

SOCIAL STUDIES

GRADE 5

2004

**SOCIAL STUDIES
GRADE 5
AUGUST, 2004**

COURSE DESCRIPTION: The Grade 5 social studies curriculum is designed to allow students to broaden their geographical boundaries from the United States to the world. Students will build upon basic skills which were touched upon in Grade 4. The students will communicate about social studies orally, in written form, and using technology. Students will apply critical thinking skills to analyze higher level concepts, and will study the subject while integrating it with other subjects, such as math, science, and language arts.

The Grade 5 students will begin with exploration of the United States, and will learn about the reasons for Europeans expanding their horizons. They will learn more detailed information about the colonization period, and of the Revolutionary war. Students will understand the struggles undergone by the colonists, and the effects that the Revolution had on our history. The students will gain an appreciation for our constitution, and will obtain a deep understanding of the United States government and its principles. Civics, history, economics, and geography will be integrated to teach the students the deep issues in American and world history.

Throughout the year, the students will be engaged in various learning techniques. These may include utilizing trade books, cooperative group projects, researching, Internet, simulations, role-playing, journals, and presentations. Students will also be assessed daily, as well as periodically on a more in-depth basis, through teacher observation, quizzes and tests, projects, presentations, journals, discussions, essays, and portfolios.

CORE CURRICULUM CONTENT STANDARDS:

6.1 Civics

- A. Civic Life, Politics, and Government
- B. American Values and Principles
- C. The Constitution and American Democracy
- D. Citizenship
- E. International Relations

6.2 World History

- A. Historical Understanding
- B. Pre-History
- C. The Ancient Period

- D. The Middle Ages
- E. The Age of Global Encounters

6.3 United States/New Jersey History

- A. Historical Understanding
- B. Three Worlds Meet
- C. Colonization and Settlement
- D. Revolution and the New Nation
- E. Expansion and Reform
- F. Civil War and Reconstruction

6.4 Economics

- A. Economic Literacy
- B. Economics and Society
- C. Personal Financial Management

6.5 Geography

- A. The World in Spatial Terms
- B. Places and Regions
- C. Physical Systems
- D. Human Systems
- E. Environment and Society

CUMULATIVE PROGRESS INDICATORS:

STANDARD 6.1 (CIVICS) ALL STUDENTS WILL KNOW, UNDERSTAND AND APPRECIATE THE VALUES AND PRINCIPLES OF AMERICAN DEMOCRACY AND THE RIGHTS, RESPONSIBILITIES, AND ROLES OF A CITIZEN IN OUR DEMOCRATIC SOCIETY.

Building upon knowledge and skills gained in preceding grades, by the end of Grade 8, students will:

A. Civic Life, Politics, and Government

1. Understand the sources, purposes, and functions of law and the importance of the rule of law for the preservation of individual rights and the common good.
2. [Compare and contrast] Identify the major characteristics of democratic governments.
3. Compare and contrast democratic and authoritarian or totalitarian systems of government.
4. Analyze the sources and effects of and ways to combat prejudice and discrimination.
5. Describe the [role] contributions of voluntary associations and organizations [in social welfare and education.] in helping government provide for its citizens.

6. Understand how non-governmental organizations can assist and influence legislation and policies at the federal, state and local levels.

B. American Values and Principles

1. Demonstrate understanding of the major historical and contemporary conflicts over United States and New Jersey constitutional principals.
2. Understand the concept of representative government and how it works to protect the majority and the minority.

C. The Constitution and American Democracy

1. Understand the purposes, organization, functions, and interactions of the legislative, executive and judicial branches of national and state governments and independent regulatory agencies.
2. Describe the role of law within the American constitutional system and the judicial struggle to balance individual rights and public needs.
3. Compare the roles of the individual, political parties, campaigns, elections, interest groups and the media in American politics.
4. Illustrate the importance of politics, public service, and a knowledgeable citizenry in American constitutional democracy.
5. Understand the importance of the traditions, values and beliefs, which form a common American heritage in an increasingly diverse American society.

D. Citizenship

1. Understand that American citizenship is full membership in a self-governing community that confers certain rights, privileges and personal and civic responsibilities.
2. [Understand issues regarding personal, political and economic rights of Americans.]
2. Research contemporary issues involving the constitutional rights of American citizens and others residing in the United States.
3. Identify significant characteristics of an effective citizen and know how to influence public policy by participating in the government activities of their school.

E. International Relations

1. Understand that the world is made up of nation states which claim sovereignty over a defined area and jurisdiction over everyone in it.
2. Identify the powers the Constitution gives to Congress, the President, and the federal judiciary in foreign affairs.
3. Understand the means the government uses to attain objectives in foreign affairs including diplomacy, treaties, trade agreements, foreign aid, and military intervention.
4. Evaluate current United States [and international diplomatic and] foreign policy issues and problems.
5. Understand the interactions and the impact of the United States on the rest of the world in regard to life, culture, economics, and politics.

