

Course Description: This curriculum has been written to align with the revised MO Learning Standards for Social Studies (approved by the state board of education in April of 2016).

Fifth Grade Social Studies Scope and Sequence

	Unit	Timeframe
1	Territorial Expansion	1st quarter
2	The Impact of Wars on the United States	2nd & 3rd Quarter
3	Changes in the United States as a Result of Economic Factors	4 weeks
4	Changes in Economic, Political, and Social Rights of Individual Groups Over Time	4 weeks

Unit 1 Territorial Expansion

Standards addressed:

5.H.3.A.b Describe the impact of migration on immigrants and the United States c. 1800-2000.

5.H.B Examine cultural interactions and conflicts among native Americans, European Americans, and African Americans from c. 1800-2000.

5.H.3.F Investigate the causes and consequences of westward expansion, including the Texas and the Mexican War, Oregon Territory, California Gold Rush. (Later examples might include expansion into Hawaii, Alaska, the Philippines, Puerto Rico)

5.EG.5.E Evaluate how changes in communication and transportation technologies affect people's lives.

Supporting standards:

5.PC.1.E Describe the character traits and civic attitudes of significant individuals from 1800 – 2000.

5.PC.1.F Recognize and explain the significance of national symbols associated with historical events and time periods being studied.

5.GS.A Explain how the purpose and role of government have been debated across historical time periods to current times.

5.GS.B Analyze peaceful resolution of disputes by courts or other legitimate authorities in U.S. history from 1800 – 2000.

5.GS.C Analyze how authoritative decisions are made, enforced and interpreted by the federal government across historical time periods and current events.

5.GS.D Distinguish between powers and functions of local, state and national government in the past and present.

5.H.3.A.a Outline the territorial expansion of the United States.

5.H.3.C Identify and describe the contributions of historically significant individuals from 1800 – 2000.

5.E.4.A Explain how scarcity, supply and demand, opportunity costs, income, labor, wages and other economic concepts affect our nation's past, present and future. 5.E.4.D.b Use an economic lens to describe the impact of migration on the immigrants and the United States c. 1800-2000.

5.EG.5.A.a Use geographic sources to acquire information, answer questions and solve problems.

5.EG.5.A.b Construct maps for relevant social studies topics.

5.EG.5.B.a Name and locate specific regions, states, capitals, river systems and mountain ranges in the United States based on historical or current topics.

5.EG.5.B.b Locate and describe real places, using absolute and relative location.

5.EG.5.C.a Identify and compare physical characteristics of the nation. (e.g. climate, topography, relationship to water and ecosystems)

5.EG.5.C.b Identify and compare diverse human characteristics of the nation; (e.g; such as people's education, language, economies, religions, settlement patterns, ethnic background and political system)

5.EG.5.D Evaluate how people are affected by, depend on, adapt to and change their physical environments in the past and in the present.

5.EG.5.F Describe different regions in the United States and analyze how their characteristics affect people who live there. (e.g. history,

economy, governance, society, and today's culture)

5.EG.5.G.a Use geography to interpret the past, explain the present and plan for the future as appropriate to topics or eras discussed.

5.EG.5.G.b Use a geographic lens to describe the impact of migration on the immigrants and the United States c. 1800-2000.

5.RI.6.A.a Compare cultural characteristics across historical time periods in the U.S. post c. 1800(e.g., language, celebrations, customs, holidays, artistic expression, food, dress, & traditions).

5.RI.6.A.b Describe the cultural impact of migration on the immigrants and the United States c. 1800- 2000.

5.RI.6.D Analyze the preservation of cultural life, celebrations, traditions, and commemorations over time.

5.RI.6.E Examine the changing roles among Native Americans, Immigrants, African Americans, women and others from 1800-2000.

5.TS.7.A.a Identify, select, analyze, evaluate, and use resources to create a product of social science inquiry.

5.TS.7.A.b Evaluate and use artifacts to share information on social studies' topics. (e.g. building structures and materials, works of art representative of cultures, fossils, pottery, tools, clothing, and musical instruments).

