Dayton Public Schools 5th Grade Social Studies Instructional Guide. Dayton Teaching American History. Unit 8: 1850-1930

Issues

Dayton Public Schools

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- Unit 7: Government and Citizenship
- **Unit 8: 1850-1930 Issues**
- Unit 9: Modern Issues

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### INTRODUCTORY RESOURCE

**Rise of Industrial America, 1876-1900 (Flexible)**

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<th>Suggested Strategies/Lessons</th>
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<tr>
<td><strong>History:</strong></td>
<td><strong>Core Activity</strong></td>
<td>Industrial Revolution</td>
</tr>
<tr>
<td>C. Explain how new developments led to the growth of the United States:</td>
<td>This Web site offers extensive background information on the Industrial Revolution. Can be used as an introductory resource to this unit.</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>People in Societies</th>
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</thead>
<tbody>
<tr>
<td>A. Compare practices and products of North American cultural groups:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>1. Compare the cultural practices and products of diverse groups in North American including:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>a. Artistic expressions;</td>
<td></td>
<td></td>
</tr>
<tr>
<td>b. Religion;</td>
<td></td>
<td></td>
</tr>
<tr>
<td>c. Language;</td>
<td></td>
<td></td>
</tr>
<tr>
<td>d. Food;</td>
<td></td>
<td></td>
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<tr>
<td>e. Clothing;</td>
<td></td>
<td></td>
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<tr>
<td>f. Shelter.</td>
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<thead>
<tr>
<th>Social Studies Skills &amp; Methods:</th>
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</thead>
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<tr>
<td>A. Obtain information from a variety of primary and secondary sources using the component parts of the source:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3. Differentiate between primary and secondary sources.</td>
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<thead>
<tr>
<th>Informal, Technical, and Persuasive Text:</th>
<th>A:1</th>
<th></th>
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### Differentiated Learning

**Enrichment Activity:**

- Have students Research the Erie Canal.
• Emphasize that factory work was something brand new. Before the Industrial Revolution, many people worked from home. To help students appreciate this fundamental change in working conditions, organize the class into two groups. One group should cooperate to write a one page description of a typical day on a farm in the 1820s. The other group should write about a typical day in a factory. After the groups have finished with their descriptions, guide the class in comparing and contrasting these two very different lifestyles.

Additional Instruction:

• Guide students within cooperative groups to develop illustrated timelines showing information about the major changes during the Industrial Revolution. Have them include a paragraph explaining the results of the change: steamboats, railroads, canals, spinning mills, mass production.

• Ask students to discuss why a revolution in transportation was important to the industrial revolution. They should include in their discussion how improvements in transportation promoted the rise of industry.
### Standard: Benchmark: Indicator

<table>
<thead>
<tr>
<th>History:</th>
<th>Suggested Strategies/Lessons</th>
<th>Vocabulary</th>
</tr>
</thead>
<tbody>
<tr>
<td>C. Explain how new developments led to the growth of the United States:</td>
<td>Core Activity: Students will recognize the stand the national, state, and local governments took toward western expansion, the importance of the National Road and how it influenced the western expansion of the U.S. from 1749 to present. Students will compare reasons for building the early National Road with Interstate roads today. Find the entire lesson on the Web site: <a href="http://www.dps.k12.oh.us/academic/seccsoc/americanhistory/images/nationalroad.pdf">http://www.dps.k12.oh.us/academic/seccsoc/americanhistory/images/nationalroad.pdf</a></td>
<td>National Road, surveyor, pioneer, frontiersman, politicians, western expansion</td>
</tr>
<tr>
<td>6. Explain the impact of settlement, industrialization and transportation on the expansion of the United States.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Geography:</td>
<td></td>
<td></td>
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<tr>
<td>C. Identify and explain ways people have affected the physical environment of North American and analyze the positive and negative consequences:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>8. Explain how the characteristics of different physical environments affect human activities in North America.</td>
<td></td>
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<tr>
<td>9. Analyze the positive and negative consequences of human changes to physical environment including:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>b. Highway systems.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>D. Analyze ways that transportation and communication relate to patterns of settlement and economic activity.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>10. Use or construct maps of colonization and exploration to explain European influence in North America.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Social Studies Skills and Methods:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>A. Obtain information from a variety of primary and secondary sources using the component parts of the source:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>1. Obtain information from a variety of print and electronic sources and analyze its reliability including:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>a. Accuracy of facts;</td>
<td></td>
<td></td>
</tr>
<tr>
<td>b. Credentials of the source.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2. Locate information in a variety of sources using key words, related articles and cross-references.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**DPS SS Grade 5 1850-1930 Issues**
3. Differentiate between primary and secondary sources.