STANDARD 6.2 (WORLD HISTORY) ALL STUDENTS WILL DEMONSTRATE KNOWLEDGE OF WORLD HISTORY IN ORDER TO UNDERSTAND LIFE AND EVENTS IN THE PAST AND HOW THEY RELATE TO THE PRESENT AND THE FUTURE.

Building upon knowledge and skills gained in the preceding grades, by the end of Grade 8, students will:

A. Historical Understanding

1. Understand how the historical events studied in the following periods are related over time.
2. Use critical thinking skills to interpret historical events.
3. Apply critical thinking skills to assess the credibility of primary and secondary sources.
4. Analyze data in order to see persons and events in their historical context.
5. Examine current issues, events or themes and relate them to the world history periods studied.
6. Formulate historical questions based on information needs.
7. Use effective strategies for locating information.
8. Compare competing interpretations of historical events.

B. [Pre-History, the] The Birth of Civilization to 1000 BCE (BC)

Context: Human migrations across the earth; beginnings of civilization in Eurasia and Africa river valleys; the Neolithic revolution; [bronze technology], improving technology (tools), spread of agriculture; cultural innovation and change.

1. Describe the physical and cultural changes that shaped the earliest human communities as revealed through archeological methods, including:
 - Early hominid development
 - Migration and adaptation to new environments
2. Compare and contrast characteristics of the major ancient civilizations, including Mesopotamia, Egypt, Kush (Nubia), the Yellow River in China, the Indus River Valley and the [Americas] Olmecs in Mesoamerica.

C. [The Ancient Period, 1000 BCE to 500 CE (AD)] Early Human Societies to 500CE

Context: Emergence of the first centers of civilization, and of what will be the major world religions; the classical civilizations of Greece and Rome; christianization of the Roman Empire; and classical civilizations in India, China.

1. Explain the origins and beliefs of the major world religions, including:
 - Judaism and the Ancient Hebrews
 - Christianity
 - Confucianism
 - Hinduism and Buddhism
2. Examine the growth of Greek democracy and describe the significant contributions of ancient Greece to Western culture.
3. The inter-relationships among the civilizations of the Mediterranean world.
4. Describe the impact of Roman civilization on Mediterranean and western culture.
5. Understand that other important cultures were developing in Asia, Africa and Mesoamerica.

D. [The Middle Ages, c. 500 to 1400 CE (AD)] Expanding Zones of Exchange and Interaction to 1400 CE

Context: Growth in European political, economic, social and cultural structures; origin and early expansion of the Ottoman Empire; Chinese maritime expeditions; spread of Islam; [pre] indigenous [Columbian] societies in the Americas; and the emergence of capitalism.

1. Understand the evolution of significant political, economic, social and cultural institutions and events that shaped European medieval society, including:
 - Catholic and Byzantine churches
 - Feudalism and manorialism
 - Rise of cities
 - Changing technology
2. Explain the development of Islam as a religion, a political system, and a culture, including scientific and artistic achievements, impact of trade, and conflict with Europe.
3. Describe the importance and impact of increased trade among the societies in Africa, Asia and Europe.
4. Understand the significance of the developing cultures of South and East Asia, including:
 - Buddhism
 - Golden Age in China
 - Mongol Empire
 - Japan
5. Analyze the rise of the West African [states] Empires of Ghana, Mali and Songhay and compare with changes in Asia, [and] Europe and the Americas.

E. The Age of Global Encounters (1400-1750)

Context: Worldwide exploration and trade expand connections between civilizations; global transformations; rise of European absolute monarchies and constitutional governments and colonial empires.

1. Explain the major developments in European society and culture, including:

- Renaissance and the Reformation
 - European explorations and the establishment of colonial empires
 - Trans-Atlantic slave trade and its impact on Africa
 - Commercial Revolution
 - Scientific Revolution and the Enlightenment
2. Analyze the development of societies of Meso- and South America, including political and economic structures and social traditions.

STANDARD 6.3 (UNITED STATES AND NEW JERSEY HISTORY) ALL STUDENTS WILL DEMONSTRATE KNOWLEDGE OF UNITED STATES AND NEW JERSEY HISTORY IN ORDER TO UNDERSTAND LIFE AND EVENTS IN THE PAST AND HOW THEY RELATE TO THE PRESENT AND FUTURE.

Building upon knowledge and skills gained in preceding grades, by the end of Grade 8, students will:

A. Historical Understanding

1. Understand how the historical events studied in the following periods are related over time.
2. Use critical thinking skills to interpret historical events.
3. Formulate historical questions based on information needs.
4. Use effective strategies for locating information
5. Apply critical thinking skills to assess the credibility of primary and secondary sources.
6. Analyze historical data in order to see persons and events in their historical context.
7. Examine current issues, events or themes and relate them to the United States history periods studied.
8. Compare competing interpretations of historical events.

