

5th Grade Social Studies Curriculum

Revised 8/21

Chapter 1: What Does a Historian Do?

(6.1.5.HistoryCC.1-12)

Objectives:

- ❖ Contribute to a group activity about why people study history
- ❖ Understand and recall concepts of time
- ❖ Synthesize their understanding of how eras are named and apply this understanding to naming today
- ❖ Analyze what makes a source reliable
- ❖ Categorize by primary or secondary sources
- ❖ Evaluate reliable sources
- ❖ Distinguish fact from opinion
- ❖ Recognize bias

Extended Activity:

Students will create a personal timeline using the terms *before my birth* and *after my birth*. Then, they will fill in the timeline with three key events that happened before and three key events that happened after they were born. Have students add illustrations or pictures to represent events.

Gifted and Talented Activity:

Students will learn how to evaluate sources and determine their reliability and credibility. Through class discussion, review the definitions of primary and secondary sources, the concept of bias, and methods for determining whether a website is reliable. Choose a topic of interest and research it, using at least one website and one print resource. In a small group, discuss the quality and reliability of the sources used for individual research.

Chapter 2: Studying Geography, Economics, and Citizenship

(6.15.EconET.1-3) (6.1.5.EconEM.1-6) (6.1.5.EconNM.1-7) (6.15.EconGE.1-5)

Objectives:

- ❖ Apply their understanding of geography to the interpretation of maps
- ❖ Synthesize information about geography and its relationship with history
- ❖ Identify basic economic systems
- ❖ Explore the role of trade in world history
- ❖ Compare and contrast the advantages and disadvantages of trade

- ❖ Recall key facts about the United States government
- ❖ Summarize important facts about the rights, duties, and responsibilities of United States citizens
- ❖ Discuss ways in which people can practice good citizenship in their communities
- ❖ Compare their roles as American citizens with their roles as global citizens

Extended Activity:

Students will think critically about the role of the Six Elements of Geography in their daily lives. They will then write a short essay in order to answer the following questions, ensuring to include descriptive details: How do you affect the environment where you live? How does it affect you?

Gifted and Talented Activity:

Students will work in small groups to invent a country and create a map of it. Through discussion and worksheets, they will name the country, identify its physical geographic features, specify its population and population distribution, identify its animals and vegetation, and specify its goods and services. After watching other presentations, students will meet again and decide what and how their country will trade and with whom.

Chapter 3: Early Humans and the Agricultural Revolution

**(6.1.5.HistorySE.1-2) (6.2.8.HistoryCC.1.a) (6.2.8.HistoryCC.1.b)
(6.2.8.HistoryCC.1.c) (6.2.8.HistoryCC.1.d)**

Objectives:

- ❖ Analyze photographs of shelters used in the Paleolithic Age
- ❖ Use trial-and-error methods to solve a problem
- ❖ Write a descriptive paragraph on how trial and error helped humans survive
- ❖ Analyze photographs of shelters used in the Neolithic Age
- ❖ Connect farming to their daily lives
- ❖ Draw conclusions about why the Agricultural Revolution was a revolution

Extended Activity:

Early humans made several technical advancements during the Paleolithic Age. These included the use of fire, flint tools and weapons, spoken language, and tents and wooden structures. Students will write a paragraph telling which of these helped them most to become more efficient hunters and why.

Gifted and Talented Activity:

Students will create a time capsule in order to identify and compare cultural adaptations to a geographic environment. Students will work in small groups to create the capsules. They will participate in a class discussion about the cultural regions of the United States, then choose a region for their time capsule. After researching items to include in the time capsule, students will present their completed time capsules to the class.

Chapter 4: Mesopotamia

(6.2.8.GeoSV.2a)

Objectives:

- ❖ Explain how floods sometimes helped the farmers of Mesopotamia
- ❖ Draw conclusions about why the Sumerians built cities with walls around them
- ❖ Analyze why the Sumerians invented a writing system
- ❖ Describe where the Fertile Crescent is located
- ❖ Compare the social classes of Sumer
- ❖ Describe why scribes were important in Sumerian society
- ❖ Find the main reason why Hammurabi's Code was important
- ❖ Summarize why Assyria's army was so strong
- ❖ Identify the wonder of the ancient world that was located in Babylon
- ❖ Describe how the Assyrians ruled their empire
- ❖ Explain why the Chaldeans overthrew the Assyrians

Extended Activity:

Students will write a script for a documentary about the technological and mathematical contributions made by the Sumerians. They will divide their script into two columns; left and right. The left column should include the narration for the documentary. The right column should describe the images that will be shown. These images should match with the narration in the left column. Have them present the script to the class, either by reading the script or creating a short film based on the script.