B. Use a variety of sources to organize information and draw inferences:

6. Draw inferences from relevant information.

7. Organize key ideas by taking notes that paraphrase or summarize.

**Differentiated Learning**

*Enrichment Activity:*

- Students will apply cause/effect skills to determine the reasons for building the Old national Road.
- Students will apply math skills to measure the distances between specific classrooms.

*Additional Instruction:*

- Students will apply math and artistic skills to make mile markers. The students' mile markers will be placed throughout the school as markers for distances between different classrooms.

**Informal Assessment**

Clearly marked assessment in the lesson.
## Frederick Douglass: Slave to Free (3-5 Days)

**Standard: Benchmark: Indicator**

<table>
<thead>
<tr>
<th>People in Societies:</th>
<th>Suggested Strategies/Lessons</th>
<th>Vocabulary</th>
</tr>
</thead>
<tbody>
<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>Core Activity</td>
<td>narrative, Frederick Douglass</td>
</tr>
<tr>
<td>3. Describe the experiences of African-Americans under the institution of slavery.</td>
<td>After listening to or reading the autobiography of Frederick Douglass, students will work in groups to create a picture book of his life that they will share with a younger student.</td>
<td></td>
</tr>
<tr>
<td>B. Use a variety of sources to organize information and draw inferences:</td>
<td>Interdisciplinary Connections</td>
<td></td>
</tr>
<tr>
<td>6. Draw inferences from relevant information.</td>
<td>Language Arts</td>
<td></td>
</tr>
</tbody>
</table>

### LANGUAGE ARTS ALIGNMENT

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

**Writing Application:**
- B:5

**Writing Conventions:**
- A:1,2,3
- B:4,5
- C:6,7,8,9,10,11

**Research:**
- C:3,4
- E:6

**Communication:**
- A:1

### Differentiated Learning

**Enrichment Activity:**

- Locate recordings of some early African American songs, such as spirituals. Have students listen carefully and identify the subjects of the songs. Students should discuss why these subjects would be important to enslaved persons.
• Organize the class into groups. Ask each group to choose a school issue they think needs reform. Using abolition as a model, have them plan strategies.

• Have students research other abolitionists such as James Forten, and Harriet Tubman.

Additional Instruction:

• Write a paragraph about reform using abolitionists and The Underground railroad as examples.

• Have a discussion for understanding on the above. How did people work against slavery?

• Why did most of the routes on the Underground Railroad lead to the North?

Community Connections

• Take students to visit the Boonshoft Museum in Dayton and view the “Follow the Drinking Gourd” program in the Planetarium. A curriculum guide is provided by museum staff.

Informal Assessment

Teachers can create their own assessments based on the lesson content.
### Not So Civil War (2 Weeks)

<table>
<thead>
<tr>
<th>Standard: Benchmark: Indicator</th>
<th>Suggested Strategies/Lessons</th>
<th>Vocabulary</th>
</tr>
</thead>
<tbody>
<tr>
<td>Geography:</td>
<td>Core Activity</td>
<td>analyze, awareness, immigration Anaconda Plan</td>
</tr>
<tr>
<td>B. Identify the physical and human characteristics of places and regions in North America.</td>
<td>Based on the <em>Build Our Nation</em> textbook, students will develop an awareness of the effects that individuals have on society and regional differences.</td>
<td></td>
</tr>
<tr>
<td>a. Trade; b. Environmental Issues; c. Immigration.</td>
<td>Interdisciplinary Connections</td>
<td></td>
</tr>
<tr>
<td><strong>LANGUAGE ARTS ALIGNMENT</strong></td>
<td>Language Arts</td>
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<td>Acquisition of Vocabulary:</td>
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<td>F:8</td>
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<tr>
<td>Reading Process:</td>
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<tr>
<td>A:1,6</td>
<td></td>
<td></td>
</tr>
<tr>
<td>C:7</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Informational, Technical, and Persuasive Text:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>C:3,4</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Communication:</td>
<td>A:1</td>
<td></td>
</tr>
<tr>
<td><strong>Differentiated Learning</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Enrichment Activity:</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Have students create “strategy maps” of the Union’s battle strategy. They should illustrate on their maps the products that the North wanted to keep from going in and out of the South, such as cotton, and the ways by which the Union reached this goal. For example, they could include pictures of ships in areas that were blockaded. Encourage students to use reference sources for more information. (Point out to students that the Anaconda Plan from the North – cutting off trading and shipping to and from the South – was devastating economically to the region.)</td>
<td></td>
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</tr>
<tr>
<td>• Explore the importance of Southern cotton to markets in Britain and France. Have students analyze why the South needed to continue to trade in order to fight the war.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Suppose you are a soldier fighting for the North. Write a letter home to your family telling them why you agree with what you are doing. Make references to trade, slavery, and the conditions in the South.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

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Additional Resources

Supplemental Texts:

- See lesson website for additional reading resources

Informal Assessment

Clearly marked assessment in the lesson.
## Taking a Stand in History – The Generals at Gettysburg (3 Days)

### Standard: Benchmark: Indicator | Suggested Strategies/Lessons | Vocabulary
---|---|---
**Social Studies Skills and Methods:**
A. Obtain information from a variety of primary and secondary sources using the component parts of the source.
2. Locate information using various parts of a source including:
d. Keyword searches.
B. Use a variety of sources to organize information and draw inferences:
6. Draw inferences from relevant information.

