

Unit Title: From Civil War to Civil Rights
Grade Level: 5th grade
Subject Area: Social Studies
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Time Frame: 9 week module
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Brief Summary of Unit:

This unit will be a 9-week historical study on the cultural changes of America due to the effects of the economy, war, and civil rights. Students will gain new connections through the research of their personal heritage and the various simulations and presentations of local experts and eyewitness accounts of this time.

Travel Journals document their learning progress in the concepts, and Learning Expeditions reinforce the concepts as applied to practical, real life studies.

Stage 1: Desired Results

Understandings:

1. It is important to remember events from the past in order to learn from them. (GLE 2.1, 2.2, 2.3)
2. Immigrants have an important impact on the history and culture of a country. (GLE 1.1, 3.1, 5.1)
3. The effects of war are immediate and long-lasting. (GLE 4.2, 5.2, 2.3, 2.1)
4. Challenging situations present opportunities for people to adapt. (GLE 4.1, 4.2)

Essential Questions:

1. How does immigration change culture? (SPI 2.1, 2.2, 2.3)
2. What are the effects of war? (SPI 1.1, 1.2, 3.1, 3.2, 5.1)
3. How have past events affected our lives today? (SPI 4.2, 5.2, 2.3, 2.1)
4. How do people adapt to challenging situations?(SPI 4.1, 4.2)

Content Standards: see additional pages

Stage 2: Assessment Evidence

Performance Tasks:

See additional pages for other assessment evidence and rubric

Exhibit Overview

5th Grade

Civil War to Civil Rights

Unit Topic:

Overview: Students will learn that

Element 1 **Understanding Addressed: 2**

Family Heritage Projects (extra art time? Small group)

Prompts for Labels:

Through studying my family's history, I ...

Studying my family's culture was....

Element 2 **Understanding Addressed: 2**

Letters for the President (complete in Writers Workshop)

Prompts for Labels:

When writing to the President, I...

People write to the President because...

Element 3 **Understanding Addressed: 4**

Ads Art/ Persuasive Writing

Prompts for Labels:

Advertising in the early 20th Century impacted culture by...

Element 4 **Understanding Addressed: 1**

Paper Cranes

Prompts for Labels: Exhibit Statement Only

Wartime decisions impact others' lives by...

Folding this crane reminded me that...

Element 5 **Understanding Addressed: 3,4**

Faces of War, War and Peace Poetry, Poetry in Two Voices, Children's Holocaust Museum Photography

Prompts for Labels:

Wartime is full of emotions because...

War affects people in different ways...

Element 6 **Understanding Addressed: 1, 4**

Sit Ins

Prompts for Labels:

Sit Ins...

People who participated in sit ins...

Other Evidence:

- Propaganda posters (computer lab) remix- old image with new slogan
- Family Trees
- Civil Rights connection
- Caesar Chavez (Spanish), Banned art in Nazi Europe

Self-Assessment: formative and summative

Vocabulary development with New Word List, quizzes, Rubric-assessed Travel Journals, Written

Responses to Learning Expeditions, Science Lab Checklists, Socratic Seminar responses

Rubric for Understanding: Grades 4-5

Attached

Technology/Performance for Exhibit Night:

Technology:

Performance:

Interactive Exhibits:

Paper Cranes

Dust Bowl

Sit Ins

Family Heritage Projects

Ideas for museum connections:

Whole World is Watching (short film on role of media during this time- race section)

Shimemora (Japanese internment)

HMAA- Ethos of the depression, Thomas allen Benton, Reginald marsh, Nicolai sekovsky, wpa photo

(peoples feet, waiting to get paid) all in identity gallery

Hope

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Inside Back cover Family Heritage Project Picture

Stage 3 Learning Plan

Lesson 1: What happened after the Civil War?

Understanding Addressed: 1-4

Strategy: use pg. 204-234 in text, graphic organizer

Learning expedition/activity: complete a scavenger hunt of major events from 1865-1920; set up TJ (take pictures to print for passports)

Assessment or exhibit piece:

Assessment or exhibit piece: travel journal pg 4, set up pages

Homework: Find out where your family came from

Lesson 2: New Innovations!!

Understanding Addressed: 1,4

Strategy: jigsaw (pg 205-211), united streaming video on Gilded Age

Learning expedition/activity: Industrial Revolution, City growth, inventors

Assessment or exhibit piece: travel journal page 6 on inventors {automobile (Ford), household appliances, airplane (Wright Bros), phonograph(Edison), telegraph(Morse), telephone(AGB), light bulb (Edison) gas mask(Morgan) radio() railroads() typewriter() TV(Baird)}

Lesson 3 MODULE HOOK: This Land is Your Land?

