

5th Grade History

Link Community Charter School

UNITS (4/4 SELECTED)

- ☒ Unit 1: Heritage and Culture
- ☒ Unit 2: GRAPEs of Civilization
- ☒ Unit 3: Global History Project
- ☒ Unit 4: History Culture Reflection

SUGGESTED DURATION

16 lessons

16 lessons

20 lessons

7 lessons

Unit 1: Heritage and Culture

5th Grade History - Last Updated on August 6, 2021

STANDARDS ADDRESSED

New Jersey (NJSLS) - Grades 3-5 - Social Studies (2020)

6.1.5.HistoryUP.7:

Describe why it is important to understand the perspectives of other cultures in an interconnected world

6.1.5.HistoryCC.2:

Use a variety of sources to illustrate how the American identity has evolved over time

6.1.5.HistorySE.2:

Construct an argument for the significant and enduring role of historical symbols, monuments, and holidays and how they affect the American identity.

6.1.5.HistoryUP.6:

Evaluate the impact of different interpretations of experiences and events by people with different cultural or individual perspectives.

New Jersey (NJSLS) - Grades 6-8 - Social Studies (2020)

6.2.8.HistoryCC.3.a:

Determine the extent to which religion, economic issues, and conflict shaped the values and decisions of the classical civilizations.

Unit 1: Heritage and Culture

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DESIRED RESULTS

Established Goals

Through study of global regions and unique cultures, students will be able to gather evidence to form responses to the following essential questions:

1. How are people, places, and cultures unique?
2. How is my culture and way of life similar to others across the world? How is it different?

Transfer

Students will be able to independently use their learning to...

1. Determine the elements that comprise unique cultures.
2. Compare and contrast the cultures of different global regions, and those represented within our classroom community.
3. Discuss the importance of understanding unique cultural perspectives in an interconnected world.

Meaning

Big Ideas & Understandings	Essential Questions
<p>Students will understand that...</p> <ul style="list-style-type: none">• People across the world practice and are a part of unique cultures- each with their own traditions, values, beliefs, and perspectives.• Learning about the cultures of different people allows us to understand the perspectives and ideas of others.	<p>Students will keep considering...</p> <ul style="list-style-type: none">• What makes people and places unique?<ul style="list-style-type: none">◦ How do cultures observe the same traditions and events differently?◦ What unique traditions, beliefs, and values are observed by different cultures across the world?

Acquisition

Knowledge	Skills
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Acquisition	
Students will know... <ul style="list-style-type: none">• People across the world practice and are a part of unique cultures- each with their own traditions, values, beliefs, and perspectives.• Many different cultures and heritages are represented within our classroom community.	Students will be skilled at... <ul style="list-style-type: none">• Creating culture webs that represent elements of their unique culture.• Conducting research in small groups on the culture elements of different regions, and assembling findings in Culture Project Google Slides.• Presenting, listening, and actively notetaking during Culture Project Presentations.• Comparing and contrast elements of different cultures using Presentation organizer notes.

ASSESSMENT EVIDENCE (DIAGNOSTIC / FORMATIVE / SUMMATIVE)

Assessments

Evaluation Criteria	Assessment Evidence
Rubrics/Checklists:	Performance Task(s): <u>Part 1</u> Culture Webs Culture Cubbies Cubbies Presentations Organizer <u>Part 2</u> Global Culture Research Organizer Global Culture Project (Google Slides graded based on rubric criteria) Project Presentation Notes Organizer Culture Project Reflection
	Other Evidence: Pre-Assessments Exit Tickets R.A.C.E. Responses Nearpod Lessons

Unit 1: Heritage and Culture

5th Grade History - Last Updated on August 6, 2021

LEARNING PLAN

Summary of Key Learning Events and Instruction:

IMPORTANT: Due to the short time frame of 5th grade social studies, it is important that this unit does not take more than **18 days**, and is completed by **September 30th** - this includes both Part 1 *and* Part 2. This will ensure all units are able to be completed before the Winter Break Cutoff, all standards are met, and students have enough time to complete upcoming projects and activities.