B. [Three] Many Worlds Meet (to 1620)

1. Know the factors that stimulated European overseas explorations [and the features of the major European explorations] between the 15th and 17th centuries.
2. Describe the indigenous cultures in early America, including patterns of political organization, economy, traditions and customs.
3. [Describe the interaction of populations in New Jersey, the Americas, Western Europe, and Africa after 1450.]

C. Colonization and Settlement (1585-1763)

1. Explain the differences in colonization of the Americas by England, the Netherlands, France, and Spain, including governance, relation to the mother countries, and interactions with other colonies and American Indians.
2. Analyze the political, social and cultural characteristics of the English colonies.
3. Describe the political, religious, social, and economic institutions that emerged in

New Netherlands and colonial New Jersey.

4. Identify the factors that account for the establishment of the institutions of African slavery in the Americas

D. Revolution and the New Nation (1754-1820)

1. Understand the background, major issues, events, and personalities (Washington, other Founders) of the American Revolution, including the political and economic causes and consequences of the revolution.
2. Explain New Jersey's critical role in the American Revolution, including major battles, and the involvement of women and African Americans, and the gradual abolition of slavery [and the continuing existence of slavery].
3. Explain the political and philosophical origins of the United States Constitution and its compromise on the questions of slavery.
4. Describe the early evolution of the system of government and political parties in the United States.
5. Describe and map American territorial expansions, [the appropriation of Indian lands,] and the settlement of the frontier during this period.

E. Expansion and Reform (1801-1861)

1. Describe and map territorial expansion and the settlement of the frontier, including the acquisition of new territories and conflicts with American Indians.
2. Describe the political, economic, and social changes in New Jersey and American society preceding the Civil War, including:
 - Early stages of industrialization
 - Growth of cities
 - Political, legal and social controversies surrounding the expansion of slavery
3. Discuss American cultural, religious, and social reform movements in the antebellum period.
4. Explain the characteristics of political and social reform movements in the antebellum period in New Jersey, including the 1844 state constitution, temperance movement, the abolition movement, and the women's rights movement.
5. Explain the importance of internal improvements on the transformation of New Jersey's economy through New Jersey's two canals and the Camden and Amboy Railroad.
6. Discuss the economic history of the state, including growth of major industries and businesses, the lives of factory workers, and occupations of working people.
7. Examine slavery, the evolution of black culture, and the varieties of resistance, including the Amistad Revolt.

F. Civil War and Reconstruction (1850-1877)

1. Explain the major events, issues and personalities of the American Civil War, including:
 - Causes of the Civil War
 - Course and conduct of the war
 - Sectionalism
 - [Slavery]
 - Dred Scott and other Supreme Court decisions

- [Involvement of] Roles of women and African Americans
 - Emancipation Proclamation
 - [Gettysburg Address]
2. Analyze different points of view in regard to New Jersey's role in the Civil War, including abolitionist sentiment in New Jersey, and New Jersey's vote in the elections of 1860 and 1864.
 3. Explain Reconstruction as a government action, how it worked and its effects after the war.
 4. Describe New Jersey's role in the post-Civil War era, including New Jersey's votes on [against] the 13th, 14th and 15th amendments to the United States Constitution.

STANDARD 6.4 (ECONOMICS) ALL STUDENTS WILL ACQUIRE AN UNDERSTANDING OF KEY ECONOMIC PRINCIPLES IN RELATION TO INDIVIDUALS, INSTITUTIONS, AND GOVERNMENTS.

Building upon knowledge and skills gained in preceding grades, by the end of Grade 8, students will:

A. Economic Literacy

1. Understand how needs and wants change [from childhood to old age] as one ages and the impact [how important it is to] of planning, spending, and saving. [accordingly.]
2. Demonstrate an understanding of the law of supply and demand.
3. Identify goods and services provided by local, state, and national governments and how they are supported by taxes.
4. Understand the concept of economic growth of a nation in terms of increasing productivity, investment in physical capital, and investment in human capital.
5. Understand that in supplying consumer and industrial requirements, private industry acquires material and energy resources, provides jobs, raises financial capital, manages production processes, and markets goods and services that create wealth.
6. Understand that innovation, entrepreneurship, competition, customer satisfaction, and continuous improvement in productivity are responsible for the rise in the standard of living in the United States and other countries with market economies.
7. Understand characteristics of the three basic economic systems: traditional (barter and trade); market (capitalism); and command (communism).

B. Economics and Society

1. [Distinguish between] Identify the economic roles of local and state governments and cite examples of each in practice.
2. Describe the many ways federal, state and local governments raise funds to meet the need for public facilities and government services.
3. Understand and give examples of how business and industry influence buying

- decisions of consumers through advertising.
4. Understand how societies have been affected by industrialization and by different political and economic philosophies.
 5. Describe how inventions and innovations have improved standards of living over the course of history.
 6. Understand that meeting the needs and wants of a growing world population has a profound impact on the environment and economic growth.
 7. Evaluate the issues involved with sprawl, open space and smart growth in New Jersey.

