

DOCUMENT RESUME

ED 051 013

SO 001 189

TITLE A Curriculum Guide in Elementary Social Studies: Man in a Changing Society. Grade Five.

INSTITUTION Howard County Board of Education, Clarksville, Md.

PUB DATE 70

NOTE 186p.

AVAILABLE FROM Social Studies Department, Howard County Public Schools, Clarksville, Maryland 21029 (\$3.00)

EDRS PRICE EDRS Price MF-\$0.65 HC-\$6.58

DESCRIPTORS Acculturation, Citizenship, Civil War (United States), Colonial History (United States), Concept Teaching, *Curriculum Guides, Democracy, Elementary Grades, Ethnic Studies, *Government (Administrative Body), Government Role, Grade 5, Human Relations Units, Immigrants, Revolutionary War (United States), *Social Change, *Social Studies Units, *United States History, Values, World Affairs

IDENTIFIERS Peace, Social Control, Values Education, War

ABSTRACT

This grade 5 social studies curriculum unit presents a course on Man In A Changing Society. An objective of the instructional program for this level is that the student broaden his perspective of the concept "man" from the family, community, and the state to understand his nation as a changing society. Units for study are: 1) A Nation Evolves From Immigration; 2) A Nation Emerges Through Conflict To A World Power; 3) Man and His Government; and, 4) Scarcity Is a Constant Reality (Optional). Format of the guide is consistent with this series, stating objectives and giving curriculum content in these major divisions: 1) Concepts; 2) Teaching Strategies; 3) Content and Materials; 4) Varieties in Strategies and Content; and 5) Evaluation. A specific objective of the fifth grade program is the improvement of social and academic skills through opportunities of individualized or small group work. Related documents are: SO 001 185 through SO 001 189. (Author/JSB)

ED051013

U.S. DEPARTMENT OF HEALTH,
EDUCATION & WELFARE
OFFICE OF EDUCATION
THIS DOCUMENT HAS BEEN REPRO-
DUCED EXACTLY AS RECEIVED FROM
THE PERSON OR ORGANIZATION ORIG-
INATING IT. POINTS OF VIEW OR OPIN-
IONS STATED DO NOT NECESSARILY
REPRESENT OFFICIAL OFFICE OF EDU-
CATION POSITION OR POLICY

A CURRICULUM GUIDE
IN
ELEMENTARY SOCIAL STUDIES
GRADE FIVE
THEME: MAN IN A CHANGING SOCIETY

HOWARD COUNTY PUBLIC SCHOOLS
CLARKSVILLE, MARYLAND
M. THOMAS GOEDEKE, SUPERINTENDENT

1970

SOCIAL STUDIES WORKSHOP PARTICIPANTS

Consultant

Dr. E. G. Campbell, Professor of Education, University of

The following elementary teachers participated in the formulation of K-12 during the 1969 summer workshop.

William Adkins	-	Waterloo	Cornelia L.
Ruth G. Anderson	-	Lisbon	Elaine Lynn
Donna Brown	-	Lisbon	Leah Mather
Paul L. Bush	-	Guilford	Sharon Oaks
Rachael Donahue	-	Clarksville	Marie C. Proctor
Denalyn L. Dorn	-	Rockland	Edith B. Rowe
Florence B. Hamlin	-	West Friendship	Charlotte S.
Florine D. James	-	Ellicott City	Lorretto J.

The following elementary teachers formed the writing teams for the 1970 workshop.

GRADE ONE

Miss Marie C. Proctor	-	St. John's Lane	Mrs. Ruth C.
Miss Lorretto J. Taggart	-	St. John's Lane	Mrs. Denalyn

GRADE THREE

Mrs. Donna W. Brown	-	Lisbon	Mrs. Florine
Mrs. Florence B. Hamlin	-	West Friendship	Mrs. Elaine
			Mrs. Sharon

GRADE FIVE

Mrs. Rachael Donahue - Clarksville
Mrs. Edith B. Rowe - Scaggsville

Consultant: Dr. E. G. Campbell, Professor of Education, University of
Guest Consultant: Dr. Joel A. Carrington, Principal, Baltimore

SOCIAL STUDIES WORKSHOP PARTICIPANTS

Consultant

G. Campbell, Professor of Education, University of Maryland

Elementary teachers participated in the formulation of the Social Studies Design Summer workshop.

- | | | |
|-------------------|---------------------|-------------------|
| - Waterloo | Cornelia L. Lowe | - Atholton |
| - Lisbon | Elaine Lynn | - Elkridge |
| - Lisbon | Leah Mather | - Northfield |
| - Guilford | Sharon Oaks | - Waterloo |
| - Clarksville | Marie C. Proctor | - St. John's Lane |
| - Rockland | Edith B. Rowe | - Scaggsville |
| - West Friendship | Charlotte Schlosser | - Savage |
| - Ellicott City | Lorretto J. Taggart | - St. John's Lane |

Elementary teachers formed the writing teams for the development of the units during

ONE

- Taggart - St. John's Lane
Taggart - St. John's Lane

GRADE TWO

- Mrs. Ruth G. Anderson - Lisbon
Mrs. Denalyn L. Dorn - Rockland

THREE

- Lin - Lisbon
Lin - West Friendship

GRADE FOUR

- Mrs. Florine D. James - Ellicott City
Mrs. Elaine Lynn - Elkridge
Mrs. Sharon Oaks - Waterloo

GRADE FIVE

- Mrs. Rachael Donahue - Clarksville
Mrs. Edith B. Rowe - Scaggsville

Dr. E. G. Campbell, Professor of Education, University of Maryland
Consultant: Dr. Joel A. Carrington, Principal, Baltimore City Public Schools

FOREWORD

The Social Studies portion of the school curriculum is concerned with the most complex and stress oriented aspects of the human situation. This situation has become more accelerated in recent years to the extent that existing curricula do not always respond to current problems nor are they supported by valid data for effective responses. In consideration of this urgent need and obvious challenge, the Board of Education of Howard County requested a total revision of the Social Studies program. In response to this, the elementary Social Studies Committee developed a curriculum design and incorporated appropriate instructional units.

These units were organized on a conceptual basis with "A Study of Man" as the central conceptual theme. Supportive data and processes are coordinated from history, the social sciences and the humanities in the development of the units for grades one through five. The kindergarten program has been outlined, but units were not developed at this time.

This program was developed by a group of elementary teachers in a series of summer workshops from 1968-1970, under the leadership of Miss Wilhelmina Oldfield, Supervisor of Elementary Schools. Consultant to the workshops was Dr. E. G. Campbell, Professor of Education, University of Maryland.

Mary R. Hovet
Director of Instruction

ELEMENTARY SOCIAL STUDIES PROGRAM

GRADES K - V

Kindergarten

Theme: Man and His Immediate Environment

- I. The School
- II. Community Helpers
- III. Health and Safety

Additional or Optional Units

- IV. Animals
 - A. Animals of the Farm
 - B. Animals of the Zoo
- V. Holidays

Grade II

Theme: Man In the Community

- I. People Create Communities
- II. The Community and Its Natural Resources
- III. Comparison of Communities Around the World

Grade I

Theme: Man In the Family

- I. Role Individuals Assume Within the Family
- II. Interdependence of Family Members
- III. Cooperation of Family Members

Grade III

Theme: Man and His Institutions

- I. Government as an Institution
- II. Transportation and Communication
- III. Urbanization and Industry

Additional or Optional Unit

- IV. Education as an Institution

ELEMENTARY SOCIAL STUDIES PROGRAM

GRADES K - V

	<u>Grade II</u>	<u>Grade IV</u>
s Immediate t	Theme: Man In the Community	Theme: Man In His Regional Environment
lpers afety	I. People Create Communities II. The Community and Its Natural Resources III. Comparison of Communities Around the World	I. The Cultural Heritage of Maryland II. Maryland as a Geographic Region III. Maryland's Economy In a National and World Setting IV. Map and Globe Skills
onal Units		
of the Farm of the Zoo		
	<u>Grade III</u>	<u>Grade V</u>
e Family	Theme: Man and His Institutions	Theme: Man In a Changing Society
uals Assume Family nce of Family	I. Government as an Institution II. Transportation and Communication III. Urbanization and Industrialization	I. A Nation Evolves from Immigration II. A Nation Emerges Through Conflicts to a World Power III. Man and His Government
of Family	Additional or Optional Unit IV. Education as an Institution	Additional or Optional Unit IV. Scarcity In a Land of Abundance

RATIONALE

Man's knowledge in the past few decades has increased at an explosive rate. Because of this increasing knowledge, our students must be educated to deal with new facts and conditions. Students must learn to cope with the problems brought about by rapid technological change and increased urbanization. Therefore, students must be assisted to acquire the knowledge, value perspectives, and skills needed to meet the challenge of the complexities of modern life.

Inquiry through the Social Studies is one way to meet the problems of the future. We are of the opinion that the Social Studies are a major way by which we help the student to better understand himself and his social environment, and to use this understanding to relate in a meaningful way to present and future conditions. The ultimate goal of Social Studies is to develop a person who can think, behave, and function as a rational human being and responsible citizen. In order to reach this goal, we utilize data abstracted from the Social Science disciplines of history, political

science, sociology, geography, psychology, anthropology, and economics together with the humanities such as literature, art, and music. Through specific technique and by implication, the Social Studies program will be closely interrelated with the total school curriculum.

In order to fulfill the suggested purposes basic to an adequate Social Studies program for Howard County an articulated K-12 program was developed. This Social Studies design is logically arranged in a K-12 sequence, built around the idea of Man as the central theme. Each year the student is exposed to concepts which act as organizers for the year's study. This conceptual design allows for a great deal of flexibility on the part of the teacher who can utilize a great range of historical and social science data in order to support the conceptual structure. By design this arrangement of concepts allows for a coordinated perspective with which to view the study of man through the elementary and secondary school. The emphasis is no longer on content as an end in itself, but on procedures by which students utilize content as a means to an end.

Through effective instructional procedures, we seek to provide our students with methods and techniques that will help them use key understandings in adapting to modern cultural, social, and scientific developments. With the variety of material and resources presented in this guide, the teacher should be able to adapt programs to the range of ability levels in any given classroom. It is suggested that through the use of this guide each child will be offered the means to develop his potential abilities to the fullest.

Teachers are urged to read and keep abreast of current developments in the Social Studies. It is anticipated that teachers will use their own ideas and techniques in adapting this program to their individual situation.

No curriculum guide is ever final. It is suggested that teachers make marginal notes indicating weaknesses and strengths of the units and evaluate them on the form provided. Teachers are urged to share any original material or ideas they have used.

GENERAL OBJECTIVES

(K-12)

The student will demonstrate competencies at all levels of the cognitive, affective, and psycho-motor domains as he engages in the processes of inquiry peculiar to the social studies.

The student through reflective thinking will utilize logical processes of the scientific method by engaging in inductive and deductive thinking.

The student will know the processes and procedures of his immediate, local, state, national, international, and world institutions. He will be able to participate in his society which may promote social change.

The student will receive information about other cultures. After comprehending and synthesizing this information, he will organize, evaluate, and characterize the individuality of these cultures as well as the reciprocal contributions cultures have made to the development of civilization.

The student will respond to, analyze, and evaluate his relationship to and needs from the physical environment.

The student will be encouraged to realize his individuality and role so that he may function with efficiency and direction within the framework of social institutions.

The student will comprehend and value the contributions to his own culture of various racial and ethnic groups.

The student will critically examine the attitudes and judgments which have been expressed about racial and ethnic groups and be able to separate myth from reality.

The student will comprehend, value, and analyze the characteristics of the American Way of Life as a unique expression of institutions and cultures to gain an understanding of the complexities of contemporary society.

GRADE FIVE

THEME: MAN IN A CHANGING SOCIETY

CONTENTS

Explanation of Grade Five Program	Page 1
Unit I - A Nation Evolves From Immigration	Page 2
Explanation of Unit I	
Objectives for Unit I	
Outline of Content for Unit I	
Unit II - A Nation Emerges Through Conflict to a World Power	Page 15
Explanation of Unit II	
Objectives for Unit II	
Outline of Content for Unit II	
Unit III - Man and His Government	Page 32
Explanation of Unit III	
Objectives for Unit III	
Outline of Content for Unit III	
Unit IV - Scarcity Is a Constant Reality (Optional)	Page 58

MAN IN A CHANGING SOCIETY
EXPLANATION FOR GRADE FIVE PROGRAM

The fifth grade student broadens his perspective of the concept "man" from the family, community, and the state to understand his nation as a changing society. He should realize that through man's interaction and interdependence, social change emerges. He is strengthening his attitude toward groups of people whose origins, values and customs are different from his own. The child in the fifth grade expresses a quest for a wide variety of factual information, but guidance is needed to assimilate facts in the formation of generalizations about the nation as a changing society. Student improvement of social and academic skills is encouraged through the opportunities of individualized or small group work.

The scope of the fifth grade social studies program, "Man in a Changing Society", is explored through sub-concepts drawn from the disciplines of various social sciences.

Grade 5 Unit I - A Nation Evolves From Immigration

A NATION EVOLVES FROM IMMIGRATION

EXPLANATION

Only in America have so many different people come to live and work together. A new American culture has grown out of the mixture of many old cultures, brought by millions of immigrants. This unit seeks to develop an understanding of a nation that has evolved through the immigration of many peoples. It endeavors to support the realization that changes have resulted from the contributions made to the American culture by many different groups. Recognition is given to the motivation and outcome of immigration. Further, an opportunity is afforded to coordinate materials from documents, music, art and literature.

Grade 5 Unit I - A Nation Evolves From Immigration

A NATION EVOLVES FROM IMMIGRATION

OBJECTIVES

1. The students will be able to identify orally or in writing several of the groups that have immigrated to America.
2. The students will be able to distinguish and analyze the multiple causes of immigration.
3. The students will be able to identify orally and/or in writing some of the unique contributions made by ethnic and national groups in the United States.
4. The students will be able to identify by example the multiple and complex problems that resulted from immigration.
5. The students will be able to give examples showing that Americans are immigrants or descendants of immigrants.
6. The students will demonstrate their willingness to receive information about other people and attempt to understand about other people.
7. The students will demonstrate in written or oral form a greater acceptance of other cultures and a willingness to interact with others.

Grade 5 Unit I - A Nation Evolves From Immigration

OUTLINE FOR UNIT I

A NATION EVOLVES FROM IMMIGRATION

- A. Motivation for Immigration
 - 1. Search for economic opportunity
 - 2. Search for religious freedom
 - 3. Search for personal and political freedom
 - 4. Forced immigration - i.e. slaves, bound people, criminals.

- B. Welding a Nation Through Immigration
 - 1. Contributions to various fields of endeavor
 - a. Arts
 - b. Sciences
 - c. Technology
 - d. Sports
 - 2. Problems faced by immigrants
 - a. Prejudice and discrimination
 - b. Adjusting to new environment
 - c. Poverty
 - d. Restrictive legislation

Grade 5 Unit I - A Nation Evolves from Immigration

CONCEPT-ORIENTED SUB-TITLE

TEACHING

A. Motivation for Immigration

1. Economic

- a. Immigrant
- b. Migrant
- c. Emigrant

I. Opener:

Show a map of the world on

Have map showing ancestry of American people.

- Washington, George - E
- Franklin, Benjamin - E
- Jefferson, Thomas - E
- Bell, Alexander Graham - S
- King, Martin Luther - A
- du Pont, Irene - I
- Kennedy, John F. - I
- Agnew, Spiro - C
- Berlin, Irving - E
- Einstein, Albert - C
- Eisenhower, Dwight D. - C
- Como, Perry - I

Have children speculate as to the bulletin board.

Have each child select a person in science or arts field. Have children write about the ancestry of this person on the bulletin board.

II. Opener:

Ask children:

- 1. Have you ever moved to another place?
- 2. Why did you move?
- 3. Did the move cause any problems?
- 4. What are some of the things you like about your new place?

From the opening questions there were a variety of reasons because of the move.

List answers on the board of reference.

Evolves from Immigration

TITLE

TEACHING STRATEGIES

ion

I. Opener:

Show a map of the world on the bulletin board.

Have map showing ancestry of some of the more famous American people.

Washington, George	- England
Franklin, Benjamin	- England
Jefferson, Thomas	- England
Bell, Alexander Graham	- Scotland
King, Martin Luther	- Africa
du Pont, Irenee	- France
Kennedy, John F.	- Ireland
Agnew, Spiro	- Greece
Berlin, Irving	- Russia
Einstein, Albert	- Germany
Eisenhower, Dwight D.	- Germany
Como, Perry	- Italian

Have children speculate as to the significance of the bulletin board.

Have each child select a personality from the sports, science or arts field. Have them get information about the ancestry of this person in order to add to the bulletin board.

II. Opener:

Ask children:

1. Have you ever moved to another school or community?
2. Why did you move?
3. Did the move cause any changes in your life? How?
4. What are some of the things you left behind?

From the opening questions elicit from the children that there were a variety of reasons, problems and adjustments because of the move.

List answers on the board or make a chart for future reference.

Grade 5 Unit I

VARIANTS IN STRATEGIES
AND CONTENT

CONTENT AND MATERIALS

I. Map of World

Map of United States

Map of Maryland

Encyclopedia

II. Make a family tree using a chart or make a cardboard tree using the roots to represent your ancestors.

States

nd

1. Evaluate child's research and contribution to group discussion and bulletin board.

II. Make a family tree using a chart or make a cardboard tree using the roots to represent your ancestors.

II. Evaluate child's contribution to group discussion.

Grade 5 Unit I - A Nation Evolves From Immigration

CONCEPT-ORIENTED SUB-TITLE

A. Motivation for Immigration (continued)

1. Economic (continued)

III. Opener:

Do you know
from?

Did they co
States?

As an assign
tives, or n
reporter to

What are so

1. When d
2. From w
3. For wh
4. Where
5. What w

(Note:
quest
to fi

2. Religious Freedom

IV. Opener:

From the in
the results
origin to b

1. During
locate
2. Be sur
immigr
3. Start
4. List t
 - a. Re
 - b. Ec
 - c. Ad
 - d. Fr
 - e. In

5. Compar

igration (continued)

III. Opener:

Do you know where your parents and grandparents came from?

Did they come from any place other than the United States?

As an assignment have children interview parents, relatives, or neighbors about their ancestry. Act as a reporter to interview.

What are some questions we should ask in interviewing?

1. When did they come to America?
 2. From what countries did they come?
 3. For what reason did they come?
 4. Where did they settle?
 5. What was their occupation before coming?
- (Note: Do not press for an answer to all these questions. Accept what the children are able to find out.)

inued)

edom

IV. Opener:

From the information acquired through interview, compile the results on the board. Total the results of national origin to be used in a bar graph.

1. During the discussion of ancestry have the children locate their origin on a map.
2. Be sure to establish the meaning of ancestry , immigrant, emigrant, migrant, descendant.
3. Start an on-going vocabulary list or box.
4. List the reasons for coming to a new country.
 - a. Religious
 - b. Economic
 - c. Adventure
 - d. Freedom
 - e. Involuntary servitude
5. Compare these reasons with the first list of reasons.

Grade 5 Unit I.

CONTENT AND MATERIALS

VARIANTS IN STRATUM
AND CONTENT

III. Write about traditional customs of your family.

Can you bring pictures of somebody tell about an immigrant.

IV. Locate origins on a world map or bulletin board using symbols made by pupils to represent ancestral background. Use a key to explain symbols.

VARIANTS IN STRATEGIES
AND CONTENT

EVALUATION

- III. Write about traditions or customs of your family.

Can you bring pictures or have somebody tell about being an immigrant.

- III. Evaluate child's interview and report

- IV. Locate origins on a wall map or bulletin board using symbols made by pupils to represent his ancestral background. Make a key to explain symbols.

- IV. Evaluate children's contribution to discussion.

Grade 5 Unit I - A Nation Evolves From Immigration

CONCEPT-ORIENTED SUB-TITLE

A. Motivation for Immigration (continued)

2. Religious Freedom (continued)

V. Opener:

Who were some
land?

