

5<sup>th</sup> Grade Frameworks for the Georgia Standards of Excellence in Social Studies

The following instructional plan is part of a GaDOE collection of Unit Frameworks, Performance Tasks, examples of Student Work, and Teacher Commentary for the 5<sup>th</sup> Social Studies Course.

5 <sup>th</sup> Grade Level - Unit 3 – Bigger, Better, Faster: The Changing Nation	
<b>Elaborated Unit Focus</b>	In this unit, students will understand the impact of movement and migration on the expanding United States. By understanding the role of conflict and change, student will learn how the United States began to spread its influence throughout the western world. They will also gain knowledge about the importance of technological innovations created during this time. Student will then finally use the theme of location to identify important physical and man-made features of the United States.
<b>Connection to Connecting Theme/Enduing Understandings</b>	<p><b>Conflict and Change:</b> The student will understand that when there is conflict between or within societies, change is the result. K-5 EU: The student will understand that conflict causes change. How did expanding our territory change America’s role in the world? Why is the Spanish-American War considered a "turning point" in American history? How did the Panama Canal and the Spanish-American War play a role in the global expansion of the United States?</p> <p><b>Location:</b> The student will understand that location affects a society’s economy, culture, and development. K-5 EU: The student will understand that where people live matters. How did location affect the society’s economy, culture, and development at the turn of the century? How did factors influence the location of industry after the Civil War? How were economic activities dispersed within the United States at the turn of the century?</p> <p><b>Movement/Migration:</b> The student will understand that the movement or migration of people and ideas affects all societies involved. K-5 EU: The student will understand that moving to new places changes the people, land, and culture of the new place, as well as the place that was left. How did the movement or migration of people and ideas during the turn of the century affect the societies involved and contribute to industrialization? How did trade promote economic activity? How did the movement of the western cattle industry affect society in the years following the Civil War? How did the movement of cattle affect the price? Why did people immigrate to the United States?</p>
<b>GSE for Social Studies (standards and elements)</b>	<p>SS5H1 Describe how life changed in America at the turn of the century.</p> <p>a. Describe the role of the cattle trails in the late 19th century; include the Black Cowboys of Texas, the Great Western Cattle Trail, and the Chisholm Trail.</p> <p>b. Describe the impact on American life of the Wright brothers (flight), George Washington Carver (science), Alexander Graham Bell (communication), and Thomas Edison (electricity).</p> <p>c. Explain how William McKinley and Theodore Roosevelt expanded America’s role in the world; include the Spanish-American War and the building of the Panama Canal.</p> <p>d. Describe the reasons people immigrated to the United States, from where they emigrated, and where they settled.</p> <p>SS5E1 Use the basic economic concepts of trade, opportunity cost, specialization, productivity, and price incentives to illustrate historical events.</p>

5<sup>th</sup> Grade Frameworks for the Georgia Standards of Excellence in Social Studies

	<p>b. Explain how price incentives affect people’s behavior and choices (e.g., decisions to participate in cattle trails because of increased beef prices).</p>
<p><b>K-5 ELA/Science/Math GSE</b></p>	<p>ELAGSE5RI7: Draw on information from multiple print or digital sources, demonstrating the ability to locate an answer to a question quickly or to solve a problem efficiently.</p> <p>ELAGSE5RI9: Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably.</p> <p>ELAGSE5W7: Conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic</p> <p>ELAGSE5W8: Recall relevant information from experiences or gather relevant information from print and digital sources; summarize or paraphrase information in notes and finished work, and provide a list of sources.</p>
<p><b>Connection to Social Studies Matrices (information processing and/or map and globe skills)</b></p>	<p>Map and Globe Skills:</p> <ul style="list-style-type: none"> <li>• use graphic scales to determine distances on a map</li> <li>• use a map to explain impact of geography on historical and current events</li> <li>• use map key/legend to acquire information from historical, physical, political, resource, product, and economic</li> <li>• draw conclusions and make generalizations based on information from maps</li> </ul> <p>Information Processing Skills:</p> <ul style="list-style-type: none"> <li>• compare similarities and differences</li> <li>• identify issues and/or problems and alternative solutions</li> <li>• identify main idea, detail, sequence of events, and cause and effect in a social studies context</li> <li>• identify and use primary and secondary source</li> <li>• identify social studies reference resources to use for a specific purpose</li> <li>• analyze artifacts</li> <li>• draw conclusions and make generalizations</li> <li>• analyze graphs and diagrams</li> <li>• determine adequacy and/or relevancy of information</li> <li>• check for consistency of information</li> </ul>



<b>Essential Questions and Related Supporting/Guiding Questions</b>	
<b>Essential Question 1</b>	<ol style="list-style-type: none"><li>1. How did economic incentives influence cattle drives in the late 1800s?<ol style="list-style-type: none"><li>a. Why were cattle trails and drives needed?</li><li>b. What led to different cattle supplies in locations in the U.S.?</li><li>c. How did cattle drives affect jobs, cities, and transportation?</li></ol></li></ol>
<b>Essential Question 2</b>	<ol style="list-style-type: none"><li>2. How was American life changing at the turn of the century?<ol style="list-style-type: none"><li>a. What inventions changed life during the turn of the century?</li><li>b. What types of improvements did inventions make in America?</li><li>c. How did developments in American life affect people in other countries and their ideas about America?</li><li>d. How would these inventions possibly lead to future inventions?</li></ol></li></ol>
<b>Essential Question 3</b>	<ol style="list-style-type: none"><li>3. How was America's influence in the world changing at the turn of the century?<ol style="list-style-type: none"><li>a. What changes did America make that influenced world issues?</li><li>b. Why might America have looked more powerful at the end of the century in the eyes of other countries?</li><li>c. How might America's involvement in world events during this period influence future decisions of the U.S.?</li></ol></li></ol>