C. Personal Financial Management

1. Understand [why it is unacceptable behavior in our society to try to satisfy our needs and wants by taking unfair advantage of others or being untruthful or dishonest] the need for ethical behavior in economic decisions and financial transactions.
2. Understand different ways to save money, including checking and savings accounts, stocks and bonds, and the relationship between risk and return in investments.
3. Explain the difference in cost between cash and credit purchases.
4. Understand what an interest rate is and how it affects savings and borrowing.
5. [Explain that take-home pay equals wages/salaries minus deductions.]
5. Understand that people make financial choices that have costs, benefits and consequences.
6. Construct a simple personal savings/spending plan.
7. Compare education requirements and expected income of different occupations.
8. Demonstrate ability to compare prices of items from different sellers.

STANDARD 6.5 (GEOGRAPHY) ALL STUDENTS WILL APPLY KNOWLEDGE OF SPATIAL RELATIONSHIPS AND OTHER GEOGRAPHIC SKILLS TO UNDERSTAND HUMAN BEHAVIOR IN RELATION TO THE PHYSICAL AND CULTURAL ENVIRONMENT.

Building upon knowledge and skills gained in preceding grades, by the end of Grade 8, students will:

A. The World in Spatial Terms

1. Recognize the distinct characteristics of maps, globes, graphs, charts, diagrams, and other geographical representations, and the utility of each in solving problems.
2. Translate maps into appropriate spatial graphics to display geographical information.
3. Use geographic tools and technologies to pose and answer questions about spatial distributions and patterns on Earth.
4. Distinguish among the major map types, including physical, political, topographic, and demographic.
5. Explain the distribution of major human and physical features at country and

global scales.

6. Describe and distinguish among the various map projections, including size, shape, distance, and direction.
7. Describe locational technologies, such as Geographic Information Systems (GIS) and Global Positioning Systems (GPS).

B. Places and Regions

1. Evaluate the characteristics of places and regions from a variety of viewpoints.
2. Compare and contrast the physical and human characteristics of places in regions in New Jersey, the United States, and the world.
3. Explain how regions change over time.

C. Physical Systems

1. Describe characteristics and spatial distribution of major Earth ecosystems.
2. Explain how ecosystems function locally and globally.

D. Human Systems

1. Explain how technology affects the ways in which people perceive and use places and regions.
2. Analyze demographic characteristics to explain reasons for variations between populations.
3. Describe and explain the significance of patterns of cultural diffusion in the creation of varied cultural mosaics.
4. Explain the primary geographic causes for world trade.
5. Interpret the patterns of settlement in different urban regions of the world.
6. Describe how changes in technology affect the location of human activities.
7. Explain how and why people cooperate but also engage in conflict to control the Earth's surface.

E. Environment and Society

1. Analyze the impact of various human activities and social policies on the natural environment.
2. Compare and contrast various ecosystems and describe their interrelationship and interdependence.
3. Identify conservation practices and alternatives for energy resources.
4. Explain the nature and importance of the interacting components of the environment.
5. Describe world, national, and local patterns of resource distribution and utilization, and discuss the political and social impact.
6. Analyze the importance of natural and manufactured resources in New Jersey.
7. Understand that environmental issues transcend local, state and national boundaries.

SUGGESTED ACTIVITIES THAT ADDRESS THESE STANDARDS MAY INCLUDE BUT ARE NOT LIMITED TO:

CIVICS

Civic life, Politics and Government

Literature Connections: America Votes: How Our President is Elected, by Linda Granfield; How the United States Government Works: ...How It All Comes Together to Make a Nation, by Syl Sobel; So You Want to be President, by Judith St. George

- Brainstorm some hypothetical situations that would occur in the town of Hopatcong if there were no laws to follow
- Have students perform Internet research on the three branches of government
- Have students view Ben's Guide to the Government Web page
- Utilize Venn diagrams to compare and contrast the democratic government with authoritarian and totalitarian governments
- View the movie "Ruby Bridges" in conjunction with discussion on prejudice
- Brainstorm different types of prejudice and have students create and act out scenes on how to deal with prejudice
- Bring students to a nursing home or other setting where they can volunteer to expose them first hand to the benefits of volunteering in their community
- Have students write letters to their government officials regarding their opinions on different laws

American Values and Principles

Literature Connections: I Have a Dream: The Story of Martin Luther King, by Margaret Davidson; L is for Liberty, by Wendy Cheyette Lewison; Human Rights, by Jane Sherwin

- Analyze major court cases in which the New Jersey and United States constitutions have been challenged by citizens
- Define the duties of local government officials (for example, mayor, governor)
- Discuss the House of Representatives and the Senate and why states are allotted different number of representatives in each house
- Look in newspapers for articles pertaining to government dealing with both majority and minority issues

