

Fifth Grade Social Studies Curriculum Timeline & Overview

1st Nine Weeks	Activities & Projects	G/T Strategies	Resource
<i>Unit 1: The Land and Early People</i>		<i>Study Sequoia & Cherokee language/alphabet. Create a new language/alphabet and write a short story using it</i>	<i>Contributions to our Community: Guest speaker from a unique ethic/religious community member</i>
<i>Chapter 1 : Our Country's Geography</i>		<i>Create a map of the English colonies on a computer grid & print out for class</i>	<i>Use pamphlets from local restaurants, magazines and extra sources to interpret everyday line/bar graphs</i>
<i>Chapter 2: The Earliest Americans</i>		<i>Use a Venn Diagram to compare/contrast groups of Native Americans & their dwellings</i>	<i>Make dioramas using trifold construction paper to represent different Native American tribes</i>
<i>Unit 2: Time of Encounters</i>		<i>Develop a foldable on the industries of colonial America including pictures & map of locations</i>	<i>Students build a colony using large cardboard boxes for houses</i>
<i>Chapter 3: A Time of Exploration</i>		<i>Have students role play an Explorer who must defend their right to claim land for their country</i>	<i>Play "classroom Jeopardy" game. Students can be questioned over Explorers</i>
<i>Chapter 4: European Settlement</i>		<i>Have students write an editorial on the need for a representative government in the colonies</i>	<i>Ancestor Journal: Teacher models a "letter" to the past telling our ancestors how moving to a new place is different from their colonial experience</i>
2nd Nine Weeks		G/T Strategies	Resource
<i>Unit 3: The English Colonies</i>		<i>Create a foldable comparing colonial forms of government</i>	<i>Glove puppets can "act out" a colonial court</i>

<i>Chapter 5: The New England Colonies</i>	Activities & Projects		
<i>Chapter 6: The Middle Atlantic Colonies</i>		<i>Use a Venn Diagram to distinguish the similarities and differences between the colonies</i>	<i>Shoe Box Art: each student selects a colonial region and depicts the lifestyle/environment of that region</i>
<i>Chapter 7: The Southern Colonies</i>		<i>Compose a rap song on individual rights. Perform for class</i>	<i>Students choose a colonial profession and act it out</i>
<i>Unit 4: The American Revolution</i>		<i>Use the declaration of Independence to put King George III on trial</i>	<i>Students write a modern day Declaration of Independence</i>
<i>Chapter 8: Uniting the Colonies</i>		<i>Publish a newspaper on the tax acts and colonists reaction</i>	<i>Create a timeline of five important events that led to Revolution</i>
<i>Chapter 9: The Revolutionary War</i>		<i>Create a foldable on the heroes of the American Revolution</i>	<i>Have students vote for Most Favorite hero of Revolutionary War</i>
3rd Nine Weeks	Activities & Projects	G/T Strategies	Resource
<i>Unit 5: A New Nation</i>			
<i>Chapter 10: The Constitution</i>		<i>Write a play presenting the cause/effect of the new Constitution on citizens (children)</i>	<i>Puppet figures: Mr. State & Mr. Federal: show similarities and differences in power held according to Constitution</i>
<i>Chapter 11: The Nation Grows</i>		<i>Write a column for Time magazine reporting on Lewis & Clarke's expedition</i>	<i>Use pictures to compare/contrast industrial revolution machinery to modern machines</i>
<i>Unit 6: Civil War Times</i>		<i>Conduct a "town meeting" with a discussion/debate with a slave owner and a slave as main speaker</i>	<i>Glove puppets: Slave owner & Slave List 5 reasons why slave should be free or stay a slave</i>

<i>Chapter 12: The Nation Divided</i>	Activities & Projects		
<i>Chapter 13: The Nation Reunited</i>		<i>Write a poem to honor slave contributions to our national identity</i>	<i>Write the 13th, 14th, 15th amendment in student's own words</i>
4th Nine Weeks	Activities and Projects	G/T Strategies	Resource
<i>Unit 7: The Twentieth Century</i>		<i>Develop a travel brochure or video ad for a specific region of United States</i>	<i>20th century game: Have students make true/false statements to ask each about the Good times and hard times of 20th century</i>
<i>Chapter 14: Becoming a World Power</i>		<i>Role play (including costumes) workers of the major industries in U.S.</i>	<i>Mini-invention day: Students can brainstorm in groups an invention to help make their lives better</i>
<i>Chapter 15: Global Conflict</i>		<i>Appoint a panel of Native Americans from the 1500's to 2004 to interview on survival/jobs, life in the workforce, freetime/recreation</i>	<i>Research projects over people in community who have contributed to our present day success Use the internet</i>
<i>Chapter 16: Into Modern Times</i>			
<i>Unit 8: The United States and the World</i>		<i>You have found a diary written by Thomas Jefferson on the Bill of Rights. Compare his thoughts to today's current events</i>	<i>A day without Oil in Texas: Students use Dramatic play to act out different scenarios</i>
<i>Chapter 17: The United States Today</i>		<i>Hold a mock trial on Brown v Board of Education</i>	<i>Mock court & jail: citizens went to jail because they disobeyed segregation laws</i>

<i>Chapter 18: Partners in the Hemisphere</i>		<i>Current events on Terrorism</i>	<i>List places in Houston that terrorist may want to destroy</i>
---	--	--	--