

# 5<sup>th</sup> Grade Social Studies

## Key Instructional Activities

The Fifth Grade Georgia Standards of Excellence for social studies is the final year of a three-year study of the United States history in which all four strands (history, geography, civics/government, and economics) are integrated. Students begin the year learning about the growth of 19th century industry and innovation in the United States, and culminate the study with the events and impact of September 11, 2001. The geography strand emphasizes the influence of geography on U.S. history during the same period. In the civics/government strand, students learn about the rights of citizens contained within the Constitution, and how changes have been made over time to the Constitution to protect the rights of citizens. In the economic strand, students explore the ways consumers and producers have interacted in the American economy. Map and Globe and Informational Processing Skills Matrices are integrated as a foundation for students to locate, analyze, and synthesize information related to social studies topics.

The College, Career, and Civic Life (C3) Framework for Social Studies State Standards enhance the rigor in K-12 Civics, Economics, Geography, and History studies. This framework enhances rigor, builds critical thinking, problem solving, and participatory skills necessary for students to become engaged citizens. The C3 Framework serves as the foundation of the Georgia Standards of Excellence.



The C3 Framework emphasizes the acquisition and application of knowledge to prepare students for college, career, and civic life. The Four Dimensions center on the use of questions to spark curiosity, guide instruction, deepen investigations, acquire rigorous content, and apply knowledge and ideas in real world settings to enable students to become active and engaged citizens in the 21st century.



*Along with content knowledge, students will be introduced to the following skills through a broad range of topics*

- Using a compass rose to identify cardinal and intermediate directions
- Using a letter/number grid system to determine location
- Using latitude and longitude to determine location
- Comparing and contrasting the categories of natural, cultural, and political features found on maps
- Using map key/legend to acquire information from historical, physical, political, resource, product, and economic maps
- Comparing maps of the same place at different points in time and from different perspectives to determine changes, identify trends, and generalize about human activities
- Comparing maps with data sets (charts, tables, graphs) and/or readings to draw conclusions and make generalizations
- Identifying and using primary and secondary sources
- Analyzing artifacts, graphs, diagrams
- Interpreting political cartoons

*(More information on the skills matrices can be found as an appendix to the GSE at [Georgiastandards.org](http://Georgiastandards.org)).*

# The C3 Social Studies Classroom

*Inquiry-based approaches...provide students with opportunities to authentically engage in social studies with intellectual, student-centered learning activities. Through inquiry, students can be motivated to explore their curiosities and build their knowledge using approaches beyond simple recitation and memorization of facts (Dague, 2020).*

## Inquiry Based Practices

### 1. Teachers and students balance their thoughts, beliefs, and practices.

- Teachers strike a balance between their expertise by allowing students to learn and do on their own with support from the teacher.
- Students actively construct knowledge rather than passively receive it.
- Students engage with featured sources to construct their arguments with support from the teacher.
- Students construct content knowledge and make arguments independently and collaboratively.

### 2. Teachers and students balance assessment needs.

- Teachers develop assessments through formative and summative performance tasks that give students opportunities to learn by doing.
- Teachers create a variety of performance tasks (e.g., T-charts, debates, structured discussions, claim-making, arguments).
- Teachers focus on process and product when supporting students' arguments.
- Students are independent in their work with supporting scaffolding.
- Students develop ideas freely and provide support for all of their ideas.

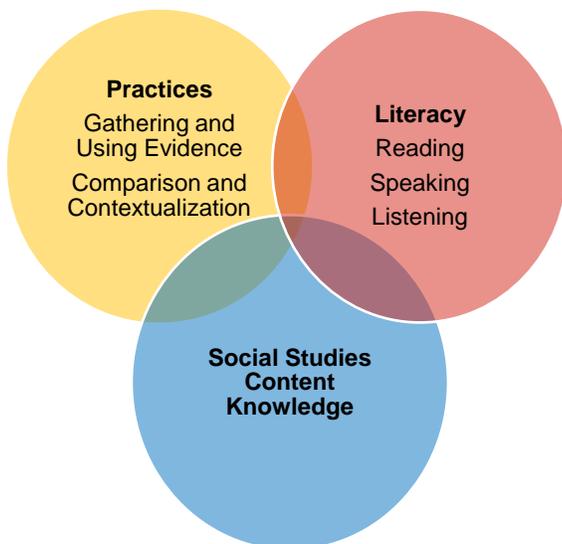
### 3. Teachers provide students with scaffolding to complete the complex academic work of inquiry.