Gifted and Talented Activity:

Students will create a poster showing one of the occupations of Sumerian society. Students will work in pairs to choose an occupation, conduct research, take notes, and document sources. The pairs will share information in order to create the poster and a bibliography. Pairs will present their posters to the class.

Chapter 5: Ancient Egypt and Kush

(6.2.8.GeoSV.2.a)

Objectives:

- ❖ Compare information on populations of the Fertile Crescent and Nile River valley
- ❖ Describe a main agricultural product and its economic impact on ancient Egypt
- ❖ Analyze how the Nile River affected Egyptian life
- ❖ Analyze how belief in the afterlife influenced ancient Egyptian life
- ❖ Describe ancient Egyptian social classes
- ❖ Organize information on a pharaoh's responsibilities
- ❖ Analyze visuals from Egypt's golden age
- ❖ Describe an empire and how it is built
- ❖ Identify reasons Egypt reached the height of its power
- ❖ Explain how the pharaoh contributed to the rise and fall of the Egyptian empire
- ❖ Identify how Nubia and Kush were influenced by Egyptian culture

Extended Activity:

Students will type a report about the Egyptian deity of their choice to research. Using a rubric, students will report on important details about their deity. Then, they will create a social media page for the deity.

Gifted and Talented Activity:

Students will individually create "shoe box" sarcophagi that represent their identity and personal interest. Each student will write an explanation of their sarcophagi and its contents for them to present with their work to the class.

Chapter 6: The Israelites

(6.2.8.CivicsDP.3.a) (6.2.8.CivicsDP.3.b)

Objectives:

- ❖ Contrast religious concepts
- ❖ Identify leaders and key historical figures
- ❖ Read a historical map of Southwest Asia/Canaan
- ❖ Analyze how geography contributes to a settlement
- ❖ Draw a map of Canaan or of a dwelling in Canaan
- ❖ Analyze the role of kings in ancient Israel

- ❖ Summarize information about the ancient Israelites
- ❖ Read a map depicting the Jewish exile to Babylon
- ❖ Identify the role of scribes in spreading ideas
- ❖ Demonstrate understanding of Jewish culture and interpret what they learned
- ❖ Analyze how conflicts develop
- ❖ Read and interpret primary sources
- ❖ Make the connection between historical events and religious holidays
- ❖ Differentiate four different Jewish groups under Roman rule

Extended Activity:

Students will create a slideshow about an aspect of Jewish culture they have learned about in this chapter. When presenting the slideshow, they will briefly introduce each image and offer a clear interpretation of why it is significant.

Gifted and Talented Activity:

Students will research a Jewish leader to discover the qualities and experiences that made that person successful. Students will participate in a class discussion to identify key qualities possessed by successful leaders. Then students will choose a leader to research. They will use worksheets to help them plan and prepare a presentation on their chosen leader. Next, students will deliver their completed presentations to the class. Finally, students will evaluate their research and presentations using an Assessment Rubric.

Chapter 7: The Ancient Greeks
(6.2.8.HistoryCA.3.a)

Objectives:

- ❖ Explain how geography affected the settlement of Greece
- ❖ Identify similarities and differences between the rights and responsibilities of ancient Greek citizens and U.S. citizens today
- ❖ Describe the characteristics of tyranny, oligarchy, and democracy
- ❖ Explain differences between Sparta and Athens
- ❖ Identify the location of the Persian Empire
- ❖ Explain how the Greeks won the Persian Wars
- ❖ Explain differences between Athenian democracy and American democracy
- ❖ Identify characteristics of life in Athens

Extended Activity:

Students will compose an essay describing the ways that conflict played an important role in the lives of the ancient Greeks. They must include discussions of examples, such as: Mycenaeans versus Minoans, Persia versus Greece, and Athens versus Sparta.

Gifted and Talented Activity:

To understand how the strengths and weaknesses of Athens, Sparta, and Persia contributed to conflicts among their governments, students will create maps that show how the advantages of each army had helped them conquer others. Students will participate in a class discussion about conflicts between governments or cultures. In small groups, they will study Athens, Sparta, and Persia. Each group will plan, research, and create their maps. Then groups will present their completed maps to the class and discuss what they have learned.