## Bigger, Better, Faster: The Changing Nation



Immigration



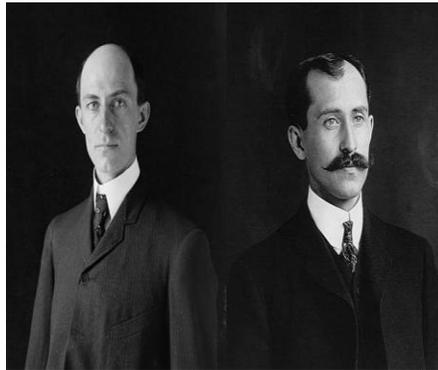
Telephone



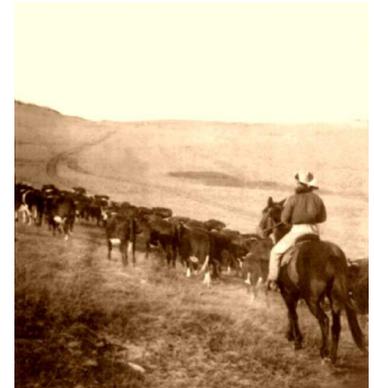
Light Bulb



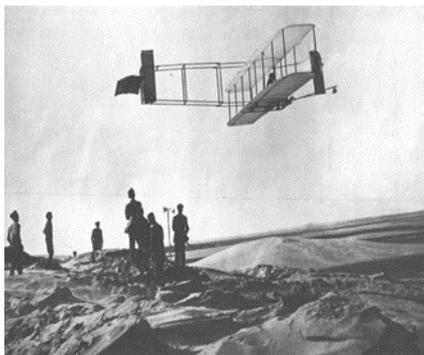
George Washington Carver



The Wright Brothers



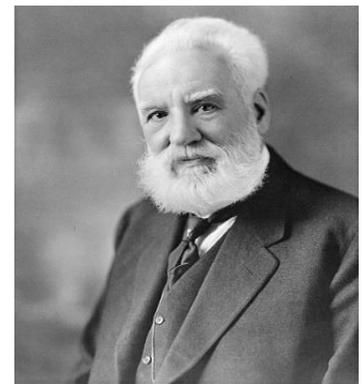
Cattle Drive



Airplane



Crop Rotation



Thomas Edison



Theodore Roosevelt



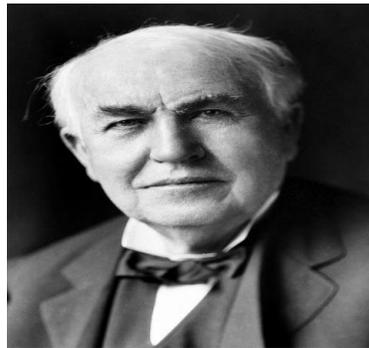
Cattle Trails



Black Cowboys



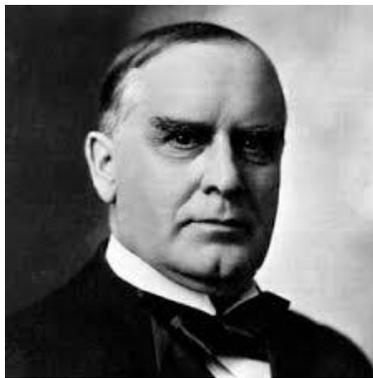
Panama Canal



Alexander Graham Bell



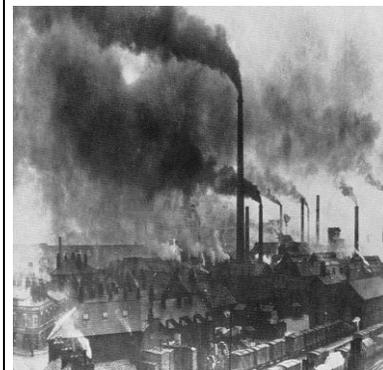
Ellis Island



William McKinley



Spanish American War



Industrialization

## Content Board

The document could be used in a variety of ways. Visual images are important for students who are not yet proficient readers. Visual images also provide a great connection to content.

For the document to be purposeful, it is very important for students to be familiar with the images in the document. You may need to change the images to best match the needs of your students.

NOTE: Students are not meant to recognize historic figures by their image. The images are provided for visual support and to prompt thinking.

- Use the content board for intentional reviews.
- Look at the essential questions listed for the unit. Have students use the content board to answer the questions.
- Use the content board to make connections. For example: Which of these are inventions? Which of these are inventors? Which of these show immigration?
- Choose two images. Can you make a connection? How do they fit together?
- Use the content board as a study guide.
- Use the content board as a resource to answer questions or to organize thinking.
- Choose an image from the board. Write a fact that you learned using the image.
- Cut the content board into piece to use as a game. Flip two cards over. Tell something you have learned. How do the two cards connect?

## Sample Instructional Activities/Assessments

### The Cattle Trails – Moooving Cows

#### Description –

1. Display the cattle trail artwork (slide 2 on the unit ppt) to students and have them analyze the image using the three headings on the Library of Congress analysis tool handout. You can adapt this sheet to develop an anchor chart with the three main headings: Observe, Reflect, and Question and have students brainstorm their responses.  
[http://www.loc.gov/teachers/usingprimarysources/resources/Primary\\_Source\\_Analysis\\_Tool.pdf](http://www.loc.gov/teachers/usingprimarysources/resources/Primary_Source_Analysis_Tool.pdf) (Laminate for use all year before having students add their responses.) See the Teacher guide for possible prompts.  
[http://www.loc.gov/teachers/usingprimarysources/resources/Analyzing\\_Photos\\_and\\_Prints.pdf](http://www.loc.gov/teachers/usingprimarysources/resources/Analyzing_Photos_and_Prints.pdf)
2. Next show the Cattle Trails map and have students work in pairs or small groups to answer the Cattle Trail Map questions on the Cattle Trail map Analysis sheet.
3. Break the students into groups of 4 – 5 students and assign each group one of the Cattle Trail Research organizers: Assign each group one of the following topics: The Chisholm Trail, The Great Western Trail, Jobs on the Cattle Drive, Life on the Cattle Drive, End of the Cattle Drive.
4. Have the groups work together to complete the Cattle Trail Research organizer with a variety of media (books, articles, websites, textbooks.)
5. After the groups have finished their research, the teacher should use 5 big chart pieces of paper with the following titles: The Chisholm Trail, the Great Western Cattle Trail, Jobs on the Cattle Drive, Life on a Cattle Drive, and End of the Cattle Drives.
6. The groups share information from their research with the class, with each group sharing their information under the appropriate heading.
7. As a ticket out the door, have students answer the following question and provide two pieces of evidence to support their answer. Would you have wanted to be part of a cattle drive?