- Teachers provide constant feedback and support students' learning as they navigate questions, tasks, and sources.
- Students consider multiple perspectives to deepen their knowledge.

### 4. Teachers develop practices that are considerate of students' interest and skills.

- Teachers to stage the compelling question to promote students' interest.
- Teachers to encourage students to take their ideas beyond the classroom.
- Students to work with sources that spark their curiosity and interest in the topic.

## Content and Skills Integration



### FROM A Social Studies Classroom Where...

Students experience an additional nonfiction reading class or textbook-focused instruction.

Students develop literacy skills and social studies practices separately.

Students learn content knowledge.

### TO A Social Studies Classroom Where...

Students learn to read, discuss, and write like social scientists.

Students develop disciplinary literacy skills and social science practices in tandem.

Students integrate and apply concepts, skills, and content knowledge.

# 5<sup>th</sup> Grade Social Studies System Pacing Overview



This guide provides an overview of what your student will learn in his or her fifth grade social studies course. It focuses on the key skills your student will learn, which will build a strong foundation for success in social studies throughout elementary, middle, and high school. This guide is based on the state-adopted Georgia Standards of Excellence.

## August-September

### Unit 1: Connecting Themes Unit 2: Citizenship, Business, and the Government

Unit One is designed to introduce students to the eight themes that will feature prominently in Fifth Grade Social Studies. Activities will focus on relating beliefs and ideals; conflict and change; individuals, groups, institutions; location; movement/migration; production, distribution, consumption; scarcity; and technological innovations to students. By the end of the unit, students should demonstrate that they are comfortable with the enduring understandings and can apply them to practical, everyday situations.

In Unit Two, students will learn the importance of being a responsible citizen. The students will understand the beliefs and ideals behind the need for amendments to protect the rights of US citizens and the responsibilities of citizens. Students will also begin to understand basic economic principles by learning about the relationship within production, distribution, and consumption and how the four sectors of the economy contribute to those principles

## September – October

### Unit 3: Bigger, Better, Faster: The Changing Nation

In this unit, students will understand the impact of movement and migration on the expanding United States. By understanding the role of conflict and change, student will learn how the United States began to spread its influence throughout the western world. They will also gain knowledge about the importance of technological innovations created during this time. Student will then finally use the theme of location to identify important physical and man-made features of the United States.

## October – November

### Unit 4: War and Prosperity (World War I and the 1920s)

In unit four, students will understand the involvement of the United States in World War I and the cultural developments of the early 20th century. Students will explore the connecting themes of beliefs and ideals; conflict and change; individuals, groups, and institutions; location; movement and migration; scarcity; and technological innovations. These themes will enable students to make connections to a broader understanding of patterns that continue to occur over time.

## November – December

### Unit 5: The Great Depression and the New Deal Unit 6: Another World War (World War II)

In unit five, students will understand the cause of the Great Depression and its impact on American life. Students will learn how Americans and Franklin Roosevelt responded to the effects of the Great Depression with the creation of New Deal programs. They will also learn about the cultural changes made by Duke Ellington, Margaret Mitchell, and Jesse Owens during this time period.

Unit six will focus on the theme of conflict and change to show how the United States moved from a policy of isolationism to becoming a dominant economic, military, and diplomatic world power. The students will use the theme of individuals, groups, and institutions to understand how individual actions can affect a country and the consequences it may cause. It will also explore how war and changing roles can spark social changes in American society. Finally, students will understand how location and production, distribution, and consumption affects businesses and American interests during times of war.