5.S.7.B.a Use visual tools to interpret, draw conclusions, make predictions, and communicate information and ideas. (e.g. maps, graphs, statistical data, timelines, cartoons, charts and diagrams).

5.TS.7.B.b Create products such as maps, graphs, timelines, charts, models, diagrams, etc. to communicate information and understanding.

5.TS.7.E.a Generate compelling research questions about a social studies' topic.

5.TS.7.C.a Explain how facts and opinions affect point of view and/or bias in social studies topics.

5.TS.7.C.b Identify, research, and defend a point of view/position on a social studies topic

5.TS.7.D Conduct and present research to an audience using appropriate sources

5.TS.7.E.b Create and apply a research process to investigate a compelling social studies' question

5.TS.7.E.c Evaluate and sue appropriate resources for investigating and compelling a social studies question

5.TS.7.G Research and defend a point of view/position on a social studies question

5.TS.7.F Conduct and present research on a social studies question to an audience, using appropriate sources

5.RI.6.C Research stories and songs that reflect the cultural history of the United States c. 1800-2000.

5.RI.6.B Evaluate constructive processes or methods for resolving conflicts

Essential Questions:

What were the costs and benefits of territorial expansion?
 How did migration and immigration impact the United States?

Learning Targets:

Students will outline the territorial expansion of the United States
 Students will describe the impact of migration on immigrants and the United States
 Students will examine cultural interactions and conflicts among Native Americans, European Americans, and African Americans.

Content Vocabulary:

Expansion, migration, immigrants, indigenous

Resources:

[The Louisiana Purchase Explained](#) video, [US Growth and Change in the 19th Century](#), Louisiana Purchase infographic, [The Making of a Nation: Louisiana Purchase](#) video, National Park Service article "The Expedition's Impact on the Indigenous People", [Lewis and Clark Expedition](#) video, [Trail of Tears Documentary for Kids](#) video, [The Oregon Trail](#), journal excerpts from the [Oregon Trail Center](#), [California's population from 1846 - present](#) graph, [Life During the California Gold Rush](#), [Mexican-American War](#) BrainPop video, "Mexican-Immigration History", "Mexican-American War: Then and Now", [Interactive Timeline on PBS website](#), Who Lives in American website, data of immigration by decade, [Pony Express](#), map of the Pony Express route, "The Pony Express" Duckster article, [Samuel Morse, Invention of Morse Code](#), [Death of the Iron Horse](#), [The Building of the Transcontinental Railroad](#), [Communication Inventions: The Talk of the Town](#)

Standard(s)	Topic	Number of Days
5.H.3.A.b 5.H.B 5.H.3.F	Expanding the United States - The Louisiana Purchase, Lewis and Clark, The Trail of Tears, Oregon Trail, the Gold Rush, Mexican-American War, and Migration Today	4 weeks

5.EG.5.E	Connecting the East and West Coast - Pony Express, Telegraph, Railroad Systems, Inventions	2 weeks
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Unit 2

Impact of Wars on the United States

Standards addressed:

- 5.H.3.G Identify political, economic and social causes and consequences of the Civil War and Reconstruction.
- 5.H.3.I.a Identify political, economic, and social causes and consequences of World War I and WWII on the United States.
- 5.H.3.I.b Identify political, economic, and social causes and consequences of the Cold War on the United States.
- 5.GS.2.B Analyze peaceful resolution of disputes by courts or other legitimate authorities in U.S. history from 1800 – 2000.

