EVIDENCE OF UNDERSTANDING

5TH GRADE SOCIAL STUDIES

OKLAHOMA
LIBRARY OF DIGITAL RESOURCES

The Oklahoma Library of Digital Resources is an innovative initiative to provide Oklahoma educators with high-quality, interactive teaching resources.
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GETTING TO KNOW OKLDR

WHO IS OSSBA?

The Oklahoma State School Boards Association (OSSBA) works to promote quality public education for the children of Oklahoma through training and information services to school board members. The Association is a leader among leaders in Oklahoma education and a visible presence in the local school districts and throughout the state.

The OSSBA was created in 1944 to provide support for local school board members with a variety of information, assistance, and representation services. OSSBA reaches every school board member through training opportunities. It creates and encouraged effective leaders to promote public education and cultivates productive alliances with governing bodies. OSSBA trains school board members to participate in an effective and supportive manner to provide direction for educational innovation and improves public perception of education in Oklahoma by sharing strategies and tools with our member school districts to focus on the success of Oklahoma public education.

OSSBA works with school boards to demonstrate the impact they have on student achievement. We work to provide meaningful two-way communication of advocacy, services, and training activities to local boards of education and their stakeholders. Other services we provide that have a direct impact on student achievement include strategic planning and superintendent searches. Our legal team provides free legal information to the school districts.

WHY OKLDR?

In the summer of 2016, OSSBA set out on a journey assist teachers in the integration of technology into their classrooms. The Oklahoma Library of Digital Resources (OKLDR) became a collection of digital content resources selected by Oklahoma educators to support the Oklahoma Academic Standards. The resources were curated by teachers from school districts across Oklahoma. Each collection contained a variety of learning resources, such as videos, apps, pdf documents, and websites, and are designed so that teachers can then build their lesson plans. The resources helped bridge the digital equity gap among students while helping schools make the most of limited resources.

After collaborating with educators, school and district leaders for a couple of years, OKLDR has been enhanced in the following ways:
- Resources are now an Open Education Resource (OER) "book" format, making it easier to use and accessible on multiple devices.
- Resources map to ESSA expectations for evidence of student understanding and students' mastery of the academic standards.
- Tools are now agnostic and can be used on multiple devices.
- Lessons are now focused on student engagement through the use of technology. The first OKLDR version focused on teacher resources. This is a major change.
- To prioritize student learning, teacher resources are now located at the back of each book.

HOW TO USE THIS BOOK

The Oklahoma Academic Standards for this lesson are grouped together by key topics. Sometimes you will see only one standard, but other times you will see a grouping of standards.

Evidence of Understanding is the key. This is the concept you want your students to master that reinforces the standards. Mastery means deeper understanding, not just "skim the surface" learning.

Digital Tools are the recommended applications and/or tools for the lesson. Think of this element as the "supplies box."

In Practice is a suggested activity to engage the students to demonstrate mastery of the standard. You will notice that this is just one suggested lesson, and sometimes there might be a second lesson. The suggested lesson, developed by Oklahoma teachers, is meant to give you a starting point. You might decide to use the lesson or it might give you an idea of something else you could do to teach the concept.

MOVING FORWARD

As you can see the OKLDR book has been designed to inspire educators to have students demonstrate their understanding of the Oklahoma Academic Standards through the use of technology as a productivity tool. While educators have limited time in the day to plan and research high quality content, this book is a jumping off point, with suggested peer-reviewed activities and resources.

While you might encounter extra white space in the book, it is intentional for growth. As you integrate the activities into your lessons, you are encouraged to send us student work samples that might be included in the book, as well as additional activities and resources that could be included in future revisions.

Next Steps:

- We would love to add samples of student work to the activities, so please send the work to: okldr@ossba.org.
- If you would like to be involved in future course creation, or know teachers who would like to be involved, please contact us at: okldr@ossba.org.
- See anything that needs to be changed or enhanced? Contact us at: okldr@ossba.org.

FOUNDATIONS OF EARLY AMERICAN CULTURE AND SOCIETY

EUROPEAN COLONIZATION

5.1.1 Summarize reasons for European colonization of North America and the impact on the development of the American colonies.

