

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 #9 – “Understanding the News: What is America’s Role in the 21st Century World?”

Elaborated Unit Focus

In this unit, 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 *location* affects the economic growth of a country and how *production, distribution, and consumption* choices are made because of where people are located.

Standards/Elements

SS5H8 The student will describe the importance of key people, events, and developments between 1950-1975.

- a. Discuss the importance of the Cuban Missile Crisis and the Vietnam War.

SS5H9 The student will trace important developments in America since 1975.

- a. Describe U. S. involvement in world events; include efforts to bring peace to the Middle East, the collapse of the Soviet Union, Persian Gulf War, and the War on Terrorism in response to September 11, 2001.
- b. Explain the impact the development of the personal computer and Internet has had on American life.

SS5G2 The student will explain the reasons for the spatial patterns of economic activities.

- b. Locate primary agricultural and industrial locations since the turn of the 20th century and explain how factors such as population, transportation, and resources have influenced these areas.

SS5E1 The student will use the basic economic concepts of trade, opportunity cost, specialization, voluntary exchange, productivity, and price incentives to illustrate historical events.

- a. Describe opportunity costs and their relationship to decision-making across time (such as decisions to ration goods during World War II).
- c. Describe how specialization improves standards of living, (such as how specific economies in the north and south developed at the beginning of the 20th century).
- d. Explain how voluntary exchange helps both buyers and sellers (such as how the specialization leads to the need to exchange to get wants and needs).
- e. Describe how trade promotes economic activity (such as how the Panama Canal increases trade between countries).
- f. Give examples of technological advancements and their impact on business productivity during the continuing development of the United States.

SS5E2 The student will describe the functions of four sectors in the U. S. economy.

- b. Describe the private business function in producing goods and services.

SS5E3 The student will describe how consumers and businesses interact in the United States economy across time.

- a. Describe how competition, markets, and prices influence people's behavior.
- b. Describe how people earn income by selling their labor to businesses.
- c. Describe how entrepreneurs take risks to develop new goods and services to start a business.

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 did Americans' fears of communism influence the government's decision to enter the Vietnam War?
- How did Americans respond to the Vietnam War?
- What led to the collapse of the Soviet Union?

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.

- What did the United States do to try to bring peace to the Middle East?
- Why did the United States get involved in efforts to bring peace to the Middle East?
- Why did the United States enter the Persian Gulf War?
- What changes have occurred in America as a result of events in the Middle East?
- What events have occurred as a result of the attack on America on September 11, 2001?
- What efforts have Americans made to combat terrorism?

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 the geography of a location affect the economic activities that occur there?
- How can maps help us to understand how locations have changed over time?
- How do maps relate to other sources of information?
- How do opportunity costs affect the economic decisions people make?
- How does location affect economic specialization?
- How has the Panama Canal increased trade between countries?
- What role does private business play in the United States economy?
- How does competition influence people's economic decisions?
- How do prices influence people's economic decisions?
- How does location affect the labor that people can sell to businesses to earn an income?
- How does location affect the risks entrepreneurs are able to take?

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 does voluntary exchange help buyers and sellers?
- How does specialization lead to the need to exchange to get wants and needs?
- How has the Panama Canal increased trade between countries?

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 has technology changed the way businesses produce their goods?
- How has technology affected the businesses that exist in America?
- How would your life be different without computers or the Internet?
- How have Americans' lives changed as a result of the personal computer?
- How have Americans' lives changed as a result of the Internet?

*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
<p>After studying the Vietnam War, students should create a list of pros and cons of the United States' participation in the war. After considering the positive and negative aspects of the decision to enter the war, students should take on the role of advisor to President Johnson or the President himself. The teacher should form small groups of four to five students. One student in each group should act as Lyndon Johnson and the other students will act as advisors. The group should offer the "president" suggestions on how to handle the increased fighting in Vietnam. The president should question the possible effects of each suggestion and offer alternatives. Following the group discussion, students should write an opinion piece explaining how they believe the United States should proceed in giving aid to South Vietnam. In this writing, students should state their opinion and offer reasons why this would be the best choice.</p> <p><u>Modifications:</u></p> <ul style="list-style-type: none"> • Use a pros and cons organizer for students to view on overhead. • Have students use a paragraph organizer for writing their opinion piece. 	SS5H8a	<p>Dialogue and Discussion</p> <p>Constructed Response</p>

