

GRADE 5 SOCIAL STUDIES INSTRUCTIONAL PACING GUIDE

Based on 45 Minutes of Instruction Daily

Standard 5-1: The student will demonstrate an understanding of Reconstruction and its impact on racial relations in the United States.			
RESOURCES (MANIPULATIVES, KITS, UNITED STREAMING, ETC.)			
<p>Scott Foresman Textbook and Supplemental Materials United Streaming Videos, Clips, & Photos PBS website Social Studies Weekly (not available at all schools) Internet for Primary Source Documents Richland One Public Library for Written and Multimedia Texts US geographic and topographic maps Bestkidsbooksite.com;</p> <p>State Standards Support Document http://ed.sc.gov/agency/Standards-and-Learning/Academic-Standards/old/cso/social_studies/documents/Grade5.pdf</p> <p>Textbook: <i>Growth of a Nation</i> (Scott Foresman) DISCUS (click on History Resource Center: US) http://scdiscus.org/discus-resources</p> <p><i>A History of US</i> by Joy Hakim <i>War, Terrible War, 1855-1865</i> Book 6 (last section) <i>A Reconstructing America: 1865-1890</i> Book 7 <i>Sourcebook and Index: Document That Shaped the American Nation</i> (provides primary sources) http://www.pbs.org/wnet/historyofus/ provides additional support</p> <p>Picture Books, Novels, and Nonfiction Resources <i>If You Lived at the Time of the Civil War</i> by Kay Moore (nonfiction) <i>The Boys' War</i> by Jim Murphy (nonfiction) <i>Lincoln, A Photobiography</i> by Russell Freedman (nonfiction) <i>Pink and Say</i> by Patricia Polacco <i>Soldier's Heart</i> by Gary Paulsen <i>Bull Run</i> by Paul Fleischman (good for examining multiple perspectives) <i>Geography of Hope: Black Exodus from the South After Reconstruction</i> by James Haskins</p> <p>Civil War images http://www.pbs.org/civilwar/images/ http://www.treasurenet.com/images/ http://www.civilwarphotos.net/ http://www.civil-war.net/ http://www.civilwar-pictures.com/ http://www.mikelynaugh.com/VirtualCivilWar/New/Originals2/index.html http://www.wildwestweb.net/cwphotos.html</p> <p>On-line and Other Videos <i>April 1865: The Month That Saved America</i> (History Channel DVD) <i>Reconstruction: The Second Civil War</i> (PBS DVD) available from Richland County Public Library http://www.pbs.org/wgbh/amex/reconstruction/index.html Use segments from unitedstreaming video <i>The American Civil War: Reconstruction</i> http://player.discoveryeducation.com/index.cfm?guidAssetId=25832F53-4D5F-44E9-AC38-C1CC5E0C4892&binFromSearch=1&productcode=US</p> <p>Other Links http://www.gilderlehrman.org/teachers/module11/index.html http://www.culturalresources.com/MP_Century32.html (Map: US during the Civil War) Pete's PowerPoints: http://www.pppst.com/</p> <p>Supplemental Resources <i>A Young People's History of the United States, Volume One: Columbus to the Spanish- American War</i> by Howard Zinn, adapted by Rebecca Stefoff</p>			
DATES TAUGHT	INDICATOR	SUGGESTED PACING	SPECIFIC RESOURCES
First Nine Weeks			
	5-1.1 Summarize the aims of Reconstruction and explain the effects of Abraham Lincoln's assassination on the course of Reconstruction. (P, H, E)	3 days	textbook pages 107-111 www.unitedstreaming.com
	5-1.2 Summarize the provisions of the Thirteenth, Fourteenth, and Fifteenth Amendments to the Constitution, including how the amendments protected the rights of African Americans and sought to enhance their political, social, and economic opportunities. (P, E, H)	2 days	textbook pages 108-109 www.unitedstreaming.com <i>Teach 5-1.2 with 5-1.3, 5-1.4, & 5-1.5</i>
	5-1.3 Explain the effects of Reconstruction on African Americans, including their new rights and restrictions, their motivations to relocate to the North and the West, and the actions of the Freedmen's Bureau. (P, G, E, H)	1 day	textbook pages 108-109 www.unitedstreaming.com <i>Teach 5-1.2 with 5-1.3, 5-1.4, & 5-1.5</i>
	5-1.4 Compare the economic and social effects of Reconstruction on different populations, including the move from farms to factories and the change from the plantation system to sharecropping. (E, P)	2 days	textbook pages 110-111 www.unitedstreaming.com <i>Teach 5-1.2 with 5-1.3, 5-1.4, & 5-1.5</i> <i>Activity based instruction</i>
	5-1.5 Explain the purpose and motivations behind the rise of discriminatory laws and groups and their effect on the rights and opportunities of African Americans in different regions of the United States. (P, G, E, H)	3 days	textbook pages 107 and 110 www.unitedstreaming.com