Supporting standards:

- 5.PC.1.A Apply the principles of the Declaration of Independence to the historical time periods being studied and to current events.
- 5.PC.1.B Apply the principles of the U.S. Constitution to the historical time periods being studied and to current events.
- 5.PC.1.D Analyze ways by which citizens have effectively voiced opinions, monitored government, and brought about change both past and present.
- 5.PC.1.E Describe the character traits and civic attitudes of significant individuals from 1800 – 200.
- 5.PC.1.F Recognize and explain the significance of national symbols associated with historical events and time periods being studied.
- 5.GS.2.A Explain how the purpose and role of government have been debated across historical time periods to current times
- 5.GS.2.C Analyze how authoritative decisions are made, enforced and interpreted by the federal government across historical time periods and current events.
- 5.GS.2.D Distinguish between powers and functions of local, state and national government in the past and present.
- 5.H.3.B Examine cultural interactions and conflicts among Native Americans, European Americans and African-Americans from c. 1800 – 2000.
- 5.H.3.C Identify and describe the contributions of historically significant individuals from 1800 – 2000. (e.g., Presidents, William Lloyd Garrison, Harriet Tubman, Frederick Douglass, Harriet Beecher Stowe, John Brown, Susan B. Anthony, Elizabeth C. Stanton, Robert E. Lee, Jefferson Davis, Alexander G. Bell, Crazy Horse, Sitting Bull, Andrew Carnegie, Jane Adams, Nelson D. Rockefeller, Mark Twain, Thomas Edison, Booker T. Washington, George W. Carver, W.E.B. Du Bois, Eleanor Roosevelt, Henry Ford, the Wright brothers, Al Capone, Charles Lindbergh, Lewis Hine, etc.).
- 5.H.3.E Explain the causes and consequences of major political developments and reform in U.S. history from c. 1800-2000 (e.g. Amendments to the Constitution, Reconstruction, The Industrial Revolution, The Gilded Age, Progressive Era Reforms, The New Deal, The Great Society, The Civil Rights Movement, the Women’s Movement, and others).
- 5.H.3.H Identify political, economic, and social causes and consequences of the Great Depression.
- 5.E.4.A Explain how scarcity, supply and demand, opportunity costs, income, labor, wages and other economic concepts affect our nation’s past, present and future. 5.E.4.D.a Explain the factors, past and present, that influence changes in our nation’s economy; (e.g; technology, movement of people, resources, etc.).
- 5.E.4.D.b Use an economic lens to describe the impact of migration on the immigrants and the United States c. 1800-2000.
- 5.EG.5.A.a Use geographic sources to acquire information, answer questions and solve problems. 5.EG.5.A.b Construct maps for relevant social studies topics. 5.EG.5.B.a Name and locate specific regions, states, capitals, river systems and mountain ranges in the United States based on historical or current topics.
- 5.EG.5.B.b Locate and describe real places, using absolute and relative location.
- 5.EG.5.C.a Identify and compare physical characteristics of the nation. (e.g. climate, topography, relationship to water and ecosystems)
- 5.EG.5.C.b Identify and compare diverse human characteristics of the nation; (e.g; such as people’s education, language, economies, religions, settlement patterns, ethnic background and political system)
- 5.EG.5.D Evaluate how people are affected by, depend on, adapt to and change their physical environments in the past and in the present.
- 5.EG.5.E Evaluate how changes in communication and transportation technologies affect people’s lives.
- 5.EG.5.F Describe different regions in the United States and analyze how their characteristics affect people who live there. (e.g. history, economy, governance, society, and today’s culture).
- 5.EG.5.G.a Use geography to interpret the past, explain the present and plan for the future as appropriate to topics or eras discussed.
- 5.EG.5.G.b Use a geographic lens to describe the impact of migration on the immigrants and the United States c. 1800-2000.
- 5.RI.6.A.a Compare cultural characteristics across historical time periods in the U.S. post c. 1800(e.g., language, celebrations, customs, holidays, artistic expression, food, dress, & traditions).
- 5.RI.6.A.b Describe the cultural impact of migration on the immigrants and the United States c. 1800- 2000.

5.RI.6.D Analyze the preservation of cultural life, celebrations, traditions, and commemorations over time.

5.RI.6.E Examine the changing roles among Native Americans, Immigrants, African Americans, women and others from 1800-2000.