The Constitution and American Democracy

Literature Connections: If You Were There When They Signed the Constitution, by Elizabeth Levy; Convention of Delegates: The Creation of the Constitution, by Dennis J. Hauptly; Birth of the Constitution, by Edmund Lindop

- Diagram and detail the three branches of the United States government and how they are involved in checks and balances with each other
- Have students work in groups (legislative, executive, and judicial) and present them with a situation, for example, Congress presents a new law; then have each group determine what their possible courses of actions are
- Give students a list of individual rights as “causes,” and have them come up with “effects” on the needs of the general public based on those causes
- Have students create and perform commercials for a political party or elected official
- List the responsibilities that citizens have, for example voting, that affect constitutional democracy
- Have students each draw and color the flag from the country of their heritage, and then have students place them all on a giant American flag background
- Draw pictures of items or symbols that are considered just “American” (ie apple pie and baseball)

Citizenship

Literature Connections: Good Citizenship Counts, by Marie Bender; I Am a Good Citizen, by Marie Bender; U.S. Citizen Check Yes: Interactive Citizenship Preparation, by Ronna Magy; Becoming a Citizen(True Books Series), by Sara De Capua and Nanci R. Vargus

- Have a class discussion on what it means to be an American citizen, then have students individually list the responsibilities that come with being a good American citizen
- Chart the different political, personal, and economic rights that citizens have at different stages of their life
- Have students perform weekly or monthly current event research online or in \ newspapers dealing with constitutional rights of American citizens, as well as other people residing in the United States
- Invite middle school and high school student council representatives to the classroom to discuss their roles in student government
- Have students create a presentation for the town council regarding public policy or law

International Relations

Literature Connections: United Nations, by Frank Tarsitano; Peace Tales: World Folktales to Talk About, by Margaret Read MacDonald; Vanishing Borders: Protecting

the Planet in the Age of Globalization, by Hilary F. French; So You Want to Join the Peace Corps: What to Know Before you Go, by Dillon Banerjee

- Research and color code maps to identify nations and smaller territories that they claim
- Discuss how the United States is a nation and because it is a nation, it claims and therefore rules or governs all of the land and the people occupying it, as well as other similar nations
- Create a web citing Constitutional excerpts which demonstrate how the three branches of the federal government when dealing with foreign countries
- Have students come up with scenarios in foreign countries in which the United States would be helpful, and which demonstrate the need for foreign aid, military, and trade agreements and treaties
- Watch news broadcasts in the classroom to keep abreast of foreign policy issues
- Have students pair or group off to be the United States and other major countries around the world; have the United States do something, and have other countries discuss or predict how it will affect them financially, politically, and culturally
- View the U.S. Department of State for Youth Web site

WORLD HISTORY

Historical Understanding

Literature Connections: Freedom Train, by Harriet Tubman; If Your Name Was Changed at Ellis Island, by Ellen Levine; Victors: Eisenhower and His Boys: The Men of World War II, by Stephen E. Ambrose

- Make a detailed time line of major events affecting major civilizations throughout history, and add paragraphs comparing and contrasting how the events are related to each other
- Have students write a diary entry from the perspective of a citizen of a new American colony from a European country (Spain, France, Holland, etc.)
- Present students with different sources on a historical event, and have them utilize critical thinking skills to determine whether they are a primary source or a secondary source
- Have students write two accounts of an event, one as if they were there, in the form of a primary source, and one as if they were accounting it later on, in the form of a secondary source
- Analyze population charts over time to see the effects of numbers on natural resources and other political concerns
- Discuss how America is trying to make Iran a free and independent country and how that relates to the Revolutionary War
- Have students come up with valid research questions on a particular historical topic of interest to them
- Allow students to determine appropriate media to utilize for their research

- Read works and articles by different writers about one event, and compare the versions of the incident

Pre-History

Literature Connections: Usborne Book of the Ancient World, by Jane Chisholm and Anthony Marks; Ancient History Simulations, by Max W. Fisher; Marco Polo for Kids: His Marvelous Journey to China, 21 Activities, by Janis Herbert

- Research online for pictures of archaeological artifacts
- Write an essay on “How I Lived in...(ancient period), and describe how they would change and adapt
- Cooperative group work to research reasons for migration and map migration patterns
- Assign class groups to each ancient civilization (Mesopotamia, Egypt, Kush, the Yellow River in China, the Indus River Valley, and the Americas) and have them research way of life, religion, clothing, resources, and homes, etc., and create presentations for the class

The Ancient Period

Literature Connections: Civilizations: Ten Thousand Years of Ancient History, by Jane R. McIntosh and Clint Twist; 1000 Things You Should Know About Ancient History, by John Farndon and Richard Tames