Chapter 8: Greek Civilization

(6.2.8.EconGE.3.a)

Objectives:

- ❖ Organize information about Greek gods and goddesses
- ❖ Compare ancient and modern Greek beliefs
- ❖ Describe ancient Greek philosophy
- ❖ Discuss the philosophy and life of Socrates
- ❖ Compare and contrast Socrates, Plato, and Aristotle
- ❖ Interpret ancient Greek philosophical ideas
- ❖ Compare and contrast the qualities of a great military leader and an effective ruler
- ❖ Categorize Alexander's leadership qualities and military achievements
- ❖ Analyze images of culture from the Hellenistic Era
- ❖ Explain the meaning of Hellenistic
- ❖ Identify contributions from the Hellenistic Era

Extended Activity:

Students will create a blog entry to compare and contrast the sculpture and architecture of the Hellenistic Era with that of the modern world. Choose photos that show the general differences and details. Write copy that analyzes the styles and points out the differences. Include personal opinions of the two styles.

Gifted and Talented Activity:

Students will create a model of a Greek-styled building to learn about Greek architecture. Before the activity, have students discuss the ideas that the Greeks

expressed in their architecture. Students' small groups will each work on a certain type of building. Groups will use discussion to guide their project plan and research. Next, each group will create a model of its chosen building. Then, students will present their model to the class. Finally, students will evaluate their research, presentation, and collaboration using a class-developed assessment rubric.

Chapter 9: Ancient India

(6.2.8.GeoSV.2.a)

Objectives:

- ❖ Recognize why people settle by rivers
- ❖ Describe early civilizations in India
- ❖ Recall the names of the varnas in India
- ❖ Distinguish between the terms varna and jati
- ❖ Identify key terms in Hindu beliefs
- ❖ Analyze religious concepts
- ❖ Compare and contrast Ashoka's rule before and after he embraced Buddhism
- ❖ Compare and contrast ancient Indian rule during Ashoka with modern-day government
- ❖ Synthesize information to form opinions and make observations about ancient Indian culture

Extended Activity:

Students will create a poster that displays what they have learned about the Hindu religion. The poster should include the concepts of karma and dharma, with pictures and captions that help show the meaning of each.

Gifted and Talented Activity:

Students will create a slideshow presentation about life in ancient India. They will participate in a class discussion about how physical geography has influenced the development of ancient civilizations. Then divide into small groups to research topics about ancient Indian life. Each group will plan, research, and create a software-produced presentation on its chosen topic. Students will work as a team to combine the slideshows into a single class presentation. Finally, students will evaluate their work using a class-developed assessment rubric.

Chapter 10: Early China

(6.2.8.GeoSV.2.a)

Objectives:

- ❖ Compare and contrast Huang He Valley civilizations with other river valley civilizations, including those along the Tigris-Euphrates, Nile, and Indus rivers
- ❖ Explain the role of geography in the development of Chinese civilization and in its isolation
- ❖ Compare and contrast the Shang dynasty with the Zhou dynasty
- ❖ identify Confucius, Laozi, and Hanfeizi and how their philosophies affected society and government
- ❖ Describe Confucianism, Daoism, and legalism
- ❖ Predict what life was like in the Qin dynasty and the Han dynasty, based on images from each
- ❖ Identify geographical features along the Silk Road
- ❖ Apply the concepts of monopoly and competition to the economics of trade
- ❖ Discuss how increased trade benefits civilization

Extended Activity:

Working with a partner, students will find an article from the business section of a newspaper or magazine about China and trade. Then, write a report that answers the following questions: What does the article tell you about trade and China today? What goods does China trade today? With whom does China trade? Then, present the article and report to the class. In the report, the students will discuss how trade today between China and her trading partners is different from trade in the time of the Han dynasty.

Gifted and Talented Activity:

Students will describe elements of early Chinese culture and write a letter describing those same aspects of their own culture for future generations. Students will take part in a class discussion about early Chinese culture and draw connections to present-day life in the United States. Next, they will use worksheets to guide them through the process of taking notes and gathering ideas for their letters. Then, students will write their letters and present them to the class. Finally, they will evaluate their research, letters, and presentations using an Assessment Rubric.

