

The following instructional plan is part of a GaDOE collection of Unit Frameworks, Performance Tasks, examples of Student Work, and Teacher Commentary for Fifth Grade Social Studies.

## UNIT #1 – “Using Connecting Themes in Fifth Grade Social Studies”

### Elaborated Unit Focus

This unit 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.

### Standards/Elements

This unit is designed to teach the themes used in the course. There are no standards and elements for this introductory unit.

### Enduring Understandings/Essential Questions

**Beliefs and Ideals:** The student will understand that the beliefs and ideals of a society influence the social, political, and economic decisions of that society.

**K-5 EU:** *The student will understand that people’s ideas and feelings influence their decisions.*

- How do the beliefs and ideals of a society influence the social, political, and economic decisions of that society?
- How does our school’s belief statement affect the decisions teachers and students make?
- How does the school’s belief statement enhance my personal learning?
- How do my own beliefs influence the decisions I make?

**Conflict and Change:** The student will understand that when there is conflict between or within societies, change is the result.

**K-5 EU:** *The student will understand that conflict causes change.*

- How does conflict lead to change within societies?
- How do we resolve conflict within our school and classroom?
- How do we resolve conflicts when we’re at home?
- How can conflict lead to positive changes?
- How can conflict lead to negative changes?

**Individuals, Groups, Institutions:** The student will understand that the actions of individuals, groups, and/or institutions affect society through intended and unintended consequences.

**K-5 EU:** *The student will understand that what people, groups, and institutions say and do can help or harm others whether they mean to or not.*

- How do the actions of individuals, groups, and/or institutions affect society?
- How do my behavior and actions affect other people in the classroom?

**Location:** The student will understand that location affects a society's economy, culture, and development.

**K-5 EU:** *The student will understand that where people live matters.*

- How does location affect society's economy, culture, and development?
- How does the location of our classroom affect the way our classroom operates?
- How is our school affected by the area around us?
- How is the area around us affected by cultures represented in our school?

**Movement/Migration:** The student will understand that the movement or migration of people and ideas affects all societies involved.

**K-5 EU:** *The student will understand that moving to new places changes the people, land, and culture of the new place, as well as the place that was left.*

- How are societies affected by the movement or migration of people and ideas?
- Why do people move to new places?
- How do people change when they move to a new place?
- How do our diverse experiences affect us and our classroom community?

**Production, Distribution, and Consumption:** The student will understand that the production, distribution, and consumption of goods/services produced by the society are affected by the location, customs, beliefs, and laws of the society.

**K-5 EU:** *The student will understand that the ways people make, get, and use goods and services may be different from how people in other places make, get, and use goods and services.*

- How do societies decide what goods and services to produce, distribute, and consume?
- How do the adults in our school contribute to our learning environment?
- How does our class work reflect our beliefs about learning?
- How do we decide what classroom jobs are necessary for our classroom to run efficiently and effectively?

**Scarcity:** The student will understand that scarcity of all resources forces parties to make choices and that these choices always incur a cost.

**K-5 EU:** *The student will understand that because people cannot have everything they want, they have to make choices.*

- How does scarcity of resources force people to make choices?
- If you had \$100, how would you spend it?
- How do people determine what a necessity is?

**Technological Innovation:** The student will understand that technological innovations have consequences, both intended and unintended, for a society.

**K-5 EU:** *The student will understand that new technology has many types of different consequences, depending on how people use that technology.*

- How does technology change society?
- What is technology?
- What are the positive and negative consequences of technology?
- How does the technology in our classroom influence the way we learn?
- How does technology affect the way we live our lives when we are not at school?

\*NOTE: The balanced assessment plan included in this unit is presented as a series of suggested activities. It is not expected that the teacher complete all assessments for a successful unit.

