

Social Sciences Grade 5

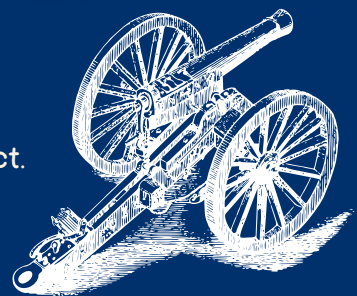
The HCPS Office of Social Sciences will build empowered and informed citizens who think critically, advocate locally, impact globally, and innovate by examining the lessons of the past and applying them to today.

Course Overview

This course will focus on the development of the United States from the eve of the Civil War through the Civil Rights Movement of the 1960's. Students will evaluate how conflict and compromise have shaped our nation and the ways different groups and individuals have championed themselves and others. This course challenges students to evaluate how conflicts over slavery resulted in the Civil War and the ways the nation rebuilt in the aftermath of it. Then, students will examine different perspectives on how individuals and groups of different communities have supported and expanded freedom for its members and the ways in which individuals and groups have persevered through challenges and triumphs.

Causes of The Civil War

This module focuses on the circumstances that led up to the American Civil War. Students will examine events and ideas through multiple perspectives, including social, political, and economic influences that paved the way toward armed conflict. Learning will include major events the Civil War and the ways the war and its aftermath challenged and changed the Constitution.



Immigration

In this module, students will evaluate how Americans continue to contest, uphold, and redefine freedom, citizenship, and rights through the lens of the factors that push people out of their countries of origin and pull people toward other countries. Students will explore experiences of immigrants to the United States, both in the past and present.

Great Depression

This module focuses on the causes, impacts, and perspectives of the Great Depression and the ways in which the banking system has changed. During this unit, students will participate in playing The Stock Market Game. Students will read The Short Seller by Elissa Brent Weissman and will make connections between the past and present through this fictional text.



Civil Rights 1940s - 1960s



This unit continues an analysis of how Americans contest, uphold, and redefine freedom, citizenship, and rights, both at home and abroad. Students will learn about how the protections we hold dear, as enshrined in the Bill of Rights, have been changed over time in the United States and around the world through case studies on the Holocaust and Japanese internment during WWII and the Civil Rights Movement of the 1950's and 60's.

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Unit 1: Causes of the Civil War

This module focuses on the circumstances that led up to the American Civil War. Students will examine events and ideas through multiple perspectives, including social, political, and economic influences that paved the way toward armed conflict. Learning will include major events the Civil War and the ways the war and its aftermath challenged and changed the Constitution.

Enduring Understandings:

- The Civil War demonstrated that the Constitution is a living document.

Essential Questions:

- How did the Civil War challenge and change the Constitution?

Acquisition:

- identifying slavery as the central cause of the Civil War
- contrasting the role of slavery in the North and South as it defined their distinct and interdependent economies and culture
- analyzing Maryland's unique role as a hub for industry and transportation as it contributed to national growth and sectional conflict
- comparing forms of resistance used by Harriet Tubman, Frederick Douglass, and the abolitionist movement
- evaluating how the Supreme Court, federal law, and individual action increased the conflict over slavery
- examining the significance of Maryland's status as a border state in order to explain why there was conflict in Maryland
- evaluate the effects of the Civil War
- explaining the economic, political, and social impact of the war in the North, South and Maryland
- analyzing the 13th, 14th, and 15th Amendments and how Jim Crow and state voting regulations limited the citizenship granted to African Americans
- evaluating the successes and failures of the Freedmen's Bureau
- comparing the founding missions of the four historically black colleges and universities in Maryland that were formed between 1865–1900

Experience 1: Causes of the Civil War

- Essential Questions:
 - Why was the Civil War a choice of conflict over compromise?
 - What were the social, economic, and political causes of the Civil War?
 - Why was Maryland in conflict about its participation in the Civil War?
- Main Ideas:
 - Describe the differences between federal and state power and control.
 - Identify the regions (north, south & west) prior to the Civil War and identify Maryland's location within the regions.
 - Consider the impact of industry in the North, agriculture in the South, and the open land of the West in regard to the issues of States' Rights and Slavery.
 - Explain the importance of Maryland as a border state.
 - Examine slavery in Maryland and the United States as being a cause for the Civil War.
 - Examine the failed attempts at government compromise on the issue of slavery.

Experience 2: Perspectives: North and South

- Essential Questions:
 - Why was the Civil War a choice of conflict over compromise?
 - Why did the South feel the Civil War was worth fighting?
 - Why did the North feel the Civil War was worth fighting?
 - What were the perspectives of Marylanders about the Civil War?
 - What was Maryland's role in the Civil War?
- Main Ideas:
 - Define perspective and why it is important to understand different perspectives.
 - Explain the difference between primary and secondary sources.
 - Understand the perspectives of the North which include those of freed blacks and abolitionists.
 - Examine resistance to slavery by exploring the Underground Railroad in Maryland.
 - Understand the perspectives of the South, including the formerly enslaved, enslavers, and poor, white farmers.
 - Describe the North and South perspectives on the assassination of President Lincoln.

