

5th 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 5th Social Studies Course.

| 5th Grade Social Studies - Unit 9 - “Understanding the News: What’s America’s Role in the 21st Century” | |
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| Elaborated Unit Focus | In this unit, students will understand the influence the United States has in the 21st century. By using the connecting theme of beliefs and ideals, students will understand why the United States felt it was important to try to stop the spread of communism. Students will use the theme of conflict and change to understand how the United States has worked to combat terrorism to protect U.S. interests. Finally, students will continue to learn about how changes in technology affect many different parts of their everyday life. |
| Connection to Connecting Theme/Enduing Understandings | <p>Beliefs and Ideals: The student will understand that the beliefs and ideals of a society influence the social, political, and economic decisions of that society.</p> <p>K-5 EU: The student will understand that people’s ideas and feelings influence their decisions.</p> <p>What led to the collapse of the Soviet Union?</p> <p>Conflict and Change: The student will understand that when there is conflict between or within societies, change is the result.</p> <p>K-5 EU: The student will understand that conflict causes change.</p> <p>What events have occurred as a result of the attack on America on September 11, 2001?</p> <p>What efforts have Americans made to combat terrorism?</p> <p>Technological Innovation: The student will understand that technological innovations have consequences, both intended and unintended, for a society.</p> <p>K-5 EU: The student will understand that new technology has many types of different consequences, depending on how people use that technology.</p> <p>How has technology changed the way businesses produce their goods?</p> <p>How has technology affected the businesses that exist in America?</p> <p>How would your life be different without computers or the Internet?</p> <p>How have Americans’ lives changed as a result of the personal computer?</p> |
| GSE for Social Studies | SS5H7 Trace important developments in America from 1975 to 2001. |

5th Frameworks for the Georgia Standards of Excellence in Social Studies

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| <p>(standards and elements)</p> | <p>a. Describe the collapse of the Soviet Union, including the role of Ronald Reagan.</p> <p>b. Describe the events of September 11, 2001, and analyze their impact on American life.</p> <p>c. Explain the impact of the personal computer and the Internet on American life.</p> |
| <p>Connection to Literacy Standards for Social Studies (reading and/or writing)</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>ELAGSE5RI6: Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent.</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>Connection to Social Studies Matrices (information processing and/or map and globe skills)</p> | <p>Map and Globe Skills:</p> <ul style="list-style-type: none"> • use map key/legend to acquire information from historical, physical, political, resource, product, and economic maps • draw conclusions and make generalizations based on information from maps • use intermediate directions <p>Information Processing Skills:</p> <ul style="list-style-type: none"> • identify issues and/or problems and alternative solutions • identify and use primary and secondary sources • draw conclusions and make generalizations • analyze graphs and diagrams • identify social studies reference resources to use for a specific purpose • analyze artifacts |

Essential Questions and Related Supporting/Guiding Questions

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|-----------------------------|--|
| Essential Question 1 | <ol style="list-style-type: none">1. How has technology affected our everyday life?<ol style="list-style-type: none">a. Do changes in technology provide positive or negative changes?b. What future technologies could affect our lives? |
| Essential Question 2 | <ol style="list-style-type: none">2. What makes a date important to people?<ol style="list-style-type: none">a. What impact did September 11th have on our country and its citizens?b. How should the country decide how to remember the events of September 11th? |
| Essential Question 3 | <ol style="list-style-type: none">3. What changes caused the Soviet Union to collapse?<ol style="list-style-type: none">a. How did America influence the breakup of the Soviet Union?b. With the collapse of the Soviet Union has it become a better nation? |



Sample Instructional Activities/Assessments

The Collapse of the Soviet Union

Description –

1. Have the students look at the Berlin Wall image (see the unit powerpoint) and use the image analysis sheet.
2. Ask students to share the observations from the image analysis sheet with others and then share as a class.
3. Have the students read the following quote from Ronald Reagan’s speech (see powerpoint slide): “Behind me stands a wall that encircles the free sectors of this city, part of a vast system of barriers that divides the entire continent of Europe. . . . Standing before the Brandenburg Gate, every man is a German, separated from his fellow men. Every man is a Berliner, forced to look upon a scar. . . . As long as this gate is closed, as long as this scar of a wall is permitted to stand, it is not the German question alone that remains open, but the question of freedom for all mankind. . . . General Secretary Gorbachev, if you seek peace, if you seek prosperity for the Soviet Union and Eastern Europe, if you seek liberalization, come here to this gate.
Mr. Gorbachev, open this gate!
Mr. Gorbachev, tear down this wall!”