#### Ideas for Differentiation:

Our goal is for all students to be actively engaged using speaking, writing, illustrating, reading, and listening. Below are changes to the lesson to help achieve that goal for students who need additional support. *Note: Be careful using these lessons for all students. If students are able to complete the activities on their own, it would be best to let them do this independently.*

- Early finishers can learn more about the cattle drives through interactives on: <http://www.pbs.org/wnet/ranchhouse/history.html>
- If students are new to analyzing images, consider using the analysis tool above together.
- Consider using media at a variety of reading levels to help with understanding of content.
- Consider giving direction on where to find information or providing resources for students to use for their research.
- Consider allowing students to orally give their answer to the teacher as a ticket out the door.
- Consider how students will respond to the questions and share what they know on the organizers. Students could share with bulleted information, visual images, or through a scribe in their group.

5<sup>th</sup> Grade Frameworks for the Georgia Standards of Excellence in Social Studies

<p><b>GSE Standards and Elements</b></p>	<p>SS5H1 Describe how life changed in America at the turn of the century.  a. Describe the role of the cattle trails in the late 19th century; include the Black Cowboys of Texas, the Great Western Cattle Trail, and the Chisholm Trail.</p>
<p><b>Literacy Standards  Social Studies Matrices  Enduring Understanding(s)</b></p>	<p>ELAGSE5RI7: Draw on information from multiple print or digital sources, demonstrating the ability to locate an answer to a question quickly or to solve a problem efficiently.</p> <p>ELAGSE5RI9: Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably.</p> <p>ELAGSE5W7: Conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic.</p> <p>ELAGSE5W8: Recall relevant information from experiences or gather relevant information from print and digital sources; summarize or paraphrase information in notes and finished work, and provide a list of sources.</p> <p>Information Processing Skills:</p> <ul style="list-style-type: none"> <li>• identify and use primary and secondary sources.</li> <li>• identify social studies reference resources to use for a specific purpose.</li> </ul>

Documents needed for this activity immediately follow it: Cattle Trail Map Analysis Sheet, Cattle Drive Organizer (each group would fill in their specific topic)

Cattle Trails Map Analysis Questions

1. What do the different markings stand for?
2. Where do the trails begin?
3. In what direction do most of the trails move? Why do you think this is so?
4. Where do some of the trails end? Why?
5. Which present-day states do some of the trails travel through on the map?

What else of interest do you find on this map?

5<sup>th</sup> Grade Frameworks for the Georgia Standards of Excellence in Social Studies

Group Names

Date

Cattle Drive Research Organizer

(topic)	Information:
Sources:	

### Where's the Beef?

#### Description –

1. Briefly review the map from the Cattle Drive lesson.
2. Ask the students: “Where do most of the trails end?” Lead them to answer that most trails end at a railroad transportation point.
3. Discuss with students: “Why would cowboys want to take the cattle to where the trains are?”
4. Show the map with the cow and money graphic (see ppt that accompanies this unit, slide 5) and ask what they notice.
5. Show the supply and demand chart image (slide 6).
6. Ask students to write down what they notice about the chart.
7. Have students share what they notice with the class. Lead them to notice that when demand is high the price is high. Also get them to notice that the price is high where quantities are low.
8. Ask students: “In which area of the country was the price of beef/cattle high on the graphic?” (North/Northeast). Then ask: “Thinking about chart, what does that mean about the quantity of beef/cattle in that area?” (It was low.) Ask them to predict what happens when the price of beef/cattle is low.
9. Title two pieces of chart paper: 1. The Relationship between the Railroads and Cattle Drives 2. What may have Caused Low Quantities of Beef/Cattle in the North?
10. Hand out two sticky notes to each student and have them add one sticky to each chart.
11. Review the sticky notes on the chart.

#### Ideas for Differentiation:

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- Be intentional about giving students think time and time to talk with peers.
- Consider checking in with students before they share their thinking on the sticky notes. Allow them to rehearse their thoughts before writing. Help prompt their writing only as needed.

5<sup>th</sup> Grade Frameworks for the Georgia Standards of Excellence in Social Studies

<p><b>GSE Standards and Elements</b></p>	<p>SS5E1 Use the basic economic concepts of trade, opportunity cost, specialization, productivity, and price incentives to illustrate historical events.</p> <p>b. Explain how price incentives affect people’s behavior and choices (e.g., decisions to participate in cattle trails because of increased beef prices).</p> <p>SS5H1 Describe how life changed in America at the turn of the century.</p> <p>a. Describe the role of the cattle trails in the late 19th century; include the Black Cowboys of Texas, the Great Western Cattle Trail, and the Chisholm Trail.</p>
<p><b>Literacy Standards Social Studies Matrices Enduring Understanding(s)</b></p>	<p>ELAGSE5RI7: Draw on information from multiple print or digital sources, demonstrating the ability to locate an answer to a question quickly or to solve a problem efficiently</p> <p>Map and Globe Skills:</p> <ul style="list-style-type: none"> <li>• use map key/legend to acquire information from historical, physical, political, resource, product, and economic maps</li> <li>• draw conclusions and make generalizations based on information from maps</li> </ul> <p>Informational Processing Skills:</p> <ul style="list-style-type: none"> <li>• compare similarities and differences</li> <li>• identify issues and/or problems and alternative solutions</li> <li>• identify main idea, detail, sequence of events, and cause and effect in a social studies context</li> <li>• draw conclusions and make generalizations</li> <li>• analyze graphs and diagrams</li> </ul>