### Core Activity
- Students will identify the causes of the Civil War; become familiar with key personalities associated with the Battle of Gettysburg; use resources to research information; and compile information to create a book on the Battle of Gettysburg.

### LANGUAGE ARTS ALIGNMENT
- Interdisciplinary Connections
  - Language Arts
  - Math

### Differentiated Learning

**Enrichment Activity:**
- Both Lee and Meade were classmates at West Point Military Academy. Explore through a paper to be included in the finished book how you might feel when your classmate has differences on political ideas.

**Additional Instruction:**
- Assign students the cover creation for the book on the Battle of Gettysburg. Have them investigate the important things about it. (Where? Who are the generals? What took place there?) Students copy items from books, print them from the Web, or draw them depending on their capabilities and interest.

**Informal Assessment**
- Clearly marked assessment in the lesson.
## Klondike Fever (1 day)

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<th>Suggested Strategies/Lessons</th>
<th>Vocabulary</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Social Studies Skills and Methods:</strong></td>
<td><strong>Core Activity</strong>&lt;br&gt;Encyclopedias approach overall topics. Breaking them down into keywords and subtopics and cross-referencing other articles in the encyclopedia as well as other sources for further reading make this a valuable lesson.&lt;br&gt;&lt;br&gt;Find the entire lesson on the Web site: <a href="http://school.discovery.com/lessonplans/programs/rediscoveringamerica-klondikefever/">http://school.discovery.com/lessonplans/programs/rediscoveringamerica-klondikefever/</a></td>
<td>cross-referencing, keywords, subtopics</td>
</tr>
<tr>
<td><strong>Geography:</strong></td>
<td><strong>Interdisciplinary Connections</strong>&lt;br&gt;Language Arts&lt;br&gt;Science</td>
<td></td>
</tr>
<tr>
<td><strong>A. Obtain information from a variety of primary and secondary sources using the component parts of the source.</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>B. Identify the physical and human characteristics of places and regions in North America:</strong>&lt;br&gt;3. Describe and compare the landforms, climates, population, culture and economic characteristics of places and regions.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### LANGUAGE ARTS ALIGNMENT

**Reading Process:**<br>A:1,6<br>C:7<br>**Communication:**<br>A:1

### Differentiated Learning

**Enrichment Activity:**

- Trading in Gold Today. Today gold is traded on the commodities market. Invite a local stock or commodities broker to your class to talk about the role of gold in today's economy. Students should be prepared to ask questions.

- To Leave a Family... for Gold. Have students write a story or an article about leaving their families for a year to search for a fortune in gold. Alternatively, they may write from the point of view of a family member left behind.

**Additional Instruction:**

- Have students create a cause and effect chart on finding gold in the West. Students should address traveling west and the soaring population in the West with more states being added to the Union.
• Have students answer this question: what role did mining have on the settlement of the West?
• Discuss with students the meaning of: “By 1850, the U.S. stretched from sea to sea.”

Additional Resources

Supplemental Texts:


Websites:

• American Experience: gold fever
  http://www.pbs.org/wgbh/amex/gold/American

• Klondike gold rush, Yukon Territory
  http://www.questconnect.org/ak.klondike.htm

• Klondike gold rush
  http://www.explorenorth.com/library/ya/blzzy.htm

Informal Assessment

Clearly marked assessment in the lesson.
## Transcontinental Railroad (3 Days)

<table>
<thead>
<tr>
<th>Standard: Benchmark: Indicator</th>
<th>Suggested Activity/Lesson</th>
<th>Vocabulary</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>History</strong></td>
<td><strong>Core Activity</strong></td>
<td></td>
</tr>
<tr>
<td>C. Explain how new developments led to the growth of the United States</td>
<td>This lesson helps illustrate the importance of the railroad in the settlement of the West, and the development of the American West following the Civil War.</td>
<td>Homestead Act, Pacific Railway Act, transcontinental</td>
</tr>
<tr>
<td><strong>Geography:</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>A. Use map elements or coordinates to locate physical and human features of North America:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2. Use map to identify the location of:</td>
<td></td>
<td></td>
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<tr>
<td>c. The Rocky and Appalachian mountain systems;</td>
<td></td>
<td></td>
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<tr>
<td>d. The Mississippi, Rio Grande and St. Lawrence rivers.</td>
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### LANGUAGE ARTS ALIGNMENT

**Reading Process:**

A:1,6  
C:7  

**Informational, Technical, and Persuasive Text:**

A:5  

**Writing Application:**

B:5  

**Research:**

C:3,4  
E:6  

**Communication:**

A:1  

### Differentiated Learning

**Enrichment Activity:**

Additional Instruction:

- Ask the students how the transcontinental railroad linked east and west.
- Discuss with students the benefits of the transcontinental railroad. Lead students to mention the decreased cost of goods, the increased speed of trade, the increased productivity in marginal areas, and social benefits such as migration.