5.TS.7.A.a Identify, select, analyze, evaluate, and use resources to create a product of social science inquiry.

5.TS.7.A.b Evaluate and use artifacts to share information on social studies' topics. (e.g. building structures and materials, works of art representative of cultures, fossils, pottery, tools, clothing, and musical instruments).

5.TS.7.B.a Use visual tools to interpret, draw conclusions, make predictions, and communicate information and ideas. (e.g. maps, graphs, statistical data, timelines, cartoons, charts and diagrams).

5.TS.7.B.b Create products such as maps, graphs, timelines, charts, models, diagrams, etc. to communicate information and understanding.

5.TS.7.E.a Generate compelling research questions about a social studies' topic.

5.TS.7.C.a Explain how facts and opinions affect point of view and/or bias in social studies topics.

5.TS.7.C.b Identify, research, and defend a point of view/position on a social studies topic

5.TS.7.D Conduct and present research to an audience using appropriate sources

5.TS.7.E.b Create and apply a research process to investigate a compelling social studies' question

5.TS.7.E.c Evaluate and sue appropriate resources for investigating and compelling a social studies question

5.TS.7.G Research and defend a point of view/position on a social studies question

5.TS.7.F Conduct and present research on a social studies question to an audience, using appropriate sources

5.RI.6.C Research stories and songs that reflect the cultural history of the United States c. 1800-2000.

5.RI.6.B Evaluate constructive processes or methods for resolving conflicts.

Essential Questions:

How did wars change the United States?
 What were the resolutions to the wars?

Learning Targets:

Students will describe the political, economic, and social causes and consequences of the Civil War, World War I, World War II, and the Cold War.
 Students will describe how the government impacted the wars in the United States.

Content Vocabulary:

Reconstruction, propaganda, urban, rural, Emancipation Proclamation, Amendment, secede, Confederacy, blockade, draft, Gettysburg Address, nationalism, alliances, trench warfare, U-boats, isolationism, The Treaty of Versailles, Holocaust, The Manhattan Project, Code Talkers, free enterprise economy, Communism, Iron Curtain, The Marshall Plan, NATO, Cold War, Cuban Missile Crisis, Guerilla Warfare, Space Race

Resources:

Powerpoints on Life during the Civil War, Civil War Battles, Reconstruction after the Civil War, WWI, WWII, The Home Front, and The World at War
 Political cartoons from the eras, [What was Life like in the Trenches of World War I?](#), [One Minute History - U.S. Enters WWI](#), [Eddie Rickenbacker WWI U.S. Ace of Aces](#), "Over There", [What Did the Big Three Want?](#), "In Flanders Fields", [The Holocaust](#) BrainPop video, [Who was Anne Frank?](#), The Terrible Things, [Battle of Midway](#), [Battle of Stalingrad - Simple History](#), [D-Day - Simple History](#), [Battle of the Bulge - Simple History](#), [The Death of FDR](#), [A Kid Explains History - WWII](#), [What is the United Nations?](#), [NATO](#), [The Korean War](#), [The Berlin Wall](#), [JFK Cuban Missile Crisis Speech](#), [Apollo 11's Journey to the Moon](#), "Tear down this Wall"

Standard(s)	Topic	Number of Days
5.H.3.G	The Civil War	4 Weeks
5.H.3.I.a	World War I	2 Week
5.H.3.I.a	World War II	3 Weeks
5.H.3.I.b	The Cold War	3 Weeks

Unit 3

Changes in the United States as a Result of Economic Factors

Standards addressed:

5.E.4.A Explain how scarcity, supply and demand, opportunity costs, income, labor, wages and other economic concepts affect our nation's past, present and future.

5.E.4.D.a Explain the factors, past and present, that influence changes in our nation's economy; (e.g; technology, movement of people, resources, etc.).

Supporting Standards:

5.PC.1.A Apply the principles of the Declaration of Independence to the historical time periods being studied and to current events.

5.PC.1.B Apply the principles of the U.S. Constitution to the historical time periods being studied and to current events.