—Ronald Reagan, address at the Brandenburg Gate, June 12, 1987

The entire speech is located below if you want to have your class break it into parts for closer analysis. You might use a jigsaw strategy to have them divide the speech into smaller chunks.

4. Have students work in pairs with the quote analysis sheet to answer questions about the speech.
5. Next have students look at the former Soviet Union map and use the map analysis sheet to make observations and inferences.
6. Have students share answers.
7. Have the students watch the following video/song: <http://www.history.com/topics/history-of-the-soviet-union> *Note that this site contains ads.*
8. While the students watch the video/song, have them identify at least one reason the song/video gives for the collapse of the Soviet Union.
9. Have students post the one reason they have found for the collapse of the Soviet Union.

Differentiation:

Provide paper copies if students have difficulty seeing information projected

Allow oral answers instead of written answers for questions

Strategic grouping

Preview vocabulary in speech, as needed

GSE Standards and Elements

SS5H7 Trace important developments in America from 1975 to 2001.

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| | |
|--|---|
| | <p>a. Describe the collapse of the Soviet Union, including the role of Ronald Reagan.</p> |
| <p>Literacy Standards Social Studies Matrices Enduring Understanding(s)</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>ELAGSE5RI6: Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent.</p> <p>Map and Globe Skills:</p> <ul style="list-style-type: none"> • use map key/legend to acquire information from historical, physical, political, resource, product, and economic maps • draw conclusions and make generalizations based on information from maps <p>Information Processing Skills:</p> <ul style="list-style-type: none"> • draw conclusions and make generalizations • identify and use primary and secondary sources |

Name:

Date:

Image Analysis Sheet

Describe what is happening in the image:

Where do you think this is happening?

Why do you think this is happening?

What questions do you have?

Chancellor Kohl, Governing Mayor Diepgen, ladies and gentlemen: Twenty-four years ago, President John F. Kennedy visited Berlin, speaking to the people of this city and the world at the City Hall. Well, since then two other presidents have come, each in his turn, to Berlin. And today I, myself, make my second visit to your city.

We come to Berlin, we American presidents, because it's our duty to speak, in this place, of freedom. But I must confess, we're drawn here by other things as well: by the feeling of history in this city, more than 500 years older than our own nation; by the beauty of the Grunewald and the Tiergarten; most of all, by your courage and determination. Perhaps the composer Paul Lincke understood something about American presidents. You see, like so many presidents before me, I come here today because wherever I go, whatever I do: Ich hab noch einen Koffer in Berlin. [I still have a suitcase in Berlin.]

Our gathering today is being broadcast throughout Western Europe and North America. I understand that it is being seen and heard as well in the East. To those listening throughout Eastern Europe, a special word: Although I cannot be with you, I address my remarks to you just as surely as to those standing here before me. For I join you, as I join your fellow countrymen in the West, in this firm, this unalterable belief: Es gibt nur ein Berlin. [There is only one Berlin.]

Behind me stands a wall that encircles the free sectors of this city, part of a vast system of barriers that divides the entire continent of Europe. From the Baltic, south, those barriers cut across Germany in a gash of barbed wire, concrete, dog runs, and guard towers. Farther south, there may be no visible, no obvious wall. But there remain armed guards and checkpoints all the same--still a restriction on the right to travel, still an instrument to impose upon ordinary men and women the will of a totalitarian state. Yet it is here in Berlin where the wall emerges most clearly; here, cutting across your city, where the news photo and the television screen have imprinted this brutal division of a continent upon the mind of the world. Standing before the Brandenburg Gate, every man is a German, separated from his fellow men. Every man is a Berliner, forced to look upon a scar.

President von Weizsacker has said, "The German question is open as long as the Brandenburg Gate is closed." Today I say: As long as the gate is closed, as long as this scar of a wall is permitted to stand, it is not the German question alone that remains open, but the question of freedom for all mankind. Yet I do not come here to lament. For I find in Berlin a message of hope, even in the shadow of this wall, a message of triumph.

In this season of spring in 1945, the people of Berlin emerged from their air-raided shelters to find devastation. Thousands of miles away, the people of the United States

reached out to help. And in 1947 Secretary of State--as you've been told--George Marshall announced the creation of what would become known as the Marshall Plan. Speaking precisely 40 years ago this month, he said: "Our policy is directed not against any country or doctrine, but against hunger, poverty, desperation, and chaos."