Encourage chil
people were ar
(Indians-Vik

Read to get mo

VI. Opener:

Filmstrip and

As children wa
answers to the

1. Who were t
2. Where did
3. When did t
4. Where did
5. What types
did they f
6. What probl
7. What knowl
8. What new s
9. What did t

If questions a
find out.

tion Evolves From Immigration

D SUB-TITLE

TEACHING STRATEGIES

igration (continued)

V. Opener:

edom (continued)

Who were some of the first people who came to this land?

Encourage children to speculate about who the first people were and from where they came and why.
(Indians-Vikings)

Read to get more information about same.

VI. Opener:

Filmstrip and record The First Settlers - frames 1-31.

As children watch and listen they will try to find answers to the following questions:

1. Who were the settlers?
2. Where did they come from?
3. When did they come?
4. Where did they settle?
5. What types of climate, land and national resources did they find?
6. What problems did they face?
7. What knowledge and skills did they bring with them?
8. What new skills did they have to learn?
9. What did they contribute to America?

If questions are not answered in the film, then read to find out.

V. - VI. - VII. - VIII.

In These United States

Freston & Tottle

D. C. Heath

Living in the United States

Cutright and Jarolimik

MacMillan Co.

Early Settlers in America

Helene Hanf

Charles E. Merrill

The First Book of Early Settlers

Louise Dickinson Rich

Franklin Watts, Inc.

Our Country's Story

Laidlaw Bros.

Your Country and Mine

G. S. Brown

Ginn and Co.

VI.

FS & R Discovery, Exploration
and Colonization of America

SVE - The First Settlers-Jamestown

V. Children may investigate customs and contributions of the Indians and/or Vikings.

VI. "Croaton" "Virginia Dare"
"Lost Colony"

Tell what these words have in common. Read to find out about Roanoke and write your ending to this venture.

Susan Constant, Godspeed
and Discovery

Read about these three vessels and write a story about being aboard in the crossing. It can be a log or letter.

Colonial Doll

Have a group of students ask a farmer for some of the ears of corn left in his field. (Not husked). Collect some wild berries to make dye. Use ear of corn (with husks) as the total doll. Use the dye for facial features.

VARIANTS IN STRATEGIES
AND CONTENT

EVALUATION

V. Children may investigate customs and contributions of the Indians and/or Vikings.

V. Evaluate students' contributions to class presentation.

VI. "Croaton" "Virginia Dare"
"Lost Colony"

Tell what these words have in common. Read to find out about Roanoke and write your ending to this venture.

Susan Constant, Godspeed and Discovery

Read about these three vessels and write a story about being aboard in the crossing. It can be a log or letter.

Colonial Doll

Have a group of students ask a farmer for some of the ears of corn left in his field. (Not husked). Collect some wild berries to make dye. Use ear of corn (with husks) as the total doll. Use the dye for facial features.

VI. In which colony would you like to have lived in colonial days? Why?

Pretend you are one of the Jamestown settlers and write a letter to a friend in England. You might tell in detail about the conditions that made Jamestown a poor place to live.

Pretend you have come to America. Write an autobiography or diary explaining reasons, problems, customs, and personal feelings. Base your writings on information you have learned from your readings and class discussions.

Check on vocabulary.

Grade 5 Unit I - A Nation Evolves From Immigration

CONCEPT-ORIENTED SUB-TITLE

A. Motivation for Immigration (continued)

3. Personal and Political Freedom

VII. Opener:

Start an
events in
class and
All impor
historica

VIII. Opener:

Read to 1
(Plymouth
Mayflower

A. Have
for 1
suppl

B. Using
cont:
main

- 1.
- 2.
- 3.
- 4.
- 5.
- 6.
- 7.

on Evolves From Immigration

SUB-TITLE

TEACHING STRATEGIES

ation (continued)

VII. Opener:

Political Freedom

Start an on-going time-line of important dates and events in American History. Have a large one for class and each child can do an individual one. All important dates will be added to help understand historical sequence.

VIII. Opener:

Read to the class a story about another colony. (Plymouth). Suggested reference Children of the Mayflower.

- A. Have children use same questions as were used for the Jamestown study. They may read to supplement the information.
- B. Using their answers have class compare and contrast the two colonies. The following main ideas should be brought out.
 1. Came from another continent.
 2. Came for different reasons.
 3. All experienced hardships.
 4. Brought their own culture.
 5. Recognition of some type of government.
 6. Problems in religion.
 7. Variety of contributions:
 - a. Government
 - b. Slavery
 - c. Language
 - d. Others

VIII.

How Documents Preserve Our Freedom
Benefic Press

Children of the Mayflower
Comfort

F 72 Pilgrims - County Media Center

F 105 Pilgrims in America Part 2-
County Media Center

FS 36 Miles Standish, County
County Media Center

FS 7R The Puritans and the Pilgrims,
County Media Center

VIII.

Show Film F 72 Pilgrims or
F-105 Pilgrims in America
Part 2.

Refer to questions used
for discussion of Jamestown.

Children may divide into
groups and prepare reports
on the settlement of each
of the original colonies.

Discuss qualities of leader-
ship as exhibited by the
early settlers.

Colonial Bonnet

Instructions in McCall's
Make It Book or Fun with
Paper. Can be found in
Media Center.

Quill Pen

Get turkey feathers. Cut
shaft tip at an angle. Use
dye or ink made from berries
to do some writing.

VARIANTS IN STRATEGIES
AND CONTENT

EVALUATION

MATERIALS

VIII.

Show Film F 72 Pilgrims or
F-105 Pilgrims in America
Part 2.

Serve Our Freedom

Flower

Refer to questions used
for discussion of Jamestown.

County Media Center

Children may divide into
groups and prepare reports
on the settlement of each
of the original colonies.

America Part 2--
Media Center

ish, County
Media Center

Discuss qualities of leader-
ship as exhibited by the
early settlers.

s and the Pilgrims,
Media Center

Colonial Bonnet
Instructions in McCall's
Make It Book or Fun with
Paper. Can be found in
Media Center.

Quill Pen

Get turkey feathers. Cut
shaft tip at an angle. Use
dye or ink made from berries
to do some writing.

VIII.

List those factors that
indicate the similarities
and differences between
Jamestown and Plymouth.
(List in two columns).

Compare three groups
living in America at that
time - Negro, Indian,
Colonists. (List simi-
larities and differences
in columns).

Grade 5 Unit I - A Nation Evolves From Immigration

CONCEPT-ORIENTED SUB-TITLE

TEACHING STRA

A. Motivation for Immigration (continued)

3. Personal and Political Freedom (continued)

IX. Opener:

Have a picture of the Liberty Enlightening t board. We have talked the earlier immigrants who immigrated to this grants of today have t

Read the story The Star by Natalie Miller, Chi give background of the

Have copies of the poem Lazarus.

1. Read the poem.
2. What does she me
3. To whom is the a second part of t
4. What do you thin

X. Opener:

Show the film The Melt using the following qu

1. What was the fir
2. What did the Sta symbolize to the
3. What hopes or be have for the new betterment for c
4. What were some c immigrants? (Lar of money.)
5. What was the sig stopping at Elli
6. Where did they s for a living?

TEACHING STRATEGIES

IX. Opener:

continued)

Have a picture of the Statue of Liberty (Real name- Liberty Enlightening the World) on the bulletin board. We have talked about some of the hopes of the earlier immigrants. Were these the last people who immigrated to this new world? Do the immigrants of today have the same hopes?

Read the story The Story of the Statue of Liberty by Natalie Miller, Children's Press, Chicago to give background of the statue.

Have copies of the poem "The New Colossus" by Emma Lazarus.

1. Read the poem.
2. What does she mean "Mother of Exiles"?
3. To whom is the authoress referring in the second part of the poem?
4. What do you think the poem means to immigrants?

X. Opener:

Show the film The Melting Pot. Discuss the film using the following questions as a guide.

1. What was the first thing the immigrant saw?
2. What did the Statue of Liberty mean or symbolize to the immigrants?
3. What hopes or beliefs did the immigrants have for the new country? (Land of gold, betterment for children, if not for self.)
4. What were some of the problems of the immigrants? (Language, place to live, lack of money.)
5. What was the significance of all immigrants stopping at Ellis Island?
6. Where did they settle and what did they do for a living?

Grade 5 Unit I

CONTENT AND MATERIALS

VARIANTS IN
AND CON

IX.

Picture of the Statue of Liberty
Copy of the poem "The New Colossus"
The Story of the Statue of Liberty,
Natalie Miller

McClellan, Black & Black
Citizens All, Houghton Mifflin

IX. The first line of the
ferring to one of the
Ancient Wonders of th
See what you can find
Colossus of Greek fam

Gather information ab
significance of Ellis
in New York Harbor be

Gather information ab
coming an American ci
(Specific procedures.
All, McClellan, Black
H/M. Investigate cor
countries from which
of immigrants came.

X.

F 88 The Melting Pot
County Media Center

X. Is America a "Melting
it in the words of hi
Digler, "a salad" whe
the salad is an entit
lettuce can still be
from the chicory, the
from the cabbage". Ex
your own words what t
Do you think we are a
pot" or "salad"? Just
answer.

f Liberty
ew Colossus"
of Liberty,

k
n Mifflin

er

- IX. The first line of the poem is referring to one of the Seven Ancient Wonders of the World. See what you can find about a Colossus of Greek fame.

Gather information about the significance of Ellis Island in New York Harbor before 1954.

Gather information about becoming an American citizen. (Specific procedures.) Citizen's All, McClellan, Black & Black H/M. Investigate conditions in countries from which large groups of immigrants came.

- X. Is America a "Melting Pot" or is it in the words of historian Carl Digler, "a salad" where "though the salad is an entity, the lettuce can still be distinguished from the chicory, the tomatoes from the cabbage". Explain in your own words what this means. Do you think we are a "melting pot" or "salad"? Justify your answer.

- IX. How do the reasons immigrants had for coming to America in the late 19th and early 20th centuries compare with the reasons they had for coming to America during the colonial period?

- X. Why is "nation of immigrants" a good name for the United States?

Why are you proud to be an American?

How can you show your love for America?

(Evaluate responses to the above questions.)

Grade 5 Unit I - A Nation Evolves From Immigration

CONCEPT-ORIENTED SUB-TITLE

A. Motivation for Immigration (continued)

3. Personal and Political Freedom (continued)

X. (continued)

7. How was this need in the United States?
8. Were all immigrants in America?
9. What did the immigrants mean in America?
10. What did some immigrants mean in America?
11. What is the meaning of immigration?
12. Is America really a melting pot?

olves From Immigration

TITLE

TEACHING STRATEGIES

(continued)

X. (continued)

1. Freedom (continued)

7. How was this necessary for the growth of the United States?
8. Were all immigrants successful after coming to America?
9. What did the immigrants have to do to survive in America?
10. What did some immigrants contribute to America?
11. What is the meaning of Melting Pot?
12. Is America really a Melting Pot?

Grade 5 Unit I

CONTENT AND MATERIALS

VARIANTS IN STRATEGIES
AND CONTENT

EVALUATION

Grade 5 Unit I - A Nation Evolves From Immigration

CONCEPT-ORIENTED SUB-TITLE

TEACHING

B. Welding a Nation Through Immigration

1. Contribution
2. Problems

- XI. A. When did immigration to the United States begin? (Use the process.)
- B. What were some of the problems in this film?
- C. Were there any other groups besides Irish - Negroes - Jews?
- D. Let's investigate some of the problems.
- E. Students may select a topic for study. Use the following questions as a guide.
1. What reasons did the immigrants have for coming to the United States?
 2. Compare these reasons with the Colonial period.
 3. What things in the United States attracted immigrants?
 4. What obstacles did the immigrants face?
 5. Were they able to overcome these obstacles?
 6. Did all immigrants have the same reasons for coming?
 7. How did the people of the United States receive the immigrants?
 8. What were some of the contributions of the "your" group made to the United States?
 9. Who were some of the leaders of the "your" group?
- F. Have class in media centers if available. After reading the material available will compile their information in different ways.
- G. Following group presentation of filmstrip and records acquired.
- H. After all background material has been read do a summary chart of the contributions of all immigrant groups.

From Immigration

TEACHING STRATEGIES

- ation
- XI. A. When did immigration take place? (continuing process.)
- B. What were some of the groups of immigrants mentioned in this film?
- C. Were there any other groups?
Irish - Negroes - Jews - Puerto Ricans - Chinese
- D. Let's investigate some of these individual groups.
- E. Students may select a particular group for in-depth study. Use the following questions as a guide:
1. What reasons did they have for coming?
 2. Compare these reasons with the reasons of the Colonial period.
 3. What things in United States would have attracted immigrants?
 4. What obstacles did the immigrants face?
 5. Were they able to overcome these obstacles?
 6. Did all immigrants choose to remain here? Why?
 7. How did the people in America feel about the immigrants?
 8. What were some of the contributions that "your" group made to this country?
 9. Who were some outstanding people?
- F. Have class in media center utilizing all materials available. After reading and note-taking, children will compile their information and share in various ways.
- G. Following group presentations, use Warren Schloat filmstrip and records to supplement information acquired.
- H. After all background materials have been presented do a summary chart of problems and contributions of all immigrant groups studied.

VARIANTS IN STRATEGIES
AND CONTENT

CONTENT AND MATERIALS

EVALUATION

I.	XI.	XI.
<u>How Immigrants Contributed to Our Culture</u> , Benefic Press	Poem "I Am An American". Read and give your feelings about it.	Write a paragraph or poem telling how immigrants have helped America.
<u>Minorities Have Made America Great</u> , FS & R Warren Schloat	Choose a famous immigrant and write a biographical sketch about him/her.	Has this been the "Land of Opportunity" for all groups? Why?
<u>Folk Songs in American History #2</u> FS & R Warren Schloat	Design posters and/or ads to advertise the United States to possible immigrants.	We are a nation of immigrants or "descendants of immigrants" Explain.
<u>In America Series</u> Carl Spanglor, Lerner Publishers	Prepare descriptive brochure for possible immigrants giving information about opportunities in the United States.	
<u>The Immigrant's Experience</u> Harvard Social Studies Project	Reports on prejudice, discrimination, civil rights laws and/or segregation.	
<u>Negroes Who Helped America</u> Madaline Stratton, Ginn & Co. Biographical FS #552-557 (County Media Center)	Divide into groups representing countries of the world. Prepare an international lunch of foods characteristic of these respective countries.	
<u>Reading Exercises in Negro History</u> Continental Press Inc.	Listen to music of the various nationalities.	
<u>In These United States</u> Encyclopedia Media Center Resources	Suggestions for Learning Centers These may be teacher or student planned. The students collect data at the beginning of the Unit or establish the centers as a culminating activity.	
<u>Great Names in American History</u> Laidlaw Bros.		

Grade 5 Unit I - A Nation Evolves From Immigration

CONCEPT-ORIENTED SUB-TITLE	TEACHING
<p>B. Welding a Nation Through Immigration (continued)</p> <p>1. Contribution (continued)</p> <p>2. Problems</p> <p> a. Discrimination</p> <p> b. Segregation</p>	<p>XI. H. PROBLEM</p> <p>(cont'd.) Discrimination Housing-Ghettos Job opportunity Religion</p>
	<p>I. What special problems are there? How is immigration affecting minorities?</p> <p>What are the major problems? What are their special characteristics?</p> <p>Is anything being done to solve these problems? What can we do to solve these problems?</p>
	<p>J. Culminating Activities</p> <p>1. Plan and execute a project. Exhibit contributions of various groups. Listen to songs, dances, games, etc.</p> <p>2. Write and produce a play of the various aspects of life.</p>

elves From Immigration

B-TITLE

TEACHING STRATEGIES

Immigration (continued)	XI. H. (cont'd.)	PROBLEMS	CONTRIBUTIONS
ed)		Discrimination Housing-Ghettos Job opportunity	Arts - Music Literature
		Religion	Science Technology
			Sports - Baseball Football Bowling
			Politics

I. What special problems have immigrant groups faced?

How is immigration related to the development of minorities?

What are the major minority groups in America? What are their special problems?

Is anything being done to help these minority groups? What can we do as individuals to help solve these problems?

J. Culminating Activity

1. Plan and execute an international fair. Exhibit contributions of various national groups. Listen to music, sample foods, dances, games, and other contributions.
2. Write and produce a play showing contributions of the various national groups of American life.

XI. (continued)

Suggestions for Learning Centers
(continued)

- A. The Contributions of each major minority group (Afro-American, Italian, etc.)
utilize trade books, magazines, newspapers.
- B. Problems of Minorities in America. Consider present day problems such as housing and education.
- C. Stages of Immigration.
How Americans Got Here
 - 1. Pre-Columbian
 - 2. Colonial
 - 3. Slave Trade
 - 4. Recent Immigration

Do research in order to chart the various stages of immigration. Prepare charts and maps. Collect pictures.

D. Immigration Laws in the United States.

Do research to answer these questions:

- 1. When were they written?
- 2. Why were they written?
- 3. What were some of the provisions of these laws?
- 4. What is the quota system? How does it work?
- 5. From which countries could the greatest number of people come to the United States? the least number?
- 6. Why was the quota system for immigrants unfair?
- 7. What do you think about the immigration laws? Why?

Grade 5 - Unit I - A Nation Evolves From Immigration

CONCEPT-ORIENTED SUB-TITLE

TEACHING STRATEGIES

2. Welding a Nation Through Immigration (continued)

See "Variants in Strategies and Content"

XI. (continued)

Suggestions for Learning Centers
(continued)

E. Remembering Benjamin Banneker

1. Read about Benjamin Banneker. Find out about the important events in his life.
2. Benjamin Banneker was interested in the science of astronomy. Prepare a scrapbook on the subject (reports, pictures and/or drawings about the various astronomical bodies. Is there any area of science in which you are interested? Why? (You may prefer to prepare a scrapbook on that subject).
3. Benjamin Banneker wrote an almanac. How does an almanac differ from other books? What subjects would you need to learn before writing an almanac? Find out about Poor Richard's Almanac.
4. Benjamin Banneker helped to design plans for the city of Washington, D.C. Find out what work is involved in planning a city. Lay out the plans for a model city on a table using various materials.

F. George Washington Carver

1. Read to find out about the life and accomplishments of George Washington Carver.
2. George was given a Bible. He kept this book for 70 years. Why do you think George treasured this book? Have you ever owned anything of value? Why was it of value to you?

Grade 5 Unit I - A Nation Evolves From Immigration

CONCEPT-ORIENTED SUB-TITLE

TEACHING STRATEGIES

B. Welding A Nation Through Immigration (continued)

See "Variants in Strategies and Content"

XI. (continued)

Suggestions for Learning Centers
(continued)

F. 2. (continued)

Does something have to cost a lot of money in order to be treasured by a person? Why? Why not?

3. George left the Carvers in order to obtain an education. Why did he have to leave home for an education?

Would you ever leave home for some reason? What? How can you get an education? Will you ever have to leave home to complete your education?

4. List the many things Dr. Carver made from the peanut and the sweet potato. Prepare a display of the products listed.

5. Assemble a nature book. Collect pressed wild and domestic flowers, roots, stems, leaves and seeds. Then label each specimen that you have collected.

G. Baseball

1. Read about Jackie Robinson's life and hopes.

2. Jackie was forced to leave school for a time in order to help his family. Have you ever had to go without something in order to help someone in your family? Has anyone in your family ever gone without something in order to help you? Tell us about it.