5.PC.1.D Analyze ways by which citizens have effectively voiced opinions, monitored government, and brought about change both past and present.

5.PC.1.E Describe the character traits and civic attitudes of significant individuals from 1800 – 200.

5.GS.A Explain how the purpose and role of government have been debated across historical time periods to current times.

5.H.3.A.a Outline territorial expansion of the United States

5.H.3.A.b Describe the impact of migration on immigrant and the United States c. 1800-2000

5.H.3.B Examine cultural interactions and conflicts among Native Americans, European Americans and African-Americans from c. 1800 – 2000.

5.H.3.C Identify and describe the contributions of historically significant individuals from 1800 – 2000. (e.g., Presidents, William Lloyd Garrison, Harriet Tubman, Frederick Douglass, Harriet Beecher Stowe, John Brown, Susan B. Anthony, Elizabeth C. Stanton, Robert E. Lee, Jefferson Davis, Alexander G. Bell, Crazy Horse, Sitting Bull, Andrew Carnegie, Jane Adams, Nelson D. Rockefeller, Mark Twain, Thomas Edison, Booker T. Washington, George W. Carver, W.E.B. Du Bois, Eleanor Roosevelt, Henry Ford, the Wright brothers, Al Capone, Charles Lindbergh, Lewis Hine, etc.).

5.H.3.E Explain the causes and consequences of major political developments and reform in U.S. history from c. 1800-2000 (e.g. Amendments to the Constitution, Reconstruction, The Industrial Revolution, The Gilded Age, Progressive Era Reforms, The New Deal, The Great Society, The Civil Rights Movement, the Women's Movement, and others)

5.H.3.F Investigate the causes and consequences of westward expansion, including the Texas and Mexican War, Oregon Territory, California Gold Rush

5.H.3.G Identify political, economic and social causes and consequences of the Civil War and Reconstruction.

5.H.3.H Identify political, economic, and social causes and consequences of the Great Depression.

5.H.3.I.a Identify political, economic, and social causes and consequences of World War I and WWII on the United States

5.H.3.I.b Identify the political, economic, and social consequences of the Cold War on the United States

5.EG.5.A.a Use geographical research sources to acquire and process information to answer questions and solve problems

5.EG.5.C.b Identify and compare diverse human characteristics of the nation; (e.g; such as people's education, language, economies, religions, settlement patterns, ethnic background and political system)

5.EG.5.D Evaluate how people are affected by, depend on, adapt to and change their physical environments in the past and in the present

5.EG.5.E Evaluate how changes in communication and transportation technologies affect people's lives.

5.EG.5.F Describe different regions in the United States and analyze how their characteristics affect people who live there

5.EG.5.G.a Use geography to interpret the past, explain the present and plan for the future as appropriate to topics or eras discussed

5.EG.5.G.b Use a geographic lens to describe the impact of migration on the immigrants and the United States

5.E.4.D.b Use an economic lens to describe the impact of migration on the immigrants and the United States c. 1800-2000

5.RI.6.E Examine the changing roles among Native Americans, Immigrants, African Americans, women and others from 1800-2000.

5.RI.6.A.a Compare cultural characteristics across historical time periods in the U.S. post 1800

5.RI.6.A.b Describe the cultural impact of migration on the immigrant and the United States c. 1800- 2000

5.S.7.B.a Use visual tools to interpret, draw conclusions, make predictions, and communicate information and ideas. (e.g. maps, graphs, statistical data, timelines, cartoons, charts and diagrams).

5.TS.7.B.b Create products such as maps, graphs, timelines, charts, models, diagrams, etc. to communicate information and understanding.

5.TS.7.E.a Generate compelling research questions about a social studies' topic.

5.TS.7.C.a Explain how facts and opinions affect point of view and/or bias in social studies topics.

