

180 DAYS™

Lessons and Activities

Social Studies for Fifth Grade

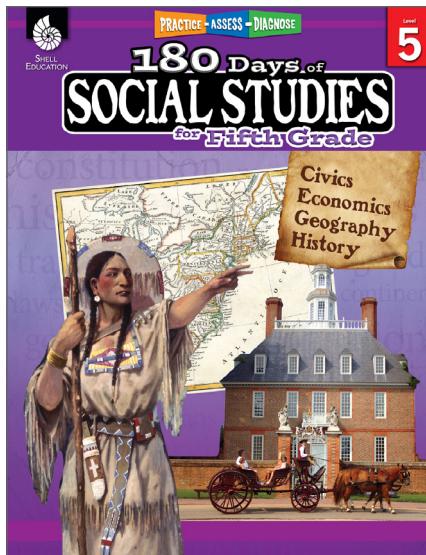
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Cover (1 page)

Table of Contents/Introduction (2 pages)

How to Use This Book (2 pages)

Lesson Pages (5 pages)



How to Use This Book (cont.)

Using the Practice Pages

Practice pages provide instruction and assessment opportunities for each day of the school year. Days 1 to 4 provide content in short texts or graphics followed by related questions or tasks. Day 5 provides an application task based on the week's work.

All four social studies disciplines are practiced. There are nine weeks of topics for each discipline. The discipline is indicated on the margin of each page.

Day 1: Students read a weekly topic and answer questions. Typically, this is a general weekly topic.

Day 2: Students read a source or other graphic, graph, or infographic related to the weekly topic and answer questions.

Day 3: Students analyze a source or other graphic, graph, or infographic related to the weekly topic and answer questions.

Day 4: Students read a source or other graphic, graph, or infographic related to the weekly topic and answer questions.

Day 5: Students complete an application task related to the weekly topic.

WEEK 16 DAY 3

Economics

The Enslaved Population in 1770

Directions: Review the map, and answer the questions.

1. In 1770, which colony had the most enslaved people?
 a. Delaware
 b. Virginia
 c. New Hampshire
 d. North Carolina

2. In 1770, which colony had almost 20,000 enslaved people?
 a. Georgia
 b. Connecticut
 c. Pennsylvania
 d. New York

3. In 1770, which small colony had a large enslaved population?
 a. Delaware
 b. Maryland
 c. New Jersey
 d. Rhode Island