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

State Standards Support Document
http://ed.sc.gov/agency/Standards-and-Learning/Academic-Standards/old/cso/social_studies/documents/Grade5.pdf
 Textbook: *Growth of a Nation* (Scott Foresman)
 DISCUS (click on History Resource Center: US)
<http://scdiscus.org/discus-resources>
A History of US by Joy Hakim
A Reconstructing America: 1865-1890 Book 7
Sourcebook and Index: Document That Shaped the American Nation (provides primary sources)
<http://www.pbs.org/wnet/historyofus/> provides additional support
 On-line and Other Videos
www.unitedstreaming.com
 Images
www.unitedstreaming.com
 Other links
<http://americanhistory.si.edu/ourstory/activities/sodhouse/> This is a fabulous site with a number of activities for the classroom, including an on-line, interactive "building a sod house" section.
 Pete's PowerPoints: <http://www.pppst.com/>
 Supplemental resource:
A Young People's History of the United States, Volume One: Columbus to the Spanish-American War by Howard Zinn, adapted by Rebecca Stefoff

DAYS TAUGHT	INDICATOR	SUGGESTED PACING	SPECIFIC RESOURCES
First Nine Weeks (continued)			
	5-2.1 Explain how aspects of the natural environment—including the principal mountain ranges and rivers, terrain, vegetation, and climate of the region—affected travel to the West and thus the settlement of that region. (G, H)	2 days	textbook pages 139-140 www.unitedstreaming.com topographic maps of the United States <ul style="list-style-type: none"> • <i>Papa and the Pioneer Quilt</i> by Jean Van Leuwen • <i>If You Traveled West in a Covered Wagon</i> by Ellen Levine • <i>Dandelions</i> by Eve Bunting • <i>A Sea of Grass: The Tallgrass Prairie</i> by David Dvorak • <i>An American Safari: Adventure on the North American Prairie</i> by Jim Brandenburg
	5-2.2 Illustrate the effects of settlement on the environment of the West, including changes in the physical and human systems. (G)	2 days	textbook pages 140-142; workbook 34 www.unitedstreaming.com topographic maps of the United States <ul style="list-style-type: none"> • <i>If You Were a Pioneer on the Prairie</i> by Anne Kamma • <i>Life on a Pioneer Homestead</i> by Sally Isaacs • <i>Wagon Wheels</i> by Barbara Brenner • <i>Dakota Dugout</i> by Ann Warren Turner • <i>Prairie Willow</i> by Maxine Trottier
	5-2.3 Summarize how railroads affected development of the West, including their ease and inexpensiveness for travelers and their impact on trade and the natural environment. (G, E, H)	4 days	textbook pages 130-133; workbook 30, 31, 36 www.unitedstreaming.com <ul style="list-style-type: none"> • <i>Ten Mile Day and the Building of the Transcontinental Railroad</i> by Mary Ann Fraser
	5-2.4 Provide examples of conflict and cooperation between occupational and ethnic groups in the West, including miners, ranchers, and cowboys; Native Americans and Mexican Americans; and European and Asian immigrants. (E, H)	4 days	textbook pages 155-159 www.unitedstreaming.com <ul style="list-style-type: none"> • <i>Coolies</i> by Yin
	5-2.5 Explain the social and economic effects of the westward expansion on Native Americans, including changes in federal policies, armed conflicts, opposing views concerning land ownership, and Native American displacement. (P, G, E, H)	5 days	textbook pages 155-159; workbook 159 www.unitedstreaming.com

ADMINISTER TEACHER-MADE ASSESSMENT

GRADE 5 SOCIAL STUDIES INSTRUCTIONAL PACING GUIDE

Based on 45 Minutes of Instruction Daily

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

State Standards Support Document

http://ed.sc.gov/agency/Standards-and-Learning/Academic-Standards/old/cso/social_studies/documents/Grade5.pdf