Part 1: Culture Cubbies

Day 0: First day of school, optional icebreaker activities, syllabi/expectations

Day 1: What is a heritage? What is a culture? (*Create culture webs*)

Day 2-3: What elements make up my heritage and culture, and how are they important to me? (*Construct Culture Cubbies*)

Day 4-5: What cultures are represented in my class community? (*Present Culture Cubbies; students take guided notes on culture organizers during presentations*)

Day 6: How is my culture similar to and different from others represented in my class? (*Compare and contrast using culture organizers from presentations*)

Day 7: How do people of different cultures have varying perspectives and beliefs? Why is it important to understand them? (*Close read nonfiction text to identify differing points of view*)

Part 2: Global Culture Project

Day 8 : How are regions of the world represented by different cultures? (*Use two short nonfiction texts to compare culture, traditions, and values of two different populations; after, use evidence and discussion points to respond to the previous question in R.A.C.E. format*)

Day 9: What makes different regions and their cultures unique? **Group Assignments** (*Students split into small groups and choose a location to focus of for their Research Project from a teacher provided list; after, students complete a KWL chart in their groups to pre-assess their background knowledge of that region. Finally, class expectations are set for working in small groups (i.e. roles, group member responsibilities).)*

Day 10-11: What makes different regions and their cultures unique? **Research** (*Students will complete small group research on the culture, traditions, and values of the region they chose in a graphic organizer; sources for research will be provided to students ahead of time, and may only use materials provided to them- they will NOT be able to conduct internet searches freely for this assignment).*

Day 10: *The whole class will discuss the advantages of assignment group member responsibilities (like dividing up work among peers) and roles (like leader and timekeeper) before meeting with group members to establish expectations. It is recommended that an organizer is used to record this information to help students stay accountable- even within or at the top of students Research Notes Organizers. After, allow students the remainder of the period to begin working.*

Day 11: *Students will reflect on their research so far, group member's progress and ability to complete individual responsibilities, and encourage each other/reassign roles if needed. After, students will have the remainder of the period to complete their organizers. Note: Research MUST be completed by the end of Day 11.*

Day 12-14: What makes different regions and their cultures unique? **Projects** (*Students will assemble*

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PowerPoint or google slides presentations to present to their classmates following a project rubric; all portions of presentations should come from their existing research notes, and not from outside internet sources, to emphasize the connection between past and present learning experiences.)

Day 12: Introduce Final Project expectations and rubric; allow students time in their groups to begin working

Day 13: Have students check off completed elements of their rubric at the start of class, then set goals with their group for work time today and tomorrow; then allow students work time in groups. As an exit ticket, students should assess their progress toward their goals OR review and check off elements of their project rubric.

Day 14: Have students review their rubrics and identify project elements that need to be completed; then, ask groups to set goals and group member expectations before beginning project work. Actively monitor student groups according to rubric needs, group needs, and student-set goals; allow groups to work for the remainder of the period.)

Day 15-16: Global Culture Project **Presentations** (Students will prepare and present 5 minute presentations of their Culture Projects to the class, and take guided notes on the unique elements of other global cultures.

Day 15: Students have a period to practice their presentations with their groups; modeled expectations for speakers and listeners will be reviewed.


Day 16: ALL Groups will have 5 minutes to present their project; after each presentation, students will have 2 minutes to ask questions and provide positive feedback. Important: Students **MUST** complete their presentations within the time limit to ensure all groups have the ability to present; a timer is suggested to keep students on track, and to help facilitate pacing of the lesson. It is also recommended that students send you their presentations prior to class, so that they are readily available before students begin.

Day 17: Culture Project Student Reflections (Students will reflect on their time working in small groups in three parts: First by meeting as a whole class to discuss "glows" and "grows" and what they enjoyed about projects and presentations; Second, as a group to discuss what went well and how they can improve for their next time working in groups (can optionally share out with the class if time); and Finally, by completing an independent reflection form self-evaluating their work according to rubric standards, and reflecting on their individual contributions to their group).

SUPPORTING MATERIALS/RESOURCES/STRATEGIES FOR DIFFERENTIATION

See attachment.

ATTACHMENTS

 Differentiated_Instruction_Document_.pdf

Unit 2: GRAPEs of Civilization

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STANDARDS ADDRESSED

New Jersey (NJSLS) - Grades 6-8 - Social Studies (2020)

6.3.8.CivicsPI.2:

Evaluate the extent to which different forms of government reflect the history and values of various societies (e.g., monarchy, democracy, republic, dictatorship).