4. Look at Virginia and Pennsylvania on the map. How do the numbers of enslaved people compare? Why?

51397—180 Days of Social Studies

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SHELL
EDUCATION

PRACTICE - ASSESS - DIAGNOSE

Level

5

180 Days of SOCIAL STUDIES for Fifth Grade

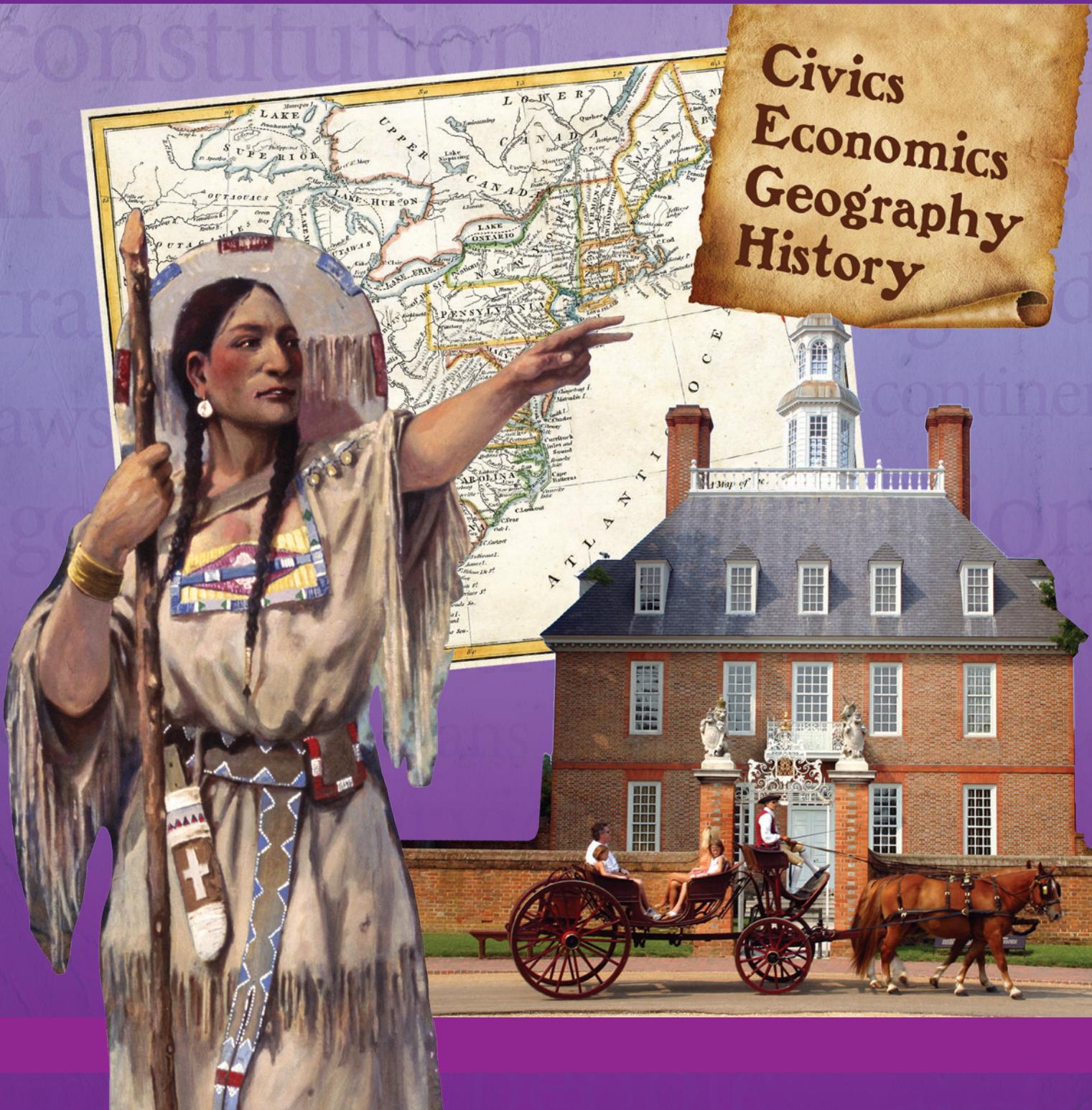


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Introduction

In the complex global world of the 21st century, it is essential for citizens to have the foundational knowledge and analytic skills to understand the barrage of information surrounding them. An effective social studies program will provide students with these analytic skills and prepare them to understand and make intentional decisions about their country and the world. A well-designed social studies program develops active citizens who are able to consider multiple viewpoints and the possible consequences of various decisions.

The four disciplines of social studies enable students to understand their relationships with other people—those who are similar and those from diverse backgrounds. Students come to appreciate the foundations of the American democratic system and the importance of civic involvement. They have opportunities to understand the historic and economic forces that have resulted in the world and United States of today. They will also explore geography to better understand the nature of Earth and the effects of human interactions.

It is essential that social studies addresses more than basic knowledge. In each grade, content knowledge is a vehicle for students to engage in deep, rich thinking. They must problem solve, make decisions, work cooperatively as well as alone, make connections, and make reasoned value judgments. The world and the United States are rapidly changing. Students must be prepared for the world they will soon lead.

The Need for Practice

To be successful in today's social studies classrooms, students must understand both basic knowledge and the application of ideas to new or novel situations. They must be able to discuss and apply their ideas in coherent and rational ways. Practice is essential if they are to internalize social studies concepts, skills, and big ideas. Practice is crucial to help students have the experience and confidence to apply the critical-thinking skills needed to be active citizens in a global society.

Introduction *(cont.)*

Understanding Assessment

In addition to providing opportunities for frequent practice, teachers must be able to assess students' understanding of social studies concepts, big ideas, vocabulary, and reasoning. This is important so teachers can effectively address students' misconceptions and gaps, build on their current understanding, and challenge their thinking at an appropriate level. Assessment is a long-term process that involves careful analysis of student responses from a multitude of sources. In the social studies context, this could include classroom discussions, projects, presentations, practice sheets, or tests. When analyzing the data, it is important for teachers to reflect on how their teaching practices may have influenced students' responses and to identify those areas where additional instruction may be required. Essentially, the data gathered from assessment should be used to inform instruction: to slow down, to continue as planned, to speed up, or to reteach in a new way.