Textbook: *Growth of a Nation* (Scott Foresman)

DISCUS (click on History Resource Center: US)

<http://scdiscus.org/discus-resources>

A History of US by Joy Hakim

An Age of Extremes: 1880-1917 Book 8

War, Peace, and all That Jazz: 1918-1945 Book 9

Sourcebook and Index: Document That Shaped the American Nation (provides primary sources)

<http://www.pbs.org/wnet/historyofus/> provides additional support

On-line and Other Videos

www.unitedstreaming.com

Images

www.unitedstreaming.com

Other Links

<http://americanhistory.si.edu/ourstory/activities/sodhouse/> This is a fabulous site with a number of activities for the classroom, including an on-line, interactive "building a sod house" section.

Pete's PowerPoints: <http://www.pppst.com/>

Supplemental Resources

A Young People's History of the United States, Volume Two: Class Struggle to the War on Terror by Howard Zinn, adapted by Rebecca Steffoff

DAYS TAUGHT	INDICATOR	SUGGESTED PACING	SPECIFIC RESOURCES
Second Nine Weeks			
	5-3.1 Explain how the Industrial Revolution was furthered by new inventions and technologies, including new methods of mass production and transportation and the invention of the light bulb, the telegraph, and the telephone. (E, H)	3 days	textbook page 34 www.unitedstreaming.com
	5-3.2 Identify prominent inventors and scientists of the period and summarize their inventions or discoveries, including Thomas Edison, Alexander Graham Bell, the Wright Brothers, and Albert Einstein. (H)	2 days	textbook pages 166-173 www.unitedstreaming.com <i>Albert Einstein- skip and teach with WWII technology and weaponry</i>
	5-3.3 Explain the effects of immigration and urbanization on the American economy during the Industrial Revolution, including the role of immigrants in the work force and the growth of cities, the shift from an agrarian to an industrial economy, and the rise of big business. (P, G, E, H)	4 days	textbook pages 185-187; workbook 50 www.unitedstreaming.com
	5-3.4 Summarize the significance of large-scale immigration and the contributions of immigrants to America in the early 1900s, including the countries from which they came, the opportunities and resistance they faced when they arrived, and the cultural and economic contributions they made to this nation. (P, G, E, H)	4 days	textbook pages 185 & 188-190 & 234 www.unitedstreaming.com <ul style="list-style-type: none"> • <i>At Ellis Island: A History in Many Voices</i> by Louise Peacock • <i>If Your Name was Changed at Ellis Island</i> by Ellen Levin • <i>Immigrants</i> by Martin Sandler • <i>Ellis Island: Doorway to Freedom</i> by Steven Kroll • <i>The Memory Coat</i> by Elvira Woodruff • <i>Letters by Rifka</i> by Karen Hesse • <i>Immigrant Kids</i> by Russell Freedman
	5-3.5 Explain how building cities and industries led to progressive reforms, including labor reforms, business reforms, and Prohibition. (P, G, E, H)	4 days	textbook pages 224-225 & 263-265 & 311; workbook 58 www.unitedstreaming.com
	5-3.6 Summarize actions by the United States that contributed to the rise of this nation as a world power, including the annexation of new territory following the Spanish-American War and the role played by the United States in the building of the Panama Canal and in World War I. (P, G, H)	6 days	textbook pages 253-258 www.unitedstreaming.com <i>Need extra days to front-load these concepts so that they are not taught in isolation.</i>

GRADE 5 SOCIAL STUDIES INSTRUCTIONAL PACING GUIDE

Based on 45 Minutes of Instruction Daily

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

State Standards Support Document

http://ed.sc.gov/agency/Standards-and-Learning/Academic-Standards/old/cso/social_studies/documents/Grade5.pdf

Textbook: *Growth of a Nation* (Scott Foresman)

DISCUS (click on History Resource Center: US)

<http://scdiscus.org/discus-resources>

A History of US by Joy Hakim

War, Peace, and all That Jazz: 1918-1945 Book 9

Sourcebook and Index: Document That Shaped the American Nation (provides primary sources)

<http://www.pbs.org/wnet/historyofus/> provides additional support

Images

www.unitedstreaming.com

On-line and other videos

www.unitedstreaming.com

Other links

Pete's PowerPoints: <http://www.pppst.com/>

Supplemental resource:

A Young People's History of the United States, Volume Two: Class Struggle to the War on Terror by Howard Zinn, adapted by Rebecca Stefoff

DAYS TAUGHT	INDICATOR	SUGGESTED PACING	SPECIFIC RESOURCES
Second Nine Weeks (continued)			
	5-4.1 Summarize changes in daily life in the boom period of the 1920s, including the improved standard of living; the popularity of new technology such as automobiles, airplanes, radio, and movies; the Harlem Renaissance and the Great Migration; Prohibition; and racial and ethnic conflict. (P, E, H)	5 days	textbook pages 299-305; workbook 65, 66, 72 www.unitedstreaming.com
	5-4.2 Summarize the stock market crash of 1929 and the Great Depression, including economic weakness, unemployment, failed banks and businesses, and migration from rural areas. (P, G, E, H)	4 days	textbook pages 322-325; workbook 70 www.unitedstreaming.com Include the Dust Bowl in instruction
	5-4.3 Explain the immediate and lasting effect on American workers caused by innovations of the New Deal, including the Social Security Act, the Federal Deposit Insurance Corporation, and the Civilian Conservation Corps. (P, E, H)	3 days	textbook pages 329-331 www.unitedstreaming.com Freedom on the Menu: The Greensboro Sit-Ins by Carole Boston Weatherford

ADMINISTER DISTRICT COMMON ASSESSMENT TEST 1

GRADE 5 SOCIAL STUDIES INSTRUCTIONAL PACING GUIDE

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

**RESOURCES
(MANIPULATIVES, KITS, UNITED STREAMING, ETC.)**

Scott Foresman Textbook and Supplemental Materials; United Streaming Videos, Clips, & Photos; PBS website; Social Studies Weekly (not available at all schools); Internet for Primary Source Documents; Richland One Public Library for Written and Multimedia Texts; US geographic and topographic maps; Bestkidsbooksite.com;

DAYS TAUGHT	INDICATOR	SUGGESTED PACING	SPECIFIC RESOURCES
THIRD NINE WEEKS			
	5-4.1 Explain the principal events related to the United States' involvement in World War II—including the bombing of Pearl Harbor, the invasion in Normandy, Pacific island hopping, the bombing of Hiroshima and Nagasaki—and the role of key figures in this involvement such as Winston Churchill, Franklin D. Roosevelt, Joseph Stalin, and Adolf Hitler. (P, G, H)	10 days	textbook pages 341-347; workbook 75 www.unitedstreaming.com
	5-4.2 Summarize the political and social impact of World War II, including changes in women's roles, in attitudes toward Japanese Americans, and in nation-state boundaries and governments. (P, E, H)	4 days	textbook pages 350 & 353 www.unitedstreaming.com Erika's Story by Ruth Vander Zee
	5-4.3 Summarize key developments in technology, aviation, weaponry, and communication and explain their effect on World War II and the economy of the United States. (P, E, H)	3 days	textbook pages 354-355 www.unitedstreaming.com Teach Albert Einstein here, not in 5-3.2
	5-4.4 Explain the effects of increasing worldwide economic interdependence following World War II, including how interdependence between and among nations and regions affected economic productivity, politics, and world trade. (P, G, E, H)	5 days	textbook pages 385-387 www.unitedstreaming.com

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

State Standards Support Document

http://ed.sc.gov/agency/Standards-and-Learning/Academic-Standards/old/cso/social_studies/documents/Grade5.pdf

Textbook: *Growth of a Nation* (Scott Foresman)

DISCUS (click on History Resource Center: US)

<http://scdiscus.org/discus-resources>

A History of US by Joy Hakim

All the People: Since 1945 A History of Us Book 10

Sourcebook and Index: Document That Shaped the American Nation (provides primary sources)