6.1.8.CivicsPI.3.c:

Distinguish the powers and responsibilities of citizens, political parties, interest groups, and the media in a variety of governmental and nongovernmental contexts.

6.3.8.CivicsPI.1:

Evaluate, take, and defend a position on why government is necessary, and the purposes government should serve.

6.2.8.GeoHE.2.a:

Determine the extent to which geography influenced settlement, the development of trade networks, technological innovations, and the sustainability of early river valley civilizations.

New Jersey (NJSLS) - Grades 3-5 - Social Studies (2020)

6.1.5.GeoPP.1:

Compare and contrast characteristics of regions in the United States based on culture, economics, and physical characteristics to understand the concept of regionalism.

6.1.5.GeoSV.3:

Demonstrate how to use digital geographic tools, maps and globes to measure distances and determine time zones, and locations using latitude and longitude.

Unit 2: GRAPEs of Civilization

5th Grade History - Last Updated on August 9, 2021

DESIRED RESULTS

Established Goals

Through whole class study of U.S. regional geography and small group research of global regions and cultures, students will be able to gather evidence to form responses to the following essential questions:

1. How are people, places, and cultures unique?
2. How is daily life affected by a region's geography, political structure, and cultural practices?

Transfer

Students will be able to independently use their learning to...
Determine the impact of regional geography, religions, achievements, politics, and economics on daily life in a civilization.

Meaning

Big Ideas & Understandings	Essential Questions
<p>Students will understand that...</p> <ul style="list-style-type: none">• Geography and the presence of natural resources impacts where and how people settle.• Civilizations and cultures cannot be characterized by one 'type' of person. Society is full of people from various different backgrounds, religions, and heritages.• Various political and social structures, in addition to unique cultural achievements, impact daily life differently in each civilization.	<p>Students will keep considering...</p> <ul style="list-style-type: none">• What impact does geography have on the settlement and expansion of civilizations?<ul style="list-style-type: none">◦ How are the geographic features of civilizations unique?◦ How can the geographic features of one location (like the United States) differ by region?◦ How can different kinds of maps (geographic, topographical, climate, and resource maps) provide us new information about civilizations, and how can we read them?• How can unique places still be diverse?

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Meaning	
	<ul style="list-style-type: none">◦ What religions, backgrounds, and heritages are represented in the United States?◦ How do various civilizations have representation of multiple unique religions, backgrounds, and heritages?◦ How does travel, trade, and globalization diversify cultures?• How is daily life different in each civilization?<ul style="list-style-type: none">◦ How does daily life differ in democracies and monarchies?◦ What are the major achievements of the United States and other civilizations, and what impact did they have on daily life?

Acquisition	
Knowledge	Skills
<p>Students will know...</p> <ul style="list-style-type: none">• Regional geography includes physical features, location, proximity, landforms and presence of natural resources.• Early settlers chose to settle in places with ideal geographic features giving them the best chance of survival- and later, economic success in trade.• As people move, interact, and trade with other cultures, they bring with them their background, heritage, traditions, beliefs, and cultural practices. This allows globalization to occur, and makes places (like the United States) more diverse over time.• Various political and social structures, in addition to unique cultural achievements, impact daily life differently in each civilization.	<p>Students will be skilled at...</p> <ul style="list-style-type: none">• Reading geographic, topographical, climate, and resource maps to infer geographic features of different U.S. regions and global civilizations.• Comparing and contrasting the geographic features of different civilizations.• Reading charts and graphs to determine how diverse different cities, regions, and civilizations are.• Analyzing informational text to take notes on the Religions, Achievements and Political structures of civilizations in GRAPEs organizers.• Compare and contrast the structure and impact of democracies and monarchies.• Rank the impact of major achievements of the United

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Acquisition	
	States and other civilizations.

ASSESSMENT EVIDENCE (DIAGNOSTIC / FORMATIVE / SUMMATIVE)

Assessments

Evaluation Criteria	Assessment Evidence
Rubrics/Checklists:	Performance Task(s): U.S. Regional GRAPEs Organizer Map Skills Quiz R.A.C.E. Response: Compare and Contrast Types of Government Civilization Project GRAPEs Organizer Civilization Project Presentations (Graded based on rubric criteria) Civilization Project Presentation Notes Organizer Civilization Project Reflection
	Other Evidence: Pre-Assessments Exit Tickets R.A.C.E. Responses Nearpod Lessons Kahoot Quizzes

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LEARNING PLAN

Summary of Key Learning Events and Instruction:

IMPORTANT: Due to the short time frame of 5th grade social studies, it is important that this unit does not take more than **16 days**, and is completed **before October 31st**.