<p>Students will create an illustrated timeline of important events leading to the end of the Cold War and the collapse of the Soviet Union. The timeline should include the following information:</p> <ul style="list-style-type: none"> • Economic problems facing the Soviet Union in the 1980s • Mikhail Gorbachev becomes Soviet leader in 1985 • Meetings between Gorbachev and President Reagan begin in 1985 and continue through 1987 • Gorbachev and Reagan sign nuclear weapons treaty in 1987 • Communist governments across Eastern Europe fall from power and the Berlin Wall comes down in 1989 • Gorbachev and President Bush sign a nuclear weapons treaty in 1991 • The Soviet Union becomes the Commonwealth of Independent States in 1991 <p>After completing the timeline, students will create a chart to compare/contrast life during the Cold War and after the Cold War. When the chart is complete, the student will write a paragraph explaining how life will be different now that the Cold War has ended and the Soviet Union has collapsed.</p> <p><u>Modifications:</u></p> <ul style="list-style-type: none"> • Assign peer partners. • Provide access to illustrated resources on a variety of reading levels to help students to visualize the events on the timeline. • Have students use an idea organizer to outline their points for the reaction response. 	SSH9a	Constructed Response
<p>Provide students with an outline map of the Middle East (sample outline map can be found at http://griggs.byu.edu:30125/faculty/maps/mideast2.pdf) and have students label the locations of Iraq, Kuwait, Saudi Arabia, Afghanistan, and Israel. Glue this map in the center of a large piece of construction paper (12 x 18 or larger). After studying the Persian Gulf War, students should write a summary of the United States' involvement in the war on a small note card. This card will be glued to the construction paper and connected to Kuwait, Saudi Arabia, and Iraq with arrows. Continue adding note cards about the United States' involvement in efforts to bring peace to the Middle East, the war in Afghanistan, and the war in Iraq as these topics are studied in class. A sample version of this project is attached below.</p>	SS5H9a	Constructed Response

<p><u>Modifications:</u></p> <ul style="list-style-type: none"> • Provide a large political map that for students to use in locating the countries. • Allow students to view a copy of a political map with the names of the countries and highlight the desired country names rather than writing them into the outline map. • Assign peer partners. • Provide larger note cards with lines for students who have fine motor difficulties. • Allow students to make a numbered list of key points on their cards rather than a paragraph summary. 		
<p>Students should interview older family members about how life has changed since personal computers and the Internet became a part of everyday life. The class will work together to develop a set of interview questions prior to conducting the interviews.</p> <p>Sample interview questions:</p> <ul style="list-style-type: none"> • How has your life gotten easier/ more difficult since computers and the Internet became a part of your life? • What do you do more/ less now that computers and the Internet are available? • How has technology changed your job? <p>After completing the interview, students should write a summary of the interviewee's responses to each question. These may be gathered into a class book.</p> <p><u>Modifications:</u></p> <ul style="list-style-type: none"> • Allow students to tape record their interviews rather than writing. • Offer students the choice of illustrating a few of the interview responses with captions in place of writing a summary. 	SS5H9b	<p>Dialogue and Discussion</p> <p>Constructed Response</p>
<p>Provide students with a scale map of the United States. Students should label the important physical and man-made places they have studied throughout the year (listed in SS5G1) and select 3 that they would like to visit. These locations should be added to their "Around America" passport (attached below). Using the map scale, a ruler, and a calculator, students should calculate the actual distance from their own city to the destination and add this information to their passport.</p> <p><u>Modifications:</u></p> <ul style="list-style-type: none"> • Assign peer partners. • Provide calculators. 	<p>SS5G1</p> <p>Map Skills 10</p>	<p>Constructed Response</p>