In the Reichstag a few moments ago, I saw a display commemorating this 40th anniversary of the Marshall Plan. I was struck by the sign on a burnt-out, gutted structure that was being rebuilt. I understand that Berliners of my own generation can remember seeing signs like it dotted throughout the western sectors of the city. The sign read simply: "The Marshall Plan is helping here to strengthen the free world." A strong, free world in the West, that dream became real. Japan rose from ruin to become an economic giant. Italy, France, Belgium--virtually every nation in Western Europe saw political and economic rebirth; the European Community was founded.

In West Germany and here in Berlin, there took place an economic miracle, the Wirtschaftswunder. Adenauer, Erhard, Reuter, and other leaders understood the practical importance of liberty--that just as truth can flourish only when the journalist is given freedom of speech, so prosperity can come about only when the farmer and businessman enjoy economic freedom. The German leaders reduced tariffs, expanded free trade, lowered taxes. From 1950 to 1960 alone, the standard of living in West Germany and Berlin doubled.

Where four decades ago there was rubble, today in West Berlin there is the greatest industrial output of any city in Germany--busy office blocks, fine homes and apartments, proud avenues, and the spreading lawns of parkland. Where a city's culture seemed to have been destroyed, today there are two great universities, orchestras and an opera, countless theaters, and museums. Where there was want, today there's abundance--food, clothing, automobiles--the wonderful goods of the Ku'damm. From devastation, from utter ruin, you Berliners have, in freedom, rebuilt a city that once again ranks as one of the greatest on earth. The Soviets may have had other plans. But my friends, there were a few things the Soviets didn't count on--Berliner Herz, Berliner Humor, ja, und Berliner Schnauze. [Berliner heart, Berliner humor, yes, and a Berliner Schnauze.]

In the 1950s, Khrushchev predicted: "We will bury you." But in the West today, we see a free world that has achieved a level of prosperity and well-being unprecedented in all human history. In the Communist world, we see failure, technological backwardness, declining standards of health, even want of the most basic kind--too little food. Even today, the Soviet Union still cannot feed itself. After these four decades, then, there stands before the entire world one great and inescapable conclusion: Freedom leads to prosperity. Freedom replaces the ancient hatreds among the nations with comity and peace. Freedom is the victor.

And now the Soviets themselves may, in a limited way, be coming to understand the importance of freedom. We hear much from Moscow about a new policy of reform and openness. Some political prisoners have been released. Certain foreign news broadcasts are no longer being jammed. Some economic enterprises have been permitted to operate with greater freedom from state control.

Are these the beginnings of profound changes in the Soviet state? Or are they token gestures, intended to raise false hopes in the West, or to strengthen the Soviet system without changing it? We welcome change and openness; for we believe that freedom and security go together, that the advance of human liberty can only strengthen the cause of world peace. There is one sign the Soviets can make that would be unmistakable, that would advance dramatically the cause of freedom and peace.

General Secretary Gorbachev, if you seek peace, if you seek prosperity for the Soviet Union and Eastern Europe, if you seek liberalization: Come here to this gate! Mr. Gorbachev, open this gate! Mr. Gorbachev, tear down this wall!

I understand the fear of war and the pain of division that afflict this continent-- and I pledge to you my country's efforts to help overcome these burdens. To be sure, we in the West must resist Soviet expansion. So we must maintain defenses of unassailable strength. Yet we seek peace; so we must strive to reduce arms on both sides.

Beginning 10 years ago, the Soviets challenged the Western alliance with a grave new threat, hundreds of new and more deadly SS-20 nuclear missiles, capable of striking every capital in Europe. The Western alliance responded by committing itself to a counter-deployment unless the Soviets agreed to negotiate a better solution; namely, the elimination of such weapons on both sides. For many months, the Soviets refused to bargain in earnestness. As the alliance, in turn, prepared to go forward with its counter-deployment, there were difficult days--days of protests like those during my 1982 visit to this city--and the Soviets later walked away from the table.

But through it all, the alliance held firm. And I invite those who protested then-- I invite those who protest today--to mark this fact: Because we remained strong, the Soviets came back to the table. And because we remained strong, today we have within reach the possibility, not merely of limiting the growth of arms, but of eliminating, for the first time, an entire class of nuclear weapons from the face of the earth.