Understanding Addressed: 1, 2, 4

Strategy: Ellis Island simulation

Learning expedition/activity: Students create passport (1882 latest birthday) to verify their immigration into USA. Background: (p222-229) Immigration of America, Assessment or exhibit piece: TJ inside front cover

Lesson 4: Where do we go from here?

Understanding Addressed: 1,2,4

Strategy: Venn Diagram

Learning expedition/activity: Compare Angel and Ellis Island (p227), The Great Migration

Assessment or exhibit piece: (TJ pg 7) Immigrant Postcard to be written as a response to Ellis Island

Lesson 5: Launch Family Heritage Project

Understanding Addressed: 1,2,4

Strategy:

Learning expedition/activity: Launch Family Heritage project, send home "Family Heritage Information Planner", review due dates and assessments/requirements

Assessment or exhibit piece:

Lesson 6: Growing Pains

Understanding Addressed: 1, 4

Strategy: assembly line simulation, discussion

Learning expedition/activity: assembly line (p214-220) role of labor unions in improving working conditions, using Monopoly money as bonuses/compensation. Who was Samuel Gompers?(add to who's who TJ pg 5),

Assessment or exhibit piece: assembly line product(TJ pg8), Postcard to family about assembly line experience (TJ pg 9)

Lesson 7: Those Old City Slickers!

Understanding Addressed: 1,2,4

Strategy: video note-taking, discussion

Learning expedition/activity: (p 230-234) Jane Addams video

Assessment or exhibit piece: (TJ pg 10) Hull House diagram with notes/add Jane Addams to Who's Who

Lesson 8: Sum It Up! & TJ Update

Understanding Addressed: 1,2,4

Strategy: quiz

Learning expedition/activity: Industrial Revolution and Immigration

Assessment or exhibit piece:

Lesson 9: Going West!

Understanding Addressed:

Strategy: text pg 238-261

Learning expedition/activity: Take (g. organizer) notes on westward expansion and the dispersion of immigrants and the economy

Assessment or exhibit piece:

Lesson 10: I Want You for the US Army!

Understanding Addressed: 1,3,4

Strategy: discussion on text, BrainPOP (WWI)

Learning expedition/activity: (p294) intro to The Great War, BrainPOP

Assessment or exhibit piece: (TJpg 11) on causes of war G.O.

Lesson 11: The War to End All Wars...or so they said!

Understanding Addressed: 1,3,4

Strategy: Activboard flipchart

Learning expedition/activity: Discuss the technology and warfare developed in WW I.

Assessment or exhibit piece: complete graphic organizer

Lesson 12: Propaganda: A War of Words

Understanding Addressed: 3

Strategy: Preview propaganda posters, give definition and the role of propaganda in war, advertising, etc.

Learning expedition/activity: (p302-303)

<http://www.firstworldwar.com/posters/usa.htm>

Assessment or exhibit piece: Copy a propaganda poster from this era onto the front cover of TJ. Back cover propaganda will be created in lab. t(Print off several different examples and allow students to choose one for their cover.)

Lesson 13: Flapper or flapjacks?

Understanding Addressed:

Strategy: graphic organizer

Learning expedition/activity: (p307) info on decade of growth (Stop and jot - 1 fact from each section and an illustration on each of 4 pages)

Assessment or exhibit piece: 1920's flipbook in travel journal (pg 12)

Lesson 14: Advertisement Art

Understanding Addressed:

Strategy: flipchart, group creation of art piece

Learning expedition/activity: Flipchart focusing on advertisements during 1920's, buying on credit, boom economy. Students in groups create advertisements following characteristics of period pieces. Photo of group project will be on travel journal page 13

Assessment of exhibit piece: photo of advertisements on TJ pg 13

Lesson 15: Show Me the Money!

Understanding Addressed:

Strategy: compare and contrast

Learning expedition/activity: (p313-318) The Great Depression (investment economy, boom and bust), brainpop, play the board game (Chutes and Ladders)

Assessment or exhibit piece: Board game printout with clue (TJ pg 14), Write seminar reflection on Dorothea Lange photography (TJ pg 15)

Lesson 16: Shake the dust off those boots!

Understanding Addressed:

Strategy: graphic organizer

Learning expedition/activity: (p320-323) United Streaming (great depression: boom and bust in America; American history: rise of the 20th century), graphic organizer for notes, discuss causes and effects of economy issues

Assessment or exhibit piece:

Lesson 17: Deal or No Deal?