<ul style="list-style-type: none"> Work with small groups of students to assist with locating the physical and man-made places on their maps and demonstrate the use of the calculator or pencil and paper to calculate the distance using a given formula. 		
<p>Divide the class into 8 groups. Each group should research the economy of a country such as the United States, Canada, France, Italy, Germany, Britain, Japan, or Russia. Groups may use the recording sheet attached below to assist in their research. After conducting the research, the class will hold a Country voluntary exchange & specialization conference. Students should arrange themselves in a large circle. Each group will present the list of items they need to import from other countries. Other groups who have that item available for export will offer an exchange of goods. The teacher should keep track of the voluntary exchange agreements on a large chart. Following the conference, students should provide a written response to the following questions:</p> <ol style="list-style-type: none"> How did your country benefit from the trade agreements you made? How did other countries benefit from the trade agreements you made? How does voluntary exchange help the United States? How do different currencies affect trade and the value of goods? How does specialization lead to the need to exchange to get wants and needs? <p><u>Modifications:</u></p> <ul style="list-style-type: none"> Assign peer buddies within the groups to work on the research together. Work with a small group to provide support in constructing responses to the post-activity questions. 	SS5E1d	<p>Dialogue and Discussion</p> <p>Constructed Response</p>
<p>Students will go to the Georgia Department of Agriculture website and research products manufactured or grown in their area nearest to their school. Students may use other resources such as the local Chamber of Commerce or other business organizations located nearby. Once they have determined the local products, students will use maps and other geographical tools to determine which countries their products are exported to through the Georgia Port Authority. Using the GPA website http://www.gaports.com/ and a world map, students will construct an export map showing where Georgia products are shipped.</p> <ol style="list-style-type: none"> How did your country benefit from the trade agreements you made? How did other countries benefit from the trade agreements you made? 	<p>SS5G1</p> <p>Map Skills 10</p> <p>SS59b</p>	<p>Discussion</p> <p>Constructed Response</p>

<p>3. How does your state and local community benefit from exporting and importing products through the Georgia Port Authority?</p> <p><u>Modifications:</u></p> <ul style="list-style-type: none"> • Students might also choose products made by manufacturing companies where their family members work and bring in example or pictures if possible. Family members might also be able to provide a list of countries where their products are imported. • Work with a small group to assist with constructing answers for the discussion questions a.,b., and c. Or model the process on the board using a teacher-chosen product for an example. 		
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Sample Performance Task

Enduring Understandings:

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

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.

Standards: SSG2b; SSE1a, c, d, e, f; SSE2a; SSE3a, b, c

Notes to Teacher: An important aspect of this performance task is the relationship between location and the economy. In order for students to examine the impact of location on business, each group will need to be assigned a different state in which to open their juice stand. State cards are attached below. Students may go to http://www.agclassroom.org/teacher/ag_profiles.htm to get an overview of the crops and climate of the state assigned to them. Students may work in groups.

Task: Your teacher has just told you about a contest called “Your Place in the Economy: Kids Take a Stand” sponsored by Ivanna Lotta Greenbacks, president of the American Association of Young Entrepreneurs. The winner of the contest will be the group of students who develop a business plan for a successful (imaginary) juice stand and explain the steps that will lead to economic success.

One of the key components of the contest is that you pay close attention to the location of your business. How would the location of a juice stand affect it? Well, you'll definitely need to pay attention to the resources that are available in your area. Construct a map of the location of your business. Be sure to include a key indicating the location of the sources of your materials to make your juice. How does the location of raw materials relate to the location of your juice stand? Is it more important to be located closer to your consumers or to the production facilities? If possible, place on your map the location of potential competitors such as other students that may have selected the same type of juice.

Take a trip to the library to learn more about the fruits that are grown where you will be opening your juice stand. Use this information to decide which juice you will sell.

Of course, there will be other ways that the location of your juice stand will affect it. How might the climate affect the way you sell your product?

Some of the materials you need for your juice stand may not be readily available. How will you obtain these materials? Will you make deals with other companies, maybe even other juice stands?

Modifications:

- Model the thought process involved with determining the effect of the resources and climate of a location on the production of the juice.
- Assign peer partners or work with a small group of students using the same state and complete their projects together.
- Have students use the guided research worksheet below to work through the analysis of their juice production situation. Prior to beginning the worksheet, determine as a whole group what resources will be needed to run a fruit stand business and instruct students to list the resources on their worksheets.

Map and Globe Skills:
10-12

Information Processing Skills:

Content Rubric for Performance Task – Class Discussion / Location, Location, Location!