### Balanced Assessment Plan

Description of Assessment								Standard/ Element	Type of Assessment
<b>All themes</b> Students will create a grid like the sample below (grid template attached below) listing all the connecting themes. Students will list issues in their everyday lives that are examples of each connecting theme. Teachers may choose to continue adding to this chart over the course of the year as events from history provide additional examples of the connecting themes.								All themes	Constructed Response
Beliefs and Ideals	Conflict and Change	Individuals, Groups, & Institutions	Location	Movement & Migration	Production, Distribution, & Consumption	Scarcity	Tech Innovation		
If I believe I can succeed in school, I will work hard and do well	When I get in a fight with my friend, we stop playing together	If group members argue, the consequence is that we have to work by ourselves	My family chose where to live because of jobs, schools, and fun things to do	I learned new dances because a new girl moved to this school and taught them to me.	My mom sells souvenirs to people visiting Atlanta so that they can remember their trip.	I had trouble getting the video game system I wanted because the company didn't make enough.	I use my computer to see my textbook at home so I don't have to carry the heavy book home.		
<b>Modifications:</b> <ul style="list-style-type: none"> <li>• Provide a grid template</li> <li>• Provide a grid template (see attached)</li> <li>• Peer/partner working arrangement</li> <li>• Allow students to dictate information</li> </ul> Assist students with expressing their individual experiences									
<b>Beliefs and Ideals</b> Students will discuss the school's vision and beliefs as a class. Discuss the meaning of each part and the reason why the school has a belief statement. Students should then move to small groups to create a list of their own beliefs about learning. For example, "We believe that if we work hard, we will learn what we need to know to do well in 5 <sup>th</sup> grade and beyond." Once students have had time to create lists in small groups, create a class chart of the ideas. Using this chart, students should identify the most important ideas and use these ideas to compose a class belief statement. This should be displayed in the classroom for the rest of the year. Students should then write a letter to their parents/guardians explaining the contents of the class belief statement and how that will affect their decisions over the course of the year. <b>Modifications:</b> Display a poster stating the school's vision and beliefs								Beliefs and Ideals	Dialogue & Discussion Constructed Response

<p><b>Conflict and Change</b></p> <p>Read a picture book or short story in which characters experience an interpersonal conflict. After reading the book, discuss the events that lead up to the conflict, how the conflict was resolved, and how the characters changed as a result of the conflict.</p> <p>Break students into small groups and give them one conflict scenario (attached below) to role play for the class. The first time they role play the situation, they should show a negative change as a result of the conflict. For example, students who are arguing over playground equipment might choose to get rid of the equipment completely to resolve the conflict. Students should role play the same situation again, but this time, they should show a positive change as a result of the conflict. For example, students who are arguing over playground equipment might choose to organize team sports so that everyone can use the equipment together.</p> <p>Create a class chart like the sample below. Complete the chart as students role play their situations for the class.</p> <table border="1" data-bbox="134 821 1060 1083"> <thead> <tr> <th>Positive Change</th><th>Conflict</th><th>Negative Change</th></tr> </thead> <tbody> <tr> <td>Students organize team sports</td><td>Fighting over playground equipment</td><td>Students get rid of the equipment</td></tr> <tr> <td> </td><td> </td><td> </td></tr> <tr> <td> </td><td> </td><td> </td></tr> <tr> <td> </td><td> </td><td> </td></tr> </tbody> </table> <p>Allow students to share their own experiences from school or home in which a conflict led to a positive or negative change. Add these examples to the chart.</p> <p>This lesson will help students to develop important conflict resolution skills while also learning about the change caused by conflict.</p> <p><u>Modifications:</u></p> <p>Use visual images to prompt ideas</p>	Positive Change	Conflict	Negative Change	Students organize team sports	Fighting over playground equipment	Students get rid of the equipment										<p>Conflict and Change</p>	<p>Observation Dialogue &amp; Discussion</p>
Positive Change	Conflict	Negative Change															
Students organize team sports	Fighting over playground equipment	Students get rid of the equipment															
<p><b>Individuals, Groups, and Institutions/Location</b></p> <p>Examine a school map with the class. Have a discussion about how our classroom is affected by the environment surrounding it. Discuss how this location is affected by the noise level, student movement, etc. For example, classrooms near the cafeteria may have to keep their doors closed or play soft music to lessen the interruptions. Students should begin to discuss the impact of location on the culture of the classroom. Remind students that our actions influence the learning environment in other classrooms. Role play a situation in which a group of students are working in the classroom while another group passes by making noise. Discuss the impact on the students who are working. This should lead into a discussion of proper hallway behavior and an awareness of the importance of individuals on an environment. The class should then work together to create a set of hallway procedures that will be used throughout the year. Create a class chart these procedures.</p>	<p>Individuals, Groups, Institutions</p>	<p>Observation Dialogue &amp; Discussion</p>															