Additional Resources

Web Sites:

- The Northwest Ordinance http://www.law.ou.edu/hist/ordinanc.html
- American Indian Nation Territories http://www.lib.utexas.edu/maps/united_states/early_indian_west.jpg
- US 1870 http://www.lib.utexas.edu/maps/united_states/us_terr_1870.jpg

Informal Assessment

Clearly marked assessment with rubric in the lesson.
From Boomtown to Ghost Town (2-3 Days)

<table>
<thead>
<tr>
<th>Standard: Benchmark: Indicator</th>
<th>Suggested Strategies/Lessons</th>
<th>Vocabulary</th>
</tr>
</thead>
<tbody>
<tr>
<td>Geography:</td>
<td>Core Activity</td>
<td>extraction, landscape, homesteader</td>
</tr>
<tr>
<td>C. Identify and explain ways people have affected the physical environment of North America and analyze the positive and negative consequences.</td>
<td>Students learn about the ways that resource extraction affects the physical and human landscape.</td>
<td></td>
</tr>
<tr>
<td>9. Analyze the positive and negative consequences of human changes to the physical environment including:</td>
<td>Find the entire lesson on the Web site:</td>
<td></td>
</tr>
</tbody>
</table>

**LANGUAGE ARTS ALIGNMENT**

*Reading Process:*
A:1  
C:7

*Writing Process:*
B:5

*Research:*
C:3,4

*Communication:*
A:1

**Differentiated Learning**

**Enrichment Activity:**

- Have students use the Internet or an encyclopedia to research a modern-day town that is heavily based on one industry, such as coal mining or the poultry industry. Have them report on this town’s businesses and write paragraphs describing how the town might benefit from getting some other industries to move in.

- Create a boomtown. Illustrate a large map of the town showing the different kinds of buildings, roads and so on. Include a population chart. Add symbols and a legend.
Additional Instruction:

- Ask students to write paragraphs answering the question "Why do some towns become ghost towns?"

- Imagine that it is 1870 and that you are going to move out west to become a homesteader. Write a list of questions that you would want to ask a homesteader or cattle rancher that will make your journey easier and help you live in an unfamiliar land. (After the students have finished this part, take the questions and answer some of them for the class.)

Additional Resources

Web Sites:

- Bodie Photo Album
  http://gocalifornia.about.com/cs/photos1/a/ca_bodie.htm

- California Gold Rush History
  http://www.ncgold.com/History/california-gold-rush.html

- California National Historical Trail
  http://www.nparks.com/california_national_historic_trail.htm

- Ghost Towns of Arizona
  http://www.swlink.net/~pcat/ghost.html

- Historic Ghost Towns (Colorado) –
  http://www.vinet.com/14ernet/history/ghosttown.htm

- National Geographic: Xpeditions Activity—The Quest for Gold -
  http://www.nationalgeographic.com/xpeditions/activities/16/questgold.html

Informal Assessment

Clearly marked assessment in the lesson.
From Boomtown to Ghost Town (2-3 Days)

Standard: Benchmark: Indicator | Suggested Strategies/Lessons | Vocabulary
--- | --- | ---
Geography: | Core Activity | extraction, landscape, homesteader
C. Identify and explain ways people have affected the physical environment of North America and analyze the positive and negative consequences.
9. Analyze the positive and negative consequences of human changes to the physical environment including:
   a. Great Lakes navigation;
   b. Highway systems;
   c. Irrigation;
   d. Mining;
   e. Introduction of new species.

LANGUAGE ARTS ALIGNMENT

Reading Process:
A:1
C:7

Writing Process:
B:5

Research:
C:3,4

Communication:
A:1

Differentiated Learning

Enrichment Activity:

- Have students use the Internet or an encyclopedia to research a modern-day town that is heavily based on one industry, such as coal mining or the poultry industry. Have them report on this town's businesses and write paragraphs describing how the town might benefit from getting some other industries to move in.
- Create a boomtown. Illustrate a large map of the town showing the different kinds of buildings, roads and so on. Include a population chart. Add symbols and a legend.

Additional Instruction:

- Ask students to write paragraphs answering the question "Why do some towns become ghost towns?"
- Imagine that it is 1870 and that you are going to move out west to become a homesteader. Write a list of questions that you would want to ask a homesteader or cattle rancher that will make your journey easier and help you live in an unfamiliar land. (After the students have finished this part, take the questions and answer some of them for the class.)