<h3>The Black Cowboys of Texas</h3>	
<p><b>Description</b></p> <ol style="list-style-type: none"> <li>1. Ask the students the following question: What do you think the treatment of African-Americans or Blacks was like in the South during the late 1800s?</li> <li>2. Have students share their response with a partner and then come back as a whole class to discuss some answers.</li> <li>3. Review some of the jobs of cowboys and what their life was like on the cattle drives.</li> <li>4. Ask the students if they think Black Cowboys would have faced better or worse treatment as a cowboy than they would back in their home state? Make sure they provide evidence to support their claim.</li> <li>5. Once again have them share with a partner and then some answers can be shared out to the whole class.</li> <li>6. Tell the students that they will research one Black Cowboy during these times and create a powerpoint slide with the information they feel is most important about the Black Cowboy.</li> <li>7. Hand out the organizer and rubric to guide the students in researching and creating their slide.</li> <li>8. Once each student has completed a slide, have students share their slide in groups or as a whole class.</li> </ol> <p><b>Ideas for Differentiation:</b></p> <p>Our goal is for all students to be actively engaged using speaking, writing, illustrating, reading, and listening. Below are changes to the lesson to help achieve that goal for students who need additional support. <i>Note: Be careful using these lessons for all students. If students are able to complete the activities on their own, it would be best to let them do this independently.</i></p> <ul style="list-style-type: none"> <li>• Consider using media at a variety of reading levels to help with understanding of content.</li> <li>• Consider giving direction on where to find information or providing resources for students to use for their research.</li> <li>• Consider allowing students to orally narrate what they learned or provide a slide format for students to complete.</li> </ul>	
<b>GSE Standards and Elements</b>	<p>SS5H1 Describe how life changed in America at the turn of the century.</p> <p>a. Describe the role of the cattle trails in the late 19th century; include the Black Cowboys of Texas, the Great Western Cattle Trail, and the Chisholm Trail</p>
<b>Literacy Standards Social Studies Matrices Enduring Understanding(s)</b>	<p>ELAGSE5W8: Recall relevant information from experiences or gather relevant information from print and digital sources; summarize or paraphrase information in notes and finished work, and provide a list of sources.</p>

Black Cowboys Research Organizer on following page.

Name:

Date:

Black Cowboy Organizer

Name of Cowboy:	Birth: Early Life experiences:  Life as a cowboy:  Accomplishments:
Source(s) 1.  2.	

### Invention Convention

**Description –**

1. Ask the students to write down names of inventions that have changed our life. Have students share what they have written and provide an example of how it has changed life
2. Let students know that they will be divided into groups and participate in an invention convention, where the group will need to present the following inventors and how their inventions helped change America
3. Provide the groups with the list of inventors: The Wright Brothers, George Washington Carver, Alexander Graham Bell, and Thomas Edison.
4. Hand out the research graphic organizer and rubric to help guide each group’s research and presentation and let the students explore information on the inventors using a variety of media.
5. Once the research has been done, have each group decide how to present their invention convention contribution. This can be in the form of a newscast, wax museum, video, newspaper, etc...
6. Have the groups present the information in the presentation format of their choosing to the class.

**Ideas for Differentiation:**

Our goal is for all students to be actively engaged using speaking, writing, illustrating, reading, and listening. Below are changes to the lesson to help achieve that goal for students who need additional support. *Note: Be careful using these lessons for all students. If students are able to complete the activities on their own, it would be best to let them do this independently.*

- Consider using media at a variety of reading levels to help with understanding of content.
- Consider using different types of media for research to meet different learning styles.
- Consider giving direction on where to find information or providing resources for students to use for their research.

**GSE Standards and Elements**

SS5H1 Describe how life changed in America at the turn of the century.  
 b. Describe the impact on American life of the Wright brothers (flight), George Washington Carver (science), Alexander Graham Bell (communication), and Thomas Edison (electricity).

5<sup>th</sup> Grade Frameworks for the Georgia Standards of Excellence in Social Studies

<p><b>Literacy Standards</b> <b>Social Studies Matrices</b> <b>Enduring Understanding(s)</b></p>	<p>ELAGSE5RI9: Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably.</p> <p>ELAGSE5W7: Conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic</p> <p>ELAGSE5W8: Recall relevant information from experiences or gather relevant information from print and digital sources; summarize or paraphrase information in notes and finished work, and provide a list of sources.</p> <p>Map and Globe Skills:</p> <ul style="list-style-type: none"><li>• use a map to explain impact of geography on historical and current events</li></ul> <p>Informational Processing Skills:</p> <ul style="list-style-type: none"><li>• identify and use primary and secondary sources</li><li>• identify social studies reference resources to use for a specific purpose</li><li>• draw conclusions and make generalizations</li><li>• determine adequacy and/or relevancy of information</li><li>• check for consistency of information</li></ul>
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Invention Convention Research Graphic Organizer is on the next page.

Name:

Date:

Invention Convention Organizer

Name of Inventor:	Birth:  Early Life experiences:  Famous inventions:  Where the inventions were made:  Inventions' impact on America:  Death:
Source(s) 1. 2.	

Spanish-American War - Everybody Wants to Rule the World

Description –

1. Hand out the lyrics and analysis sheet (accompanying this lesson).
2. Have students work individually or in pairs to read and analyze the lyrics.
3. Have students look at a map and find Havana. Have them identify the country where Havana is located and its distance from the U.S.
4. Review who was blamed for the sinking of the Maine in the lyrics (the Spanish).
5. Tell students that Spain controlled Cuba at this time and treated their people badly.
6. Ask students what opinion of Spain U.S. citizens would have, knowing about the sinking of the Maine and the treatment of the Cubans.
7. Have some students brainstorm options of how the U.S. might have responded.
8. Lead students to learn that this event led to the Spanish-American War.
9. Show the Spanish-American war image (slide number 7.)
10. Have students use the image analysis sheet to help them understand the political cartoon.
11. Have students answer the question “How did the Spanish-American war help make the US a world power?”

**Ideas for Differentiation:**

Our goal is for all students to be actively engaged using speaking, writing, illustrating, reading, and listening. Below are changes to the lesson to help achieve that goal for students who need additional support. *Note: Be careful using these lessons for all students. If students are able to complete the activities on their own, it would be best to let them do this independently.*

- Consider reading the lyrics together with students following along. Preview and discuss tricky vocabulary as you read. Have students highlight, define or use visual images to help with tricky vocabulary.
- Consider how students will respond to the questions and share what they know on the organizers. Students could share with bulleted information, visual images, or through a scribe in their group.

**GSE Standards and Elements**

SS5H1 Describe how life changed in America at the turn of the century.  
 c. Explain how William McKinley and Theodore Roosevelt expanded America’s role in the world; include the Spanish-American War and the building of the Panama Canal.

