2005

Dayton Public Schools 5th Grade Social Studies Instructional Guide. Dayton Teaching American History. Unit 1: Social Studies Skills and Methods

Dayton Public Schools

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- Unit 4: Exploration
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- Unit 7: Government and Citizenship
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- Unit 9: Modern Issues
**That Was the Year That Was! (1-Day)**

<table>
<thead>
<tr>
<th>Standard: Benchmark: Indicator</th>
<th>Suggested Strategies/Lessons</th>
<th>Vocabulary</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>History:</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>A. Construct timelines to demonstrate an understanding of units of time and chronological order:</td>
<td><strong>Core Activity</strong>&lt;br&gt;Find the timeline of the year you were born. Look for an event on your birthday!&lt;br&gt;Find the entire resource on the Web site: <a href="http://timelines.ws/20thcent/TWENTIETHCENT.HTML">http://timelines.ws/20thcent/TWENTIETHCENT.HTML</a></td>
<td>event timeline</td>
</tr>
<tr>
<td>1. Create timelines and identify possible relationships between events.</td>
<td><strong>Interdisciplinary Connections</strong>&lt;br&gt;Language Arts</td>
<td></td>
</tr>
</tbody>
</table>

**LANGUAGE ARTS ALIGNMENT**

**Reading Process:**
A:1

**Differentiated Learning**

**Enrichment Activity:**
- Create a timeline of your school, or family. Find important events, and see how each relates. (You could have student's interview family members or teachers to find this information.)

**Additional Instruction:**
- Make a timeline of your life. For each year you were born, annotate an event that happened that year. Try to connect the events in your life. (For example, you began dancing when you were five, now at age ten you performed at a dance competition and won first place.)
Family Timeline (5-8 Days)

<table>
<thead>
<tr>
<th>Standard: Benchmark: Indicator</th>
<th>Suggested Activity/Lesson</th>
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</tr>
</thead>
<tbody>
<tr>
<td>History:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>A. Construct timelines to demonstrate an understanding of units of time and chronological order:</td>
<td>Core Activity</td>
<td>timeline, interview</td>
</tr>
<tr>
<td>1. Create timelines and identify possible relationships between events.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Core Activity
In this activity, children will interview family members to learn about important events that have happened in their families. Then they will use that information to create a timeline showing changes and growth in their families.

Find the entire activity on the Web site: http://www.eduplace.com/rdg/gen_act/growing/family.html

Interdisciplinary Connections
Language Arts
Genealogy

Differentiated Learning

Enrichment Activity:
- Have students think of something they have made or built. Make a timeline to show the sequence of events.

Additional Instruction:
- Ask students to record what they do to get ready in the morning for the day, from when they get out of bed to arriving at school. Help the students put their morning events on a timeline. Point out to the students that timelines are made from the earliest time to the latest, and that they have the same amount of time between events. Help the students pick an interval of time (15 or 30 minutes). You could try to do this as a group on the board, in pairs, or individually.
- Ask students to make a timeline of their typical school day.

DPS SS Grade 5 Social Studies Skills and Methods 12
### Creating and Analyzing Timelines (3 Days)

#### Standard: Benchmark: Indicator

**History:**

A. Construct timelines to demonstrate an understanding of units of time and chronological order:

1. Create timelines and identify possible relationships between events.

#### Suggested Strategies/Lessons

**Core Activity**

In this lesson, students will learn to create timelines and identify possible relationships between events, using a variety of resources. The students examine several timelines and learn about the possible relationships between events listed on the timelines, including cause and effect.

Find the entire lesson on the Web site: [http://ims.ode.state.oh.us/ODE/IMS/Lessons/Content/H5A1_Creating_and_Analyzing_Timelines.doc.pdf](http://ims.ode.state.oh.us/ODE/IMS/Lessons/Content/H5A1_Creating_and_Analyzing_Timelines.doc.pdf)

#### Vocabulary

timeline, decade, century, interval, relationship, cause, effect, chronological

#### LANGUAGE ARTS ALIGNMENT

**Reading Applications:**

B:2

**Communication:**

D:8a

#### Interdisciplinary Connections

Language Arts

Math

#### Differentiated Learning

**Enrichment Activity:**

- Have students create a variety of timelines based on various relationships using timeline software technology.

**Additional Instruction:**

- Have students create puzzle pieces that fit together with the cause on one piece and the effect on the other.

- Have students read a biography and create a timeline based on that person's life.

- Help students who are having difficulty with cause and effect find examples in their daily lives.