<p><u>Modifications:</u></p> <ul style="list-style-type: none"> <li>• Create related visuals to display for future reference</li> <li>• Have students take pictures of students' actions that affect other classrooms and display them on poster board with captions</li> </ul>		
<p><b>Location</b>          Students should draw a simple map of their fifth grade classroom which includes items such as desks, tables, bookshelves, etc. They should also make a list of items they observe in the classroom such as posters, class pets, books, etc. After completing the map and list, take the class to visit a kindergarten classroom. While in the kindergarten class, students should create another simple map and make another list. Upon return to your classroom, students should use a Venn diagram (attached below) to compare and contrast the similarities and differences in the classrooms. Hold a class discussion to analyze the reasons for the similarities and differences. Students should begin to recognize that the needs of a group are reflected in the location where they live and work. For example, kindergarten furniture is smaller because the students are smaller; kindergarten classrooms will contain more play space because play is important for younger students.</p> <p><u>Modifications:</u></p> <ul style="list-style-type: none"> <li>• Provide Venn diagram template with lines</li> <li>• Provide Venn diagram template with lines (see link below)  <a href="http://www.eduplace.com/graphicorganizer/pdf/venn.pdf">http://www.eduplace.com/graphicorganizer/pdf/venn.pdf</a></li> <li>• Allow student to dictate entries</li> </ul>	Location	Constructed Response
<p><b>Movement/Migration</b>          Students will make a list of all the activities, businesses, recreational events, etc. that reflect cultural diversity in the local community. Newspapers may provide examples of the diverse population. Beside the list, students will determine what diverse group is being represented. Create dialogue with the students about what the community would be like without this diversity being represented.</p> <p><u>Possible Questions:</u>          How would the community change without the group?          What are the advantages of having this group represented in our community?</p> <p><u>Modifications:</u></p> <ul style="list-style-type: none"> <li>• Display visual images/illustrations</li> <li>• Allow students to dictate information</li> <li>• Paired working arrangement</li> </ul>	Movement/ Migration	Constructed Response
<p><b>Movement/Migration</b>          Students will write down something they know well that they could teach someone else (examples: how to play guitar, how to draw a horse, how to shoot a basket, etc.) The facts and experiences will be posted in the classroom so that all students can see the list. Students will take turns trying to match the person with their expertise. This will help students get to know each other, but should also lead to a class</p>	Movement/ Migration	Dialogue & Discussion Constructed Response

<p>discussion of how individuals can affect a larger group. After this discussion, read a children's book to the class in which a character moves to a new place. Discuss how the character brought his/her ideas and experiences to a new place and the impact this had on the other characters. Have students write about an experience in which they moved to a new place and learned from or shared ideas with new people. Students who have never moved may share an experience in which they met a new person who had moved into their neighborhood or school. Compile these writings into a class book.</p> <p><u>Modifications:</u> Assist students with verbalizing their experiences</p>		
<p><b>Production, Distribution, and Consumption/Beliefs and Ideals</b> Small groups should work together to list rules they feel will be important for the classroom to run properly and for students to be successful. All ideas should be compiled in a class list so that groups may work together to categorize the ideas. For example, rules like "Write neatly," "Turn in neat work," "Take your time on assignments," etc. may be categorized into a group focused on turning in quality assignments. After students have had time to categorize the ideas for rules, the class may hold a mock "Constitutional Convention" during which they debate the rules that are most important for the classroom. In order for students to prove that an idea should become part of the class constitution, they must explain how the class will be affected if this is not a class rule. After making final decisions on the classroom rules, students should write a two-paragraph reflection on why it is important to have rules in the classroom and explain how breaking the rules would affect the other people in the classroom.</p> <p><u>Modifications:</u></p> <ul style="list-style-type: none"> <li>• Allow students to complete reflection using assistive technology or word processor</li> <li>• Allow students to dictate reflection or communicate the reflection orally</li> <li>• Provide a simple checklist of possible responses</li> <li>• Provide a simple checklist of possible responses (see attachment "How Does My Behavior Affect Others?")</li> </ul>	<p>Production, Distribution, Consumption; Beliefs and Ideals</p>	<p>Self-Assessment</p>
<p><b>Technological Innovation</b> Students will take inventory of the technology in the school. Students will select one piece of technology within the school, and write about how not having the technology available would affect learning. Their writing should include both the positive and negative effects of no longer having the technology.</p> <p><u>Modifications:</u></p> <ul style="list-style-type: none"> <li>• Provide an inventory template with technology items listed</li> <li>• Allow students to write responses using assistive technology or word processor</li> <li>• Allow students to dictate written response or give oral response</li> <li>• Provide a graphic organizer to guide written responses</li> </ul>	<p>Technological Innovations</p>	<p>Constructed Response</p>