Additional Resources

Web Sites:

- Bodie Photo Album
  http://gocalifornia.about.com/cs/photos1/a/ca_bodie.htm
- California Gold Rush History
  http://www.ncgold.com/History/california-gold-rush.html
- California National Historical Trail
  http://www.nationalparks.com/california_national_historic_trail.htm
- Ghost Towns of Arizona
  http://www.swlink.net/∼pical/ghost.html
- Historic Ghost Towns (Colorado) –
  http://www.vilnet.com/14ernet/history/ghosttown.htm
- National Geographic: Xpeditions Activity—The Quest for Gold -
  http://www.nationalgeographic.com/xpeditions/activities/16/questgold.html

Informal Assessment

Clearly marked assessment in the lesson.
## Dust Bowl History (5-7 Days)

### Standard: Benchmark: Indicator | Suggested Strategies/Lessons | Vocabulary
--- | --- | ---
**Social Studies Skills and Methods:**
A. Obtain information from a variety of primary and secondary sources using the component parts of the source:
2. Locate information in a variety of sources using key words, related articles and cross-references.
3. Differentiate between primary and secondary sources.
B. Use of variety of sources to organize information and draw references.
6. Draw inferences from relevant information.

### Core Activity
This unit helps students gain an understanding of Dust Bowl history through the eyes of a child drawing on inferences from accompanying photographs.


### Interdisciplinary Connections
**Photography**
**Language Arts**

### LANGUAGE ARTS ALIGNMENT

**Reading Process:**
A:1
C:7

**Writing Application:**
B:5

**Research:**
C:3,4
E:6

**Communication:**
A:1,2
D:8

### Differentiated Learning

**Enrichment Activity:**
- Students use “Voices from the Dust Bowl: the Charles L. Todd and Robert Sonkin Migrant Worker Collection, 1940-1941” - [http://memory.loc.gov/ammem/afctshtml/tshome.html](http://memory.loc.gov/ammem/afctshtml/tshome.html) - to look for songs that Billy Jo may have played on her piano or that Mad Dog Craddock and the Black Mesa Boys may have sung. (2-3 days)
- Students use American Life Histories: Manuscripts from the Federal Writers Project, 1936-1940 - [http://memory.loc.gov/ammem/wpaintro/wpahome.html](http://memory.loc.gov/ammem/wpaintro/wpahome.html) - to compare the experiences of Billy Jo and her family to those in other parts of the nation during the Great Depression (2-3 days).
• This lesson lends itself for use with other works of historical fiction teamed with other collections within American Memory.
• Classes could also read Christopher Paul Curtis' *Bud, Not Buddy* to learn a Michigan child's perspective on the Great Depression and compare it to *Out of the Dust*.

**Additional Instruction:**
• Help students locate the dust bowl region on the map. Discuss with students the effects that the severe drought had on farmers and the economy.
• Ask students to imagine they lived in the dust bowl during the droughts in the 1930s. Have students write descriptions of how their home and fields looked the morning after a huge dust storm. Ask students to read to the class their descriptions.

**Additional Resources**

*Supplemental Texts:*


*Web Sites:*

• *America From the Great Depression to World War II: Black-and-White Photographs From the FSA and OWI* – [http://memory.loc.gov/ammem/fsahtml/fahome.html](http://memory.loc.gov/ammem/fsahtml/fahome.html)
• [http://www.pbs.org/wgbh/amex/dustbowl/](http://www.pbs.org/wgbh/amex/dustbowl/)
  *The American Experience: Surviving the Dust Bowl*

**Informal Assessment**

Clearly marked assessment in the lesson.
# The "Great Migration" of African Americans from the Rural South to the Urban North (Flexible)

<table>
<thead>
<tr>
<th>Standard: Benchmark: Indicator</th>
<th>Suggested Strategies/Lessons</th>
<th>Vocabulary</th>
</tr>
</thead>
<tbody>
<tr>
<td>Geography:</td>
<td>Core Activity</td>
<td>documents, Great Migration, impact, interpreting</td>
</tr>
<tr>
<td>B. Identify the physical and human characteristics of places and regions in North America.</td>
<td>Appreciate the impact of the &quot;Great Migration&quot; on the lives of ordinary people by interpreting documents and taking on the role of a person in history.</td>
<td></td>
</tr>
<tr>
<td>7. Analyze reasons for conflict and cooperation among regions of North America including:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>c. Immigration</td>
<td>Find the entire lesson on the Web site: <a href="http://nationalhistoryday.org/03_educators/teach98/lesson1/index.html">http://nationalhistoryday.org/03_educators/teach98/lesson1/index.html</a></td>
<td></td>
</tr>
<tr>
<td>Social Studies Skills and Methods:</td>
<td>Interdisciplinary Connections</td>
<td></td>
</tr>
<tr>
<td>A. Obtain information from a variety of primary and secondary sources using the component parts of the source:</td>
<td>Language Arts</td>
<td></td>
</tr>
<tr>
<td>3. Differentiate between primary and secondary sources.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>B. Use of variety of sources to organize information and draw references.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>6. Draw inferences from relevant information.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