5<sup>th</sup> Grade Frameworks for the Georgia Standards of Excellence in Social Studies

<p><b>Literacy Standards</b> <b>Social Studies Matrices</b> <b>Enduring Understanding(s)</b></p>	<p>ELAGSE5RI6: Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent.</p> <p>ELAGSE5RI7: Draw on information from multiple print or digital sources, demonstrating the ability to locate an answer to a question quickly or to solve a problem efficiently.</p> <p>Map and Globe Skills:</p> <ul style="list-style-type: none"><li>• use graphic scales to determine distances on a map</li></ul> <p>Informational Processing Skills:</p> <ul style="list-style-type: none"><li>• identify issues and/or problems and alternative solutions</li><li>• identify and use primary and secondary sources</li><li>• draw conclusions and make generalizations</li><li>• interpret political cartoons</li></ul>
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Remember the Maine lyrics and analysis sheet AND political cartoon analysis sheet on the next pages.

REMEMBER THE MAINE.

Copyright, 1896, by Frank A. Bush.

Words and Music by Frank A. Bush.

Down in Havana Harbor our good ship Maine was lying:  
Beneath the decks all were at rest, wakeful ones for home were sighing.  
Sent on a peaceful mission, no one suspected harm,  
For each one trusted the "Stars and Stripes" as a safeguard from all harm.  
But hark! from below comes a loud, sudden pealing, alarm.  
And then an explosion that lights up the sky;  
Then when o'er the bay again silence comes stealing,  
Two hundred brave lads disappear without a cry.

Refrain.

We'll never forget the sad events of that night.  
Our lads were killed, with no chance to fight;  
The foul deed was done by treach'rous Spain.  
That's why America fought and avenged the Maine.

Such a crime was committed never before in hist'ry;  
A loud report, down went the ship, all was enshrouded in myst'ry.  
Treachery ne'er existed equal to this foul deed,  
When our brave lads were suddenly killed, just to satisfy Spanish greed.  
But sure as the sun rises up in the morning.  
For ev'ry life lost we will have many more;  
For when Spanish Dons start to kill without warning,  
We'll drive ev'ry Spaniard away far from our shore.

Refrain.

We'll never forget the sad events of that night,  
Our boys were killed, with no chance to fight;  
The foul deed was done by treach'rous Spain,  
That's why our soldier boys cried, "Remember the Maine!"

Name:

Date:

**Lyrics Analysis Sheet:**

1st stanza:

What was the name of the ship?

Where was it located?

What nation did the ship belong to? How do you know?

What happened to the ship and the men in the ship?

2nd stanza:

Why will the night not be forgotten?

Who is blamed for the event?

What is America's response?

3rd stanza:

What reason is given for why the event took place?

4th stanza:

What cry will be given by the U.S. soldiers?

Name: \_\_\_\_\_

Date: \_\_\_\_\_

Spanish-American War Image Analysis

1. What things do you see in the image?
  
2. What countries are listed in in the image?
  
3. What numbers are part of the image?
  
4. What do you think the eagle represents?
  
5. Why do you think the countries are under the wings of the eagle?
  
6. What do you think the phrase “ten thousand miles from tip to tip” may mean?
  
7. Based upon the image, who do you think won the Spanish-American War? Why

### The Panama Canal – America’s Best Shortcut

Description –

1. Display a map of the world (see slide 8) and tell students that you need to ship something by sea from New York to San Francisco. Place markings on these two places.
2. Have students brainstorm answers of the shortest way to get there by taking a sea route. Have them pair/share and then share as a whole class.
3. Display a chart with the title: “Creating a Faster Route.”
4. Have students write down in notebooks/paper/sticky notes ideas of creating a faster route between the two spots. (Remind them of technology limitations at the time.)
5. Have students share ideas.
6. Show the following image of the Theodore Roosevelt political cartoon (slide 9) and have students use the image analysis sheet to write down observations.
7. Have students share observations with each other and the class.
8. If students have not given the answer for the following, provide statements like those below as you model analyzing the image:
  - The man is Theodore/Teddy Roosevelt and he was president of the US from 1901 – 1908.
  - The man is digging a canal.
  - The canal is being dug to allow ships through the mountains.
9. Hand out the map of North and South America along with a piece of string or yarn and a ruler.
10. Tell students that before the Panama Canal was built, ships had to travel around South America to get from New York to San Francisco.
11. Have students put one end of their string on New York and loop it around South America ending at San Francisco.
12. Students measure their string on a ruler and use the Panama Canal sheet to convert the measurement to miles (round as necessary.)
13. Next have the students use the string to measure from New York to San Francisco, this time going through the country of Panama.
14. Use the Panama Canal sheet to convert the measurement to miles (round as necessary) and find the difference between the two.
15. As a ticket out the door, have the students write an answer for this question: “How would shortening the distance from New York to San Francisco affect life in America or the world?”
16. These answers can be shared before you begin your next lesson.

5<sup>th</sup> Grade Frameworks for the Georgia Standards of Excellence in Social Studies

<p><b>Ideas for Differentiation:</b></p> <p>Our goal is for all students to be actively engaged using speaking, writing, illustrating, reading, and listening. Below are changes to the lesson to help achieve that goal for students who need additional support. <i>Note: Be careful using these lessons for all students. If students are able to complete the activities on their own, it would be best to let them do this independently.</i></p> <ul style="list-style-type: none"> <li>• Consider allowing students to use calculators.</li> <li>• Consider allowing students to round to whole numbers/fractions/decimals, depending on math abilities.</li> <li>• Consider using strategic partnering during the measurement process.</li> <li>• Consider giving students partially completed organizers to lessen the amount of measuring.</li> <li>• Consider providing students with an example of the steps needed to complete the measurements on the organizer.</li> <li>• Consider doing the first measurements together to demonstrate how to solve the measurement formulas.</li> </ul>	
<p><b>GSE Standards and Elements</b></p>	<p>SS5H1 Describe how life changed in America at the turn of the century.</p> <p>d. Explain how William McKinley and Theodore Roosevelt expanded America’s role in the world; include the Spanish-American War and the building of the Panama Canal.</p> <p>SS5E1 Use the basic economic concepts of trade, opportunity cost, specialization, productivity, and price incentives to illustrate historical events.</p> <p>d. Describe how trade and voluntary exchange promotes economic activity (e.g., how the Panama Canal increases trade among countries).</p>
<p><b>Literacy Standards Social Studies Matrices Enduring Understanding(s)</b></p>	<p>Map and Globe Skills:</p> <ul style="list-style-type: none"> <li>• use graphic scales to determine distances on a map</li> <li>• use a map to explain impact of geography on historical and current events</li> <li>• draw conclusions and make generalizations based on information from maps</li> </ul> <p>Informational Processing Skills:</p> <ul style="list-style-type: none"> <li>• compare similarities and differences</li> <li>• identify issues and/or problems and alternative solutions</li> <li>• construct charts and tables</li> <li>• draw conclusions and make generalizations</li> </ul>