This unit follows a we do/ you do model for each lesson. In the 'we do' portion (direct instruction, mini-lesson, whole class discussion), each skill is modeled and practiced using U.S. geographic regions. In the 'you do' portion (independent or small group work), students break off to extend the skill or objective by applying it to the global region they chose to focus on for this unit's final project.

Example: For a geography lesson, a mini-lesson or activity may focus on map-reading skills by analyzing maps of the Southwestern region of the United States. Notes on U.S. geography could be taken in a U.S. GRAPEs organizer. Later, students would demonstrate these skills by analyzing maps of their global region in small groups. As an exit ticket, what they learned about their region's geography would be written in their Project GRAPEs organizer.

Suggested Pacing Guide

Day 1: GRAPEs of Civilization

- Introduce GRAPEs model, practice with United States (what do they know about U.S. GRAPEs?)
- Allow groups to choose a civilization of study for this unit OR assign groups a civilization. Each group will follow this region throughout the unit, and complete a GRAPEs organizer for it throughout the month.

Day 2: G: Geography 1 of 5

- Overview: physical features, location, and proximity to others
- We do: U.S. geography
- You do: Infer features of regional geography through images (its physical features, location, proximity)

Day 3: G: Geography 2 of 5

- Landforms and climate
- We do: U.S. Regional Climate (recommended: Northeast or South)
- You do: Use secondary text from social studies textbook to take notes on its landforms and climate in GRAPEs organizer, then compare and contrast with other regions back in whole group.
- Exit Ticket: Predict how climate in civilization affects daily life for the people living there.

Day 4: G: Geography 3 of 5

- Maps (Day 1 of 2)

Day 5: G: Geography 4 of 5

- Maps (Day 2 of 2)

Day 6: Geography 5 of 5 (Last Day - **must move on by day 6**)

- Kahoot or Map Skills Quiz
- Final day: Students **MUST** complete G in their GRAPEs organizer for their civilization.

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Day 7: Religion

- We do: Read graphs to infer the religions observed by people living in the city of Newark, in New Jersey, and the United States. Can compare and contrast data.
- You do: Small group secondary source reading on religions observed in focus civilizations, followed by notes in GRAPEs organizers.

Day 8: Achievements

- We Do: Rank 10 inventions or events caused/ created by the United States in order from most/ least important. What is our Greatest Achievement in the United States? (Ex: The Moon Landing, Invention of the Telephone, the Internet, etc.) (Limit this to 1/3 of class time to ensure enough time for you do portion).
- You Do: Using teacher-provided resources, determine the major achievements of your civilization. Share out with the class, then record in GRAPEs organizers.

Day 9: Politics 1 of 2

- We Do: What is democracy? How does that work in the United States?
- You Do:

Day 10: Politics 2 of 2

- We Do: Compare and Contrast democracy and monarchy through secondary source read-aloud and whole group discussion.
- You Do: Analyze secondary sources to take notes on civilization's political structure in GRAPEs organizer.

Day 11: Economics

- We Do: What are natural resources? View resource maps to determine the kinds of resources found in the United States, then infer how that has economic impact.
- You do: Read resource maps in small groups (found in social studies textbooks) to determine their importance to and impact on project civilizations' economies.
- Exit Ticket: Record findings in GRAPEs organizer.

Day 12: Finish GRAPEs Organizers / Begin Final Project and Assign Group Roles

After giving students 10-15 minutes in small groups, introduce final project. Go over rubric, then have students assign roles and group expectations (see unit 1 for model on how to do this).

Final Project: Create a 5 minute Presentation teaching others about your civilization using the GRAPEs Model.

- Presentation must be under 5 minutes to receive full credit.
- Presentations must include all 5 letters in GRAPEs.

Day 13: Project Work Day 1 of 2

Day 14: Project Work Day 2 of 2

If students finish early, allow them the remainder of the period to practice giving their speeches.