Chapter 11: Rome: Republic to Empire

(6.2.8.HistoryCA.3.a) (6.2.8.HistoryCA.3.b)

Objectives:

- ❖ Explain how geographic features contributed to the settlement and growth of Rome

- ❖ Analyze how the policies of the Roman conquerors led to an increase in power
- ❖ Discuss the perspective of the Roman social classes
- ❖ Explain how conflict was resolved between patricians and plebeians
- ❖ Describe the events of the Punic Wars
- ❖ Identify the causes of the Roman Republic's decline
- ❖ Determine the impact of Julius Caesar
- ❖ identify the events and people that led to the establishment of the Roman Empire
- ❖ Determine the impact of Augustus
- ❖ describe the empire's economy

Extended Activity:

Students will assume that they support the efforts of Tiberius and Gaius Gracchus to reform Rome. Compose a letter or speech to other Roman citizens that explains why reform is needed and what types of reforms should occur.

Gifted and Talented Activity:

Students will learn why conflicts developed in ancient Rome and how the conflicts changed the government of Rome over time. Then they will present their ideas to the class in a talk-show forum. Have students meet in groups to discuss a project plan. They will distribute and select conflicts, conduct research, and formulate questions. Then, groups will plan and gather props for a talk-show forum. Finally, students in their groups will act out the talk show, filming it with an audience.

Chapter 12: Roman Civilization

(6.2.8.CivicsPI.3.a)

Objectives:

- ❖ Compare and contrast information about Roman women and women today
- ❖ Identify what life was like in Rome
- ❖ Analyze how the Greeks influenced the Romans
- ❖ Identify and evaluate Rome's contributions to our society today
- ❖ Draw conclusions about the success of Diocletian's reforms
- ❖ Analyze how the economy influenced the fall of the Roman Empire
- ❖ Discuss the effect of Germanic invaders on the decline of Rome
- ❖ Identify and evaluate legacy
- ❖ Analyze a map of the Byzantine Empire's trade routes
- ❖ Identify the cultural influences that shaped the Byzantines
- ❖ Discuss the roles of Justinian and Theodora

Extended Activity:

Students will review the primary source in Lesson 2, *Homiliarum in Ezechielem*, by Pope Gregory I. Decide which statements in the source are facts and which statements are opinions. List the statements of fact and the statements of opinion from the source in a two-column chart.

Gifted and Talented Activity:

Students will create a museum exhibit displaying information about an aspect of Roman culture. Begin with a class discussion about the different features that help define a culture. Next, divide students into small groups to create plans for their exhibit. Then, each group will research and create an exhibit on its chosen cultural subject. Students will share their exhibits with the rest of the class. Finally, students will evaluate their research, exhibit presentation, and collaboration, using a class-developed assessment rubric.

Chapter 13: The Rise of Christianity

(6.2.8.HistoryUP.3.c)

Objectives:

- ❖ Synthesize the geographic theme of movement and its importance to spreading Christianity in the Roman Empire
- ❖ Summarize the life of Jesus and basic Christian beliefs
- ❖ Identify the role played by the apostles in the growth of Christianity
- ❖ Synthesize the geographic theme of movement and its importance to spreading Christianity in the Roman Empire
- ❖ Draw conclusions about Christianity's expansion and eventual acceptance in the Roman Empire
- ❖ Synthesize information about the rise and spread of Christianity
- ❖ Analyze the split of the Christian church

Extended Activity:

Students will find the Gospels of Luke and Matthew in an online version of the New Testament. Compare and contrast the different ways Luke and Matthew tell the story of the birth of Jesus (In Luke, Chapter 2, verses 1-20. In Matthew, Chapter 1, verses 18-25 and Chapter 2, verses 1-15). Write a report explaining the results of your research.

Gifted and Talented Activity:

Students will create blogs describing the characteristics and actions of early Christian leaders. They will discuss religious leaders and the qualities that make them successful and then work in groups to plan their blogging project. Each group will research its topic and take turns writing blog entries and responses. Students will then share their blogs with the class. Students will evaluate their research, presentation, and collaboration using an Assessment Rubric.

New Jersey Legislative Statutes and Administrative Code
(place an "X" before each law/statute if/when present within the curriculum map)

X	Amistad Law: <i>N.J.S.A. 18A 52:16A-88</i>		Holocaust Law: <i>N.J.S.A. 18A:35-28</i>		LGBT and Disabilities Law: <i>N.J.S.A. 18A:35-4.35</i>	X	Diversity & Inclusion: <i>N.J.S.A. 18A:35-4.36a</i>		Standards in Action: <i>Climate Change</i>
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