

Introduction

This is the instructional guide for *Unit Three: The Evolving Country*, the last unit of fifth grade social studies. As with previous guides, it 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.

However, this unit has considerably more leeway in implementation than the first two units of fifth grade. The middle two Lesson Sequences, which cover six different historic transportation systems, can be arranged to best meet students’ needs. Perhaps you will go in depth with two of the systems. Maybe a jigsaw approach to all six will help better with individual reading and writing instruction. Or maybe for the first year, you will go through them as written. The final lesson sequence, which is about current day regions and cities of the United States, also has many implementation choices as well. When you do make changes, take care to maintain the focus expressed in the Enduring Understanding below and as assessed in listed content standards. Please read the guide in its entirety before making any implementation decisions.

Thank you for your time and input in developing these guides. as always, we seek your feedback. Please contact Leslie Grimmell on First Class for comments, questions, and suggestions, or send them to Room 263, CESC.

Why?

Enduring Understanding

- The geographic characteristics of North America have long attracted human settlement. Throughout United States history, factors such as physical features, existing Native American settlements, economic opportunity, and political decisions have created new human settlement patterns.
- Improvements in transportation systems overcame the limitations of physical features for settlement. Political decisions about territorial expansion also affected settlement patterns. Increased interaction between individuals and groups resulted in significant cultural changes.
- Today regional geographic characteristics, economic opportunity, and political decisions continue to form new settlement patterns and affect the culture of the United States.

Possible Essential Questions

1. How have the geographic characteristics of North America shaped human settlement patterns over time?
2. What challenges did people have to overcome in the settlement of the United States?
3. How does the economic development of the nation depend on improved transportation systems?
4. How can changes in human settlement patterns affect culture groups and individuals?

What?

MSDE Content Standards (5/19/00)

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

The student will be able to:

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)
- identify and locate **physical** and **human characteristics** of **places** and explain how those characteristics have affected people living there. (MLO 3.2)
- describe the relationship between **physical characteristics** of a **place** and the location of human activities. (MLO 3.3)
- *explain how geographic characteristics influence settlement patterns and affect people living in a given area.*
- explain the impact of **geographic characteristics** on the settlement, growth, and prosperity of **places** in Maryland and the United States. (MLO 3.5)
- describe the causes and consequences of migration to and within Maryland and the United States (MLO 3.6)
- explain how people in Maryland and the United States are linked by transportation and communication. (MLO 3.7)

Peoples of the Nations and World

- analyze how conflicts affect relationships among individuals and groups. (MOL 6.2)
- analyze ways in which diverse groups of people adapt to the **environment** and modify **culture** over time. (MLO 6.3)
- describe the interactions, contributions, and results of the **migration** of various peoples and **cultures**. (MLO 6.5)

