

# A Georgia Lesson Planner

★ ★ ★ **SCOTT FORESMAN** ★ ★ ★  
**SOCIAL STUDIES**

to the

## Georgia

Social Studies Performance Standards  
Social Studies Quality Core Curriculum  
&  
Reading Performance Standards  
Grades 4 & 5



T/SS-20

## Scott Foresman Social Studies

This correlation demonstrates how **Scott Foresman Social Studies** meets the *Georgia Social Studies Performance Standards and Quality Core Curriculum and the Reading Performance Standards* by citing the Georgia standards that match each Scott Foresman Social Studies lesson. **Scott Foresman Social Studies** Unit Resources and Vocabulary for each lesson are included as well as a list of the **Scott Foresman Social Studies Leveled Readers** that accompany each unit.

### Content

**Scott Foresman Social Studies** content covers the key social studies strands: Citizenship, Culture, Economics, Geography, Government, History and Science/Technology. **Scott Foresman Social Studies** content is organized for a flexible teaching plan. If time is short, teachers may use the Quick Teaching Plan to cover the core content and skills or to add depth, teachers may use the wealth of information in each unit.

### Accessibility

**Scott Foresman Social Studies** provides systematic instruction to improve comprehension and to reach out to all learners. In every unit, reading skills are developed through built-in lessons. Target comprehension skills are pre-taught and then applied throughout the unit for sustained practice. Graphic organizers provide support for every skill.

### Motivation

**Scott Foresman Social Studies** is filled with compelling visuals, intriguing facts, and exciting real-world learning. Colonial Williamsburg Lessons provide exciting, special features from the nation's largest living museum. Dorling Kindersley Visual Lessons provide bold, large-as life photographs with interesting, easy-to-read expository captions. Music lessons introduce or reinforce important concepts and vocabulary. Discovery Channel School projects provide exclusive, hands-on unit projects that synthesize and enhance learning. A special feature entitled You Are There provides captivating suspense-packed reading that builds excitement and lets students experience the event from a personal perspective. A Web-Based Information Center continually updates information, maps, and biographies.

### Accountability

**Scott Foresman Social Studies** provides built-in skill lessons in every unit and multiple assessment tools to develop thinking citizens. Informal assessment opportunities monitor children's learning and provide If/then guidelines with specific reteaching strategies and effective practice. Formal assessment opportunities assess children's learning and provide practice for key test-taking skills. Test-taking strategy lessons provide test preparation for national and state tests.

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**Grade Four—Building a Nation**

**Overview:** American People, American Land

<b>Lesson Titles/ Lesson Vocabulary</b>	<b>Georgia Social Studies Performance Standards</b>	<b>Georgia Social Studies Quality Core Curriculum</b>	<b>Scott Foresman Social Studies Unit Resources</b>	<b>Georgia Reading Performance Standards</b>
<p><b>Lesson 1:</b> The American People</p> <p><b>Vocabulary</b> culture ideals ethnic group census immigrants</p>	<p><b>SS4CG4</b> The student will explain the importance for Americans to share certain democratic beliefs and principles both personal and civic.</p> <p>a. explain the necessity of respecting the rights of others and promoting the common good,</p> <p>b. explain the necessity of obeying reasonable laws/rules voluntarily, and explain why it is important for citizens in a democratic society to participate in public (civic) life (staying informed, voting, volunteering, communicating with public officials).</p>	<p><b>2 Topic:</b> History of the Constitution</p> <p><b>Standard:</b> Describes the need for the Bill of Rights and describes the major individual freedoms it guarantees (e.g., Speech, Religion, Press, and Assembly).</p> <p><b>34 Topic:</b> Information Processing</p> <p><b>Standard:</b> Analyzes and interprets pictographs, circle graphs, bar graphs, diagrams and photographs to answer selected questions at varying levels of difficulty.</p>	<p><b>Resources:</b></p> <ul style="list-style-type: none"> <li>▪ Workbook, pp. 4-5</li> <li>▪ Transparencies 1, 24</li> <li>▪ Every Student Learns Guide, pp. 2-5</li> <li>▪ Quick Study, pp. 2-3</li> </ul> <p><b>Meeting Individual Needs:</b></p> <ul style="list-style-type: none"> <li>▪ Leveled Practice, TE p. 8</li> <li>▪ Learning Styles, TE p. 9</li> <li>▪ ESL Support, TE p. 10</li> </ul>	<p><b>ELA4R1</b> (informational) f. Summarizes main ideas and supporting details.</p> <p><b>ELA4W2</b> (response) d. Demonstrates an understanding of the literary work (e.g., a summary that contains the main idea and most significant details of the reading selection).</p>

Lesson Titles/ Lesson Vocabulary	Georgia Social Studies Performance Standards	Georgia Social Studies Quality Core Curriculum	Scott Foresman Social Studies Unit Resources	Georgia Reading Performance Standards
<p><b>Lesson 2:</b> Government by the People</p> <p><b>People</b> Abraham Lincoln John F. Kennedy</p> <p><b>Vocabulary</b> democracy republic constitution citizen</p>	<p><b>SS4CG4</b> The student will explain the importance for Americans to share certain democratic beliefs and principles both personal and civic.</p> <p>a. explain the necessity of respecting the rights of others and promoting the common good, b. explain the necessity of obeying reasonable laws/rules voluntarily, and explain why it is important for citizens in a democratic society to participate in public (civic) life (staying informed, voting, volunteering, communicating with public officials).</p> <p><b>SS4CG5</b> The student will name positive character traits of key historic figures and government leaders (honesty, patriotism, courage, trustworthiness).</p>	<p><b>1 Topic:</b> History of the Constitution <b>Standard:</b> Identifies the structure of government as described in the Constitution.</p> <p><b>44 Topic:</b> Civic Participation <b>Standard:</b> Shows respect toward others.</p>	<p><b>Resources:</b></p> <ul style="list-style-type: none"> <li>▪ Workbook, 6</li> <li>▪ Transparency 1</li> <li>▪ Every Student Learns Guide, pp. 6-9</li> <li>▪ Quick Study, pp. 4-5</li> </ul> <p><b>Meeting Individual Needs:</b></p> <ul style="list-style-type: none"> <li>▪ Leveled Practice, TE p. 15</li> <li>▪ ESL Support, TE p. 16</li> </ul>	<p><b>ELA4R1</b> (informational) f. Summarizes main ideas and supporting details.</p> <p><b>ELA4W2</b> (response) d. Demonstrates an understanding of the literary work (e.g., a summary that contains the main idea and most significant details of the reading selection).</p>

Lesson Titles/ Lesson Vocabulary	Georgia Social Studies Performance Standards	Georgia Social Studies Quality Core Curriculum	Scott Foresman Social Studies Unit Resources	Georgia Reading Performance Standards
<p><b>Lesson 3:</b> Free Enterprise</p> <p><b>People</b> Madam C.J. Walker Thomas Edison</p> <p><b>Vocabulary</b> private property economy free enterprise profit supply demand export import consumer entrepreneur</p>	<p><b>SS4E1</b> The student will use the basic economic concepts of <i>trade</i>, <i>opportunity cost</i>, <i>specialization</i>, <i>voluntary exchange</i>, <i>productivity</i>, and <i>price incentives</i> to illustrate historical events.</p> <p>a. describe <i>opportunity costs</i> and their relationship to decision-making across time (such as decisions to send expeditions to the New World).</p> <p>b. explain how <i>price incentives</i> affect people's behavior and choices (such as colonial decisions about what crops to grow and products to produce).</p> <p>c. describe how <i>specialization</i> improves standards of living, (such as colonial decisions about what crops to grow and products to produce).</p>	<p><b>4 Topic:</b> Specialization and Interdependence <b>Standard:</b> Demonstrates how unequal distribution of limited resources leads to specialization among individuals and regions of the United States.</p> <p><b>34 Topic:</b> Information Processing <b>Standard:</b> Analyzes and interprets pictographs, circle graphs, bar graphs, diagrams and photographs to answer selected questions at varying levels of difficulty.</p>	<p><b>Resources:</b></p> <ul style="list-style-type: none"> <li>▪ Workbook, p. 7</li> <li>▪ Transparency 1</li> <li>▪ Every Student Learns Guide, pp. 10-13</li> <li>▪ Quick Study, pp. 6-7</li> <li>▪</li> </ul> <p><b>Meeting Individual Needs:</b></p> <ul style="list-style-type: none"> <li>▪ Leveled Practice, TE p. 20</li> <li>▪ ESL Support, TE p. 21</li> </ul>	<p><b>ELA4R1</b> (informational) f. Summarizes main ideas and supporting details.</p> <p><b>ELA4W2</b> (response) d. Demonstrates an understanding of the literary work (e.g., a summary that contains the main idea and most significant details of the reading selection).</p>

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	<p>d. explain how <i>voluntary exchange</i> helps both buyers and sellers, (such as prehistoric and colonial trade in North America).</p> <p>e. describe how <i>trade</i> promotes economic activity (such as trade activities in the early nation were managed differently under the Articles of Confederation and the Constitution).</p> <p>f. give examples of technological advancement and their impact on business <i>productivity</i> during the development of the United States.</p>			

Lesson Titles/ Lesson Vocabulary	Georgia Social Studies Performance Standards	Georgia Social Studies Quality Core Curriculum	Scott Foresman Social Studies Unit Resources	Georgia Reading Performance Standards
<p><b>Lesson 4:</b> Land and Regions</p> <p><b>Places</b> Northeast Southeast Midwest Southwest West</p> <p><b>People</b> George Washington Carver</p> <p><b>Vocabulary</b> region geography agriculture irrigation climate precipitation interdependent elevation map elevation sea level</p>	<p><b>SS4G1</b> The student will be able to locate important physical and man-made features in the United States.</p> <p>a. locate major physical features of the United States to include, Atlantic Coastal Plain, Great Plains, Continental Divide, The Great Basin, Death Valley, Gulf of Mexico, St. Lawrence River, the Great Lakes.</p> <p>b. locate major man-made features to include, New York City NY, Boston MA, Philadelphia PA, and the Erie Canal.</p>	<p><b>5 Topic:</b> Regions <b>Standard:</b> Identifies and describes different types of regions found within the United States that can be categorized according to climatic, physical, political, cultural, and economic.</p> <p><b>6 Topic:</b> Regions <b>Standard:</b> Identifies physical regions within the United States and describes major physical features of each region.</p> <p><b>54 Topic:</b> Maps and Globes <b>Standard:</b> Examines a map's content and title to determine its purpose.</p>	<p><b>Resources:</b></p> <ul style="list-style-type: none"> <li>▪ Workbook, pp. 8-9</li> <li>▪ Transparencies 3, 25</li> <li>▪ Every Student Learns Guide, 14-17</li> <li>▪ Quick Study, pp. 8-9</li> </ul> <p><b>Meeting Individual Needs:</b></p> <ul style="list-style-type: none"> <li>▪ ESL Support, TE p. 28</li> <li>▪ Leveled Practice, TE pp. 29, 32</li> </ul>	<p><b>ELA4R1</b> (informational) f. Summarizes main ideas and supporting details.</p> <p><b>ELA4W2</b> (response) d. Demonstrates an understanding of the literary work (e.g., a summary that contains the main idea and most significant details of the reading selection).</p>



Lesson Titles/ Lesson Vocabulary	Georgia Social Studies Performance Standards	Georgia Social Studies Quality Core Curriculum	Scott Foresman Social Studies Unit Resources	Georgia Reading Performance Standards
<p><b>Lesson 5:</b> Resources and the Environment</p> <p><b>Places</b> Yellowstone National Park Mount McKinley Everglades National Park</p> <p><b>People</b> Theodore Roosevelt</p> <p><b>Vocabulary</b> natural resource mineral fossil fuel renewable resource nonrenewable resource conservation environment pollution</p>	<p><b>SS4G1</b> The student will be able to locate important physical and man-made features in the United States.</p> <p>a. locate major physical features of the United States to include, Atlantic Coastal Plain, Great Plains, Continental Divide, The Great Basin, Death Valley, Gulf of Mexico, St. Lawrence River, the Great Lakes.</p> <p>b. locate major man-made features to include, New York City NY, Boston MA, Philadelphia PA, and the Erie Canal.</p>	<p><b>5 Topic:</b> Regions <b>Standard:</b> Identifies and describes different types of regions found within the United States that can be categorized according to climatic, physical, political, cultural, and economic.</p> <p><b>6 Topic:</b> Regions <b>Standard:</b> Identifies physical regions within the United States and describes major physical features of each region.</p> <p><b>48 Topic:</b> Civic Participation <b>Standard:</b> Participates in planning for effective civic action; demonstrating effective civic actions.</p>	<p><b>Resources:</b></p> <ul style="list-style-type: none"> <li>▪ Workbook, p. 10</li> <li>▪ Transparencies 1</li> <li>▪ Every Student Learns Guide, pp. 18-21</li> <li>▪ Quick Study, pp. 10-11</li> </ul> <p><b>Meeting Individual Needs:</b></p> <ul style="list-style-type: none"> <li>▪ ESL support, TE p. 35</li> <li>▪ Leveled Practice, TE pp. 36, 40</li> </ul>	<p><b>ELA4R1</b> (informational) f. Summarizes main ideas and supporting details.</p> <p><b>ELA4W2</b> (response) d. Demonstrates an understanding of the literary work (e.g., a summary that contains the main idea and most significant details of the reading selection).</p>

## Georgia Lesson Planner

**Grade Four**—Building a Nation

**Unit 1:** Early Life, East and West

**Chapter 1:** Life in the Western Hemisphere

**Scott Foresman Social Studies Leveled Readers:**

Below-Level    Learning About the First Americans

On-Level        Uncovering America’s Past

Advanced       Archeologists Explore Early America

Lesson Titles/ Lesson Vocabulary	Georgia Social Studies Performance Standards	Georgia Social Studies Quality Core Curriculum	Scott Foresman Social Studies Unit Resources	Georgia Reading Performance Standards
<p><b>Lesson 1:</b> Migration to the Americas</p> <p><b>Places</b> Bering Strait</p> <p><b>Vocabulary</b> Ice Age glacier migrate theory artifact archaeologist climograph</p>	<p><b>SS4H1</b> The student will describe how early Native American cultures developed in North America.</p> <p>a. locate where the American Indians settled with emphasis on Artic (Inuit), Northwest (Kwakiutl), Plateau (Nez Perce), Southwest (Hopi), Plains (Pawnee) and Southeastern (Seminole).</p> <p>b. describe how the American Indians used their environment to obtain food, clothing, and shelter.</p>	<p><b>34 Topic:</b> Information Processing <b>Standard:</b> Analyzes and interprets pictographs, circle graphs, bar graphs, diagrams and photographs to answer selected questions at varying levels of difficulty.</p> <p><b>46 Topic:</b> Civic Participation <b>Standard:</b> Works in a group, following a set of rules of procedure to complete an assigned task.</p>	<p><b>Resources:</b></p> <ul style="list-style-type: none"> <li>▪ Workbook, p. 15, 16</li> <li>▪ Transparencies 6, 26, 27</li> <li>▪ Every Student Learns Guide, pp. 22-25</li> <li>▪ Quick Study, pp. 12-13</li> </ul> <p><b>Meeting Individual Needs:</b></p> <ul style="list-style-type: none"> <li>▪ ESL Support, TE p. 55</li> <li>▪ Leveled Practice, TE p. 56</li> </ul>	<p><b>ELA4R1</b> (informational) f. Summarizes main ideas and supporting details.</p> <p><b>ELA4W2</b> (response) d. Demonstrates an understanding of the literary work (e.g., a summary that contains the main idea and most significant details of the reading selection).</p>

Lesson Titles/ Lesson Vocabulary	Georgia Social Studies Performance Standards	Georgia Social Studies Quality Core Curriculum	Scott Foresman Social Studies Unit Resources	Georgia Reading Performance Standards
		<p><b>54 Topic:</b> Maps and Globes  <b>Standard:</b> Examines map's content and title to determine its purpose.</p>		
<p><b>Lesson 2:</b> Early American Cultures</p> <p><b>Places</b>  Cahokia  Four Corners  Mesa Verde</p> <p><b>Vocabulary</b>  ceremony  mesa  drought</p> <p><b>People</b>  Nampeyo</p>	<p><b>SS4H1</b> The student will describe how early Native American cultures developed in North America.</p> <p>a. locate where the American Indians settled with emphasis on Artic (Inuit), Northwest (Kwakiutl), Plateau (Nez Perce), Southwest (Hopi), Plains (Pawnee) and Southeastern (Seminole).</p> <p>b. describe how the American Indians used their environment to obtain food, clothing, and shelter.</p>	<p><b>6 Topic:</b> Regions  <b>Standard:</b> Identifies physical regions within the United States and describes major physical features of each region.</p> <p><b>8 Topic:</b> Geography  <b>Standard:</b> Describes the impact of climate and physical environment on the lifestyles of American Indians.</p>	<p><b>Resources:</b></p> <ul style="list-style-type: none"> <li>▪ Workbook, p. 17</li> <li>▪ Transparencies 6, 28</li> <li>▪ Every Student Learns Guide, pp. 26-29</li> <li>▪ Quick Study, pp. 14-15</li> </ul> <p><b>Meeting Individual Needs:</b></p> <ul style="list-style-type: none"> <li>▪ Leveled Practice, TE p. 61</li> <li>▪ Learning Styles, TE p. 62</li> <li>▪ ESL Support, TE p. 63</li> </ul>	<p><b>ELA4R1</b> (informational)  f. Summarizes main ideas and supporting details.</p> <p><b>ELA4W2</b> (response)  d. Demonstrates an understanding of the literary work (e.g., a summary that contains the main idea and most significant details of the reading selection).</p>

Lesson Titles/ Lesson Vocabulary	Georgia Social Studies Performance Standards	Georgia Social Studies Quality Core Curriculum	Scott Foresman Social Studies Unit Resources	Georgia Reading Performance Standards
	<p><b>SS4G2</b> The student will describe how physical systems affect human systems.</p> <p>a. explain why each of the native American groups (SS4H1.a) occupied the areas they did, with emphasis on why some developed permanent villages and others did not.</p>			
<p><b>Lesson 3:</b> The Rise of Empires</p> <p><b>Places</b> Valley of Mexico Tenochtitlan Cuzco</p> <p><b>Vocabulary</b> civilization surplus specialize pyramid</p>	<p><b>SS4H1</b> The student will describe how early Native American cultures developed in North America.</p> <p>a. locate where the American Indians settled with emphasis on Artic (Inuit), Northwest (Kwakiutl), Plateau (Nez Perce), Southwest (Hopi), Plains (Pawnee) and Southeastern (Seminole).</p>	<p><b>4 Topic:</b> Specialization and Interdependence <b>Standard:</b> Demonstrates how unequal distribution of limited resources leads to specialization among individuals and regions of the United States.</p> <p><b>28 Topic:</b> Culture <b>Standard:</b> Describes and illustrates how periods in history were reflected through music, art and literature.</p>	<p><b>Resources:</b></p> <ul style="list-style-type: none"> <li>▪ Workbook, p. 18</li> <li>▪ Transparencies 6, 29</li> <li>▪ Every Student Learns Guide, pp. 30-33</li> <li>▪ Quick Study, pp. 16-17</li> </ul> <p><b>Meeting Individual Needs:</b></p> <ul style="list-style-type: none"> <li>▪ ESL Support, TE p. 67</li> <li>▪ Leveled Practice, TE p. 68</li> </ul>	<p><b>ELA4R1</b> (informational) f. Summarizes main ideas and supporting details.</p> <p><b>ELA4W2</b> (response) d. Demonstrates an understanding of the literary work (e.g., a summary that contains the main idea and most significant details of the reading selection).</p>

Lesson Titles/ Lesson Vocabulary	Georgia Social Studies Performance Standards	Georgia Social Studies Quality Core Curriculum	Scott Foresman Social Studies Unit Resources	Georgia Reading Performance Standards
	<p>b. describe how the American Indians used their environment to obtain food, clothing, and shelter.</p> <p><b>SS4G2</b> The student will describe how physical systems affect human systems.</p> <p>a. explain why each of the native American groups (SS4H1.a) occupied the areas they did, with emphasis on why some developed permanent villages and others did not.</p>			

## Georgia Lesson Planner

**Grade Four**—Building a Nation

**Unit 1:** Early Life, East and West

**Chapter 2:** Native American of North America

**Scott Foresman Social Studies Leveled Readers:**

Below-Level    Learning About the First Americans

On-Level        Uncovering America’s Past

Advanced        Archeologists Explore Early America

Lesson Titles/ Lesson Vocabulary	Georgia Social Studies Performance Standards	Georgia Social Studies Quality Core Curriculum	Scott Foresman Social Studies Unit Resources	Georgia Reading Performance Standards
<p><b>Lesson 1:</b> The Eastern Woodlands</p> <p><b>Places</b> Iroquois Trail Eastern Woodlands cultural region</p> <p><b>People</b> Deganawidah Hiawatha</p> <p><b>Vocabulary</b> tribe league cultural region longhouse wampum reservation</p>	<p><b>SS4H1</b> The student will describe how early Native American cultures developed in North America.</p> <p>a. locate where the American Indians settled with emphasis on Artic (Inuit), Northwest (Kwakiutl), Plateau (Nez Perce), Southwest (Hopi), Plains (Pawnee) and Southeastern (Seminole).</p> <p>b. describe how the American Indians used their environment to obtain food, clothing, and shelter.</p>	<p><b>8 Topic:</b> Geography: Human, Environment Interaction <b>Standard:</b> Describes the impact of climate and physical environment on the lifestyles of American Indians.</p> <ul style="list-style-type: none"> <li>- Plains</li> <li>- Eastern Woodlands</li> <li>- Southwestern, and</li> <li>- Pacific Northwest.</li> </ul> <p><b>28 Topic:</b> Culture <b>Standard:</b> Describes and illustrates how periods in history were reflected through music, art and literature.</p>	<p><b>Resources:</b></p> <ul style="list-style-type: none"> <li>▪ Workbook, p. 21</li> <li>▪ Transparency 6</li> <li>▪ Every Student Learns Guide, pp. 34-37</li> <li>▪ Quick Study, pp. 18-19</li> </ul> <p><b>Meeting Individual Needs:</b></p> <ul style="list-style-type: none"> <li>▪ ESL Support, TE p. 77</li> <li>▪ Leveled Practice, TE p. 78</li> <li>▪ Learning Styles, TE p. 79</li> </ul>	<p><b>ELA4R1</b> (informational) f. Summarizes main ideas and supporting details.</p> <p><b>ELA4W2</b> (response) d. Demonstrates an understanding of the literary work (e.g., a summary that contains the main idea and most significant details of the reading selection).</p>

Lesson Titles/ Lesson Vocabulary	Georgia Social Studies Performance Standards	Georgia Social Studies Quality Core Curriculum	Scott Foresman Social Studies Unit Resources	Georgia Reading Performance Standards
	<p><b>SS4G2</b> The student will describe how physical systems affect human systems.</p> <p>a. explain why each of the native American groups (SS4H1.a) occupied the areas they did, with emphasis on why some developed permanent villages and others did not.</p>			

Lesson Titles/ Lesson Vocabulary	Georgia Social Studies Performance Standards	Georgia Social Studies Quality Core Curriculum	Scott Foresman Social Studies Unit Resources	Georgia Reading Performance Standards
<p><b>Lesson 2:</b> The Great Plains</p> <p><b>Places</b> Great Plains cultural region Lame Deer, Montana</p> <p><b>Vocabulary</b> lodge tepee travois powwow research Internet Web site search engine</p>	<p><b>SS4H1</b> The student will describe how early Native American cultures developed in North America.</p> <p>a. locate where the American Indians settled with emphasis on Artic (Inuit), Northwest (Kwakiutl), Plateau (Nez Perce), Southwest (Hopi), Plains (Pawnee) and Southeastern (Seminole).</p> <p>b. describe how the American Indians used their environment to obtain food, clothing, and shelter.</p> <p><b>SS4G2</b> The student will describe how physical systems affect human systems.</p> <p>a. explain why each of the native American groups (SS4H1.a) occupied the areas they did, with emphasis on why some developed permanent villages and others did not.</p>	<p><b>8 Topic:</b> Geography: Human, Environment Interaction <b>Standard:</b> Describes the impact of climate and physical environment on the lifestyles of American Indians.</p> <ul style="list-style-type: none"> <li>- Plains</li> <li>- Eastern Woodlands</li> <li>- Southwestern, and</li> <li>- Pacific Northwest.</li> </ul> <p><b>28 Topic:</b> Culture <b>Standard:</b> Describes and illustrates how periods in history were reflected through music, art and literature.</p> <p><b>30 Topic:</b> Information Processing <b>Standard:</b> Locates and utilizes information from a variety of sources, e.g., books, newspapers, atlases, glossaries, photographs, laser-disks, computer software, and others.</p>	<p><b>Resources:</b></p> <ul style="list-style-type: none"> <li>▪ Workbook, p. 22, 23</li> <li>▪ Transparencies 21</li> <li>▪ Every Student Learns Guide, pp. 38-41</li> <li>▪ Quick Study, p. 20-21</li> </ul> <p><b>Meeting Individual Needs:</b></p> <ul style="list-style-type: none"> <li>▪ ESL Support, TE p. 83</li> <li>▪ Leveled Practice, TE p. 84</li> </ul>	<p><b>ELA4R1</b> (informational) f. Summarizes main ideas and supporting details.</p> <p><b>ELA4W2</b> (response) d. Demonstrates an understanding of the literary work (e.g., a summary that contains the main idea and most significant details of the reading selection).</p> <p><b>ELA4W3</b> d. Demonstrates basic keyboarding skills and familiarity with computer terminology (e.g., software, memory, disk drive, hard drive).</p>



Lesson Titles/ Lesson Vocabulary	Georgia Social Studies Performance Standards	Georgia Social Studies Quality Core Curriculum	Scott Foresman Social Studies Unit Resources	Georgia Reading Performance Standards
<p><b>Lesson 3:</b> The Southwest Desert</p> <p><b>Places</b> Southwest Desert cultural region Oraibi</p> <p><b>Vocabulary</b> pueblo</p>	<p><b>SS4H1</b> The student will describe how early Native American cultures developed in North America.</p> <p>a. locate where the American Indians settled with emphasis on Arctic (Inuit), Northwest (Kwakiutl), Plateau (Nez Perce), Southwest (Hopi), Plains (Pawnee) and Southeastern (Seminole).</p> <p>b. describe how the American Indians used their environment to obtain food, clothing, and shelter.</p> <p><b>SS4G2</b> The student will describe how physical systems affect human systems.</p> <p>a. explain why each of the native American groups (SS4H1.a) occupied the areas they did, with emphasis on why some developed permanent villages and others did not.</p>	<p><b>8 Topic:</b> Geography: Human, Environment Interaction <b>Standard:</b> Describes the impact of climate and physical environment on the lifestyles of American Indians.</p> <ul style="list-style-type: none"> <li>- Plains</li> <li>- Eastern Woodlands</li> <li>- Southwestern, and</li> <li>- Pacific Northwest.</li> </ul> <p><b>28 Topic:</b> Culture <b>Standard:</b> Describes and illustrates how periods in history were reflected through music, art and literature.</p> <p><b>48 Topic:</b> Civic Participation <b>Standard:</b> Participates in planning for effective civic action; demonstrating effective civic actions.</p>	<p><b>Resources:</b></p> <ul style="list-style-type: none"> <li>▪ Workbook, p. 24</li> <li>▪ Transparency 1</li> <li>▪ Every Student Learns Guide, pp. 42-45</li> <li>▪ Quick Study, pp. 22-23</li> </ul> <p><b>Meeting Individual Needs:</b></p> <ul style="list-style-type: none"> <li>▪ ESL Support, TE p. 89</li> <li>▪ Leveled Practice, TE p. 90</li> </ul>	<p><b>ELA4R1</b> (informational) f. Summarizes main ideas and supporting details.</p> <p><b>ELA4W2</b> (response) d. Demonstrates an understanding of the literary work (e.g., a summary that contains the main idea and most significant details of the reading selection).</p>

Lesson Titles/ Lesson Vocabulary	Georgia Social Studies Performance Standards	Georgia Social Studies Quality Core Curriculum	Scott Foresman Social Studies Unit Resources	Georgia Reading Performance Standards
<p><b>Lesson 4:</b> The Northwest Coast</p> <p><b>Places</b> Northwest Coast cultural region Vancouver Island</p> <p><b>Vocabulary</b> potlatch totem pole shaman</p>	<p><b>SS4H1</b> The student will describe how early Native American cultures developed in North America.</p> <p>a. locate where the American Indians settled with emphasis on Artic (Inuit), Northwest (Kwakiutl), Plateau (Nez Perce), Southwest (Hopi), Plains (Pawnee) and Southeastern (Seminole).</p> <p>b. describe how the American Indians used their environment to obtain food, clothing, and shelter.</p> <p><b>SS4G2</b> The student will describe how physical systems affect human systems.</p> <p>a. explain why each of the native American groups (SS4H1.a) occupied the areas they did, with emphasis on why some developed permanent villages and others did not.</p>	<p><b>8 Topic:</b> Geography: Human, Environment Interaction</p> <p><b>Standard:</b> Describes the impact of climate and physical environment on the lifestyles of American Indians.</p> <ul style="list-style-type: none"> <li>- Plains</li> <li>- Eastern Woodlands</li> <li>- Southwestern, and</li> <li>- Pacific Northwest.</li> </ul> <p><b>28 Topic:</b> Culture</p> <p><b>Standard:</b> Describes and illustrates how periods in history were reflected through music, art and literature.</p>	<p><b>Resources:</b></p> <ul style="list-style-type: none"> <li>▪ Workbook, p. 25</li> <li>▪ Transparency 23</li> <li>▪ Every Student Learns Guide, pp. 46-49</li> <li>▪ Quick Study, pp. 24-25</li> </ul> <p><b>Meeting Individual Needs:</b></p> <ul style="list-style-type: none"> <li>▪ ESL Support, TE p. 95</li> <li>▪ Leveled Practice, TE p. 96</li> </ul>	<p><b>ELA4R1</b> (informational) f. Summarizes main ideas and supporting details.</p> <p><b>ELA4W2</b> (response) d. Demonstrates an understanding of the literary work (e.g., a summary that contains the main idea and most significant details of the reading selection).</p>