This unit was created by Christy Bonds, Doug Carroll, Betsey Kennedy, and Neena Knight and approved by the Social Studies Advisory Council and the Georgia DOE Social Studies Staff. It was last updated 5/27/08.

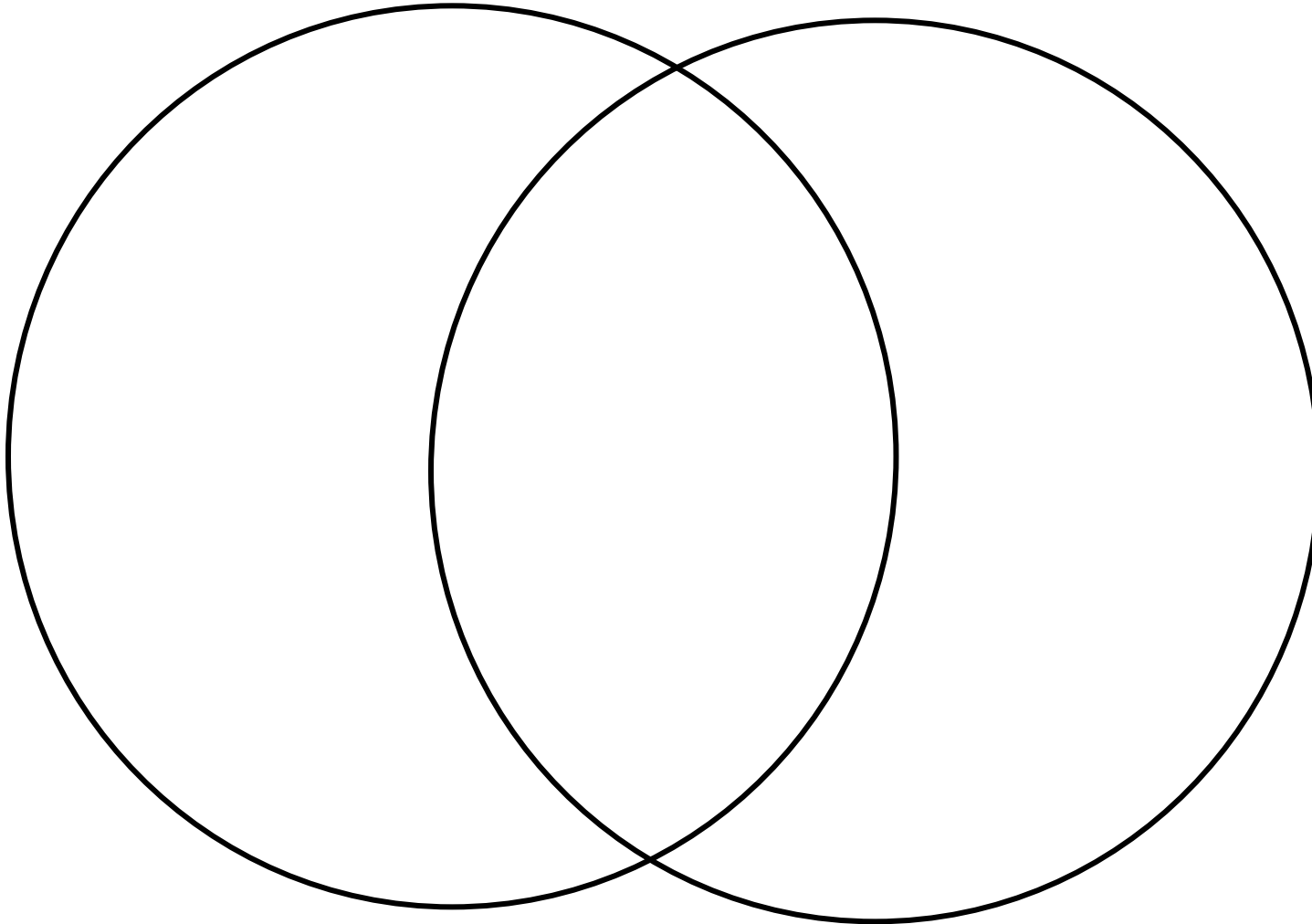
Beliefs and Ideals	Conflicts and Change	Individuals, Groups and Institutions	Location
What people think and feel is important to their lives, influences their decisions	Conflict causes change.	What people, groups, and institutions say and do can help or harm others whether they mean to or not.	Where people live matters.

