

Introduction

This is the instructional guide for unit two, fifth grade social studies. The guide is *not* designed to be the “*end all and be all*” of social studies. It is designed to show how to meet the state content standards in a meaningful manner and allow time for individual teacher extension. As with all new curriculum, time for extension may only become available after the teacher has used the guide once or twice and familiarized him/herself with the material.

The guide is meant to be read through in its entirety well before teaching any of the lessons. Numerous preparations must be made and opportunities for extension planned.

Begin by reading the *Enduring Understanding and Essential Questions below.* Those two items encapsulate the whole idea or **WHY** of the unit. Why, as in “Why study this?” As you read through the guide you will see that the unit sequentially builds up to the ideas expressed in the Enduring Understanding. Next review the **WHAT** (next page); this is the MSDE Content Standards for this unit. These standards represent what MSDE wants students to be able to know and do. The MSDE standards that are specific to each lesson are restated at the beginning of each session. The rest of the guide and what you do in the classroom is the **HOW**.

Why?

Enduring Understanding

- An economic system seeks to satisfy the unlimited wants of its members through the allocation of scarce resources for the production and distribution of goods and services. Government both fosters and regulates the economic system. In a democracy, the success of the economic system can directly affect the success of the government.
- The Constitution of the United States was born out of the failure of the Articles of Confederation government to regulate and foster the economic system. The Constitution developed a federal structure that balanced the wants of individuals and states against the common interests of the entire Union, allowing economic growth.
- The Constitution was designed to allow amendments to reflect the changing attitudes, beliefs, and needs of the growing republic. The first ten amendments guaranteed protection of the rights fought for in the Revolution.

Possible Essential Questions

1. What questions does an economic system answer?
2. How does scarcity affect economic systems?
3. How does a government foster or regulate economic systems?
4. How do documents define the structure and function of government and why are they important?
5. Why were specific rights protected by the Constitution?
6. Why is it difficult to amend the Constitution?

What?

MSDE Content Standards (5/19/00)

[*italics* = not directly assessed, **bold** = MSDE glossary word, [brackets] = MCPS notes]

The student will be able to:

History

- describe historic developments that led to the writing of the United States Constitution and Bill of Rights. (MLO 2.8)
- *describe the principles articulated in the **Articles of Confederation** and the United States Constitution, and the successes and failures of each in meeting the challenges of governing.*

Political Systems

- explain the meaning and importance of the democratic values and **principles** fundamental to government in the United States. (MLO 5.2)
- describe the three branches of government and their individual powers and responsibilities at the *local*, state, and national level. (MLO 5.4)
- *describe how the United States Constitution can be changed through **amendments**.*