## Georgia Lesson Planner

**Grade Four**—Building a Nation

**Unit 1:** Early Life, East and West

**Chapter 3:** Life in the Eastern Hemisphere

**Scott Foresman Social Studies Leveled Readers:**

Below-Level    Learning About the First Americans

On-Level        Uncovering America’s Past

Advanced       Archeologists Explore Early America

Lesson Titles/ Lesson Vocabulary	Georgia Social Studies Performance Standards	Georgia Social Studies Quality Core Curriculum	Scott Foresman Social Studies Unit Resources	Georgia Reading Performance Standards
<p><b>Lesson 1:</b> Traveling Asia’s Silk Road</p> <p><b>Places</b> Venice Shangdu Silk Road</p> <p><b>People</b> Marco Polo Kublai Khan Zheng He</p> <p><b>Vocabulary</b> emperor magnetic compass</p>	<p><b>SS4CG5</b> The student will name positive character traits of key historical figures and government leaders (honesty, patriotism, courage, trustworthiness).</p>	<p><b>9 Topic:</b> Exploration of Colonization <b>Standard:</b> Identifies the areas explored, reasons for and results of early explorations by Marco Polo.</p> <p><b>36 Topic:</b> Information Processing <b>Standard:</b> Selects and discusses the main idea from a reading passage or listening activity.</p>	<p><b>Resources:</b></p> <ul style="list-style-type: none"> <li>▪ Workbook, p. 28</li> <li>▪ Transparencies 6, 30</li> <li>▪ Every Student Learns Guide, pp. 50-53</li> <li>▪ Quick Study, pp. 26-27</li> </ul> <p><b>Meeting Individual Needs:</b></p> <ul style="list-style-type: none"> <li>▪ ESL Support, TE p. 103</li> <li>▪ Leveled Practice, TE p. 104</li> </ul>	<p><b>ELA4R1</b> (informational) f. Summarizes main ideas and supporting details.</p> <p><b>ELA4W2</b> (response) d. Demonstrates an understanding of the literary work (e.g., a summary that contains the main idea and most significant details of the reading selection).</p>

Lesson Titles/ Lesson Vocabulary	Georgia Social Studies Performance Standards	Georgia Social Studies Quality Core Curriculum	Scott Foresman Social Studies Unit Resources	Georgia Reading Performance Standards
<p><b>Lesson 2:</b> Africa's Trading Empires</p> <p><b>Places</b> Sahara Ghana Timbuktu Mali Mecca Songhai</p> <p><b>People</b> Mansa Musa</p> <p><b>Vocabulary</b> caravan pilgrimage astrolabe</p>	<p><b>SS4CG5</b> The student will name positive character traits of key historical figures and government leaders (honesty, patriotism, courage, trustworthiness).</p>	<p><b>28 Topic:</b> Culture <b>Standard:</b> Describes and illustrates how periods in history were reflected through music, art and literature.</p> <p><b>35 Topic:</b> Information Processing <b>Standard:</b> Organizes information into useable and efficient forms, e.g., graphs, charts, tables, outlines.</p>	<p><b>Resources:</b></p> <ul style="list-style-type: none"> <li>▪ Workbook, p. 29</li> <li>▪ Transparencies 9, 31</li> <li>▪ Every Student Learns Guide, pp. 54-57</li> <li>▪ Quick Study, pp. 28-29</li> </ul> <p><b>Meeting Individual Needs:</b></p> <ul style="list-style-type: none"> <li>▪ ESL Support, TE p. 107</li> <li>▪ Leveled Practice, TE p. 108</li> </ul>	<p><b>ELA4R1</b> (informational) f. Summarizes main ideas and supporting details.</p> <p><b>ELA4W2</b> (response) d. Demonstrates an understanding of the literary work (e.g., a summary that contains the main idea and most significant details of the reading selection).</p>

Lesson Titles/ Lesson Vocabulary	Georgia Social Studies Performance Standards	Georgia Social Studies Quality Core Curriculum	Scott Foresman Social Studies Unit Resources	Georgia Reading Performance Standards
<p><b>Lesson 3:</b> European Explorers</p> <p><b>Places</b> Greenland Vinland Portugal Cape of Good Hope</p> <p><b>People</b> Eric the Red Leif Ericsson Johann Gutenberg Prince Henry Bartolomeu Dias Vasco de Gamma</p> <p><b>Vocabulary</b> saga Renaissance navigation slave trade parallel time line</p>	<p><b>SS4H2</b> The student will describe European exploration in North America. a. describe the reasons for, obstacles to, and accomplishments of the Spanish, French, and English explorations: John Cabot, Vasco Nunez Balboa, Juan Ponce de Leon, Christopher Columbus, Henry Hudson, Jacques Cartier. b. describe examples of cooperation and conflict between Europeans and Native Americans.</p> <p><b>SS4G2</b> The student will describe how physical systems affect human systems. b. describe how early explorers (SS4H2.a) adapted, or failed to adapt to the various physical environments in which they traveled.</p>	<p><b>10 Topic:</b> Exploration to Colonization <b>Standard:</b> Compares and contrasts the explorations of France, Spain, England and Portugal during the 15<sup>th</sup> – 17<sup>th</sup> centuries - areas explored - motivation behind explorations -obstacles encountered, and - accomplishments.</p> <p><b>28 Topic:</b> Culture <b>Standard:</b> Describes and illustrates how periods in history were reflected through music, art and literature.</p> <p><b>32 Topic:</b> Information Processing <b>Standard:</b> Arranges time-related events into chronological order, using timelines when feasible.</p>	<p><b>Resources:</b></p> <ul style="list-style-type: none"> <li>▪ Workbook, p. 30, 31</li> <li>▪ Transparencies 23, 32</li> <li>▪ Every Student Learns Guide, pp. 58-61</li> <li>▪ Quick Study, p. 30-31</li> </ul> <p><b>Meeting Individual Needs:</b></p> <ul style="list-style-type: none"> <li>▪ Leveled Practice, TE p. 111</li> <li>▪ Learning Styles, TE p. 113</li> <li>▪ ESL Support, TE p. 114</li> </ul>	<p><b>ELA4R1</b> (informational) f. Summarizes main ideas and supporting details.</p> <p><b>ELA4W2</b> (response) d. Demonstrates an understanding of the literary work (e.g., a summary that contains the main idea and most significant details of the reading selection).</p>

## Georgia Lesson Planner

**Grade Four**—Building a Nation

**Unit 2:** Connections Across Continents

**Chapter 4:** Spain Builds an Empire

**Scott Foresman Social Studies Leveled Readers:**

- Below-Level His Name Was Amerigo
- On-Level Vespucci Sails for America
- Advanced Exploring with Amerigo Vespucci

Lesson Titles/ Lesson Vocabulary	Georgia Social Studies Performance Standards	Georgia Social Studies Quality Core Curriculum	Scott Foresman Social Studies Unit Resources	Georgia Reading Performance Standards
<p><b>Lesson 1:</b> The Voyages of Columbus</p> <p><b>Places</b> Bahama Islands West Indies</p> <p><b>People</b> Christopher Columbus King Ferdinand Queen Isabella Amerigo Vespucci Vasco Nuñez de Balboa Ferdinand Magellan</p>	<p><b>SS4H2</b> The student will describe European exploration in North America.</p> <p>a. describe the reasons for, obstacles to, and accomplishments of the Spanish, French, and English explorations: John Cabot, Vasco Nunez Balboa, Juan Ponce de Leon, Christopher Columbus, Henry Hudson, Jacques Cartier.</p> <p>b. describe examples of cooperation and conflict between Europeans and Native Americans.</p>	<p><b>10 Topic:</b> Exploration to Colonization <b>Standard:</b> Compares and contrasts the explorations of France, Spain, England and Portugal during the 15<sup>th</sup> – 17<sup>th</sup> centuries</p> <ul style="list-style-type: none"> <li>- areas explored</li> <li>- motivation behind explorations</li> <li>- obstacles encountered, and</li> <li>- accomplishments.</li> </ul> <p><b>34 Topic:</b> Information Processing <b>Standard:</b> Analyzes and interprets pictographs, circle graphs, bar graphs, diagrams and</p>	<p><b>Resources:</b></p> <ul style="list-style-type: none"> <li>▪ Workbook, p. 36, 37</li> <li>▪ Transparencies 11, 33</li> <li>▪ Every Student Learns Guide, pp. 62-65</li> <li>▪ Quick Study, pp. 32-33</li> <li>▪ Workbook, p. 37</li> </ul> <p><b>Meeting Individual Needs:</b></p> <ul style="list-style-type: none"> <li>▪ Leveled Practice, TE p. 135</li> <li>▪ Learning Styles, TE p. 141</li> <li>▪ ESL Support, TE p. 138</li> </ul>	<p><b>ELA4R1</b> (informational) d. Identifies and uses knowledge of common organizational structures (e.g., chronological order, cause and effect).</p>

Lesson Titles/ Lesson Vocabulary	Georgia Social Studies Performance Standards	Georgia Social Studies Quality Core Curriculum	Scott Foresman Social Studies Unit Resources	Georgia Reading Performance Standards
(continued) <b>Vocabulary</b> expedition colony Columbia Exchange latitude longitude meridian grid prime meridian	<b>SS4G2</b> The student will describe how physical systems affect human systems. b. describe how early explorers (SS4H2.a) adapted, or failed to adapt to the various physical environments in which they traveled	photographs to answer selected questions at varying levels of difficulty.  <b>59 Topic:</b> Map and Globes <b>Standard:</b> Uses grid systems, cardinal and intermediate directions to determine specific locations.		
<b>Lesson 2:</b> Different Worlds Collide  <b>Places</b> Tenochtitlan New Spain Mexico City Cuzco Lima  <b>People</b> Moctezuma Hernando Cortés Doña Marina Francisco Pizarro Atahualpa	<b>SS4H2</b> The student will describe European exploration in North America. a. describe the reasons for, obstacles to, and accomplishments of the Spanish, French, and English explorations: John Cabot, Vasco Nunez Balboa, Juan Ponce de Leon, Christopher Columbus, Henry Hudson, Jacques Cartier.	<b>28 Topic:</b> Culture <b>Standard:</b> Describes and illustrates how periods in history were reflected through music, art and literature.  <b>49 Topic:</b> Time and Chronology <b>Standard:</b> Uses calendar to find dates of special events and determine length of time between events.	<b>Resources:</b> ▪ Workbook, p. 38 ▪ Transparency 10 ▪ Every Student Learns Guide, pp. 66-69 ▪ Quick Study, pp. 34-35  <b>Meeting Individual Needs:</b> ▪ ESL Support, TE, p. 143 ▪ Leveled Practice, TE p. 145	<b>ELA4R1</b> (informational) d. Identifies and uses knowledge of common organizational structures (e.g., chronological order, cause and effect).

Lesson Titles/ Lesson Vocabulary	Georgia Social Studies Performance Standards	Georgia Social Studies Quality Core Curriculum	Scott Foresman Social Studies Unit Resources	Georgia Reading Performance Standards
(continued) <b>Vocabulary</b> conquistador ally conquest convert colonist	b. describe examples of cooperation and conflict between Europeans and Native Americans.  <b>SS4G2</b> The student will describe how physical systems affect human systems. b. describe how early explorers (SS4H2.a) adapted, or failed to adapt to the various physical environments in which they traveled			
<b>Lesson 3:</b> Life in New Spain  <b>Places</b> Hispaniola  <b>People</b> Hernando de Soto Estéban Álvar Núñez Cabeza de Vaca Francisco Vásquez de	<b>SS4H2</b> The student will describe European exploration in North America. a. describe the reasons for, obstacles to, and accomplishment of the Spanish, French, and English explorations: John Cabot, Vasco Nunez Balboa, Juan Ponce de Leon, Christopher Columbus, Henry Hudson, Jacques Cartier.	<b>10 Topic:</b> Exploration to Colonization <b>Standard:</b> Compares and contrasts the explorations of France, Spain, England and Portugal during the 15 <sup>th</sup> – 17 <sup>th</sup> centuries - areas explored - motivation behind explorations - obstacles encountered, and - accomplishments.	<b>Resources:</b> ▪ Workbook, p. 39 ▪ Transparency 10 ▪ Every Student Learns Guide, pp. 70-73 ▪ Quick Study, pp. 36-37 <b>Meeting Individual Needs:</b> ▪ ESL Support, TE p. 148 ▪ Leveled Practice, TE p. 149	<b>ELA4R1</b> (informational) d. Identifies and uses knowledge of common organizational structures (e.g., chronological order, cause and effect).



Lesson Titles/ Lesson Vocabulary	Georgia Social Studies Performance Standards	Georgia Social Studies Quality Core Curriculum	Scott Foresman Social Studies Unit Resources	Georgia Reading Performance Standards
(continued) Coronado Juan Ponce de León Bartolomé de Las Casas  <b>Vocabulary</b> society plantation encomienda missionary mission	b. describe examples of cooperation and conflict between Europeans and Native Americans.  <b>SS4G2</b> The student will describe how physical systems affect human systems. b. describe how early explorers (SS4H2.a) adapted, or failed to adapt to the various physical environments in which they traveled	<b>40 Topic:</b> Problem Solving <b>Standard:</b> Identifies and states a problem related to topic under study.  <b>41 Topic:</b> Problem Solving <b>Standard:</b> Suggests alternative solutions to a problem.		

## Georgia Lesson Planner

**Grade Four**—Building a Nation

**Unit 2:** Connections Across Continents

**Chapter 5:** The Struggle to Found Colonies

**Scott Foresman Social Studies Leveled Readers:**

- Below-Level His Name Was Amerigo
- On-Level Vespucci Sails for America
- Advanced Exploring with Amerigo Vespucci

Lesson Titles/ Lesson Vocabulary	Georgia Social Studies Performance Standards	Georgia Social Studies Quality Core Curriculum	Scott Foresman Social Studies Unit Resources	Georgia Reading Performance Standards
<p><b>Lesson 1:</b> Hard Times in Virginia</p> <p><b>Places</b> Roanoke Island Virginia Jamestown</p> <p><b>People</b> Queen Elizabeth I Walter Raleigh John White Francis Drake King James I John Smith Chief Powhatan Pocahontas John Rolfe</p>	<p><b>SS4H2</b> The student will describe European exploration in North America, a. describe the reasons for, obstacles to, and accomplishments of the Spanish, French, and English explorations: John Cabot, Vasco Nunez Balboa, Juan Ponce de Leon, Christopher Columbus, Henry Hudson, Jacques Cartier. b. describe examples of cooperation and conflict between Europeans and Native Americans.</p>	<p><b>10 Topic:</b> Exploration to Colonization <b>Standard:</b> Compares and contrasts the explorations of France, Spain, England and Portugal during the 15<sup>th</sup> – 17<sup>th</sup> centuries</p> <ul style="list-style-type: none"> <li>- areas explored</li> <li>- motivation behind explorations</li> <li>- obstacles encountered, and</li> <li>- accomplishments.</li> </ul> <p><b>54 Topic:</b> Map and Globes <b>Standard:</b> Examines a map’s content and title to determine its purpose.</p>	<p><b>Resources:</b></p> <ul style="list-style-type: none"> <li>▪ Workbook, p. 42</li> <li>▪ Transparency 13</li> <li>▪ Every Student Learns Guide, pp. 74-77</li> <li>▪ Quick Study, pp. 38-39</li> </ul> <p><b>Meeting Individual Needs:</b></p> <ul style="list-style-type: none"> <li>▪ Leveled Practice, TE p. 160</li> <li>▪ Learning Styles, TE p. 157</li> <li>▪ ESL Support, TE p. 157</li> </ul>	<p><b>ELA4R1</b> (informational) d. Identifies and uses knowledge of common organizational structures (e.g., chronological order, cause and effect).</p>

Lesson Titles/ Lesson Vocabulary	Georgia Social Studies Performance Standards	Georgia Social Studies Quality Core Curriculum	Scott Foresman Social Studies Unit Resources	Georgia Reading Performance Standards
(continued) <b>Vocabulary</b> charter stock cash crop indentured servant House of Burgesses	<b>SS4G2</b> The student will describe how physical systems affect human systems. b. describe how early explorers (SS4H2.a) adapted, or failed to adapt to the various physical environments in which they traveled			
<b>Lesson 2:</b> New European Colonies  <b>Places</b> Quebec St. Lawrence River New France Hudson River New Netherland New Amsterdam  <b>People</b> Samuel de Champlain Henry Hudson  <b>Vocabulary</b> Northwest Passage	<b>SS4H2</b> The student will describe European exploration in North America. a. describe the reasons for, obstacles to, and accomplishment of the Spanish, French, and English explorations: John Cabot, Vasco Nunez Balboa, Juan Ponce de Leon, Christopher Columbus, Henry Hudson, Jacques Cartier. b. describe examples of cooperation and conflict between Europeans and Native Americans.	<b>10 Topic:</b> Exploration to Colonization <b>Standard:</b> Compares and contrasts the explorations of France, Spain, England and Portugal during the 15 <sup>th</sup> – 17 <sup>th</sup> centuries - areas explored - motivation behind explorations - obstacles encountered, and - accomplishments.  <b>54 Topic:</b> Map and Globes <b>Standard:</b> Examines a map's content and title to determine its purpose.	<b>Resources:</b> ▪ Workbook, p. 43 ▪ Transparency 13 ▪ Every Student Learns Guide, pp. 78-81 ▪ Quick Study, pp. 40-41 ▪ Workbook, p. 45 <b>Meeting Individual Needs:</b> ▪ Leveled Practice, TE p. 165 ▪ ESL Support, TE p. 166	<b>ELA4R1</b> (informational) d. Identifies and uses knowledge of common organizational structures (e.g., chronological order, cause and effect).

Lesson Titles/ Lesson Vocabulary	Georgia Social Studies Performance Standards	Georgia Social Studies Quality Core Curriculum	Scott Foresman Social Studies Unit Resources	Georgia Reading Performance Standards
(continued)	<p><b>SS4G2</b> The student will describe how physical systems affect human systems.</p> <p>b. describe how early explorers (SS4H2.a) adapted, or failed to adapt to the various physical environments in which they traveled</p>			
<p><b>Lesson 3:</b> The First Colonies</p> <p><b>Places</b> New England Plymouth Massachusetts Bay Colony Boston</p> <p><b>People</b> William Bradford Samoset Squanto Massasoit John Winthrop</p>	<p><b>SS4H3</b> The student will explain the factors that shaped British colonial America.</p> <p>a. compare and contrast life in the New England, Mid-Atlantic, and Southern colonies.</p> <p>b. describe colonial life in America as experienced by various people, including large landowners, farmers, artisans, women, indentured servants, slaves and Native Americans.</p>	<p><b>12 Topic:</b> Exploration to Colonization</p> <p><b>Standard:</b> Compare and contrasts early colonies settlements in the New England, Middle Atlantic and Southern Colonies</p> <ul style="list-style-type: none"> <li>- climate</li> <li>- physical features</li> <li>- settlers' country of origin</li> <li>- settlers' motivations</li> <li>- forms of government, and</li> <li>- use of natural resources.</li> </ul>	<p><b>Resources:</b></p> <ul style="list-style-type: none"> <li>▪ Workbook, p. 44, 45</li> <li>▪ Transparency 13</li> <li>▪ Every Student Learns Guide, pp. 82-85</li> <li>▪ Quick Study, pp. 42-43</li> </ul> <p><b>Meeting Individual Needs:</b></p> <ul style="list-style-type: none"> <li>▪ ESL Support, TE, p. 169</li> <li>▪ Leveled Practice, TE p. 174</li> </ul>	<p><b>ELA4R1</b> (informational) d. Identifies and uses knowledge of common organizational structures (e.g., chronological order, cause and effect).</p> <p><b>ELA4R1</b> (informational) h. Distinguishes fact from opinion or fiction.</p> <p><b>ELA4LSV1</b> h. Offers own opinion forcefully without domineering. k. Gives reasons in support of opinions expressed.</p>

Lesson Titles/ Lesson Vocabulary	Georgia Social Studies Performance Standards	Georgia Social Studies Quality Core Curriculum	Scott Foresman Social Studies Unit Resources	Georgia Reading Performance Standards
(continued) <b>Vocabulary</b> Pilgrim Separatist persecution Mayflower Compact Puritan fact opinion	<b>SS4G2</b> The student will describe how physical systems affect human systems. c. explain how the physical geography of each colony helped determine economic activities practiced therein.	<b>36 Topic:</b> Information Processing <b>Standard:</b> Selects and discusses the main idea from a reading passage or listening activity. <b>39 Topic:</b> Information Processing <b>Standard:</b> Analyzes information from two or more sources for agreements, contradictions, facts and opinions.		<b>ELA4LSV2</b> (texts, media) b. Evaluates the role of the media in focusing attention and in forming an opinion.
<b>Lesson 4:</b> The 13 English Colonies  <b>Places</b> New England Colonies Middle Colonies Southern Colonies  <b>People</b> Roger Williams Anne Hutchinson Thomas Hooker William Penn James Oglethorpe Tomochichi	<b>SS4H3</b> The student will explain the factors that shaped British colonial America. a. compare and contrast life in the New England, Mid-Atlantic, and Southern colonies. b. describe colonial life in America as experienced by various people, including large landowners, farmers, artisans, women, indentured servants, slaves and Native Americans.	<b>12 Topic:</b> Exploration to Colonization <b>Standard:</b> Compare and contrasts early colonies settlements in the New England, Middle Atlantic and Southern Colonies - climate - physical features - settlers' country of origin - settlers' motivations - forms of government, and - use of natural resources.		

Lesson Titles/ Lesson Vocabulary	Georgia Social Studies Performance Standards	Georgia Social Studies Quality Core Curriculum	Scott Foresman Social Studies Unit Resources	Georgia Reading Performance Standards
<b>Vocabulary</b> dissenter proprietor debtor	<b>SS4G2</b> The student will describe how physical systems affect human systems. c. explain how the physical geography of each colony helped determine economic activities practiced therein.	<b>13 Topic:</b> Exploration to Colonization <b>Standard:</b> Describes the settlement in Georgia led by James Oglethorpe.  <b>14 Topic:</b> Exploration to Colonization <b>Standard:</b> Classifies the original thirteen colonies by regions (New England, Middle Atlantic, and Southern).  <b>45 Topic:</b> Civic Participation <b>Standard:</b> Shows respects toward others.	<b>Resources:</b> <ul style="list-style-type: none"> <li>▪ Workbook, p. 46</li> <li>▪ Transparencies 13, 34</li> <li>▪ Every Student Learns Guide, pp. 86-89</li> <li>▪ Quick Study, pp. 44-45</li> </ul> <b>Meeting Individual Needs:</b> <ul style="list-style-type: none"> <li>▪ Leveled Practice, TE p. 178</li> <li>▪ ESL Support, TE p. 181</li> </ul>	<b>ELA4R1</b> (informational) d. Identifies and uses knowledge of common organizational structures (e.g., chronological order, cause and effect).

## Georgia Lesson Planner

**Grade Four**—Building a Nation

**Unit 3:** Colonial Life in North America

**Chapter 6:** Life in the English Colonies

**Scott Foresman Social Studies Leveled Readers:**

- Below-Level    New World, New Neighbors
- On-Level        Making Connections: American Indians and Settlers
- Advanced        Early American Alliances

Lesson Titles/ Lesson Vocabulary	Georgia Social Studies Performance Standards	Georgia Social Studies Quality Core Curriculum	Scott Foresman Social Studies Unit Resources	Georgia Reading Performance Standards
<p><b>Lesson 1:</b> Working and Trading</p> <p><b>Places</b> Charleston West Africa West Indies</p> <p><b>Vocabulary</b> apprentice artisan triangular trade routes Middle Passage news article feature article headline dateline</p>	<p><b>SS4H3</b> The student will explain the factors that shaped British colonial America.</p> <p>a. compare and contrast life in the New England, Mid-Atlantic, and Southern colonies.</p> <p>b. describe colonial life in America as experienced by various people, including large landowners, farmers, artisans, women, indentured servants, slaves and Native Americans.</p>	<p><b>12 Topic:</b> Exploration to Colonization</p> <p><b>Standard:</b> Compare and contrasts early colonies settlements in the New England, Middle Atlantic and Southern Colonies</p> <ul style="list-style-type: none"> <li>- climate</li> <li>- physical features</li> <li>- settlers' country of origin</li> <li>- settlers' motivations</li> <li>- forms of government, and</li> <li>- use of natural resources.</li> </ul>	<p><b>Resources:</b></p> <ul style="list-style-type: none"> <li>▪ Workbook, p. 51, 52</li> <li>▪ Transparencies 13, 35</li> <li>▪ Every Student Learns Guide, pp. 90-93</li> <li>▪ Quick Study, pp. 46-47</li> </ul> <p><b>Meeting Individual Needs:</b></p> <ul style="list-style-type: none"> <li>▪ Leveled Practice, TE p. 203</li> <li>▪ ESL Support, TE p. 207</li> </ul>	<p><b>ELA4R1</b> ( literary)</p> <p>f. Makes judgments and inferences about setting, characters, and events and supports them with elaborating and convincing evidence from the text.</p> <p>g. Identifies similarities and differences between the characters or events and theme in a literary work and the actual experiences in an author's life.</p>

Lesson Titles/ Lesson Vocabulary	Georgia Social Studies Performance Standards	Georgia Social Studies Quality Core Curriculum	Scott Foresman Social Studies Unit Resources	Georgia Reading Performance Standards
(continued)	<b>SS4G2</b> The student will describe how physical systems affect human systems. c. explain how the physical geography of each colony helped determine economic activities practiced therein.	<b>30 Topic:</b> Information Processing <b>Standard:</b> Locates and utilizes information from a variety of sources, e.g., books, newspapers, atlases, glossaries, photographs, laser-disks, computer software, and others.		
<p><b>Lesson 2:</b> Cities, Towns, and Farms</p> <p><b>Places</b> Philadelphia</p> <p><b>People</b> Benjamin Franklin Eliza Lucas Pinckney</p> <p><b>Vocabulary</b> self-sufficient town common</p>	<b>SS4H3</b> The student will explain the factors that shaped British colonial America. a. compare and contrast life in the New England, Mid-Atlantic, and Southern colonies. b. describe colonial life in America as experienced by various people, including large landowners, farmers, artisans, women, indentured servants, slaves and Native Americans.	<b>12 Topic:</b> Exploration to Colonization <b>Standard:</b> Compare and contrasts early colonies settlements in the New England, Middle Atlantic and Southern Colonies - climate - physical features - settlers' country of origin - settlers' motivations - forms of government, and - use of natural resources.	<p><b>Resources:</b></p> <ul style="list-style-type: none"> <li>▪ Workbook, p. 53</li> <li>▪ Transparency 13</li> <li>▪ Every Student Learns Guide, pp. 94-97</li> <li>▪ Quick Study, pp. 48-49</li> </ul> <p><b>Meeting Individual Needs:</b></p> <ul style="list-style-type: none"> <li>▪ Leveled Practice, TE p. 211</li> <li>▪ ESL Support, TE p. 214</li> </ul>	<b>ELA4R1</b> ( literary) f. Makes judgments and inferences about setting, characters, and events and supports them with elaborating and convincing evidence from the text. g. Identifies similarities and differences between the characters or events and theme in a literary work and the actual experiences in an author's life.



Lesson Titles/ Lesson Vocabulary	Georgia Social Studies Performance Standards	Georgia Social Studies Quality Core Curriculum	Scott Foresman Social Studies Unit Resources	Georgia Reading Performance Standards
(continued)	<b>SS4G2</b> The student will describe how physical systems affect human systems. c. explain how the physical geography of each colony helped determine economic activities practiced therein.	<b>18 Topic:</b> A Nation is Born <b>Standard:</b> Compares and contrasts different lifestyles in the colonies during the 18 <sup>th</sup> century from the perspectives of large landowners, farmers, artisans, women, indentured servants and slaves.		
<p><b>Lesson 3:</b> Everyday Life in the Colonies</p> <p><b>Places</b> Boston Williamsburg Newport</p> <p><b>People</b> George Washington George Whitefield John Peter Zenger</p> <p><b>Vocabulary</b> Great Awakening Almanac</p>	<b>SS4H3</b> The student will explain the factors that shaped British colonial America. a. compare and contrast life in the New England, Mid-Atlantic, and Southern colonies. b. describe colonial life in America as experienced by various people, including large landowners, farmers, artisans, women, indentured servants, slaves and Native Americans.	<b>12 Topic:</b> Exploration to Colonization <b>Standard:</b> Compare and contrasts early colonies settlements in the New England, Middle Atlantic and Southern Colonies - climate - physical features - settlers' country of origin - settlers' motivations - forms of government, and - use of natural resources.	<p><b>Resources:</b></p> <ul style="list-style-type: none"> <li>▪ Workbook, p. 54</li> <li>▪ Transparency 13</li> <li>▪ Every Student Learns Guide, pp. 98-101</li> <li>▪ Quick Study, pp. 50-51</li> </ul> <p><b>Meeting Individual Needs:</b></p> <ul style="list-style-type: none"> <li>▪ Leveled Practice, TE p. 217</li> <li>▪ ESL Support, TE p. 220</li> </ul>	<b>ELA4R1</b> ( literary) f. Makes judgments and inferences about setting, characters, and events and supports them with elaborating and convincing evidence from the text. g. Identifies similarities and differences between the characters or events and theme in a literary work and the actual experiences in an author's life.