As I speak, NATO ministers are meeting in Iceland to review the progress of our proposals for eliminating these weapons. At the talks in Geneva, we have also proposed deep cuts in strategic offensive weapons. And the Western allies have

likewise made far-reaching proposals to reduce the danger of conventional war and to place a total ban on chemical weapons.

While we pursue these arms reductions, I pledge to you that we will maintain the capacity to deter Soviet aggression at any level at which it might occur. And in cooperation with many of our allies, the United States is pursuing the Strategic Defense Initiative--research to base deterrence not on the threat of offensive retaliation, but on defenses that truly defend; on systems, in short, that will not target populations, but shield them. By these means we seek to increase the safety of Europe and all the world. But we must remember a crucial fact: East and West do not mistrust each other because we are armed; we are armed because we mistrust each other. And our differences are not about weapons but about liberty. When President Kennedy spoke at the City Hall those 24 years ago, freedom was encircled, Berlin was under siege. And today, despite all the pressures upon this city, Berlin stands secure in its liberty. And freedom itself is transforming the globe.

In the Philippines, in South and Central America, democracy has been given a rebirth. Throughout the Pacific, free markets are working miracle after miracle of economic growth. In the industrialized nations, a technological revolution is taking place--a revolution marked by rapid, dramatic advances in computers and telecommunications.

In Europe, only one nation and those it controls refuse to join the community of freedom. Yet in this age of redoubled economic growth, of information and innovation, the Soviet Union faces a choice: It must make fundamental changes, or it will become obsolete.

Today thus represents a moment of hope. We in the West stand ready to cooperate with the East to promote true openness, to break down barriers that separate people, to create a safe, freer world. And surely there is no better place than Berlin, the meeting place of East and West, to make a start. Free people of Berlin: Today, as in the past, the United States stands for the strict observance and full implementation of all parts of the Four Power Agreement of 1971. Let us use this occasion, the 750th anniversary of this city, to usher in a new era, to seek a still fuller, richer life for the Berlin of the future. Together, let us maintain and develop the ties between the Federal Republic and the Western sectors of Berlin, which is permitted by the 1971 agreement.

And I invite Mr. Gorbachev: Let us work to bring the Eastern and Western parts of the city closer together, so that all the inhabitants of all Berlin can enjoy the benefits that come with life in one of the great cities of the world.

To open Berlin still further to all Europe, East and West, let us expand the vital air access to this city, finding ways of making commercial air service to Berlin more

convenient, more comfortable, and more economical. We look to the day when West Berlin can become one of the chief aviation hubs in all central Europe.

With our French and British partners, the United States is prepared to help bring international meetings to Berlin. It would be only fitting for Berlin to serve as the site of United Nations meetings, or world conferences on human rights and arms control or other issues that call for international cooperation.

There is no better way to establish hope for the future than to enlighten young minds, and we would be honored to sponsor summer youth exchanges, cultural events, and other programs for young Berliners from the East. Our French and British friends, I'm certain, will do the same. And it's my hope that an authority can be found in East Berlin to sponsor visits from young people of the Western sectors.

One final proposal, one close to my heart: Sport represents a source of enjoyment and ennoblement, and you may have noted that the Republic of Korea--South Korea--has offered to permit certain events of the 1988 Olympics to take place in the North. International sports competitions of all kinds could take place in both parts of this city. And what better way to demonstrate to the world the openness of this city than to offer in some future year to hold the Olympic games here in Berlin, East and West? In these four decades, as I have said, you Berliners have built a great city. You've done so in spite of threats--the Soviet attempts to impose the East-mark, the blockade. Today the city thrives in spite of the challenges implicit in the very presence of this wall. What keeps you here? Certainly there's a great deal to be said for your fortitude, for your defiant courage. But I believe there's something deeper, something that involves Berlin's whole look and feel and way of life--not mere sentiment. No one could live long in Berlin without being completely disabused of illusions. Something instead, that has seen the difficulties of life in Berlin but chose to accept them, that continues to build this good and proud city in contrast to a surrounding totalitarian presence that refuses to release human energies or aspirations. Something that speaks with a powerful voice of affirmation, that says yes to this city, yes to the future, yes to freedom. In a word, I would submit that what keeps you in Berlin is love--love both profound and abiding.