Day 15: Presentations

- Similar to with Unit 1, presentations must be timed to ensure ALL GROUPS present on the same day (5 minutes is recommended- it will be enough time for all info to be shared, and keep students interested and

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engaged, while leaving you a window of time at the beginning and end of class.

- Students will take notes in their presentation organizer during presentations to help them stay on task and compare civilizations.

Day 16: Project Reflections (See unit 1 reflections for model)

SUPPORTING MATERIALS/RESOURCES/STRATEGIES FOR DIFFERENTIATION

See attachment.

ATTACHMENTS

 Differentiated_Instruction_Document_.pdf

Unit 3: Global History Project

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STANDARDS ADDRESSED

New Jersey (NJSLS) - Grades 3-5 - Social Studies (2020)

6.1.5.HistoryCC.2:

Use a variety of sources to illustrate how the American identity has evolved over time

6.1.5.HistoryUP.7:

Describe why it is important to understand the perspectives of other cultures in an interconnected world

6.1.5.HistoryCA.1:

Craft an argument, supported with historical evidence, for how factors such as demographics (e.g., race, gender, religion, and economic status) affected social, economic, and political opportunities during the Colonial era.

6.1.5.HistoryUP.5:

Compare and contrast historians' interpretations of important historical ideas, resources and events.

6.3.5.CivicsPD.2:

Use a variety of sources and data to identify the various perspectives and actions taken by individuals involving a current or historical community, state, or national issue.

6.1.5.HistoryUP.6:

Evaluate the impact of different interpretations of experiences and events by people with different cultural or individual perspectives.

Unit 3: Global History Project

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DESIRED RESULTS

Established Goals

Through whole class study of U.S. history and small group research of global history, students will be able to gather evidence to form responses to the following essential questions:

1. Why do we study history?
2. How does a nation's history still affect daily life for its people today?

Transfer

Students will be able to independently use their learning to...

Determine the impact of various historical events on the expansion of the United States and other civilizations, and on daily life for those in impacted regions.

Meaning

Big Ideas & Understandings

Students will understand that...

- **Studying history allows us to better understand the world around us, and the context in which current and historical events occur.**
- **Major historical events have significant impact on a structural, societal, and individual level for affected civilizations for years to come.**

Essential Questions

Students will keep considering...

- **Why do we study history?**
 - **How does studying history help us better understand the world around us?**
 - **How does studying history help us contextualize current and historical events?**
 - **How does studying history help us understand social change over time?**
- **How does a nation's history impact daily life for its people today?**
 - **How does a nation's history impact its structure, policies, and culture?**
 - **In what ways do people remember and**

Unit 3: Global History Project

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Meaning	
	<p>acknowledge historical events? (i.e. cultural changes and expressions, traditions, holidays, memorials)</p> <ul style="list-style-type: none">How do major historical events affect civilizations for years to come?

Acquisition	
Knowledge	Skills
<p>Students will know...</p> <ul style="list-style-type: none">History is a subgroup of social science dedicated to understanding the causes, effects, and context of major events and periods.Major historical events have significant impact on a structural, societal, and individual levels- capable of changing government policies, leadership, or political structure; abolishing or creating new cultural norms; and displacing, improving, or otherwise impacting daily life for everyday people.	<p>Students will be skilled at...</p> <ul style="list-style-type: none">Analyzing primary and secondary sources.Determining cause and effect.Contextualizing events using timelines and secondary sources.Reading and analyzing timelines to contextualize historical periods and events.Researching and summarizing major events or periods in world history.Determining the effects of major world events on civilizations, cultures, and individuals through inference and source analysis.

Unit 3: Global History Project

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ASSESSMENT EVIDENCE (DIAGNOSTIC / FORMATIVE / SUMMATIVE)

Assessments

Evaluation Criteria	Assessment Evidence
Rubrics/Checklists:	Performance Task(s): Cause and Effect Organizer (See Day 3) Civilization History Timeline Timeline Scavenger Hunt (Find answers to questions around the room on different groups' timelines, using timeline skills and inferencing to find answers) Domino Effect Responses Civilization History Summaries R.A.C.E. Response: What event in your civilization's history had the greatest impact on its development/ daily life for its people? History Project Outline History Project Presentations (Graded based on rubric criteria) History Project Presentation Notes Organizer History Project Reflection
	Other Evidence: Pre-Assessments Exit Tickets R.A.C.E. Responses Nearpod Lessons Kahoot Quizzes

Unit 3: Global History Project

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LEARNING PLAN

Summary of Key Learning Events and Instruction:

IMPORTANT: Due to the short time frame of 5th grade social studies, it is important that this unit does not take more than **20 days**, and is completed **before December 10th**.