Lesson Titles/ Lesson Vocabulary	Georgia Social Studies Performance Standards	Georgia Social Studies Quality Core Curriculum	Scott Foresman Social Studies Unit Resources	Georgia Reading Performance Standards
(continued)	<p><b>SS4G2</b> The student will describe how physical systems affect human systems.</p> <p>c. explain how the physical geography of each colony helped determine economic activities practiced therein.</p>	<p><b>28 Topic:</b> Culture  <b>Standard:</b> Describes and illustrates how periods in history were reflected through music, art and literature.</p> <p><b>39 Topic:</b> Information Processing  <b>Standard:</b> Analyzes information from two or more sources for agreements, contradictions, facts, and opinions.</p>		

Lesson Titles/ Lesson Vocabulary	Georgia Social Studies Performance Standards	Georgia Social Studies Quality Core Curriculum	Scott Foresman Social Studies Unit Resources	Georgia Reading Performance Standards
<p><b>Lesson 4:</b> Slavery in the Colonies</p> <p><b>People</b> Venture Smith Olaudah Equiano</p> <p><b>Vocabulary</b> Stono Rebellion</p>	<p><b>SS4H3</b> The student will explain the factors that shaped British colonial America.</p> <p>a. compare and contrast life in the New England, Mid-Atlantic, and Southern colonies.</p> <p>b. describe colonial life in America as experienced by various people, including large landowners, farmers, artisans, women, indentured servants, slaves and Native Americans.</p> <p><b>SS4G2</b> The student will describe how physical systems affect human systems.</p> <p>c. explain how the physical geography of each colony helped determine economic activities practiced therein.</p>	<p><b>18 Topic:</b> A Nation is Born <b>Standard:</b> Compares and contrasts different lifestyles in the colonies during the 18<sup>th</sup> century from the perspectives of large landowners, farmers, artisans, women, indentured servants and slaves.</p> <p><b>40 Topic:</b> Problem Solving <b>Standard:</b> Identifies and states a problem related to topic under study.</p> <p><b>45 Topic:</b> Civic Participation <b>Standard:</b> Shows respect toward others.</p>	<p><b>Resources:</b></p> <ul style="list-style-type: none"> <li>▪ Workbook, p. 55</li> <li>▪ Transparencies 13, 36</li> <li>▪ Every Student Learns Guide, p. 102-105</li> <li>▪ Quick Study, pp. 52-53</li> </ul> <p><b>Meeting Individual Needs:</b></p> <ul style="list-style-type: none"> <li>▪ Leveled Practice, TE p. 225</li> <li>▪ ESL Support, TE p. 226</li> </ul>	<p><b>ELA4R1</b> ( literary)</p> <p>f. Makes judgments and inferences about setting, characters, and events and supports them with elaborating and convincing evidence from the text.</p> <p>g. Identifies similarities and differences between the characters or events and theme in a literary work and the actual experiences in an author’s life.</p>

## Georgia Lesson Planner

**Grade Four**—Building a Nation

**Unit 3:** Colonial Life in North America

**Chapter 7:** The Fight for a Continent

**Scott Foresman Social Studies Leveled Readers:**

- Below-Level    New World, New Neighbors
- On-Level        Making Connections: American Indians and Settlers
- Advanced        Early American Alliances

Lesson Titles/ Lesson Vocabulary	Georgia Social Studies Performance Standards	Georgia Social Studies Quality Core Curriculum	Scott Foresman Social Studies Unit Resources	Georgia Reading Performance Standards
<p><b>Lesson 1: The Spanish Move North</b></p> <p><b>Places</b> Florida St. Augustine New Mexico Santa Fe San Antonio</p> <p><b>People</b> Pedro Menendez de Avilés Popé Junípero Serra</p> <p><b>Vocabulary</b> hacienda presidio El Camino Real Pueblo Revolt</p>	<p><b>SS4H1</b> The student will describe how early Native American cultures developed in North America.</p> <p>a. locate where the American Indians settled with emphasis on Artic (Inuit), Northwest (Kwakiutl), Plateau (Nez Perce), Southwest (Hopi), Plains (Pawnee) and Southeastern (Seminole).</p> <p>b. describe how the American Indians used their environment to obtain food, clothing, and shelter.</p>	<p><b>10 Topic:</b> Exploration to Colonization <b>Standard:</b> Compares and contrasts the explorations of France, Spain, England and Portugal during the 15<sup>th</sup> – 17<sup>th</sup> centuries</p> <ul style="list-style-type: none"> <li>- areas explored</li> <li>- motivation behind explorations</li> <li>- obstacles encountered, and</li> <li>- accomplishments.</li> </ul> <p><b>28 Topic:</b> Culture <b>Standard:</b> Describes and illustrates how periods in history were reflected through music, art and literature.</p>	<p><b>Resources:</b></p> <ul style="list-style-type: none"> <li>▪ Workbook, p. 58</li> <li>▪ Transparencies 14, 37</li> <li>▪ Every Student Learns Guide, pp. 106-109</li> <li>▪ Quick Study, pp. 54-55</li> </ul> <p><b>Meeting Individual Needs:</b></p> <ul style="list-style-type: none"> <li>▪ Leveled Practice, TE p. 234</li> <li>▪ ESL Support, TE p. 235</li> </ul>	<p><b>ELA4R1</b> ( literary)</p> <p>f. Makes judgments and inferences about setting, characters, and events and supports them with elaborating and convincing evidence from the text.</p> <p>g. Identifies similarities and differences between the characters or events and theme in a literary work and the actual experiences in an author’s life.</p>

Lesson Titles/ Lesson Vocabulary	Georgia Social Studies Performance Standards	Georgia Social Studies Quality Core Curriculum	Scott Foresman Social Studies Unit Resources	Georgia Reading Performance Standards
<p><b>Lesson 2:</b> French Explore the Mississippi</p> <p><b>Places</b> Mississippi River Louisiana New Orleans</p> <p><b>People</b> Jacques Marquette Louis Joliet Robert La Salle</p> <p><b>Vocabulary</b> trading post tributary small-scale map large-scale map</p>	<p><b>SS4H2</b> The student will describe European exploration in North America.</p> <p>a. describe the reasons for, obstacles to, and accomplishments of the Spanish, French, and English explorations: John Cabot, Vasco Nunez Balboa, Juan Ponce de Leon, Christopher Columbus, Henry Hudson, Jacques Cartier.</p> <p>b. describe examples of cooperation and conflict between Europeans and Native Americans.</p>	<p><b>10 Topic:</b> Exploration to Colonization <b>Standard:</b> Compares and contrasts the explorations of France, Spain, England and Portugal during the 15<sup>th</sup> – 17<sup>th</sup> centuries</p> <ul style="list-style-type: none"> <li>- areas explored</li> <li>- motivation behind explorations</li> <li>- obstacles encountered, and</li> <li>- accomplishments.</li> </ul> <p><b>28 Topic:</b> Culture <b>Standard:</b> Describes and illustrates how periods in history were reflected through music, art and literature.</p> <p><b>56 Topic:</b> Map and Globes <b>Standard:</b> Compares maps and make inferences from them.</p>	<p><b>Resources:</b></p> <ul style="list-style-type: none"> <li>▪ Workbook, p. 59, 60</li> <li>▪ Transparencies 10, 38, 39</li> <li>▪ Every Student Learns Guide, pp. 110-113</li> <li>▪ Quick Study, pp. 56-57</li> </ul> <p><b>Meeting Individual Needs:</b></p> <ul style="list-style-type: none"> <li>▪ Leveled Practice, TE p. 242</li> <li>▪ ESL Support, TE p. 243</li> </ul>	<p><b>ELA4R1</b> ( literary)</p> <p>f. Makes judgments and inferences about settings, characters, and events and supports them with elaborating and convincing evidence from the text.</p> <p>g. Identifies similarities and differences between the characters or events and theme in a literary work and the actual experiences in an author's life.</p>

Lesson Titles/ Lesson Vocabulary	Georgia Social Studies Performance Standards	Georgia Social Studies Quality Core Curriculum	Scott Foresman Social Studies Unit Resources	Georgia Reading Performance Standards
(continued)		<p><b>58 Topic:</b> Map and Globes <b>Standard:</b> Combine scale and direction to locate features on a map/globe.</p> <p><b>60 Topic:</b> Map and Globes <b>Standard:</b> Explains that a map scale compares a map distance with a real distance on the earth.</p>		
<p><b>Lesson 3:</b> The French and Indian War</p> <p><b>Places</b> Fort Necessity Ohio River Valley Fort Duquesne Quebec</p> <p><b>People</b> George Washington Metacom Hendrick Pontiac George III</p>	<p><b>SS4H4</b> The student will explain the causes, events, and results of the American Revolution. a. trace the events that shaped the revolutionary movement in America including: the French and Indian War, British Imperial Policy that led to the 1765 Stamp Act, the slogan “no taxation without representation,” and the activities of the Sons of Liberty, and the Boston Tea Party.</p>	<p><b>15 Topic:</b> Expansion <b>Standard:</b> Describes how the French and Indian War resulted in expansion of the United States territory.</p> <p><b>60 Topic:</b> Map and Globes <b>Standard:</b> Explains that a map scale compares a map distance with a real distance on the earth.</p>	<p><b>Resources:</b></p> <ul style="list-style-type: none"> <li>▪ Workbook, p. 61</li> <li>▪ Transparencies 20, 40</li> <li>▪ Every Student Learns Guide, pp. 114-117</li> <li>▪ Quick Study, pp. 58-59</li> </ul> <p><b>Meeting Individual Needs:</b></p> <ul style="list-style-type: none"> <li>▪ Leveled Practice, TE p. 250</li> <li>▪ ESL Support, TE p. 249</li> </ul>	<p><b>ELA4R1</b> ( literary)</p> <p>f. Makes judgments and inferences about settings, characters, and events and supports them with elaborating and convincing evidence from the text.</p> <p>g. Identifies similarities and differences between the characters or events and theme in a literary work and the actual experiences in an author’s life.</p>

<b>Lesson Titles/ Lesson Vocabulary</b>	<b>Georgia Social Studies Performance Standards</b>	<b>Georgia Social Studies Quality Core Curriculum</b>	<b>Scott Foresman Social Studies Unit Resources</b>	<b>Georgia Reading Performance Standards</b>
(continued) <b>Vocabulary</b> King Philip's War backcountry French and Indian War Pontiac's Rebellion Proclamation of 1763				

## Georgia Lesson Planner

**Grade Four**—Building a Nation

**Unit 4:** The American Revolution

**Chapter 8:** The Road to War

**Scott Foresman Social Studies Leveled Readers:**

- Below-Level    Choosing Freedom
- On-Level        Conflict in the Colonies
- Advanced        On the Road to Revolution

Lesson Titles/ Lesson Vocabulary	Georgia Social Studies Performance Standards	Georgia Social Studies Quality Core Curriculum	Scott Foresman Social Studies Unit Resources	Georgia Reading Performance Standards
<p><b>Lesson 1:</b> Trouble over Taxes</p> <p><b>Places</b> Williamsburg, Virginia New York City, New York Boston, Massachusetts</p> <p><b>People</b> King George III Patrick Henry Samuel Adams Mercy Otis Warren</p>	<p><b>SS4H4</b> The student will explain the causes, events, and results of the American Revolution. a. trace the events that shaped the revolutionary movement in America including: the French and Indian War, British Imperial Policy that led to the 1765 Stamp Act, the slogan “no taxation without representation,” and the activities of the Sons of Liberty, and the Boston Tea Party.</p>	<p><b>17 Topic:</b> A Nation is Born <b>Standard:</b> Identifies the sources of dissatisfaction that led to the American Revolution (e.g., smuggling, taxation without representation, Intolerable Acts, Stamp Act, Boston Tea Party, and Boston Massacre).</p> <p><b>45 Topic:</b> Civic Participation <b>Standard:</b> Shows respect toward others.</p>	<p><b>Resources:</b></p> <ul style="list-style-type: none"> <li>▪ Workbook, p. 66</li> <li>▪ Transparency 20</li> <li>▪ Every Student Learns Guide, pp. 118-121</li> <li>▪ Quick Study, pp. 60-61</li> </ul> <p><b>Meeting Individual Needs:</b></p> <ul style="list-style-type: none"> <li>▪ Leveled Practice, TE p. 269</li> <li>▪ ESL Support, TE p. 271</li> </ul>	<p><b>ELA4R1</b> (informational) e. Distinguishes cause from effect in context.</p>



Lesson Titles/ Lesson Vocabulary	Georgia Social Studies Performance Standards	Georgia Social Studies Quality Core Curriculum	Scott Foresman Social Studies Unit Resources	Georgia Reading Performance Standards
(continued) <b>Vocabulary</b> Parliament Stamp Act repeal Sons of Liberty Townshend Acts tariff boycott Daughters of Liberty	d. describe key individuals in the American Revolution with emphasis on King George III, George Washington, Benjamin Franklin, Thomas Jefferson, Benedict Arnold, Patrick Henry, and John Adams.			
<b>Lesson 2:</b> The Colonists Rebel  <b>Places</b> Boston, Massachusetts Philadelphia, Pennsylvania Richmond, Virginia  <b>People</b> Crispus Attucks John Adams Paul Revere Thomas Gage George Washington	<b>SS4H4</b> The student will explain the causes, events, and results of the American Revolution. a. trace the events that shaped the revolutionary movement in America including: the French and Indian War, British Imperial Policy that led to the 1765 Stamp Act, the slogan “no taxation without representation,” and the activities of the Sons of Liberty, and the Boston Tea Party.	<b>17 Topic:</b> A Nation is Born <b>Standard:</b> Identifies the sources of dissatisfaction that led to the American Revolution (e.g., smuggling, taxation without representation, Intolerable Acts, Stamp Act, Boston Tea Party, and Boston Massacre).  <b>19 Topic:</b> A Nation is Born <b>Standard:</b> Distinguishes between loyalists and the patriots.	<b>Resources:</b> ▪ Workbook, p. 67, 68 ▪ Transparency 21 ▪ Every Student Learns Guide, pp. 122-125 ▪ Quick Study, pp. 62-63 <b>Meeting Individual Needs:</b> ▪ Learning Styles, TE p. 277 ▪ Leveled Practice, TE p. 280, 285 ▪ ESL Support, TE p. 281	<b>ELA4R1</b> (informational) e. Distinguishes cause from effect in context.

Lesson Titles/ Lesson Vocabulary	Georgia Social Studies Performance Standards	Georgia Social Studies Quality Core Curriculum	Scott Foresman Social Studies Unit Resources	Georgia Reading Performance Standards
(continued) <b>Vocabulary</b> Boston Massacre Committee of Correspondence Tea Act Boston Tea Party Intolerable Acts Patriots Loyalists First Continental Congress militia minutemen primary source	d. describe key individuals in the American Revolution with emphasis on King George III, George Washington, Benjamin Franklin, Thomas Jefferson, Benedict Arnold, Patrick Henry, and John Adams.			
<b>Lesson 3:</b> The Revolution Begins  <b>Places</b> Concord, Massachusetts Lexington, Massachusetts Charleston, Massachusetts  <b>People</b> John Hancock William Dawes	<b>SS4H4</b> The student will explain the causes, events, and results of the American Revolution. c. describe the major events of the Revolution and explain the factors leading to American victory and British defeat: including the Battles of Lexington and Concord, and Yorktown.	<b>19 Topic:</b> A Nation is Born <b>Standard:</b> Distinguishes between loyalists and the patriots.  <b>20 Topic:</b> A Nation is Born <b>Standard:</b> Describes the contributions of key individuals in the American Revolution including Colonial and	<b>Resources:</b> ▪ Workbook, p. 69 ▪ Transparencies 16, 41, 42 ▪ Every Student Learns Guide, pp. 126-129 ▪ Quick Study, pp. 64-65 <b>Meeting Individual Needs:</b> ▪ Leveled Practice, TE p. 287 ▪ ESL Support, TE p. 288	<b>ELA4R1</b> (informational) e. Distinguishes cause from effect in context.

Lesson Titles/ Lesson Vocabulary	Georgia Social Studies Performance Standards	Georgia Social Studies Quality Core Curriculum	Scott Foresman Social Studies Unit Resources	Georgia Reading Performance Standards
(continued) Samuel Prescott John Parker William Prescott  <b>Vocabulary</b> American Revolution Battle of Bunker Hill	<b>SS4G2</b> The student will describe how physical systems affect human systems. d. explain how each force (American and British attempted to use the physical geography of each battle site to their benefit (SS4H1.a)	British men, women, and minorities (e.g., George Washington, King George III, Lord North, Cornwallis, John Adams, Samuel Adams, Paul Revere, Ben Franklin, Thomas Jefferson, Patrick Henry, Thomas Paine, Molly Pitcher, Crispus Attucks, LaFayette, Nancy Hart, and Benedict Arnold.  <b>21 Topic:</b> A Nation is Born <b>Standard:</b> Identifies and analyzes key events of the Revolutionary War including Paul Revere's Ride, Lexington and Concord, Valley Forge, and Yorktown.		

## Georgia Lesson Planner

**Grade Four**—Building a Nation

**Unit 4:** The American Revolution

**Chapter 9:** Winning the Revolution

**Scott Foresman Social Studies Leveled Readers:**

Below-Level Choosing Freedom

On-Level Conflict in the Colonies

Advanced On the Road to Revolution

Lesson Titles/ Lesson Vocabulary	Georgia Social Studies Performance Standards	Georgia Social Studies Quality Core Curriculum	Scott Foresman Social Studies Unit Resources	Georgia Reading Performance Standards
<p><b>Lesson 1:</b> Declaring Independence</p> <p><b>Places</b> Philadelphia, Pennsylvania</p> <p><b>People</b> John Adams George Washington John Hancock Thomas Paine Richard Henry Lee Thomas Jefferson</p> <p><b>Vocabulary</b> Second Continental Congress</p>	<p><b>SS4H4</b> The student will explain the causes, events, and results of the American Revolution. b. explain the writing of the Declaration of Independence including who wrote it, how it was written, why it was necessary, and how it was a response of tyranny and the abuse of power. d. describe key individuals in the American Revolution with emphasis on King George III, George Washington, Benjamin Franklin, Thomas</p>	<p><b>20 Topic:</b> A Nation is Born <b>Standard:</b> Describes the contributions of key individuals in the American Revolution including Colonial and British men, women, and minorities (e.g., George Washington, King George III, Lord North, Cornwallis, John Adams, Samuel Adams, Paul Revere, Ben Franklin, Thomas Jefferson, Patrick Henry, Thomas Paine, Molly Pitcher, Crispus Attucks, Lafayette, Nancy Hart, and Benedict Arnold.</p>	<p><b>Resources:</b></p> <ul style="list-style-type: none"> <li>▪ Workbook, p. 72</li> <li>▪ Transparency 20</li> <li>▪ Every Student Learns Guide, pp. 130-133</li> <li>▪ Quick Study, pp. 66-67</li> </ul> <p><b>Meeting Individual Needs:</b></p> <ul style="list-style-type: none"> <li>▪ Leveled Practice, TE p. 297</li> <li>▪ ESL Support, TE p. 299</li> </ul>	<p><b>ELA4R1</b> (informational) e. Distinguishes cause from effect in context.</p>

Lesson Titles/ Lesson Vocabulary	Georgia Social Studies Performance Standards	Georgia Social Studies Quality Core Curriculum	Scott Foresman Social Studies Unit Resources	Georgia Reading Performance Standards
Continental Army Olive Branch Petition Declaration of Independence traitor	Jefferson, Benedict Arnold, Patrick Henry, and John Adams.	<b>22 Topic:</b> A Nation is Born <b>Standard:</b> Explains the major ideas in the Declaration of Independence.		
<p><b>Lesson 2:</b> Patriots at War</p> <p><b>Places</b> Fort Ticonderoga Trenton, New Jersey Saratoga, New York Valley Forge, Pennsylvania</p> <p><b>People</b> Ethan Allen Henry Knox Nathan Hale John Burgoyne Thaddeus Kosciusko Benedict Arnold</p>	<b>SS4H4</b> The student will explain the causes, events, and results of the American Revolution. c. describe the major events of the Revolution and explain the factors leading to American victory and British defeat: including the Battles of Lexington and Concord, and Yorktown.	<b>20 Topic:</b> A Nation is Born <b>Standard:</b> Describes the contributions of key individuals in the American Revolution including Colonial and British men, women, and minorities (e.g., George Washington, King George III, Lord North, Cornwallis, John Adams, Samuel Adams, Paul Revere, Ben Franklin, Thomas Jefferson, Patrick Henry, Thomas Paine, Molly Pitcher, Crispus Attucks, Lafayette, Nancy Hart, and Benedict Arnold.	<p><b>Resources:</b></p> <ul style="list-style-type: none"> <li>▪ Workbook, p. 73</li> <li>▪ Transparency 10, 43</li> <li>▪ Every Student Learns Guide, pp. 134-137</li> <li>▪ Quick Study, pp. 68- 69</li> </ul> <p><b>Meeting Individual Needs:</b></p> <ul style="list-style-type: none"> <li>▪ ESL Support, TE p. 305</li> <li>▪ Leveled Practice, TE p. 306</li> <li>▪ Learning Styles, TE p. 308</li> </ul>	<b>ELA4R1</b> (informational) e. Distinguishes cause from effect in context.

Lesson Titles/ Lesson Vocabulary	Georgia Social Studies Performance Standards	Georgia Social Studies Quality Core Curriculum	Scott Foresman Social Studies Unit Resources	Georgia Reading Performance Standards
(continued) Peter Salem James Armistead Prince Hall Martha Washington Mary Ludwig Hays Deborah Sampson Phillis Wheatley  <b>Vocabulary</b> Green Mountain Boys mercenary Battle of Saratoga		<b>39 Topic:</b> Information Processing <b>Standard:</b> Analyzes information from two or more sources for agreements, contradictions, facts, and opinions.		
<b>Lesson 3:</b> The World Turned Upside Down  <b>Places</b> Savannah, Georgia Fort Vincennes Yorktown, Virginia  <b>People</b> Friedrich von Stueben Marquis de Lafayette	<b>SS4H4</b> The student will explain the causes, events, and results of the American Revolution. c. describe the major events of the Revolution and explain the factors leading to American victory and British defeat: including the Battles of Lexington and Concord, and Yorktown.	<b>20 Topic:</b> A Nation is Born <b>Standard:</b> Describes the contributions of key individuals in the American Revolution including Colonial and British men, women, and minorities (e.g., George Washington, King George III, Lord North, Cornwallis, John Adams, Samuel Adams, Paul Revere, Ben Franklin, Thomas	<b>Resources:</b> <ul style="list-style-type: none"> <li>▪ Workbook, p. 74, 75</li> <li>▪ Transparencies 23, 44</li> <li>▪ Every Student Learns Guide, pp. 138-141</li> <li>▪ Quick Study, pp. 70-71</li> </ul> <b>Meeting Individual Needs:</b> <ul style="list-style-type: none"> <li>▪ Leveled Practice, TE p. 315</li> <li>▪ ESL Support, TE p. 318</li> </ul>	<b>ELA4R1</b> (literary) f. Makes judgments and inferences about setting, characters, and events and supports them with elaborating and convincing evidence from the text.  <b>ELA4R1</b> (informational) e. Distinguishes cause from effect in context.

Lesson Titles/ Lesson Vocabulary	Georgia Social Studies Performance Standards	Georgia Social Studies Quality Core Curriculum	Scott Foresman Social Studies Unit Resources	Georgia Reading Performance Standards
(continued) Bernardo de Galvez Francis Marion George Rogers Clark John Paul Jones Nathanael Greene Charles Cornwallis  <b>Vocabulary</b> Treaty of Paris	<b>SS4G2</b> The student will describe how physical systems affect human systems. d. explain how each force (American and British attempted to use the physical geography of each battle site to its benefit (SS4H1.a)	Jefferson, Patrick Henry, Thomas Paine, Molly Pitcher, Crispus Attucks, LaFayette, Nancy Hart, and Benedict Arnold.  <b>21 Topic:</b> A Nation is Born <b>Standard:</b> Identifies and analyzes key events of the Revolutionary War including Paul Revere's Ride, Lexington and Concord, and Yorktown.  <b>23 Topic:</b> A Nation is Born <b>Standard:</b> Explains Georgia's participation in the Revolutionary War.		

## Georgia Lesson Planner

**Grade Four**—Building a Nation

**Unit 5:** Life in a New Nation

**Chapter 10:** Forming a New Government

**Scott Foresman Social Studies Leveled Readers:**

Below-Level The People Who Gave Us the Constitution

On-Level Words of Freedom: The U.S. Constitution

Advanced Authors of Liberty: Writing the U.S. Constitution

Lesson Titles/ Lesson Vocabulary	Georgia Social Studies Performance Standards	Georgia Social Studies Quality Core Curriculum	Scott Foresman Social Studies Unit Resources	Georgia Reading Performance Standards
<p><b>Lesson 1:</b> A Weak Government</p> <p><b>Places</b> Springfield, Massachusetts Northwest Territory</p> <p><b>People</b> Daniel Shays</p> <p><b>Vocabulary</b> Articles of Confederation ratify legislative branch judicial branch inflation Shays' Rebellion Northwest Ordinance</p>	<p><b>SS4H5</b> The student will analyze the challenges faced by the new nation. a. identify the weaknesses of the government established by the Articles of Confederation.</p>	<p><b>24 Topic:</b> History of the Constitution <b>Topic:</b> Explains and analyzes challenges faced by the new United States government, with emphasis on the writing of the new Constitution in 1787 and the struggles over ratification and the addition of a Bill of Rights.</p> <p><b>38 Topic:</b> Information processing <b>Standard:</b> Makes predictions and comparisons based on factual information.</p>	<p><b>Resources:</b></p> <ul style="list-style-type: none"> <li>▪ Workbook, p. 80</li> <li>▪ Transparencies 23, 45</li> <li>▪ Every Student Learns Guide, pp. 142-145</li> <li>▪ Quick Study, pp. 72-73</li> </ul> <p><b>Meeting Individual Needs:</b></p> <ul style="list-style-type: none"> <li>▪ Leveled Practice, TE p. 339</li> <li>▪ ESL Support, TE p. 340</li> <li>▪ Learning Styles, TE p. 343</li> </ul>	<p><b>ELA4R1</b> (informational) g. Makes perceptive and well-developed connections.</p>



Lesson Titles/ Lesson Vocabulary	Georgia Social Studies Performance Standards	Georgia Social Studies Quality Core Curriculum	Scott Foresman Social Studies Unit Resources	Georgia Reading Performance Standards
<p><b>Lesson 2:</b> Debate in Philadelphia</p> <p><b>Places</b> Philadelphia, Pennsylvania</p> <p><b>People</b> James Madison Alexander Hamilton</p> <p><b>Vocabulary:</b> Delegate Constitutional convention Virginia Plan New Jersey Plan compromise Great Compromise Three-Fifths Compromise Preamble reserved powers separation of power checks and balances veto</p>	<p><b>SS4H5</b> The student will analyze the challenges faced by the new nation. b. identify the major leaders of the Constitutional Convention (James Madison and Benjamin Franklin) and describe the major issues they debated: the rights of states; the Great Compromise; slavery, c. identify the three branches of the US government as outlined by the Constitution, describe what they do, and how they related to each other. (checks and balances and separation of power) and how they relate to the states</p> <p><b>SS4CG1</b> The student will describe the meaning of b. "We the people: from the Preamble to the U.S. Constitution as reflecting consent of the governed or popular sovereignty</p>	<p><b>1 Topic:</b> History of the Constitution <b>Standard:</b> Identifies the structure of government as described in the Constitution.</p> <p><b>24 Topic:</b> History of the Constitution <b>Topic:</b> Explains and analyzes challenges faced by the new United States government, with emphasis on the writing of the new Constitution in 1787 and the struggles over ratification and the addition of a Bill of Rights.</p>	<p><b>Resources:</b></p> <ul style="list-style-type: none"> <li>▪ Workbook, p. 81</li> <li>▪ Transparency 23</li> <li>▪ Every Student Learns Guide, pp. 146-149</li> <li>▪ Quick Study, pp. 74-75</li> </ul> <p><b>Meeting Individual Needs:</b></p> <ul style="list-style-type: none"> <li>▪ Leveled Practice, TE p. 346</li> <li>▪ ESL Support, TE p. 347</li> </ul>	<p><b>ELA4R1</b> (informational) g. Makes perceptive and well-developed connections.</p>

Lesson Titles/ Lesson Vocabulary	Georgia Social Studies Performance Standards	Georgia Social Studies Quality Core Curriculum	Scott Foresman Social Studies Unit Resources	Georgia Reading Performance Standards
(continued)	<p>c. the federal system of government in the U.S.</p> <p><b>SS4CG2</b> The student will explain the importance of freedom of expression as explained in the First Amendment to the U.S. Constitution.</p> <p><b>SS4CG3</b> The student will describe the functions of government</p> <ul style="list-style-type: none"> <li>a. explain the process for making and enforcing laws</li> <li>b. explain managing conflicts and protecting rights</li> <li>c. describe providing for the defense of the nation</li> <li>d. explain limiting the power of people in authority</li> <li>e. explain the fiscal responsibility of government.</li> </ul>			