## LANGUAGE ARTS ALIGNMENT

**Reading Process:**
A:1  
C:7  

**Writing Process:**
B:5  

**Research:**
E:6  

**Communication:**
A:1  
D:8  

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DPS SS Grade 5  
1850-1930 Issues  
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Differentiated Learning

Enrichment Activity:

- Role-Playing: Role-playing can be an effective way of learning history. It enables the student to feel the joys and sorrows that made people think and behave as they did in history. Empathy is important because it generates student interest in history that memorizing names and dates cannot. Empathy also promotes tolerance and understanding. If a student takes on a historical role, it is less likely that he/she will dismiss the historical character as quaint or silly.

- Have your students write and perform mini-plays on the Great Migration. To create the plays, they can consult Spencer Crew's *Field to Factory: Afro-American Migration, 1915-1940*, Dorothy and Thomas Hoobler's *The African American Album*, Malaika Adero's *Up South: Stories, Studies and Letters of this Century's African-American Migrations*, Joe Trotter and Earl Lewis' *African Americans in the Industrial Age: A Documentary History, 1915-1945*, and Nicholas Lemann's *The Promised Land*. Students can cast themselves as a variety of different characters and use the plays as a way to explore many facets of migration experiences.

- Talk Show Format: Using a format familiar to students is a way to invite them to learn history. Many people disdain talk shows. However, because these shows are popular, students will be able to get into this format without much instruction. The talk show also invites audience participation. How often have you wished for constructive participation by your students?

- The talk show format can be used to teach most eras of history and can be used to facilitate the understanding of controversial issues with diverse views and opinions. They can also give voice to people often left out in traditional history texts and lectures, such as poor people, women, children, blacks and other minorities.

- The setup is easy. Begin with a brief lecture or reading assignment on the period you are going to cover. Next, select three to six figures from that era for the panel. The makeup of this panel will determine what direction your lesson will take. Then select students to play the roles of panelists and have them research the backgrounds of their characters. You can ask students to turn in their research so that you can amend weak areas if any exist. At the same time, give the rest of the class brief background information on all of the panelists and have them prepare questions for the talk show, which they should turn in before the show begins.

- You will be the host (Montel or Oprah) for the talk show. Begin by introducing the panelists one by one, giving brief backgrounds as they walk to the front of the class. After all of the panelists are seated, have each panelist give a one to two-minute presentation of his/her position or views. Next, have panelists talk among themselves for three to five minutes. By this time, the other students (the audience) are eager to join in. Take your "microphone" (a ruler works well) into the audience and start the exchange between the audience and the panelists. After the talk show, have a discussion on what the students learned. You could also give a written assignment relating to the talk show, depending on how enthusiastic they are at the end of the class period.

- For the era of the Great Migration, you might cast students as: a Northern African-American leader; a person who recently migrated north and is working in a factory; a famous blues singer whose music deals with migration; a person in the South who is considering leaving.

Additional Instruction:

- Have students do a written format for a talk show to discuss this era in history.

- The students must get some primary sources such as journals, diaries, or pictures to aid in the discussion.

- Have student consider whether many African Americans would have moved North if they had better opportunities open to them in the South.
Remind students that the main reason that African Americans moved North was that they were unable to make a living in the South. Discuss with students why they were more economic opportunities for African Americans in the North. Remind them that the South was still recovering from the Civil War. (Ask: why did African Americans think the move to the North was a good economic choice?)

Help all learners understand the Great Migration by having them find Boston, Chicago, Cleveland, Detroit, New York, Pittsburgh, and St. Louis on a map. Explain that thousands of African Americans moved to each of these cities. Have students put self stick notes on the map showing the percentage of African Americans in the north and south before and after the Civil War.

Additional Resources

Supplemental Texts:


Informal Assessment

Teacher can create their own assessments based on the lesson content.
### Standard: Benchmark: Indicator