## January

### Unit 7: War Turns Cold

The focus of this unit is to use the theme of beliefs and ideals to show how the United States believed that the spread of communism must be stopped, including even the use of military force to stop its spread. Consequently, the theme of conflict and change will be explored and students try to determine the reasons for various conflicts during the Cold War and what changed because of them. Finally, by understanding the theme of individuals, groups, and institutions, students will understand the impact a person has on society and the consequences of that person's action

## February

### Unit 8: Civil Rights Address Civil Wrongs

In this unit, students will understand the impact of the Civil Rights Movement on today's society. By using the connecting theme of beliefs and ideals, the students will learn the reasons why the rights of a group of people should be protected and upheld. The students will use the theme of individuals, groups, and institutions to learn about the important people who fought for the rights of others. Using the theme of technological innovations will help students learn how technology can have both positive and negative impacts on those around them.

**March – May**

**Unit 9: Understanding the News: What's America's Role in the 21<sup>st</sup> Century?**

**Unit 10:**

In unit nine, students will understand the influence the United States has in the 21st century. By using the connecting theme of beliefs and ideals, students will understand why the United States felt it was important to try to stop the spread of communism. Students will use the theme of conflict and change to understand how the United States has worked to combat terrorism to protect U.S. interests. Finally, students will continue to learn about how changes in technology affect many different parts of their everyday life.

Unit ten incorporates all students have learned about economics in this concluding unit by understanding that good citizens also make wise spending and saving choices. The connecting themes Individuals, Groups, Institutions will be realized because the student will understand that the actions of individuals, groups, and/or institutions affect the economy through intended and unintended consequences

*If the young learners of this nation are to become effective participants in a democratic society, then social studies must be an essential part of the curriculum throughout the elementary years. In a world that demands independent and cooperative problem solving to address complex social, economic, ethical, and personal concerns, core social studies content is as basic for success as reading, writing, and computing. Knowledge, skills, and attitudes necessary for informed and thoughtful participation in society require a systematically developed elementary program focused on concepts from the four core social studies disciplines: civics, economics, geography and history. (NCSS, 2017)*

## HOW CAN YOU SUPPORT YOUR CHILD'S SUCCESS?

The adoption of more rigorous standards in Social Studies has led to a change in how social studies is taught in the classroom. As a parent/guardian, you can encourage critical thinking, problem solving, and participatory skills necessary for students to become engaged citizens by asking questions. In each unit, students should have the opportunity to develop their own questions about content, apply disciplinary tools to expand their thinking, evaluate credible sources to gather information, communicate conclusions after inquiries, and determine whether to take action based on new understandings about the world in which we live.

Dimension of Learning	Questions You Might Ask
<b>Developing Questions and Planning Inquiries</b>	<ul style="list-style-type: none"> <li>• What are you learning in social studies?</li> <li>• What do you wonder about that?</li> <li>• What feelings and thoughts do you have about this topic?</li> <li>• What sources do you think would be helpful in looking at other points of view?</li> <li>• Why do you think this is important for us to learn?</li> </ul>
<b>Applying Disciplinary Concepts and Tools</b>	<ul style="list-style-type: none"> <li>• <b>Historian:</b> How do events compare to in other historical times? How have individuals and groups changed or stayed the same throughout history? What kind of historical sources would be used to explain events in the past?</li> <li>• <b>Geographer:</b> What are the relationships between locations of places and regions and their environment? Why do people move from place to place? How can we describe the people in a location?</li> <li>• <b>Political Scientist:</b> What rights do people have? How do people work together? How does a democracy rely on people's responsible participation?</li> <li>• <b>Economist:</b> Why do individuals and businesses specialize and trade? What are some ways the government pays for the goods and services it provides? What goods and services are being produced and consumed?</li> </ul>
<b>Evaluating Sources and Using Evidence</b>	<ul style="list-style-type: none"> <li>• Where could you find out more information about the people, places, objects, activities that you are learning about in history? Try to find one or two other sources in print and online.</li> <li>• Who do you think took this photo and where was it? What do you see that could prove where it is located and when it was taken?</li> <li>• What is the author's purpose, main idea, and point of view in a source? Why is this source useful?</li> </ul>
<b>Communicating Conclusions and Taking Informed Action</b>	<ul style="list-style-type: none"> <li>• What claim would you make based on these sources?</li> <li>• Has your thinking changed after learning about this topic?</li> <li>• Have you thought about what you can do to take action to help address an issue related to the topic you are studying in class?</li> </ul>