**Informal Assessment**

Clearly marked assessment in the lesson.
### Terms of History – Primary Source Documents (2 Days)

<table>
<thead>
<tr>
<th>Standard: Benchmark: Indicator</th>
<th>Suggested Strategies/Lessons</th>
<th>Vocabulary</th>
</tr>
</thead>
<tbody>
<tr>
<td>Social Studies Skills and Methods</td>
<td>Core Activity</td>
<td>primary sources, secondary sources</td>
</tr>
<tr>
<td>A. Obtain information from a variety of primary and secondary sources using the component parts of the source.</td>
<td>Primary source documents give a first hand view of the events of the past. Looking at these documents gives an understanding of key phrases or terms of history.</td>
<td></td>
</tr>
</tbody>
</table>

**LANGUAGE ARTS ALIGNMENT**

**Acquisition of Vocabulary**
- F:8

**Reading Process:**
- A:1,6

**Differentiated Learning**

**Enrichment Activity:**

- Have students make a diary entry for that school day. What has happened so far? What have they done; who have they talked to? Now, tell students a story (about anything you would like, it can be notes, or just something that happened). Have students create a second diary entry for this story from what they can remember you said. Ask volunteers to read these entries. See how all students' accounts are different. Explain again to them that this is a secondary source, and why.

**Additional Instruction:**

- Help students understand the difference between primary and secondary sources by asking them what kind of a source is a textbook and what source is a diary. Have students give you examples of primary and secondary source is, and begin making a list on the board.

**Informal Assessment**

Clearly marked assessment in the lesson.
# Introduction to Primary and Secondary Sources (1-2 Days)

<table>
<thead>
<tr>
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</tr>
</thead>
<tbody>
<tr>
<td>Social Studies Skills and Methods</td>
<td>Core Activity</td>
<td>primary source, secondary source</td>
</tr>
<tr>
<td>A. Obtain information from a variety of primary and secondary sources using the component parts of the source.</td>
<td>Know the Difference between primary and secondary sources!</td>
<td></td>
</tr>
</tbody>
</table>

## LANGUAGE ARTS ALIGNMENT

**Reading Process:**
- A:1
- B:5

## Interdisciplinary Connections

Language Arts

## Differentiated Learning

**Enrichment Activity:**
- Choose one era of American history. Use the Internet to find a primary source from that era. Write a short summary of the source. Then make a list of how you can tell that this is a primary source.

**Additional Instruction:**
- Have students bring in five sources (examples are birth certificates, identification cards, photographs) that they could use to write a short biography of their life. Next, have students evaluate them to see if they are primary or secondary sources.

## Informal Assessment

Clearly marked assessment in the lesson.
**Using Primary Sources in the Classroom (2-3 Days)**

<table>
<thead>
<tr>
<th>Standard: Benchmark: Indicator</th>
<th>Suggested Strategies/Lessons</th>
<th>Vocabulary</th>
</tr>
</thead>
<tbody>
<tr>
<td>Social Studies Skills and Methods</td>
<td></td>
<td>primary source, statistics, text, bias</td>
</tr>
</tbody>
</table>
| A. Obtain information from a variety of primary and secondary sources using the component parts of the source.  
3. Differentiate between primary and secondary sources. | **Core Activity**  
This is an activity using primary sources of: Objects, Images, Audio, Statistics, Text, The Community, and Physical Surroundings.  
Find the entire activity on the Web site: [http://memory.loc.gov/ammem/ndlpedu/lessons/primary.html](http://memory.loc.gov/ammem/ndlpedu/lessons/primary.html) | |

**LANGUAGE ARTS ALIGNMENT**

Reading Process:  
A:1  
Research:  
B:2  
E:6  
Communication:  
A:1,2

**Interdisciplinary Connections**

Language Arts

**Differentiated Learning**

*Enrichment Activity:*

- Have partners use media reports to track news of a local or national event as it unfolds. Tell them to make notes regarding significant details that are discussed. After a week, have partners evaluate their notes to determine which details were authentic and reliable and which were not. Use their findings for a class discussion.

*Additional Instruction:*

- Give students the following steps for reading primary and secondary sources: 1.) Study the material carefully; 2.) Consider the audience; 3.) Check for bias; 4.) When possible, compare sources

Discuss with students these steps and their meanings. Have students answer the following questions: 1.) What distinguishes secondary sources from primary? 2.) What advantages do secondary sources have over primary? 3.) Why should you consider the original audience of a historical source?

Have students identify which category the following sources are in: old and new newspapers, private journal, biography, editorial cartoon, snapshot of family vacation, magazine article about the history of the West, autobiography.
<table>
<thead>
<tr>
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</tr>
</thead>
<tbody>
<tr>
<td>Social Studies Skills and Methods</td>
<td></td>
<td></td>
</tr>
<tr>
<td>C. Communicate social studies information using graphs or tables.</td>
<td>Core Activity</td>
<td>fundamentals, migration</td>
</tr>
<tr>
<td>B. Explain the reasons people from various cultural groups came to North America and the consequences of their interactions with each other.</td>
<td>Interdisciplinary Connections</td>
<td></td>
</tr>
<tr>
<td>4. Describe the waves of immigration to North American and the areas from which people came in each wave.</td>
<td>Mathematics</td>
<td></td>
</tr>
</tbody>
</table>

**LANGUAGE ARTS ALIGNMENT**

Reading Process:
A:1  
B:5  
C:7  

Reading Applications:
A:5  

Communication:
A:2  

**Differentiated Learning**

**Enrichment Activity:**
- Research the demographics of Dayton, Ohio and place the information in a circle graph. Complete a bar graph with the surrounding cities and the population of each.