Economics

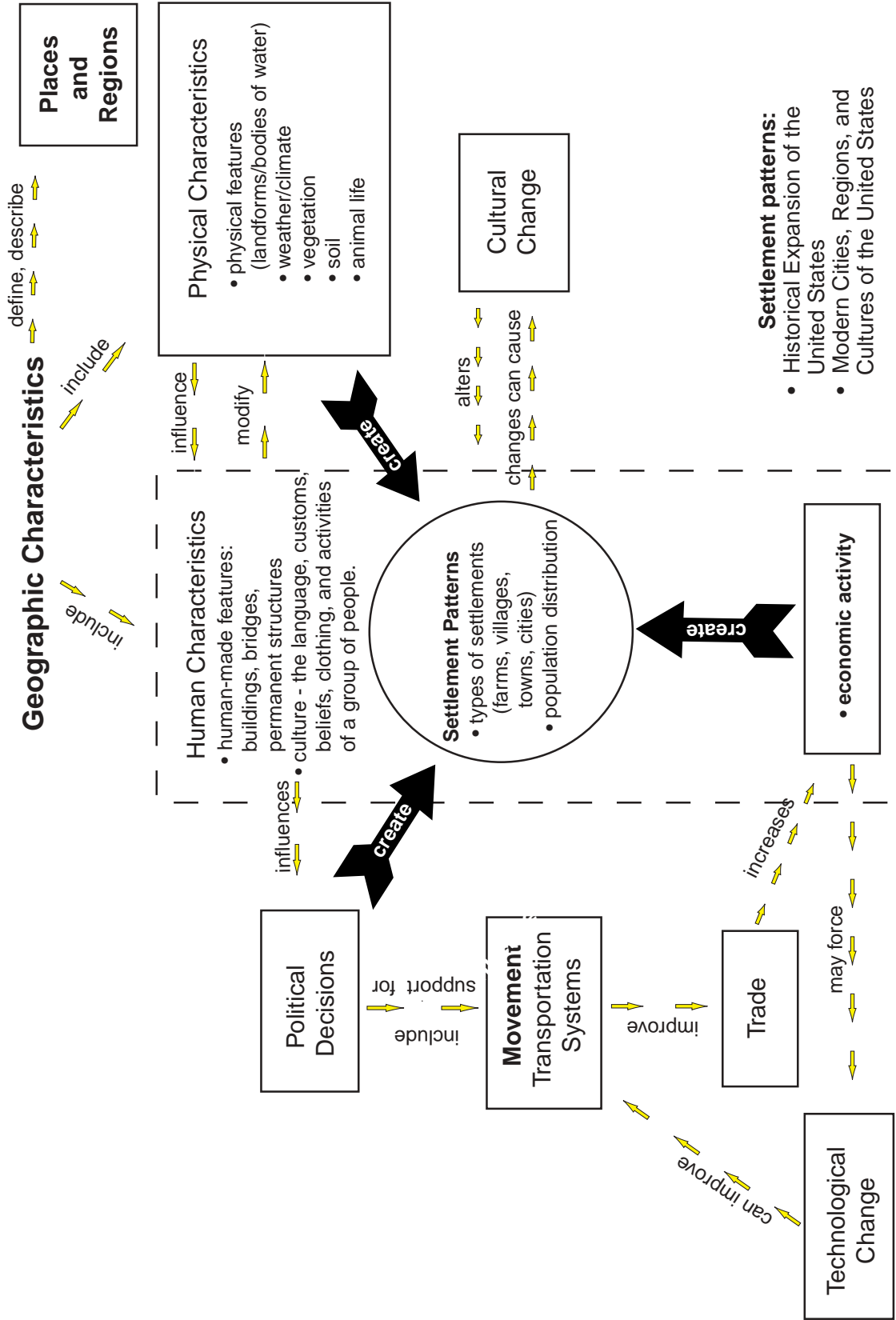
- explain how changes in technology (factories, machinery, transportation, communication, new technology) impact Maryland's economy. (MLO 4.5)

Skills

- apply the concept of change over time by organizing turning point events in chronological order and applying chronological terms correctly, including decade, century, and generation (MLO 1.1)
- find, apply, and organize information specific to social studies disciplines by reading, asking questions, and observing. (MLO 1.2)

Concept Map

Fifth Grade - Unit Three • The Evolving Country



Instructional Flow

Fifth Grade - Unit Three • The Evolving Country

Pre - assessment

In a simple activity you will be able to determine students' knowledge of:

- elements of a map terminology.
- physical features.

LS 1 A Growing Nation: U.S. Geography Overview

Through a series of student created map lessons, students learn:

- general physical and human geography of the U.S.
- overview history of U.S. territorial expansion.
- connection between physical geography and modern human (political) geography.



Important Note:
In this unit, LS 2 and LS 3 may be shortened or jigsawed, as long as the instructional focus remains on causes and effects of settlement patterns.



LS 2 Movement: By Hoof and By Foot

Using an MCPS reading about the National Road and Erie Canal students learn:

- how transportation systems affect population growth and distribution.
- how the National Road and Erie Canal affected individuals and groups.

Students then use the Ballad of Sweet Betsy to predict what life would be like on the Oregon Trail. They test their predictions with a reading and game to learn:

- the climate, perils, and personal struggles associated with travel by trail.

LS 3 Movement: By Steam and By Rail

Picture analysis, maps, and readings help students learn:

- the tremendous growth and opportunity opened up by steamboat travel on the Mississippi.
- the revolutionary effect on travel started by the B&O Railroad.
- the nation-altering effect of the transcontinental railroad.
- how individuals and diverse groups such as the Chinese, Irish, and Native Americans were affected by the economic and cultural changes brought by growth.



LS 4 Regions and Cities Today

Students research a regionally significant city and write an "autobiography" of the city to:

- describe how transportation systems and cities have changed over the course of U.S. History.
- identify new patterns of human settlement across the United States.
- confirm understanding of geographic concepts and knowledge of United States geography.



End of Unit Assessment:

Students show their knowledge of U.S. Geographic Characteristics and geographic concepts in a simple map assignment and paragraph responses.