Criteria	Does Not Meet	Needs Improvement	Meets Standard	Exceeds Standard
Develops a business plan that describes the components of a successful business	The student incorrectly describes the components of a successful business.	The student describes the components of a successful business with a mix of correct and incorrect information.	The student correctly describes the components of a successful business.	In addition to meets, the student explains how the components of the business plan will create a profitable business.
Uses basic economic concepts such as trade, specialization, voluntary exchange, and productivity to describe the proposed business plan	The student incorrectly uses basic economic concepts to describe the proposed business plan.	The student does not always use economic vocabulary correctly when describing the proposed business plan.	The student correctly uses basic economic concepts to describe the proposed business plan.	In addition to meets, the student explains why trade, specialization, voluntary exchange, and productivity are important to any business.
Describes the relationship between producers and consumers in the business plan	The student incorrectly describes the relationship between producers and consumers in the business plan.	The student describes the relationship between producers and consumers with a mix of correct and incorrect information.	The student correctly describes the relationship between producers and consumers in the business plan.	In addition to meets, the student explains why the relationship between the producer and consumer is important.
Describes how production decisions will be affected by competition and price incentives	The student incorrectly describes how production decisions are affected by competition and price incentives.	The student does not accurately describe how production decisions are affected by competition and price incentives because of a mix of correct and incorrect information.	The student correctly describes how production decisions are affected by competition and price incentives.	In addition to meets, the student explains how the price for the product was chosen based on competition and price incentives.

Product Rubric for Performance Task – Location of Business

Criteria	Does Not Meet	Needs Improvement	Meets Expectation	Exceeds Expectation
Neatness and Accuracy of Map and Map Features	Less than 70% of the labels/features can be read easily.	79-70% of the labels/features can be read easily.	89-80% of the labels/features can be read easily.	90-100% of the labels/features can be read easily.
Scale	Many features of the map are NOT drawn to scale AND/OR there is no scale marker on the map.	Many features of the map are NOT drawn to scale even though a scale is clearly indicated on the map.	Most features on map are drawn to scale and the scale used is clearly indicated on the map.	All features on map are drawn to scale and the scale used is clearly indicated on the map.
Research and Support Materials	Students (if in groups, if not Student) have no clear plan for organizing the information AND/OR students in the group cannot explain their organizational plan.	Students (if in groups, if not Student) have developed a clear plan for organizing the information as it is gathered. All students can independently explain most of this plan.	Students (if in groups, if not Student) have developed a clear plan for organizing the information in the final research product. All students can independently explain this plan.	Students (if in groups, if not Student) have developed a clear plan for organizing the information as it is gathered and in the final research product. All students can independently explain the planned organization of the research findings.
Quality of the Research	Researchers, with extensive adult help, locate at least 2 or have less than 2 reliable information sources for EACH of their ideas or questions.	Researchers, with some adult help, locate at least 2 reliable information sources for EACH of their ideas or questions.	Researchers independently locate at least 2 reliable information sources for EACH of their ideas or questions.	Researchers independently locate at least 3 or more reliable, interesting information sources for EACH of their ideas or questions.

Resources for Unit

Vietnam

<http://www.archives.gov/education/lessons/vietnam-photos/> - Photographs from the War in Vietnam provided by the National Archives, includes a lesson plan

Economics

<http://content.scholastic.com/browse/article.jsp?id=7192> – provides a list of picture books that may be used to teach economic concepts