Lesson Titles/ Lesson Vocabulary	Georgia Social Studies Performance Standards	Georgia Social Studies Quality Core Curriculum	Scott Foresman Social Studies Unit Resources	Georgia Reading Performance Standards
<p><b>Lesson 3:</b> Ratifying the Constitution</p> <p><b>Places</b> New York City, New York</p> <p><b>People</b> Benjamin Rush</p> <p><b>Vocabulary</b> Federalists federal Antifederalists <i>The Federalist</i> amendment Bill of Rights</p>	<p><b>SS4H5</b> The student will analyze the challenges faced by the new nation. d. identify and explain the rights in the Bill of Rights, describe how the Bill of Rights places limits on the power of government, and explain the reasons for its inclusion in the Constitution in 1791</p> <p><b>SS4CG1</b> The student will describe the meaning of a. natural rights found in the Declaration of Independence (the right to life, liberty, and the pursuit of happiness)</p>	<p><b>2 Topic:</b> History of the Constitution <b>Standard:</b> Describes the need for the Bill of Rights and describes the major individual freedoms it guarantee (e.g., Speech, Religion, Press and Assembly).</p> <p><b>24 Topic:</b> History of the Constitution <b>Standard:</b> Explains and analyzes challenges faced by the new United States government, with emphasis on the writing of a new Constitution in 1787 and the struggles over ratification and the addition of a Bill of Rights.</p> <p><b>29 Topic:</b> Information Processing <b>Standard:</b> Gathers information through reading, listening, observing and surveying.</p>	<p><b>Resources:</b></p> <ul style="list-style-type: none"> <li>▪ Workbook, p. 82, 83</li> <li>▪ Transparency 23</li> <li>▪ Every Student Learns Guide, pp. 150-153</li> <li>▪ Quick Study, pp. 76-77</li> </ul> <p><b>Meeting Individual Needs:</b></p> <ul style="list-style-type: none"> <li>▪ Leveled Practice, TE p. 353</li> <li>▪ ESL Support, TE p. 354</li> <li>▪ Learning Styles, TE p. 357</li> </ul>	<p><b>ELA4R1</b> (informational) g. Makes perceptive and well-developed connections.</p> <p><b>ELA4W3</b> c. Uses various reference materials (e.g., dictionary, thesaurus, encyclopedia, electronic information) as aids to writing.</p>

## Georgia Lesson Planner

**Grade Four**—Building a Nation

**Unit 5:** Life in a New Nation

**Chapter 11:** The Young United States

**Scott Foresman Social Studies Leveled Readers:**

Below-Level The People Who Gave Us the Constitution

On-Level Words of Freedom: The U.S. Constitution

Advanced Authors of Liberty: Writing the U.S. Constitution

Lesson Titles/ Lesson Vocabulary	Georgia Social Studies Performance Standards	Georgia Social Studies Quality Core Curriculum	SF Social Studies Unit Resources	Georgia Reading Performance Standards
<p><b>Lesson 1:</b> Washington as President</p> <p><b>Places</b> New York City, New York Washington, D.C.</p> <p><b>People</b> Pierre L'Enfant Benjamin Banneker Abigail Adams</p> <p><b>Vocabulary</b> electoral college inauguration Cabinet political party</p>	<p><b>SS4CG1</b> The student will describe the meaning of c. the federal system of government in the U.S.</p> <p><b>SS4CG5</b> The student will name positive character traits of key historic figures and government leaders (honesty, patriotism, courage, trustworthiness).</p>	<p><b>39 Topic:</b> Information Processing <b>Standard:</b> Analyzes information from two or more sources for agreements, contradictions, facts and opinions.</p> <p><b>46 Topic:</b> Civic Participation <b>Standard:</b> Works in a group, following set rules of procedure to complete an assigned task.</p>	<p><b>Resources:</b></p> <ul style="list-style-type: none"> <li>▪ Workbook, 86</li> <li>▪ Transparency 23</li> <li>▪ Every Student Learns Guide, pp. 154-157</li> <li>▪ Quick Study, pp. 78-79</li> </ul> <p><b>Meeting Individual Needs:</b></p> <ul style="list-style-type: none"> <li>▪ Leveled Practice, TE p. 365</li> <li>▪ Learning Styles, TE p. 367</li> <li>▪ ESL Support, TE p. 364</li> </ul>	<p><b>ELA4R1</b> (informational) g. Makes perceptive and well-developed connections.</p>

Lesson Titles/ Lesson Vocabulary	Georgia Social Studies Performance Standards	Georgia Social Studies Quality Core Curriculum	SF Social Studies Unit Resources	Georgia Reading Performance Standards
<p><b>Lesson 2:</b> Jefferson Looks West</p> <p><b>Places</b> Wilderness Road Cumberland Gap Mississippi River New Orleans Louisiana Territory St. Louis, Missouri Missouri River</p> <p><b>People</b> Daniel Boone James Monroe Meriwether Lewis William Clark York Sacagawea</p> <p><b>Vocabulary</b> pioneer frontier Louisiana Purchase distribution map population density map</p>	<p><b>SS4H6</b> The student will explain westward expansion of America between 1801 and 1861.</p> <p>a. describe territorial expansion with emphasis on the Louisiana Purchase, the Lewis &amp; Clark expedition, and the acquisitions of Texas (the Alamo and independence), Oregon (Oregon Trail), and California (Gold Rush and the development of mining towns)</p>	<p><b>16 Topic:</b> Conflict, Migration and Labor <b>Standard:</b> Describes the impact of Daniel Boone, the Wilderness Trail, and the Ohio River on westward expansion.</p> <p><b>56 Topic:</b> Map and Globes <b>Standard:</b> Compares maps and makes inferences from them.</p>	<p><b>Resources:</b></p> <ul style="list-style-type: none"> <li>▪ Workbook, p. 87, 88</li> <li>▪ Transparencies 6, 46, 47</li> <li>▪ Every Student Learns Guide, pp. 158-161</li> <li>▪ Quick Study, pp. 80-81</li> </ul> <p><b>Meeting Individual Needs:</b></p> <ul style="list-style-type: none"> <li>▪ ESL Support, TE p. 372</li> <li>▪ Leveled Practice, TE p. 373</li> </ul>	<p><b>ELA4R1</b> (informational) g. Makes perceptive and well-developed connections.</p>

Lesson Titles/ Lesson Vocabulary	Georgia Social Studies Performance Standards	Georgia Social Studies Quality Core Curriculum	SF Social Studies Unit Resources	Georgia Reading Performance Standards
<p><b>Lesson 3:</b> Another War with Britain</p> <p><b>Places</b> Baltimore, Maryland Fort McHenry New Orleans, Louisiana</p> <p><b>People</b> Tecumseh James Madison Henry Clay Oliver Hazard Perry Francis Scott Key Dolley Madison Andrew Jackson</p> <p><b>Vocabulary</b> neutral Battle of Tippecanoe War Hawks War of 1812 national anthem Battle of New Orleans</p>	<p><b>SS4H5</b> The student will analyze the challenges faced by the nation. e. describe the causes of the War of 1812, including burning of the Capitol and the White House</p> <p><b>SS4CG3</b> The student will describe the functions of government b. explain managing conflicts and protecting rights c. describe providing for the defense of the nation</p> <p><b>SS4CG5</b> The student will name positive character traits of key historic figures and government leaders (honesty, patriotism, courage, trustworthiness).</p>	<p><b>3 Topic:</b> Citizenship <b>Standard:</b> Identifies the words of the first verse of “The Star Spangled Banner” and recognizes it as the National Anthem.</p> <p><b>25 Topic:</b> The Young Nation <b>Standard:</b> Describes major events of the War of 1812 including the writing of “The Star Spangled Banner: and the involvement of the Creeks and Cherokees in Georgia.</p> <p><b>36 Topic:</b> Information Processing <b>Standard:</b> Selects and discusses the main idea from a reading passage or listening activity.</p>	<p><b>Resources:</b></p> <ul style="list-style-type: none"> <li>▪ Workbook, p. 89</li> <li>▪ Transparency 20</li> <li>▪ Every Student Learns Guide, pp. 162-165</li> <li>▪ Quick Study, pp. 82-83</li> </ul> <p><b>Meeting Individual Needs:</b></p> <ul style="list-style-type: none"> <li>▪ Leveled Practice, TE p. 381</li> <li>▪ ESL Support, TE p. 383</li> <li>▪ Learning Styles, TE p. 384</li> </ul>	<p><b>ELA4R1</b> (informational) g. Makes perceptive and well-developed connections.</p>

## Georgia Lesson Planner

**Grade Four**—Building a Nation

**Unit 6:** A Growing Nation

**Chapter 12:** Times of Changes

**Scott Foresman Social Studies Leveled Readers:**

Below-Level The Growing United States

On-Level The Search for Land, Gold, and a New Life

Advanced Following the Golden Dream

Lesson Titles/ Lesson Vocabulary	Georgia Social Studies Performance Standards	Georgia Social Studies Quality Core Curriculum	Scott Foresman Social Studies Unit Resources	Georgia Reading Performance Standards
<p><b>Lesson 1:</b> The United States Turns Fifty</p> <p><b>Places</b> Florida Indian Territory</p> <p><b>People</b> James Monroe Andrew Jackson Sequoyah John Ross</p> <p><b>Vocabulary</b> nationalism Era of Good Feelings Monroe Doctrine suffrage Indian Removal Act Trail of Tears</p>	<p><b>SS4CG4</b> The student will explain the importance for Americans to share certain central democratic beliefs and principles both personal and civic.</p> <p>a. explain the necessity of respecting the rights of others and promoting the common good,</p> <p>b. explain the necessity of obeying reasonable laws/rules voluntarily, and explain why it is important for citizens in a democratic society to participate in public (civic) life (staying informed, voting, volunteering, communicating with public officials).</p>	<p><b>40 Topic:</b> Problem Solving <b>Standard:</b> Identifies and states a problem related to topic under study.</p> <p><b>46 Topic:</b> Civic Participation <b>Standard:</b> Works in a group, following a set rule of procedure to complete the assigned task.</p>	<p><b>Resources:</b></p> <ul style="list-style-type: none"> <li>▪ Workbook, p. 94</li> <li>▪ Transparency 14</li> <li>▪ Every Student Learns Guide, pp. 166-169</li> <li>▪ Quick Study, pp. 84-85</li> </ul> <p><b>Meeting Individual Needs:</b></p> <ul style="list-style-type: none"> <li>▪ ESL Support, TE p. 403</li> <li>▪ Leveled Practice, TE p. 405</li> </ul>	<p><b>ELA4R1</b> ( literary)</p> <p>f. Makes judgments and inferences about settings, characters, and events and supports them with elaborating and convincing evidence from the text.</p> <p>g. Identifies similarities and differences between the characters or events and theme in a literary work and the actual experiences in an author’s life.</p>

Lesson Titles/ Lesson Vocabulary	Georgia Social Studies Performance Standards	Georgia Social Studies Quality Core Curriculum	SF Social Studies Unit Resources	Georgia Reading Performance Standards
<p><b>Lesson 2:</b> A New Kind of Revolution</p> <p><b>Places</b> Samuel Slater Francis Cabot Lowell Eli Whitney Robert Fulton</p> <p><b>Vocabulary</b> Industrial Revolution manufacture technology cotton gin mechanical reaper canal Cross-section diagram</p>	<p><b>SS4H6</b> The student will explain westward expansion of America between 1801 and 1861. b. describe the impact of the steamboat, the steam locomotive, and the telegraph on life in America.</p> <p><b>SS4G1</b> The student will be able to locate important physical and man-made features in the United States, b. locate major man-made features to include, New York City, NY, Boston, MA, Philadelphia, PA, and the Erie Canal.</p> <p><b>SS4E1</b> The student will use the basic economic concepts of trade, opportunity cost, specialization, voluntary exchange, productivity, and price incentives to illustrate historical events,</p>	<p><b>26 Topic:</b> Westward Expansion <b>Standard:</b> Explains the social and economic impacts of technology on society during the 18<sup>th</sup> and 19<sup>th</sup> centuries (e.g., cotton gin, McCormick reaper, steamboat, trains, looms, spinning ginny, and telegraph).</p> <p><b>34 Topic:</b> Information Processing <b>Standard:</b> Analyzes and interprets pictographs, circle graphs, bar graphs, diagrams and photographs to answer selected questions at varying levels of difficulty.</p>	<p><b>Resources:</b></p> <ul style="list-style-type: none"> <li>▪ Workbook, p. 95, 96</li> <li>▪ Transparencies 14, 18</li> <li>▪ Every Student Learns Guide, pp. 170-173</li> <li>▪ Quick Study, pp. 86-87</li> </ul> <p><b>Meeting Individual Needs:</b></p> <ul style="list-style-type: none"> <li>▪ Leveled Practice, TE p. 409</li> <li>▪ Learning Styles, TE p. 410</li> <li>▪ ESL Support, TE p. 412</li> </ul>	<p><b>ELA4R1</b> ( literary) f. Makes judgments and inferences about settings, characters, and events and supports them with elaborating and convincing evidence from the text. g. Identifies similarities and differences between the characters or events and theme in a literary work and the actual experiences in an author’s life.</p>



Lesson Titles/ Lesson Vocabulary	Georgia Social Studies Performance Standards	Georgia Social Studies Quality Core Curriculum	SF Social Studies Unit Resources	Georgia Reading Performance Standards
(continued)	f. give examples of technological advancement and their impact on business <i>productivity</i> during the development of the United States.			
<p><b>Lesson 3:</b> The Struggle for Reforms</p> <p><b>Places</b> Seneca Falls</p> <p><b>People</b> Frederick Douglass William Lloyd Garrison Sojourner Truth Lucretia Mott Elizabeth Cady Stanton</p> <p><b>Vocabulary</b> reform revival temperance abolitionist Seneca Falls Convention</p>	<p><b>SS4H7</b> The student will examine the main ideas of the abolitionist and suffrage movements, a. discuss biographies of Harriet Tubman and Elizabeth Cady Stanton. b. explain the significance of Sojourner Truth’s Address (“Ain’t I a Woman?” 1851).</p> <p><b>SS4CG4</b> The student will explain the importance for Americans to share certain central democratic beliefs and principles both personal and civic, a. explain the necessity of respecting the rights of others and promoting the common good,</p>	<p><b>28 Topic:</b> Culture <b>Standard:</b> Describes and illustrates how periods in history were reflected through music, art and literature.</p> <p><b>40 Topic:</b> Problem Solving <b>Standard:</b> Identifies and states a problem related to topic under study.</p> <p><b>41 Topic:</b> Problem Solving <b>Standard:</b> Suggest alternative solutions to a problem.</p>	<p><b>Resources:</b></p> <ul style="list-style-type: none"> <li>▪ Workbook, p. 97, 98</li> <li>▪ Transparency 14</li> <li>▪ Every Student Learns Guide, pp. 174-177</li> <li>▪ Quick Study, pp. 88-89</li> </ul> <p><b>Meeting Individual Needs:</b></p> <ul style="list-style-type: none"> <li>▪ ESL Support, TE p. 417</li> <li>▪ Leveled Practice, TE p. 419</li> </ul>	<p><b>ELA4R1</b> ( literary)</p> <p>f. Makes judgments and inferences about setting, characters, and events and supports them with elaborating and convincing evidence from the text.</p> <p>g. Identifies similarities and differences between the characters or events and theme in a literary work and the actual experiences in an author’s life.</p>

Lesson Titles/ Lesson Vocabulary	Georgia Social Studies Performance Standards	Georgia Social Studies Quality Core Curriculum	SF Social Studies Unit Resources	Georgia Reading Performance Standards
(continued)	b. explain the necessity of obeying reasonable laws/rules voluntarily, and explain why it is important for citizens in a democratic society to participate in public (civic) life (staying informed, voting, volunteering, communicating with public officials).			

## Georgia Lesson Planner

**Grade Four**—Building a Nation

**Unit 6:** A Growing Nation

**Chapter 13:** People Moving South and West

**Scott Foresman Social Studies Leveled Readers:**

- Below-Level The Growing United States
- On-Level The Search for Land, Gold, and a New Life
- Advanced Following the Golden Dream

Lesson Titles/ Lesson Vocabulary	Georgia Social Studies Performance Standards	Georgia Social Studies Quality Core Curriculum	SF Social Studies Unit Resources	Georgia Reading Performance Standards
<p><b>Lesson 1:</b> Settling the South and Texas</p> <p><b>Places</b> Florida Texas Mexico San Antonio</p> <p><b>People</b> Osceola Stephen F. Austin Antonio López de Santa Anna Juan Seguín Sam Houston James K. Polk</p>	<p><b>SS4H6</b> The student will explain westward expansion of America between 1801 and 1861. a. describe territorial expansion with emphasis on the Louisiana Purchase, the Lewis &amp; Clark expedition, and the acquisitions of Texas (the Alamo and independence), Oregon (Oregon Trail), and California (Gold Rush and the development of mining towns)</p>	<p><b>40 Topic:</b> Problem Solving <b>Standard:</b> Identifies and states a problem related to topic under study.</p> <p><b>41 Topic:</b> Problem Solving <b>Standard:</b> Suggest alternative solutions to a problem.</p>	<p><b>Resources:</b></p> <ul style="list-style-type: none"> <li>▪ Workbook, p. 101</li> <li>▪ Transparencies 13, 49</li> <li>▪ Every Student Learns Guide, pp. 178-181</li> <li>▪ Quick Study, pp. 90-91</li> </ul> <p><b>Meeting Individual Needs:</b></p> <ul style="list-style-type: none"> <li>▪ Leveled Practice, TE p. 433</li> <li>▪ ESL Support, TE p. 436</li> </ul>	<p><b>ELA4R1</b> ( literary) f. Makes judgments and inferences about setting, characters, and events and supports them with elaborating and convincing evidence from the text. g. Identifies similarities and differences between the characters or events and theme in a literary work and the actual experiences in an author’s life.</p>

Lesson Titles/ Lesson Vocabulary	Georgia Social Studies Performance Standards	Georgia Social Studies Quality Core Curriculum	SF Social Studies Unit Resources	Georgia Reading Performance Standards
(continued) <b>Vocabulary</b> Texas Revolution annex manifest destiny Mexican War Bear Flag Revolt Treaty of Guadalupe Hidalgo				
<p><b>Lesson 2:</b> Trails of the West</p> <p><b>Places</b> Oregon Country Oregon Trail Mormon Trail Salt Lake City</p> <p><b>People</b> Marcus Whitman Narcissa Whitman Joseph Smith Brigham Young</p> <p><b>Vocabulary</b> Mountain men Wagon train</p>	<p><b>SS4H6</b> The student will explain westward expansion of America between 1801 and 1861. a. describe territorial expansion with emphasis on the Louisiana Purchase, the Lewis &amp; Clark expedition, and the acquisitions of Texas (the Alamo and independence), Oregon (Oregon Trail), and California (Gold Rush and the development of mining towns)</p>	<p><b>40 Topic:</b> Problem Solving <b>Standard:</b> Identifies and states a problem related to topic under study.</p> <p><b>60 Topic:</b> Map and Globes <b>Standard:</b> Uses map scale to measure distance between two places.</p>	<p><b>Resources:</b></p> <ul style="list-style-type: none"> <li>▪ Workbook, p. 102</li> <li>▪ Transparency 6</li> <li>▪ Every Student Learns Guide, pp. 182-185</li> <li>▪ Quick Study, pp. 92-93</li> </ul> <p><b>Meeting Individual Needs:</b></p> <ul style="list-style-type: none"> <li>▪ ESL Support, TE p. 439</li> <li>▪ Leveled Practice, TE p. 441</li> </ul>	<p><b>ELA4R1</b> ( literary)</p> <p>f. Makes judgments and inferences about setting, characters, and events and supports them with elaborating and convincing evidence from the text.</p> <p>g. Identifies similarities and differences between the characters or events and theme in a literary work and the actual experiences in an author’s life.</p>

Lesson Titles/ Lesson Vocabulary	Georgia Social Studies Performance Standards	Georgia Social Studies Quality Core Curriculum	SF Social Studies Unit Resources	Georgia Reading Performance Standards
(continued)	<b>SS4G1</b> The student will be able to locate important physical and man-made features in the United States a. locate major physical features of the United States to include, Atlantic Coastal Plain, Great Plains, Continental Divide, The Great Basin, Death Valley, Gulf of Mexico, St. Lawrence River, the Great Lakes			
<p><b>Lesson 3:</b> The Golden State</p> <p><b>Places</b> American River California Trail San Francisco</p> <p><b>People</b> James Marshall John Sutter Luzena Stanley Wilson Levi Strauss</p>	<b>SS4H6</b> The student will explain westward expansion of America between 1801 and 1861. a. describe territorial expansion with emphasis on the Louisiana Purchase, the Lewis & Clark expedition, and the acquisitions of Texas (the Alamo and independence), Oregon (Oregon Trail), and California (Gold Rush and the development of mining towns)	<p><b>33 Topic:</b> Information Processing <b>Standard:</b> Determines the sequences of events and identifies cause and effect relationship.</p> <p><b>52 Topic:</b> Time and Chronology <b>Standard:</b> Uses indefinite time concepts, such as long ago, before, after.</p>	<p><b>Resources:</b></p> <ul style="list-style-type: none"> <li>▪ Workbook, p. 103, 104</li> <li>▪ Transparency 14</li> <li>▪ Every Student Learns Guide, pp. 186-189</li> <li>▪ Quick Study, pp. 94-95</li> </ul> <p><b>Meeting Individual Needs:</b></p> <ul style="list-style-type: none"> <li>▪ ESL Support, TE p. 443</li> <li>▪ Leveled Practice, TE p. 444</li> </ul>	<p><b>ELA4R1</b> ( literary)</p> <p>f. Makes judgments and inferences about setting, characters, and events and supports them with elaborating and convincing evidence from the text.</p> <p>g. Identifies similarities and differences between the characters or events and theme in a literary work and the actual experiences in an author’s life.</p>

Lesson Titles/ Lesson Vocabulary	Georgia Social Studies Performance Standards	Georgia Social Studies Quality Core Curriculum	SF Social Studies Unit Resources	Georgia Reading Performance Standards
(continued) <b>Vocabulary</b> gold rush forty-niners discrimination advertisement	<b>SS4G1</b> The student will be able to locate important physical and man-made features in the United States a. locate major physical features of the United States to include, Atlantic Coastal Plain, Great Plains, Continental Divide, The Great Basin, Death Valley, Gulf of Mexico, St. Lawrence River, the Great Lakes.	<b>42 Topic:</b> Problem Solving <b>Standard:</b> Decides which data would be necessary to support or disapprove hypothesis.		<b>ELA4LSV2</b> b. Evaluates the role of the media in focusing attention and in forming an opinion.

## Georgia Lesson Planner

**Grade Four**—Building a Nation

**Unit 7:** War Divides the Nation

**Chapter 14:** A Divided Nation

**Scott Foresman Social Studies Leveled Readers:**

Below-Level Women of the Civil War

On-Level Civil War Heroines

Advanced The Civil War Sisterhood: Women Who Made a Difference

Lesson Titles/ Lesson Vocabulary	Georgia Social Studies Performance Standards	Georgia Social Studies Quality Core Curriculum	Scott Foresman Social Studies Unit Resources	Georgia Reading Performance Standards
<p><b>Lesson 1:</b> North and South Grow Apart</p> <p><b>People</b> David Walker</p> <p><b>Vocabulary</b> sectionalism point of view</p>	<p><b>SS4CG4</b> The student will explain the importance for Americans to share certain central democratic beliefs and principles both personal and civic.</p> <p>a. explain the necessity of respecting the rights of others and promoting the common good.</p>	<p><b>27 Topic:</b> Civil War</p> <p><b>Standard:</b> Identifies causes, key events, and effects of the Civil War and Reconstruction with the emphasis on:</p> <ul style="list-style-type: none"> <li>- Economic and philosophical differences between the North and South (e.g., states' rights, trade imbalance, and slavery)</li> <li>- Major leaders on both sides of the war (e.g., Abraham Lincoln, Ulysses Grant, Jefferson Davis, Robert E. Lee, Frederick Douglas, and Harriet Tubman)</li> </ul>	<p><b>Resources:</b></p> <ul style="list-style-type: none"> <li>▪ Workbook, p. 109, 110</li> <li>▪ Transparency 4</li> <li>▪ Every Student Learns Guide, pp. 190-193</li> <li>▪ Quick Study, pp. 96-97</li> </ul> <p><b>Meeting Individual Needs:</b></p> <ul style="list-style-type: none"> <li>▪ ESL Support, TE p. 465</li> <li>▪ Leveled Practice, TE p. 467</li> </ul>	<p><b>ELA4R1</b> (informational) f. Summarizes main ideas and supporting details.</p> <p><b>ELA4W2</b> (response) d. Demonstrates an understanding of the literary work (e.g., a summary that contains the main idea and most significant details of the reading selection).</p> <p><b>ELA4W2</b> (narrative) a. Engages the reader by establishing a context, creating a point of view, and otherwise developing reader interest.</p>

Lesson Titles/ Lesson Vocabulary	Georgia Social Studies Performance Standards	Georgia Social Studies Quality Core Curriculum	SF Social Studies Unit Resources	Georgia Reading Performance Standards
(continued)		<ul style="list-style-type: none"> <li>- Critical developments in the war (e.g., Fort Sumter, the Emancipation Proclamation, Sherman's March to the Sea, and Lee's Surrender at Appomattox)</li> <li>- Life on the battlefield and on the homefront</li> <li>- The effects of the 13<sup>th</sup>, 14<sup>th</sup>, and 15<sup>th</sup> Amendments to the Constitution, and</li> <li>- The impact on Reconstruction policies on the South (e.g., government, education, and the economy).</li> </ul> <p><b>34 Topic:</b> Information Processing  <b>Standard:</b> Analyzes and interprets pictographs, circle graphs, bar graphs, diagrams and photographs to answer selected questions at varying levels of difficulty.</p>		



Lesson Titles/ Lesson Vocabulary	Georgia Social Studies Performance Standards	Georgia Social Studies Quality Core Curriculum	SF Social Studies Unit Resources	Georgia Reading Performance Standards
<p><b>Lesson 2:</b> Resisting Slavery</p> <p><b>Places</b> Southampton County, Virginia New Haven, Connecticut</p> <p><b>People</b> Nat Turner Joseph Cinque Harriet Tubman Levi Coffin Catherine Coffin</p> <p><b>Vocabulary</b> slave codes Underground Railroad</p>	<p><b>SS4CG4</b> The student will explain the importance for Americans to share certain central democratic beliefs and principles both personal and civic. a. explain the necessity of respecting the rights of others and promoting the common good.</p> <p><b>SS4H7</b> The student will examine the main ideas of the abolitionist and suffrage movements. a. discuss biographies of Harriet Tubman, and Elizabeth Cady Stanton.</p>	<p><b>27 Topic:</b> Civil War <b>Standard:</b> Identifies causes, key events, and effects of the Civil War and Reconstruction with the emphasis on: - Economic and philosophical differences between the North and South (e.g., states' rights, trade imbalance, and slavery) - Major leaders on both sides of the war (e.g., Abraham Lincoln, Ulysses Grant, Jefferson Davis, Robert E. Lee, Frederick Douglas, and Harriet Tubman) - Critical developments in the war (e.g., Fort Sumter, the Emancipation Proclamation, Sherman's March to the Sea, and Lee's Surrender at Appomattox) - Life on the battlefield and on the homefront - The effects of the 13<sup>th</sup>, 14<sup>th</sup>, and 15<sup>th</sup></p>	<p><b>Resources:</b></p> <ul style="list-style-type: none"> <li>▪ Workbook, p. 111</li> <li>▪ Transparencies 2, 50</li> <li>▪ Every Student Learns Guide, pp. 194-197</li> <li>▪ Quick Study, pp. 98-99</li> </ul> <p><b>Meeting Individual Needs:</b></p> <ul style="list-style-type: none"> <li>▪ ESL Support, TE p. 471</li> <li>▪ Leveled Practice, TE pp. 474</li> <li>▪ Learning Styles, TE p. 473</li> </ul>	<p><b>ELA4R1</b> (informational) f. Summarizes main ideas and supporting details.</p> <p><b>ELA4W2</b> (response) d. Demonstrates an understanding of the literary work (e.g., a summary that contains the main idea and most significant details of the reading selection).</p>

Lesson Titles/ Lesson Vocabulary	Georgia Social Studies Performance Standards	Georgia Social Studies Quality Core Curriculum	SF Social Studies Unit Resources	Georgia Reading Performance Standards
(continued)		<p>Amendments to the Constitution, and - The impact on Reconstruction policies on the South (e.g., government, education, and the economy).</p> <p><b>50 Topic:</b> Time and Chronology <b>Standard:</b> Describes the relation between rotation of the earth and day and night.</p>		
<p><b>Lesson 3:</b> The Struggle over Slavery</p> <p><b>Places</b> Nebraska Territory Kansas Territory Harpers Ferry, Virginia</p> <p><b>People</b> John C. Calhoun Henry Clay Daniel Webster</p>	<p><b>Preview Grade 5 SS5H1</b> The student will explain the causes, major events, and consequences of the Civil War.</p> <p>a. identify “Uncle Tom’s Cabin,” John Brown’s raid on Harper’s Ferry and explain how each of these events were related to the Civil War, d. describe the roles of Abraham Lincoln, Robert</p>	<p><b>27 Topic:</b> Civil War <b>Standard:</b> Identifies causes, key events, and effects of the Civil War and Reconstruction with the emphasis on: - Economic and philosophical differences between the North and South (e.g., states’ rights, trade imbalance, and slavery) - Major leaders on both sides of the war (e.g.,</p>	<p><b>Resources:</b></p> <ul style="list-style-type: none"> <li>▪ Workbook, p. 112</li> <li>▪ Transparencies 2, 51, 52</li> <li>▪ Every Student Learns Guide, pp. 198-201</li> <li>▪ Quick Study, pp. 100-101</li> </ul> <p><b>Meeting Individual Needs:</b></p> <ul style="list-style-type: none"> <li>▪ ESL Support, TE p. 477</li> <li>▪ Leveled Practice, TE 479, 482</li> </ul>	<p><b>ELA4R1</b> (informational) f. Summarizes main ideas and supporting details.</p> <p><b>ELA4W2</b> (response) d. Demonstrates an understanding of the literary work (e.g., a summary that contains the main idea and most significant details of the reading selection).</p>