Economics

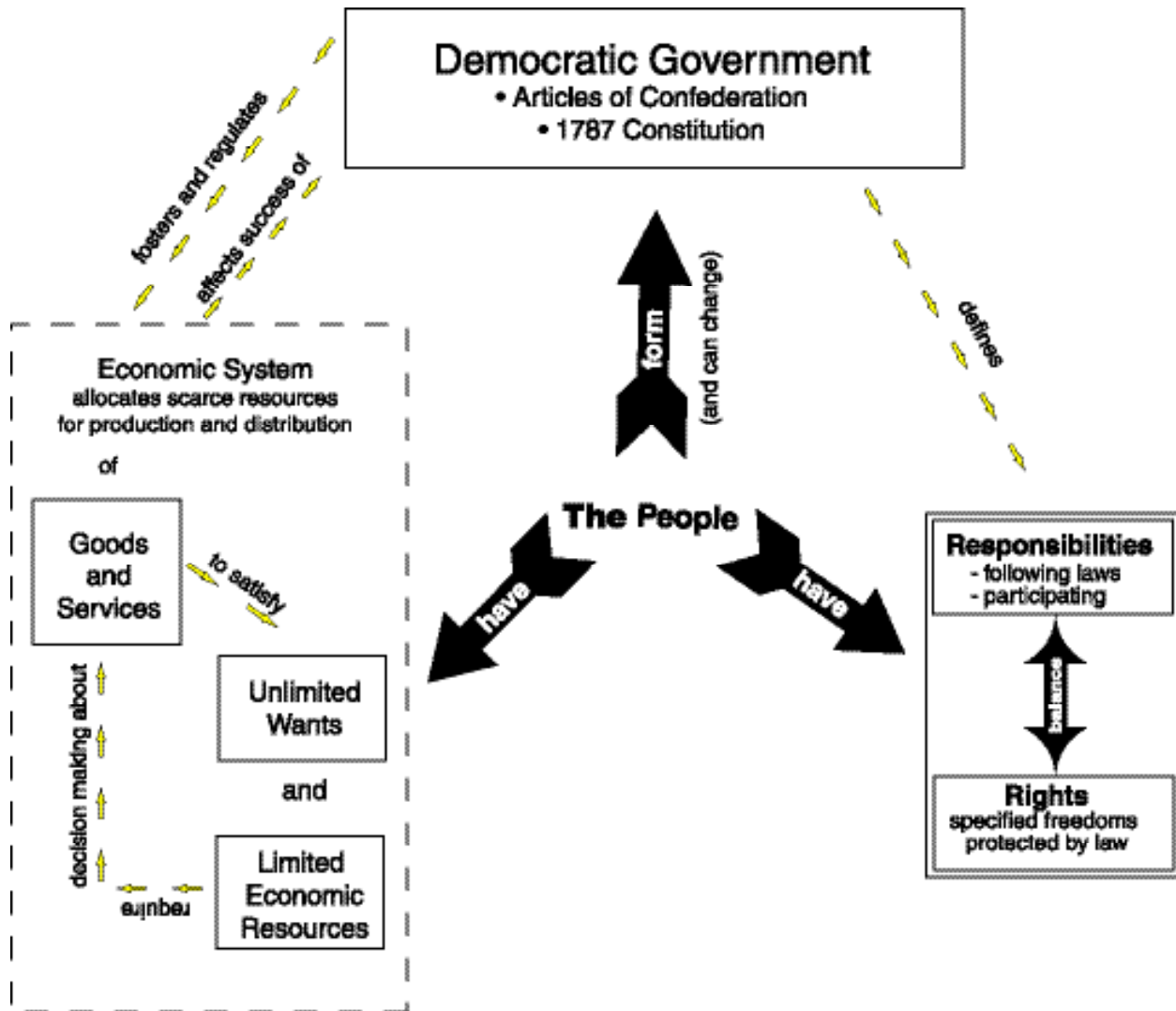
- explain how limited **resources** and unlimited **economic wants** cause people to choose certain **goods** and **services** and give up others. (MLO 4.1)
- explain how the **opportunity costs** of economic decisions are a result of limited **resources** and unlimited **economic wants**. (MLO 4.2)
- explain how **producers** combine resources to provide **goods** and **services** to satisfy **economic wants**. (MLO 4.3)
- explain **supply** and **demand** and how they interact to determine the **price** for a **resource**, **good**, or **service**. (MLO 4.4)
- explain how **taxes** finance government operations and provide **public goods** and **services**. (MLO 4.6)
- *conclude that people **trade** voluntarily because all parties expect to benefit.*
- explain how specialized work results in **interdependence**, trade, and economic growth. (MLO 4.7)

Geography

- construct and interpret maps using **map elements** including a title, cardinal and intermediate directions, compass rose, border, longitude and latitude, **legend/key**, author, date, and **scale**. (MLO 3.1)

Concept Map

Fifth Grade - Unit Two • Economics: Creating a New Nation



History:

- The entire process above continues through time, redefining the common good, and sometimes, the structures of our political system (such as an amendment to the Constitution).
- The historical record (evidence) provides a small eyehole on the past that is interpreted in the present.
- We know more about people that left traces either through artifacts or primary sources such as writing.

Instructional Flow

Fifth Grade - Unit Two • Economics: Creating a New Nation

Pre - assessment

In a traditional quiz you will be able to determine students' knowledge of:

- fundamental economic terms and principles.
- the economic background of the colonies.

LS 1 The Power of Economics

Through an economic games set in the 1780's students:

- Define limited resources and unlimited economic wants.
- Determine that specialization results in interdependence.
- Describe the economic landscape of the 1780s.
- Explain how governments can affect the economy.



LS 2 To Form a More Perfect Union

Students participate in a mock Constitutional Convention to understand the decision to create a new constitution. Students learn:

- The successes and failures under the Articles of Confederation.
- The role of Shays' Rebellion in leading to the Constitutional Convention.
- The people and atmosphere of the Convention.
- The major issues debated - especially representation.

LS 4 The Living Constitution

Students use chronology, graphic symbols, and case studies to learn:

- The successes and failures of the Constitution.
- The fundamental principles found in the Constitution.
- The fundamental principles found in the Bill of Rights.
- Determine how the Constitution can be changed with amendments.



The New Nation: Did It Work?

Students demonstrate their knowledge of the power of the Constitution to run and organize an effective government when citizens rise up against a new tax.