3. Collect and display pictures of other baseball players. Identify players with teams and positions.

Grade 5 Unit I - A Nation Evolves From Immigration

CONCEPT-ORIENTED SUB-TITLE

TEACHING STRATEGIES

B. Welding A Nation Through Immigration (continued)

See "Variants in Strategies and Content"

XI. (continued)

G. (continued)

4. Describe the position of each player on a baseball team.

5. Define the following baseball terms:

- | | |
|----------------|--------------|
| a. runs | l. pop-up |
| b. outs | m. dugout |
| c. shortstop | n. diamond |
| d. umpire | o. fly |
| e. grounder | p. homer |
| f. steal bases | q. innings |
| g. error | r. catcher |
| h. strike | s. fielder |
| i. bunt | t. foul |
| j. pitcher | u. batter-up |
| k. mound | |

H. Today's Immigrants

Look through magazines and newspapers to see if you can find pictures and articles of people who are immigrating to America today. Make a collection of these. Tell the class who these people are and why they are immigrating to America.

Grade 5 Unit II

A NATION EMERGES THROUGH CONFLICT TO A WORLD POWER

EXPLANATION

Man has been motivated in all ages by morals and ideals on the one hand, and by material wants and needs on the other. This unit looks at the various conflicts that have influenced the growth of our nation. An examination will be made of selected aspects of man's search for wealth, and his conflicting ideas that led to the eventual emergence of a nation as a world power. Consideration will be given to such possible results as shared settlements, negotiation, compromise and war.

Grade 5 Unit II - A Nation Emerges Through Conflict to a World Power.

A NATION EMERGES THROUGH CONFLICT

OBJECTIVES

1. The student will be able to identify the major causes of the age of exploration.
2. The student will be able to distinguish and analyze the reasons for the establishment of the various colonies.
3. The student will be able to list examples of man's disagreements that have been resolved through compromise.
4. The student will be able to list some major events and generalize concerning factors that lead to war.
5. The student will give evidence of our country's growth through expansion.
6. The student will indicate comprehension that a government's inability to resolve differences is likely to result in civil disturbances, riots, or wars.
7. The student will be able to obtain information from the various types of maps.

Grade 5 Unit II - A Nation Emerges Through Conflict to a World Power.

OUTLINE FOR UNIT II

A NATION EMERGES THROUGH CONFLICT TO A WORLD POWER

A. War for empire

1. Desire for wealth
2. Security of position as a world power.

B. Conflict of ideas.

1. Taxation without representation
2. Revolution for independence

C. Internal conflict

1. Basic freedoms and civil rights
2. Basic need for economic security
3. Need to resolve urban problems

D. The nation's role in world conflicts:
leadership

Grade 5 Unit II - A Nation Emerges Through Conflict to a World Power

CONCEPT-ORIENTED SUB-TITLE

TEACHING STRATEGIES

A. America Born in Conflict

I. Opener:

- A. Map of North America today.
- B. Map of same region during 17th century claims.
- C. What do you know about these people? How did they come to this land?
- D. Divide students into groups to report on the following countries: Spain, England, France

Have children develop questions about each country. Make sure questions are included.

- 1. Who were some of the immigrants from each country?
 - 2. When did they come?
 - 3. Why did they come?
 - 4. What skills or expertise did they bring?
 - 5. What problems did they face?
 - 6. What areas did they explore?
 - 7. What were the lasting results?
- E. Begin an on-going vocabulary journal.
 - F. Start on-going class and individual projects.

ation Emerges Through Conflict to a World Power

NTED SUB-TITLE

TEACHING STRATEGIES

Conflict

I. Opener:

- A. Map of North America today. Has it always been this way?
- B. Map of same region during 17th century showing various claims.
- C. What do you know about these early European peoples? Why did they come to this land?
- D. Divide students into groups to read and gather information about the following countries in order to prepare a group report: Spain, England, France.

Have children develop questions that should be answered about each country. Make sure the following questions are included.

- 1. Who were some of the important men who came from each country?
 - 2. When did they come?
 - 3. Why did they come?
 - 4. What skills or expertise did they have?
 - 5. What problems did they have?
 - 6. What areas did they explore?
 - 7. What were the lasting results of their explorations?
- E. Begin an on-going vocabulary list, chart, notebook or box.
 - F. Start on-going class and individual time-line.

Grade 5 Unit II

CONTENT & MATERIALS

VARIANTS IN STRATEGIES AND CONTENT

I. Map of North America today and during the 17th Century.

Exploration and Colonization
Part 2, Milleken Publishing Co., St. Louis, Missouri
(Transparencies & Duplicating Pages)

Baker
The Story of Christopher Columbus
Ponce de Leon

Dagliesh
America Begins
The Columbus Story

Buehr, W.
Spanish Conquistadors in North America
French Explorers in America

Berger
Discoverers of the New World

I. Write and/or illustrate stories of the explorers (journals, logs, diaries).

Write biographies or poems for a class booklet about famous explorers.

Trace routes on globes or maps.

Make a mural showing a panorama of the exploration period.

Play a game "Who Am I?"

I. Using graphic

Ex
T
Wh
Re
Pr
ke

Using drawing success

- 1
- 2
- 3.

Ask

VARIANTS IN STRATEGIES
AND CONTENT

EVALUATION

- I. Write and/or illustrate stories of the explorers (journals, logs, diaries).

Write biographies or poems for a class booklet about famous explorers.

Trace routes on globes or maps.

Make a mural showing a panorama of the exploration period.

Play a game "Who Am I?"

- I. Using the information acquired in groups, fill out individual charts.

	PEOPLE
From	
To	
When	
Reasons	
Problems	
Results	

Using the chart, have children draw conclusions in answer to such questions as the following:

1. Can you find anything that is similar about all these explorers?
2. What differences do you notice?
3. How do you account for these differences and similarities?

Also, "If you could write only one sentence about what you have been discussing, what would you write?"

of the United States and the world's power.

CONCEPTUAL LEVEL: ...
III. Openers:

- A. This land is ours! (written English on bulletin board).
- B. Discuss this statement using ... used in B.
- C. Make sure that the children: various countries claimed ...
- D. Divide children into groups about each country's attempt statement true. Children: colonies were established ...
Children should find answers:
 - 1. When was the first ...
 - 2. Was it successful? ... and English settlers?
 - 3. When and where were ... French and English ...
 - 4. Who were some of the ...
 - 5. What was life like in ...
 - 6. What were some of the ... the settlements?
- E. Have class summarize to bring differences. Emphasize first claiming of some land. (Ohio, Oregon.)

17. **Map:**
- This land is read (written in Spanish, French, and English on bulletin board).
 - Discuss this document using the 17th century map used in 1-B.
 - Make sure that the children understand that the various countries claimed the land.
 - Divide children into groups to find information about each country's attempts to make the opening statement true. Children should conclude that colonies were established to hold their claims.

Children should find answers to the following:

- When was the first settlement started? Where?
 - Was it successful? If not, why? (First French and English settlements were unsuccessful).
 - When and where were the first successful French and English settlements?
 - Who were some of the leaders?
 - What was life like in the settlements?
 - What were some of the lasting influences of the settlements?
18. Have class summarize to bring out similarities and differences. Emphasize first conflicts over claiming of same land. (Ohio Valley, New Orleans, Oregon.)

Grade 4, Unit 11

11.

Russell

The French and Indian War

Fishwick

Jamestown, First English
Colony

Starford-McCall

You and the United States

Spanish and French Dictionaries

Pictures of Spanish People

Pictures of French People

Illustrate the influences of
Spanish, French and English on
American customs, clothing, food
and language. This can be done
through drawings, lists or
dramatizations.

An example of this influence is
shown by the array of Spanish,
French and Dutch names for cities,
towns and other areas in America.

VARIANTS IN CULTURE

EXERCISES

11.

Illustrate the influences of the Spanish, French and English on American customs, clothing, foods and language. This can be done through drawings, lists or dramatizations.

An example of this influence is shown by the array of Spanish, French and Dutch names for cities, towns and other areas in America.

11.

What qualities did some of these men have that made it possible for them to accomplish what they set out to do?

Elicit responses such as leadership and character qualities.

Have children consider other periods and areas of exploration such as space and inner water. Compare similarities, differences and chance of success. Use newspapers and magazines as a source of reference.

les

1. What is the main conflict in the story?
 2. How do the characters react to the conflict?
 3. What is the resolution of the conflict? (continued)

100. Opener:

"The English and French
 argued about the land,"
 retorted, "No,
 claiming the land."

1. What reason do you have for the land?
2. What were the reasons?
3. Who had the right?
4. When could you see a difference?
 1. Compr
 2. Sale
 3. Give
 4. War
5. Are these the same conflicts? How do you see their differences?
6. Add to time

Conflict of Ideas

IV. Opener:

A. "We have argued about the land,"
 She snubs
 She forgets
 Which noble
Benjamin

1. Discuss the conflict of ideas written in the story.
 - a. If

(through

.....

ed))

"The English are trespassing on our land," said the French about the English fur traders. The English retorted, "No, this land is ours!" They were both claiming the Ohio territory.

- A. What reason did the French give as their right to the land?
- B. What were the English reasons?
- C. Who had the most valid claim?
- D. When countries disagree, how do they settle their differences?
 1. Compromise
 2. Sale of land
 3. Give up
 4. War
- E. Are these typical solutions to international conflicts? How did the British and French resolve their differences? Class discussion.
- F. Add to time-line.

IV. Opener:

- A. "We have an old mother that peevish is grown;
She snubs us like children that scarce walk alone;
She forgets we're grown up and have sense of our own
Which nobody can deny....."

Benjamin Franklin, First Great American
John Tottle

1. Discuss lines from a song that was probably written by Benjamin Franklin.
 - a. Who was the mother? Who were the children?

Grade 5 Unit II

CONTENT & MATERIALS

III.

In These United States

Preston & Tottle

D. C. Heath

Our Country's Story

Eibling, King and Harlow

Laidlaw Bros.

You and the United States

Samford, McCall &

Cunningham

Living in the United States

Cutright & Jarolimik

MacMillan

The Story of Our Country

Brenda Pfaehler

Harper & Row Publishers

IV.

Trails to Freedom in American
History

Coons, Prates and Cartwright

In These United States

Preston & Tottle

D. C. Heath

America is My Country

Brown & Guadagnolo

Houghton & Mifflin Co.

III.

a. What leaders emerged from this conflict?

1. George Washington

2. Examine and compare leadership qualities.

b. Why do you think this war was called the "French and Indian War"?

c. Add to vocabulary.

IV. For centers or enrichment

a. Copy of Declaration of Independence.

1. Why is July 2, 1776, important.

2. Who wrote the Declaration of Independence?

3. Who were some of the people who signed it?

4. Read the first ten or fifteen lines. In a paragraph, give your understanding of this statement.

III.

A. What lead to conflict?

1. George Washington's leadership qualities
2. Braddock and his army's poor leadership qualities

B. Why do you think this war was called the "French and Indian War"?

C. Add to vocabulary.

1. British and French

2.

3. 1754

4. British army and

5. French army and

6. British became more

7. independent due to their

8. success and freedom from

9. fear of French.

10. England in debt.

IV. For centers or enrichment

A. Copy of Declaration of Independence.

1. Why is July 2, 1776, important.
2. Who wrote the Declaration of Independence?
3. Who were some of the people who signed it?
4. Read the first ten or fifteen lines. In a paragraph, give your understanding of this statement.

IV.

Evaluate children's responses during discussion.

Government
with an ill
illust
their as

- 1. ... did ...
- 2. ...
- 3. ...
- 4. ...
- 5. ...
- 6. ...
- 7. ...
- 8. ...
- 9. ...
- 10. ...
- 11. ...
- 12. ...
- 13. ...
- 14. ...
- 15. ...
- 16. ...
- 17. ...
- 18. ...
- 19. ...
- 20. ...
- 21. ...
- 22. ...
- 23. ...
- 24. ...
- 25. ...
- 26. ...
- 27. ...
- 28. ...
- 29. ...
- 30. ...
- 31. ...
- 32. ...
- 33. ...
- 34. ...
- 35. ...
- 36. ...
- 37. ...
- 38. ...
- 39. ...
- 40. ...
- 41. ...
- 42. ...
- 43. ...
- 44. ...
- 45. ...
- 46. ...
- 47. ...
- 48. ...
- 49. ...
- 50. ...
- 51. ...
- 52. ...
- 53. ...
- 54. ...
- 55. ...
- 56. ...
- 57. ...
- 58. ...
- 59. ...
- 60. ...
- 61. ...
- 62. ...
- 63. ...
- 64. ...
- 65. ...
- 66. ...
- 67. ...
- 68. ...
- 69. ...
- 70. ...
- 71. ...
- 72. ...
- 73. ...
- 74. ...
- 75. ...
- 76. ...
- 77. ...
- 78. ...
- 79. ...
- 80. ...
- 81. ...
- 82. ...
- 83. ...
- 84. ...
- 85. ...
- 86. ...
- 87. ...
- 88. ...
- 89. ...
- 90. ...
- 91. ...
- 92. ...
- 93. ...
- 94. ...
- 95. ...
- 96. ...
- 97. ...
- 98. ...
- 99. ...
- 100. ...

1. Read the following passage, and answer the questions that follow.
 The primary time during the 17th century when
 the English colony prospered was the 1650s.
 At that time, the colony was more prosperous than people
 in Britain.
- a. **Government-Each has a form of government.**
 - c. Based on this information, what would the sentiment or feelings of colonists be about their position.

2. In what way did England keep the colonists as children? Why?
 1. Read in several books (texts and library) for information about these problems.
 - a. Restricting certain types of trade only with England.
 - b. Help pay for the French and Indian War.
 - c. Pay other taxes.
 - d. Colonial legislators wanted to vote on taxes they paid.
 - e. Sell their products as they pleased.
 2. Discuss areas of agreement and cooperation between England and Colonists.
 - a. Common language.
 - b. Protected trade routes.
 - c. Indian pacification.
 - d. Sale of goods.
 3. Discuss areas of disagreement.
 - a. Nature of the Empire.
 - b. Taxation.
 - c. Representation
 4. Have children interpret the phrase "Taxation without representation".

IV. (continued)

Our Country's Story

Eibling, King & Harlow
Laidlaw Bros.

Living in the United States

Cutright & Jabalimik
MacMillan

Trail Blazers of American
History

Mason & Cartwright
Ginn

Be a Better Reader (B)

Smith
Prentice Hall

The Story of Our Country

Pfahler

Films and Filmstrips

F-39 American Revolution

F-62 Thomas Jefferson
County Media Center

Makers of America

America is Born

The Story of American Freedom

America's Own Story

The First Book of the American
Revolution

IV. (continued)

B. "I only regret that I have but one
life to lose for my country."

1. Who said it?
2. What were the circumstances?
3. What do you think of this idea?

C. "Don't fire until you see the
whites of their eyes."

1. Who said it?
2. What were the circumstances?
3. What do you think of this idea?

D. "I have not yet begun to fight".

1. Who said it?
2. What were the circumstances?
3. What do you think of this idea?

E. "All men are created equal."

1. What is meant by this statement?
2. Do you agree? Why?
3. Give some examples of your reasoning.

F. Comparative Study

1. The colonists believed that the Stamp Tax was unfair. Do you think any of the taxes we pay today are unfair?
2. Benjamin Franklin was sent to other countries to explain the problems of the American Colonies. Who in our government may talk to the leaders of other countries for us?
3. The laws which the colonists had to obey were made in England. By whom are our laws made?

VARIANTS IN STRATEGIES
AND CONTENT

EVALUATION

IV. (continued)

B. "I only regret that I have but one life to lose for my country."

1. Who said it?
2. What were the circumstances?
3. What do you think of this idea?

C. "Don't fire until you see the whites of their eyes."

1. Who said it?
2. What were the circumstances?
3. What do you think of this idea?

D. "I have not yet begun to fight".

1. Who said it?
2. What were the circumstances?
3. What do you think of this idea?

E. "All men are created equal."

1. What is meant by this statement?
2. Do you agree? Why?
3. Give some examples of your reasoning.

F. Comparative Study

1. The colonists believed that the Stamp Tax was unfair. Do you think any of the taxes we pay today are unfair?
2. Benjamin Franklin was sent to other countries to explain the problems of the American Colonies. Who in our government today talks to the leaders of other countries for us?
3. The laws which the colonists had to obey were made in England. By whom are our laws made?

IV. (continued)

A. "You Were There"

1. Prepare a play depicting the story of the War for Independence. Evaluate children's accuracy of information and data.
2. You might be a modern Paul Revere or William Dawes. Instead of riding from town to town with your news, you could broadcast it before a make-believe microphone. Several pupils can be called to the microphone to tell what they saw or did during the exciting events of the period.

Evaluate children's accuracy of information and data.

Evaluate children's responses in group discussions.

Grade 5 Unit II - A Nation Emerges Through Conflict + a World Power

CONCEPT-ORIENTED SUB-TITLE

A. America Born in Conflict (continued)

Conflict of Ideas (continued)

IV. (continued)

- C. What action resulted in the Revolution?
"To watch those who
declared their independence
being plowed or
something was going to
going to happen,
Not the wisest known
Stephens"

Did men think like
did Benet have when
the 1940's.)

- D. Discuss the poem's
events that led to
Suggested sequence:
1. Committees of
2. Boston Tea Party
3. Sons of Liberty
4. Minutemen
5. Blockade of Boston
6. Declaration of Independence
7. Lexington and Concord
8. Continental Congress
9. Bunker Hill
10. Declaration of Independence

E. Declaration of Independence

- Examine document for
information.
1. When written?
2. By whom?
3. Where?
4. Who were signers?
5. Did any Marylanders sign?
6. What are the main ideas?
7. Discuss the significance of the Declaration in our history.

dict (continued)

IV. (continued)

(continued)

- C. What action resulted from this conflict of opinion?
"To watch those early years just before the colonies declared their independence is like watching a field being plowed or a sea with a storm rising...Something was going to be born - but what? Something was going to happen, explode, break, alter - but what? Not the wisest knew."

Stephen Vincent Benet

Did men think like this at the time? What advantage did Benet have when he wrote this? (He wrote it in the 1940's.)

- D. Discuss the poem's meaning, then read to find those events that led to separation from Britain.

Suggested sequence:

1. Committees of Correspondence
2. Boston Tea Party
3. Sons of Liberty
4. Minutemen
5. Blockade of Boston
6. Declaration of Rights and Grievances (1774)
7. Lexington and Concord
8. Continental Congress (1st and 2nd)
9. Bunker Hill
10. Declaration of Independence

- E. Declaration of Independence

Examine document and read in various texts to find information.

1. When written?
2. By whom?
3. Where?
4. Who were signers?
5. Did any Marylander's sign it?
6. What are the main ideas of the document?
7. Discuss the significance of the documentation on our history.

IV. (continued)

Paul Revere and the Minute Men
Fisher

Fourth of July Story
Dalglish

Films and Records

Folk Songs and the Declaration of Independence
Schloat

Record

The Colonial Era - Boston Tea Party
Part 2 Side 2 Band 3
S.V.E.

Filmstrip and Record

Discovery, Exploration and Colonization of America - The Prelude to Independence
S.V.E.

IV. (continued)

Reading

- A. Benjamin Franklin and Thomas Jefferson were known for their inventions. Some pupils may want to read about these inventions and tell the class about the most interesting ones.
- B. Read the story of how Benedict Arnold turned traitor.
- C. Examine a copy of Poor Richard's Almanac.
- D. Just as France once helped our country, so we have helped other countries. Who called on us? What countries have we helped? What did we do for them?

Poetry

"Paul Revere's Ride", Longfellow

"What's In a Name?", H. F. More

"The Concord Hymn", Emerson

Music

American History with Folk Songs Set #1, (32 Revolutionary War)
S.V.E.

Grade 5 Unit II - A Nation Emerges Through Conflict to a World Power.