Lesson Titles/ Lesson Vocabulary	Georgia Social Studies Performance Standards	Georgia Social Studies Quality Core Curriculum	SF Social Studies Unit Resources	Georgia Reading Performance Standards
(continued)  Stephen Douglas Harriet Beecher Stowe Dred Scott John Brown Abraham Lincoln  <b>Vocabulary</b> free state slave state states' rights Missouri Compromise Fugitive Slave Law Compromise of 1850 Kansas-Nebraska Law	E. Lee, Ulysses S. Grant, Jefferson Davis, and Thomas "Stonewall" Jackson	Abraham Lincoln, Ulysses Grant, Jefferson Davis, Robert E. Lee, Frederick Douglas, and Harriet Tubman) - Critical developments in the war (e.g., Fort Sumter, the Emancipation Proclamation, Sherman's March to the Sea, and Lee's Surrender at Appomattox) - Life on the battlefield and on the homefront - The effects of the 13 <sup>th</sup> , 14 <sup>th</sup> , and 15 <sup>th</sup> Amendments to the Constitution, and - The impact on Reconstruction policies on the South (e.g., government, education, and the economy).  <b>43 Topic:</b> Problem Solving <b>Standard:</b> Choose a solution to a problem after supplying the evidence.	<ul style="list-style-type: none"> <li>▪ Learning Styles, TE p. 480</li> </ul>	

Lesson Titles/ Lesson Vocabulary	Georgia Social Studies Performance Standards	Georgia Social Studies Quality Core Curriculum	SF Social Studies Unit Resources	Georgia Reading Performance Standards
<p><b>Lesson 4:</b> The First Shots Are Fired</p> <p><b>Places</b> Fort Sumter, South Carolina</p> <p><b>People</b> Jefferson Davis</p> <p><b>Vocabulary</b> secede Confederacy Union border state civil war</p>	<p><b>Preview Grade 5</b> <b>SS5H1</b> The student will explain the causes, major events, and consequences of the Civil War. c. identify major battles and campaigns: Fort Sumter, Gettysburg, the Atlanta Campaign, Sherman’s March to the Sea, Appomattox Court House</p>	<p><b>27 Topic:</b> Civil War <b>Standard:</b> Identifies causes, key events, and effects of the Civil War and Reconstruction with the emphasis on: - Economic and philosophical differences between the North and South (e.g., states’ rights, trade imbalance, and slavery) - Major leaders on both sides of the war (e.g., Abraham Lincoln, Ulysses Grant, Jefferson Davis, Robert E. Lee, Frederick Douglas, and Harriet Tubman) - Critical developments in the war (e.g., Fort Sumter, the Emancipation Proclamation, Sherman’s March to the Sea, and Lee’s Surrender at Appomattox) - Life on the battlefield and on the homefront - The effects of the 13<sup>th</sup>, 14<sup>th</sup>, and 15<sup>th</sup></p>	<p><b>Resources:</b></p> <ul style="list-style-type: none"> <li>▪ Workbook, p. 113</li> <li>▪ Transparencies 1, 53</li> <li>▪ Every Student Learns Guide, 202-205</li> <li>▪ Quick Study, 102-103</li> </ul> <p><b>Meeting Individual Needs:</b></p> <ul style="list-style-type: none"> <li>▪ Leveled Practice, TE p. 486</li> <li>▪ ESL Support, TE p. 487</li> </ul>	<p><b>ELA4R1</b> (informational) f. Summarizes main ideas and supporting details.</p> <p><b>ELA4W2</b> (response) d. Demonstrates an understanding of the literary work (e.g., a summary that contains the main idea and most significant details of the reading selection).</p>

Lesson Titles/ Lesson Vocabulary	Georgia Social Studies Performance Standards	Georgia Social Studies Quality Core Curriculum	SF Social Studies Unit Resources	Georgia Reading Performance Standards
(continued)		<p>Amendments to the Constitution, and - The impact on Reconstruction policies on the South (e.g., government, education, and the economy).</p> <p><b>36 Topic:</b> Information Processing <b>Standard:</b> Selects and discusses the main idea from a reading passage or listening activity.</p>		

## Georgia Lesson Planner

**Grade Four**—Building a Nation

**Unit 7:** War Divides the Nation

**Chapter 15:** War and Reconstruction

**Scott Foresman Social Studies Leveled Readers:**

Below-Level Women of the Civil War

On-Level Civil War Heroines

Advanced The Civil War Sisterhood: Women Who Made a Difference

Lesson Titles/ Lesson Vocabulary	Georgia Social Studies Performance Standards	Georgia Social Studies Quality Core Curriculum	Scott Foresman Social Studies Unit Resources	Georgia Reading Performance Standards
<p><b>Lesson 1:</b> The Early Stages of the War</p> <p><b>Places</b> Richmond, Virginia Manassas Junction, Virginia</p> <p><b>People</b> Winfield Scott Thomas “Stonewall” Jackson Robert E. Lee</p> <p><b>Vocabulary</b> Blockade Anaconda plan</p>	<p><b>Preview Grade 5 SS5H1</b> The student will explain the causes, major events, and consequences of the Civil War.</p> <p>c. identify major battles and campaigns: Fort Sumter, Gettysburg, the Atlanta Campaign, Sherman’s March to the Sea, Appomattox Court House</p>	<p><b>27 Topic:</b> Civil War <b>Standard:</b> Identifies causes, key events, and effects of the Civil War and Reconstruction with the emphasis on:</p> <ul style="list-style-type: none"> <li>- Economic and philosophical differences between the North and South (e.g., states’ rights, trade imbalance, and slavery)</li> <li>- Major leaders on both sides of the war (e.g., Abraham Lincoln, Ulysses Grant, Jefferson Davis, Robert E. Lee, Frederick Douglas, and Harriet Tubman)</li> </ul>	<p><b>Resources:</b></p> <ul style="list-style-type: none"> <li>▪ Workbook, p. 116</li> <li>▪ Transparency 1</li> <li>▪ Every Student Learns Guide, pp. 206-209</li> <li>▪ Quick Study, pp. 104-105</li> </ul> <p><b>Meeting Individual Needs:</b></p> <ul style="list-style-type: none"> <li>▪ Leveled Practice, TE p. 493</li> <li>▪ ESL Support, TE 494</li> </ul>	<p><b>ELA4R1</b> (informational) f. Summarizes main ideas and supporting details.</p> <p><b>ELA4W2</b> (response) d. Demonstrates an understanding of the literary work (e.g., a summary that contains the main idea and most significant details of the reading selection).</p>

Lesson Titles/ Lesson Vocabulary	Georgia Social Studies Performance Standards	Georgia Social Studies Quality Core Curriculum	Scott Foresman Social Studies Unit Resources	Georgia Reading Performance Standards
(continued) First Battle of Bull Run Battle of Antietam		<ul style="list-style-type: none"> <li>- Critical developments in the war (e.g., Fort Sumter, the Emancipation Proclamation, Sherman's March to the Sea, and Lee's Surrender at Appomattox)</li> <li>- Life on the battlefield and on the homefront</li> <li>- The effects of the 13<sup>th</sup>, 14<sup>th</sup>, and 15<sup>th</sup> Amendments to the Constitution, and</li> <li>- The impact on Reconstruction policies on the South (e.g., government, education, and the economy).</li> </ul> <p><b>34 Topic:</b> Information Processing <b>Standard:</b> Analyzes and interprets pictographs, circle graphs, bar graphs, diagrams and photographs to answer selected questions at varying levels of difficulty.</p>		

Lesson Titles/ Lesson Vocabulary	Georgia Social Studies Performance Standards	Georgia Social Studies Quality Core Curriculum	Scott Foresman Social Studies Unit Resources	Georgia Reading Performance Standards
<p><b>Lesson 2:</b> Life During the War</p> <p><b>Places</b> Fort Wagner, South Carolina</p> <p><b>People</b> Mathew Brady William Carney Belle Boyd Clara Barton</p> <p><b>Vocabulary</b> draft Emancipation Proclamation</p>	<p><b>Preview Grade 5</b> <b>SS5H1</b> The student will explain the causes, major events, and consequences of the Civil War. c. identify major battles and campaigns: Fort Sumter, Gettysburg, the Atlanta Campaign, Sherman’s March to the Sea, Appomattox Court House</p>	<p><b>27 Topic:</b> Civil War <b>Standard:</b> Identifies causes, key events, and effects of the Civil War and Reconstruction with the emphasis on: - Economic and philosophical differences between the North and South (e.g., states’ rights, trade imbalance, and slavery) - Major leaders on both sides of the war (e.g., Abraham Lincoln, Ulysses Grant, Jefferson Davis, Robert E. Lee, Frederick Douglas, and Harriet Tubman) - Critical developments in the war (e.g., Fort Sumter, the Emancipation Proclamation, Sherman’s March to the Sea, and Lee’s Surrender at Appomattox) - Life on the battlefield and on the homefront - The effects of the 13<sup>th</sup>, 14<sup>th</sup>, and 15<sup>th</sup></p>	<p><b>Resources:</b></p> <ul style="list-style-type: none"> <li>▪ Workbook, p. 117</li> <li>▪ Transparency 1</li> <li>▪ Every Student Learns Guide, pp. 210-213</li> <li>▪ Quick Study, pp. 106-107</li> </ul> <p><b>Meeting Individual Needs:</b></p> <ul style="list-style-type: none"> <li>▪ Leveled Practice, TE p. 499</li> <li>▪ ESL Support, TE p. 502</li> </ul>	<p><b>ELA4R1</b> (informational) f. Summarizes main ideas and supporting details.</p> <p><b>ELA4W2</b> (response) d. Demonstrates an understanding of the literary work (e.g., a summary that contains the main idea and most significant details of the reading selection).</p>



Lesson Titles/ Lesson Vocabulary	Georgia Social Studies Performance Standards	Georgia Social Studies Quality Core Curriculum	Scott Foresman Social Studies Unit Resources	Georgia Reading Performance Standards
(continued)		<p>Amendments to the Constitution, and - The impact on Reconstruction policies on the South (e.g., government, education, and the economy).</p> <p><b>48 Topic:</b> Civic Participation <b>Standard:</b> Participates in planning for effective civic action; demonstrating effective civic actions.</p>		
<p><b>Lesson 3:</b> How the North Won</p> <p><b>Places</b> Gettysburg, Pennsylvania Vicksburg, Mississippi Atlanta, Georgia Savannah, Georgia Appomattox Court House, Virginia</p> <p><b>People</b> Ulysses S. Grant William Tecumseh Sherman</p>	<p><b>Preview Grade 5</b> <b>SS5H1</b> The student will explain the causes, major events, and consequences of the Civil War. c. identify major battles and campaigns: Fort Sumter, Gettysburg, the Atlanta Campaign, Sherman’s March to the Sea, Appomattox Court House</p>	<p><b>27 Topic:</b> Civil War <b>Standard:</b> Identifies causes, key events, and effects of the Civil War and Reconstruction with the emphasis on: - Economic and philosophical differences between the North and South (e.g., states’ rights, trade imbalance, and slavery) - Major leaders on both sides of the war (e.g., Abraham Lincoln, Ulysses Grant, Jefferson Davis,</p>	<p><b>Resources:</b></p> <ul style="list-style-type: none"> <li>▪ Workbook, pp. 118-119</li> <li>▪ Transparencies 1, 54, 55</li> <li>▪ Every Student Learns Guide, pp. 214-217</li> <li>▪ Quick Study, pp. 108-109</li> </ul> <p><b>Meeting Individual Needs:</b></p> <ul style="list-style-type: none"> <li>▪ Leveled Practice, TE pp. 507, 512</li> <li>▪ Learning Styles, TE p. 508</li> <li>▪ ESL Support, TE p. 511</li> </ul>	<p><b>ELA4R1</b> (informational) f. Summarizes main ideas and supporting details.</p> <p><b>ELA4W2</b> (response) d. Demonstrates an understanding of the literary work (e.g., a summary that contains the main idea and most significant details of the reading selection).</p>

Lesson Titles/ Lesson Vocabulary	Georgia Social Studies Performance Standards	Georgia Social Studies Quality Core Curriculum	Scott Foresman Social Studies Unit Resources	Georgia Reading Performance Standards
(continued) <b>Vocabulary</b> Battle of Gettysburg Gettysburg Address Battle of Vicksburg total war road map interstate highway		Robert E. Lee, Frederick Douglas, and Harriet Tubman) - Critical developments in the war (e.g., Fort Sumter, the Emancipation Proclamation, Sherman’s March to the Sea, and Lee’s Surrender at Appomattox) - Life on the battlefield and on the homefront - The effects of the 13 <sup>th</sup> , 14 <sup>th</sup> , and 15 <sup>th</sup> Amendments to the Constitution, and - The impact on Reconstruction policies on the South (e.g., government, education, and the economy).  <b>61 Topic:</b> Map and Globes <b>Standard:</b> Uses map scale to measure distance between two places.		

Lesson Titles/ Lesson Vocabulary	Georgia Social Studies Performance Standards	Georgia Social Studies Quality Core Curriculum	Scott Foresman Social Studies Unit Resources	Georgia Reading Performance Standards
<p><b>Lesson 4:</b> The End of Slavery</p> <p><b>Places</b> Washington, D.C.</p> <p><b>People</b> Andrew Johnson Hiram R. Revels Blanche K. Bruce</p> <p><b>Vocabulary</b> assassination Reconstruction Thirteenth Amendment black codes Freedmen’s Bureau, Fourteenth Amendment Fifteenth Amendment impeachment Jim Crow laws segregation sharecropping</p>	<p><b>Preview Grade 5 SS5H2</b> The student will analyze the effects of Reconstruction on American life.</p> <p>a. describe the purpose of the 13<sup>th</sup>, 14<sup>th</sup>, and 15<sup>th</sup> Amendments</p> <p>b. explain the work of the Freedmen’s Bureau</p> <p>c. explain how slavery was replaced by sharecropping and how African-Americans were prevented from exercising their newly won rights to include Jim Crow laws and customs.</p>	<p><b>27 Topic:</b> Civil War</p> <p><b>Standard:</b> Identifies causes, key events, and effects of the Civil War and Reconstruction with the emphasis on:</p> <ul style="list-style-type: none"> <li>- Economic and philosophical differences between the North and South (e.g., states’ rights, trade imbalance, and slavery)</li> <li>- Major leaders on both sides of the war (e.g., Abraham Lincoln, Ulysses Grant, Jefferson Davis, Robert E. Lee, Frederick Douglas, and Harriet Tubman)</li> <li>- Critical developments in the war (e.g., Fort Sumter, the Emancipation Proclamation, Sherman’s March to the Sea, and Lee’s Surrender at Appomattox)</li> <li>- Life on the battlefield and on the homefront</li> <li>- The effects of the 13<sup>th</sup>, 14<sup>th</sup>, and 15<sup>th</sup></li> </ul>	<p><b>Resources:</b></p> <ul style="list-style-type: none"> <li>▪ Workbook, p. 120</li> <li>▪ Transparency 1</li> <li>▪ Every Student Learns Guide, pp. 218-221</li> <li>▪ Quick Study, pp. 110-111</li> </ul> <p><b>Meeting Individual Needs:</b></p> <ul style="list-style-type: none"> <li>▪ Leveled Practice, TE p. 518</li> <li>▪ ESL Support, TE p. 519</li> </ul>	<p><b>ELA4R1</b> (informational) f. Summarizes main ideas and supporting details.</p> <p><b>ELA4W2</b> (response) d. Demonstrates an understanding of the literary work (e.g., a summary that contains the main idea and most significant details of the reading selection).</p>

Lesson Titles/ Lesson Vocabulary	Georgia Social Studies Performance Standards	Georgia Social Studies Quality Core Curriculum	Scott Foresman Social Studies Unit Resources	Georgia Reading Performance Standards
(continued)		<p>Amendments to the Constitution, and - The impact on Reconstruction policies on the South (e.g., government, education, and the economy).</p> <p><b>45 Topic:</b> Civic Participation <b>Standard:</b> Shows respect toward others.</p>		

**Georgia Lesson Planner**  
**Scott Foresman Social Studies –Growth of a Nation**  
**Grade Five**

**Grade Five:** Growth of a Nation

**Overview:** Establishing a Nation

Lesson Titles/ Lesson Vocabulary	Georgia Social Studies Performance Standards	Georgia Social Studies Quality Core Curriculum	Scott Foresman Social Studies Unit Resources	Georgia Reading Performance Standards
<p><b>Lesson 1:</b> Connections Across Continents</p> <p><b>Places</b> Bering Strait Asia North America</p> <p><b>People</b> Christopher Columbus</p> <p><b>Vocabulary</b> Ice Age glacier migrate agriculture culture colony Columbian Exchange</p>	<p><b>Review Grade 4</b>  <b>SS4H1</b> The student will describe how early Native American cultures developed in North America.            a. locate where the American Indians settled with emphasis on Arctic (Inuit), Northwest (Kwakiutl), Plateau (Nez Perce), Southwest (Hopi), Plains (Pawnee) and Southeastern (Seminole)            b. describe how the American Indians used their environment to obtain food, clothing, and shelter</p> <p><b>Review Grade 4</b>  <b>SS4H2</b> The student will describe European exploration in North America.</p>	<p><b>6 Topic:</b> Migration of People  <b>Standard:</b> Examines cause and effect of migration of people.</p> <p><b>31 Topic:</b> Information Processing  <b>Standard:</b> Distinguishes between primary and secondary sources and determines respective areas.</p> <p><b>71 Topic:</b> Map and Globes  <b>Standard:</b> Uses map keys and legends to correctly interpret resource, product, historic, physical, political and economic maps.</p>	<p><b>Resources:</b></p> <ul style="list-style-type: none"> <li>▪ Workbook, p. 4</li> <li>▪ Transparency 6</li> <li>▪ Every Student Learns Guide, pp. 2-5</li> <li>▪ Quick Study, pp. 2-3</li> </ul> <p><b>Meeting Individual Needs:</b></p> <ul style="list-style-type: none"> <li>▪ ESL Support, TE p. 7</li> <li>▪ Learning Styles, TE p. 8</li> <li>▪ Leveled Practice, TE p. 9</li> </ul>	<p><b>ELA5R1</b> (literary)            a. Identifies and analyzes the elements of setting, characterization, and conflict in plot.            d. Relates a literary work to information about its setting (historically or culturally).</p> <p><b>ELA5R1</b> (informational)            f. Identifies and analyzes main ideas, supporting ideas, and supporting details.</p>

Lesson Titles/ Lesson Vocabulary	Georgia Social Studies Performance Standards	Georgia Social Studies Quality Core Curriculum	Scott Foresman Social Studies Unit Resources	Georgia Reading Performance Standards
(continued)	a. describe the reasons for, obstacles to, and accomplishments of the Spanish, French, and English explorations: John Cabot, Vasco Nunez Balboa, Juan Ponce de Leon, Christopher Columbus, Henry Hudson, Jacques Cartier			
<p><b>Lesson 2:</b> Life in the Colonies</p> <p><b>Places</b> New Amsterdam Quebec Jamestown Plymouth</p> <p><b>People</b> John Smith John Rolfe Pocahontas Squanto</p> <p><b>Vocabulary</b> cash crop House of Burgess natural resource</p>	<p><b>Review Grade 4 SS4H3</b> The student will explain the factors that shaped British colonial America.</p> <p>a. compare and contrast life in the New England, Mid-Atlantic, and Southern colonies</p> <p>b. describe colonial life in America as experienced by various people, including large landowners, farmers, artisans, women, indentured servants, slaves, and Native Americans.</p>	<p><b>38 Topic:</b> Information Processing <b>Standard:</b> Determines adequacy, relevancy and consistency of information for justifying conclusions or generalizations.</p> <p><b>42 Topic:</b> Problem Solving <b>Standard:</b> Choose a reasonable solution from among the various alternatives.</p>	<p><b>Resources:</b></p> <ul style="list-style-type: none"> <li>▪ Workbook, p. 5, 6</li> <li>▪ Transparency 7</li> <li>▪ Every Student Learns Guide, pp. 6-9</li> <li>▪ Quick Study, pp. 4-5</li> </ul> <p><b>Meeting Individual Needs:</b></p> <ul style="list-style-type: none"> <li>▪ Leveled Practice, TE p. 13</li> <li>▪ ESL Support, TE p. 17</li> </ul>	<p><b>ELA5R1</b> (literary)</p> <p>a. Identifies and analyzes the elements of setting, characterization, and conflict in plot.</p> <p>d. Relates a literary work to information about its setting (historically or culturally).</p> <p><b>ELA5R1</b> (informational)</p> <p>f. Identifies and analyzes main ideas, supporting ideas, and supporting details.</p>

Lesson Titles/ Lesson Vocabulary	Georgia Social Studies Performance Standards	Georgia Social Studies Quality Core Curriculum	Scott Foresman Social Studies Unit Resources	Georgia Reading Performance Standards
(continued) economy plantations triangular trade routes French and Indian War small-scale map large-scale map				
<p><b>Lesson 3:</b> Revolution and Constitution</p> <p><b>Places</b> Boston, Massachusetts Philadelphia, Pennsylvania Yorktown, Virginia</p> <p><b>People</b> Samuel Adams George Washington John Adams Benjamin Franklin Thomas Jefferson Abigail Adams Peter Salem</p>	<p><b>Review Grade 4</b> <b>SS4H4</b> The student will explain causes, events and results of the American Revolution. a. trace the events that shaped the revolutionary movement in America including: the French and Indian War. British Imperial Policy that led to the 1765 Stamp Act, the slogan “no taxation without representation,” and the activities of the Sons of Liberty, and the Boston Tea Party b. explain the writing of the Declaration of Independence including who wrote it, how it was</p>	<p><b>1 Topic:</b> Contemporary United States <b>Standard:</b> Explains duties and responsibilities of the legislative, executive and judicial branches of governments and tells how the concept of checks and balances makes these braches of government responsive to the people.</p> <p><b>2 Topic:</b> Contemporary United States <b>Standard:</b> Explains how the following concepts are important to the United States Citizenship and contribute to National Unity:</p>	<p><b>Resources:</b></p> <ul style="list-style-type: none"> <li>▪ Workbook, p. 7</li> <li>▪ Transparency 6</li> <li>▪ Every Student Learns Guide, pp. 10-13</li> <li>▪ Quick Study, pp. 6-7</li> </ul> <p><b>Meeting Individual Needs:</b></p> <ul style="list-style-type: none"> <li>▪ Leveled Practice, TE p. 23</li> <li>▪ ESL Support, TE p. 26</li> </ul>	<p><b>ELA5R1</b> (literary) a. Identifies and analyzes the elements of setting, characterization, and conflict in plot. d. Relates a literary work to information about its setting (historically or culturally).</p> <p><b>ELA5R1</b> (informational) f. Identifies and analyzes main ideas, supporting ideas, and supporting details.</p>

Lesson Titles/ Lesson Vocabulary	Georgia Social Studies Performance Standards	Georgia Social Studies Quality Core Curriculum	Scott Foresman Social Studies Unit Resources	Georgia Reading Performance Standards
(continued) <b>Vocabulary</b> Stamp Act Declaration of Independence republic constitution checks and balances Bill of Rights	written, why it was necessary, and how it was a response to tyranny and the abuse of power  <b>Review Grade 4</b> <b>SS4H5</b> The student will analyze the challenges faced by the new nation. b. identify the major leaders of the Constitutional Convention (James Madison and Benjamin Franklin) and describe the major issues they debated: the rights of states; the Great Compromise; slavery, c. identify the three branches of the US government as outlined by the Constitution, describe what they do, and how they related to each other. (checks and balances and separation of power) and how they relate to the states	<ul style="list-style-type: none"> <li>- individual rights</li> <li>- common good</li> <li>- self government, and</li> <li>- cultural awareness.</li> </ul>		



Lesson Titles/ Lesson Vocabulary	Georgia Social Studies Performance Standards	Georgia Social Studies Quality Core Curriculum	Scott Foresman Social Studies Unit Resources	Georgia Reading Performance Standards
<p><b>Lesson 4: A</b> Growing Nation</p> <p><b>Places</b> Washington, D.C.</p> <p><b>People</b> Alexander Hamilton Meriwether Lewis William Clark Sacagawea Sequoyah James Monroe Andrew Jackson Samuel Slater Frederick Douglass</p> <p><b>Vocabulary</b> Cabinet political party Industrial Revolution manifest destiny abolitionist parallel time lines decade century</p>	<p><b>Review Grade 4</b> <b>SS4H5</b> The student will analyze the challenges faced by the new nation. e. describe the causes of the War of 1812, including the burning of the Capitol and the White House</p> <p><b>Review Grade 4</b> <b>SS4H6</b> The student will explain westward expansion of American between 1801 and 1861. a. describe territorial expansion with emphasis on the Louisiana Purchase, the Lewis and Clark expedition, and the acquisitions of Texas (the Alamo and independence), Oregon (Oregon Trail), and California (Gold Rush and the development of mining towns)</p>	<p><b>29 Topic:</b> Information Processing <b>Standard:</b> Develops and interprets charts, tables, timelines, graphs, diagrams and other graphic aids.</p> <p><b>51 Topic:</b> Civic Participation <b>Standard:</b> Recognizes appropriate ways to influence public policy and civic actions.</p>	<p><b>Resources:</b></p> <ul style="list-style-type: none"> <li>▪ Workbook, p. 8, 9</li> <li>▪ Transparency 7</li> <li>▪ Every Student Learns Guide, pp. 14-17</li> <li>▪ Quick Study, pp. 8-9</li> </ul> <p><b>Meeting Individual Needs:</b></p> <ul style="list-style-type: none"> <li>▪ ESL Support, TE p. 31</li> <li>▪ Leveled Practice, TE p. 33</li> </ul>	<p><b>ELA5R1</b> (literary) a. Identifies and analyzes the elements of setting, characterization, and conflict in plot. d. Relates a literary work to information about its setting (historically or culturally).</p> <p><b>ELA5R1</b> (informational) f. Identifies and analyzes main ideas, supporting ideas, and supporting details.</p>

Lesson Titles/ Lesson Vocabulary	Georgia Social Studies Performance Standards	Georgia Social Studies Quality Core Curriculum	Scott Foresman Social Studies Unit Resources	Georgia Reading Performance Standards
	<p><b>Review Grade 4</b>  <b>SS4CG4</b> The student will explain the importance for Americans to share certain central democratic beliefs and principles both personal and civic.  a. explain the necessity of respecting the rights of others and promoting the common good</p>			

## Georgia Lesson Planner

**Grade Five:** Growth of a Nation

**Unit 1:** War Divides the Nation

**Chapter 1:** A Divided Nation

**Scott Foresman Social Studies Leveled Readers:**

Below-Level Women of the Civil War

On-Level Civil War Heroines

Advanced The Civil War Sisterhood: Women Who Made a Difference

Lesson Titles/ Lesson Vocabulary	Georgia Social Studies Performance Standards	Georgia Social Studies Quality Core Curriculum	Scott Foresman Social Studies Unit Resources	Georgia Reading Performance Standards
<p><b>Lesson 1:</b> North and South Grow Apart</p> <p><b>People</b> David Walker</p> <p><b>Vocabulary</b> sectionalism point of view</p>	<p><b>SS5H1</b> The student will explain the causes, major events, and consequences of the Civil War.</p> <p>a. identify “Uncle Tom’s Cabin,” John Brown’s raid on Harper’s Ferry and explain how each of these events were related to the Civil War</p> <p>b. discuss how the issues of states’ rights and slavery increased tensions between the North and South</p>	<p><b>9 Topic:</b> Characteristic of Regions <b>Standard:</b> Relates how natural resources and physical features influence human activity in each region of the United States.</p> <p><b>10 Topic:</b> Physical Characteristics Human, Environment Interaction Region <b>Standard:</b> Examines how the natural resources and physical features influence human activity in each region of the United States.</p>	<p><b>Resources:</b></p> <ul style="list-style-type: none"> <li>▪ Workbook, p. 15, 16</li> <li>▪ Transparency 4</li> <li>▪ Every Student Learns Guide, pp. 18-21</li> <li>▪ Quick Study, p. 16</li> </ul> <p><b>Meeting Individual Needs:</b></p> <ul style="list-style-type: none"> <li>▪ ESL Support, TE p. 55</li> <li>▪ Leveled Practice, TE p. 57</li> </ul>	<p><b>ELA5R1</b> (literary) g. Applies knowledge of the concepts that theme refers to the main idea and meaning of a selection, whether implied or stated.</p> <p><b>ELA5R1</b> (informational) f. Identifies and analyzes main ideas, supporting ideas, and supporting details.</p>