### Panama Canal Measurement Sheet

1. Use your string to measure the distance from San Francisco to New York going around the tip of South America

Number of inches	How many miles = an inch	Multiply the two numbers to get total distance of miles

2. Use your string to measure the distance from San Francisco to New York going through Panama

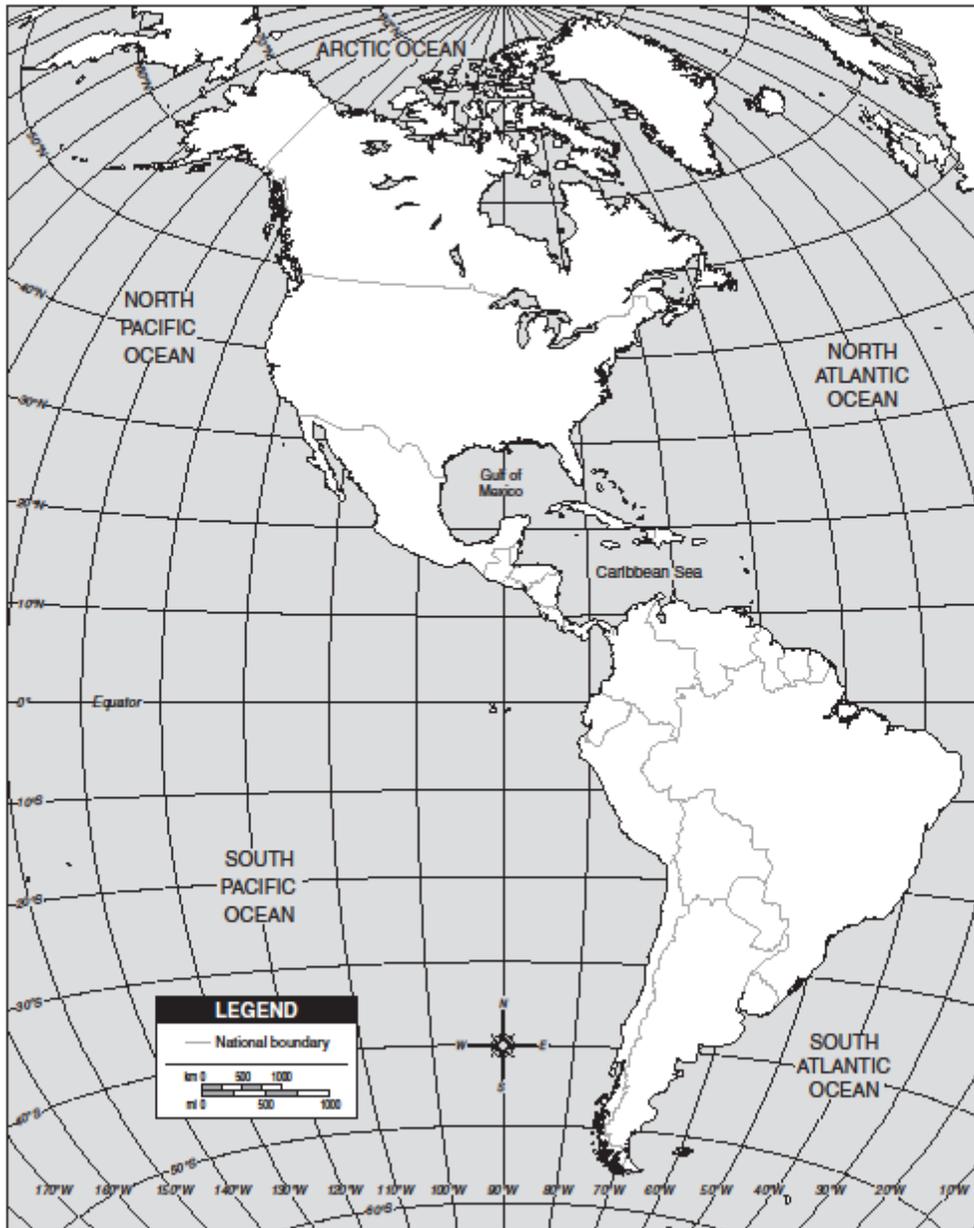
Number of inches	How many miles = an inch	Multiply the two numbers to get total distance of miles

3. Use your string to measure the distance from San Francisco to New York going around the tip of South America

Number of total miles around South America	Number of total miles going through Panama	Subtract the two numbers to find number of miles saved going through Panama

Name \_\_\_\_\_ Date \_\_\_\_\_

## Americas



**Outline Maps**  
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## Life of an Immigrant

### Description –

1. Show the image (slide 10) and have them analyze the image using the three headings on the Library of Congress analysis tool handout. You can adapt this sheet to develop an anchor chart with the three main headings: Observe, Reflect, and Question and have students brainstorm their responses. [http://www.loc.gov/teachers/usingprimarysources/resources/Primary\\_Source\\_Analysis\\_Tool.pdf](http://www.loc.gov/teachers/usingprimarysources/resources/Primary_Source_Analysis_Tool.pdf) (Laminate for use all year before having students add their responses.) See the Teacher guide for possible prompts. [http://www.loc.gov/teachers/usingprimarysources/resources/Analyzing\\_Photos\\_and\\_Prints.pdf](http://www.loc.gov/teachers/usingprimarysources/resources/Analyzing_Photos_and_Prints.pdf)
2. Have students briefly share with another student some of their observations from the image.
3. Come back as a whole class and have students share some of their observations and you can chart the responses.
4. Tell students that they will now experience life as an immigrant by going to the following website: <https://www.tenement.org/immigrate/>. Place students in pairs or small groups if there is limited technology in class. As a last resort, take the virtual tour as a whole class if only one computer is available.
5. Watch the introduction of the virtual tour as a whole class.
6. Hand out the following question sheet (following on the next page) to the student or student groups to write down information as they take their virtual journey as an immigrant.
7. At the end of the journey have students share their experience. Students could create a postcard, letter, or journal entry to tell of their experiences as an immigrant.