Best Practices for This Series

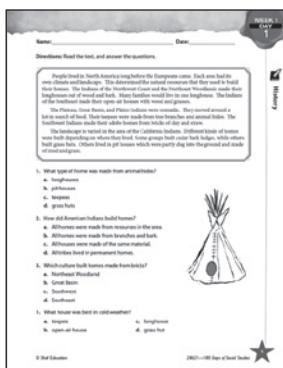
- Use the practice pages to introduce important social studies topics to your students.
- Use the Weekly Topics and Themes chart from pages 5–7 to align the content to what you're covering in class. Then, treat the pages in this book as jumping off points for that content.
- Use the practice pages as formative assessment of the key social studies disciplines: history, civics, geography, and economics.
- Use the weekly themes to engage students in content that is new to them.
- Encourage students to independently learn more about the topics introduced in this series.
- Challenge students with some of the more complex weeks by leading teacher-directed discussions of the vocabulary and concepts presented.
- Support students in practicing the varied types of questions asked throughout the practice pages.
- Use the texts in this book to extend your teaching of close reading, responding to text-dependent questions, and providing evidence for answers.

How to Use This Book (cont.)

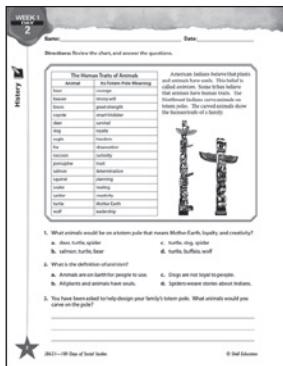
Using the Practice Pages

Practice pages provide instruction and assessment opportunities for each day of the school year. Days 1 to 4 provide content in short texts or graphics followed by related questions or tasks. Day 5 provides an application task based on the week's work.

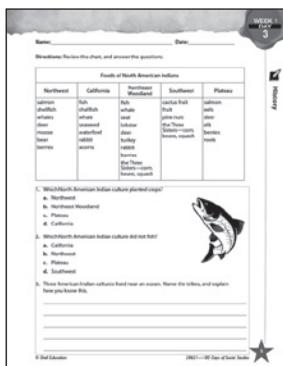
All four social studies disciplines are practiced. There are nine weeks of topics for each discipline. The discipline is indicated on the margin of each page.



Day 1: Students read a text about the weekly topic and answer questions. This day provides a general introduction to the week's topic.



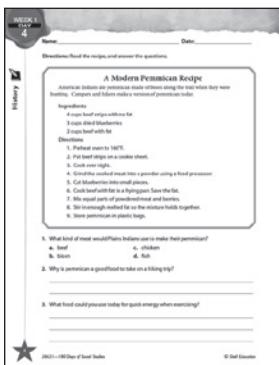
Day 2: Students read a text and answer questions. Typically, this content is more specialized than Day 1.



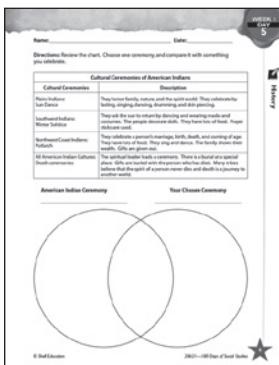
Day 3: Students analyze a primary source or other graphic (chart, table, graph, or infographic) related to the weekly topic and answer questions.

How to Use This Book (cont.)

Using the Practice Pages (cont.)



Day 4: Students analyze an image or text and answer questions. Then, students make connections to their own lives.



Day 5: Students analyze a primary source or other graphic and respond to it using knowledge they've gained throughout the week. This day serves as an application of what they've learned.

Diagnostic Assessment

Teachers can use the practice pages as diagnostic assessments. The data analysis tools included with the book enable teachers or parents to quickly score students' work and monitor their progress. Teachers and parents can see which skills students may need to target further to develop proficiency.

Students will learn skills to support informational text analysis, primary source analysis, how to make connections to self, and how to apply what they learned. To assess students' learning in these areas, check their answers based on the answer key or use the *Response Rubric* (page 212) for constructed-response questions that you want to evaluate more deeply. Then, record student scores on the *Practice Page Item Analysis* (page 213). You may also wish to complete a *Student Item Analysis by Discipline* for each student (pages 214–215). These charts are also provided in the Digital Resources as PDFs, Microsoft Word® files, and Microsoft Excel® files. Teachers can input data into the electronic files directly on the computer, or they can print the pages. See page 216 for more information.



Name: _____ Date: _____

Directions: Read the text, and answer the questions.

Spanish, British, French, Dutch, Swedish, and German people settled along the Atlantic coast. There were many resources near the water. People in the northern colonies traded lumber, fish, whale products, and fur. People in the middle colonies traded coal, wheat, and beef. They also built ships. Cotton, rice, tobacco, and indigo (dye) were grown for trade in the South.