Perhaps this gets to the root of the matter, to the most fundamental distinction of all between East and West. The totalitarian world produces backwardness because it does such violence to the spirit, thwarting the human impulse to create, to enjoy, to worship. The totalitarian world finds even symbols of love and of worship an affront. Years ago, before the East Germans began rebuilding their churches, they erected a secular structure: the television tower at Alexander Platz. Virtually ever since, the authorities have been working to correct what they view as the tower's one major flaw, treating the glass sphere at the top with paints and chemicals of every kind. Yet

even today when the sun strikes that sphere--that sphere that towers over all Berlin--the light makes the sign of the cross. There in Berlin, like the city itself, symbols of love, symbols of worship, cannot be suppressed.

As I looked out a moment ago from the Reichstag, that embodiment of German unity, I noticed words crudely spray-painted upon the wall, perhaps by a young Berliner: "This wall will fall. Beliefs become reality." Yes, across Europe, this wall will fall. For it cannot withstand faith; it cannot withstand truth. The wall cannot withstand freedom.

And I would like, before I close, to say one word. I have read, and I have been questioned since I've been here about certain demonstrations against my coming. And I would like to say just one thing, and to those who demonstrate so. I wonder if they have ever asked themselves that if they should have the kind of government they apparently seek, no one would ever be able to do what they're doing again.

Thank you and God bless you all.

President Ronald Reagan - June 12, 1987

Name:

Date:

Speech Analysis Sheet

Who is giving this speech?

What does he say encircles the city?

What does he want to happen to the wall?

Why does he want that to happen to the wall?

Name:

Date:

Map Analysis Sheet

What number do you see on this map?

What do you think the numbers represent?

What do the different colors represent?

What do you think the map is trying to show?

Never Forget – September 11th

Description –

1. Display the Twin Towers image to students. (see unit ppt)
2. Have them use the image to identify what they notice and to ask wonderings about it. See the response sheet below.
3. Let the students share their notices and wonderings. As they share, lead the questioning towards what may have caused the fire and how might that affect people inside the buildings.
4. Display the Pentagon image to students. (see unit ppt)
5. Have them use the image to identify what they notice and to ask wonderings about it.
6. Let the students share their notices and wonderings. Use the same response sheet as in step 2.
7. Show the following video clip to the students about the events of September 11th in New York: <http://www.history.com/topics/9-11-attacks>. *Note: this may be difficult to for your students to watch. Be sensitive in how you discuss this topic. Also note that this site contains ads.*
8. Have students use the note-taking page to take notes as the video is viewed or after it is viewed. See page below.
9. Have the students share their notes with one another for a more thorough understanding of the video. They may also add to their notes at this time during their discussions
10. After some partnered or small group discussion, have the students share some of their notes with the entire class. Let this elicit possible additional questions and discussion.
11. Show the following video clip to the students from those looking back at the events of September 11th at the Pentagon: <http://www.history.com/topics/9-11-attacks/videos/remembering-911-the-pentagon-attack> *Note: this may be difficult to for your students to watch. Be sensitive in how you discuss this topic. Also note that this site contains ads.*
12. Have students use the Pentagon note-taking page to take notes as the video is viewed or after it is viewed. Page found below.
13. Once again have the students share their notes with each other for a more thorough understanding of the video. They may also add to their notes at this time during their discussions. After some partnered or small group discussion, have the students share some of their notes with the entire class. Let this elicit possible additional questions and discussion.

14. Finally show the following video clip to the students of the story about the 4th hijacked plane: <http://www.history.com/topics/9-11-attacks/videos/the-todd-beamer-story-lets-roll> *Note: this may be difficult to for your students to watch. Be sensitive in how you discuss this topic. Also note that this site contains ads.*
15. Have students use the note-taking page below to take notes as the video is viewed or after it is viewed.
16. Wrap up the lesson/activity by having students share their thoughts and feelings about what they have learned. Guide questions towards what the U.S. response should be towards the attacks of September 11th

Differentiation:

Pause and re-watch videos as needed

Allow for oral answers instead of written answers

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| <p>GSE Standards and Elements</p> | <p>SS5H7 Trace important developments in America from 1975 to 2001.</p> <p>b. Describe the events of September 11, 2001, and analyze their impact on American life.</p> |
| <p>Literacy Standards Social Studies Matrices Enduring Understanding(s)</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>Information Processing Skills:</p> <ul style="list-style-type: none"> • identify issues and/or problems and alternative solutions • draw conclusions and make generalizations |

Image #1

Things I see (what I notice):

What I wonder about the image (questions I have):

Image #2

Things I see (what I notice):