Movement / Migration	Production, Distribution, and Consumption	Scarcity	Technological Innovation
Moving to new places changes the people, land, and culture of the new place, as well as the place that was left.	The ways people make, get, and use goods and services may be different from how people in other places make, get, and use goods and services.	Because people cannot have everything they want, they have to make choices.	New technology has many types of consequences, depending on how people use that technology.

### Scenarios for Conflict and Change

<p>It's time to form groups to work on a project. The teacher said you can make groups of 2 or 3, but no more. You quickly rush to join your two best friends because you know you work very well together. You glance up and see another friend looking very sad without a partner. What will you do?</p>	<p>At recess, a big group of kids have gathered to play kickball. A few kids who don't usually play have joined teams, too. One of these students comes up to kick and trips over the ball as it comes to him. What will you do?</p>
<p>You're just about to leave the bathroom when your best friend comes in. He says his brother told him about a prank some kids played in middle school. They took the toilet paper off the rolls and threw it all over the bathroom. They didn't get caught, but all the rest of the kids know they did it and think it was really funny. He wants to do the same thing now. What will you do?</p>	<p>The class is working on a watercolor project. Your table has four sets of watercolors. Most of them are old and all the colors have run together, but one set is brand new. Everyday, one student at your table grabs all the watercolors and finds the new one, then puts the rest back on the table for everyone else. What will you do?</p>
<p>When it's time to line up for lunch, your best friend always cuts in line to stand by you. He talks to you the whole way down the hall and sometimes you get in trouble for it. What will you do?</p>	<p>Three girls from your Girl Scout troop are in your class. They're your good friends, but two of them have gotten into a big fight and aren't talking to each other anymore. They have both asked you to stop being friends with the other girl. What will you do?</p>
<p>Your class has one kickball and a few jump ropes for students to share during recess. Everyday when you go outside, the same students grab the equipment leaving everyone else with nothing to do. What will you do?</p>	<p>You are the last one to come back from art class. When you sit down at your desk, you realize that your brand new mechanical pencil is gone. You search everywhere and can't find it. Later on, you realize that the student sitting behind you is using the same kind of pencil. You ask him about it, but he says it is his. What will you do?</p>

How does a kindergarten classroom compare to a 5<sup>th</sup> grade classroom?



### How Did My Behavior Affect Others?

- \_\_\_\_\_ I was noisy and distracted other students from their work.
- \_\_\_\_\_ I caused the teacher to have to stop teaching which prevented other students from learning.
- \_\_\_\_\_ I was loud in the hallway and distracted other students from learning.
- \_\_\_\_\_ I hurt someone's feelings by what I said.
- \_\_\_\_\_ I hurt someone by what I did.
- \_\_\_\_\_ I caused my parents problems because the teacher/principal had to call them.
- \_\_\_\_\_ I caused my parents to be embarrassed because I misbehaved at school.

Name \_\_\_\_\_

### Connecting Themes

Beliefs and Ideals	Conflict and Change	Individuals, Groups, Institutions	Location
<b>Movement and Migration</b>	<b>Production, Distribution and Consumption</b>	<b>Scarcity</b>	<b>Technological Innovation</b>