Some people chose to come to America as servants. They worked for no money for a set period of time. After that, they were free to do as they wished. People were also brought to America as slaves. They worked on large farms, called *plantations*, in the South.



an early map of Massachusetts

1. What was one of the things the settlers traded in the South?
 - a. lumber
 - b. fish
 - c. wheat
 - d. tobacco

2. Why did settlers decide to live along the Atlantic coast?
 - a. People did not have a way to travel inland.
 - b. The water and the land nearby had many resources.
 - c. People lacked maps to find other places to settle.
 - d. Their rulers in Europe told them where to settle.

3. Why were people brought to America as slaves?
 - a. to work in the forests chopping trees
 - b. to work in the coal mines
 - c. to work on the plantations
 - d. to work on the whaling ships

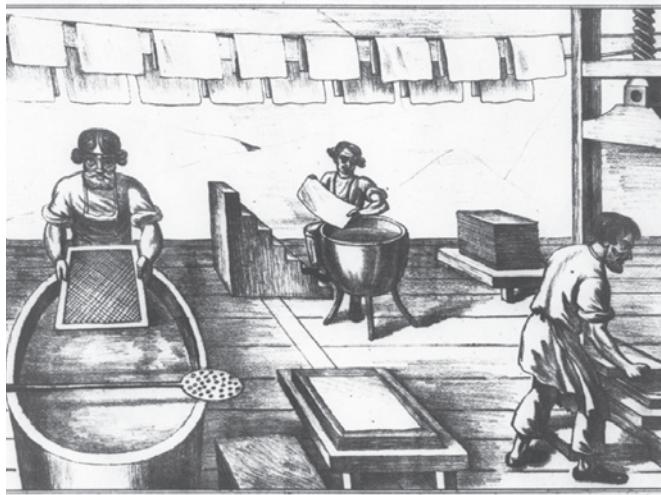


Name: _____ Date: _____

Directions: Read the text, and answer the questions.

William Rittenhouse settled near Philadelphia, Pennsylvania, in 1690. He built a paper mill and began to make paper. It didn't cost much to make paper in the colonies. Before then, all paper had been imported from Britain.

The paper was made from old rags and cotton. Power from a waterwheel beat the rags into a pulp. The pulp was spread on screens. The screens were hung to dry. This paper mill was the only one in the colonies for 20 years.



1. Before 1690, where did colonists get their paper?
 - a. New York
 - b. Britain
 - c. Philadelphia
 - d. Canada

2. What was used to make paper?
 - a. sawdust
 - b. tree pulp
 - c. rags and cotton
 - d. straw and hay

3. Based on the text, how would a paper mill help the colonies?
 - a. Printers could share their texts and ideas more easily.
 - b. Paper would cost less than bringing it from Britain.
 - c. The mill provided an early way to recycle.
 - d. The mill gave work to people at home in America.

4. Name three ways that paper would have been used in the colonies.

Name: _____ Date: _____

Directions: Review the map, and answer the questions.

The Enslaved Population in 1770



4. Look at Virginia and Pennsylvania on the map. How do the numbers of enslaved people compare? Why?

Name: _____ Date: _____

Directions: Study the map, and answer the questions.

The Battle of Yorktown

Yorktown was the war's last battle. American forces surrounded the British. George Washington led an army of soldiers and militiamen. French soldiers and their navy helped, too.

The British leader was Lord Charles Cornwallis. He had fewer troops. Some of them were German. The two sides fought. On October 19, 1781, the British waved the white flag. They surrendered.



- Notice where Washington set up his headquarters. Why is that specific place good?
 - The high ground overlooks the British.
 - It is close to the French and American armies.
 - The place is a safe position for a leader.
 - all the above
- Pretend that you are General Washington directing your armies. Using the map, describe how you plan to defeat the British.

- The British lost the battle and lost the war. When you lose a game, how do you react?

Name: _____ **Date:** _____

Directions: Read the text, and look at the images. Answer the question.

On the Oregon Trail, setters shot bison. They burned firewood. Their oxen grazed on prairie grass. But they faced many hardship along the way. About 20,000 people died along the trail. Prairie fires, drownings, and bison stampedes killed people. Diseases and mountain fevers made them sick. Settlers feared attacks from American Indians. Instead, many settlers got help from them. American Indians rescued settlers from drowning. They pulled wagons from ruts and mud. They found lost cattle.



1. The settlers faced hardships along the Oregon Trail. They also brought hardships to American Indians. How do you think life along the trail changed?