Georgia Port Authority

<http://www.gaports.com/>

Georgia Department of Agriculture

<http://agr.georgia.gov/02/doa/home>

Georgia

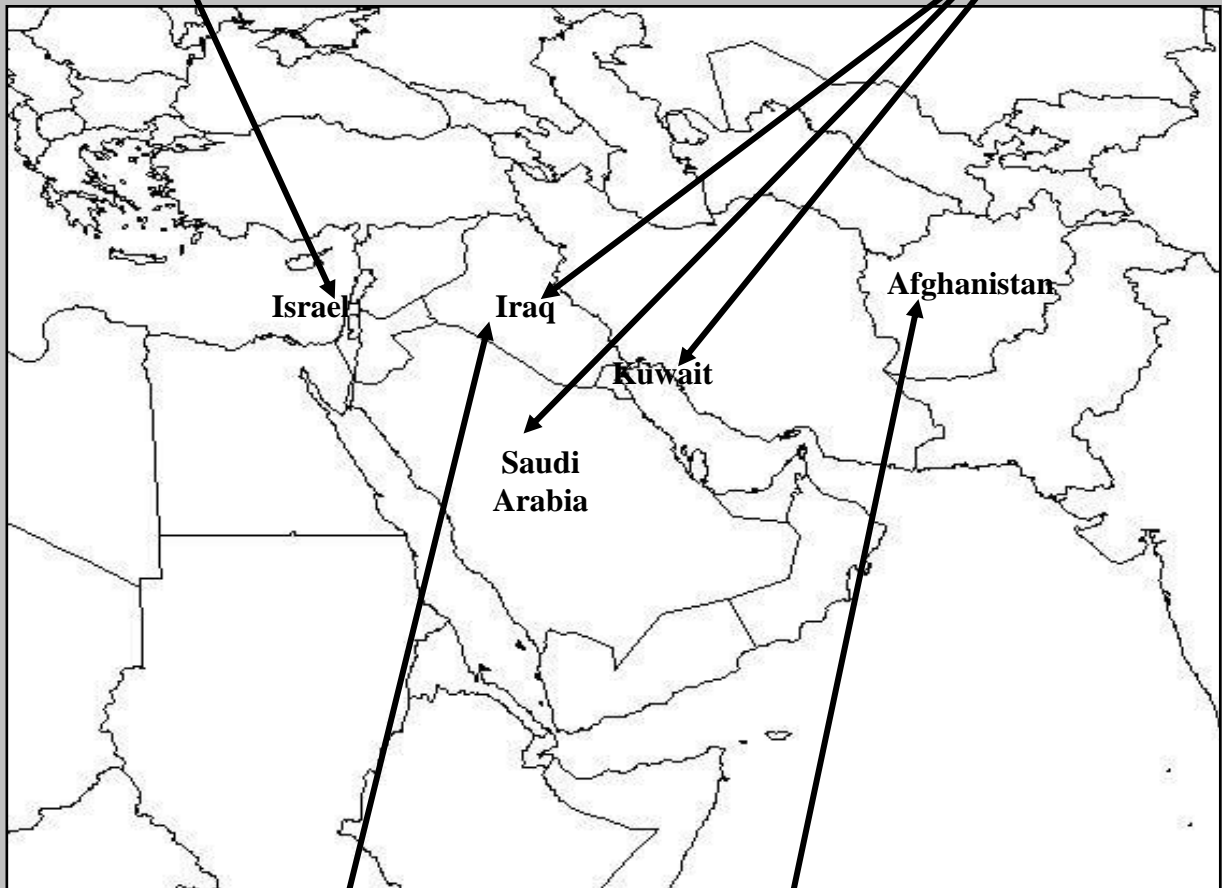
<http://www.georgia.org/>

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Conflicts in the Middle East (Sample)

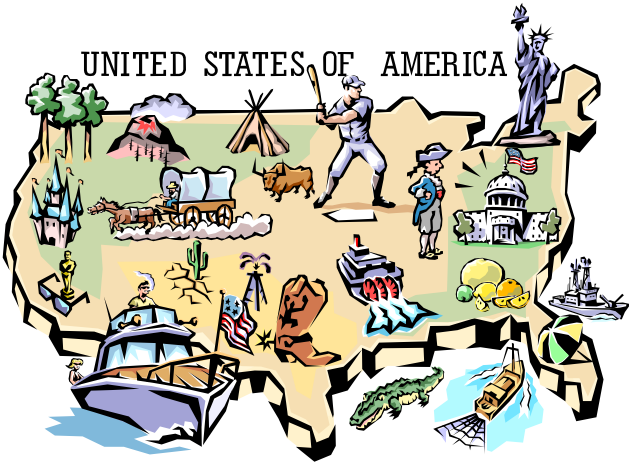
The United States has worked to bring peace in the Arab-Israeli conflict.

The Persian Gulf War started because Iraq invaded Kuwait. The US sent troops to protect its allies and attacked Iraq to force it to leave Kuwait. It took 7 months to defeat the Iraqis.



The US went to war with Iraq in 2003 because President Bush believed that Iraq had very dangerous weapons. Saddam Hussein was overthrown and arrested but the war continues.

Terrorists attacked the US on September 11, 2001. The US believed that Afghanistan was hiding the leaders of the terrorist group responsible for the attack so the US went to war with Afghanistan.