<table>
<thead>
<tr>
<th>Government:</th>
<th>Suggested Strategies/Lessons</th>
<th>Vocabulary</th>
</tr>
</thead>
<tbody>
<tr>
<td>A. Identify the responsibilities of the branches of the U.S. government and explain why they are necessary:</td>
<td><strong>Core Activity:</strong> Students will extend their knowledge about the struggle for women's suffrage in the United States and gaining the right to vote with the 19th Amendment, through lecture, primary source documents, film and music.</td>
<td>suffrage</td>
</tr>
<tr>
<td>2. Explain the essential characteristics of American democracy including:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>b. All citizens have the right and responsibility to vote and influence the decisions of the government.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>B. Give examples of documents that specify the structure of state and national governments in the United States and explain how these documents foster self-government in a democracy</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3. Explain the significance of the Declaration of Independence and the U.S. Constitution.</td>
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<td></td>
</tr>
<tr>
<td>Citizenship Rights and Responsibilities:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>B. Identify rights and responsibilities of citizenship in the United States that are important for preserving democratic government.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3. Explain the significance of the rights that are protected by the First Amendment including:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>b. Freedom of speech; d. Right of petition and assembly.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Social Studies Skills and Methods</td>
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</tr>
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<td>A. Obtain information from a variety of primary and secondary sources using the component parts of the source.</td>
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<tr>
<td>1. Obtain information from a variety of print and electronic sources and analyze its reliability including:</td>
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<tr>
<td>a. Accuracy of facts; b. Credentials of the source.</td>
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<td></td>
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<tr>
<td>3. Differentiate between primary and secondary sources.</td>
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</table>
B. Use a variety of sources to organize information and draw inferences:

4. Read information critically in order to identify:
   a. The author;
   b. The author's perspective;
   c. The purpose.

LANGUAGE ARTS ALIGNMENT

A:1
C:7

Writing Process:
B:5

Research:
B:2
C:3,4

Communication:
A:1

Differentiated Learning

Enrichment Activity:
- Interview women who you believe to be strong women and stand up for the right things. Ask them if they voted in the last presidential election. Why or why not?
- Compile information into a classroom book.
- Research the Seneca Falls convention.
- Research women featured in the video Iron Jawed Angels, i.e. - Alice Paul, Carrie Chapman Catt

Additional Instruction:
- How to conduct an interview.
- Asking the right questions.
- Review primary resources.
- Create a timeline that shows the events of the women's movement. Discuss with students how each event played off one another to lead to the next event.

Informal Assessment

Clearly marked assessment in the lesson.
### Alaska (3 Days)

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<td>History:</td>
<td>Core Activity</td>
<td>navigation, irrigation, mining, species</td>
</tr>
<tr>
<td>C. Explain how new developments led to the growth of the United States:</td>
<td>Analysis of the purchasing of Alaska.</td>
<td></td>
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**LANGUAGE ARTS ALIGNMENT**

**Reading Process:**
A: 1,6  
C: 7

**Informal, Technical and Persuasive Text:**
C: 3

**Writing Application:**
B: 5

**Research:**  
B: 2  
C: 3, 4  
E: 6

**Communication:**
A: 1  
D: 8
Differentiated Learning

Enrichment Activity:

- Alaska’s Air Power: Use appropriate maps and globes to have students explain the importance of Alaska for air travel. Students should be able to demonstrate why the polar route remains advantageous. Ask them to identify other parts of the world that share this strategic advantage.

- Army Corps of Engineer: Have students look into and report on other projects—past or present—by the Army Corps of Engineers, the task force that built the Alaska Highway. In parts of the country where the Corps is active, you may be able to have students invite a speaker to address them and to answer questions.

Additional Instruction:

- Describe with the students the purchase of Alaska.
- List the advantages of buying Alaska
- Discuss with students how adding territory to a country can increase its power, and gain more resources.

Additional Resources

Supplemental Texts:


Web Sites:

- A Brief History of Alaska Statehood (1867-1959) - [http://xroads.virginia.edu/~CAP/BARTLETT/49state.html](http://xroads.virginia.edu/~CAP/BARTLETT/49state.html). Although focusing primarily on Alaskan statehood, this site offers information and photographs of the building of the Alaska Highway.

Informal Assessment

Clearly marked assessment on a Web site.
## Alaska (3 Days)

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**LANGUAGE ARTS ALIGNMENT**

**Reading Process:**
- A: 1, 6
- C: 7

**Informal, Technical and Persuasive Text:**
- C: 3

**Writing Application:**
- B: 5

**Research:**
- B: 2
- C: 3, 4
- E: 6

**Communication:**
- A: 1
- D: 8
Differentiated Learning

Enrichment Activity:

- Alaska’s Air Power: Use appropriate maps and globes to have students explain the importance of Alaska for air travel. Students should be able to demonstrate why the polar route remains advantageous. Ask them to identify other parts of the world that share this strategic advantage.

- Army Corps of Engineers: Have students look into and report on other projects—past or present—by the Army Corps of Engineers, the task force that built the Alaska Highway. In parts of the country where the Corps is active, you may be able to have students invite a speaker to address them and to answer questions.

Additional Instruction:

- Describe with the students the purchase of Alaska.
- List the advantages of buying Alaska.
- Discuss with students how adding territory to a country can increase its power, and gain more resources.

Additional Resources

Supplemental Texts:


Web Sites:

- A Brief History of Alaska Statehood (1867-1959) - http://xroads.virginia.edu/~CAP/BARTLETT/49st.html. Although focusing primarily on Alaskan statehood, this site offers information and photographs of the building of the Alaska Highway.