CONCEPT-ORIENTED	SUB TITLE	TEACHING
A. America Born in Conflict (continued)	IV. (continued)	
Conflict of Ideas (continued)	F. "Declaring independence winning it".	
	1. Students will identify the main events	
	a. Valley Forge	
	b. Saratoga	
	c. Yorktown	
	2. Read to find causes of conflict.	
	a. Surrender at Yorktown	
	b. Treaty of Paris	
	c. Problems of the new nation	
	d. The loss of the Northwest Territory	
	G. How did minority groups survive any period? Have they any concerns concerning representation?	
	1. Negro -	
	2. Jewish -	
	3. Polish -	
	4. French -	
	H. Add to time-line	
B. Conflicts Resulting from Territorial Expansion	V. Opener	
Purchase.	A. Maps of the United States after 1803.	
	1. Find the Mississippi River. How could the Kentucky and Tennessee creeps to mark the river?	
	2. Locate New Orleans. To what country did it belong?	
	3. Was any other territory purchased?	

Nation Emerges Through Conflict to a World Power.

NTED SUB TITLE

TEACHING STRATEGIES.

Conflict (continued)

IV. (continued)

s (continued)

- F. "Declaring independence was not the same as winning it".
1. Students will read to find information about the main events of the Revolutionary War.
 - a. Valley Forge - Washington's troops.
 - b. Saratoga - Turning Point.
 - c. Yorktown - Surrender.
 2. Read to find information about results of conflict.
 - a. Surrender at Yorktown.
 - b. Treaty with England signed two years later.
 - c. Problems of a new country.
 - d. The loss to any people when they are at war.
- G. How did minority groups contribute to the Revolutionary period? Have the students search for data concerning representative groups:
1. Negro - Crispus Attucks
Richard Allen
Phyllis Wheatly
Benjamin Banneker
 2. Jewish - Haym Solomon
 3. Polish - Casimir Pulaski.
 4. French - Lafayette
- H. Add to time-line and vocabulary.

ing from Territorial

V. Opener

- A. Maps of the United States showing before and after 1803.
1. Find the Mississippi River and its tributaries. How could the settlers who lived in Tennessee, Kentucky and Ohio best send their surplus crops to market?
 2. Locate New Orleans - why was it important? To what country did it belong?
 3. Was any other group involved?(Spanish)

CLASS OF 1910

COMBAT & PATRIOTISM

IV. (continued)

Crispus Attucks
Dharathula H. Millender

- V. In These United States
Preston & Tottle D.C. Heath
- Living in the United States
Cutright & Jarolimik MacMillan
- Your Country and Mine
Tiegs-Adams Ginn

LANGUAGE ARTS
THE SUBJECT

IV. (continued)

Language Arts

Prepare a "Who's Who of
the Revolutionary War.

For the Military Buff

- A. Define these military terms
- | | |
|-----------------|-----------|
| fleet | outpost |
| retreat | attack |
| fortification | recruit |
| treaty of peace | surrender |

B. Military Heroes

Marquis de Lafayette
John Paul Jones
Sir William Howe
Lord Cornwallis
George Rogers Clark
Baron Von Steuben
Thaddeus Kosciuszko

- V. A. Discuss how our country gained Florida. Compare the size of Florida to that of the Louisiana Territory. Compare the cost of each.
- B. Find the cost per acre for Louisiana Territory and compare it to the cost of land today.

IV. (continued)

Language Arts

Prepare a "Who's Who of
the Revolutionary War."

For the Military Buff

A. Define these military terms:

fleet	outpost
retreat	attack
fortification	recruit
treaty of peace	surrender

B. Military Heroes

Marquis de Lafayette
John Paul Jones
Sir William Howe
Lord Cornwallis
George Rogers Clark
Baron Von Steuben
Thaddeus Kosciuszko

V. A. Discuss how our country gained
Florida. Compare the size of
Florida to that of the Louisiana
Territory. Compare the cost of
each.

B. Find the cost per acre for the
Louisiana Territory and compare
it to the cost of land today.

V. Why was the
Louisiana Fur-
chase called
the "greatest
real estate
bargain in
history"? Explain.

Grade 5 Unit II -- A Nation Emerges Through Conflict to a World Power

CONCEPT-ORIENTED SUB-TITLE

TEACHING S

B. Conflicts Resulting from Territorial Expansion (continued)

Purchase (continued)

Compromise

V. (continued)

- B. Read to find out
After reading, discuss:
 1. Who owned New
 2. What other gro
 3. Why did France
 4. Why did we wa
 5. In what way w
citizens of th
of France?
 6. What were the
Louisiana Pur
- C. Show film Louisiana
questions or as an
- D. Add to time-line

VI. Opener

Bulletin Board
Two flags - Yank
Pictures of North
Pictures of Lincoln

- A. Find out what the
War. How might the
their differences?
(2) give in, (3) v
to know about it?
(try for these)
 1. Main causes (in
 2. Compromise of
 3. Missouri Comprom
 4. Differences of
 5. Results and eff
 6. Famous people

TEACHING STRATEGIES

aterial

V. (continued)

- B. Read to find out how these problems were resolved. After reading, discuss the following questions.
 1. Who owned New Orleans?
 2. What other group of people added to the problem?
 3. Why did France want to sell New Orleans?
 4. Why did we want to buy New Orleans?
 5. In what way was New Orleans more important to citizens of the United States than to citizens of France?
 6. What were the long term results of the Louisiana Purchase?
- C. Show film Louisiana Purchase to get answers to questions or as an opener.
- D. Add to time-line and vocabulary.

VI. Opener

Bulletin Board

Two flags - Yankee and Rebel
Pictures of Northern and Southern soldiers
Pictures of Lincoln, Grant, Lee and Davis.

- A. Find out what the children know about the Civil War. How might the North and South have resolved their differences? List on board. (1) compromise, (2) give in, (3) war. Ask, "What would you like to know about it?"
(try for these)
 1. Main causes (including slavery)
 2. Compromise of 1850
 3. Missouri Compromise
 4. Differences of North and South
 5. Results and effects
 6. Famous people

Grade 5 Unit II

VARIANTS IN STRATEGIES
AND CONTENT

CONTENT & MATERIALS

V. (continued)

The Story of Our Country

F-71 Louisiana Purchase
16 min. B & W

County Media Center

- C. Ask, "How did a lack of communication and transportation play a part in the Louisiana Purchase?"
"What might have happened if rapid communication had existed?"

VI. Film: F-116
True Story of the Civil War
33 min. B & W

S.V.E.
Leading American Negroes
Douglas

Folk Music in America
Filmstrips and Records

S.V.E.
The Civil War
Filmstrips and Records

Film:
Boyhood of Abraham Lincoln
F-99 11 min.

- VI. A. Discuss orally "Lee proved himself a great American who was even greater in defeat than in victory."
B. Discuss orally. Was slavery contrary to the Declaration of Independence?
C. Discuss orally. How was the life of the negro affected as a result of the war period?
D. Mary Barton - American Red Cross. Do a report.
E. Walt Whitman - Life and some of his poetry to share with class.
F. Monitor and Merrimac. Read and give a book report.
G. "Pick a Hero". Write a biographical sketch explaining the basis for his fame.

VARIANTS IN STRATEGIES
AND CONTENT

EMANCIPATION.

- C. Ask, "How did a lack of communication and transportation play a part in the Louisiana Purchase?"
"What might have happened if rapid communication had existed?"

- VI. A. Discuss orally "Lee proved himself a great American who was even greater in defeat than in victory."
- B. Discuss orally. Was slavery contrary to the Declaration of Independence?
- C. Discuss orally. How was the life of the negro affected as a result of the war period?
- D. Clara Barton - American Red Cross. Do a report.
- E. Walt Whitman - Life and some of his poetry to share with class.
- F. Monitor and Merrimac. Read and give a book report.
- G. "Pick a Hero". Write a biographical sketch explaining the basis for his fame.

- VI. A. The Emancipation Proclamation freed all the slaves in the United States. Write a paragraph on why you agree or disagree with this statement.
- B. If plantation owners had not used slaves, would there have been a plantation system? Write a paragraph giving your opinion.
- C. Write a paragraph on how things would be different today if England had recognized the South as a separate nation.

Grade Unit II - A Nation Emerges Through Conflict to a Civil War

CONCEPT/CRITERIA EVALUATION

B. Conflicts Resulting from Territorial Expansion (continued)
Compromise (continued)

- VI. (continued)
- B. Have a media opportunity if available in
- C. Class discuss students. Do abolitionists emancipate
- D. Individual do Northern, Sou important be
- E. Film: True Reinforcement
 1. How did be feel about
 2. How did pe about slav
 3. What did I (compared
 4. What was I
 5. How did th
 6. What role period in
 7. Read and c Emancipati
 8. What was ~~Not known~~
- F. After Internat ~~Group discuss~~ ~~similarities~~

~~World War~~

ion Emerges Through Conflict to a world leader.

SUB-APPENDIX

UNITED STATES HISTORY

g from Territorial
ed)

VI. (continued)

ined)

- B. Have a media center period to give children an opportunity to investigate materials that are available in our school on the Civil War.
- C. Class discussion of information obtained by students. Develop vocabulary:
abolitionist, border state, blockade,
emancipate, secede;
- D. Individual desk maps. Make a color key for
Northern, Southern and Border States. Place
important battles with victory or defeat flags.
- E. Film: True Story of the Civil War.
Reinforcement of information already learned.
1. How did both people of the North and South feel about the election of Lincoln?
 2. How did people of the North and South feel about slavery?
 3. What did Lincoln propose about slavery?
(compromise)
 4. What was life like for a slave?
 5. How did the South abuse the land?
 6. What role did the negro play during the period in the North and South?
 7. Read and discuss the meaning of the Emancipation Proclamation.
 - ~~8. What was done to maintain peace? United Nations, League of Nations).~~
- ~~F. After information has been gathered, have a group discussion and compile a chart showing similarities and differences.~~

World War I	World War II

Grade 5 Unit II

CONTENT AND MATERIALS.

VARIANTS IN STRATEGIES
AND CONTENT

VI. (continued)

Filmstrips and Records:

Frederick Douglas

PS & R 556

George Washington Carver

PS & R 553

Walt Whitman

PS 74

In These United States

Preston & Tottle D.C. Heath

Living in the United States

Cutright & Jarolimik

MacMillan

Poetry

Barbara Fritchie

O Captain, My Captain

VI. (continued)

H. Filmstrips and cassettes of
Frederick Douglas for further
information.

I. Plan a debate on the slave
issue. Resolve: Slavery was
advantageous to the country.

J. Construct a model of a
plantation.

K. Records and filmstrips of
Folk Music in America.

L. Underground Railroad

1. When did the slaves travel?

2. Where were they going?

3. Who was the most famous
conductor?

4. What were the stations?

5. Who helped escaping slaves?

6. What dangers were to be
avoided?

VARIANTS IN STRATEGIES
AND CONTENT

EVALUATION

VI. (continued)

- H. Filmstrips and cassettes about Frederick Douglas for further information.
- I. Plan a debate on the slavery issue. Resolve: Slavery was advantageous to the country.
- J. Construct a model of a plantation.
- K. Records and filmstrips of Folk Music in America.
- L. Underground Railroad
1. When did the slaves travel?
 2. Where were they going?
 3. Who was the most famous conductor?
 4. What were the stations?
 5. Who helped escaping slaves?
 6. What dangers were to be avoided?

I. (continued)

- D. Oral discussion: Did Northerners who supported the Underground Railroad violate the law?
- E. Pretend that you were in the Union/Confederacy. Write a letter to a friend. Include the following information:
1. In what part of the country you lived.
 2. Why you joined the army or were drafted.
 3. In what part of the country might have fought. What major battles-under what general.
 4. Under what circumstances you might have been fighting a relative, such as a brother or a cousin.
 5. What advantage your side had in the war.
 6. What problems you now face or what you plan to do (when the war ends)
- F. Debate: "The Civil War Could Have Been Avoided"

death

18

Grade 5 Unit II - A Nation Emerges Through Conflict to a World Power.

CONCEPT-ORIENTED SUB-TITLE

TEACHING S

B. Conflicts Resulting from Territorial
Expansion (continued)

VI. (continued)

Compromise (continued)

G. Add to time-line a

World Conflict.

1. War
2. Negotiations

VII. Opener

Bulletin Board.
United Nations Pictur
Lusitania sunk by sub
Pearl Harbor bombed D

- A. Start a discussion
peace between nati
ground problems su
1. Someone picking
2. Someone saying
3. Someone taking
privileges.
4. Someone trying t
and run things h

on Emerge Through Conflict to a World Power.

TITLE

TEACHING STRATEGIES.

rom Territorial

VI. (continued)

G. Add to time-line and vocabulary.

ued)

VII. Opener

Bulletin Board.

United Nations Pictures or Newspapers to represent
Lusitania sunk by submarine May 1917.

Pearl Harbor bombed December 7, 1941.

A. Start a discussion with role playing as to what
peace between nations means. Relate to play-
ground problems such as:

1. Someone picking on a "little guy."
2. Someone saying mean things to another.
3. Someone taking another's turn, property or
privileges.
4. Someone trying to tell others what to do
and run things his way.

Grade 5 Unit II

CONTENT AND MATERIALS

VARIANTS IN STRATEGIES
AND CONTENT

VII. Texts.

In These United States

Preston & Tottle D.C.Heath

Living in the United States

Cutright & Jarolimik - MacMillan

Filmstrips

S.V.E.

367-17 The Outbreak of
World War II.

VII. A. League of Nations.

1. How many nations?
2. What did it do?
3. What were the main strengths and weaknesses?
4. Why did it fail?
5. How did it succeed?

B. United Nations.

1. What are the purposes of the United Nations?
2. What are the branches of the United Nations?
3. What are the functions of the branches?

VARIANTS IN STRATEGIES
AND CONTENT

EVALUATION

VI.(continued)

G. Do you agree or disagree with this statement? List your arguments in your notebook under these headings:

Avoided	Unavoided

H Fill in following chart:

	North-South
1. Leaders a. President b. Military	
2. Capitals	
3. Flags	
4. Industry	
5. Famous songs	
6. Conditions after the war.	

VII. A. League of Nations.

1. How many nations?
2. What did it do?
3. What were the main strengths and weaknesses?
4. Why did it fail?
5. How did it succeed?

B. United Nations.

1. What are the purposes of the United Nations?
2. What are the branches of the United Nations?
3. What are the functions of the branches?

VII. IT'S A DATE

List the following dates relative to World Wars I and II 1914; April 1917; November 11, 1918; December 7, 1941 and October 24, 1945. Write the important event that happened on these dates.

Grade 5 Unit II - A Nation Emerges Through Conflict with World War

CONCEPT-ORIENTED SUB-TITLES

SPANISH

B. Conflicts Resulting from Territorial Expansion (continued)

VII. (continued)

World Conflict

Nations sometimes act in
How do nations resolve
suggest possibilities in
mean to you?

1. War
2. Negotiations

Using what you know and
your readings and views
to similarities and
war and World Wars I

Consider the following:

- a. Technology
- b. Science
- c. Instruments of
- d. Scope
- e. Good and bad effects

B. Develop meaning of
that means the opposite

C. Class discussion to
already know about
strips, records and
using maps, locate
allies. Guide children
wars on the following

1. Why did we enter
2. How long did we
3. Which was more
4. Areas where we
Europe- World
5. Marshall Plan
6. What was done
Nations, League

Material

VII. (continued)

Nations sometimes act much the same way as children. How do nations resolve differences? Children should suggest possibilities including war. What does war mean to You?

Using what you know about the Civil War from your readings and viewing make comparisons as to similarities and differences between that war and World Wars I and II.

Consider the following:

- a. Technology
 - b. Science
 - c. Instruments of Combat
 - d. Scopes
 - e. Good and bad effects of war.
- B. Develop meaning of allies. What is a word that means the opposite. (enemy)
- C. Class discussion to determine what children already know about two World Wars. Use filmstrips, records and reading materials. Then using maps, locate countries that were our allies. Guide children to compare the two wars on the following points:
1. Why did we enter?
 2. How long did each last?
 3. Which was more costly?
 4. Areas where each war was fought. (stress Europe- World wide).
 5. Marshall Plan - How did it help?(1945)
 6. What was done to maintain peace?(United Nations, League of Nations)

COLLECTING AND MATERIALS.

VII. Texts (continued)

Filmstrips

F-115 Aftermath of World War II

F.S. & R. 543 World War I

F.S. & R. 545 World War II

F.S. & R. 546 Post-War Years

367-18 America in World War II

Breetveld, Jim

Getting to Know United Nations
Crusaders, New York, Coward-
McCann, 1961

Cochrane, Joanna

Let's Go to the United Nations
Headquarters, New York, Putnam,
1958

Epstein, Edna

The First Book of the United
Nations, New York, Watts, 1960

Roosevelt, Eleanor and Ferris,
Helen - Partners" The United
Nations and Youth, New York
Doubleday, 1960

Shepherd, David

We Were There at the Battle of
the Bulge, New York, Grosset,
1961

United States Committee for UNICEF
Hi Neighbor, New York, Hastings,
1961.

VARIANTS IN STRATEGIES

IN GRADE 7

VI. (continued)

B. (continued)

4. What are the duties of the Secretary General?
5. What is UNICEF?
6. How has it succeeded and failed?

C. Children can write to the United Nations for materials

D. Children can do some related project about the United Nations such as a display on Bulletin Board - shadow box, pictures, scrap book

E. Investigate O.A.S., N.A.T.O., S.E.A.T.O. Good Neighbor Policy. Prepare a report to share with the class. Consider (1) what was it? (2) what was its purpose? (3) what was its effect?

F. Write a paragraph telling what we, as individuals, can do to prevent another war.

G. Have an exhibit of dolls of the world. Borrow or have children make and dress them.

H. "Can You Locate It?"

A contest using a large map. Divide class into teams - see which team can earn the most points locating the places and regions named in this unit.

VARIABLES IN CIVIL SERVICE
AND CONSTITUTION

VI (continued)

B (continued)

4. What are the duties of the Secretary General?
5. What is UNICEF?
6. How has it succeeded and failed?

C. Children can write to the United Nations for materials

D. Children can do some related project about the United Nations such as a display on Bulletin Board - shadow box, pictures, scrap book

E. Investigate O.A.S., N.A.T.O., S.E.A.T.O. Good Neighbor Policy. Prepare a report to share with the class. Consider (1) what was it? (2) what was its purpose? (3) what was its effect?

F. Write a paragraph telling what we, as individuals, can do to prevent another war.

G. Have an exhibit of dolls of the world. Borrow or have children make and dress them.

H. "Can You Locate It?"
A contest using a large map. Divide class into teams - see which team can earn the most points locating the places and regions named in this unit.

VI (continued)

The First World War.

On each blank line write the word described by the numbered clue. Be sure to write the first letter of each word in the box.

1. British passenger ship sunk by German submarine.

2. World War I began on this continent.

3. The group of countries of which the United States was one.

4. The country best prepared for war.

5. Another name for submarine.

6. Russia was on German's _____ front.

7. Another name for Europe. (two words)

8. An ally of Britain, Belgium, Italy and Russia.

9. World War I ended on this date.

10. The chief ally of Germany.

11. Weapons used by submarines.

12. The boot-shaped Allied power.

13. Petroleum product needed in war and peace.

War II

I
II
Years
War II

Nations
ward-

Nations
Putnam,

United
s, 1960

Ferris,
United
York

attle of
rosset,

for UNICEF
Hastings,

Grade 5 Unit II - A Nation Emerges Through Conflict to a New Year

CONCEPT-ORIENTED SUB-LEVEL

B. Conflicts Resulting from Territorial Expansion (continued) E. After informal group discussion similarities

World Conflict (continued)

1. War
2. Negotiations

World Wa

E. Add to time-

on Emerges Through Conflict to a New River

TITLE LEARNING STRATEGIES

from Territorial

D. After information has been gathered, have a group discussion and compile a chart showing similarities and differences.