<p style="text-align: center;">Destination:</p> <hr style="border: 0; border-top: 1px solid black; margin: 10px 0;"/> <p style="text-align: center;">Departed from:</p> <hr style="border: 0; border-top: 1px solid black; margin: 10px 0;"/> <p>Distance on map (inches or centimeters):</p> <hr style="border: 0; border-top: 1px solid black; margin: 10px 0;"/> <p style="text-align: center;">Map Scale:</p> <hr style="border: 0; border-top: 1px solid black; margin: 10px 0;"/> <p>Actual Distance (miles or kilometers):</p> <hr style="border: 0; border-top: 1px solid black; margin: 10px 0;"/>	<div style="text-align: center;"> <h2 style="margin: 0;">Around America Passport</h2>  </div> <p style="text-align: center; margin-top: 10px;">Property of _____</p>
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<p style="text-align: center;">Destination:</p> <hr style="border: 0; border-top: 1px solid black; margin: 10px 0;"/> <p style="text-align: center;">Departed from:</p> <hr style="border: 0; border-top: 1px solid black; margin: 10px 0;"/> <p>Distance on map (inches or centimeters):</p> <hr style="border: 0; border-top: 1px solid black; margin: 10px 0;"/> <p style="text-align: center;">Map Scale:</p> <hr style="border: 0; border-top: 1px solid black; margin: 10px 0;"/> <p>Actual Distance (miles or kilometers):</p> <hr style="border: 0; border-top: 1px solid black; margin: 10px 0;"/>	<p style="text-align: center;">Destination:</p> <hr style="border: 0; border-top: 1px solid black; margin: 10px 0;"/> <p style="text-align: center;">Departed from:</p> <hr style="border: 0; border-top: 1px solid black; margin: 10px 0;"/> <p>Distance on map (inches or centimeters):</p> <hr style="border: 0; border-top: 1px solid black; margin: 10px 0;"/> <p style="text-align: center;">Map Scale:</p> <hr style="border: 0; border-top: 1px solid black; margin: 10px 0;"/> <p>Actual Distance (miles or kilometers):</p> <hr style="border: 0; border-top: 1px solid black; margin: 10px 0;"/>
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Economy of a Country – Voluntary Exchange & Specialization Research Recording Sheet

Country _____

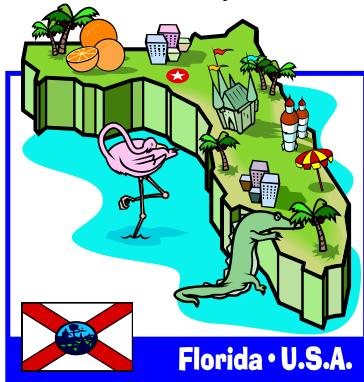
Important Industries:

Main Exports:

Main Imports:

Important Trade Partners:

Your Place in the Economy: Kids Take a Stand



Florida • U.S.A.

Your juice stand is located in Florida

Your Place in the Economy: Kids Take a Stand



Washington • U.S.A.

Your juice stand is located in Washington

Your Place in the Economy: Kids Take a Stand



Georgia • U.S.A.

Your juice stand is located in Georgia

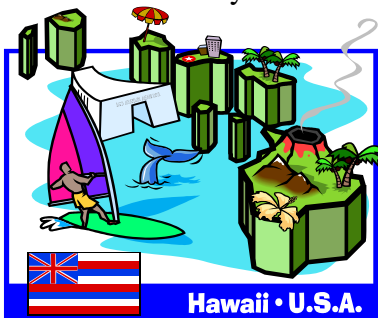
Your Place in the Economy: Kids Take a Stand



California • U.S.A.

Your juice stand is located in California

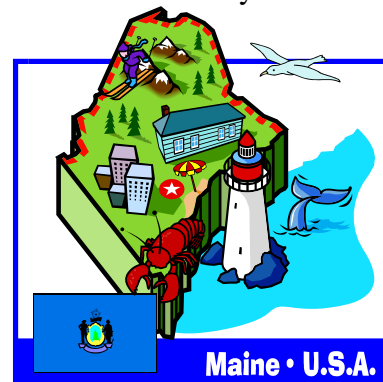
Your Place in the Economy: Kids Take a Stand



Hawaii • U.S.A.

Your juice stand is located in Hawaii

Your Place in the Economy: Kids Take a Stand



Maine • U.S.A.

Your juice stand is located in Maine

Planning for Your Juice Stand Business
http://www.agclassroom.org/teacher/ag_profiles.htm

How would the location of a juice stand affect it?

- In which state is your juice stand?
- Does the state have soil good for growing trees?
- Is your juice stand located in a climate that is warm or cold most of the year?

With your classmates, determine the resources that are needed to operate a juice stand business.

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-
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Which resources, if any, are available in your state?

What would be the best type of fruit juice to produce in your state? Why? (Hint: Look at the agriculture in your state and other states nearby)

In which part of the state would it be best to locate your juice stand (Hint: Is it better to be close to your consumers or your resources?)

North	South	East	West
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Why did you choose this part of the state?

Are you going to have a successful juice stand business in your state (Hint: Will you be able to easily obtain the resources you need and have plenty of customers?)