(Experiences 3 and 4 on the next page)

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Experience 3: Major Events of the Civil War

- Essential Questions:
 - Why was the Civil War a choice of conflict over compromise?
 - How did specific events of the Civil War affect the outcome?
 - How did the political decisions affect the outcome of the war?
- Main Ideas:
 - Use statistics to determine which had an advantage at the start of the Civil War
 - Research and evaluate major events of the war, such as significant battles, the Emancipation Proclamation and the surrender at Appomattox Court House.

Experience 4: Aftermath of the Civil War

- Essential Questions:
 - Why was the Civil War a choice of conflict over compromise?
 - How did the conclusion of the Civil War affect the United States (North and South) and Maryland?
- Main Ideas:
 - List the goals of the Union Army at the conclusion of the Civil War.
 - Examine the impact of the Civil War on the North and South.
 - Describe Reconstruction.
 - Determine how the 13th, 14th, and 15th Amendments ended slavery, provided citizenship to all black people, and provided black males with the right to vote.

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Unit 2: Immigration

In this module, students will evaluate how Americans continue to contest, uphold, and redefine freedom, citizenship, and rights through the lens of the factors that push people out of their countries of origin and pull people toward other countries. Students will explore experiences of immigrants to the United States, both in the past and present.

Enduring Understandings:

- People migrate for a variety of reasons, which leads to the spread of ideas, beliefs, and cultures
- Immigration has influenced the political, social, economic and cultural development of the United States and Maryland.
- Key turning points in Maryland and United States history changed the political, social and economic development of Maryland.
- Use of a variety of sources information encourages a comprehensive understanding of the political, economic, geographic, cultural, and social conflicts and changes that have occurred historically in Maryland and the United States.

Essential Question:

- Do the benefits of post-Civil War immigration outweigh the costs?

Acquisition:

- analyze the transformations in the movement of goods, people and ideas
- evaluating how the emergence of new industries, technologies, and manufacturing processes impacted the standard of living and daily lives for Marylanders
- identifying changes in immigration and settlement patterns in Maryland
- assessing how mass urbanization led to reforms that improved the quality of life for citizens of Baltimore

Experience 1: Push and Pull Factors of Immigration Over Time

- Essential Questions:
 - Why dream the American dream?
 - What factors led people to immigrate to the United States during the 19th, 20th and 21st century?
 - What have been the patterns (origins, numbers, settlement destinations) of immigration over time?
- Main Ideas:
 - Identify the social, political, and economic reasons why people move.
 - Define immigration, emigration, and migration.
 - Identify the push and pull factors in two examples, Immigration to California and the Great Migration.
 - Examine a modern account of an immigrant family to define the American Dream.
 - Examine the immigration data of Ellis Island.
 - Explore the immigrant experience at Ellis Island.
 - Examine the immigrant experience in Maryland.

Experience 2: Perspectives: Immigration

- Essential Questions:
 - Why dream the American dream?
 - How does cultural diversity contribute to the idea of being an American?
 - Why would people want to welcome or limit immigration to the United States of America?
- Main Ideas:
 - Consider the perspectives of people who voluntarily move versus those who are forced to move.
 - Explore forced migration by examining the various effects that the African slave trade had on those individuals who were involved.
 - Explore forced migration of Native Americans by examining various accounts of the Trail of Tears.
 - Compare the experiences of the Native Americans to the forced migration of Africans.
 - Identify the push and pull factors for illegal immigrants.
 - Complete the Immigration Research Project OR Celebrating Culture/Diversity Project.
 - Compare immigration from the past with immigration today.

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Unit 3: Great Depression

This module focuses on the causes, impacts, and perspectives of the Great Depression and the ways in which the banking system has changed. During this unit, students will participate in playing The Stock Market Game. Students will read *The Short Seller* by Elissa Brent Weissman and will make connections between the past and present through this fictional text.

Enduring Understandings:

- Key turning points in Maryland and United States History changed the political, economic, and social development of Maryland.
- People of the United States and their decisions (political, economic, social) have been sources of successes and failures.
- Use of a variety of sources of information encourages a comprehensive understanding of the political, economic, geographic, cultural, and social conflicts and changes that have occurred historically in Maryland and the United States.

Essential Question:

- How do economic decisions impact peoples and governments?

Acquisition:

- Students will know how the Stock Market Crash and The Great Depression affected our country's economy and how the government played a role during and after.
- Students will be skilled at explaining how various people were affected during The Great Depression.