- Have students research the different major religions of the world (including Judaism and the Ancient Hebrews, Christianity, Confucianism, Hinduism, and Buddhism), and create a pamphlet advertising the religion
- Compare and contrast using a Venn diagram the government of the United States with the government of ancient Greece
- Have students draw conclusions of how the Greek government influenced the United States
- Have students research the origin of the Olympics
- Hold a Mediterranean Festival in the classroom (invite parents) and have students reinvent the different civilizations and demonstrate how they were all interrelated
- Research the Roman Catholic civilization and its effects on Western civilization

The Middle Ages

Literature Connections: Knights and Castles: 50 Hands-On Activities to Experience the Middle Ages, by Avery Hart and Paul Mantell; Women and Girls in the Middle Ages, by Kay Eastwood; Crispin: The Cross of Lead, by Avi; If You Lived in the Days of the Knights, by Ann McGovern

- Make a timeline of major events affecting Medieval European society
- Examine the current situations with Islamic countries by understanding their background in religion and culture through studying their development
- Map the different trades developing in Europe, Asia, and Africa, and summarize their significance
- Relate the growing need for these trades to the Triangular Trade which later developed with the Americas
- Using a graphic organizer, detail the contributions made by Marco Polo in China

The Age of Global Encounters

Literature Connections: A World Lit Only by Fire: The Medieval Mind and the Renaissance – Portrait of an Age, by William Manchester; Eyewitness: Renaissance, by Alison Cole; The Midwife’s Apprentice, by Karen Cushman; Shakespeare Stealer, by Gary L. Blackwood; Ivanhoe, by Walter Scott; Scientific Revolution, by Harry Henderson and Lisa Yount; Kids During the Age of Exploration, by Cynthia MacGregor

- Utilize literature to make students aware of the Renaissance and the contributions that it made to art, music, and technology in the world

UNITED STATES/NEW JERSEY HISTORY

Historical Understanding

Literature Connections: Exploration and Conquest, by Betsy Maestro; In 1492, by Jean Marzallo; The Double Life of Pocahontas, by Jean Fritz; New Jersey, by Jon Sterngass and Matthew Kachur; New Jersey Native Peoples, by Mark Stewart

- Compare and contrast the major events of colonization, settlement, revolution, expansion, reform, civil war, and reconstruction, and how they are related
- Have students generate questions to begin their own research on a topic of their interest
- Give students a study guide or scavenger hunt, and have them choose the appropriate locations to find the information necessary (textbook, trade books, Internet, reference books in library, etc.)
- View Web site of America’s Library to search for amazing Americans, jump back in time, and explore the states (see bibliography)
- Have students write an account of a historical event from two perspectives: that of someone involved in the event (a primary source), and that of someone writing about the event at a later time (secondary source)
- Have students create a list of pros and cons to primary and secondary resources, and generate a conclusion on which is more accurate and reliable
- Have students read and analyze graphs and charts related to historical events (population at different years, voting records, etc.)
- Have students locate newspaper articles about major current events and write a

- comparison paragraph relating them to an event in United States history
- Read two accounts of one event, and have students debate the reliability and validity of each

Three Worlds Meet

Literature Connections: Old Silver Leg Takes Over, by Robert Quackenbush; Marco Polo, by Gian Paolo Cesarani; Beyond the Mists, by Nathaniel Benchley; Henry Hudson, by Ronale Syne

Video Connections: Christopher Columbus: The Voyage of Discovery, Mar/Chuck; Age of Discovery: English, French, and Dutch Exploration, Coronet

- Read Pedro's Journal to explain the causes of misunderstandings between Europeans and Native Americans during the explorations of Columbus
- Map out the route of Bartholomeu Dias in 1488, and how he sailed around Southern Africa. Have students write a description of why this was a major event
- Discuss the issue of world power, and why major European countries were competing for space in North America and surrounding areas
- Chart the Columbian Exchange, and the goods that went back and forth
- Map the Columbian Exchange, and write a cause and effect chart of how the transfer of plants and animals had on the people of the three nations involved
- Study Southwestern names in the United States to demonstrate the influence that the Spanish colonies had

Colonization and Settlement

Literature Connections: Charlie's House, by Clyde R. Bulla; The Courage of Sarah Noble, by Alice Dalgliesh; If You Lived in Colonial Times, by Ann McGovern; King Philip's War, by L.D. Rich. Franklin Watts Ltd; Night Journeys, by Avi; The Witch of Blackbird Pond, by E.G. Speare; The Primrose Way, by J.F. Koller; Saturnalia, by Paul Flesihman

Video Connections: Puritan Family of Early New England, Coronet; The Witches of Salem: The Horror and the Hope, LCA; William Penn and the Quakers, Coronet

- Create a K-W-L chart for each of the major European settlements (English, French, Dutch, and the Spanish)
- Have students read about the different colonies in the textbook and then role play the different relationships with the Native Americans and how the governments were run
- Have students draw a detailed map of a Puritan town in the New England colonies, as well as a detailed drawing of a house, to demonstrate how these set-