5.1.2 Examine the economic and political motivations for English settlements at Roanoke and Jamestown .

5.1.3 Explain the economic and political motivations of immigrants and indentured servants who came to Virginia.

5.1.4 Explain the early successes and challenges of the Jamestown settlement including the leadership of John Smith, interrelationships with Native Americans, challenges of the Starving Times, and the export of natural resources for profit.

5.1.5 Explain the English commitment to the permanent settlement at Jamestown as evidenced through the events of 1619 including:

   A. representative government established through the House of Burgesses

   B. private ownership of land

   C. introduction of Africans as slave labor

   D. arrival of women and families

5.1.6 Analyze the religious, economic, and political motivations of immigrants and indentured servants who migrated to Plymouth.

5.1.7 Explain the early successes and challenges of the Plymouth settlement including:

   A. practice of self-government established by the Mayflower Compact

   B. contributions of Native Americans including Chief Massasoit and Squanto

   C. leadership of William Bradford

5.1.8 Explain how Native American agricultural practices, such as the Three Sisters, contributed to the early survival of the colonists.

Evidence of Understanding

Students will analyze motivations of early settlers and pioneers, and the implications and impact they made on early America.

Digital Tools

- *Online Database -* EBSCO, Encyclopedia Britannica, Pebble Go Next
- *Presentation -* Keynote, Google Slides, Microsoft PowerPoint
- *Photo Library -* Pics4Learning, Photos 4 Class
- *Polling Application-* Plickers, Poll Everywhere

In Practice

- Students will use online databases to learn about the resources available to the citizens of a colony of their choice.

- Students will use their research to create a persuasive argument for other pilgrims to settle in their colony.

- Students will present to their peers.

- Peers will use a polling app to vote yes or no whether they would want to live in the colony.

AMERICAN COLONIZATION

5.2.1 Explain the contributions of important citizens and groups to the foundation of the colonies including the Puritans and Quakers, Roger Williams, Anne Hutchinson, William Penn, Lord Baltimore, and James Oglethorpe.

5.2.4 Analyze the forms of self-government in the three colonial regions including the role of religion in the establishment of some colonial governments, the Virginia House of Burgesses, and New England town hall meetings.

5.2.5 Explain the evolving relationships between Native Americans and the British colonists involving territorial claims.

5.2.6 Explain that tribal sovereignty is a tribal nation's inherent right to self-govern.

5.2.7 Compare daily life in the colonies as experienced by different social classes, plantation owners, and farmers, merchants, craftsmen, artisans, and women and children.

5.2.8 Compare the experiences of both free and enslaved Africans in the British colonies, including resistance efforts by enslaved peoples and attempts to maintain aspects of African culture.

Evidence of Understanding

Students will explain the roles individuals and groups played in the establishment of colonial governments and foundation of the colonies, and what daily life and experiences looked like for different populations of people.

Digital Resources

- *Word Processor -* Pages, Google Docs, Microsoft Word

- *Online Database -* EBSCO, Encyclopedia Britannica, Pebble Go Next

- *Green Screen Application -* Do-Ink

- *Video Editor -* Clips, WeVideo, iMovie, Loom

In Practice

- Students will use online databases to research jobs and ways of life in Colonial America.

- Students will choose one job to research deeply and create a script for a Colonial Fair.

- Students will create props and costumes similar to the time era.

- Students will use a green screen to create a "shop" backdrop to support their script, costume, and props.

- Students will use a video app to create a movie clip that informs peers about their

EARLY AMERICAN ECONOMICS

5.2.2 Compare the economic development of the three colonial regions including:
A. agriculture and exports as affected by climate and natural resources
B. a labor system utilizing indentured servants
C. slave labor central to the growth of the economy

5.2.3 Explain the international economic and cultural interactions resulting from the triangular trade routes, including the forced migration of Africans through the Trans-Atlantic slave trade and experiences of the Middle Passage.

Evidence of Understanding

Students will compare the economic development of the colonial regions and how it was impacted by international economics and the slave trade and forced migration.

Digital Resources

- *Online Database* - EBSCO, Encyclopedia Britannica, Pebble Go Next

- *Organization Application -*

- *Maps* - Google Maps, Apple Maps

- *Search Engine -* Safe Search Kids, KidzSearch, Kiddle, KidRex

In Practice

- Students will use a safe search engine or online database to research the major crops raised in the colonies and learn about the process and man power needed to raise these crops.