Experience 1: Saving and Investing

- Essential Questions:
 - What is the stock market?
 - How do economic decisions lead to success and failure?
 - How can data be used to make sound economic decisions?
- Main Ideas:
 - Describe the Stock Market and the Stock Market Crash.
 - Define brand, company, and corporation.
 - Compare corporations and private companies.
 - Identify the ticker symbols used in the Stock Market.
 - Participate in a Stock Market challenge.
 - Read *The Short Seller* to examine the buying and selling of stock, percentages, price fluctuations, and gains and losses.

Experience 2: Causes, Effects, and Perspectives of the Great Depression

- Essential Questions:
 - When does the government have the duty to help those in need?
 - What caused the Great Depression?
 - What was the government's role during and after the Great Depression?
 - How did the people respond to economic loss during the Great Depression?
 - How did the Great Depression change people's perspective on the role of the government?
- Main Ideas:
 - Review the Stock Market Crash and the causes of the Great Depression.
 - Participate in a Stock Market Simulation and examine the Stock Market of the 1920s.
 - Describe the causes of the Great Depression.
 - Examine the impact of the Great Depression on the people of the time.
 - Examine political cartoons to understand the perspectives of individuals during the Great Depression.
 - Examine the role of government by examining the First and Second New Deal.
 - Write an argumentative essay on the role of the government during the Great Depression.
 - Describe the impact of the Dust Bowl on citizens.
 - Summarize the New Deal.

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Unit 4: Civil Rights 1940s - 1960s

This unit continues an analysis of how Americans contest, uphold, and redefine freedom, citizenship, and rights, both at home and abroad. Students will learn about how the protections we hold dear, as enshrined in the Bill of Rights, have been changed over time in the United States and around the world through case studies on the Holocaust and Japanese internment during WWII and the Civil Rights Movement of the 1950's and 60's.

Enduring Understandings:

- Key turning points in Maryland and United States History changed the political, economic, and social development of Maryland.
- Use of a variety of sources of information encourages a comprehensive understanding of the political, economic, geographic, cultural, and social conflicts and changes that have occurred historically in Maryland and the United States.

Essential Question

- How have institutions defined and defended freedom?

Acquisition:

- Students will be able to compare World War II with the Civil Rights Movement.
- Students will understand how Japanese Internment Camps and the Holocaust are related to Civil Rights.
- Students will make connections between the Bill of Rights and Civil Rights.

Experience 1: Civil Rights in World War II

- Essential Questions:
 - When does the government have the duty to help those in need?
 - What were the causes of WWII?
 - How did the people's perspectives influence the United States' decision to enter the war?
 - How did World War II change people's perspectives on the role of government?
 - What role did government have on influencing its citizens?
 - What are civil rights?
 - Why were civil rights important in the time after World War II?
- Main Ideas:
 - Review the Bill of Rights and create a definition of Civil Rights.
 - Describe the events of Pearl Harbor during World War II.
 - Explain what took place in Japanese Internment Camps during World War II.
 - Determine which rights as outlined in the bill of Rights were violated as a result of Japanese Internment Camps.
 - Define Holocaust and describe the events that took place before, during and after the Holocaust.
 - Determine the connection between the Holocaust and Civil Rights.
 - Define segregation and desegregation.
 - Learn about the Tuskegee Airmen as an example of segregation in the military during World War II.
 - Create a timeline of events leading to the desegregation of the military.
 - Consider the impact the Tuskegee Airmen had on the military.

(Experience 2 on the next page)

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Experience 2: Civil Rights in the United States

Essential Questions:

- How can conflict promote change?
- What are civil rights?
- Who were the individuals and groups who impacted the Civil Rights Movement?
- How did people draw attention to civil rights?
- Why did some people oppose the Civil Rights Movement?
- What changes came about because of the Civil Rights Movement?
- What does Civil Rights look like today?

Main Ideas:

- Define and discuss the difference between segregation and discrimination.
- Examine Jim Crow laws as an example of segregation and discrimination.
- Describe and provide specific examples of Jim Crow laws.
- Explain how and why the Civil Rights Act of 1964 was passed.
- Read The Fair Housing Five & the Haunted House to examine the civil rights issue of housing.
- Describe the Fair Housing Act, explain its impact, and why fair housing is important.
- Define protest and describe the advantages and disadvantages of various methods of protest.
- Create a definition of Civil Rights Movement.
- Research major events of the Civil Rights Movement: Desegregation of the Military, Montgomery Bus Boycott, Brown vs. Board of Education, March on Washington, and Martin Luther King's Assassination.
- Create a timeline explaining the cause and effect of each major event of the Civil Rights Movement.
- Evaluate the importance of the events of the Civil Rights Movement.

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All HCPS Social Science Frameworks are built to align with the Maryland State Social Studies Standards and MSDE State Frameworks. Information on the standards and frameworks can be found on the MSDE website (<https://marylandpublicschools.org>).