(continued)

World War I	World War II

E. Add to time-line and vocabulary

Grade 5 Unit II

CONTENT AND MATERIALS

VII. (continued)

Snyder, Louis L.
First Book of World War II,
Watts

Bleven, Bruce Jr.
The Story of D-Day.
From Pearl Harbor to Okinawa.
Random House (Landmark Books)

VARIANTS IN STRATEGIES
AND CONTENT

VII. (continued)

- I. Who's Who?
What contribution did these people
make to world affairs?
1. Eleanor Roosevelt
 2. Franklin Roosevelt
 3. Woodrow Wilson
 4. Adolf Hitler
 5. Benito Mussolini
 6. Dwight Eisenhower
 7. Winston Churchill
 8. Douglas MacArthur
 9. Joseph Stalin
 10. Charles de Gaulle

J. Debate.
Resolved-Conflict is the natural
state of man!
Resolved-"Peace" is the unreal-
istic dream of a minority of
mankind!
Resolved- Conflict has made
America great!

6. 5. 4. 3. 2. 1. 0. 1. 2. 3. 4. 5. 6.

VARIANTS IN STRATEGIES
AND CONTENT

EVALUATION

VII. (continued)

I. Who's Who?

What contribution did these people make to world affairs?

1. Eleanor Roosevelt
2. Franklin Roosevelt
3. Woodrow Wilson
4. Adolf Hitler
5. Benito Mussolini
6. Dwight Eisenhower
7. Winston Churchill
8. Douglas MacArthur
9. Joseph Stalin
10. Charles de Gaulle

J. Debate.

Resolved-Conflict is the natural state of man!

Resolved-"Peace" is the unrealistic dream of a minority of mankind!

Resolved- Conflict has made America great!

Children may select an area to write.

VII (continued)

14. Countries that do not take sides in wars.

15. Three neutral countries beginning with the letter S

Write a sentence explaining the meaning of the word you have spelled out with the boxes.

C. Write a paragraph comparing the causes and results of the first and second World Wars.

D. Give two reasons why the United Nations was founded.

B. Write a sentence identifying each of the following people:
Woodrow Wilson
Harry S. Truman
Dwight Eisenhower
Douglas MacArthur
Eleanor Roosevelt

F. Evaluate children's work in participation of debate.

Grade 5 Unit II - A Nation Emerges Through Conflict on a World Forum

CONCEPT-ORIENTED SUB-TITLE

C. Internal Conflicts in Modern America

Civil Rights

Economic Security.

Urban

VIII. Oponer

"We look forward to essential human freedom of speech, freedom to ways, freedom from war of war."

Pres

To (

- A. Has this statement a reality? How?
- B. What are our civil liberties?
 1. Hold office.
 2. Vote for candidates.
 3. Prepare for vocational training.
 4. Attend church or synagogue.
 5. Freedom to express opinions.
 6. Freedom to attend school.
 7. Freedom to own property.
- C. How have we abused our liberties?
- D. What are some abuses of our liberties?
- E. Develop the meaning of "freedom of want".
 1. How do we achieve freedom of want?
 - a. education
 - b. skills
 - c. conservation
 - d. science and technology
 2. What groups are most affected by these difficulties?
 - a. city residents
 - b. farmers
 - c. minority groups

VIII. Opener

"We look forward to a world founded upon four essential human freedoms"—"They are freedom of speech, freedom to worship in their own ways, freedom from want and freedom from fear of war."

President Franklin D. Roosevelt
January 1941
To Congress of United States

- A. Has this statement of Roosevelt's become a reality? How?
- B. What are our civil rights?
1. Hold office.
 2. Vote for candidate of choice.
 3. Prepare for vocation of choice.
 4. Attend church of choice.
 5. Freedom to express ourselves.
 6. Freedom to attend school.
 7. Freedom to own property.
- C. How have we abused our freedom?
- D. What are some abuses of our civil rights?
- E. Develop the meaning or understanding of "freedom of want".
1. How do we achieve this freedom?
 - a. education
 - b. skills
 - c. conservation
 - d. science and technology
 2. What groups are facing problems or difficulties achieving this freedom?
 - a. city residents
 - b. farmers
 - c. minority groups (migrant, Negro, Indian,.....)

Grade 5 Unit II

CONTENTS AND MATERIAL

VIII. Exploring American History

In These United States

Preston & Tottle D.C. Heath

The Adventure of America

S.V.E. 371-6

The American in the Cold War

F.S. & R. 18½ min.

Folk Songs in American History

Set #2 Warren Schloat

Band #5,6 F.S. & R.

Ghettos of America

Warren Schloat

F.S. & R.

Rush Toward Freedom

F.S. & R. Warren Schloat

VARIANTS IN STRATEGY
AND CONTENT.

VIII.

A. Have children clip pictures and articles from magazines dealing with problems in America today. These are to be shared with the class. They could be placed in an on-going scrapbook or bulletin board.

B. Read books that treat the Negro and other minority group's problems sympathetically. Examples:

De Angli - Bright April

Jackah - Call Me Charlie

Sterling - Mary Jane

C. Examine the Bill of Rights and subsequent Amendments 13, 14, 15 that have guaranteed the Civil Rights of all Americans.

D. Read others that deal with Negro contributions to our society.

Woodson and Wesley - Negro Makers of History

Shoor - Jackie Robinson - Baseball Hero.

Mean - Carver's George

E. Investigate Supreme Court rulings and the Civil Rights Act of 1954.

F. How has the United States worked to help end discrimination.

G. The Constitution guarantees all citizens equal rights. Why must some people struggle to claim their rights?

VARIANTS IN STRATEGIES
AND CONTENT.

EVALUATION

VIII.

- A. Have children clip pictures and articles from magazines dealing with problems in America today. These are to be shared with the class. They could be placed in an on-going scrapbook or bulletin board.
- B. Read books that treat the Negro's and other minority group's problems sympathetically. Examples:
De Angli - Bright April
Jackan - Call Me Charlie
Sterling - Mary Jane
- C. Examine the Bill of Rights and subsequent Amendments 13, 14, 15 that have guaranteed the Civil Rights of all Americans.
- D. Read others that deal with Negro contributions to our society.
Woodson and Wesley - Negro Makers of History
Shoor - Jackie Robinson - Baseball Hero.
Mean - Carver's Georgia
- E. Investigate Supreme Court rulings and the Civil Rights Act of 1954.
- F. How has the United States worked to help end discrimination.
- G. The Constitution guarantees all citizens equal rights. Why must some people struggle to claim their rights?

VIII.

- A. In These United States Workbook p. 67
- B. Explain orally or in writing as briefly as possible what the following phrases mean to you:
a. freedom of speech
b. freedom of worship
c. freedom from want
d. freedom from fear of war.
- C. Today there are many trouble spots throughout the world. Mention two countries where world peace is threatened at this time.
Give as many reasons as you can why each of these areas might be called trouble spots. Tell the United States policy toward these areas.

Grade 5 Unit II - A Nation Emerges Through Conflict to a World Power

| CONCEPT-ORIENTED | SUB-TITLE | TEACHING |
|--|-----------|-------------------------------------|
| C. Internal Conflicts in Modern America
(continued) | | VIII. (continued) |
| | Cold War | F. Add to time-line |
| | | G. The Nation's Role |
| | | 1. What other powers
States have |
| | | 2. What does "Cold War" |
| | | 3. Use newspaper
media to study |

arges Through Conflict to a World Power

TITLE

TEACHING STRATEGIES

in America

VIII. (continued)

F. Add to time-line and vocabulary.

G. The Nation's Role in World Conflicts.

1. What other problems does the United States have today?
2. What does "Cold War" mean?
3. Use newspapers, magazines and other news media to study problem of the time.

Grade 5 Unit 10

... COLLECTIBLE MATERIALS ...

... COLLECTIBLE MATERIALS ...

W. B. ELLIOTT, JR.
1900

1900

RIAL

MAN AND HIS GOVERNMENT

EXPLANATION

The idea of self-government was probably the most important one the English settlers brought with them to the New World. Taking root during Colonial days, the struggle for freedom under law has been long and hard, and still continues today. An American citizen has certain rights and certain duties, both of which are equally important to the preservation of our government. This unit attempts to develop an understanding of this government from its inception and the changes and modifications of the system that have been made through legislation and court action. Consideration will be given to the rights and responsibilities derived from this institution.

MAN AND HIS GOVERNMENT

OBJECTIVES

1. The student will be able to demonstrate his understanding of the importance of self-government.
2. The student will be able to describe and compare the rights and responsibilities of self-government.
3. The student will be able to appreciate the need to participate in this form of self-government.
4. The student will be able to understand that cooperation is a part of the democratic life.
5. The student will be able to show a willingness to compromise for the good of the class, school, country.
6. The student will be able to understand that issues usually have at least two sides.
7. The student will be able to describe the structure of self-government.

Grade 7 Unit III - Man and His Government

OUTLINE FOR UNIT III

MAN AND HIS GOVERNMENT

- A. Democracy - evolution self government
 - 1. Colonial origin of our government
 - 2. Documents of our democracy
- B. Government under a constitutional system
 - 1. Organization
 - 2. Modification of our legal system
 - 3. Rights and responsibilities of citizen and government.

Grade 5 Unit III - Man and His Government

CONCEPT-ORIENTED SUB-TITLE

A. Democracy/Self-government

I. Opener:

Display on the Bulletin Board

Picture of Capital
Pictures of President
men in our government

A. Review in oral discussion
did the first settlers
tools, clothing,
material things and
ideas, self-government

B. Ask children to bring
light luggage".
over on the crowd
questions as:

1. Who carried
2. What were
3. Where did
4. Where did

II. Opener:

Display the following
Pictures of Jamestown
at Jamestown. (Virginia)
burg for historic

1. Representative/Burgesses

A. Ask: What significance
with our government

B. Read to find answers

1. What was the
found James
2. Why did this
new land?
3. What happened
started? (L)
4. Who took control
5. What were the
settlers?

TRAINING STRATEGIES

I. Opener:

Display on the Bulletin Board:

Picture of Capital and/or Washington, D.C.
Pictures of President and/or other important men in our government.

- A. Review in oral discussion- What material things did the first settlers bring with them? (Food, tools, clothing, weapons). What kinds of non-material things did they bring? (Language, customs, ideas, self-government.
- B. Ask children to interpret the phrase "ideas are light luggage". (The idea of self-government came over on the crowded ships from England). Use such questions as:
1. Who carried the ideas?
 2. What were the ideas?
 3. Where did the ideas originate?
 4. Where did the ideas get started?

II. Opener:

Display the following:

Pictures of Jamestown/Captain John Smith/Church at Jamestown. (Write to Jamestown or Williamsburg for historical brochures.)

- A. Ask: What significance do these pictures have with our government?
- B. Read to find answers for the following questions:
1. What was the name of the company that found Jamestown?
 2. Why did this company send people to this new land?
 3. What happened when the colony was first started? (Little organization).
 4. Who took command of the colony?
 5. What were some problems that had to be settled?

Grade 5 Unit III

CONTENT & MATERIALS

- 1. Picture of Capital
Pictures of Washington, D.C.
Picture of President.

In These United States
Preston/Tottle

Living in the United States
Cutright Jarolinak

Your Country and Mine
Brown

F-236 Washington, City of the World
(County Media Center)

- II. Texts same as Opener I.
Record The Colonial Era
Part 1, Side 1, Bands 1 and 2
The First English Colony in America
The First Legislative Assembly
Pictures of Jamestown
Picture of Captain John Smith
Picture of the Church of Jamestown
Filmstrip 105 Colonial Government
Filmstrip Development of the American Republic
#2 The English Settlements

TEACHING STRATEGIES AND ACTIVITIES

I. Opener:

- A. Have a list of rules that we live by every day. (Behavior at school, our health and our safety). Who makes the rules we live by? List. (School, Parents, Teachers, Other People).
What are some of the rules we live by at school?
Why do we have these rules? (Laws and enforcement).

- B. How did the early settlers establish their laws? Have a class discussion.

- C. Have students prepare a brief article on the life, times and achievements of Captain John Smith.

II. Opener:

- A. Filmstrip Colonial Government FS-105. Use the same questions as for the Opener in Teaching Strategies.

- B. Write a report of Powhatan's role in the Jamestown settlement.

VA LEARNS IN STRATEGIES
AND COOPERATION

EXPLANATION

I. Opener:

- A. Make a list of rules that we live by every day. (Behavior at home, at school, our health and our safety). Who makes the rules we live by? List. (School, Parents, Teachers and Other People). What are some of the rules we have at school? Why do we have these rules? (Laws and enforcement).
- B. How did the early settlers establish their laws? Have a class discussion.
- C. Have students prepare a brief article on the life, times and achievements of Captain John Smith.

II. Opener:

- A. Filmstrip Colonial Government PS-105. Use the same questions as for the Opener in Teaching Strategies.
- B. Write a report of Powhattan's role in the Jamestown settlement.

I.

- A. Have students list the things that we would take to a new country today that the early settlers would not. Make a second list of things the settlers had to bring that we would not take. Make a third list showing things both took along.
- B. Evaluate the children's contributions to group discussion and individual reports.

II.

- Evaluate children's contribution to group discussion and research.

Grade 5 Unit III - Man and His Government

CONCEPT-ORIENTED SUB-TITLE

TEACHER

A. Democracy/Self-government (continued)

II. (continued)

1. Representative/Burgesses (continued)

6. When did the first
What was their sta
7. Were they slaves or
8. How was the idea of
by events in the yo
the basic elements
Three branches:
Governor (King a
Council of State
Burgesses (Colon

C. Add the following date
time-line and new words
(1607,1619).

III. Opener:

Display on Bulletin B
Picture of Mayflower

Have children find in
questions:

1. What was the name
Massachusetts?
2. What two major qu
to answer before
a. Where shall
b. How shall
3. How did they answe
4. How did they deci
5. What was the name
What were the un
agreement?

Government

TEACHING STRATEGIES

continued)

II. (continued)

continued)

6. When did the first African arrive in Jamestown?
What was their status in the colony?
7. Were they slaves or indentured servants?
8. How was the idea of self-government encouraged
by events in the year 1619 in Virginia? Describe
the basic elements of this government.
Three branches:
 Governor (King appointed)
 Council of State (London Co. appointed)
 Burgesses (Colonists selected)

C. Add the following dates and events to on-going
time-line and new words to vocabulary list.
(1607,1619).

III. Opener:

Display on Bulletin Board.

Picture of Mayflower/Map of Massachusetts.

Have children find information for the following
questions:

1. What was the name of the company that founded
Massachusetts?
2. What two major questions did the Pilgrims have
to answer before they left the ship?
 - a. Where shall we settle?
 - b. How shall our colony be governed?
3. How did they answer these questions?
4. How did they decide to govern their colony?
5. What was the name of their first agreement?
What were the unique characteristics of this
agreement?

Grade 5 Unit 111

CONTENT & MATERIALS

VARIANTS IN STRATEGIES
AND CONTENT

III. Picture of the Mayflower.
Map of Massachusetts
Pictures of Pilgrims
Same text books as Opener I
How Our Government Began
King/Bateman Benefic Press

1. Write or prepare a dramatization indicating the daily activities of a family living in Jamestown.
2. Write to Jamestown or Williamsburg for brochures and price lists in order to plan a field trip to Jamestown and Williamsburg. Make a bulletin board with information received.

- III.
- A. Relate the similarities and differences in the forms of government of the Plymouth Colony and the Virginia Colony.
 - B. Write a paper on the lives and accomplishments of the founders of the Plymouth Colony.
 - C. Write a paper comparing Miles Standish and William Brewster and the part played by each in New England.

VARIANTS IN STRATEGIES
AND CONTENT

EVALUATION

1. Write or prepare a dramatization indicating the daily activities of a family living in Jamestown.
2. Write to Jamestown or Williamsburg for brochures and price lists in order to plan a field trip to Jamestown and Williamsburg. Make a bulletin board with information received.

III.

- A. Relate the similarities and differences in the forms of government of the Plymouth Colony and the Virginia Colony.
- B. Write a paper on the lives and accomplishments of the founders of the Plymouth Colony.
- C. Write a paper comparing Miles Standish and William Brewster and the parts played by each in New England.

III.

- A. Have children tell or write why they felt the Pilgrims needed the Mayflower Compact.
- B. Evaluate children's contribution to group discussion.

Grade 6 Unit III - Massachusetts

UNIT III - MASSACHUSETTS

a. Document/Significant Event (1780)

2. Document/Compact

b. Open:

Use a copy of the Massachusetts Compact (Massive Trees). Have children examine the document, doing some interpreting. Examine the spelling of some words. Reading from texts and watching to answer the following questions:

1. When was the Compact signed?
2. Who signed it?
3. Did everybody agree about it?
4. Did it set up a compact?
5. What are the specific provisions?
6. Can we see the original? If so, where?
7. Why was there a Mayflower Compact?
8. Of what importance is it today?

3. Document/Independence

a. Revolution

V. Open:

Use a copy of the Declaration of Independence. Display a picture of the signing of Independence.

A. Children will read to find the following questions:

1. What were some conditions of the Declaration?
2. What were some conditions of the Declaration?

17th

18th

IV. Content:

Use a copy or make a copy of a copy of the Mayflower Compact (Enclosed Press).

Have children examine the document, reading it and doing some interpreting. Example - They will notice the spelling of some words. They will also do some reading from texts and watching films and filmstrips to answer the following questions:

1. When was the Compact signed?
2. Who signed it?
3. Did everybody agree about it?
4. Did it set up a complete form of government?
5. What are the specific provisions for government?
6. Can we see the original document today? If so, where?
7. Why was there a Mayflower Compact?
8. Of what importance is the Compact to us today?

V. Opener:

Use a copy of the Declaration of Independence. Display a picture of the signing of the Declaration of Independence.

A. Children will read to find answers to the following questions:

1. What were some conditions that led to the signing of the document?

Grade 5 Unit III

CONTENT & MATERIALS

VARIANTS IN STRATEGIES
AND CONTENT

- IV. Copy of the Mayflower Compact
Record The Colonial Era
Part 2, Side 1, Band 1
The Mayflower Compact
Same textbooks as Opener 1.
How Documents Preserve Freedom
Leubon/Meshover Benefic Press
How Our Government Began
King/Bateman Benefic Press
Filmstrip Development of the
American Republic
#2 The English Settlements

- IV. A. Write a story about conditions at Plymouth during the first year.
- B. Compare the first years at Plymouth to the first years at Jamestown.
- C. The Mayflower Compact has been called the world's first written constitution. Explain writing what this means.

- V. Copy of the Declaration of Independence
Picture of the Signing of the Declaration
Record The American Revolution
Part 1, Side 2, Band 2.
Jefferson Writes the Declaration of Independence.

- V. A. "I know not what course other may take. But as for me, give liberty or give me death."
Patrick Henry.
Write a paragraph telling about the circumstances of the signing and under what conditions.

VARIANTS IN STRATEGIES
AND CONTENT

EVALUATION

Compact
and 1
ner 1.
Freedom
ic Press
n
Press
of the
ments

- III. A. Write a story about conditions at Plymouth during the first winter.
- B. Compare the first years at Plymouth to the first years at Jamestown.
- C. The Mayflower Compact has often been called the world's first written constitution. Explain in writing what this means.

IV. Test

- A. Have children compare similarities and differences of the colonies. Stress the form of government in Virginia and Massachusetts.
- B. The signers of the Compact promised "all due submission and obedience" to the laws that the group would make. How then can the Compact be thought of as a freedom document?
- C. The Puritans came to America to have freedom to practice their religion. Should a person who does not believe in (•) God have the same rights as all other Americans? Give your position on this problem. Support your answer.

of
of
volume
laration

- V. A. "I know not what course others may take. But as for me, give me liberty or give me death!"
Patrick Henry.
Write a paragraph telling on what occasion this speech was made and under what conditions.

- V. A. What did the colonists mean when they called "taxation without representation"? Explain your answer either in writing or orally.

Grade 5 Unit III - Man and His Government

CONCEPT-ORIENTED UNIT-TITLE

TEACHING

A. Democracy/Self Government (continued)

a. Revolution (continued)

V. (continued)

2. When did the colonies show their discontent with the British government? (1760's)
3. What were the Writs of Assistance?
4. Why were the Intolerable Acts enacted in 1763?
5. What were the provisions of the Townshend Act of 1764?
6. What were the provisions of the Tea Act of 1765?
7. Why did Parliament pass the Townshend Acts?
8. What were the Townshend Acts?
9. What were the Intolerable Acts enacted?