Informal Assessment

Clearly marked assessment on a Web site.
Journalizing Dayton’s History and Life in the 1820s, 1910s, and 1930s (4-5 days)

<table>
<thead>
<tr>
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</thead>
<tbody>
<tr>
<td>History:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>C. Explain how new developments led to the growth of the United States:</td>
<td>Core Activity</td>
<td>cholera, reflection, journals</td>
</tr>
<tr>
<td>6. Explain the impact of settlement, industrialization and transportation on the expansion of the United States.</td>
<td>Students explore the settlement of the Dayton, Ohio area through journal writing and research. After researching life in the Dayton area in the 1800s and 1900s, students will write journal accounts of families in the area during those times.</td>
<td></td>
</tr>
<tr>
<td>A. Obtain information from a variety of primary and secondary sources using the component parts of the source:</td>
<td>Interdisciplinary Connections</td>
<td>Language Arts</td>
</tr>
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<td>2. Locate information in a variety of sources using key words, related articles and cross-references.</td>
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</table>

**LANGUAGE ARTS ALIGNMENT**

**Writing Process:**
- A:1
- D:8
- G:16
- H:17

**Writing Applications:**
- A:1

**Writing Conventions:**
- B:4, 5

**Research:**
- B:2
- C:3

**Differentiated Learning**

**Enrichment Activity:**
- Have students research how others have done similar work through journaling. i.e. primary source data accounts in history and answer in essay form. What is different in what they have done v. those done by real participants? Or, have several students share their journal orally. You may also request support from writing or special education aid.
Additional Instruction:

- Students may have difficulty with the extensive writing required. They may find sufficient work in search for the items under discussion. You may wish to schedule an individual conference to let students share their journal orally. You may also request support from writing or special education aid.

Community Connections

- Have students take a field trip to some of the neighborhoods cited in the census reports.

Informal Assessment

Clearly marked assessment with rubric in the lesson.
<table>
<thead>
<tr>
<th>Standard: Benchmark: Indicator</th>
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<tbody>
<tr>
<td>History:</td>
<td></td>
<td>minister, bishop, educational, delight, business, printers, problem, achievement, pasture, prairie, aviation</td>
</tr>
<tr>
<td>A. Construct time lines to demonstrate an understanding of units of time and chronological order:</td>
<td>Core Activity Using time lines, students examine the period 1875-1925 when scientists and inventors made many significant advances in science and technology. Find the entire lesson on the Web site: <a href="http://www.dps.k12.oh.us/academic/secoc/americanhistory/images/pdfs_grade9/sonmanyinventions.pdf">http://www.dps.k12.oh.us/academic/secoc/americanhistory/images/pdfs_grade9/sonmanyinventions.pdf</a></td>
<td></td>
</tr>
<tr>
<td>1. Create time lines and identify possible relationships between events.</td>
<td></td>
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</tr>
</tbody>
</table>

**LANGUAGE ARTS ALIGNMENT**

**Communication:**

F: 8

**Writing Applications:**

C: 3,5

**Interdisciplinary Connections**

- Art
- Language Arts

**Differentiated Learning**

**Enrichment Activity:**

- The Web Site lesson includes numerous collaboration activities that can act as enrichment activities.

**Additional Instruction:**

- Students requiring additional instruction may be assigned groups with greater support, and care should be taken to give them a role that brings success.

**Informal Assessment**

Clearly marked assessment with rubric in the lesson.
### Americans On the Move

<table>
<thead>
<tr>
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<tr>
<td>History:</td>
<td></td>
<td>minister,</td>
</tr>
<tr>
<td>C. Explain how new developments led to the growth of the United States:</td>
<td>Core Activity</td>
<td>bishop,</td>
</tr>
<tr>
<td>6. Explain the impact of settlement, industrialization and transportation on the expansion of the United States.</td>
<td>With the development of their first practical powered aircraft, the Wright Brothers introduced a new mode of transportation. By touring Carillon Historical Park, students will learn about different forms of transportation including the Wright Flyer. They will be asked to evaluate the merits and limitations of each, and how different forms of transportation aided in the expansion and development of the United States.</td>
<td>educational, delight, business, printers, problem, achievement, pasture, prairie, aviation</td>
</tr>
</tbody>
</table>

### LANGUAGE ARTS ALIGNMENT

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

**Research:**
- B: 2

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

**Writing Applications:**
- D: 4

### Differentiated Learning

**Enrichment Activity:**
- The Web site lesson includes numerous collaboration activities that can act as enrichment activities.

**Additional Instruction:**
- Students requiring additional instruction may be assigned groups with greater support and care should be made to give them a role that brings success.

### Community Connections

- Carillon Historical Park online
  - http://www.carillonpark.org/

### Informal Assessment

Clearly marked assessment in the lesson.