- Students will create maps tracing the trade routes used by colonists and the routes used by slave traders in different colors.

- Students will research about the similarities and differences between the slave trade and indentured servants.

BIRTH OF A NATION

REVOLUTIONARY WAR

5.3.1 Examine the causes and effects of significant events leading to armed conflict between the thirteen American colonies and Great Britain including:

A. French and Indian War

B. Proclamation of 1763

C. Sugar and Stamp Acts

D. Townshend Act

E. colonial arguments regarding taxation and rightful representation in Parliament

F. boycotts of British goods and the efforts of the Committees of Correspondence

G. Quartering Act

H. Boston Massacre

I. Tea Act and The Boston Tea Party

J. Coercive Acts (Intolerable Acts)

K. British raids on Lexington and Concord

L. publication of Common Sense, by Thomas Paine

Evidence of Understanding

Students will examine the significance of events between the thirteen colonies and Great Britain leading up to armed conflict.

Digital Resources

- *Photo Editor -* PicCollage, Adobe Spark, Canva, Piktochart

- *Online Database -* EBSCO, Encyclopedia Britannica, PebbleGo Next

- *Search Engine -* Safe Search Kids, KidzSearch, Kiddle, KidRex

- *Video Editor-* Clips, WeVideo, iMovie, Loom

In Practice

- Students will research a conflict connected to Colonial America.

- Students will use the information learned to create a "Wanted Poster" about their chosen conflict using a graphic making tool. (More than one poster may need to be created to represent all points of view with the issue being researched).

- Students will share their posters with peers via a video or gallery walk.

DECLARATION OF INDEPENDENCE

5.3.2 Analyze the ideals stated in the Declaration of Independence, drafted by Thomas Jefferson and adopted July 4, 1776, used to:

A. identify natural, unalienable rights,such as life, liberty, and the pursuit of happiness
B. declare the equality of all individuals
C. define the purpose of government
D. establish the principle of self-government and consent of the governed
E. explain specific colonial grievances

5.3.3 Explain the importance of the Articles of Confederation as the first American national system of government under which the colonies waged a war in order to gain independence.

5.3.4 Compare the Iroquois Confederacy to the structure of the early national government under the Articles of Confederation.

5.3.5 Compare the Iroquois Confederacy's representative government to the early attempts of the colonies to unite as one nation.

5.3.6 Analyze the relationships of significant military and diplomatic events of the Revolutionary War including the leadership of General George Washington, experiences of Valley Forge, impact of the battles of Bunker Hill, Trenton, Saratoga, Yorktown, and the Treaty of Paris in 1783.

5.3.7 Identify the points of view of major groups that remained loyal to Britain, joined the patriot cause, or remained neutral.

5.3.8 Identify the contributions of key individuals involved in the American Revolution including Patrick Henry, Samuel Adams, John Adams, Abigail Adams, Paul Revere, Nathan Hale, John Paul Jones, Thayendanegea (Joseph Brant), Nancy Ward the Beloved Woman of the Cherokee, Marquis de Lafayette, Benjamin Franklin, Mercy Otis Warren, and Phillis Wheatley.

Evidence of Understanding

Students will analyze and compare important documents, individuals, and events that contributed to and impacted the American Revolution.

Digital Resources

- *Animation* - <u>Puppet Pals,</u> <u>ChatterPix Kids</u>

- *Online Database* - <u>EBSCO</u>, <u>Encyclopedia Britannica</u>, <u>PebbleGo Next</u>

- *Search Engine* - <u>Safe Search Kids</u>, <u>KidzSearch</u>, <u>Kiddle</u>, <u>KidRex</u>

- *Green Screen Application* - <u>DoInk</u>

- *Word Processor* - <u>Pages</u>, <u>Google Docs</u>, <u>Microsoft Word</u>

In Practice

- Students will choose to research a famous Revolutionary figure using online databases and safe search engines.

- Students will create a script about the life and accomplishments of the chosen figure.

- Students will use a green screen or animation application to share their learning about the Revolutionary War figure and share their knowledge with their peers.

CONSTITUTIONAL CONVENTION

5.4.1 Evaluate issues and events that led to the Constitutional Convention, including a weak national government and Shays' Rebellion.