After reading to find answers to the above questions, follow with

1. What were the events leading to the Revolution?
 - a. Boston Massacre
 - b. Boston Tea Party
 - c. Minute Men
 - d. Sons of Liberty
 - e. Committees of Safety
 2. What evidence do we have of the lack of complete unity among the colonies?
 - a. Patriots
 - b. Loyalists or Tories
- Read to find information on how the colonies were formed in order to answer the above questions. Discuss the changes in conditions and the success or failure of the colonies.

- C. All of the above conditions led to the formation of the First Continental Congress in Philadelphia, Pennsylvania. Discuss the formation in order to answer the above questions. Discuss the First Continental Congress.

TEACHING STRATEGIES

V. (continued)

- A. 2. When did the colonists first start to vocalize their discontent with the English home government? (1760's)
3. What were the Writs of Assistance?
4. Why were the settlers angered by the Proclamation of 1763?
5. What were the provisions of the Sugar Act of 1764?
6. What were the provisions of the Stamp Act of 1765?
7. Why did Parliament repeal the Stamp Act in 1766?
8. What were the Townsend Acts?
9. What were the Intolerable Acts? Why were they enacted?

After reading to find information for the above questions, follow with a class discussion.

- B. 1. What were the events that indicated the friction between the colonies and the "Mother Country"?
 - a. Boston Massacre
 - b. Boston Tea Party
 - c. Minute Men
 - d. Sons of Liberty
 - e. Committees of Correspondence
2. What evidence do we have that there was not complete unity among the colonists?
 - a. Patriots
 - b. Loyalists or Tories

Read to find information about these groups that were formed in order to try to bring about some changes in conditions in the country. Discuss the success or failure of the efforts.

- C. All of the above conditions led to the calling of the First Continental Congress, September 5, 1774 in Philadelphia, Pennsylvania. Read to find information in order to have a class discussion about the First Continental Congress. Some questions

Grade 5 Unit III

SEVEN CHAPTER

6. (continued)

Read The Role of the
Part 2, Side 2, Lord?
Crispus Attacks

Same Textbooks as Opener IV.
Filmatrip Our National Government
Development of the American Republic
#4 Revolution and Independence
F-5 Benjamin Franklin

7. (continued)

8. Read the poem by Paul Rader
"Paul Rader's Ride". How far
is this account of Paul Rader's
Ride?

9. Read the poem "The Concord" by
Emerson. How historically
factual is this?

10. Read the book "Crispus Attacks".
Give a book report.

11. Practice choral readings with
poems.

1. Prepare a newspaper article
report the events that took place
on the day of the Boston Tea Party.

2. Maryland had their own "tea
party". Find out about it. How
was it similar to the Boston Tea
Party.

3. Do a pictorial map of Massachusetts and put in all places
and buildings mentioned in the
Paul Rader's Ride.

Grade 5 Unit 1 - The American Revolution

UNIT 1 - THE AMERICAN REVOLUTION

A. Democracy/Self-government (continued)

3. Document/Independence (continued)

a. Revolution (continued)

(continued)

What may help in gathering

1. How many delegates
2. Where did they meet
3. How many colonies were
4. Name some famous people
5. How long did the congress
6. What decisions were made
7. When would they meet
future meetings planned

D. What happened between the
Continental Congress? (King refused
Continental Congress, Parliament
to find answers and discuss

E. Another meeting was called
was the Second Continental Congress
will get information to answer
questions:

1. What was one of the
had to do? (form an
2. They made a final appeal
was his reply?
3. What was then decided
4. Who wrote the Declaration
5. Did the entire Congress
as written?
6. What was omitted? (a
7. When was it signed?
8. Where is the original

The filmstrip Our Nation
The Declaration of Independence
gets much information.

F. Have copies of the Declaration
for the children. Read
parts. Some children
of the Declaration to

Government

Continental Congress

Continental Congress (continued)

Continental Congress

Continental Congress

C. What may help in gathering information are:

1. How many delegates came to the convention?
2. Where did they meet in Philadelphia?
3. How many colonies were represented?
4. Name some famous people who attended.
5. How long did the convention last?
6. What decisions were made?
7. When would they meet again? Why? Why were future meetings planned?

D. What happened between the First and Second Continental Congress? (King refused request of First Continental Congress, Paul Revere's Ride). Read to find answers and discuss with class.

E. Another meeting was called May 10, 1775. This was the Second Continental Congress. Students will get information to answer the following questions:

1. What was one of the first things the Congress had to do? (form an army)
2. They made a final appeal to the King. What was his reply?
3. What was then decided by the Congress?
4. Who wrote the Declaration of Independence?
5. Did the entire Congress accept the Declaration as written?
6. What was omitted? (slavery)
7. When was it signed?
8. Where is the original document?

The filmstrip Our National Government #1 The Declaration of Independence could be used to get much information.

F. Have copies of the Declaration of Independence for the children. Read and interpret selected parts. Some children may want to memorize a part of the Declaration to give as a part of opening

Grade 5 Unit III

CONTENT AND KNOWLEDGE

WRITING IN THE
AND SCIENCE

EXPLANATION

Chapter 5 - The 111 - Ken and his ...

PROJECT-ORIENTED SHEET

- 3. Agency/Self-government (continued)
- 4. Document/Consultation
 - a. Convention.

Openers:

Copy of the
the bulletin

A. Play recd

2. Show

the Article

find info

1. Who

2. Who

3. Who

Art

4. Who

ver

5. Who

6. Ho

tic

7. Ho

ide

8. Ho

and

B. What are

Constitut

Have copy

can read

much as n

His Government

B-TITLE

TEACHING STRATEGIES.

t (continued)

VI. Opener:

Copy of the Constitution of the United States on the bulletin board.

- A. Play record Founding the Republic, Side 1, Band 2. Show filmstrip Our National Government #2 The Articles of Confederation. Children will find information to answer the following questions:
1. What were the Articles of Confederation?
 2. What was wrong with this document?
 3. What were some good points about the Articles?
 4. When and where was the Constitutional Convention held?
 5. Who was chairman?
 6. How long did it take to write the Constitution?
 7. How did the states compromise some of their ideas?
 8. How did it finally become our Constitution and when?
- B. What are some our rights provided by the Constitution?

Have copies of the Constitution so that children can read part together and try to interpret as much as possible.

Grade 5 Unit III

CONTENT & MATERIALS.

VARIANTS IN STRATEGIES
AND CONTENT

VI. Copy of the Constitution.
Record Founding the Republic
Side 1, Band 2. Benjamin
Franklin and the Constitution
Filmstrip Our National Govern-
ment #2 The Articles of Con-
federation, #3 The Making and
the Adoption of the Constitution
Same textbooks as Opener IV.

Filmstrip Development of the
American Republic #5 A New
Experiment and a New Nation

F-63 Constitution of the
United States

Copy of the Articles of
Confederation.

VI. A. Read to find information about
Benjamin Franklin. Prepare a
report to share with the class.

B. Write a paper about Franklin's
views of the Constitution. In
his opinion was it a "perfect"
document? Explain.

C. Assign several children to
form a committee that will act
as a "constitutional convention".
The paper they write may be used
as the basis for a student gov-
ernment for the class or school.
Their "constitution" should
allow for class or schoolwide
representation, choosing officers,
deciding the duties of the offi-
cers and defining the jurisdiction
of the organization.

D. Write newspaper articles, such as
might have appeared at the time,
reporting on activities and accom-
plishments of the Constitutional
Convention.

E. Read about Shay's Rebellion.

1. Who took part in Shay's
Rebellion?
2. What were the grievances?
3. How did they want them
remedied?
4. Why did they resort to
armed rebellion?

VARIANTS IN STRATEGIES
AND CONTENT

EVALUATION

- VI. A. Read to find information about Benjamin Franklin. Prepare a report to share with the class.
- B. Write a paper about Franklin's views of the Constitution. In his opinion was it a "perfect" document? Explain.
- C. Assign several children to form a committee that will act as a "constitutional convention". The paper they write may be used as the basis for a student government for the class or school. Their "constitution" should allow for class or schoolwide representation, choosing officers, deciding the duties of the officers and defining the jurisdiction of the organization.
- D. Write newspaper articles, such as might have appeared at the time, reporting on activities and accomplishments of the Constitutional Convention.
- E. Read about Shay's Rebellion.
1. Who took part in Shay's Rebellion?
 2. What were the grievances?
 3. How did they want them remedied?
 4. Why did they resort to armed rebellion?

VI. A. List your reasons as to why you think "self-government is everyone's job".

B. Give an explanation of what the Constitution is and how it became the law of the land.

C. What do most people agree a government should do? Give your opinion as to what you believe a government should do?

D. Why is it very important that a citizen learn about his government? Explain your answer either orally or in writing.

E. The Constitution corrected some of the weaknesses of the government under the Articles of Confederation. List the weaknesses below. In the column next to each, list the improvement made by the Constitution.

| <u>Art. of Confed.</u> | <u>Constitution</u> |
|---|---------------------|
| 1. No person was empowered to enforce the laws. | |
| 2. Congress was unable to raise needed money. | |

Grade 5 Unit III - Man and His Government

CONCEPT-ORIENTED SUB-TITLE

TEACHING STRATEGIES

A. Democracy/Self Government (continued)

4. Document/Constitution (continued)

a. Convention (continued)

Grade 5 Unit III

CONTENT & MATERIALS

VARIANTS IN STRATEGIES
AND CONTENT

VI. (c)

Chart

Art. of

3. States
goods
states.

4. Large
states
number of
tives

5. Congre
able to
army.

Were the
a succes

F. Read
the Con
of reaso
ishment

VI. (continued)

Chart (continued)

| <u>Art. of Confed.</u> | <u>Constitution</u> |
|---|---------------------|
| 3. States taxed goods from other states. | |
| 4. Large and small states had same number of representatives in Congress. | |
| 5. Congress was unable to raise an army. | |

Were the Articles of Confederation a success or a failure?

F. Read carefully the Preamble to the Constitution and make a list of reasons given for the establishment of our national government.

Grade 5 Unit III - Man and His Government

CONCEPT-ORIENTED SUB-TITLE

TEACHING STRAT

B. Government Under a Constitutional System

I. Opener:

1. Capital

Show film #236 Washington, C

On a classroom map of the Uni
where Washington is located.

Ask the class why the foundin
would be a good place for the
(Central position in the 13
and the fact that it could
sea).

Why does it make less differe
capital is near the center of
"What changes have probably t
days?"

Have children compare the wor

Refer to dictionary if necess

What important activities are
ton, D. C.

Add to vocabulary list.

Constitutional System

I. Opener:

Show film #236 Washington, City of the World.

On a classroom map of the United States indicate where Washington is located.

Ask the class why the founding fathers thought this would be a good place for the nation's capital.

(Central position in the 13 original states and the fact that it could be reached by sea).

Why does it make less difference today whether the capital is near the center of the country? Ask, "What changes have probably taken place since those days?"

Have children compare the words capital and capitol.

Refer to dictionary if necessary.

What important activities are carried on in Washington, D. C.

Add to vocabulary list.

I.

F 236 Washington, City of the World
(County media center)
Map of the United States

Pictures of important buildings or
monuments.

FS 554 Benjamin Banneker
(County media center)
In These United States
D.C.Heath
America is My Country
Houghton Mifflin Co.
Your Country and Mine
Ginn & Co.

I. These may be developed as
ideas for learning centers

A. Children may view FS 554
Benjamin Banneker.

B. Children may investigate and
report on how Washington is
governed.

C. Children may arrange a bulletin board of pictures of the important buildings, monument and points of interest in Washington.

D. Plan a field trip to Washington

E. Have children investigate to find earlier locations of the capital.

F. Read and report on the life of L'Enfant.

G. Find additional information on the Supreme Court Building, the Capitol, the White House or other interesting buildings

H. Find out about Constantino Brumidi.

I. Draw a Map of Washington on a bulletin board. (Use overhead projector to enlarge a proposed map). Draw or collect pictures of important buildings to create a pictorial map.

VARIANTS IN STRATEGIES
AND CONTENT

MATERIALS

EVALUATION

ty of the World
(a center)
ates

t buildings or

eker
(a center)
es

ry
Co.
ne

- I. These may be developed as ideas for learning centers
 - A. Children may view FS 554 Benjamin Banneker.
 - B. Children may investigate and report on how Washington is governed.
 - C. Children may arrange a bulletin board of pictures of the important buildings, monuments, and points of interest in Washington.
 - D. Plan a field trip to Washington.
 - E. Have children investigate to find earlier locations of the capital.
 - F. Read and report on the life of L'Enfant.
 - G. Find additional information on the Supreme Court Building, the Capitol, the White House or other interesting buildings.
 - H. Find out about Constantino Brumidi.
 - I. Draw a Map of Washington on the bulletin board. (Use overhead projector to enlarge a proposed map). Draw or collect pictures of important buildings to create a pictorial map.

- I.
 - A. Evaluate children's contribution to discussion.
 - B. Write a paragraph telling what the capital of the United States means to you.
 - C. Identify some important buildings and monuments in Washington, D. C. Indicate why each is important.

Grade 5 Unit III - Man and His Government

CONCEPT-ORIENTED SUB-TITLE

TEACHING ST

B. Government Under a Constitutional System
(continued)

1. Capital (continued)

2. Constitutional Government

II. Opener:

- A. Write the word government to define it. Children may
- B. Discuss the importance of rules to live by.
 1. They encourage working manner.
 2. They work for the com
 3. They encourage people the majority.
 4. They follow a definit

Say, "If men wish to live need rules to live by. At wants the freedom to do so Over the years our rights written down in documents. work of government. The w rating rules, responsibili which we live is called a

- C. Have the children examine Compact, The Articles of Constitution in order to c

Ask:

1. What do these documents Elicit.
 - a. They are all writte
 - b. They suggest a reas
 - c. They suggest a fram

His Government

TITLE

TEACHING STRATEGIES

stitutional System

ernment

II. Opener:

- A. Write the word government on the board. Ask children to define it. Children may refer to dictionary.
- B. Discuss the importance of government and the need for rules to live by.
 1. They encourage working together in an orderly manner.
 2. They work for the common good.
 3. They encourage people to follow the will of the majority.
 4. They follow a definite plan for doing things.

Say, "If men wish to live together in peace, they need rules to live by. At the same time, each man wants the freedom to do some things his own way." Over the years our rights and freedoms have been written down in documents. Each outlines a framework of government. The written document incorporating rules, responsibilities and rights under which we live is called a constitution.

- C. Have the children examine copies of the Mayflower Compact, The Articles of Confederation and the Constitution in order to compare them.

Ask:

1. What do these documents have in common?

Elicit.

 - a. They are all written documents.
 - b. They suggest a reason for being (a rationale).
 - c. They suggest a framework for government.

Grade 5 Unit III

CONTENTS AND MATERIALS

VARIANTS IN STRATEGIES
AND CONTENT

II. Copies of the Mayflower Compact.

Copies of the Articles of Confederation (attached)

Copies of the Constitution.

How Documents Preserve Freedom
Gabriel H. Reuben - Benefic Press

How Our Government Began
King and Bateman - Benefic Press

I. (continued)

J. Have the class compose a choral reading or a poem about Washington, D.C. Encourage individuals to try one of their own.

II. These may be developed as learning centers.

A. Have children examine last part of the Declaration of Independence to see what constitutional elements it provides for.

B. Have children do research to find out how government began.

C. Read about the first written set of laws - Hammurabi's Code. Consider the provisions of this. Share findings with class.

D. Find out about the set of laws that the Hebrew prophet Moses gave to his people. (What did they provide for?) Share information with class.

E. Find out about the government of Athens or Greece. Compare with our government. Share ideas with class.

F. Find out what the Magna Carta is.

G. Examine the Northwest Ordinance. What were its main provisions? Why do you think it was or was not a good law.

VARIANTS IN STRATEGIES
AND CONTENT

EVALUATION

I. (continued)

J. Have the class compose a choral reading or a poem about Washington, D.C. Encourage individuals to try one of their own.

II. These may be developed as learning centers.

A. Have children examine last part of the Declaration of Independence to see what constitutional elements it provides for.

B. Have children do research to find out how government began.

C. Read about the first written set of laws - Hammurabi's Code. Consider the provisions of this. Share findings with class.

D. Find out about the set of laws that the Hebrew prophet Moses gave to his people. (What did they provide for?) Share information with class.

E. Find out about the government of Athens or Greece. Compare with our government. Share ideas with class.

F. Find out what the Magna Carta is.

G. Examine the Northwest Ordinance. What were its main provisions? Why do you think it was or was not a good law.

II. Suggested test questions or evaluation activities:

A. Write a short paragraph explaining why the Declaration of Independence and the Constitution are considered the foundations of our government?

B. Which improvement in the Constitution or the Articles of Confederation do you think was most important?

C. List what you would consider weaknesses of the government under the Articles of Confederation. Explain why you consider each a weakness.

D. Discuss - Why must your country have laws? What would happen if there were no laws, and everybody acted just as he wanted to? How do laws protect you? Do you think there are any laws that are unjust? If you think a law is unjust, is there a way you can work to change it?

B. Government Under a Constitutional System
(continued)

2. Constitutional Government (continued)

3. Laws

II. (continued)

C. 1.

- d. They suggest powers and government as well as
- e. They are written by pe

2. How are the documents dif

- a. They have evolved from the Constitution that of the government as w and responsibilities a
- b. They are different in

3. Has our present Constitut document? How do you know

III. Opener:

- A. Have children examine the C Section 1, Article II, Sect Section 1.

Ask, "What three branches o Constitution provide for?"

- 1. Legislative or Congre
- 2. Executive or Presiden
- 3. Judicial or Courts

- B. Show Filmstrip Our National to answer such questions as

- 1. What are the two bran
- 2. How are the members e
- 3. How many senators are
- 4. How many representati this number determine
- 5. Who is the Speaker of

onal System

II. (continued)

t (continued)

C. 1.

- d. They suggest powers and responsibilities of government as well as protection for citizens.
- e. They are written by people.

2. How are the documents different?

- a. They have evolved from a more general charter to the Constitution that spells out the structure of the government as well as specific powers and responsibilities and also allows flexibility.
- b. They are different in length.

3. Has our present Constitution been an effective document? How do you know?

III. Opener:

A. Have children examine the Constitution Article I, Section 1, Article II, Section 1 and Article III, Section 1.

Ask, "What three branches of government does the Constitution provide for?"

1. Legislative or Congress
2. Executive or President
3. Judicial or Courts

B. Show Filmstrip Our National Government. The Congress to answer such questions as:

1. What are the two branches of Congress?
2. How are the members elected? For how long?
3. How many senators are there?
4. How many representatives are there? How is this number determined?
5. Who is the Speaker of House?

III. Copy of the Constitution.

Filmstrip Our National Government-
The Congress SVE

FS 141 The Congress
(County Media Center)

FS 142 The House of Representatives
(County Media Center)

FS 143 The Senate
(County Media Center)

In These United States

D.C. Heath

Living in the United States
The MacMillan Co.

Your Country and Mine
Ginn and Co.

How Documents Preserve Freedom
Benefic Press.

III.

A. Organize the class into two
houses of Congress to study,
debate and vote on a bill.

B. Make a scrapbook illustrating
through drawings, poems, articles
or pictures clipped from magazines
or newspapers the principles on
which democratic government rests.

C. Keep a scrapbook or make a
bulletin board about activities
of Congress, the President and
the Supreme Court.

D. Have children find out who our
state senators and representatives
are.

II. ()
E. B
ch
ti

III.
Sugg
eval
A. L
Conse
Senat
B. I
th
C. E
pres
or R
D.
cont

of
of

II. (continued)

- E. List- What are the principal characteristics of a constitutional form of government?

III.