### Ideas for Differentiation:

Our goal is for all students to be actively engaged using speaking, writing, illustrating, reading, and listening. Below are changes to the lesson to help achieve that goal for students who need additional support. *Note: Be careful using these lessons for all students. If students are able to complete the activities on their own, it would be best to let them do this independently.*

- If students are new to analyzing images, consider using the analysis tool above together.
- Early finishers can play an immigrant interactive game at: <http://www.mission-us.org/> titled “City of Immigrants” to further their understanding of immigrant life at the turn of the century.
- Consider giving the students the questions before taking the virtual tour. Let students know ahead of time the information they will need to be looking for during the tour.
- Consider allowing students to take the tour multiple times as they look for information.
- Consider giving students a checklist of what to include about their immigration experience. You may want to consider providing students with an example or blank format to follow. See also the modified checklist.
- Consider allowing students to call or facetime a family member.
- Consider reducing the amount of information students need to include.

5<sup>th</sup> Grade Frameworks for the Georgia Standards of Excellence in Social Studies

<b>GSE Standards and Elements</b>	SS5H1 Describe how life changed in America at the turn of the century. d. Describe the reasons people immigrated to the United States, from where they emigrated, and where they settled.
<b>Literacy Standards Social Studies Matrices Enduring Understanding(s)</b>	ELAGSE5RI7: Draw on information from multiple print or digital sources, demonstrating the ability to locate an answer to a question quickly or to solve a problem efficiently. Informational Processing Skills: <ul style="list-style-type: none"><li>• identify social studies reference resources to use for a specific purpose</li><li>• draw conclusions and make generalizations</li></ul>

Virtual Immigrant question sheet on next page.

Name:

Date:

Virtual Immigrant Tour

What country did you decide to emigrate from?

What belongings did you decide to take? Why did you choose those items?

What was the trip like to America? How long did it take?

What was the inspection like at Ellis Island?

What is a tenement? What is it like?

[https://scontent-atl3-1.xx.fbcdn.net/v/t1.15752-9/s1080x2048/96695717\\_2530317173949605\\_3937999279695593472\\_n.jpg?nc\\_cat=108&nc\\_sid=b96e70&nc\\_oc=AQkLpfoZyhiuDpfUsJj2go9r56\\_uKaceSgym5TZrJzp8yrxgp-1PSbCzMSAuscmlzd4&nc\\_ht=scontent-atl3-1.xx&nc\\_tp=7&oh=5ebf870803f1b2b1de1e939b8004be48&oe=5F2B99FA](https://scontent-atl3-1.xx.fbcdn.net/v/t1.15752-9/s1080x2048/96695717_2530317173949605_3937999279695593472_n.jpg?nc_cat=108&nc_sid=b96e70&nc_oc=AQkLpfoZyhiuDpfUsJj2go9r56_uKaceSgym5TZrJzp8yrxgp-1PSbCzMSAuscmlzd4&nc_ht=scontent-atl3-1.xx&nc_tp=7&oh=5ebf870803f1b2b1de1e939b8004be48&oe=5F2B99FA)

What are some things you might do for work? What might you do for fun?

What types of new foods do you eat as an immigrant? What is your sleeping situation like?

Name: \_\_\_\_\_



# Life of an Immigrant Checklist

Did you remember to include...

<input type="checkbox"/>	From what country did you emigrate?
<input type="checkbox"/>	What did you take? Why?
<input type="checkbox"/>	What was the trip like? How long did it take?
<input type="checkbox"/>	What was the inspection like at Ellis Island?
<input type="checkbox"/>	What is a tenement? What is it like?
<input type="checkbox"/>	What are some things you might do for work? What might you do for fun?
<input type="checkbox"/>	What types of food have you eaten?
<input type="checkbox"/>	What is your sleeping situation like?

Name: \_\_\_\_\_



# Life of an Immigrant Checklist

Choose 5 items from the checklist to include

<input type="checkbox"/>	<p>From what country did you emigrate?</p> <ul style="list-style-type: none"> <li>• I have arrived from _____.</li> <li>• I miss all of you from _____.</li> </ul>
<input type="checkbox"/>	<p>What did you take? Why?</p> <ul style="list-style-type: none"> <li>• I am so glad that I packed _____ because _____.</li> <li>• Thank you for reminding me to bring _____ because _____.</li> </ul>
<input type="checkbox"/>	<p>What was the trip like? How long did it take?</p> <ul style="list-style-type: none"> <li>• The trip was _____. It took us _____.</li> <li>• You wouldn't believe our trip. It was _____. It took us _____.</li> </ul>
<input type="checkbox"/>	<p>What was the inspection like at Ellis Island?</p> <ul style="list-style-type: none"> <li>• We went to Ellis Island. It was _____.</li> <li>• You won't believe what happened at Ellis Island _____.</li> <li>• Our inspection at Ellis Island was _____.</li> </ul>
<input type="checkbox"/>	<p>What is a tenement? What is it like?</p> <ul style="list-style-type: none"> <li>• I am living _____. It is _____.</li> </ul>
<input type="checkbox"/>	<p>What are some things you might do for work? What might you do for fun?</p> <ul style="list-style-type: none"> <li>• I am looking for work. I may _____.</li> <li>• I got a job _____.</li> <li>• I am going to visit _____.</li> <li>• I can't wait to _____.</li> </ul>
<input type="checkbox"/>	<p>What types of food have you eaten?</p> <ul style="list-style-type: none"> <li>• The food here is _____. I tried _____.</li> <li>• Last night I ate _____.</li> </ul>
<input type="checkbox"/>	<p>What is your sleeping situation like?</p> <ul style="list-style-type: none"> <li>• I am sleeping _____.</li> </ul>

## Culminating Unit Performance Task

### The Times They are a-Changing

**Description –**

1. Put up the following Title: “Changes at the Turn of the Century” for a word splash. Review or explain the title as needed.
2. Give students sticky notes and have them add to the title by writing words or phrases that relate to it.
3. Give the students the following writing prompt: “How was Life Changing for Americans at the Turn of the Century?”
4. Hand out the organizer below to help students begin to organize their thoughts and think of evidence to support their opinion.
5. Also hand out the rubric for the writing prompt.
6. Have students write their paper.