In the same way as previous units, students will follow a civilization throughout this unit and use it to complete a final, culminating project demonstrating their mastery of unit concepts.

In the same as Unit 2, this unit follows a we do/ you do model for each lesson. In the 'we do' portion (direct instruction, mini-lesson, whole class discussion), each skill is modeled and practiced using U.S. history. In the 'you do' portion (independent or small group work), students break off to extend the skill or objective by applying it to the global civilization they chose to focus on for this unit's final project.

Suggested Pacing Guide

Day 1: Introduction: Why do we study history?

- Discuss the ways history helps us better understand the world around us.
- In small groups, assign OR allow students to choose a new global region or civilization for their unit project (in the same way as Unit 1 and 2).

Day 2: Causes and Effects 1 of 2

- Allow students to vote on major one event in U.S. history to learn about together; close read secondary text overview of the event out loud. After, students will use context clues to identify the main causes of the event and predict the effects this will have on people in days, months, or years to come (consider having students do this in a labeled organizer). After sharing predictions, show students the actual effects of the event to confirm their predictions.
- Exit ticket: How can historical events from the past continue to impact our lives today?

Day 3: Causes and Effects 2 of 2: Cause and Effect Organizer

- In small groups, students will close read secondary text summarizing a major historical event from their project region (excerpts can be found in the 5th grade Social Studies Textbook). After, students will complete the following in a Cause and Effect Organizer:
 1. Summarize the event in their own words.
 2. Use context clues and evidence to identify the main causes of the event.
 3. Infer the effects this will have on people in days, months, or years to come.

Day 4: Civilization Timelines, Day 1 of 3

- Historical events do not exist in a vacuum; rather, they occur on a fluid timeline before, during, and after other events and periods.
- Context Timelines: Students will create physical timelines of major events in their topic region's history to contextualize its major historical events. To do so, students will read about major events from secondary sources and create gists for each event; map out the events on a timeline in chronological order; and determine what "domino effects" occur in their nation's history (how one event could directly effect or cause another)

Unit 3: Global History Project

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- Day 1: Using the 5th Grade Social Studies Textbook, have students identify 7-8 major historical events in their global region's history (this can be found in every chapter of the textbook, with 1-2 paragraphs for each event). In small groups, have students record:

1. The name of the event
2. The year(s) the event took place
3. A 1-2 sentence gist of the event (what happened, why did it happen, and how is it important?)

Note: To keep pace with this unit, this portion must be done today; consider having students assign group roles, responsibilities, and expectations as in Unit 1 and 2 to ensure pace is kept.

Day 5: Civilization Timelines, Day 2 of 3

Day 2: Students should assemble their 7-8 historical events and organizer information on a timeline, including the name of each event; the year(s) the event took place; and 1-2 sentence gist of the event (what happened, why did it happen, and how is it important?). Providing students a rubric and premade template for their timeline is highly recommended.

Note: Because students have the information on hand, and are working in small groups, this should take no more than one class period.

Day 6: Civilization Timelines, Day 3 of 3

SWBAT analyze timelines to understand the historical perspectives of their region.

Day 7: Domino Effect Responses

- Do Now: Provide students a scenario or example in which a "domino effect" is present for students to contextualize.

- In small groups: Students will return to their small groups and observe their group timeline. Ask students to identify as many domino effects as they can- how does one event on their timeline directly cause or impact another later on? Allow students time to share out their findings before moving on.

- Independently: Students should choose one domino effect they observed they believe to be the STRONGEST of the ones they identified; each student should complete a written Domino Effect Response, explaining in their own words how the first directly caused or impacted the second. Allow students to refer back to their timelines or Social Studies Textbooks as needed.

Day 8: Historical Event Rankings

- In small groups, have students return to their timelines. In a rank order organizer, students will rank their events from 1-8 in order of MOST to LEAST impactful on a nation's history and life today. Students should provide brief rationale using evidence or inferences to support their claim. After, allow students to share out their most or least findings with the class.