### Resources that may help your student in 5<sup>th</sup> Grade Social Studies.

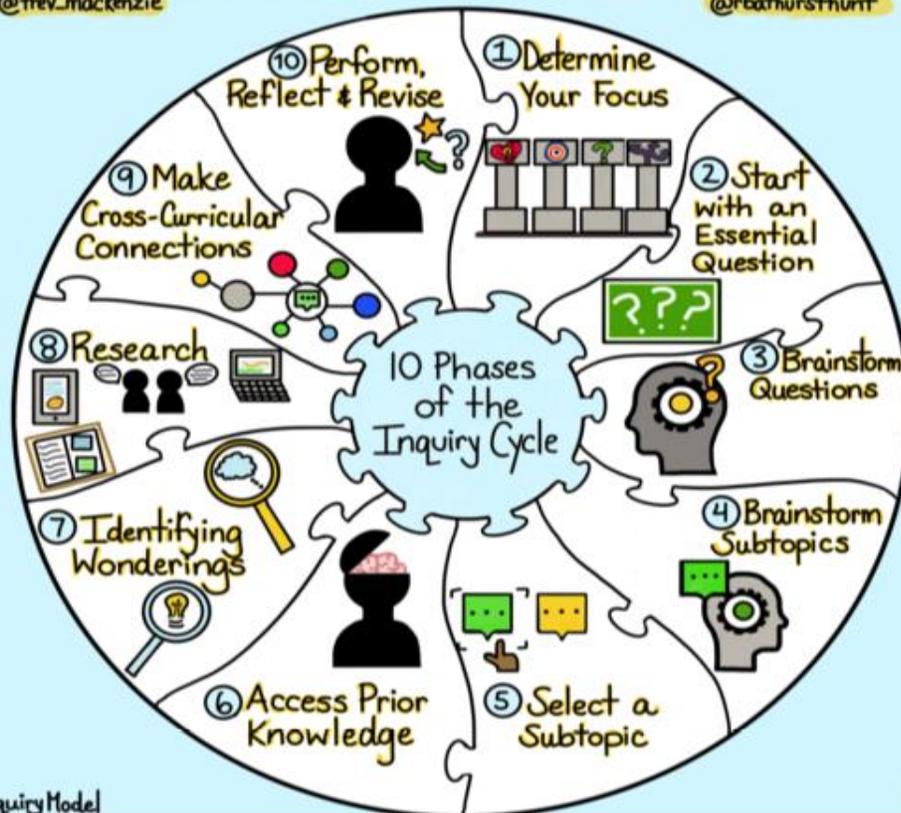
Bring history alive as a family by visiting around the state of Georgia: historic homes and sites, battlefields, forts, local museums and cemeteries. Also, visit additional resources online:

- <https://www.georgiastandards.org/Georgia-Standards/Pages/Social-Studies-K-5.aspx>
- <https://www.icivics.org/>
- <http://gcss.net/uploads/files/gr5socstkidsbooks.pdf>
- <https://bensguide.gpo.gov/>
- <https://www.readworks.org/books/passages#lq:g:t/pt/features/>
- <https://constitutionday.civiced.org/>
- <https://www.americanhistoryforkids.com/>
- <https://www.ducksters.com>
- <https://www.docsteach.org/activities/activities>
- <https://www.archives.gov/education/research/primary-sources>

# The Inquiry Cycle

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Inspired by: Alberta Inquiry Model

#InquiryMindset

## 10 Characteristics of the Inquiry Classroom

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- 1 Nurture student passions & talents
  - 2 Empower student voice & honour student choice
  - 3 Increase motivation and engagement
  - 4 Foster curiosity and a love for learning
  - 5 Teach grit, perseverance, growth mindset & self-regulation
  - 6 Make research meaningful & develop strong research skills
  - 7 Deepen understanding to go beyond memorizing facts and content
  - 8 Fortify the importance of asking good questions
  - 9 Enable students to take ownership over their own learning and to reach their goals
  - 10 Solve the problems of tomorrow in the classrooms of today
- Genius Hour**  
**Passion Projects**  
**20% Time**

Information in this brochure has been taken in part from the following sources: Georgiastandards.org, C3 Framework, Trevor McKenzie and the National Council for the Social Studies.