A. Organize the class into two houses of Congress to study, debate and vote on a bill.

B. Make a scrapbook illustrating through drawings, poems, articles or pictures clipped from magazines or newspapers the principles on which democratic government rests.

C. Keep a scrapbook or make a bulletin board about activities of Congress, the President and the Supreme Court.

D. Have children find out who our state senators and representatives are.

III.

Suggested test questions on evaluating activities:

A. List the main duties of Congress as a whole; the Senate; the House.

B. List the steps a bill goes through to become a law.

C. Explain how the Speaker, the presiding officer of the House or Representatives, is chosen.

D. In a paragraph compare and contrast the responsibilities of the two legislative branches of the United States Congress.

Grade 5 Unit III - Man and His Government

CONCEPT-ORIENTED SUB-TITLE

TEA

B. Government Under a Constitutional System
(continued)

3. Laws (continued)

4. President

III. (continued)

C. Establish mea
democracy.

D. Add to vocabu

IV. Opener:

A. Talk with the
Presidency. P
as large as ou

Ask the class
election if th
were and how t
nominations.

B. Show Filmstrip
Presidency, to

1. How is the
2. What are s
responsibilit
3. Who are th
(Cabinet).
constitute
selected?
4. Can a pres
are his po
4 years, i
5. What is th
it limit t
6. What is th
7. Add to voc

I System

III. (continued)

- C. Establish meaning of self-government, republic, democracy.
- D. Add to vocabulary list

IV. Opener:

- A. Talk with the class about the importance of the Presidency. Point out that running a government as large as ours is a difficult job.

Ask the class to recall the last presidential election if they can. Ask who the candidates were and how they became their parties' nominees.

- B. Show Filmstrip Our National Government - The Presidency, to answer such questions:
 1. How is the President elected?
 2. What are some of the President's responsibilities?
 3. Who are the President's chief advisors? (Cabinet). The heads of which departments constitute the Cabinet? How are they selected?
 4. Can a president do just as he pleases? How are his powers limited? (Elected for only 4 years, impeachment, control of Congress).
 5. What is the President's veto power? Does it limit the lawmaking power of Congress?
 6. What is the Civil Service System?
 7. Add to vocabulary list.

IV. Filmstrip Our National Govern-
ment-The Presidency SVE

In These United States
D.C. Heath

America is My Country
Houghton Mifflin Co.

Living in the United States

Your Country and Mine
Ginn & Co.

How Our Government Began
Benefic Press

The Social Sciences

IV. These may be developed as
learning centers.

A. Write a biographical sketch on
one of the presidents.

B. Find out who the cabinet members
are. Share information with class.

C. Find out about the electoral
system. Discuss with class how it
works. Do you think the President
should be elected by direct vote
of the people? Why or why not?

D. Find out what special qualifica-
tions a person must have in order
to be President.

E. Show Filmstrip America and Its
Presidents - S.V.E.

F. Show F-99 Boyhood of Abraham
Lincoln. (County Media Center)

G. Show F-100 Boyhood of George
Washington (County Media Center)

III.
F. V
our
info
issu
G. I
for
repr
IV.
on
A. I
Pre
B. I
tha
ord
C. I
fat
the
D. I
in
Pre
ter
you

III. (continued)

F. Write a class letter to our Congressman asking for information on a particular issue.

G. List the qualifications for becoming a senator or representative.

IV. Suggested test questions on evaluations activities:

A. List the duties of the President.

B. List the qualifications that a person must have in order to become President.

C. List some things your father is free to do that the President is not.

D. Would you like to live in the White House as the President's son or daughter? Give reasons for your answer.

IV. These may be developed as learning centers.

A. Write a biographical sketch on one of the presidents.

B. Find out who the cabinet members are. Share information with class.

C. Find out about the electoral system. Discuss with class how it works. Do you think the President should be elected by direct vote of the people? Why or why not?

D. Find out what special qualifications a person must have in order to be President.

E. Show Filmstrip America and Its Presidents - S.V.E.

F. Show F-99 Boyhood of Abraham Lincoln. (County Media Center)

G. Show F-100 Boyhood of George Washington (County Media Center)

Grade 5 Unit III - Man and His Government

CONCEPT-ORIENTED SUB-TITLE

TEACHING

B. Government Under a Constitutional System
(continued)

5. Judiciary

V. Opener:

- A. Say, "You have seen the President carry the gavel (symbolizing the third branch) to interpret the application of the law (symbolizing the third branch)."
- B. Show Filmstrip Our National Judiciary to answer the following questions:
1. What federal court is the highest?
 2. How many Supreme Court Justices do they attain of the highest rank?
 3. What are the kinds of federal courts that are below the Supreme Court?

Under a Constitutional System
(continued)

Judiciary

V. Opener:

A. Say, "You have seen that Congress makes laws, and the President carries them out. Whose job is it to interpret the application of the law? (The third branch).

B. Show Filmstrip Our National Government - The Federal Judiciary to answer such questions as:

1. What federal courts do we have? Which is the highest?
2. How many Supreme Court Justices are there? How do they attain office?
3. What are the kinds of cases over which the federal courts have jurisdiction?

V. Filmstrip S.V.E. Our National
Government - The Federal
Judiciary

F 42 The Supreme Court

FS 145 Judicial Branch

In These United States

D.C. Heath
America is My Country
Houghton Mifflin Co.
How Our Government Began
Benefic Press

V.

A. Choose another country. Using library resources write a report comparing our Federal Government with the government of that country.

B. Find out who our Supreme Court Justices are.

C. Show FS 145 Judicial Branch

D. Show F 42 Supreme Court

E. Listen to records Blacks in Government and Human Rights-S.V.E.

F. Have children read about the Supreme Court's attack on "separate but equal schools". What was the result of this action in these United States?

VARIANTS IN STRATEGIES
AND CONTENT

EVALUATION

IALS

ational
ral

p.
an

- V.
- A. Choose another country. Using library resources write a report comparing our Federal Government with the government of that country.
 - B. Find out who our Supreme Court Justices are.
 - C. Show FS 145 Judicial Branch
 - D. Show F 42 Supreme Court
 - E. Listen to records Blacks in Government and Human Rights-S.V.E.
 - F. Have children read about the Supreme Court's attack on "separate but equal schools". What was the result of this action in these United States?

- V.
- A. Complete outline. Place items listed below in the correct column:

| PRESIDENT | CONGRESS | SUPREME COURT |
|-----------|----------|---------------|
|-----------|----------|---------------|

1. Enforces laws
2. Passes laws
3. Explains laws
4. Has power to tax
5. Can veto laws
6. Has power to declare war
7. Can declare laws "un-constitutional"
8. Has two houses
9. Listens to arguments of law
10. Appoints government officials

- B. Make a chart showing the organization of the Federal Court System.

Grade 5 Unit III - Man and His Government

CONCEPT-ORIENTED SUB-TITLE

TEACH

B. Government Under a Constitutional System
(continued)

6. Amendments

VI. A. "Our Country,
be kept right;
(U. S. Senator

Discuss quote
we may improv

Say, "The men
wise enough t
to change it
has a plan fo
parts called
of amendment.

B. Show F 51 Bill
States.

Discuss the fo

1. What is o
2. How did i
3. What righ

C. Have the child
order to famil
maining amendm

Point out sele
15 as the Reco
Women's Suffra

D. Add to vocabul

- VI. A. "Our Country, right or wrong. When right, to be kept right; when wrong, to be put right."
(U. S. Senator Carl Schurz, 1869-1875).

Discuss quote. What are some ways by which we may improve our country?

Say, "The men who wrote our Constitution were wise enough to know that it might be necessary to change it some day. So the Constitution has a plan for making changes for adding new parts called amendments." **Develop definition of amendment.**

- B. Show F 51 Bill of the Rights of the United States.

Discuss the following:

1. What is our Bill of Rights?
 2. How did it come about?
 3. What rights of the people are guaranteed?
- C. Have the children examine the Constitution in order to familiarize themselves with the remaining amendments.

Point out selected amendments such as #13, 14, 15 as the Reconstruction Amendments; #19, Women's Suffrage.

- D. Add to vocabulary list.

Grade 5 Unit III

CONTENTS AND MATERIALS

VARIANTS IN STATE
AND CONTENTS

VI.

F-51 Bill of the Rights of the
United States
(County Media Center)

How Documents Preserve Freedom
Benefic Press

How Our Government Began
Benefic Press

Living in the United States
The MacMillan Co.

America is My Country.
Houghton Mifflin Co.

VI.

A. Find out about such
the women's rights movement
Susan B. Anthony and
and report to the class.

B. Investigate and report
class the most recent changes
our Constitution.

C. Compare the United States
the Soviet Union. Consider
following: freedom of
freedom of the press
religion, freedom of
freedom to vote.

VARIANTS IN STRATEGIES
AND CONTENT

MATERIALS

EVALUATION

Rights of the

Center)

erve Freedom

Began

ed States

Co.

RY.

in Co.

VI.

A. Find out about such leaders in the women's rights movement as Susan B. Anthony and Mary Lyons and report to the class.

B. Investigate and report to the class the most recent change in our Constitution.

C. Compare the United States with the Soviet Union. Consider the following: freedom of speech, freedom of the press, freedom of religion, freedom of work and freedom to vote.

VI. Suggested test questions on evaluating activities:

A. Explain why changes in the Constitution have been made through the years.

B. Write a paragraph entitled "Why is the Bill of Rights so important to every person who lives in our country?"

Grade 5 Unit III - Man and His Government

CONCEPT-ORIENTED SUB-TITLE

TEACHING

B. Government Under a Constitutional System
(continued)

7. Politics

VII. Opener:

A. Say, "When we think of Democrats and Republicans did not provide for them

Why do you think they speculate. (They provide choice and tell us some raise important issues)

B. Show Filmstrip Our National Parties.

Reconsider above questions

Discuss:

1. What is the structure
2. How are candidates

C. Read for additional information

D. Add to vocabulary list.

Government

TITLE

TEACHING STRATEGIES

Political System

VII. Opener:

- A. Say, "When we think of government, we think of Democrats and Republicans, yet the Constitution did not provide for them."

Why do you think they are important? Have children speculate. (They provide candidates, give us a choice and tell us something about each, they raise important issues)

- B. Show Filmstrip Our National Government-Political Parties.

Reconsider above question.

Discuss:

1. What is the structure of a political party?
2. How are candidates selected?

- C. Read for additional information.

- D. Add to vocabulary list.

VII.

Filmstrip - Our National Government-
Political Parties S.V.E.

FS 141 The Political Pattern
(County Media Center)

How Our Government Began
Benefic Press

Library Resources

VII.

- A. Hold a class election using typical election procedure.
- B. Arrange with the local Board of Elections for the class to see a voting machine and learn how it works.
- C. Find out and list the qualifications for voting in the state.
- D. Select a political party and find out about its history. Report to class.
- E. During an election year discuss the major issues and the activities of political parties.
- F. Show Filmstrip 141 The Political Pattern
- G. Have children discuss the propaganda, bias. They use newspapers and magazines to find examples of each.
- H. Show F 87 Presidential Nominations - 1964 - Goldwater and Johnson nominations

VARIANTS IN STRATEGIES
AND CONTENT

EVALUATION

D MATERIALS

National Government-
Parties S.V.E.

Political Pattern
by Media Center)
ent Began
Press
es

VII.

- A. Hold a class election using typical election procedures.
- B. Arrange with the local Board of Elections for the class to see a voting machine and learn how it works.
- C. Find out and list the qualifications for voting in our state.
- D. Select a political party and find out about its history. Report to class.
- E. During an election year discuss the major issues and the activities of political parties.
- F. Show Filmstrip 141 The Political Pattern
- G. Have children discuss terms - propaganda, bias. They may use newspapers and magazines to find examples of each.
- H. Show F 87 Presidential Conventions - 1964 - Goldwater and Johnson nominations.

VII.

- A. Write answers to the following questions:
 1. What are the two major political parties in America?
 2. What do political parties do?

Grade 5 Unit III - Man and His Government

CONCEPT-ORIENTED SUB-TITLE

TEACHING STR

B. Government Under a Constitutional System
(continued)

8. Authority

VIII. Opener:

- A. Discuss with the children "Go
important because -".

Encourage children to suggest
the Federal Government provide
people.

- B. Arrange a visit to the media
children investigate various
to learn more about government
may prepare oral or written re
with the class.

Possible suggestions for the

1. Department of Agriculture
2. Mint
3. Weather Bureau
4. Census
5. Roads and Highways
6. Conservation
7. Defense and Protection
8. Pure Food and Drug Laws
9. Social Security
10. Justice Department

VIII. Opener:

- A. Discuss with the children "Government is important because -".

Encourage children to suggest services that the Federal Government provides for the people.

- B. Arrange a visit to the media center. Have children investigate various sources in order to learn more about government services. They may prepare oral or written reports to share with the class.

Possible suggestions for the children:

1. Department of Agriculture
2. Mint
3. Weather Bureau
4. Census
5. Roads and Highways
6. Conservation
7. Defense and Protection
8. Pure Food and Drug Laws
9. Social Security
10. Justice Department

Grade 5 Unit III

CONTENT AND MATERIALS

VARIANTS IN STRATEGIES
AND CONTENT

VIII.

Encyclopedia

Library resources

VIII.

- A. Compile a list of important agencies and departments of the Federal Government and investigate the services performed by each.
- B. Have someone who works for a government agency give a talk to the class.
- C. Find out about the important functions of and the government provisions for farmers, workers, etc.
- D. List ways in which the Federal Government serves you and your immediate family.
- E. Find out about the Universal Declaration of Human Rights. Report to the class.

VARIANTS IN STRATEGIES
AND CONTENT

EVALUATION

VIII.

- A. Compile a list of important agencies and departments of the Federal Government and investigate the services performed by each.
- B. Have someone who works for a government agency give a talk to the class.
- C. Find out about the important kinds of and the government provisions for farmers, workers, etc.
- D. List ways in which the Federal Government serves you and your immediate family.
- E. Find out about the Universal Declaration of Human Rights. Report to class.

VIII. Have Students-

- A. Make a chart headed "Our Government at Work". Show different services of our government and, under each, paste newspaper and magazine clippings on the subject.

Grade 5 Unit III - Man and His Government

CONCEPT-ORIENTED SUB-TITLE

TEACHING

B. Government Under a Constitutional System
(continued)

9. Citizenship

IX. Opener:

- A. Review with the students the rights guaranteed to us by the Constitution.
1. Bill of Rights.
 2. Political Rights.

Discuss with the students "What responsibilities accompany these rights?"

Elicit:

1. Obedience to laws (or words)
 2. Payment of taxes
 3. Voting
 4. Loyalty to principles of government
 5. Participation in community affairs
 6. To have an opinion based on facts and reliable information. (to be informed)
- B. What limits should there be on the freedom of speech (libel, slander).
- C. What is the meaning of patriotism?
- D. What is the meaning of citizenship?
- E. As a culminating activity- Plan a day of special Americanism for a day of special Americanism. Have exhibits, songs and displays. Share the celebration with other classes.

IX. Opener:

- A. Review with the students the rights that are guaranteed us by the Constitution.
1. Bill of Rights.
 2. Political Rights.

Discuss with the students "What responsibilities accompany these rights?"

Elicit:

1. Obedience to laws (or working to improve them.)
 2. Payment of taxes
 3. Voting
 4. Loyalty to principles of the country
 5. Participation in community activity.
 6. To have an opinion based on best available information. (to be informed).
- B. What limits should there be to freedom of speech? (libel, slander).
- C. What is the meaning of patriotism?
- D. What is the meaning of citizen?
- E. As a culminating activity- Plan a patriotic celebration for a day of special American importance. You may want to have exhibits, songs and poems, and/or a parade. Share the celebration with other classes.

IX.
 FS 176 - Strength of a Democracy
 Library resources
Citizens All - McClellan, Black & Black. Houghton, Mifflin
America is My Country
 Houghton, Mifflin Co.

IX.
 A. Find out the amount of taxes paid by a medium-sized family of middle income.
 B. Find out and illustrate by a graph how the federal tax dollar is spent.
 C. Discuss each provision of the Bill of Rights in terms of its effect on our daily lives and general welfare.
 D. Interview a person who has come to this country from one where many of our basic freedoms are denied.
 E. Make posters illustrating important rights and responsibilities of citizens.
 F. Discuss what a voter should know in order to vote wisely.
 G. Discuss the importance in a democracy of newspapers, periodicals, books, radio, television, and other mass media of communication.
 H. Show Filmstrip and Record - Recognition of Responsibilities. S.V.E.
 I. Show Filmstrip 176 - Strength of a Democracy (County Media Center)
 J. Find out how a person born elsewhere can acquire American citizenship.

IX. Su
 on eva
 A. In
 explai
 prepar
 part 1
 B. Wh
 ment
 peopl
 thing
 erms
 and a
 1.
 2.
 3.
 4.
 5.
 C. Dis
 that r
 about
 will b
 more p
 D. Di
 rig
 prot

VARIANTS IN STRATEGIES
AND CONTENT

EVALUATION

IX.

A. Find out the amount of taxes paid by a medium-sized family of middle income.

B. Find out and illustrate by a graph how the federal tax dollar is spent.

C. Discuss each provision of the Bill of Rights in terms of its effect on our daily lives and general welfare.

D. Interview a person who has come to this country from one where many of our basic freedoms are denied.

E. Make posters illustrating important rights and responsibilities of citizens.

F. Discuss what a voter should know in order to vote wisely.

G. Discuss the importance in a democracy of newspapers, periodicals, books, radio, television, and other mass media of communication.

H. Show Filmstrip and Record - Recognition of Responsibilities. S.V.E.

I. Show Filmstrip 176 - Strength of a Democracy (County Media Center)

J. Find out how a person born elsewhere can acquire American citizenship.

IX. Suggested test questions on evaluating activities.

A. In oral or written form explain "How can a citizen prepare himself to take part in his government?"

B. What does your government do with the taxes people pay? Make a list of things provided by the government. Start with these and add others:

1. Schools
2. Roads
3. Bridges
4. Tunnels
5. Health Departments

C. Discuss—"Do you believe that reading and thinking about patriotic quotations will help Americans become more patriotic? Why?"

D. Discuss how personal rights of citizens are protected by the government.

Grade 5 Unit III - Man and His Government

CONCEPT-ORIENTED SUB-TITLE

TEACHING STRATEGIES

B. Government Under a Constitutional System
(continued)

9. Citizenship (continued)

IX. (continued)

K. Read Edward Everett Hale's, The Man Without a Country or
Discuss these words from that story.
"Behind all these men you have to
do with, and people even, there is
the Country Herself, your Country,
and...You belong to Her as you be-
long to your own mother. Stand by
Her, boy, as you would stand by
your mother."

How does this quotation express the
idea of patriotism? Do you agree
with it? Why? Why Not?

L. Read some of the stories from
Kennedy's Profiles in Courage

M. Read and discuss meanings of
patriotic selections such as:

1. The Americans Creed
William Tyler Page
2. Crede (I Believe)
Elias Lieberman
3. What is an American
Harold Ickes
4. The Making of an American
Jacob Riis
5. What Makes a Nation
Wilbur Nesbit

IX. (con

E. Make
our vari
privile
duties

VARIANTS IN STRATEGIES
AND CONTENT

EVALUATION

IX. (continued)

K. Read Edward Everett Hale's, The Man Without a Country or Discuss these words from that story. "Behind all these men you have to do with, and people even, there is the Country Herself, your Country, and...You belong to Her as you belong to your own mother. Stand by Her, boy, as you would stand by your mother."

How does this quotation express the idea of patriotism? Do you agree with it? Why? Why Not?

L. Read some of the stories from Kennedy's Profiles in Courage

M. Read and discuss meanings of patriotic selections such as:

1. The Americans Creed
William Tyler Page
2. Crede (I Believe)
Elias Lieberman
3. What is an American
Harold Ickes
4. The Making of an American
Jacob Riis
5. What Makes a Nation
Wilbur Nesbit

IX. (continued)

E. Make a chart showing how our various rights and privileges are balanced by duties and responsibilities.

ARTICLES OF CONFEDERATION (EXCERPTS)

(The Articles of Confederation were adopted by the Continental Congress in 1781.)