Lesson Titles/ Lesson Vocabulary	Georgia Social Studies Performance Standards	Georgia Social Studies Quality Core Curriculum	Scott Foresman Social Studies Unit Resources	Georgia Reading Performance Standards
(continued)		<p><b>48 Topic:</b> Civic Participation</p> <p><b>Standard:</b> Recognizes the right of others to present different viewpoints.</p>		<p><b>ELA5W1</b> a. Selects a focus, an organizational structure, and a point of view based on purpose, genre expectations, audience, length, and format requirements.</p> <p><b>ELA5W2</b> (narrative) a. Engages the reader by establishing a context, creating a point of view, and otherwise developing reader interest. b. Establishes a plot, point of view, setting, and conflict, and/or the significance of events.</p>

Lesson Titles/ Lesson Vocabulary	Georgia Social Studies Performance Standards	Georgia Social Studies Quality Core Curriculum	Scott Foresman Social Studies Unit Resources	Georgia Reading Performance Standards
<p><b>Lesson 2:</b> Resisting Slavery</p> <p><b>Places</b> Southampton County, Virginia New Haven, Connecticut</p> <p><b>People</b> Nat Turner Joseph Cinque Harriet Tubman Levi Coffin Catherine Coffin</p> <p><b>Vocabulary</b> slave codes Underground Railroad</p>	<p><b>Review Grade 4</b> <b>SS4H7</b> The student will examine the main ideas of the abolitionist and suffrage movements. a. discuss the biographies of Harriet Tubman, and Elizabeth Cady Stanton</p>	<p><b>39 Topic:</b> Problem Solving <b>Standard:</b> Identifies a problem.</p> <p><b>40 Topic:</b> Problem Solving <b>Standard:</b> Formulates possible alternatives or solutions to a given problem.</p> <p><b>48 Topic:</b> Civic Participation <b>Standard:</b> Recognizes the rights of other to present different viewpoints.</p>	<p><b>Resources:</b></p> <ul style="list-style-type: none"> <li>▪ Workbook, p. 17</li> <li>▪ Transparencies 2, 50</li> <li>▪ Every Student Learns Guide, pp. 22-25</li> <li>▪ Quick Study, pp. 12-13</li> </ul> <p><b>Meeting Individual Needs:</b></p> <ul style="list-style-type: none"> <li>▪ ESL Support, TE p. 61</li> <li>▪ Learning Styles, TE p. 63</li> <li>▪ Leveled Practice, TE p. 64</li> </ul>	<p><b>ELA5R1</b> (literary) g. Applies knowledge of the concepts that theme refers to the main idea and meaning of a selection, whether implied or stated.</p> <p><b>ELA5R1</b> (informational) f. Identifies and analyzes main ideas, supporting ideas, and supporting details.</p>

Lesson Titles/ Lesson Vocabulary	Georgia Social Studies Performance Standards	Georgia Social Studies Quality Core Curriculum	Scott Foresman Social Studies Unit Resources	Georgia Reading Performance Standards
<p><b>Lesson 3:</b> The Struggle Over Slavery</p> <p><b>Places</b> Nebraska Territory Kansas Territory Harpers Ferry, Virginia</p> <p><b>People</b> John C. Calhoun Henry Clay Daniel Webster Stephen Douglas Harriet Beecher Stowe Dred Scott John Brown Abraham Lincoln</p> <p><b>Vocabulary</b> free state slave state states' rights Missouri Compromise Fugitive Slave Law Compromise of 1850 Kansas-Nebraska Law</p>	<p><b>SS5H1</b> The student will explain the causes, major events, and consequences of the Civil War.</p> <p>a. identify "Uncle Tom's Cabin," John Brown's raid on Harper's Ferry and explain how each of these events were related to the Civil War</p> <p>b. discuss how the issues of states' rights and slavery increased tensions between the North and South</p> <p>d. describe the roles of Abraham Lincoln, Robert E. Lee, Ulysses S. Grant, Jefferson Davis, and Thomas "Stonewall" Jackson</p>	<p><b>41 Topic:</b> Problem Solving <b>Standard:</b> Collects evidence using appropriate, reliable data.</p> <p><b>42 Topic:</b> Problem Solving <b>Standard:</b> Choose a reasonable solution from among the various alternatives.</p>	<p><b>Resources:</b></p> <ul style="list-style-type: none"> <li>▪ Workbook, p. 18</li> <li>▪ Transparencies 2, 51, 52</li> <li>▪ Every Student Learns Guide, pp. 26-29</li> <li>▪ Quick Study, pp. 14-15</li> </ul> <p><b>Meeting Individual Needs:</b></p> <ul style="list-style-type: none"> <li>▪ ESL Support, TE p. 67</li> <li>▪ Leveled Practice, TE p. 69, 72</li> <li>▪ Learning Styles, TE p. 70</li> </ul>	<p><b>ELA5R1</b> (literary) g. Applies knowledge of the concepts that theme refers to the main idea and meaning of a selection, whether implied or stated.</p> <p><b>ELA5R1</b> (informational) f. Identifies and analyzes main ideas, supporting ideas, and supporting details.</p>

Lesson Titles/ Lesson Vocabulary	Georgia Social Studies Performance Standards	Georgia Social Studies Quality Core Curriculum	Scott Foresman Social Studies Unit Resources	Georgia Reading Performance Standards
<p><b>Lesson 4:</b> The First Shots Are Fired</p> <p><b>Places</b> Fort Sumter, South Carolina</p> <p><b>People</b> Jefferson Davis</p> <p><b>Vocabulary</b> secede Confederacy Union border state civil war</p>	<p><b>SS5H1</b> The student will explain the causes, major events, and consequences of the Civil War.</p> <p>c. identify major battles and campaigns: Fort Sumter, Gettysburg, the Atlanta Campaign, Sherman’s March to the Sea, Appomattox Court House</p> <p>d. describe the roles of Abraham Lincoln, Robert E. Lee, Ulysses S. Grant, Jefferson Davis, and Thomas “Stonewall” Jackson</p>	<p><b>12 Topic:</b> Civil War Reconstruction</p> <p><b>Standard:</b> Identifies causes, key events, and effects of the Civil War and Reconstruction with emphasis on:</p> <ul style="list-style-type: none"> <li>-Economic and philosophical differences between the North and the South (e.g., states’ rights, trade imbalance, and slavery).</li> <li>- Major leaders on both sides of the war (e.g., Abraham Lincoln, Ulysses Grant, Jefferson Davis, Robert E. Lee, Frederick Douglas, and Harriet Tubman)</li> <li>- Critical developments in the war (e.g., Fort Sumter, the Emancipation Proclamation, Sherman’s March to the Sea, and Lee’s surrender at Appomattox)</li> <li>- Life on the battlefield and on the homefront</li> <li>-The effects of the 13<sup>th</sup>, 14<sup>th</sup>, and 15<sup>th</sup></li> </ul>	<p><b>Resources:</b></p> <ul style="list-style-type: none"> <li>▪ Workbook, p. 19</li> <li>▪ Transparencies 1, 53</li> <li>▪ Every Student Learns Guide, pp. 30-33</li> <li>▪ Quick Study, pp. 16-17</li> </ul> <p><b>Meeting Individual Needs:</b></p> <ul style="list-style-type: none"> <li>▪ Leveled Practice, TE p. 76</li> <li>▪ ESL Support, TE p. 77</li> </ul>	<p><b>ELA5R1</b> (literary) g. Applies knowledge of the concepts that theme refers to the main idea and meaning of a selection, whether implied or stated.</p> <p><b>ELA5R1</b> (informational) f. Identifies and analyzes main ideas, supporting ideas, and supporting details.</p>

Lesson Titles/ Lesson Vocabulary	Georgia Social Studies Performance Standards	Georgia Social Studies Quality Core Curriculum	Scott Foresman Social Studies Unit Resources	Georgia Reading Performance Standards
(continued)		Amendments to the U.S. Constitution, and -The impact of Reconstruction policies on the South (e.g., government, education, and the economy).		



## Georgia Lesson Planner

**Grade Five:** Growth of a Nation

**Unit 1:** War Divides the Nation

**Chapter 2:** War and Reconstruction

**Scott Foresman Social Studies Leveled Readers:**

Below-Level Women of the Civil War

On-Level Civil War Heroines

Advanced The Civil War Sisterhood: Women Who Made a Difference

Lesson Titles/ Lesson Vocabulary	Georgia Social Studies Performance Standards	Georgia Social Studies Quality Core Curriculum	Scott Foresman Social Studies Unit Resources	Georgia Reading Performance Standards
<p><b>Lesson 1:</b> The Early Stages of the War</p> <p><b>Places</b> Richmond, Virginia Manassas Junction, Virginia</p> <p><b>People</b> Winfield Scott Thomas “Stonewall” Jackson Robert E. Lee</p> <p><b>Vocabulary</b> blockade Anaconda Plan First Battle of Bull Run</p>	<p><b>SS5H1</b> The student will explain the causes, major events, and consequences of the Civil War.</p> <p>c. identify major battles and campaigns: Fort Sumter, Gettysburg, the Atlanta Campaign, Sherman’s March to the Sea, Appomattox Court House</p> <p>d. describe the roles of Abraham Lincoln, Robert E. Lee, Ulysses S. Grant, Jefferson Davis, and Thomas “Stonewall” Jackson</p>	<p><b>12 Topic:</b> Civil War Reconstruction <b>Standard:</b> Identifies causes, key events, and effects of the Civil War and Reconstruction with emphasis on: -Economic and philosophical differences between the North and the South (e.g., states’ rights, trade imbalance, and slavery). - Major leaders on both sides of the war (e.g., Abraham Lincoln, Ulysses Grant, Jefferson Davis, Robert E. Lee, Frederick Douglas, and Harriet Tubman)</p>	<p><b>Resources:</b></p> <ul style="list-style-type: none"> <li>▪ Workbook, p. 22</li> <li>▪ Transparency 1</li> <li>▪ Every Student Learns Guide, pp. 34-37</li> <li>▪ Quick Study, pp. 18-19</li> </ul> <p><b>Meeting Individual Needs:</b></p> <ul style="list-style-type: none"> <li>▪ Leveled Practice, TE p. 83</li> <li>▪ ESL Support, TE p. 84</li> </ul>	<p><b>ELA5R1</b> (literary) g. Applies knowledge of the concepts that theme refers to the main idea and meaning of a selection, whether implied or stated.</p> <p><b>ELA5R1</b> (informational) f. Identifies and analyzes main ideas, supporting ideas, and supporting details.</p>

Lesson Titles/ Lesson Vocabulary	Georgia Social Studies Performance Standards	Georgia Social Studies Quality Core Curriculum	Scott Foresman Social Studies Unit Resources	Georgia Reading Performance Standards
(continued)		<p>- Critical developments in the war (e.g., Fort Sumter, the Emancipation Proclamation, Sherman's March to the Sea, and Lee's surrender at Appomattox)</p> <p>- Life on the battlefield and on the homefront</p> <p>-The effects of the 13<sup>th</sup>, 14<sup>th</sup>, and 15<sup>th</sup> Amendments to the U.S. Constitution, and</p> <p>-The impact of Reconstruction policies on the South (e.g., government, education, and the economy).</p> <p><b>29 Topic:</b> Information Processing  <b>Standard:</b> Develops and Interprets charts, tables, timelines, graphs, diagrams and other graphic aids.</p> <p><b>48 Topic:</b> Civic Participation  <b>Standard:</b> Recognizes the rights of other to present different viewpoints.</p>		

Lesson Titles/ Lesson Vocabulary	Georgia Social Studies Performance Standards	Georgia Social Studies Quality Core Curriculum	Scott Foresman Social Studies Unit Resources	Georgia Reading Performance Standards
<p><b>Lesson 2:</b> Life During the War</p> <p><b>Places</b> Fort Wagner, South Carolina</p> <p><b>People</b> Matthew Brady William Carney Belle Boyd Clara Barton</p> <p><b>Vocabulary</b> draft Emancipation Proclamation</p>	<p><b>SS5H1</b> The student will explain the causes, major events, and consequences of the Civil War.</p> <p>c. identify major battles and campaigns: Fort Sumter, Gettysburg, the Atlanta Campaign, Sherman’s March to the Sea, Appomattox Court House</p> <p>d. describe the roles of Abraham Lincoln, Robert E. Lee, Ulysses S. Grant, Jefferson Davis, and Thomas “Stonewall” Jackson</p>	<p><b>12 Topic:</b> Civil War Reconstruction</p> <p><b>Standard:</b> Identifies causes, key events, and effects of the Civil War and Reconstruction with emphasis on:</p> <ul style="list-style-type: none"> <li>-Economic and philosophical differences between the North and the South (e.g., states’ rights, trade imbalance, and slavery).</li> <li>- Major leaders on both sides of the war (e.g., Abraham Lincoln, Ulysses Grant, Jefferson Davis, Robert E. Lee, Frederick Douglas, and Harriet Tubman)</li> <li>- Critical developments in the war (e.g., Fort Sumter, the Emancipation Proclamation, Sherman’s March to the Sea, and Lee’s surrender at Appomattox)</li> </ul>	<p><b>Resources:</b></p> <ul style="list-style-type: none"> <li>▪ Workbook, p. 23</li> <li>▪ Transparency 1</li> <li>▪ Every Student Learns Guide, pp. 38-41</li> <li>▪ Quick Study, pp. 20-21</li> </ul> <p><b>Meeting Individual Needs:</b></p> <ul style="list-style-type: none"> <li>▪ Leveled Practice, TE p. 89</li> <li>▪ ESL Support, TE p. 92</li> </ul>	<p><b>ELA5R1</b> (literary) g. Applies knowledge of the concepts that theme refers to the main idea and meaning of a selection, whether implied or stated.</p> <p><b>ELA5R1</b> (informational) f. Identifies and analyzes main ideas, supporting ideas, and supporting details.</p>

Lesson Titles/ Lesson Vocabulary	Georgia Social Studies Performance Standards	Georgia Social Studies Quality Core Curriculum	Scott Foresman Social Studies Unit Resources	Georgia Reading Performance Standards
(continued)		<p>- Life on the battlefield and on the homefront            -The effects of the 13<sup>th</sup>, 14<sup>th</sup>, and 15<sup>th</sup> Amendments to the U.S. Constitution, and            -The impact of Reconstruction policies on the South (e.g., government, education, and the economy).</p> <p><b>49 Topic:</b> Civic Participation  <b>Standard:</b> Participates in planning for effective civic actions and demonstrates effective civic actions.</p>		
<p><b>Lesson 3:</b> How the North Won</p> <p><b>Places</b>            Gettysburg, Pennsylvania            Vicksburg, Pennsylvania            Atlanta, Georgia            Savannah, Georgia            Appomattox Court House, Virginia</p>	<p><b>SS5H1</b> The student will explain the causes, major events, and consequences of the Civil War.            c. identify major battles and campaigns: Fort Sumter, Gettysburg, the Atlanta Campaign, Sherman’s March to the Sea, Appomattox Court House</p>	<p><b>12 Topic:</b> Civil War Reconstruction  <b>Standard:</b> Identifies causes, key events, and effects of the Civil War and Reconstruction with emphasis on:            -Economic and philosophical differences between the North and the South (e.g., states’</p>	<p><b>Resources:</b></p> <ul style="list-style-type: none"> <li>▪ Workbook, p. 24, 25</li> <li>▪ Transparencies 1, 54, 55</li> <li>▪ Every Student Learns Guide, pp. 42-45</li> <li>▪ Quick Study, pp. 22-23</li> </ul>	<p><b>ELA5R1</b> (literary)            g. Applies knowledge of the concepts that theme refers to the main idea and meaning of a selection, whether implied or stated.</p>

Lesson Titles/ Lesson Vocabulary	Georgia Social Studies Performance Standards	Georgia Social Studies Quality Core Curriculum	Scott Foresman Social Studies Unit Resources	Georgia Reading Performance Standards
(continued) <b>People</b> Ulysses S. Grant William Tecumseh Sherman  <b>Vocabulary</b> Battle of Gettysburg Gettysburg Address Battle of Vicksburg total war road map interstate highway	d. describe the roles of Abraham Lincoln, Robert E. Lee, Ulysses S. Grant, Jefferson Davis, and Thomas “Stonewall” Jackson	rights, trade imbalance, and slavery). - Major leaders on both sides of the war (e.g., Abraham Lincoln, Ulysses Grant, Jefferson Davis, Robert E. Lee, Frederick Douglas, and Harriet Tubman) - Critical developments in the war (e.g., Fort Sumter, the Emancipation Proclamation, Sherman’s March to the Sea, and Lee’s surrender at Appomattox) - Life on the battlefield and on the homefront -The effects of the 13 <sup>th</sup> , 14 <sup>th</sup> , and 15 <sup>th</sup> Amendments to the U.S. Constitution, and -The impact of Reconstruction policies on the South (e.g., government, education, and the economy).	<b>Meeting Individual            Needs:</b> <ul style="list-style-type: none"> <li>▪ Leveled Practice, TE              p. 97, 102</li> <li>▪ Learning Styles, TE p.              98</li> <li>▪ ESL Support, TE p.              101</li> </ul>	<b>ELA5R1</b> (informational) f. Identifies and analyzes main ideas, supporting ideas, and supporting details.

Lesson Titles/ Lesson Vocabulary	Georgia Social Studies Performance Standards	Georgia Social Studies Quality Core Curriculum	Scott Foresman Social Studies Unit Resources	Georgia Reading Performance Standards
(continued)		<p><b>32 Topic:</b> Information Processing <b>Standard:</b> Analyzes artifacts.</p> <p><b>61 Topic:</b> Map and Globes <b>Standard:</b> Uses cardinal and intermediate directions to locate various cultural/political and natural features on the earth.</p>		
<p><b>Lesson 4:</b> The End of Slavery</p> <p><b>Places</b> Washington, D.C.</p> <p><b>People</b> Andrew Jackson Hiram R. Revels Blanche K. Bruce</p> <p><b>Vocabulary</b> assassination Reconstruction Thirteenth Amendment black codes</p>	<p><b>SS5H1</b> The student will explain the causes, major events, and consequences of the Civil War. e. describe the effects of war on the North and South.</p> <p><b>SS5H2</b> The student will analyze the effects of Reconstruction on American life. a. describe the purpose of the 13<sup>th</sup>, 14<sup>th</sup>, and 15<sup>th</sup> Amendments</p>	<p><b>47 Topic:</b> Civic Participation <b>Standard:</b> Formulates and defends positions on an issue.</p> <p><b>48 Topic:</b> Civic Participation <b>Standard:</b> Recognizes the right of others to present different viewpoints.</p>	<p><b>Resources:</b></p> <ul style="list-style-type: none"> <li>▪ Workbook, p. 26</li> <li>▪ Transparency 1</li> <li>▪ Every Student Learns Guide, p. 46-49</li> <li>▪ Quick Study, pp. 24-25</li> </ul> <p><b>Meeting Individual Needs:</b></p> <ul style="list-style-type: none"> <li>▪ Leveled Practice, TE p. 108</li> <li>▪ ESL Support, TE p. 109</li> </ul>	<p><b>ELA5R1</b> (literary) g. Applies knowledge of the concepts that theme refers to the main idea and meaning of a selection, whether implied or stated.</p> <p><b>ELA5R1</b> (informational) f. Identifies and analyzes main ideas, supporting ideas, and supporting details.</p>

Lesson Titles/ Lesson Vocabulary	Georgia Social Studies Performance Standards	Georgia Social Studies Quality Core Curriculum	Scott Foresman Social Studies Unit Resources	Georgia Reading Performance Standards
(continued) Freedmen's Bureau Fourteenth Amendment Fifteenth Amendment impeachment Jim Crow laws	b. explain the work of the Freedman's Bureau c. explain how slavery was replaced by sharecropping and how African-Americans were prevented from exercising their newly won rights to include Jim Crow laws and customs			

## Georgia Lesson Planner

**Grade Five:** Growth of a Nation

**Unit 2:** An Expanding Nation

**Chapter 3:** Crossing the Continent

**Scott Foresman Social Studies Leveled Readers:**

Below-Level    Heading West

On-Level        Spreading Across the Continent

Advanced        Westward Expansion

Lesson Titles/ Lesson Vocabulary	Georgia Social Studies Performance Standards	Georgia Social Studies Quality Core Curriculum	Scott Foresman Social Studies Unit Resources	Georgia Reading Performance Standards
<p><b>Lesson 1:</b> Rails Across the Nation</p> <p><b>Places</b> Omaha, Nebraska Sacramento, California Promontory Point, Utah Territory</p> <p><b>People</b> Samuel Morse Red Cloud</p> <p><b>Vocabulary</b> Pony Express telegraph transcontinental railroad time zone standard time</p>	<p><b>Review Grade 4 SS4H6</b> The student will explain westward expansion of America between 1801 and 1861. b. describe the impact of the steamboat, the steam locomotive, and the telegraph on life in America.</p> <p><b>SS5G1</b> The student will locate important places in the United States. a. locate important features to include the Grand Canyon, Salton Sea, Great Salt Lake, and the Mojave Desert</p>	<p><b>7 Topic:</b> Physical Environment Movement <b>Standard:</b> Analyze the impact of the physical environment on the settlement patterns and movement of people after the Civil War.</p> <p><b>8 Topic:</b> Physical Environment Movement <b>Standard:</b> Uses physical maps to draw conclusions about the settlement patterns and movement of people after the Civil War.</p>	<p><b>Resources:</b></p> <ul style="list-style-type: none"> <li>▪ Workbook, p. 31, 32, 33</li> <li>▪ Transparency 11</li> <li>▪ Every Student Learns Guide, pp. 50-53</li> <li>▪ Quick Study, pp. 26-27</li> </ul> <p><b>Meeting Individual Needs:</b></p> <ul style="list-style-type: none"> <li>▪ Leveled Practice, TE p. 129</li> <li>▪ ESL Support, TE p. 130</li> </ul>	<p><b>ELA5R1</b> (informational) d. Identifies and uses knowledge of common organizational structures (e.g., chronological order, logical order, cause and effect, classification schemes).</p> <p><b>ELA5W1</b> c. Uses traditional structures for conveying information (e.g., chronological order, cause and effect, similarity and difference, and posing and answering a question).</p>



Lesson Titles/ Lesson Vocabulary	Georgia Social Studies Performance Standards	Georgia Social Studies Quality Core Curriculum	Scott Foresman Social Studies Unit Resources	Georgia Reading Performance Standards
(continued)		<p><b>31 Topic:</b> Information Processing <b>Standard:</b> Distinguishes between primary and secondary sources and determines respective areas.</p> <p><b>52 Topic:</b> Time and Chronology <b>Standard:</b> Computes difference between time zones.</p>		
<p><b>Lesson 2:</b> Pioneers on the Plains</p> <p><b>Places</b> Great Plains Nicodemus, Kansas</p> <p><b>People</b> Willa Cather Benjamin Singleton George Shima</p>	<p><b>SS5G1</b> The student will locate important places in the United States. a. locate important features to include the Grand Canyon, Salton Sea, Great Salt Lake, and the Mojave Desert</p>	<p><b>7 Topic:</b> Physical Environment Movement <b>Standard:</b> Analyze the impact of the physical environment on the settlement patterns and movement of people after the Civil War.</p> <p><b>29 Topic:</b> Information Processing <b>Standard:</b> Develops and Interprets charts, tables, timelines, graphs, diagrams and other graphic aids.</p>	<p><b>Resources:</b></p> <ul style="list-style-type: none"> <li>▪ Workbook, p. 34, 35</li> <li>▪ Transparency 10</li> <li>▪ Every Student Learns Guide, pp. 54-57</li> <li>▪ Quick Study, pp. 28-29</li> </ul> <p><b>Meeting Individual Needs:</b></p> <ul style="list-style-type: none"> <li>▪ ESL Support, TE p. 139</li> <li>▪ Leveled Practice, TE p. 140</li> <li>▪ Learning Styles, TE p. 142</li> </ul>	<p><b>ELA5R1</b> (informational) d. Identifies and uses knowledge of common organizational structures (e.g., chronological order, logical order, cause and effect, classification schemes).</p> <p><b>ELA5W1</b> c. Uses traditional structures for conveying information (e.g., chronological order, cause and effect, similarity and</p>

Lesson Titles/ Lesson Vocabulary	Georgia Social Studies Performance Standards	Georgia Social Studies Quality Core Curriculum	Scott Foresman Social Studies Unit Resources	Georgia Reading Performance Standards
(continued) <b>Vocabulary</b> pioneer Homestead Act homesteader sodbuster exoduster technology climograph				difference, and posing and answering a question).
<p><b>Lesson 3:</b> Cowboys and Miners</p> <p><b>Places</b> Dodge City, Kansas Chicago, Illinois Denver, Colorado Virginia City, Nevada</p> <p><b>People</b> Charles Goodnight Nat Love Luzena Stanley Wilson Levi Strauss Mark Twain</p> <p><b>Vocabulary</b> cattle drive gold rush entrepreneur</p>	<p><b>SS5H3</b> The student will describe how life changed in America at the turn of the Century a. describe the role of the cattle trails in the late 19<sup>th</sup> century including the Black Cowboys of Texas, the Great Western Cattle Trail and the Chisholm Trail</p> <p><b>SS5G2</b> The student will explain the reasons for the spatial patterns of economic activities. b. define, map, and explain the dispersion of the primary economic activities within the United States since the turn of the century</p>	<p><b>8 Topic:</b> Physical Environment Movement <b>Standard:</b> Uses physical maps to draw conclusions about the settlement patterns and movement of people after the Civil War.</p> <p><b>15 Topic:</b> Immigrants and Industry <b>Standard:</b> Explains how the following groups lived and worked in the American West during the late 19<sup>th</sup> century -miners and prospectors -frontier settlers (ranchers and farmers), and -railroad workers.</p>	<p><b>Resources:</b></p> <ul style="list-style-type: none"> <li>▪ Workbook, p. 36</li> <li>▪ Transparency 10</li> <li>▪ Every Student Learns Guide, pp. 58-61</li> <li>▪ Quick Study, pp. 30-31</li> </ul> <p><b>Meeting Individual Needs:</b></p> <ul style="list-style-type: none"> <li>▪ Leveled Practice, TE p. 151</li> <li>▪ ESL Support, TE pp. 150-152</li> </ul>	<p><b>ELA5R1</b> (informational) d. Identifies and uses knowledge of common organizational structures (e.g., chronological order, logical order, cause and effect, classification schemes).</p> <p><b>ELA5W1</b> c. Uses traditional structures for conveying information (e.g., chronological order, cause and effect, similarity and difference, and posing and answering a question).</p>

Lesson Titles/ Lesson Vocabulary	Georgia Social Studies Performance Standards	Georgia Social Studies Quality Core Curriculum	Scott Foresman Social Studies Unit Resources	Georgia Reading Performance Standards
<p><b>Lesson 4:</b> War in West</p> <p><b>Places</b> Black Hills</p> <p><b>People</b> Sitting Bull George Custer Crazy Horse Chief Joseph Geronimo</p> <p><b>Vocabulary</b> reservation Battle of Little Bighorn</p>	<p><b>SS5G1</b> The student will locate important places in the United States.</p> <p>a. locate important features to include the Grand Canyon, Salton Sea, Great Salt Lake, and the Mojave Desert</p>	<p><b>15 Topic:</b> Immigrants and Industry <b>Standard:</b> Explains how the following groups lived and worked in the American West during the late 19<sup>th</sup> century -miners and prospectors -frontier settlers (ranchers and farmers), and -railroad workers.</p> <p><b>16 Topic:</b> Conflict, Migration and Labor <b>Standard:</b> Describes changes impacting American Indian tribes in the American West during the last half of the 19<sup>th</sup> century - encroachment of American Indian lands by non-American Indians - relocations to reservations and - government policies.</p> <p><b>47 Topic:</b> Civic Participation <b>Standard:</b> Formulates and defends positions on an issue.</p>	<p><b>Resources:</b></p> <ul style="list-style-type: none"> <li>▪ Workbook, p. 37</li> <li>▪ Transparency 10</li> <li>▪ Every Student Learns Guide, pp. 62-65</li> <li>▪ Quick Study, pp. 32-33</li> </ul> <p><b>Meeting Individual Needs:</b></p> <ul style="list-style-type: none"> <li>▪ ESL Support, TE pp.157</li> <li>▪ Leveled Practice, TE pp. p. 158</li> </ul>	<p><b>ELA5R1</b> (informational) d. Identifies and uses knowledge of common organizational structures (e.g., chronological order, logical order, cause and effect, classification schemes).</p> <p><b>ELA5W1</b> c. Uses traditional structures for conveying information (e.g., chronological order, cause and effect, similarity and difference, and posing and answering a question).</p>

## Georgia Lesson Planner

**Grade Five:** Growth of a Nation

**Unit 2:** An Expanding Nation

**Chapter 4:** Industry and Immigration

**Scott Foresman Social Studies Leveled Readers:**

Below-Level    Heading West

On-Level        Spreading Across the Continent

Advanced        Westward Expansion

Lesson Titles/ Lesson Vocabulary	Georgia Social Studies Performance Standards	Georgia Social Studies Quality Core Curriculum	Scott Foresman Social Studies Unit Resources	Georgia Reading Performance Standards
<p><b>Lesson 1:</b> Inventors Change the World</p> <p><b>Places</b> Menlo Park, New Jersey Richmond, Virginia Kitty Hawk, North Carolina</p> <p><b>People</b> Alexander Graham Bell Thomas Edison Lewis Latimer Frank Sprague Frank Duryea Charles Duryea</p>	<p><b>SS5H3</b> The student will describe how life changed in America at the turn of the Century b. describe the impact on American life of the Wright brothers (flight), George Washington Carver (science), Alexander Graham Bell (communication), Thomas Edison (electricity)</p> <p><b>SS5G1</b> The student will locate important places in the United States. b. locate important man-made places to include the Chisholm Trail,</p>	<p><b>13 Topic:</b> Immigrants and Industry <b>Standard:</b> Explains the economic and social changes that came about in the late 19<sup>th</sup> century as a result of the growth and expansion - industries/business (small businesses to monopolies) - transportation and transportation systems -migration (farms to cities) and - immigration.</p> <p><b>29 Topic:</b> Information Processing</p>	<p><b>Resources:</b></p> <ul style="list-style-type: none"> <li>▪ Workbook, p. 40,41</li> <li>▪ Transparency 10</li> <li>▪ Every Student Learns Guide, pp. 66-69</li> <li>▪ Quick Study, pp. 34-35</li> </ul> <p><b>Meeting Individual Needs:</b></p> <ul style="list-style-type: none"> <li>▪ ESL Support, TE p.167</li> <li>▪ Leveled Practice, TE pp. 171, 174</li> </ul>	<p><b>ELA5R1</b> (informational) d. Identifies and uses knowledge of common organizational structures (e.g., chronological order, logical order, cause and effect, classification schemes).</p> <p><b>ELA5W1</b> c. Uses traditional structures for conveying information (e.g., chronological order, cause and effect, similarity and difference, and posing and answering a question).</p>

Lesson Titles/ Lesson Vocabulary	Georgia Social Studies Performance Standards	Georgia Social Studies Quality Core Curriculum	Scott Foresman Social Studies Unit Resources	Georgia Reading Performance Standards
(continued) Wilbur Wright Orville Wright Blanche Stuart Scott  <b>Vocabulary</b> Investor outline	Pittsburg PA, Gettysburg PA, Kitty Hawk NC, Pearl Harbor HI, Montgomery AL	<b>Standard:</b> Develops and Interprets charts, tables, timelines, graphs, diagrams and other graphic aids.		
<b>Lesson 2:</b> The Rise of Big Business  <b>Places</b> Pittsburg, Pennsylvania Cleveland, Ohio  <b>People</b> Andrew Carnegie John D. Rockefeller George Washington William Randolph Hearst Madame C. J. Walker J. P. Morgan	<b>SS5G2</b> The student will explain the reasons for the spatial patterns of economic activities. a. identify and explain the factors influencing industrial location in the United States after the Civil War b. define, map, and explain the dispersion of the primary economic activities within the United States since the turn of the century  <b>SS5E3</b> The student will describe how <i>consumers</i> and <i>businesses</i> interact in the United States	<b>4 Topic:</b> Contemporary America <b>Standard:</b> Explains how people in the United States participate in basic economic interdependence - producing - consuming - exchanging - investing, and - specializing.  <b>13 Topic:</b> Immigrants and Industry <b>Standard:</b> Explains the economic and social changes that came about in the late 19 <sup>th</sup> century as	<b>Resources:</b> <ul style="list-style-type: none"> <li>▪ Workbook, p. 42</li> <li>▪ Transparency 1</li> <li>▪ Every Student Learns            Guide, pp. 70-73</li> <li>▪ Quick Study, pp. 36-            37</li> </ul> <b>Meeting Individual            Needs:</b> <ul style="list-style-type: none"> <li>▪ Leveled Practice, TE            p. 177</li> <li>▪ ESL Support, TE p.            178</li> </ul>	<b>ELA5R1</b> (informational) d. Identifies and uses knowledge of common organizational structures (e.g., chronological order, logical order, cause and effect, classification schemes).  <b>ELA5W1</b> c. Uses traditional structures for conveying information (e.g., chronological order, cause and effect, similarity and difference, and posing and answering a question).