- ups were indicative of their culture and family life
- Have students research life in the southern colonies, particularly farm life, to come up with a conclusion of why slavery became so popular

Revolution and the New Nation

Literature Connections: Who was Thomas Jefferson?, by D. Fradin; Phoebe the Spy, by Judith Berry Griffin; Can't You Make Them Behave, King George?, by Jean Fritz; The Story of the Green Mountain Boys, by Susan Clinton; The Fighting Ground, by Avi; If You Were There in 1776, by Barbara Brenner; The Story of the Boston Massacre, by May Kay Phelan; George Midgett's War, by Sally Edwards; My Brother Sam is Dead, by J.L. & C. Colier; Ben and Me, by Robert Lawson; Paul Revere's Ride, by Henry W. Longfellow; The War of 1812: Second Fight for Independence, by Alden R. Carter; Red Pawns, by Leonard Wibberly

Video Connections: The French and Indian War, Coronet; Paul Revere's Ride, CBS News; The Revolution, Westport Media; Inventing a Nation, BBC-Time Life, "We Proceed On..." The Expedition of Lewis and Clark, Kaw Valley Films, The Louisiana Purchase, Multi-Media

- Impose different "Acts" and "Taxes" upon the students in the classroom to give them an idea of how the colonists felt pressure from Great Britain, and then read together the different acts that were actually imposed
- Have students do reports on major Revolutionary figures and present how their personalities were important to the war effort (Patrick Henry, George Washington, etc.)
- Take a field trip to Washington's Headquarters to have students become more aware of the role of New Jersey during the Revolutionary War
- Have students create a class constitution to demonstrate the need for rules and laws
- Read the United States Constitution together as a class and have students break down the language so students can understand it more easily
- Have students debate the Constitutional Convention and the arguments between large and small states, and slave and non-slave states
- Discuss the compromise on counting slaves, and have students write a short diary entry of how they would feel if they were only counted as a fraction of a person

Expansion and Reform

Literature Connections: Gates of the Alamo, by Stephen Harrigan; Snow Mountain Passage, by James D. Houston; Food and Recipes of the Westward Expansion, by George Erdosh; Following the Great Herds: The Plains Indians and the American Buffalo, by Ryan P. Randolph; The Transcontinental Railroad, by James P. Burger; Wilderness Road

1775, by L. Salas and Tom N. Shattuck; Distant Dreams, by Judith Pella and Tracie Petersen

- Have students watch a video on Lewis and Clark's expedition to understand how we gained new land for the United States
- Have students brainstorm reasons why settlers from the east coast might want to or have to go west
- Discuss the way of life before the Civil War, and have students make predictions on why the Civil War began
- Read excerpts from a biography on Abraham Lincoln
- Read the Gettysburg Address
- Have students research the abolition movement and how it changed society
- Have students create posters to support the women's rights movement
- Invite a New Jersey historian to come speak to the class about the transportation and technological growth of the state

Civil War and Reconstruction

Literature Connections: Long Road to Gettysburg, by Jim Murphy; Forgotten Heroes: The Story of the Buffalo Soldiers, by Clinton Cox; A Time to Dance: Virginia's Civil War Diary, by Mary Pope and Will Osborne; On the Occasion of My Last Afternoon, by Kaye Gibbons; Fields of Fury: The American Civil War, by James M. McPherson

- Have students role play the views of the North and the South in the Civil War
- Research and list the major accomplishments of Abraham Lincoln's presidency
- Create a cause and effect chart of Reconstruction policies and the way government and the United States were after the war
- Look at voting statistics for Amendments 13, 14, and 15, and analyze why we were against them

ECONOMICS

Economic Literacy

Literature Connections: If You Made a Million, by David M. Schwartz; Money Doesn't Grow on Trees, by Ellie Kay; Stock Market ABC, by Joanne K. Friedlander; From Barter to Gold: The Story of Money, by Scott Russell Sanders; Paying Without Money, by Jason Cooper

- Have students create a list of what they wanted and needed as a baby or young child, and then compare to what they want and need now
- Use popular toys and games found in store circulars to demonstrate supply and demand based on prices and desire
- Have students go to online Web sites for local, state, and national governments

- to research what the governments use tax dollars for
- Have each student research a different company, business, or industry, and determine the benefits received by society by that company existing
 - Once students research companies, have a collective discussion on how these benefits raise standard of living in the United States, as well as similar countries with similar business infrastructures
 - Utilize the Web site offered by the United States government titled, Understanding Taxes for Students
 - Compare the ways in which the United States trades with other countries, as well as how our money system allows us to trade and barter with each other

Economics and Society

Literature Connections: Nor for a Billion Gazillion Dollars, by Paula Danziger

- Have students imagine if they and their families had no money, then how would or could the government help them, both at the state level and the federal level
- Generate a class list of all of the services that the state assists with, which help the public (schools, firehouses, police, etc.)
- Have students pick a fairly recent invention, and create a presentation on how it has improved our way of life
- Create a T-chart of pros and cons of a growing world, and how resources may be depleted, etc.

