



## Marietta City Schools 2023-2024 District Unit Planner

*Fifth Grade*

<b>Topic Title:</b>	<i>Unit #4 Changes in American Life Around the Turn of the Century</i>	<b>Unit Duration</b>	<i>3 weeks</i>
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Mastering content and skills through KNOWLEDGE-BUILDING (establishing the purpose of the unit):

***What enduring understandings will students gain from this unit?*** Life at the turn of the twentieth century involved many economic, social, political and cultural changes that fundamentally changed American society.

### GSE Standards

#### **ELA**

ELAGSE5RI2: Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.

ELAGSE5RI3: Explain the relationships or interactions between two or more individuals, events, ideas, or concepts in a historical, scientific, or technical text based on specific information in the text.

ELAGSE5RI6: Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent.

ELAGSE5RI7: Draw on information from multiple print or digital sources, demonstrating the ability to locate an answer to a question quickly or to solve a problem efficiently.

ELAGSE5W2: Write informative/explanatory texts to examine a topic and convey ideas and information clearly.

#### **Social Studies**

**SS5H1 Describe how life changed in America at the turn of the century.**

a. Describe the role of the cattle trails in the late 19th century; include the Black Cowboys of Texas, the Great Western Cattle Trail, and the Chisholm Trail.

b. Describe the impact on American life of the Wright brothers (flight), George Washington Carver (science), Alexander Graham Bell (communication), and Thomas Edison (electricity).

- c. Explain how William McKinley and Theodore Roosevelt expanded America’s role in the world; include the Spanish-American War and the building of the Panama Canal.  
 d. Describe the reasons people immigrated to the United States, from where they emigrated, and where they settled.

**Essential Questions**

**Factual—**

- What led to different cattle supplies in location?
- What inventions changed life during the turn of the century?
- What types of improvements did inventions make in America?
- What changes did America make that influenced world issues?

**Inferential—**

- How did cattle drives affect jobs, cities, and transportation?
- How did developments in American life affect people in other countries and their ideas about America?
- How might America’s involvement in world events during this period influence future decisions of the U.S.?

**Critical Thinking-**

- Why were cattle trails and drives needed?
- Why might America have looked more powerful at the end of the century in the eyes of other countries?

**Tier II Words-** High Frequency Multiple Meaning

- Cattle, beef
- century (decade)
- communication
- flight
- canal
- immigrate vs. emigrate
- settle

**Tier III Words-** Subject/ Content Related Words

- cattle trails: Chisholm, Western
- Turn of the Century
- inventors: Alexander Graham Bell, Wright Brothers, George Washington Carver
- Panama Canal
- man-made
- locations: Pittsburgh, PA; Kitty Hawk, NC; Chicago, IL
- agriculture

primary population transportation resources	industrialization Ellis Island and Angel Island basic economic concepts: trade, opportunity cost, specialization, productivity, and price incentives
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**Assessments-** 3rd-5th Social Studies and Science assessments are available through AMP. Please see your instructional coach for support if needed.

**Transfer of Integrated Skills:**

- Famous Immigrants Formative assessment from ReadWorks

**Content-Specific GSE/Skills:**

Turn of the Century Assessment (Available in AMP)

**SS5H1 Describe how life changed in America at the turn of the century.**

**Writing Task and Rubric:**

DBQ- Why were some Turn of the Century immigrants happy while others were not? (DBQs are extended ELA integrated tasks. Teachers are encouraged to reach out to the SS Coordinator for DBQ Training prior to using DBQs with their students.)

**SS5H1 Describe how life changed in America at the turn of the century.** d. Describe the reasons people immigrated to the United States, from where they emigrated, and where they settled.

Objective or Content	Learning Experiences	Differentiation Considerations
<b>Daily Lessons for Text Comprehension</b>	<a href="#"><i>Changes in American Life Around the Turn of the Century: 15 Day Plan</i></a>	
<b>Connected SS/Sci Experiences</b>	<a href="#">MOOving Cattle</a> Students will conduct a mini-research project to explore the emerging cattle trails at the Turn of the Century. The activities include map and document analysis.	Use media at a variety of reading levels to help with understanding of content If needed, students can orally give their answer to the teacher as a

	<p><a href="#">Where's the Beef</a> Students will investigate reasons why cowboys joined the cattle by analyzing the costs and benefits of leaving home to work on the cattle drives</p>	<p>Students work in small groups.. Be intentional about giving students time to think and time to talk with peers. Consider checking in with students before they share their thoughts on the sticky notes. Allow them to rehearse their thoughts before writing. Help prompt their writing only as needed.</p>		
	<p><a href="#">Invention Convention</a> Students will work in groups to research using classroom resources, the impact of the inventions of life at the Turn of the Century and beyond.</p>			
<p><b>Connected Writing Activities</b></p>	<p><i>Top Ten Tools Strategy</i></p> <ul style="list-style-type: none"> <li>• <a href="#">Sentence Expansion using TVF (Topic Verb Finish)</a></li> </ul>			
<p><b>Additional Planning Resources</b></p>				
<p><a href="#">MCS K-5 KBU Overview</a></p>	<p><a href="#">KBU as a 15-day Plan (Template)</a></p>	<p><a href="#">MCS Structured Literacy Repository</a></p>	<p><a href="#">Berger Framework for Comprehension (Template)</a></p>	<p><a href="#">The Writing Revolution (Templates)</a></p>
<p><b>Additional Instructional Resources</b></p>				
<p><b>Suggested High Quality Complex Texts</b></p> <p><b>Suggested Experiential Resources</b></p>				