**Additional Instruction:**
- Discuss with the class the causes and effects of movement from one area to another.
## Decision Making (1-2 Days)

<table>
<thead>
<tr>
<th>Standard: Benchmark: Indicator</th>
<th>Suggested Strategies/Lessons</th>
<th>Vocabulary</th>
</tr>
</thead>
<tbody>
<tr>
<td>Social Studies Skills and Methods</td>
<td></td>
<td></td>
</tr>
<tr>
<td>D. Use problem-solving skills to make decisions individually and in groups.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>9. Use a problem-solving/decision-making process which includes:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>a. Identifying a problem;</td>
<td></td>
<td></td>
</tr>
<tr>
<td>b. Gathering information;</td>
<td></td>
<td></td>
</tr>
<tr>
<td>c. Listening and considering options;</td>
<td></td>
<td></td>
</tr>
<tr>
<td>d. Considering advantages and disadvantages of options;</td>
<td></td>
<td></td>
</tr>
<tr>
<td>e. Choosing and implementing a solution;</td>
<td></td>
<td></td>
</tr>
<tr>
<td>f. Developing criteria for judging its effectiveness;</td>
<td></td>
<td></td>
</tr>
<tr>
<td>g. Evaluating the effectiveness of the solution.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### LANGUAGE ARTS ALIGNMENT

**Reading Process:**
- A:1
- B:5

### Differentiated Learning

**Enrichment Activity:**
- Have students solve various problems in the classroom and school using the decision making and problem solving process described in the lesson.

**Additional Instruction:**
- As a class, take one problem and go through the process step by step.

**Informal Assessment**

Teachers can create their own assessments based on the lesson content.


**Core Activity**

This lesson encourages students to think of different ways in which they may solve their problems. Students will identify the problem, the choices and the consequences, both positive and negative, and work to make a group decision.

- **Vocabulary:** Consequence, choices

**Interdisciplinary Connections**

- **Language Arts**

- **Vocabulary:** Consequence, choices
A History Day Program (Varies)  
For Elementary Students

<table>
<thead>
<tr>
<th>Standard: Benchmark: Indicator</th>
<th>Suggested Strategies/Lessons</th>
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</tr>
</thead>
<tbody>
<tr>
<td>History:</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
| B. Describe the cultural patterns that are evident in North American today as a result of exploration, colonization and conflict. | Core Activity  
Students will extend knowledge of specific eras, issues, and events in history through the use of print, music, and electronic sources. Students will locate on a map where events happened and where groups of people have colonized. Students will also understand the impact of events in history on early colonists through modern times. Finally, students will demonstrate this knowledge to peers, parents, and teachers through a History Day performance. |            |
| People in Societies:          |                               |            |
| B. Explain the reasons people from various cultural groups came to North America and the consequences of their interactions with each other. | Find the entire lesson on the Web site:  
http://www.dps.k12.oh.us/academic/secso/americanhistory/images/ahistoryday.pdf |            |
| Geography:                   |                               |            |
| A. Use map elements or coordinates to locate physical and human features of North America. | Interdisciplinary Connections  
Language Arts  
Art  
Drama |            |
| Social Studies Skills and Methods: |                               |            |
| A. Obtain information from a variety of primary and secondary sources using the component parts of the source. |            |            |

Differentiated Learning

Enrichment Activity:
- Students can perform history skits, plays, dances.

Additional Instruction:
- Students can sing history songs.

Additional Resources

Video:
- Borrow video from DPS Media Services “A History Day Program at Loos” By Maggie Bunkmann

Web Sites:
- National History Day  
www.nationalhistoryday.org

Informal Assessment

Teachers can create their own assessments based on the lesson content.
INTRODUCTORY LESSON  
History Firsthand: Primary Source  
Research in Elementary School (2 Weeks)

<table>
<thead>
<tr>
<th>Standard: Benchmark: Indicator</th>
<th>Suggested Strategies/Lessons</th>
<th>Vocabulary</th>
</tr>
</thead>
<tbody>
<tr>
<td>Social Studies Skills and Methods</td>
<td>Core Activity</td>
<td>primary source</td>
</tr>
<tr>
<td>A. Obtain information from a variety of primary and secondary sources using the component parts of the source.</td>
<td>Designed to provide elementary children with experiences which enable them to begin understanding primary sources.</td>
<td></td>
</tr>
</tbody>
</table>

LANGUAGE ARTS ALIGNMENT

Acquisition of Vocabulary:
A:1
F:8

Reading Process:
A:1  
C:7

Communication:
A:1

Differentiated Learning

Enrichment Activity:

- The Library of Congress Learning Page, http://lcweb2.loc.gov/ammem/ndlpedu/lessons/psources/pshome.html, contains a unit which introduces students to primary sources - what they are, their great variety and how they can be analyzed. The lesson begins with an activity that helps students understand the historical record. Students then learn techniques for analyzing primary sources. Finally, students apply these techniques to analyze documents about slavery in the United States.