Lesson Titles/ Lesson Vocabulary	Georgia Social Studies Performance Standards	Georgia Social Studies Quality Core Curriculum	Scott Foresman Social Studies Unit Resources	Georgia Reading Performance Standards
(continued) <b>Vocabulary</b> corporation stock monopoly free enterprise consumer human resource capital resource	economy across time. a. describe how <i>competition, markets,</i> and <i>prices</i> influence people's behavior. b. describe how people earn <i>income</i> by selling their labor to businesses. c. describe how <i>entrepreneurs</i> take risks to develop new goods and services to start a business.	a result of the growth and expansion - industries/business (small businesses to monopolies) - transportation and transportation systems -migration (farms to cities) and - immigration.		
<b>Lesson 3:</b> New Americans  <b>Places</b> Ellis Island Angel Island  <b>People</b> Mary Antin  <b>Vocabulary</b> prejudice diversity	<b>SS5H3</b> The student will describe how life changed in America at the turn of the century d. describe the reasons people emigrated to the United States, from where they emigrated, and where they settled  <b>SS5CG1</b> The student will explain how a citizens' rights are protected under the U.S. Constitution c. explain the concept of due process of law d. describe how the	<b>13 Topic:</b> Immigrants and Industry <b>Standard:</b> Explains the economic and social changes that came about in the late 19 <sup>th</sup> century as a result of the growth and expansion - industries/business (small businesses to monopolies) - transportation and transportation systems -migration (farms to cities) and - immigration.	<b>Resources:</b> ▪ Workbook, p. 43 ▪ Transparency 6 ▪ Every Student Learns Guide, pp. 74-77 ▪ Quick Study, pp. 38-39 <b>Meeting Individual Needs:</b> ▪ ESL Support, TE p. 185 ▪ Leveled Practice, TE p. 188	<b>ELA5R1</b> (informational) d. Identifies and uses knowledge of common organizational structures (e.g., chronological order, logical order, cause and effect, classification schemes).  <b>ELA5W1</b> c. Uses traditional structures for conveying information (e.g., chronological order, cause and effect, similarity and difference, and posing

Lesson Titles/ Lesson Vocabulary	Georgia Social Studies Performance Standards	Georgia Social Studies Quality Core Curriculum	Scott Foresman Social Studies Unit Resources	Georgia Reading Performance Standards
	constitution protects a citizens rights by due process	<p><b>14 Topic:</b> Immigrants and Industry</p> <p><b>Standard:</b> Describes how life was similar and different for various ethnic groups during the late 19<sup>th</sup> century</p> <ul style="list-style-type: none"> <li>-African Americans</li> <li>- Asian Americans</li> <li>- Hispanic Americans, and</li> <li>-European Americans.</li> </ul>		and answering a question).
<p><b>Lesson 4:</b> The Labor Movement</p> <p><b>Places</b> Homestead,     Pennsylvania New York, New York</p> <p><b>People</b> Lewis Hine Samuel Gompers Mary Harris Jones</p>	<p><b>SS5H3</b> The student will describe how life changed in America at the turn of the Century d. describe the reasons people emigrated to the United States, from where they emigrated, and where they settled</p> <p><b>SS5CG1</b> The student will explain how a citizens' rights are protected under the U.S. Constitution</p>	<p><b>13 Topic:</b> Immigrants and Industry</p> <p><b>Standard:</b> Explains the economic and social changes that came about in the late 19<sup>th</sup> century as a result of the growth and expansion</p> <ul style="list-style-type: none"> <li>- industries/business (small businesses to monopolies)</li> <li>- transportation and transportation systems</li> <li>-migration (farms to cities) and</li> <li>- immigration.</li> </ul>	<p><b>Resources:</b></p> <ul style="list-style-type: none"> <li>▪ Workbook, p. 44</li> <li>▪ Transparency 23</li> <li>▪ Every Student Learns Guide, pp. 78-81</li> <li>▪ Quick Study, pp. 40-41</li> </ul> <p><b>Meeting Individual Needs:</b></p> <ul style="list-style-type: none"> <li>▪ ESL Support, TE p. 195</li> <li>▪ Leveled Practice, TE p. 197</li> </ul>	<p><b>ELA5R1</b> (informational) d. Identifies and uses knowledge of common organizational structures (e.g., chronological order, logical order, cause and effect, classification schemes).</p> <p><b>ELA5W1</b> c. Uses traditional structures for conveying information (e.g., chronological order, cause and effect, similarity and</p>

Lesson Titles/ Lesson Vocabulary	Georgia Social Studies Performance Standards	Georgia Social Studies Quality Core Curriculum	Scott Foresman Social Studies Unit Resources	Georgia Reading Performance Standards
(continued) <b>Vocabulary</b> sweatshop labor union strike	c. explain the concept of due process of law d. describe how the constitution protects a citizens rights by due process	<b>17 Topic:</b> Conflict, Migration and Labor <b>Standard:</b> Analyzes how social, political and economic reforms during the Roosevelt, Taft and Wilson presidencies affected Americans ( e.g., women, children, American Indians, and African Americans) - the 16 <sup>th</sup> , 17 <sup>th</sup> , 18 <sup>th</sup> , and 19 <sup>th</sup> Amendments - child labor, and - labor unions. <b>48 Topic:</b> Civic Participation <b>Standard:</b> Recognizes the right of others to present different viewpoints.		difference, and posing and answering a question).



## Georgia Lesson Planner

**Grade Five:** Growth of a Nation

**Unit 3:** Expansion and Change

**Chapter 5:** Changing Ways of Life

**Scott Foresman Social Studies Leveled Readers:**

- Below-Level Growing and Changing Cities
- On-Level New Problems, New Solutions
- Advanced The Urbanization of America

Lesson Titles/ Lesson Vocabulary	Georgia Social Studies Performance Standards	Georgia Social Studies Quality Core Curriculum	Scott Foresman Social Studies Unit Resources	Georgia Reading Performance Standards
<p><b>Lesson: 1:</b> Rural Life Changes</p> <p><b>Places</b> Walnut Grove, Virginia Ahwahnee Valley, California Appleton, Wisconsin</p> <p><b>People</b> Cyrus McCormick L. O. Colvin Gustav de Laval Ellen Eglui Aaron Montgomery Ward Richard Sears Alvah C. Roebuck</p>	<p><b>SS5G2</b> The student will explain the reasons for the spatial patterns of economic activities.</p> <p>a. identify and explain the factors influencing industrial location in the United States after the Civil War</p>	<p><b>13 Topic:</b> Immigrants and Industry <b>Standard:</b> Explains the economic and social changes that came about in the late 19<sup>th</sup> century as a result of the growth and expansion</p> <ul style="list-style-type: none"> <li>- industries/business (small businesses to monopolies)</li> <li>- transportation and transportation systems</li> <li>-migration (farms to cities) and</li> <li>- immigration.</li> </ul> <p><b>17 Topic:</b> Conflict, Migration and Labor</p>	<p><b>Resources:</b></p> <ul style="list-style-type: none"> <li>▪ Workbook, p. 49</li> <li>▪ Transparency 14</li> <li>▪ Every Student Learns Guide, pp. 82-85</li> <li>▪ Quick Study, pp. 42-43</li> </ul> <p><b>Meeting Individual Needs:</b></p> <ul style="list-style-type: none"> <li>▪ Learning Styles, TE p. 217</li> <li>▪ ESL Support, TE p. 218</li> <li>▪ Leveled Practice, TE p. 219</li> </ul>	<p><b>ELA5R1</b> (literary)</p> <p>c. Identifies and analyzes the similarities and differences between a narrative text and its film or play version.</p> <p>j. Identifies similarities and differences between the characters or events and them in a literary work and the actual experiences in an author's life.</p> <p><b>ELA5W1</b></p> <p>c. Uses traditional structures for conveying information (e.g., chronological order, cause and effect,</p>

Lesson Titles/ Lesson Vocabulary	Georgia Social Studies Performance Standards	Georgia Social Studies Quality Core Curriculum	Scott Foresman Social Studies Unit Resources	Georgia Reading Performance Standards
(continued) <b>Vocabulary</b> manual labor mechanization reaper threshing machine		<b>Standard:</b> Analyzes how social, political and economic reforms during the Roosevelt, Taft and Wilson presidencies affected Americans ( e.g., women, children, American Indians, and African Americans) - the 16 <sup>th</sup> , 17 <sup>th</sup> , 18 <sup>th</sup> , and 19 <sup>th</sup> Amendments - child labor, and - labor unions.		similarity and difference, and posing and answering a question).
<b>Lesson 2:</b> Life in the Growing Cities  <b>Places</b> New York, New York Chicago, Illinois Philadelphia, Pennsylvania St. Louis, Missouri Boston, Massachusetts  <b>People</b> Jane Addams Jacob Riis	<b>SS5H3</b> The student will describe how life changed in America at the turn of the Century d. describe the reasons people emigrated to the United States, from where they emigrated, and where they settled  <b>SS5G2</b> The student will explain the reasons for the spatial patterns of economic activities. a. identify and explain the factors influencing	<b>13 Topic:</b> Immigrants and Industry <b>Standard:</b> Explains the economic and social changes that came about in the late 19 <sup>th</sup> century as a result of the growth and expansion - industries/business (small businesses to monopolies) - transportation and transportation systems -migration (farms to cities) and - immigration.	<b>Resources:</b> ▪ Workbook, p. 50, 51 ▪ Transparency 21 ▪ Every Student Learns Guide, pp. 86-89 ▪ Quick Study, pp. 44-45 <b>Meeting Individual Needs:</b> ▪ ESL Support, TE p. 225 ▪ Leveled Practice, TE pp. 226, 230	<b>ELA5R1</b> (literary) c. Identifies and analyzes the similarities and differences between a narrative text and its film or play version. j. Identifies similarities and differences between the characters or events and them in a literary work and the actual experiences in an author's life.

Lesson Titles/ Lesson Vocabulary	Georgia Social Studies Performance Standards	Georgia Social Studies Quality Core Curriculum	Scott Foresman Social Studies Unit Resources	Georgia Reading Performance Standards
(continued)  “Boss” William M. Tweed Elisha Graves Otis James Buchanan Eads John Roebling  <b>Vocabulary</b> urbanization tenement settlement house political machine suspension bridge line graph circle graph	industrial location in the United States after the Civil War	<b>17 Topic:</b> Conflict, Migration and Labor <b>Standard:</b> Analyzes how social, political and economic reforms during the Roosevelt, Taft and Wilson presidencies affected Americans ( e.g., women, children, American Indians, and African Americans) - the 16 <sup>th</sup> , 17 <sup>th</sup> , 18 <sup>th</sup> , and 19 <sup>th</sup> Amendments - child labor, and - labor unions.  <b>29 Topic:</b> Information Processing <b>Standard:</b> Develops and Interprets charts, tables, timelines, graphs, diagrams and other graphic aids.		<b>ELA5W1</b> c. Uses traditional structures for conveying information (e.g., chronological order, cause and effect, similarity and difference, and posing and answering a question).

Lesson Titles/ Lesson Vocabulary	Georgia Social Studies Performance Standards	Georgia Social Studies Quality Core Curriculum	Scott Foresman Social Studies Unit Resources	Georgia Reading Performance Standards
<p><b>Lesson 3:</b> Unequal Opportunities</p> <p><b>Places</b> Chicago, Illinois Tuskegee, Alabama</p> <p><b>People</b> Jack L. Cooper W. E. B. Du Bois Booker T. Washington George Washington Carver Ida Wells-Barnett</p> <p><b>Vocabulary</b> tenant enfranchise Great Migration</p>	<p><b>SS5H3</b> The student will describe how life changed in America at the turn of the Century b. describe the impact on American life of the Wright brothers (flight), George Washington Carver (science), Alexander Graham Bell (communication), Thomas Edison (electricity)</p>	<p><b>6 Topic:</b> Migration of People <b>Standard:</b> Examines cause and effect of migration of people.</p> <p><b>7 Topic:</b> Physical Environment Movement <b>Standard:</b> Analyzes the impact of the physical environment on the settlement pattern and movements of people after the Civil War.</p> <p><b>8 Topic:</b> Physical Environment Movement <b>Standard:</b> Uses physical maps to draw conclusions about the settlement patterns and movement of people after the Civil War.</p>	<p><b>Resources:</b></p> <ul style="list-style-type: none"> <li>▪ Workbook, p. 52</li> <li>▪ Transparency 1</li> <li>▪ Every Student Learns Guide, pp. 90-93</li> <li>▪ Quick Study, pp. 46-47</li> </ul> <p><b>Meeting Individual Needs:</b></p> <ul style="list-style-type: none"> <li>▪ Leveled Practice, TE p. 234</li> <li>▪ ESL Support, TE p. 235</li> </ul>	<p><b>ELA5R1</b> (literary) c. Identifies and analyzes the similarities and differences between a narrative text and its film or play version. j. Identifies similarities and differences between the characters or events and them in a literary work and the actual experiences in an author’s life.</p> <p><b>ELA5W1</b> c. Uses traditional structures for conveying information (e.g., chronological order, cause and effect, similarity and difference, and posing and answering a question).</p>

Lesson Titles/ Lesson Vocabulary	Georgia Social Studies Performance Standards	Georgia Social Studies Quality Core Curriculum	Scott Foresman Social Studies Unit Resources	Georgia Reading Performance Standards
<p><b>Lesson 4:</b> Women's Rights</p> <p><b>Places</b> Seneca Falls, New York Argonia, Kansas</p> <p><b>People</b> Lucretia Mott Elizabeth Cady Stanton Lucy Stone Susannah Medora Salter Susan B. Anthony Carrie Chapman Catt</p> <p><b>Vocabulary</b> suffrage suffragist Nineteenth Amendment</p>	<p><b>SS5CG2</b> The student will explain how amendments to the U.S. Constitution have maintained a representative democracy b. explain how voting rights were protected by the 15<sup>th</sup>, 19<sup>th</sup>, 23<sup>rd</sup>, 24<sup>th</sup>, and 26<sup>th</sup> amendments</p>	<p><b>2 Topic:</b> Contemporary United States <b>Standard:</b> Identifies the process by which citizens affect change in the United States political system -voting -political campaign participation -petitions -organized protests, and -running for office.</p> <p><b>17 Topic:</b> Conflict, Migration and Labor <b>Standard:</b> Analyzes how social, political and economic reforms during the Roosevelt, Taft, and Wilson presidencies affected Americans (e.g., women, children, American Indians, and African Americans) -the 16<sup>th</sup>, 17<sup>th</sup>, 18<sup>th</sup>, and 19<sup>th</sup> Amendments -child labor, and -labor unions.</p>	<p><b>Resources:</b></p> <ul style="list-style-type: none"> <li>▪ Workbook, p. 53</li> <li>▪ Transparency 10</li> <li>▪ Every Student Learns Guide, pp. 94-97</li> <li>▪ Quick Study, pp. 48-49</li> </ul> <p><b>Meeting Individual Needs:</b></p> <ul style="list-style-type: none"> <li>▪ Leveled Practice, TE p. 241</li> <li>▪ ESL Support, TE p. 242</li> </ul>	<p><b>ELA5R1</b> (literary) c. Identifies and analyzes the similarities and differences between a narrative text and its film or play version. j. Identifies similarities and differences between the characters or events and them in a literary work and the actual experiences in an author's life.</p> <p><b>ELA5W1</b> c. Uses traditional structures for conveying information (e.g., chronological order, cause and effect, similarity and difference, and posing and answering a question).</p>

## Georgia Lesson Planner

**Grade Five:** Growth of a Nation

**Unit 3:** Expansion and Change

**Chapter 6:** Becoming a World Power

**Scott Foresman Social Studies Leveled Readers:**

Below-Level Growing and Changing Cities

On-Level New Problems, New Solutions

Advanced The Urbanization of America

Lesson Titles/ Lesson Vocabulary	Georgia Social Studies Performance Standards	Georgia Social Studies Quality Core Curriculum	Scott Foresman Social Studies Unit Resources	Georgia Reading Performance Standards
<p><b>Lesson 1:</b> Expanding Overseas</p> <p><b>Places</b> Hawaii Puerto Rico Cuba Panama Canal</p> <p><b>People</b> William Seward Liliuokalani Theodore Roosevelt Walter Reed John Stevens</p>	<p><b>SS5H3</b> The student will describe how life changed in America at the turn of the Century c. explain how William McKinley and Theodore Roosevelt expanded America's role in the world including the Spanish-American War and the building of the Panama Canal</p>	<p><b>28 Topic:</b> Information Processing <b>Standard:</b> Determines sequence of events and identifies cause and effect relationships.</p> <p><b>33 Topic:</b> Information Processing <b>Standard:</b> Analyzes interpretations of the same event from multiple types of sources.</p> <p><b>35 Topic:</b> Information Processing <b>Standard:</b> Makes predictions and comparisons based on factual information.</p>	<p><b>Resources:</b></p> <ul style="list-style-type: none"> <li>▪ Workbook, p. 56, 57</li> <li>▪ Transparency 21</li> <li>▪ Every Student Learns Guide, pp. 98-101</li> <li>▪ Quick Study, pp. 50-51</li> </ul> <p><b>Meeting Individual Needs:</b></p> <ul style="list-style-type: none"> <li>▪ ESL Support, TE p. 253, 257</li> <li>▪ Leveled Practice, TE p. 254</li> </ul>	<p><b>ELA5R1</b> (literary) c. Identifies and analyzes the similarities and differences between a narrative text and its film or play version. j. Identifies similarities and differences between the characters or events and them in a literary work and the actual experiences in an author's life.</p> <p><b>ELA5W1</b> c. Uses traditional structures for conveying information (e.g., chronological order,</p>

Lesson Titles/ Lesson Vocabulary	Georgia Social Studies Performance Standards	Georgia Social Studies Quality Core Curriculum	Scott Foresman Social Studies Unit Resources	Georgia Reading Performance Standards
<p><b>(continued)</b> <b>Vocabulary</b> yellow journalism Spanish-American War Rough Riders Buffalo soldiers isthmus source credible</p>				<p>cause and effect, similarity and difference, and posing and answering a question).</p> <p><b>ELA5W3</b> a. Acknowledges information from a source.</p>
<p><b>Lesson 2:</b> The Progressive Movement</p> <p><b>Places</b> Yosemite National Park Grand Canyon National Monument</p> <p><b>People</b> Ida Tarbell Upton Sinclair John Muir</p>	<p><b>SS5E3</b> The student will describe how <i>consumers</i> and <i>businesses</i> interact in the United States economy across time a. describe how <i>competition, markets,</i> and <i>prices</i> influence people’s behavior. b. describe how people earn <i>income</i> by selling their labor to businesses. c. describe how <i>entrepreneurs</i> takes risks to develop new goods and services to start a business.</p>	<p><b>17 Topic:</b> Conflict, Migration and Labor <b>Standard:</b> Analyzes how social, political and economic reforms during the Roosevelt, Taft, and Wilson presidencies affected Americans (e.g., women, children, American Indians, and African Americans) -the 16<sup>th</sup>, 17<sup>th</sup>, 18<sup>th</sup>, and 19<sup>th</sup> Amendments -child labor, and -labor unions.</p>	<p><b>Resources:</b></p> <ul style="list-style-type: none"> <li>▪ Workbook, p. 58, 59</li> <li>▪ Transparency 14</li> <li>▪ Every Student Learns Guide, pp. 102-105</li> <li>▪ Quick Study, pp. 52- 53</li> </ul> <p><b>Meeting Individual Needs:</b></p> <ul style="list-style-type: none"> <li>▪ ESL Support, TE p. 264</li> <li>▪ Leveled Practice, TE p. 265</li> </ul>	<p><b>ELA5R1</b> (literary) c. Identifies and analyzes the similarities and differences between a narrative text and its film or play version. j. Identifies similarities and differences between the characters or events and them in a literary work and the actual experiences in an author’s life.</p>

Lesson Titles/ Lesson Vocabulary	Georgia Social Studies Performance Standards	Georgia Social Studies Quality Core Curriculum	Scott Foresman Social Studies Unit Resources	Georgia Reading Performance Standards
(continued) <b>Vocabulary</b> trust Progressives muckraker Blue Laws conservation political cartoon		<p><b>47 Topic:</b> Civic Participation <b>Standard:</b> Formulates and defends positions on an issue.</p> <p><b>48 Topic:</b> Civic Participation <b>Standard:</b> Recognizes the right of others to present different viewpoints.</p>		<p><b>ELA5W1</b> c. Uses traditional structures for conveying information (e.g., chronological order, cause and effect, similarity and difference, and posing and answering a question).</p>
<p><b>Lesson 3:</b> World War I</p> <p><b>Places</b> Austria-Hungary Serbia Versailles, France</p> <p><b>People</b> Woodrow Wilson John J. Pershing Eddie Rickenbacker Alvin C. York</p>	<p><b>SS5H4</b> The student will describe the U.S. involvement in World War I and post World War I America. a. explain how German attacks on U.S. shipping during the war in Europe (1914-1917) ultimately led the U.S. to join the fight against Germany including the sinking of the Lusitania and concerns over safety of U.S. ships</p>	<p><b>18 Topic:</b> Conflict and Prosperity <b>Standard:</b> Recognizes the causes of World War I -nationalism (honoring and promoting one’s own nation above all other) -militarism (glorifying war and preparing armed forces for conflict), and -imperialism (creating an empire by dominating other nations).</p>	<p><b>Resources:</b></p> <ul style="list-style-type: none"> <li>▪ Workbook, p. 60, 61</li> <li>▪ Transparency 14</li> <li>▪ Every Student Learns Guide, pp. 106-109</li> <li>▪ Quick Study, pp. 54-55</li> </ul> <p><b>Meeting Individual Needs:</b></p> <ul style="list-style-type: none"> <li>▪ ESL Support, TE p. 273</li> <li>▪ Leveled Practice, TE p. 276</li> </ul>	<p><b>ELA5R1</b> (literary) c. Identifies and analyzes the similarities and differences between a narrative text and its film or play version. j. Identifies similarities and differences between the characters or events and them in a literary work and the actual experiences in an author’s life.</p>



Lesson Titles/ Lesson Vocabulary	Georgia Social Studies Performance Standards	Georgia Social Studies Quality Core Curriculum	Scott Foresman Social Studies Unit Resources	Georgia Reading Performance Standards
(continued) <b>Vocabulary</b> World War I nationalism alliance isolationism League of Nations Treaty of Versailles		<p><b>31 Topic:</b> Information Processing <b>Standard:</b> Distinguishes between primary and secondary sources and determines respective uses.</p> <p><b>32 Topic:</b> Information Processing <b>Standard:</b> Analyzes artifacts.</p>		<p><b>ELA5W1</b> c. Uses traditional structures for conveying information (e.g., chronological order, cause and effect, similarity and difference, and posing and answering a question).</p>

## Georgia Lesson Planner

**Grade Five:** Growth of a Nation

**Unit 4:** Prosperity, Depression, and War

**Chapter 7:** Times of Plenty, times of Hardship

**Scott Foresman Social Studies Leveled Readers:**

Below-Level    The War at Home

On-Level        The Homefront

Advanced        We're in This Together

Lesson Titles/ Lesson Vocabulary	Georgia Social Studies Performance Standards	Georgia Social Studies Quality Core Curriculum	Scott Foresman Social Studies Unit Resources	Georgia Reading Performance Standards
<p><b>Lesson 1:</b> An Industrial Nation</p> <p><b>Places</b> Detroit, Michigan Los Angeles, California</p> <p><b>People</b> Henry Ford Guglielmo Marconi David Sarnoff Frank Conrad</p> <p><b>Vocabulary</b> assembly line mass production mass media fact opinion</p>	<p><b>SS5H4</b> The student will describe the U.S. involvement in World War I and post World War I America. b. describe the cultural developments and individual contributions in the 1920s of the Jazz Age (Louis Armstrong), the Harlem Renaissance (Langston Hughes), baseball (Babe Ruth), the automobile (Henry Ford), and the airplane (Charles Lindbergh)</p> <p><b>SS5G1</b> The student will locate important places in the United States.</p>	<p><b>19 Topic:</b> Conflict and Prosperity <b>Standard:</b> Examines the impact of the following on American lifestyles of the 1920's: -development of steel industries -home ownership (as the American dream) -invention and use of the horseless carriage -organized sports, and -availability of electricity.</p> <p><b>30 Topic:</b> Information Processing <b>Standard:</b> Distinguishes between fact and opinion.</p>	<p><b>Resources:</b></p> <ul style="list-style-type: none"> <li>▪ Workbook, p. 67, 68</li> <li>▪ Transparency 23</li> <li>▪ Every Student Learns Guide, pp. 110-113</li> <li>▪ Quick Study, pp. 56-57</li> </ul> <p><b>Meeting Individual Needs:</b></p> <ul style="list-style-type: none"> <li>▪ ESL Support, TE pp. 299, 307</li> <li>▪ Leveled Practice, TE p. 300</li> </ul>	<p><b>ELA5R1</b> (literary) i. Makes judgments and inferences about setting, characters, and events and supports them with elaborating and convincing evidence from the text.</p> <p><b>ELA5LSV1</b> g. Actively solicits another person's comments or opinions. h. Offers own opinion forcefully without domineering. k. Gives reasons in support of opinion expressed.</p>