- After, small groups should decide on ONE event that they would like to conduct further research on and they are interested in learning more about; this should be an event higher up on their organizer (not #7 or #8, for example), and will be the basis of their final project.

Day 9: Final Project Research, Day 1 of 2

- In small groups, students will use additional resources to learn more about their historical event, with the

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purpose of eventually teaching others about it in a 8-10 minute lesson. In order to prepare a lesson, students need to become experts on their topic.

- Students should use teacher vetted resources to learn more about the event, and record the following in their Research Organizer:

1. The major causes of their event
2. A 1 paragraph summary of what happened, including ALL important details.
3. How did this event change life in your civilization?
4. How does this event still affect life today? (Include 4-5 ways)

- If possible, using Google Docs for their organizer is recommended to allow all students to easily edit and see their group's work.

- **Note: Research should NOT be conducted freely on the internet;** due to the nature of the project, some topics are incredibly broad, complex, and sensitive. 2-3 teacher vetted resources should be provided to each group for research to ensure appropriate and accurate materials are used.

Day 10: Day 2 of 2

If finished early, encourage students to proofread and edit their work.

Day 11: Begin Final Project and Assign Group Roles

After giving students 10-15 minutes in small groups, introduce final project. Go over rubric, then have students assign roles and group expectations (see unit 1 for model on how to do this).

Final Project: Create a 10 minute lesson teaching others about ONE event of your group's choice from your civilization's history.

- Lesson must be under 10 minutes to receive full credit. (Note for teacher: Students may go over time- they will need to stop once 10 minutes ends to ensure fairness to all groups and to enforce expectations, regardless of where they are in their lesson.

- Lessons must be interactive: talking isn't enough! Consider: Presentation followed by short 2-3 minute game, giving the class guided notes, etc.

Day 12: Project Work Day 1 of 2

Day 13: Project Work Day 2 of 3

Day 14: Project Work Day 3 of 3

If students finish early, allow them the remainder of the period to practice giving their lessons.

Day 15: Presentations Day 1 of 2

- Similar to with Unit 1, presentations must be timed to ensure ALL GROUPS present on the same 2 days(10 minutes is recommended- it will be enough time for all info to be shared, and keep students interested and engaged, while leaving you a window of time at the beginning and end of class.

- Students may go over time- they will **need to stop once 10 minutes ends** to ensure fairness to all groups and to enforce expectations, **regardless of where they are in their lesson.**

- Students will take notes in their presentation organizer during presentations to help them stay on task and

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compare civilizations.

Day 16: Presentations Day 2 of 2

Day 17: Project Reflections (See unit 1 reflections for model)

SUPPORTING MATERIALS/RESOURCES/STRATEGIES FOR DIFFERENTIATION

See attachment.

ATTACHMENTS



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Unit 4: History Culture Reflection

5th Grade History - Last Updated on August 10, 2021

STANDARDS ADDRESSED

New Jersey (NJSLS) - Grades 6-8 - Social Studies (2020)

6.2.8.HistoryCC.3.a:

Determine the extent to which religion, economic issues, and conflict shaped the values and decisions of the classical civilizations.

6.1.8.CivicsPI.3.c:

Distinguish the powers and responsibilities of citizens, political parties, interest groups, and the media in a variety of governmental and nongovernmental contexts.

New Jersey (NJSLS) - Grades 3-5 - Social Studies (2020)

6.1.5.HistoryUP.7:

Describe why it is important to understand the perspectives of other cultures in an interconnected world

6.1.5.HistoryUP.6:

Evaluate the impact of different interpretations of experiences and events by people with different cultural or individual perspectives.

6.1.5.HistoryUP.5:

Compare and contrast historians' interpretations of important historical ideas, resources and events.

6.3.5.CivicsPD.2:

Use a variety of sources and data to identify the various perspectives and actions taken by individuals involving a current or historical community, state, or national issue.

Unit 4: History Culture Reflection

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DESIRED RESULTS

Established Goals

Through whole class study of U.S. history and small group research of global history, students will be able to gather evidence to form responses to the following essential questions:

1. How are people, places, and cultures unique?
2. How is my culture and way of life similar to others across the world? How is it different?
3. How is daily life affected by a nation's history?