- Students can also find primary source material about immigrant life at the Lower East Side Tenement Museum Web site - http://www.thirteen.org/tenement/info.html

Additional Instruction:

- Students will look at different Web sites provided at the following site http://xroads.virginia.edu/~HYPER/hypertex.html. Here they will choose two primary sources to look at. As the students are looking at the sources, ask them to write down how they recognize that these are primary sources. What would the difference be if someone told students about these people's lives?

DPS SS Grade 5  
Social Studies Skills and Methods
**Additional Resources**

*Web Sites:*


- Early Motion Pictures, 1897-1916 - [http://lcweb2.loc.gov/cgi-bin/query/S?ammem/collections:@field(FLD003+@band(origf+Motion+Picture)):heading=Original+Format%3a+Motion+Pictures](http://lcweb2.loc.gov/cgi-bin/query/S?ammem/collections:@field(FLD003+@band(origf+Motion+Picture)):heading=Original+Format%3a+Motion+Pictures)

- American Life Histories: Manuscripts from the Federal Writers' Project, 1936-1940 - [http://lcweb2.loc.gov/ammem/wpaintro/wpahome.html](http://lcweb2.loc.gov/ammem/wpaintro/wpahome.html)
Using Primary Source Documents
in the Classroom (2-3 Days)

<table>
<thead>
<tr>
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<th>Vocabulary</th>
</tr>
</thead>
<tbody>
<tr>
<td>Social Studies Skills and Methods</td>
<td>Core Activity</td>
<td>Differentiate, primary source</td>
</tr>
<tr>
<td>A. Obtain information from a variety of primary and secondary sources using the component parts of the source.</td>
<td>Use as an introduction for teachers and students using primary source documents for the first time.</td>
<td></td>
</tr>
<tr>
<td>3. Differentiate between primary And secondary sources</td>
<td>Find the entire activity on the Web site: <a href="http://www.ohiostate.edu/teachers/primary.html">http://www.ohiostate.edu/teachers/primary.html</a></td>
<td></td>
</tr>
</tbody>
</table>

**LANGUAGE ARTS ALIGNMENT**

Reading Process:
A:1

Research:
B:2
E:6

Communication:
A:1,2

**Differentiated Learning**

*Enrichment Activity:*
- Suggest to students that they have primary source documents at home (driver's license, birth certificate, report card, yearbook, letter, diary). Ask students to bring in a document that they would be willing share with the class and analyze the documents.

*Additional Instruction:*
- Have students get in groups or pairs. Provide students with a variety of secondary and primary sources. Have the group make a list of which item goes in which group. After all groups have finished, go over the items with the students.

**Additional Resources**

*Web Sites:*
- African American Experience in Ohio 1850-1920 http://dbs.ohiostate.edu/africanam/
- Civil War http://www.ohiostate.edu/resource/database/civilwar.html
- Fundamental Documents http://www.ohiostate.edu/resource/database/funddocs.html
• Military Rosters  
  http://www.ohiohistory.org/resource/database/rosters.html

• Ohio Memory  
  http://www.ohiomemory.org/

• Ohio Pix  
  http://www.ohiohistory.org/etcetera/exhibits/ohiopix/
### Using Visual Materials as Historical Sources (1 Week)

<table>
<thead>
<tr>
<th>Standard: Benchmark : Indicator</th>
<th>Suggested Strategies/Lessons</th>
<th>Vocabulary</th>
</tr>
</thead>
<tbody>
<tr>
<td>Social Studies Skills and Methods</td>
<td>B. Use of variety of sources to organize information and draw references.</td>
<td>Core Activity</td>
</tr>
<tr>
<td></td>
<td>Find the entire activity on the Web site:</td>
<td>Visual sources</td>
</tr>
</tbody>
</table>

#### LANGUAGE ARTS ALIGNMENT

**Reading Process:**
- A:1
- B:5
- C:7

**Communication:**
- A:1,2

#### Interdisciplinary Connections

**Differentiated Learning**

**Enrichment Activity:**
- Work with students in small groups and go step by step through the Questioning Model – Figure 1 of the activity.

#### Community Connections

- Montgomery County Historical Society
- Carillon Historic Park field trips