Understanding Addressed: 1,2,4

Strategy: discussion

Learning expedition/activity: (p316-318)The New Deal brainpop,

Fireside chats: <http://www.presidency.ucsb.edu/medialist.php?presid=32>

Assessment or exhibit piece:

Lesson 18: "A Day That Will Live in Infamy..."

Understanding Addressed: 1,3

Strategy: graphic organizer (who's who in power), discussion, watch brainpop (World War II)

Learning expedition/activity: (p324-329) intro to WW2, complete the graphic organizer of Allied vs. Axis powers (add to Who's Who). (p326-329) causes of WWII GO, brainpop

Assessment or exhibit piece: travel journal (pg 16) graphic organizer

Lesson 19:

Understanding Addressed:

Strategy:

Learning expedition/activity:

Assessment or exhibit piece:

Lesson 20: Where in the World War?

Understanding Addressed: 1,3

Strategy: complete map of world powers

Learning expedition/activity:

1. Watch the Brain Pop video on Longitude and Latitude
2. Ask students what Latitude and Longitude means and why would that help you on a map?
3. Hand out the WWII map and make a key for the map. (Allies being purple and Axis being orange)
4. Start with finding the axis countries- Germany (Long- 50 degrees N, Lat.- 15 degrees E) Italy (Long- 38 degrees N, Lat- 17 degrees E, looks kind of like a boot with a heel) and Japan (Long- 40 degrees N, Lat- 140 E degrees)
5. Allies- U.S.A. (see if they can identify where the US is on the map) Longitude 40 degrees N and Latitude 120-80 Degrees W

- Great Britain- Longitude 58 degrees N, Latitude 0 degrees
- Soviet Union- Longitude 40-80 Degrees N, Latitude 40-160 degrees E

Questions:

Who were the leaders of each country during WWII?

What is Longitude?

What is Latitude?

Where is the United States on the map?

Assessment or exhibit piece: travel journal pg 17 map of world powers

Lesson 20: We Win!

Understanding Addressed: 1,3

Strategy: discussion, graphic organizer of important victory days

Learning expedition/activity: (p331-333) Allies win the war, War in Pacific, Pearl Harbor, Dday, Vday, VJ day (silent seminar on Sadako in library)

Assessment or exhibit piece: travel journal pg 18 of foldable for dates (Sum it up to follow this lesson)

Lesson 21: Sum it Up

Understanding Addressed: 1,3,4

Strategy: quiz

Learning expedition/activity: Assessment of WWI and WW2

Assessment or exhibit piece:

Lesson 22: "We Shall Overcome" (multiple lessons)

Understanding Addressed:1,4

Strategy: discussion, watch brainpop, begin flipchart "Legacy Trail"

Learning expedition/activity: (p372) Struggle for Equal Rights, brainpop on civil rights, Brown v. Board,

Assessment or exhibit piece: Begin Legacy Trail on pg 22-24 in travel journal

Lesson 23: "I have a dream..." completed in Reading ML

Understanding Addressed: 4

Strategy: video and reflection

Learning expedition/activity: united streaming on MLK, Jr.

Assessment or exhibit piece: travel journal reflection pg 25

Lesson 24: Flower Power

Understanding Addressed: 4

Strategy: graphic organizer, discussion, note-taking

Learning expedition/activity: (p372-374) discuss amendments, CRAct of 64, boycott, marches, sit-ins, Brown v. Board

Assessment or exhibit piece: travel journal flower of Amendments (pg26), travel journal pg 27 is Big Nine reflection

Lesson 25: Seminar on Essential Questions

Understanding Addressed: 1, 2, 3, 4

Strategy: Seminar

Learning expedition/activity: Seminar each question, answer in TJ

Assessment or exhibit piece: TJ pg 3

REVIEW GAME Jeopardy!

Understanding Addressed: 1

Strategy: Role play in auditorium. Teachers dress in character to answer questions about history.

Learning expedition/activity: Hook into unit, set up tj pages;

Science Lab

Week of Jan 9 Rain shadow, Sea Breeze

(find the land, make the hot air go up)

Week of Jan 17 Heredity Grandparents Game (give examples in class of difference between inherited traits or environmental (behavioral) trait)

(No school Mon 1/16)

Week of Jan 23 Fingerprints, Heredity Wheel, Rabbit
Week of Jan 30 Photosynthesis
Week of Feb 6 Environmental Impact/ Chloroplast and Chlorophyll
Week of Feb 13 Fission and Fusion
(1/2 day Fri 2/17)
Week of Feb 21-> Sonar
(No school Mon 2/20)
Week of Feb 27 Exhibit Prep
Week of March 5 TCAP Review