Article 1. The style of the confederacy shall be "the United States of America."
Article 2. Each state retains its sovereignty, freedom and independence, and every power, jurisdiction, and right, which is not by this confederation expressly delegated to the Congress assembled.

Article 3. The said states hereby severally enter into a firm league of friendship, for their common defense, the security of their liberties, and their mutual and common welfare, binding themselves to assist each other against all force offered to them, or any of them, on account of religion, sovereignty, trade, or any other pretense.

Article 4. The better to secure and perpetuate mutual friendship and intercourse between the different states in this union, the free inhabitants of each of these states, bound to all privileges and immunities of free citizens in the several states, shall be entitled to all privileges and immunities of free citizens in the several states. Full faith and credit shall be given in each of these states to the public acts, records, and proceedings of the courts and magistrates of every other state.

Article 5. For the more convenient management of the general interests of these states, they shall be annually appointed in such manner as the legislature of each state shall direct, in Congress on the first Monday in November, in every year, with a power to recall its delegates . . . at any time . . . and to send others in their stead.

No state shall be represented in Congress by less than two, nor shall any person shall be capable of being a delegate for more than three years; nor shall any person, being a delegate, be capable of holding any office, State, for which he, or another for his benefit, receives any salary of any kind . . .

In determining questions in the United States in Congress assembled, one vote.

Freedom of speech and debate in Congress shall not be impeached or taken out of Congress, and the members of Congress shall be protected from arrests and imprisonments, during the time of their going to or from Congress, except for treason, felony, or breach of the peace.

Article 6. No state without the consent of the United States in Congress assembled, shall send any embassy (ambassador) to, or receive any embassy from, or enter into any alliance or treaty with any king, prince, or foreign state; nor shall any state grant any title of profit or trust under the United States, or any of them (the individuals) present, emolument, office, or title of any kind whatever from any king, prince, or foreign state, nor shall the United States in Congress assembled, or any of them, grant any title of nobility.

ARTICLES OF CONFEDERATION (EXCERPTS)

... were adopted by the Continental Congress in 1781, during the American Revolution)

... of the confederacy shall be "the United States of America."

... retains its sovereignty, freedom and independence, and every power, jurisdiction, and right, which is not by this confederation expressly delegated to the United States, in severalty.

... states hereby severally enter into a firm league of friendship with each other for their mutual defense, the security of their liberties, and their mutual and general welfare, to assist each other against all force offered to or attacks made upon them on account of religion, sovereignty, trade, or any other pretense whatever.

... To secure and perpetuate mutual friendship and intercourse among the people of the different states in this union, the free inhabitants of each of these states . . . shall be entitled to all the privileges and immunities of free citizens in the several states . . .

... and credit shall be given in each of these states to the records, acts, and judicial proceedings of the courts and magistrates of every other state.

... For the convenient management of the general interests of the United States, delegates shall be appointed in such manner as the legislature of each state shall direct, to meet on the first Monday in November, in every year, with a power reserved to each state to alter or to send others in their stead . . .

... All shall be represented in Congress by less than two, nor by more than seven members;

... All shall be capable of being a delegate for more than three years in any term of six years;

... Any person, being a delegate, be capable of holding any office under the United States;

... nor shall he, or another for his benefit, receive any salary, fees, or emolument (payment) from the United States;

... In all questions in the United States in Congress assembled, each state shall have equal vote.

... Speech and debate in Congress shall not be impeached (discredited) or questioned, nor shall any member be placed out of Congress, and the members of Congress shall be protected in their persons and possessions, during the time of their going to and from, and attendance upon Congress, except for treason, felony, or breach of the peace.

... Without the consent of the United States in Congress assembled, shall send any ambassador, or receive any embassy from, or enter into any conference, agreement, or treaty with any king, prince, or foreign state; nor shall any person holding any office under the United States, or any of them (the individual states), accept of any pension, office, or title of any kind whatever from any king, prince, or foreign state; nor shall any person holding any office under the United States in Congress assembled, or any of them, grant any title of nobility.

ARTICLES OF CONFEDERATION
(Page Two)

Article 6. (continued) No two or more states shall enter into any treaty, confederation or alliance between them without the consent of the United States in Congress assembled.

No state shall lay any imposts or duties which may interfere with the commerce (provisions) in treaties entered into by the United States in Congress assembled.

No vessels of war shall be kept up in time of peace by any state as shall be deemed necessary by the United States in Congress assembled for its state or its trade; nor shall any body of forces be kept up by any state such number only as in the judgment of the United States in Congress assembled be requisite to garrison the forts necessary for the defense of such state; but always keep up a well-regulated and disciplined militia, sufficient to furnish the field pieces and tents, and a proper quantity of arms, ammuniti (equipment).

. . . No state shall engage in any war without the consent of the United States in Congress assembled, unless such state be actually invaded by enemies, or shall receive notice of a resolution being formed by some nation of Indians to invade it, and is so imminent as not to admit of a delay till the United States in Congress assembled be consulted . . . nor shall any state grant commissions to any ships or vessels of war, until it be after a declaration of war by the United States in Congress assembled against the kingdom or state . . . against which war has been so declared; nor shall any commissions be established by the United States in Congress assembled against pirates, in which case vessels of war may be fitted out by the United States in Congress assembled so long as the danger shall continue, or until the United States in Congress assembled shall determine otherwise.

Article 7. When land forces are raised by any state for the common defense, the rank of colonel shall be appointed by the legislature of each state; and the forces shall be raised or in such manner as such state shall direct.

Article 8. All charges of war, and all other expenses that shall be incurred for the common or general welfare . . . shall be defrayed out of a common treasury to be provided by the several states in proportion to the value of all land within each state; and paying that proportion shall be laid and levied by the authority of each state of the several states . . .

Article 9. The United States in Congress assembled shall have the sole and exclusive power of determining on peace and war, except in the cases mentioned in the preceding articles; receiving ambassadors; entering into treaties and alliances . . .; deciding in all cases, what captures on land or water shall be legal; granting letters of marque and reprisal in times of peace; appointing courts for the trial of crimes committed on the high seas and establishing courts for . . . determining the validity of cases of captures . . .

ARTICLES OF CONFEDERATION
(Page Two)

More states shall enter into any treaty, confederation, or alliance whatever without the consent of the United States in Congress assembled . . .

shall lay any imposts or duties which may interfere with any stipulations (pro-
ties entered into by the United States in Congress assembled . . .

of war shall be kept up in time of peace by any state except such number only
med necessary by the United States in Congress assembled for the defense of such
ade; nor shall any body of forces be kept up by any state in time of peace except
y as in the judgment of the United States in Congress assembled shall be deemed
arrison the forts necessary for the defense of such state; but every state shall
a well-regulated and disciplined militia, sufficiently armed, . . . a due number
and tents, and a proper quantity of arms, ammunition, and camp equipage

state shall engage in any war without the consent of the United States in Congress
ss such state be actually invaded by enemies, or shall have received certain
olution being formed by some nation of Indians to invade such state, and the danger
as not to admit of a delay till the United States in Congress assembled can be
nor shall any state grant commissions to any ships or vessels of war . . . except
eclaration of war by the United States in Congress assembled . . . and then only
gdom or state . . . against which war has been so declared, and under such regula-
be established by the United States in Congress assembled, unless such state be
ates, in which case vessels of war may be fitted out for that occasion, and kept
danger shall continue, or until the United States in Congress assembled shall
wise.

forces are raised by any state for the common defense, all officers of or under
lonel shall be appointed by the legislature of each state respectively by whom such
e raised or in such manner as such state shall direct . . .
es of war, and all other expenses that shall be incurred for the common defense
fare . . . shall be defrayed out of a common treasury, which shall be supplied by
ates in proportion to the value of all land within each state . . . The taxes for
portion shall be laid and levied by the authority and direction of the legislatures
states . . .

States in Congress assembled shall have the sole and exclusive right and power of
peace and war, except in the cases mentioned in the sixth article; of sending and
esadors; entering into treaties and alliances . . .; of establishing rules for
l cases, what captures on land or water shall be legal, . . .; of granting letters
reprisal in times of peace; appointing courts for the trial of piracies and felonies
the high seas and establishing courts for . . . determining finally appeals in all
res . . .

ARTICLES OF CONFEDERATION
(Page Three)

Article 9.
(continued)

The United States in Congress assembled shall also be the last resort on all the present and future disputes and differences now subsisting or that hereafter may arise between two or more states concerning boundary, jurisdiction or any other cause whatever . . .

The United States in Congress assembled shall also have the sole and exclusive power of regulating the alloy and value of coin struck by their own authority or by that of their respective states; fixing the standard of weights and measures throughout the United States; regulating the trade and managing all affairs with the Indians, not members of any state; establishing and regulating post-offices from one state to another, through the same; and exacting such postage on the papers passing through the same; defraying the expenses of the said office; appointing all officers of the land forces of the United States, excepting regimental officers; appointing all the officers of the sea forces, and commissioning all officers whatever in the service of the United States; and for the government and regulation of the said land and naval forces and militia.

The United States in Congress assembled shall have authority to appoint in the recess of Congress, to be denominated "a Committee of the States," one delegate from each state; and to appoint such other committees and civil officers as may be necessary for managing the general affairs of the United States under their authority; one of their number to preside, provided that no person be allowed to serve as President more than one year in any term of three years; to ascertain the necessary supplies to be raised for the service of the United States, and to appropriate and apply the same to defraying the public expenses; to borrow money or emit (circulate) bills of credit on the credit of the United States, transmitting every half year to the respective states an account of the money so borrowed or emitted; to build and equip a navy; to agree upon the number of land and to make requisitions from each state for its quota, in proportion to the number of inhabitants in such state; which requisition shall be binding, and thereupon each state shall appoint the regimental officers, raise the men and clothe, arm, and equip them in a soldier-like manner, at the expense of the United States and the officers and men so armed, and equipped shall march to the place appointed, and within the time appointed by the United States in Congress assembled . . .

The United States in Congress assembled shall never engage in a war, nor enter into any treaties or alliances, nor cede, nor sell, nor lease, nor regulate the value thereof, . . . nor borrow money on the credit of any state, nor appropriate money, . . . nor appoint a commander in chief of the army or navy, nor assent to the same; nor shall a question on any other point, except for a day, be determined unless by the votes of a majority of the United States.

ARTICLES OF CONFEDERATION
(Page Three)

States in Congress assembled shall also be the last resort on appeal in all
differences now subsisting or that hereafter may arise between two or more states
in respect to jurisdiction or any other cause whatever . . .

States in Congress assembled shall also have the sole and exclusive right and
power to determine the alloy and value of coin struck by their own authority, or by that of the
several states, fixing the standard of weights and measures throughout the United States, regula-
ting and managing all affairs with the Indians, not members of any of the states . . . ;
regulating post-offices from one state to another, throughout all the United
States, charging such postage on the papers passing through the same as may be requisite to
the support of the said office; appointing all officers of the land forces, in the service
of the United States, excepting regimental officers; appointing all the officers of the naval
service, and commissioning all officers whatever in the service of the United States; making rules
and regulations for the government and regulation of the said land and naval forces and directing their operations.

States in Congress assembled shall have authority to appoint a committee, to sit
in Congress, to be denominated "a Committee of the States," and to consist of one
member from each state; and to appoint such other committees and civil officers as may be
necessary for managing the general affairs of the United States under their direction; to appoint
one or more persons to preside, provided that no person be allowed to serve in the office of
president more than one year in any term of three years; to ascertain the necessary sums of money
for the service of the United States, and to appropriate and apply the same for de-
fraying the said expenses; to borrow money or emit (circulate) bills on the credit of the
United States, transmitting every half year to the respective states an account of the sums of
money so emitted; to build and equip a navy; to agree upon the number of land forces
to be raised from each state for its quota, in proportion to the number of white
persons in each state; which requisition shall be binding, and thereupon the legislature of
each state shall appoint the regimental officers, raise the men and clothe, arm, and equip them
in a suitable manner, at the expense of the United States and the officers and men so clothed,
and they shall march to the place appointed, and within the time agreed on by the United
States in Congress assembled . . .

States in Congress assembled shall never engage in a war, nor grant letters of
marque and reprisal in time of peace, nor enter into any treaties or alliances, nor coin money,
nor alter the value thereof, . . . nor borrow money on the credit of the United States, nor
. . . nor appoint a commander in chief of the army or navy unless nine states
consent; nor shall a question on any other point, except for adjourning from day to
day, be determined, unless by the votes of a majority of the United States in Congress assembled . . .

ARTICLES OF CONFEDERATION
(Page Four)

- Article 10. The Committee of the States, or any nine of them, shall be of Congress such of the powers of Congress as the United States sent of nine states, shall from time to time think expedient to power be delegated to the said Committee for the exercise of which, the voice of nine states in the Congress of the United States.
- Article 11. Canada acceding to this Confederation, and joining in the be admitted into . . . this union; but no other colony shall be such admission be agreed to by nine states.
- Article 12. All bills of credit emitted, monies borrowed, and debts contracted of Congress, before the assembling of the United States, in pursuance of this Constitution, shall be deemed and considered as a charge against the United States, the satisfaction whereof the said United States and the public faith shall be inviolably observed.
- Article 13. The Articles of this Confederation shall be inviolably observed, and no alteration at any time hereafter be made in any of them unless by the assent of a Congress of the United States and be afterward confirmed by the ratification of the states . . .

(Source: Viewpoints: USA, Feder, B. and Allen, J. American Book)

ARTICLES OF CONFEDERATION
(Page Four)

Committee of the States, or any nine of them, shall be authorized to execute in the recesses such of the powers of Congress as the United States in Congress assembled, by the confederate states, shall from time to time think expedient to vest them with; provided that no power shall be delegated to the said Committee for the exercise of which, by the Articles of Confederation, the voice of nine states in the Congress of the United States assembled is requisite. Any colony acceding to this Confederation, and joining in the measures of the United States, shall be admitted into . . . this union; but no other colony shall be admitted into the same, unless the proposition be agreed to by nine states. Bills of credit emitted, monies borrowed, and debts contracted by, or under, the authority of the United States, before the assembling of the United States, in pursuance of the present Confederation, shall not be deemed and considered as a charge against the United States, for payment and satisfaction whereof the said United States and the public faith are hereby solemnly pledged. The Articles of this Confederation shall be inviolably observed by every state . . . nor shall any alteration at any time hereafter be made in any of them unless such alteration be agreed to by the Congress of the United States and be afterward confirmed by the legislatures of every

Viewpoints: USA, Feder, B. and Allen, J. American Book Company, 1967)

Grade 5 Unit III - Man and His Government.

ADDITIONAL IDEAS FOR LEARNING

Use with Opener I.

- A. Symbols of America - The American Flag.
1. How did the flag originate?
 2. Using any materials you would like, make an American flag. Put y
 3. Collect pictures of flags from other countries. If you can't find a collection, draw one. Display these on the bulletin board with a
 4. Read or recite a poem about our flag.
 5. Make a list of the special days that Americans fly the flag.
 6. Find out what early flags of our country looked like.
 7. Find out about the proper way to handle the flag.
- B. Other symbols that may be developed.
1. Great Seal
 2. The American Eagle
 3. The Liberty Bell
 4. Uncle Sam
 5. Yankee Doodle

Use with Opener II.

- D. Documents in American History: Display copies of The Mayflower Compact, Confederation, the Declaration of Independence and The Constitution.
1. Find out who some of the people were who were involved in the writing
 2. Compare these documents. Consider structure, specifically as to r of the people and the government.
 3. In your own words explain the major changes in these documents. C
 4. What changes would you like to see? How may such changes come abo

Use with Opener III.

- F. Display pictures of our senators or representatives. Have children read the lives of these men. They may then investigate their voting records on issues of our times.

III - Man and His Government.

GENERAL IDEAS FOR LEARNING

I.

Flags of America - The American Flag.

How did the flag originate?

Using any materials you would like, make an American flag. Put your flag on a stick. Collect pictures of flags from other countries. If you can't find a picture for your collection, draw one. Display these on the bulletin board with a label for each country. Read or recite a poem about our flag.

Make a list of the special days that Americans fly the flag.

Find out what early flags of our country looked like.

Find out about the proper way to handle the flag.

...symbols that may be developed.

Great Seal

The American Eagle

The Liberty Bell

Uncle Sam

Yankee Doodle

II.

Documents in American History: Display copies of The Mayflower Compact, The Articles of Confederation, the Declaration of Independence and The Constitution.

Find out who some of the people were who were involved in the writing of this document. Compare these documents. Consider structure, specifically as to rights and responsibilities of the people and the government.

In your own words explain the major changes in these documents. Consider the improvements. What changes would you like to see? How may such changes come about?

III.

Display pictures of our senators or representatives. Have children read to find out about lives of these men. They may then investigate their voting records on some of the big issues of our times.

Grade 5

ADDITIONAL IDEAS FOR LEARNING (continued)

Use with Opener IV.

C. Leaders in American History.

(Pictures of leaders such as Abraham Lincoln, Martin Luther King or the present President of the United States)

1. What leaders in history can you name? What present day leaders?
2. Where do these leaders come from? Where do most leaders come from?
3. Do people always have leaders? Why are they important? Are they always the same kind of person?
4. What leaders can you name that some people like and others do not like? Why is this so? In a country like ours, what is the best way for people to tell leaders how they feel?
5. What are some important leadership qualities?
6. Choose a leader of men that you would like to report on. Tape record (or write) your report. Tell what this person was like as a child and as he grew up. Tell what he did or does as a grownup.

E. Minority Group members in today's government.

1. Choose such people as Thurgood Marshall or Edward Brooke.
2. Find out about the life and contributions of the person.
3. Prepare a written, oral, or taped report to share with the class.

F. Supreme Court

Find out the names of the present members of the Supreme Court.

1. What are the qualifications for one aspiring to a seat on the Supreme Court? What are the provisions of the job?
2. Compare the backgrounds of the members of the Supreme Court.
3. How did each man reach his present position?
4. What major Supreme Court decisions have been made in recent years.
5. What difficulties have arisen lately in the selection of Supreme Court judges?

SCARCITY IS A CONSTANT REALITY

(OPTIONAL)

EXPLANATION

Although the United States has less than ten percent of the world's population and land area, it is the leading industrial nation in the world. The abundance of natural and human resources has been the contributing factor in the development of the nation's greatness. Along with abundance, however, poverty, depression and scarcity still exist. In this unit an attempt will be made to examine the factors responsible for our development and the problems that must still be resolved in order to maintain and improve our society.

SCARCITY IS A CONSTANT REALITY

OBJECTIVES

1. The student will be able to explain the relationship between man's needs and wants and the limited capacities of the earth to satisfy those needs and wants.
2. The student will be able to describe the consequences of inadequate conservation practices.
3. The student will be able to give data reflecting his sensitivities to the problems of conservation and his knowledge of appropriate conservation practices.
4. The student will be willing to receive data and draw conclusions concerning the consequences of the imbalanced distribution of the earth's resources among men.

Grade 5 - Unit IV

SCARCITY IS A CONSTANT REALITY

OUTLINE FOR UNIT IV

- A. Land of Abundance
 - 1. Natural resources and raw materials
 - a. Land
 - 1. Forest regions
 - 2. Wild life regions
 - 3. Mineral regions
 - b. Water
 - 1. Vegetation
 - 2. Animal life
 - 2. Human resources
 - a. Population
 - 1. Urban
 - 2. Rural
 - 3. Migrant
 - b. Variety of groups
 - 1. Racial
 - 2. Religious
 - 3. Skilled and unskilled
- B. Present Day Problems
 - 1. Conservation as a national problem
 - a. Definition
 - b. Conservation practice
 - c. Community and government effort to encourage conservation
 - 2. Elimination of poverty
 - a. Rural area
 - b. City slums