Personal Finance Management

Literature Connections: Money Adventure: Earning, Spending, Saving, Sharing, by Neale S. Godfrey; Saving Your Way to Success, by Justin P. Ertelt

- Use current examples of Martha Stewart or other well-known cases to demonstrate ethics in business and finance
- Create a budget project to have students practice managing money in savings and checking accounts, as well as paying bills
- Hold a mock “mall” and allow students so much cash and credit limit, and demonstrate over time the money spent to pay interest when only paying minimum payments
- Integrate math and have students figure interest earned on a savings account with a given amount of money in it over a twelve-month period
- Analyze an amortization schedule with students to demonstrate the interest rate concept with home loans
- Have students create a plan on how to save allowance for a major purchase in the future
- Scan grocery store flyers and compare prices on similar items, as well as unit prices to find the best deal

Geography

The World in Spatial Terms

Literature Connections: Blast Off to Earth! A Look at Geography, by Loreen Leedy; Puzzle Maps USA, by Nancy L. Clouse; View From the Air, by Reeve Lindbergh

- Consistently utilize maps, globes, and diagrams throughout teaching to have students become familiar with their components
- Have students create a to-scale map of one floor of their home, including all appropriate elements
- Examine different types of maps (topographical, political, etc.) to help students bring information to a more concrete image, rather than just discussing it
- Use online Web sites to research how satellites are used to predict weather
- Have students create a map of each kind (physical, political, topographic, and demographic) for a different state

Places and Regions

Literature Connections: Paddle-To-The-Sea, by H. C. Holling; Celebrating America, by Laura Whipple; Sierra, by Diane Siebert

- In groups, have students create a project researching the different characteristics of regions around the world
- Have students brainstorm ways in which regions could change over time (physically, politically, etc.) and then have them generate specific examples under those headings
- Participate in the online trivia game at the CIA's Geography page (see bibliography)

Physical Systems

Literature Connections: Weather Forecasting, by Gail Gibbons; Weather, by Seymour Simon; Winter, by Ron Hirschi

- Have students draw a flat globe and differentiate areas of different ecosystems, then have them estimate approximately what percentage of the world each ecosystem occupies
- Have students locate pen-pals around the country and around the globe and compare pictures of ecosystems and land

Human Systems

Literature Connections: Mill, by David Macaulay; The Story of the Erie Canal, by Conrad Stein; Sugaring Time, by Katherine Lasky

- Have students research different locations around the world online
- Analyze land use and demographics of major areas of the country, and have students create an effect list on why populations may differ in those areas
- Research major items traded out of the United States, and analyze why we ship those things out, based on the fact that they are resources here
- Create a list of the benefits of living in different urban areas and major cities around the world

Environment and Society

Literature Connections:

- Brainstorm ways that we as humans hurt the environment through our everyday actions
- Draw and label large diagram of different ecosystems with dual arrows showing ways they are interdependent with each other
- Invite an environmentalist into the classroom to discuss ways to conserve and save energy
- Research ways in which the environment helps us
- Bring in a guest speaker from the environmental department to discuss the importance of different natural and manufactured resources in New Jersey
- Participate in Earth Day activities to ensure student understanding of conservation efforts necessary around the world

INSTRUCTIONAL STRATEGIES:

- Textbook
- Journal
- Graphic Organizers
- Outlines
- Cooperative Group Work
- Research Projects
- Student Created Quizzes
- Performance Activities
- Simulations

- Role Play
- Essays
- Text-Related Workbook Pages
- Descriptive Diagrams
- Interpretive Drawings
- Maps
- Internet
- Read-Alouds
- Presentations

EVALUATION/ASSESSMENT OF STUDENTS

- Teacher Made Tests
- Quizzes
- Projects
- Oral Presentations
- Portfolios
- Journals
- Observation
- Performance Activities
- Discussion
- Research Essays
- Descriptive Drawings and Diagrams

EVALUATION/ASSESSMENT OF CURRICULUM

This course of study will be evaluated/assessed by instructional staff during the first year of implementation for the purpose of necessary revision at the end of the first year. In addition, this course of study will be reviewed according to the Five-Year Curriculum Review schedule (see attached).

RESOURCES/BIBLIOGRAPHY

Buckley, Susan. (1997). *Build Our Nation*. Houghton Mifflin: Boston.

<http://bensguide.gpo.gov>

<http://futures.state.gov>

http://www.irs.gov/app/understandingTaxes/jsp/s_student_home.jsp

<http://www.cia.gov/cia/ciakids/games/geography/index.shtml>

<http://www.americaslibrary.gov/cgi-bin/page.cgi>

<http://www.state.nj.us>