5.4.2 Identify key leaders and explain the debates and compromises of the Constitutional Convention, including

A. Virginia and New Jersey Plans
B. Great Compromise
C. Three-fifths Compromise and its maintenance of the institution of slavery
D. Father of the Constitution, James Madison
E. President of the Convention, George Washington

5.4.3 Examine the purposes and basic responsibilities of government as described in the Preamble of the Constitution of the United States, which established the supreme law of the land.

5.4.4 Describe the relationship between the federal government and sovereign American Indian nations, as established under the Constitution of the United States.

5.4.5 Compare the viewpoints of the Federalists, led by James Madison, and Anti-Federalists, such as George Mason, over the addition of a bill of rights.

5.4.6 Explain how the Constitution of the United States was amended to include the Bill of Rights and summarize the liberties protected in each of the ten amendments.

Evidence of Understanding

Students will identify and explain the events and compromises leading to the Constitutional Convention and how the Constitution of the United States was formed.

Digital Resources

- Online Database - EBSCO, Encyclopedia Britannica, Pebble Go Next
- *Search Engine -* Safe Search Kids, KidzSearch, Kiddle, KidRex
- *Photo Library -* Pics4Learning, Photos 4 Class
- *Graphic Design -* PicCollage, Adobe Spark, Canva, Piktochart

In Practice

- Students will research an event or person involved with the Constitutional Convention using online databases and search engines.

- Students will use their research to create a trading card with a relevant picture and knowledge gained from research.

- Students will do a gallery walk with with their peers to learn about other topics and facts from the Constitutional Convention.

ROLES & RESPONSIBILITIES

AMERICAN GOVERNMENT

5.5.1 Examine the key principles of government established in the Constitution of the United States including:

    A. separation of powers among three branches of government

    B. the system of checks and balances

    C. shared powers between the federal and state governments.

5.5.2 Describe the roles of Congress, the President, and the Supreme Court in the legislative process.

Evidence of Understanding

Students will describe the roles of state and federal government, and the different branches of government.

Digital Resources

- *Presentation -* Keynote, Google Slides, Microsoft PowerPoint

- *Polling Application-* Plickers, Poll Everywhere

- *Organization -* SmartDraw

In Practice

- After learning about the roles of Congress in the legislative process students will come up with a "law" for the classroom.

- Students will be assigned a stance concerning the agreed upon proposed law and create their arguments for or against the proposed "law".

- Using, a digital graphic organizer, students will work in small groups to create "Pro" or "Con" arguments and create an electronic presentation to share with their peers.

- After presentations are made, students will vote for or against the proposed "law"

AMERICAN CITIZENSHIP

5.5.3 Describe the responsibilities of United States citizens including:

- A. registration and voting in public elections
- B. becoming informed voters
- C. engagement in civil discourse
- D. service on trial juries
- E. payment of taxes
- F. obedience to laws
- G. registration for military service

Evidence of Understanding

Students will describe the duties of being a United States citizen .

Digital Resources

- *Mind Mapping Application -* Popplet, Padlet, PostIt

- *Video Editor-* Clips, WeVideo, Do-Ink, iMovie, Loom

- *Search Engine -* Safe Search Kids, KidzSearch, Kiddle, KidRex

In Practice

- Students will choose a topic to research: registration and voting in public elections, becoming informed voters, engagement in civil discourse, service on trial juries, payment of taxes, obedience to laws, and registration for military service.

- Students will use a safe search engine to complete research.

- Students will make a video Public Service Announcement demonstrating their civic duty.

- Students will share their citizenship PSA with their peers.

RESOURCES

PRIMARY RESOURCES

- Books

  - The Constitution

  - Immigration

  - Declaration of Independence

  - State of the Union Address

- Apps

  - Congress Creates the Bill of Rights

  - DocsTeach

- Websites

  - Library of Congress

  - DocsTeach

STUDENT RESOURCES

- [Smithsonian: The Price of Freedom](#)

- [American Revolution Interactive Map](#)

- [Creation of the Bill of Rights](#)

TEACHER RESOURCES

- Oklahoma Council for the Social Studies- <u>5th grade folder</u>, <u>Presentations</u>

- <u>Tribal Sovereignty</u>

- <u>Zoom-In</u>

- <u>History Scenes Investigations</u>