**Ideas for Differentiation:**

Our goal is for all students to be actively engaged using speaking, writing, illustrating, reading, and listening. Below are changes to the lesson to help achieve that goal for students who need additional support. *Note: Be careful using these lessons for all students. If students are able to complete the activities on their own, it would be best to let them do this independently.*

- Consider having students look through their interactive notebooks and share some of their ideas before having them write on sticky notes.
- Consider giving students partially completed organizers. Give students the change and have them provide the information.
- Consider giving direction on where to find information or providing resources for students to use for their research.
- Consider providing students a variety of ways to share the changes that have taken place: PowerPoint, news report, infographic, journal entry, letter home. Consider allowing students to use technology to write their paper: talk to text, dictate feature, audio recording, typing, etc.

**GSE Standards and Elements**

SS5H1 Describe how life changed in America at the turn of the century.

- a. Describe the role of the cattle trails in the late 19th century; include the Black Cowboys of Texas, the Great Western Cattle Trail, and the Chisholm Trail.
- b. Describe the impact on American life of the Wright brothers (flight), George Washington Carver (science), Alexander Graham Bell (communication), and Thomas Edison (electricity).
- c. Explain how William McKinley and Theodore Roosevelt expanded America’s role in the world; include the Spanish-American War and the building of the Panama Canal.
- d. Describe the reasons people immigrated to the United States, from where they emigrated, and where they settled.

SS5G1 Locate important places in the United States.

5<sup>th</sup> Grade Frameworks for the Georgia Standards of Excellence in Social Studies

	<p>a. Locate important man-made places; include the Chisholm Trail; Pittsburgh, PA; Kitty Hawk, NC; Pearl Harbor, HI; Montgomery, AL.; and Chicago, IL.</p> <p>SS5G2 Explain the reasons for the spatial patterns of economic activities.</p> <p>a. Locate primary agricultural and industrial locations between the end of the Civil War and 1900 and explain how factors such as population, transportation, and resources have influenced these areas (e.g., Pittsburgh’s rapid growth in the late nineteenth century).</p> <p>SS5E1 Use the basic economic concepts of trade, opportunity cost, specialization, productivity, and price incentives to illustrate historical events.</p> <p>b. Explain how price incentives affect people’s behavior and choices (e.g., decisions to participate in cattle trails because of increased beef prices).</p> <p>d. Describe how trade and voluntary exchange promotes economic activity (e.g., how the Panama Canal increases trade among countries).</p>
<p><b>Literacy Standards</b>  <b>Social Studies Matrices</b>  <b>Enduring Understanding(s)</b></p>	<p>ELAGSE5W2: Write informative/explanatory texts to examine a topic and convey ideas and information clearly.</p> <p>a. Introduce a topic clearly, provide a general observation and focus, and group related information logically; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension.</p> <p>b. Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.</p> <p>ELAGSE5W4: Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.</p> <p>Informational Processing Skills:</p> <ul style="list-style-type: none"> <li>• compare similarities and differences</li> <li>• identify main idea, detail, sequence of events, and cause and effect in a social studies context</li> <li>• identify and use primary and secondary source</li> <li>• identify social studies reference resources to use for a specific purpose</li> <li>• analyze artifacts</li> <li>• draw conclusions and make generalizations</li> <li>• analyze graphs and diagrams</li> <li>• determine adequacy and/or relevancy of information</li> <li>• check for consistency of information</li> </ul>

Changes visual organizer and writing rubric on the following pages.

Name:

Date:

Changes at the Turn of the Century

Change #1:	Information:
Sources:	

Change #2:	Information:
Sources:	

Change #3:	Information:
Sources:	

5<sup>th</sup> Grade Frameworks for the Georgia Standards of Excellence in Social Studies

Change #4:	Information:
Sources:	

5<sup>th</sup> Grade Frameworks for the Georgia Standards of Excellence in Social Studies

Name: \_\_\_\_\_ Title: \_\_\_\_\_ Date: \_\_\_\_\_

Informational Writing Scoring Guidelines						
	Focus	Content	Organization	Sources	Conventions	
4	Advanced	You show a clear understanding of what information was required, and who your audience is. You write about one clear topic, and gave many details to support your topic.	You use plenty of details to support your topic. You show a clear understanding of the purpose for writing this piece, and you clearly understand the information.	Your writing is very organized. You use transitions well, and the order of your information makes good sense. This paper is easy to read and understand!	You cite all of sources in the correct formatting style required from the teacher.	You use a variety of sentence structures. You have very few errors in grammar, usage, spelling, and punctuation. The errors that are there do not make the writing unclear.
3	Proficient	You show an understanding of what information was required, and who your audience is. You write about one clear topic, and included details in most of your writing.	You give the appropriate amount of details to support your topic. You show a good understanding of the purpose for writing this piece, and you understand the information.	Your writing is organized well. Most of your transitions are used correctly, and your order of information does make sense. This paper can be read and understood with very few problems.	You cite all of your sources with minimal formatting errors required from the teacher.	You use a variety of sentence structures. You have some errors in grammar, usage, spelling, and punctuation. A few of these errors may make parts of the writing unclear.
2	Basic	You show a partial understanding of what information was required, and who your audience is. You have a topic, but some of the details do not support this topic clearly.	You give some details to support your topic. You do not demonstrate a strong understanding of the purpose for writing this piece, and you may not fully understand the information written.	Your writing is not very organized. Some of your transitions may be used correctly, but overall the errors make it difficult to understand.	Not all sources are cited and there are formatting errors in the citations.	You do not use a variety of sentence structures, and some sentences may be fragments. There are many errors in grammar, usage, spelling, and punctuation.
1	Below Basic	You do not show an understanding of what information was required, and who your audience is. A specific topic is unclear and details are not clear.	You give very few details to support your topic. You do not demonstrate understanding of the purpose for writing this piece, and you do not show understanding of the information written.	Your transitions are not present, or not used correctly. The information is not organized well. This paper is unclear and difficult to understand.	No sources are cited for the paper.	Many sentences are awkward or are fragments. There are many grammar, usage, spelling, and punctuation errors. These errors make the paper very difficult to read.
Score:						
				Total Score:	_____ out of 20 possible points	

Georgia Department of Education

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