<http://www.pbs.org/wnet/historyofus/> provides additional support

Images

www.unitedstreaming.com

On-line and other videos

www.unitedstreaming.com

Other links

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Supplemental resource

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DAYS TAUGHT	INDICATOR	SUGGESTED PACING	SPECIFIC RESOURCES
	5-5.1 Summarize the impact of cultural developments in the United States following World War II, including the significance of pop culture and mass media and the population shifts to the suburbs. (G, H)	3 days	textbook pages 400-405 www.unitedstreaming.com
	5-5.2 Summarize changes in the United States economy following World War II, including the expanding job market and service industry, consumerism, and new technology. (E, P, H)	2 days	textbook pages 398 & 402 www.unitedstreaming.com
	5-5.3 Explain the advancement of the civil rights movement in the United States, including key events and people: desegregation of the armed forces, <i>Brown v. Board of Education</i> , Martin Luther King Jr., Rosa Parks, and Malcolm X. (P, G, H)	days	textbook pages 418-427; workbook 91 www.unitedstreaming.com A Sweet Smell of Roses by Angela Johnson Warriors Don't Cry by Melba Pattillo Beals
	5-5.4 Explain the course of the Cold War, including differing economic and political philosophies of the Union of Soviet Socialist Republics (USSR) and the United States, the spread of Communism, McCarthyism, the Korean Conflict, the Berlin Wall, the space race, the Cuban missile crisis, and the Vietnam War. (P, G, E, H)	7 days	textbook pages 385-386 & 388-391 www.unitedstreaming.com These topics are isolated.

ADMINISTER TEACHER-MADE ASSESSMENT

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Scott Foresman Textbook and Supplemental Materials; United Streaming Videos, Clips, & Photos; PBS website; Social Studies Weekly (not available at all schools); Internet for Primary Source Documents; Richland One Public Library for Written and Multimedia Texts; US geographic and topographic maps; Bestkidsbooksite.com;

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

DAYS TAUGHT	INDICATOR	SUGGESTED PACING	INDICATOR SPECIFIC RESOURCES
	5-5.5 Explain the political alliances and policies that impacted the United States in the latter part of the twentieth century, including the North Atlantic Treaty Organization (NATO), the United Nations, and the Organization of Petroleum Exporting Countries (OPEC). (P, H, E, G)	3 days	textbook pages 387 & 389 www.unitedstreaming.com

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

State Standards Support Document

http://ed.sc.gov/agency/Standards-and-Learning/Academic-Standards/old/cso/social_studies/documents/Grade5.pdf

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DISCUS (click on History Resource Center: US)

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A History of US by Joy Hakim

All the People: Since 1945 A History of Us Book 10

Sourcebook and Index: Document That Shaped the American Nation (provides primary sources)

<http://www.pbs.org/wnet/historyofus/> provides additional support

Images

www.unitedstreaming.com

On-line and other videos

www.unitedstreaming.com

Other links

Pete's PowerPoints: <http://www.pppst.com/>

[Primary Sources on U.S. Foreign Relations - Political Science - Research & Technology Guides at University of Michigan Library](#)

[National Geographic Magazine's Sights & Sounds: Diary of a War](#)

Supplemental resource

A Young People's History of the United States, Volume Two: Class Struggle to the War on Terror by Howard Zinn, adapted by Rebecca Stefoff

FOURTH NINE WEEKS

	5-6.1 Use a map to identify the regions of United States political involvement since the fall of the communist states, including places in the Middle East, Central America, the Caribbean, Africa, the Balkans in Europe, and Asia. (P, G, H)	4 days	textbook pages 449 www.unitedstreaming.com
	5-6.2 Explain how humans change the physical environment of regions and the consequences of such changes, including use of natural resources and the expansion of transportation systems. (P, G, E)	3 days	current events in newspapers www.unitedstreaming.com Discuss 2010 BP Oil Spill
	5-6.3 Explain how technological innovations have changed daily life in the United States since the early 1990s, including changes in the economy and the culture that were brought about by computers, electronics, satellites, and mass communication systems. (E, H)	3 days	textbook pages 520-521 www.unitedstreaming.com
	5-6.4 Identify examples of cultural exchange between the United States and other countries that illustrate the importance of popular culture and the influence of American popular culture in other places in the world, including music, fashion, food, and movies. (G, H)	2 days	www.unitedstreaming.com Coca-Cola, fast food chains, American TV shows and musicians should be discussed here
	5-6.5 Summarize the changes that have taken place in United States foreign policy since 1992, including the globalization of trade and the war on terrorism. (P, H, G, E)	5 days	textbook pages 503-508 www.unitedstreaming.com
	5-6.6 Compare the position of the United States on the world stage following World War I, World War II, and the collapse of the communist states. (P, H)	4 days	textbook pages 273-280 & 344-345 www.unitedstreaming.com

ADMINISTER DISTRICT COMMON ASSESSMENT TEST 2

ADMINISTER PASS TEST