What I wonder about the image (questions I have):

|

| Twin Towers Video Note Page | |
|--|--|
| What was the day? | |
| What happened to the Towers? | |
| Who are affected from this event? How are they affected? | |
| Thoughts/Feelings/Questions | |

| Pentagon Note Page | |
|---|--|
| What appears to have happened to the Pentagon? | |
| What does the news report say caused it? | |
| Who was affected by this event? How were they affected? | |
| Thoughts/Feelings/Questions | |

| Video #3 Note Page | |
|--|--|
| What was the destination of this plane? | |
| What happened to the plane? | |
| What were the passengers' reaction to the situation? | |
| Thoughts/Feelings/Questions | |

Getting Connected – The Computer & the Internet

Description –

1. Display the image of a computer on the board OR ask students to sketch a computer in their notebooks. How would they describe a computer to someone who had never seen one?
2. Have students try to think of ways that they use the computer in their everyday life. You can use the attached sheet, found below.
3. Have students try to decide if the ways that they use the computer everyday make a positive, negative or positive and negative impact on their life.
4. Have students share their findings with each other.
5. Have students repeat the same process with the Internet. You can use the attached sheet, found below.
6. Finally give students Computer/Internet chart and in groups find ways that the computer and the Internet is used in the following aspects of our society and if those uses are positive or negative for people.
7. Have student groups share their findings.

Differentiation:

Students can give an oral answer instead of a written answer to the question

Strategically group students

GSE Standards and Elements

SS5H7 Trace important developments in America from 1975 to 2001.
c. Explain the impact of the personal computer and the Internet on American life.

**Literacy Standards
Social Studies Matrices
Enduring Understanding(s)**

- Information Processing Skills:
- compare similarities and differences
 - draw conclusions and make generalizations



Name:

Date:

| Ways I use the computer in my everyday life | How it makes a positive or negative impact on me |
|--|---|
| 1. | |
| 2. | |
| 3. | |
| 4. | |
| 5. | |



| Ways I use the Internet in my everyday life | How it makes a positive or negative impact on me |
|--|---|
| 1. | |
| 2. | |
| 3. | |
| 4. | |
| 5. | |

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Group Names:

Date:

| | How they use computers | How they use the Internet | Positive or negative impact on people |
|----------------|------------------------|---------------------------|---------------------------------------|
| Education | | | |
| Military | | | |
| Transportation | | | |
| Businesses | | | |
| Households | | | |
| Sports | | | |
| Hospitals | | | |

Culminating Unit Performance Task

The Future United States

Description –

1. Let students know that they are going to predict the future.
2. They are going to describe how the United States will look when they become an adult.
3. Tell students that they can display their future vision in any type of media format they wish.
4. Remind students that they may need to research or review certain topics to complete their presentation or give reasons/evidence for their predictions.
5. Review the assignment sheet for the students and discuss the different piece of the presentation.
6. Have students share their presentations with the class once completed.

Differentiation:

Allow different technology to be used to create the presentation

Provide different leveled books and resources for research and review work

| | |
|---|--|
| GSE Standards and Elements | SS5H7 Trace important developments in America from 1975 to 2001. c. Explain the impact of the personal computer and the Internet on American life. SS5E3 Describe how consumers and producers interact in the U. S. economy. |
| Literacy Standards Social Studies Matrices Enduring Understanding(s) | ELAGSE5W7: Conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic. 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. Information Processing Skills <ul style="list-style-type: none"> • draw conclusions and make generalizations • identify social studies reference resources to use for a specific purpose • identify and use primary and secondary sources |

The Future United States Project

Assignment: Create a presentation that allows the class to understand what your future United States looks like. Remember that you must reasons or evidence to support your predictions. You will need to look at the requirements below and make sure that you have all requirements in your project.

Requirements:

Your presentation must answer the questions about the following topics:

1. **War or Peace:** In the future of the US are they peaceful with other nations or at war with other nations? Give reasons for why or why not.
2. **Technology:** What does technology in the future of the U.S. look like? Why does technology look that way?
3. **Education:** How do students learn information in the future U.S.? Are they smarter; why or why not?
4. **Government:** What type of person is president in the future U.S.? What are one or two of his/her beliefs about the United States?
5. **Laws:** Have laws changed in the future U..S? Why or why not?
6. **Economy:** How is the economy in the future U.S./? IS it the same or are people better or worse off? Why?

You can be creative with the presentation of this information. You can present it using any type of media. Some examples may be: an infographic, a homemade book, a powerpoint presentation, a newscast, etc.