating to promote civic ideals.  
- Democratic ideals and practices are often representing in excerpts from contemporary and historical sources, quotations, and stories.  
- The importance of gathering information as the basis for informed civic action. | Learners will be able to:  
- Ask and find answers.  
- Identify and exercise the rights and responsibilities of citizens.  
- Locate, access, organize, and apply information from multiple sources reflecting multiple points of view.  
- Develop a position on a school or local issue, and defend it with evidence.  
- Examine the influence of citizens and officials on policy decisions. | CIVIC IDEAS AND PARTICIPATION: UNIT ORGANIZER  
Lesson- What is a Citizen? Background Information for Students Graphic Organizer  
Lesson- Citizenship City Citizenship City Resources  
Lesson- Ordinary People Can Change the World  
Capstone Project - Make A Difference (MAD)  
- MAD Overview  
- Student Cover Page  
- Sample Journal Page  
- Sample Parent Letter  
- Sample Student Packet  
- Suggested Resource List |
| What is participation? | | | |
| What is a citizen? (Local, National, Global) | | | |
**Civic Ideas and Participation**

Basic freedoms and rights, and the institutions and practices that support shared democratic principles, are foundations of a democratic republic. Some are becoming more congruent with ideals, while the gap is wide and calls for continued civic action. Learning how to apply civic ideals to inform civic action is essential to participation in a democracy and support for the common good.

<table>
<thead>
<tr>
<th>Essential Questions</th>
<th>Essential Knowledge</th>
<th>Processes/Skills</th>
<th>Instructional Resources</th>
</tr>
</thead>
</table>
| How do we preserve public memory and honor civic ideas and participation? | Learners will understand:  
- The theme of civic ideals and practices helps us know how we can have influence on how people live and act together.  
- Concepts and ideals such as: individual dignity, fairness, freedom, the common good, rule of law, civic life, rights, and responsibilities.  
- Key practices in a democratic society include civic participation based on studying community issues, planning, decision-making, voting, and cooperating to promote civic ideals.  
- The importance of gathering information as the basis for informed civic action. | Learners will be able to:  
- Ask and find answers to questions about how to plan for action with others to make improvements.  
- Identify and exercise the rights and responsibilities of citizens.  
- Locate, access, organize, and apply information from multiple sources reflecting multiple points of view.  
- Develop a position on a school or local issue, and defend it with evidence. | *All schools have received multiple copies of resource books about Historic Monuments. These are individual books written by Julie Hargrove and illustrated by Gary Mohrman and were provided to each school in the fall of 2012. Please make sure these become a part of the permanent 5th grade resource collection for this course. These resource books can be used to engage students in a study of public memory and memorials. Titles include:  
- Mount Rushmore  
- Tomb of the Unknowns  
- Fort Knox Bullion Depository  
- The Shaw Memorial  
- Wounded Knee Historic Site  
- Mount Vernon  
- Lincoln Memorial  
- Antietam National Battlefield (1862)  
- Franklin Delano Roosevelt Memorial  
- National World War II Memorial  
- Boston’s Trail to Freedom  
- The Lewis and Clark Memorial Fort Clatsop  
- Crazy Horse  
- Marine Corps Memorial  
- Washington Monument  
- Liberty Bell  
- Gettysburg National Military Park (1863)  
- Vietnam Veterans Memorial  

**America’s National Monuments Quiz**

**Lesson:** Citizenship, what is it?

**Lesson:** What makes a hero?