Transfer

Students will be able to use their learning from Units 1 - 3 to reflect on the course's 3 essential questions and demonstrate mastery of key social studies skills, including:

- Analyzing maps, infographics, charts, and images
- Reading informational text
- Note-taking and summarization
- Making connections between history and life today

Meaning

Big Ideas & Understandings

Students will understand that...

- **People across the world practice and are a part of unique cultures- each with their own traditions, values, beliefs, and perspectives.**
- **Civilizations and cultures cannot be characterized by one 'type' of person. Society is full of people from various different backgrounds, religions, and heritages. In addition, Various political and social structures, in addition to unique cultural achievements, impact daily life differently in each civilization.**
- **Major historical events have significant impact on a structural, societal, and individual level for affected**

Essential Questions

Students will keep considering...

- **How is my culture and way of life similar to others across the world? How is it different?**
- **How is daily life affected by a civilization's GRAPes?**
- **How can life in a civilization be impacted by its history and culture?**

Unit 4: History Culture Reflection

5th Grade History - Last Updated on August 10, 2021

Meaning	
civilizations for years to come.	

Acquisition	
Knowledge	Skills
<p>Students will know...</p> <ul style="list-style-type: none">• People across the world practice and are a part of unique cultures- each with their own traditions, values, beliefs, and perspectives.• Early settlers chose to settle in places with ideal geographic features giving them the best chance of survival- and later, economic success in trade.• As people move, interact, and trade with other cultures, they bring with them their background, heritage, traditions, beliefs, and cultural practices. This allows globalization to occur, and makes places (like the United States) more diverse over time.• Major historical events have significant impact on a structural, societal, and individual levels- capable of changing government policies, leadership, or political structure; abolishing or creating new cultural norms; and displacing, improving, or otherwise impacting daily life for everyday people.	<p>Students will be skilled at...</p> <ul style="list-style-type: none">• Analyzing multiple sources and materials to craft written responses.• Using multiple pieces of evidence to support a written claim.• Making text-to-self connections through comparative culture reflection.

Unit 4: History Culture Reflection

5th Grade History - Last Updated on August 10, 2021

ASSESSMENT EVIDENCE (DIAGNOSTIC / FORMATIVE / SUMMATIVE)

Assessments

Evaluation Criteria	Assessment Evidence
Rubrics/Checklists:	Performance Task(s): Culture Cubbies R.A.C.E. Responses Essential Question Response Course Reflection Survey
	Other Evidence: Pre-Assessments Exit Tickets R.A.C.E. Responses Nearpod Lessons Kahoot Quizzes

Unit 4: History Culture Reflection

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LEARNING PLAN

Summary of Key Learning Events and Instruction:

Note: This unit allows students to revisit prior units and activities to help them reflect to and respond to overarching course essential questions. Students should already have background knowledge on all concepts presented going forward.

Day One: Culture Cubbies Reflections

We Do: Reexamine culture cubbies as a class: What else would you add if given the chance? What elements of GRAPEs can we add or identify were included?

You Do: In a R.A.C.E. Response: How is my culture (heritage cubby) and way of life similar to others across the world? How is it different? (allow students to reference their Unit 1 Culture Projects as needed).

Day Two: Essential Question Walkthrough

On anchor chart paper around the room (or if virtual, in a jamboard) record the following essential questions:

1. How is daily life affected by a civilization's GRAPEs?
- 2 How can life in a civilization today be impacted its history and culture?

Allow students time to briefly respond to all three questions, rotating through each question every 5-6 minutes (if in person, consider putting the same question on 2-3 anchor chart pages to ensure all students can write at the same time). After, come back as a whole group and discuss your thoughts for each question.

After, ask students to choose one question to focus on for their final project.

Day Three: Essential Question Response, Day 1 of 2

Students will answer one essential question of their choice (chosen on day two) in an in depth response; while students got the chance to briefly consider it yesterday, students will use evidence and learnings from past projects and units to support their response.

ALL Responses (regardless of question) should include:

- A thorough explanation
- Multiple pieces of evidence to support their claim (from past projects, assignments, and readings)

Dependent on Technology Access, this Response could be assigned as a R.A.C.E. Response, Flipgrid Video, or Writing Prompt.

Day Four: Essential Question Response, Day 2 of 2

If done early, encourage students to proofread and edit their responses.

Day Five: Course Reflection Survey

SUPPORTING MATERIALS/RESOURCES/STRATEGIES FOR DIFFERENTIATION

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