5.TS.7.C.b Identify, research, and defend a point of view/position on a social studies topic

5.TS.7.D Conduct and present research to an audience using appropriate sources

5.TS.7.E.b Create and apply a research process to investigate a compelling social studies' question

5.TS.7.E.c Evaluate and use appropriate resources for investigating and compelling a social studies question

5.TS.7.G Research and defend a point of view/position on a social studies question

5.TS.7.F Conduct and present research on a social studies question to an audience, using appropriate sources

5.RI.6.C Research stories and songs that reflect the cultural history of the United States c. 1800-2000

Essential Questions:

How have economic factors influenced change in the United States?

How does scarcity, supply and demand, opportunity costs, income, labor, wages and other economic concepts affect our nation's past, present, and future?

Learning Targets:

Students will identify political, economic, and social causes and consequences of the Great Depression.

Students will explain the factors, past and present, that influence changes in regional economies.

Content Vocabulary:

Scarcity, supply and demand, opportunity cost, income Industrial Revolution, Great Depression, labor, wage

Resources:

Water scarcity infographic, story of [Ryan Hreilac](#), Supply and Demand, [Don't Eat the Marshmallow](#), various ads from history, Child Labor photographs, [Henry Ford's assembly line](#), [Ford's Assembly Line](#), "History of the Great Depression", The Great Depression photos, [Computer History BrainPop](#) video,

Standard(s)	Topic	Number of Days
5.E.4.A	Scarcity, Supply & Demand, Opportunity Cost, and Income	1 week
5.E.4.D.a	The First Industrial Revolution	3 days
5.E.4.D.a	History of Child Labor Laws	2 days
5.E.4.D.a	Second Industrial Revolution	2 days
5.E.4.A 5.E.4.D.a	The Great Depression	3 days
5.E.4.D.a	Third and Fourth Industrial Revolutions	1 week

Unit 4**The Change in Economic, Political, and Social Rights of Individuals and Groups Over Time****Standards addressed:**

5.RI.6.A.b Describe the cultural impact of migration on the immigrants and the United States c. 1800- 2000.

5.RI.6.E Examine the changing roles among Native Americans, Immigrants, African Americans, women and others from 1800-2000.

Supporting standards:

5.PC.1.A Apply the principles of the Declaration of Independence to the historical time periods being studied and to current events.

5.PC.1.B Apply the principles of the U.S. Constitution to the historical time periods being studied and to current events.

5.PC.1.D Analyze ways by which citizens have effectively voiced opinions, monitored government, and brought about change both past and present.

5.PC.1.E Describe the character traits and civic attitudes of significant individuals from 1800 – 2000.

5.GS.A Explain how the purpose and role of government have been debated across historical time periods to current times.

5.GS.2.B Analyze peaceful resolution of disputes by courts or other legitimate authorities in U.S. history from 1800 – 2000.

- 5.GS.2.C Analyze how authoritative decisions are made, enforced and interpreted by the federal government across historical time periods and current events.
- 5.GS.2.D Distinguish between powers and functions of local, state and national government in the past and present.
- 5.H.3.B Examine cultural interactions and conflicts among Native Americans, European Americans and African-Americans from c. 1800 – 2000.
- 5.H.3.C Identify and describe the contributions of historically significant individuals from 1800 – 2000. (e.g., Presidents, William Lloyd Garrison, Harriet Tubman, Frederick Douglass, Harriet Beecher Stowe, Board Approved: May 10, 2018 35 | Page John Brown, Susan B. Anthony, Elizabeth C. Stanton, Robert E. Lee, Jefferson Davis, Alexander G. Bell, Crazy Horse, Sitting Bull, Andrew Carnegie, Jane Adams, Nelson D. Rockefeller, Mark Twain, Thomas Edison, Booker T. Washington, George W. Carver, W.E.B. Du Bois, Eleanor Roosevelt, Henry Ford, the Wright brothers, Al Capone, Charles Lindbergh, Lewis Hine, etc.).
- 5.H.3.E Explain the causes and consequences of major political developments and reform in U.S. history from c. 1800-2000 (e.g. Amendments to the Constitution, Reconstruction, The Industrial Revolution, The Gilded Age, Progressive Era Reforms, The New Deal, The Great Society, The Civil Rights Movement, the Women’s Movement, and others).
- 5.H.3.G Identify political, economic and social causes and consequences of the Civil War and Reconstruction.
- 5.H.3.H Identify political, economic, and social causes and consequences of the Great Depression.
- 5.E.4.A Explain how scarcity, supply and demand, opportunity costs, income, labor, wages and other economic concepts affect our nation’s past, present and future. 5.E.4.D.a Explain the factors, past and present that influence changes in our nation’s economy; (e.g.; technology, movement of people, resources, etc.).
- 5.E.4.D.b Use an economic lens to describe the impact of migration on the immigrants and the United States c. 1800-2000.
- 5.EG.5.C.b Identify and compare diverse human characteristics of the nation; (e.g.; such as people’s education, language, economies, religions, settlement patterns, ethnic background and political system)
- 5.RI.6.A.a Compare cultural characteristics across historical time periods in the U.S. post c. 1800(e.g., language, celebrations, customs, holidays, artistic expression, food, dress, & traditions).
- 5.TS.7.A.a Identify, select, analyze, evaluate, and use resources to create a product of social science inquiry.
- 5.TS.7.A.b Evaluate and use artifacts to share information on social studies’ topics. (e.g. building structures and materials, works of art representative of cultures, fossils, pottery, tools, clothing, and musical instruments).
- 5.TS.7.B.a Use visual tools to interpret, draw conclusions, make predictions, and communicate information and ideas. (e.g. maps, graphs, statistical data, timelines, cartoons, charts and diagrams).
- 5.TS.7.B.b Create products such as maps, graphs, timelines, charts, models, diagrams, etc. to communicate information and understanding.
- 5.TS.7.E.a Generate compelling research questions about a social studies’ topic.
- 5.TS.7.C.a Explain how facts and opinions affect point of view and/or bias in social studies topics.
- 5.TS.7.C.b Identify, research, and defend a point of view/position on a social studies topic
- 5.TS.7.D Conduct and present research to an audience using appropriate sources
- 5.TS.7.E.b Create and apply a research process to investigate a compelling social studies’ question
- 5.TS.7.E.c Evaluate and sue appropriate resources for investigating and compelling a social studies question
- 5.TS.7.G Research and defend a point of view/position on a social studies question
- 5.TS.7.F Conduct and present research on a social studies question to an audience, using appropriate sources
- 5.RI.6.C Research stories and songs that reflect the cultural history of the United States c. 1800-2000.
- 5.RI.6.B Evaluate constructive processes or methods for resolving conflicts.

Essential Questions:

How have economic, political, and social rights of Native Americans, Immigrants, African Americans, and women changed over time in the United States?
 How have the roles changed for Native Americans, Immigrants, African Americans, and women changed over time?

Learning Targets:

Students will analyze the struggle of different groups of people throughout the 1800s - 2000s.
 Students will describe the economic, political, and rights of individuals and groups over time.

Content Vocabulary:

Migrant, immigrant, assimilate

Resources:

[Trail of Tears](#), [Scholastic’s Virtual Tour of Ellis Island](#), “Insult or Honor”, [Brown v Board of Education from the State Bar of Georgia](#) video, [Rebel Girls Explore, Rebel Girls Lead](#), [Uncle Martin’s Words for America](#), [The Jim Crow Era](#), [Elizabeth Cady Standton](#), [What’s Your STory](#), [Susan B. Anthony](#)

Standard(s)	Topic	Number of Days
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5.RI.6.A.b 5.RI.6.E	Changing Role of Native Americans	1 week
5.RI.6.A.b 5.RI.6.E	Changing Role of Immigrants	1 week
5.RI.6.A.b 5.RI.6.E	Changing Role of African Americans	1 week
5.RI.6.A.b 5.RI.6.E	Changing Role of Women	1 week