Lesson Titles/ Lesson Vocabulary	Georgia Social Studies Performance Standards	Georgia Social Studies Quality Core Curriculum	Scott Foresman Social Studies Unit Resources	Georgia Reading Performance Standards
(continued)	b. locate important man-made places to include the Chisholm Trail, Pittsburgh PA, Gettysburg PA, Kitty Hawk NC, Pearl Harbor HI, Montgomery AL	<b>51 Topic:</b> Civic Participation <b>Standard:</b> Recognizes appropriate ways to influence public policy and civic actions.		
<p><b>Lesson 2:</b> The Roaring Twenties</p> <p><b>Places</b> New Orleans, Louisiana Harlem, New York</p> <p><b>People</b> Duke Ellington Louis Armstrong Bessie Smith F. Scott Fitzgerald Langston Hughes Zora Neale Hurston Jacob Lawrence Charles Lindbergh Amelia Earhart Georgia O’Keeffe</p>	<p><b>SS5H4</b> The student will describe the U.S. involvement in World War I and post World War I America.</p> <p>b. describe the cultural developments and individual contributions in the 1920s of the Jazz Age (Louis Armstrong), the Harlem Renaissance (Langston Hughes), baseball (Babe Ruth), the automobile (Henry Ford), and the airplane (Charles Lindbergh)</p> <p><b>SS5H5</b> The student will explain how the Great Depression and New Deal affected the lives of millions of Americans.</p>	<p><b>17 Topic:</b> Conflict, Migration and Labor <b>Standard:</b> Analyzes how social, political and economic reforms during the Roosevelt, Taft, and Wilson presidencies affected Americans (e.g., women, children, American Indians, and African Americans) -the 16<sup>th</sup>, 17<sup>th</sup>, 18<sup>th</sup>, and 19<sup>th</sup> Amendments -child labor, and -labor unions.</p> <p><b>19 Topic:</b> Conflict and Prosperity <b>Standard:</b> Examines the impact of the following on American lifestyles of the 1920’s:</p>	<p><b>Resources:</b></p> <ul style="list-style-type: none"> <li>▪ Workbook, p. 69</li> <li>▪ Transparency 23</li> <li>▪ Every Student Learns Guide, pp. 114-117</li> <li>▪ Quick Study, pp. 58-59</li> </ul> <p><b>Meeting Individual Needs:</b></p> <ul style="list-style-type: none"> <li>▪ ESL Support, TE p. 313</li> <li>▪ Leveled Practice, TE p. 315</li> </ul>	<p><b>ELA5R1</b> (literary) i. Makes judgments and inferences about setting, characters, and events and supports them with elaborating and convincing evidence from the text.</p>

Lesson Titles/ Lesson Vocabulary	Georgia Social Studies Performance Standards	Georgia Social Studies Quality Core Curriculum	Scott Foresman Social Studies Unit Resources	Georgia Reading Performance Standards
(continued) <b>Vocabulary</b> Prohibition Eighteenth Amendment Twenty-first Amendment jazz Harlem Renaissance	c. discuss important cultural elements of the 1930's to include the Duke Ellington, Margaret Mitchell, and Jesse Owens.	<ul style="list-style-type: none"> <li>-development of steel industries</li> <li>-home ownership (as the American dream)</li> <li>-invention and use of the horseless carriage</li> <li>-organized sports, and</li> <li>-availability of electricity.</li> </ul> <p><b>25 Topic:</b> Culture  <b>Standard:</b> Gives examples of and demonstrates how culture in the United States is reflected through art, music and literature during different historical periods including:</p> <ul style="list-style-type: none"> <li>-Jazz Age/Roaring Twenties</li> <li>-Harlem Renaissance/Big Band Era</li> <li>-Rock 'n Roll, and</li> <li>-Contemporary Art.</li> </ul> <p><b>31 Topic:</b> Information Processing  <b>Standard:</b> Distinguishes between primary and secondary sources and determines respective uses.</p>		

Lesson Titles/ Lesson Vocabulary	Georgia Social Studies Performance Standards	Georgia Social Studies Quality Core Curriculum	Scott Foresman Social Studies Unit Resources	Georgia Reading Performance Standards
<p><b>Lesson 3:</b> The Good Times End</p> <p><b>Places</b> New York, New York</p> <p><b>People</b> Herbert Hoover</p> <p><b>Vocabulary</b> unemployment stock market Great Depression credit</p>	<p><b>SS5H5</b> The student will explain how the Great Depression and New Deal affected the lives of millions of Americans. a. discuss the Stock Market Crash of 1929, Herbert Hoover, Franklin Roosevelt, the Dust Bowl, and soup kitchens</p> <p><b>SS5E1</b> The student will use the basic economic concepts of <i>trade</i>, <i>opportunity cost</i>, <i>specialization</i>, <i>voluntary exchange</i>, <i>productivity</i>, and <i>price incentives</i> to illustrate historical events. b. explain how <i>price incentives</i> affect people’s behavior and choices (such as monetary policy during the Great Depression).</p>	<p><b>20 Topic:</b> Depression, War and Recovery <b>Standard:</b> Gives examples of causes and effects of the Great Depression -social (e.g., farmers, tenants, sharecroppers, and factory workers). -economic (e.g., New Deal), and -political (e.g., New Deal).</p> <p><b>39 Topic:</b> Problem Solving <b>Standard:</b> Identifies and defines a problem.</p> <p><b>41 Topic:</b> Problem Solving <b>Standard:</b> Collects evidence using appropriate, reliable data.</p>	<p><b>Resources:</b></p> <ul style="list-style-type: none"> <li>▪ Workbook, p. 70</li> <li>▪ Transparency 20</li> <li>▪ Every Student Learns Guide, pp. 118-121</li> <li>▪ Quick Study, pp. 60-61</li> </ul> <p><b>Meeting Individual Needs:</b></p> <ul style="list-style-type: none"> <li>▪ ESL Support, TE p. 323</li> <li>▪ Leveled Practice, TE p. 324</li> </ul>	<p><b>ELA5R1</b> (literary) i. Makes judgments and inferences about setting, characters, and events and supports them with elaborating and convincing evidence from the text.</p>

Lesson Titles/ Lesson Vocabulary	Georgia Social Studies Performance Standards	Georgia Social Studies Quality Core Curriculum	Scott Foresman Social Studies Unit Resources	Georgia Reading Performance Standards
<p><b>Lesson 4:</b> The New Deal</p> <p><b>Places</b> Dodge City, Kansas Queens, New York</p> <p><b>People</b> Franklin D. Roosevelt Eleanor Roosevelt Dorothea Lange John Steinbeck</p> <p><b>Vocabulary</b> New Deal Social Security drought Dust Bowl migrant worker inflation</p>	<p><b>SS5H5</b> The student will explain how the Great Depression and New Deal affected the lives of millions of Americans.</p> <p>a. discuss the Stock Market Crash of 1929, Herbert Hoover, Franklin Roosevelt, the Dust Bowl, and soup kitchens</p> <p>b. analyze the main features of the New Deal including the significance of the Civilian Conservation Corps, Works Progress Administration, and the Tennessee Valley Authority.</p>	<p><b>5 Topic:</b> Contemporary America</p> <p><b>Standard:</b> Identifies three basic questions asked by any society regarding production from scarce natural and human resources.</p> <p>-Who decides what will be produced? -What factors of production will be used and how? How will the results of production be distributed?</p> <p><b>20 Topic:</b> Depression, War and Recovery</p> <p><b>Standard:</b> Gives examples of causes and effects of the Great Depression</p> <p>-social (e.g., farmers, tenants, sharecroppers, and factory workers). -economic (e.g., New Deal), and -political (e.g., New Deal).</p>	<p><b>Resources:</b></p> <ul style="list-style-type: none"> <li>▪ Workbook, p. 71</li> <li>▪ Transparency 1</li> <li>▪ Every Student Learns Guide, pp. 122-125</li> <li>▪ Quick Study, pp. 62-63</li> </ul> <p><b>Meeting Individual Needs:</b></p> <ul style="list-style-type: none"> <li>▪ ESL Support, TE p. 330</li> <li>▪ Leveled Practice, TE p. 336</li> </ul>	<p><b>ELA5R1</b> (literary)</p> <p>i. Makes judgments and inferences about setting, characters, and events and supports them with elaborating and convincing evidence from the text.</p>

## Georgia Lesson Planner

**Grade Five:** Growth of a Nation

**Unit 4:** Prosperity, Depression, and War

**Chapter 8:** World War II

**Scott Foresman Social Studies Leveled Readers:**

Below-Level    The War at Home

On-Level        The Homefront

Advanced        We're in This Together

Lesson Titles/ Lesson Vocabulary	Georgia Social Studies Performance Standards	Georgia Social Studies Quality Core Curriculum	Scott Foresman Social Studies Unit Resources	Georgia Reading Performance Standards
<p><b>Lesson 1:</b> World War II Begins</p> <p><b>Places</b> Pearl Harbor, Hawaii</p> <p><b>People</b> Franklin D. Roosevelt Adolph Hitler Benito Mussolini Winston Churchill Hideki Tojo Joseph Stalin</p> <p><b>Vocabulary</b> dictator fascism Axis</p>	<p><b>SS5H6</b> The student will explain the reasons for America's involvement in World War II.</p> <p>a. describe Germany's aggression in Europe and Japanese aggression in Asia</p> <p>b. describe major events in the war in both Europe and the Pacific including Pearl Harbor, Iwo Jima, D-Day, VE and VJ Days, and the Holocaust</p> <p>d. identify Roosevelt, Stalin, Churchill, Hirohito, Truman, Mussolini and Hitler</p>	<p><b>21 Topic:</b> Depression, War and Recovery <b>Standard:</b> Analyzes and explains major causes, events and personalities of World War II -Resurgence of nationalism, militarism and imperialism -major powers and their leaders -Pearl Harbor -the internment of Japanese Americans -the Holocaust, and -VE and VJ Day.</p> <p><b>47 Topic:</b> Civic Participation</p>	<p><b>Resources:</b></p> <ul style="list-style-type: none"> <li>▪ Workbook, p. 75</li> <li>▪ Transparency 22</li> <li>▪ Every Student Learns Guide, pp. 126-129</li> <li>▪ Quick Study, pp. 64-65</li> </ul> <p><b>Meeting Individual Needs:</b></p> <ul style="list-style-type: none"> <li>▪ ESL Support, TE p. 342</li> <li>▪ Leveled Practice, TE p. 343</li> </ul>	<p><b>ELA5R1</b> (literary) i. Makes judgments and inferences about setting, characters, and events and supports them with elaborating and convincing evidence from the text.</p>

Lesson Titles/ Lesson Vocabulary	Georgia Social Studies Performance Standards	Georgia Social Studies Quality Core Curriculum	Scott Foresman Social Studies Unit Resources	Georgia Reading Performance Standards
(continued) Allies World War II Lend-Lease		<p><b>Standard:</b> Formulates and defends positions on an issue.</p> <p><b>57 Topic:</b> Maps and Globes</p> <p><b>Standard:</b> Uses maps and globes to explain geographical settings of historical and current events.</p>		
<p><b>Lesson 2:</b> The Home Front</p> <p><b>Places</b> Los Alamos, New Mexico</p> <p><b>People</b> Benjamin O. Davis, Jr. Albert Einstein</p> <p><b>Vocabulary</b> rationing Tuskegee Airmen Manhattan Project</p>	<p><b>SS5H6</b> The student will explain the reasons for America’s involvement in World War II. e. describe the effects of rationing and the changing role of women and African-Americans including “Rosie the Riveter” and the Tuskegee Airmen.</p>	<p><b>22 Topic:</b> Depression, War and Recovery</p> <p><b>Standard:</b> Identifies and make assessments about the social and economic impact on Georgia and the United States homefronts during World War II: -growth of suburbs -economic and military mobilization (women in the work force), and -increased technology (aviation, weapons, communication, and medicine).</p>	<p><b>Resources:</b></p> <ul style="list-style-type: none"> <li>▪ Workbook, p. 76</li> <li>▪ Transparencies p.2</li> <li>▪ Every Student Learns Guide, pp. 130-133</li> <li>▪ Quick Study, pp. 66-67</li> </ul> <p><b>Meeting Individual Needs:</b></p> <ul style="list-style-type: none"> <li>▪ Leveled Practice, TE p. 350</li> <li>▪ ESL Support, TE p. 354</li> </ul>	<p><b>ELA5R1</b> (literary) i. Makes judgments and inferences about setting, characters, and events and supports them with elaborating and convincing evidence from the text.</p>



Lesson Titles/ Lesson Vocabulary	Georgia Social Studies Performance Standards	Georgia Social Studies Quality Core Curriculum	Scott Foresman Social Studies Unit Resources	Georgia Reading Performance Standards
(continued)		<p><b>34 Topic:</b> Information Processing  <b>Standard:</b> Selects and discusses the main idea from a reading passage or listening activity.</p>		
<p><b>Lesson 3:</b> The World at War</p> <p><b>Places</b>  Normandy, France  Iwo Jima, Japan  Hiroshima, Japan</p> <p><b>People</b>  Chester Nimitz  Dwight D. Eisenhower  George S. Patton  Douglas MacArthur  Harry S. Truman  Anne Frank</p> <p><b>Vocabulary</b>  Battle of Midway  Battle of Stalingrad  Battle of the Bulge  concentration camp  Holocaust</p>	<p><b>SS5H6</b> The student will explain the reasons for America’s involvement in World War II.  b. describe major events in the war in both Europe and the Pacific including Pearl Harbor, Iwo Jima, D-Day, VE and VJ Days, and the Holocaust  c. discuss President Truman’s decision to drop the atomic bomb on Hiroshima and Nagasaki.</p>	<p><b>21 Topic:</b> Depression, War and Recovery  <b>Standard:</b> Analyzes and explains major causes, events and personalities of World War II  -Resurgence of nationalism, militarism and imperialism  -major powers and their leaders  -Pearl Harbor  -the internment of Japanese Americans  -the Holocaust, and  -VE and VJ Day.</p> <p><b>47 Topic:</b> Civic Participation  <b>Standard:</b> Formulates and defends positions on an issue.</p>	<p><b>Resources:</b></p> <ul style="list-style-type: none"> <li>▪ Workbook, p.77, 78</li> <li>▪ Transparencies p. 11</li> <li>▪ Every Student Learns Guide, p. 134-137</li> <li>▪ Quick Study, p. 68-69</li> </ul> <p><b>Meeting Individual Needs:</b></p> <ul style="list-style-type: none"> <li>▪ ESL Support, TE p. 359</li> <li>▪ Leveled Practice, TE p. 362</li> </ul>	<p><b>ELA5R1</b> (literary)  i. Makes judgments and inferences about setting, characters, and events and supports them with elaborating and convincing evidence from the text.</p>

Lesson Titles/ Lesson Vocabulary	Georgia Social Studies Performance Standards	Georgia Social Studies Quality Core Curriculum	Scott Foresman Social Studies Unit Resources	Georgia Reading Performance Standards
(continued)  latitude longitude grid International Date Line		<b>60 Topic:</b> Maps and Globes <b>Standard:</b> Uses grid systems, cardinal and intermediate directions to determine specific locations.		

## Georgia Lesson Planner

**Grade Five:** Growth of a Nation

**Unit 5:** Challenges at Home and Abroad

**Chapter 9:** The Postwar World

**Scott Foresman Social Studies Leveled Readers:**

Below-Level 3, 2, 1, Blast Off!

On-Level Rockets and Satellites

Advanced The Cold War and the Space Race

Lesson Titles/ Lesson Vocabulary	Georgia Social Studies Performance Standards	Georgia Social Studies Quality Core Curriculum	Scott Foresman Social Studies Unit Resources	Georgia Reading Performance Standards
<p><b>Lesson 1:</b> The World Divided</p> <p><b>Places</b> East Berlin West Berlin Moscow</p> <p><b>People</b> George C. Marshall</p> <p><b>Vocabulary:</b> Aggressor Marshall Plan United Nations communism ideology NATO Berlin Airlift Cold War</p>	<p><b>SS5H6</b> The student will explain the reasons for America’s involvement in World War II. f. explain the U.S. role in the formation of the United Nations.</p> <p><b>SS5H7</b> The student will discuss the origins and consequences of the Cold War. a. explain the origin and meaning of the term “Iron Curtain” b. explain the how the United States sought to stop the spread of communism through the Berlin airlift, the Korean</p>	<p><b>23 Topic:</b> Post World War II <b>Standard:</b> Describes the United States in world affairs since World War II including role in: -United Nations -Cold War -Korea -South Vietnam, and -Break-up of USSR.</p> <p><b>28 Topic:</b> Information Processing <b>Standard:</b> Determines sequences of events and identifies cause and effect relationships.</p>	<p><b>Resources:</b></p> <ul style="list-style-type: none"> <li>▪ Workbook, p. 84, 85</li> <li>▪ Transparency 20</li> <li>▪ Every Student Learns Guide, pp. 138-141</li> <li>▪ Quick Study, pp. 70-71</li> </ul> <p><b>Meeting Individual Needs:</b></p> <ul style="list-style-type: none"> <li>▪ ESL Support, TE p. 387, 392</li> <li>▪ Leveled Practice, TE p. 388</li> </ul>	<p><b>ELA5R1</b> (informational) d. Identifies and uses knowledge of common organizational structures (e.g., chronological order, logical order, cause and effect, classification schemes). e. Distinguishes cause from effect in context.</p> <p><b>ELA5W1</b> c. Uses traditional structures for conveying information (e.g., chronological order, cause and effect, similarity and difference, and posing and answering a question).</p>

Lesson Titles/ Lesson Vocabulary	Georgia Social Studies Performance Standards	Georgia Social Studies Quality Core Curriculum	Scott Foresman Social Studies Unit Resources	Georgia Reading Performance Standards
(continued) propaganda primary source secondary source	War, and the North Atlantic Treaty Organization. c. identify Joseph McCarthy, and Nikita Khrushchev	<b>31 Topic:</b> Information Processing <b>Standard:</b> Distinguishes between primary and secondary sources and determines respective uses.		
<p><b>Lesson 2:</b> Boom Years at Home</p> <p><b>Places</b> Anaheim, California Detroit, Michigan</p> <p><b>People</b> Walter Cronkite Edward R. Murrow</p> <p><b>Vocabulary</b> suburbs AFL-CIO GI Bill of Rights consumer credit credit card commute</p>	<p><b>SS5H8</b> The student will describe the importance of key people, events and developments between 1950-1975. d. discuss the significance of the new technologies of television and space exploration</p>	<p><b>24 Topic:</b> Post World War II <b>Standard:</b> Categorizes the economic, social and political changes in the United States and Georgia since World War II including -segregation, desegregation and the Civil Rights Movement -patterns of immigration -role of women -advancement of technology, and -impact of drugs and gangs.</p>	<p><b>Resources:</b></p> <ul style="list-style-type: none"> <li>▪ Workbook, p. 86</li> <li>▪ Transparency 20</li> <li>▪ Every Student Learns Guide, pp. 142-145</li> <li>▪ Quick Study, pp. 72-73</li> </ul> <p><b>Meeting Individual Needs:</b></p> <ul style="list-style-type: none"> <li>▪ Leveled Practice, TE p. 400</li> <li>▪ ESL Support, TE p. 402</li> </ul>	<p><b>ELA5R1</b> (informational) d. Identifies and uses knowledge of common organizational structures (e.g., chronological order, logical order, cause and effect, classification schemes). e. Distinguishes cause from effect in context.</p> <p><b>ELA5W1</b> c. Uses traditional structures for conveying information (e.g., chronological order, cause and effect, similarity and difference, and posing and answering a question).</p>

Lesson Titles/ Lesson Vocabulary	Georgia Social Studies Performance Standards	Georgia Social Studies Quality Core Curriculum	Scott Foresman Social Studies Unit Resources	Georgia Reading Performance Standards
(continued)		<p><b>25 Topic:</b> Culture  <b>Standard:</b> Gives examples of and demonstrates how culture in the United States is reflected through art, music and literature during different historical periods including:            -Jazz Age/Roaring Twenties            -Harlem Renaissance/Big Band Era            -Rock 'n Roll, and            -Contemporary Art.</p>		
<p><b>Lesson 3:</b> Cold War Conflicts</p> <p><b>Places</b>            North Korea            South Korea</p> <p><b>People</b>            Joseph McCarthy            John F. Kennedy</p>	<p><b>SS5H8</b> The student will describe the importance of key people, events and developments between 1950-1975.            a. discuss the importance of the Cuban Missile Crisis and the Vietnam War</p>	<p><b>23 Topic:</b> Post World War II  <b>Standard:</b> Describes the United States in world affairs since World War II including role in:            -United Nations            -Cold War            -Korea            -South Vietnam, and            -Break-up of USSR.</p>	<p><b>Resources:</b></p> <ul style="list-style-type: none"> <li>▪ Workbook, p. 87</li> <li>▪ Transparency 6</li> <li>▪ Every Student Learns Guide, pp. 146-149</li> <li>▪ Quick Study, pp. 74-75</li> </ul> <p><b>Meeting Individual Needs:</b></p> <ul style="list-style-type: none"> <li>▪ Leveled Practice, TE p. 407</li> <li>▪ ESL Support, TE p. 410</li> </ul>	<p><b>ELA5R1</b> (informational)            d. Identifies and uses knowledge of common organizational structures (e.g., chronological order, logical order, cause and effect, classification schemes).            e. Distinguishes cause from effect in context.</p>

Lesson Titles/ Lesson Vocabulary	Georgia Social Studies Performance Standards	Georgia Social Studies Quality Core Curriculum	Scott Foresman Social Studies Unit Resources	Georgia Reading Performance Standards
(continued) <b>Vocabulary</b> Korean War Red Scare arms race Cuban Missile crises Berlin Wall		<b>38 Topic:</b> Information Processing <b>Standard:</b> Determines adequacy, relevancy and consistency of information for justifying conclusions or generalizations.		<b>ELA5W1</b> c. Uses traditional structures for conveying information (e.g., chronological order, cause and effect, similarity and difference, and posing and answering a question).

## Georgia Lesson Planner

**Grade Five:** Growth of a Nation

**Unit 5:** Challenges at Home and Abroad

**Chapter 10:** A Changing Nation

**Scott Foresman Social Studies Leveled Readers:**

Below-Level 3, 2, 1, Blast Off!

On-Level Rockets and Satellites

Advanced The Cold War and the Space Race

Lesson Titles/ Lesson Vocabulary	Georgia Social Studies Performance Standards	Georgia Social Studies Quality Core Curriculum	Scott Foresman Social Studies Unit Resources	Georgia Reading Performance Standards
<p><b>Lesson 1:</b> African American and Civil Rights</p> <p><b>Places</b> Montgomery, Alabama Greensboro, North Carolina</p> <p><b>People</b> Jackie Robinson Thurgood Marshall Rosa Parks Martin Luther King, Jr. Malcolm X</p>	<p><b>SS5H8</b> The student will describe the importance of key people, events and developments between 1950-1975.</p> <p>b. explain the key events and people of the Civil Rights movement including the Brown v. Board of Education 1954, Montgomery Bus Boycott, the March on Washington, Civil Rights Act and Voting Rights Act and civil rights activities of Thurgood Marshall, Rosa Parks, and Martin Luther King, Jr.</p>	<p><b>2 Topic:</b> Contemporary United States <b>Standard:</b> Explains how the following concepts are important to United States citizenship and contribute to National Unity: -individual rights -common good -self-government, and -cultural awareness.</p> <p><b>24 Topic:</b> Post World War II <b>Standard:</b> Categorizes the economic, social and political changes in the United States and Georgia since World War II including</p>	<p><b>Resources:</b></p> <ul style="list-style-type: none"> <li>▪ Workbook, p. 91</li> <li>▪ Transparency 20</li> <li>▪ Every Student Learns Guide, pp. 150-153</li> <li>▪ Quick Study, pp. 76-77</li> </ul> <p><b>Meeting Individual Needs:</b></p> <ul style="list-style-type: none"> <li>▪ ESL Support, TE p. 422</li> <li>▪ Leveled Practice, TE p. 424</li> </ul>	<p><b>ELA5R1</b> (informational) d. Identifies and uses knowledge of common organizational structures (e.g., chronological order, logical order, cause and effect, classification schemes). e. Distinguishes cause from effect in context.</p> <p><b>ELA5W1</b> c. Uses traditional structures for conveying information (e.g., chronological order, cause and effect, similarity and difference, and posing and answering a question).</p>

Lesson Titles/ Lesson Vocabulary	Georgia Social Studies Performance Standards	Georgia Social Studies Quality Core Curriculum	Scott Foresman Social Studies Unit Resources	Georgia Reading Performance Standards
(continued) <b>Vocabulary</b> civil rights passive resistance	c. describe the impact on American society of the assassinations of President John F. Kennedy, Robert F. Kennedy, and Martin Luther King, Jr.	-segregation, desegregation and the Civil Rights Movement -patterns of immigration -role of women -advancement of technology, and -impact of drugs and gangs.  <b>51 Topic:</b> Civic Participation <b>Standard:</b> Recognizes appropriate ways to influence public policy and civic actions.		



Lesson Titles/ Lesson Vocabulary	Georgia Social Studies Performance Standards	Georgia Social Studies Quality Core Curriculum	Scott Foresman Social Studies Unit Resources	Georgia Reading Performance Standards
<p><b>Lesson 2:</b> The Cold War Continues</p> <p><b>Places</b> North Vietnam South Vietnam</p> <p><b>People</b> John Glenn Neil Armstrong Edwin “Buzz” Aldrin Michael Collins Richard Nixon William Westmoreland Maya Ying Lin</p> <p><b>Vocabulary</b> space race Vietnam Conflict guerrilla warfare</p>	<p><b>SS5H8</b> The student will describe the importance of key people, events and developments between 1950-1975. d. discuss the significance of the new technologies of television and space exploration</p> <p><b>SS5H9</b> The student will trace important developments in America since 1975. a. describe US involvement in world events including efforts to bring peace to the Middle East, the collapse of the Soviet Union, Persian Gulf War, and the War on Terrorism in response to September 11, 2001.</p>	<p><b>23 Topic:</b> Post World War II <b>Standard:</b> Describes the United States in world affairs since World War II including role in: -United Nations -Cold War -Korea -South Vietnam, and -Break-up of USSR.</p> <p><b>47 Topic:</b> Civic Participation <b>Standard:</b> Formulates and defends positions on an issue.</p>	<p><b>Resources:</b></p> <ul style="list-style-type: none"> <li>▪ Workbook, p. 92</li> <li>▪ Transparency 6</li> <li>▪ Every Student Learns Guide, 154-157</li> <li>▪ Quick Study, pp. 78-79</li> </ul> <p><b>Meeting Individual Needs:</b></p> <ul style="list-style-type: none"> <li>▪ Leveled Practice, TE p. 432</li> <li>▪ ESL Support, TE p. 434</li> </ul>	<p><b>ELA5R1</b> (informational) d. Identifies and uses knowledge of common organizational structures (e.g., chronological order, logical order, cause and effect, classification schemes). e. Distinguishes cause from effect in context.</p> <p><b>ELA5W1</b> c. Uses traditional structures for conveying information (e.g., chronological order, cause and effect, similarity and difference, and posing and answering a question).</p>

Lesson Titles/ Lesson Vocabulary	Georgia Social Studies Performance Standards	Georgia Social Studies Quality Core Curriculum	Scott Foresman Social Studies Unit Resources	Georgia Reading Performance Standards
<p><b>Lesson 3:</b> Years of Change</p> <p><b>Places</b> New York, New York</p> <p><b>People</b> Sandra Day O'Connor Phyllis Schlafly Cesar Chavez Dolores Huerta Rachel Caron</p> <p><b>Vocabulary</b> National Organization for Women United Far Workers of America Americans with Disabilities Act Equal Employment Opportunity Commission Earth Day Environmental Protection Agency</p>	<p><b>SS5H9</b> The student will trace important developments in America since 1975. a. describe US involvement in world events including efforts to bring peace to the Middle East, the collapse of the Soviet Union, Persian Gulf War, and the War on Terrorism in response to September 11, 2001.</p>	<p><b>24 Topic:</b> Post World War II <b>Standard:</b> Categorizes the economic, social and political changes in the United States and Georgia since World War II including -segregation, desegregation and the Civil Rights Movement -patterns of immigration -role of women -advancement of technology, and -impact of drugs and gangs.</p> <p><b>49 Topic:</b> Civic Participation <b>Standard:</b> Participates in planning effective civic actions and demonstrates effective civic actions.</p>	<p><b>Resources:</b></p> <ul style="list-style-type: none"> <li>▪ Workbook, p. 93</li> <li>▪ Transparency 20</li> <li>▪ Every Student Learns Guide, pp. 158-161</li> <li>▪ Quick Study, pp. 80-81</li> </ul> <p><b>Meeting Individual Needs:</b></p> <ul style="list-style-type: none"> <li>▪ Leveled Practice, TE p. 440</li> <li>▪ ESL Support, TE p. 442</li> </ul>	<p><b>ELA5R1</b> (informational) d. Identifies and uses knowledge of common organizational structures (e.g., chronological order, logical order, cause and effect, classification schemes). e. Distinguishes cause from effect in context.</p> <p><b>ELA5W1</b> c. Uses traditional structures for conveying information (e.g., chronological order, cause and effect, similarity and difference, and posing and answering a question).</p>

Lesson Titles/ Lesson Vocabulary	Georgia Social Studies Performance Standards	Georgia Social Studies Quality Core Curriculum	Scott Foresman Social Studies Unit Resources	Georgia Reading Performance Standards
<p><b>Lesson 4:</b> Changing World, Changing Roles</p> <p><b>Places</b> Middle East Afghanistan Kuwait</p> <p><b>People</b> Gerald Ford Jimmy Carter Ronald Reagan Mikhail Gorbachev George Bush Condoleezza Rice Colin Powell Bill Clinton Madeline Albright George W. Bush</p> <p><b>Vocabulary</b> arms control Persian Gulf War Internet map projection</p>	<p><b>SS5H9</b> The student will trace important developments in America since 1975.</p> <p>a. describe US involvement in world events including efforts to bring peace to the Middle East, the collapse of the Soviet Union, Persian Gulf War, and the War on Terrorism in response to September 11, 2001.</p> <p>b. explain the impact the development of the personal computer and Internet has had in American life.</p>	<p><b>23 Topic:</b> Post World War II</p> <p><b>Standard:</b> Describes the United States in world affairs since World War II including role in:</p> <ul style="list-style-type: none"> <li>-United Nations</li> <li>-Cold War</li> <li>-Korea</li> <li>-South Vietnam, and</li> <li>-Break-up of USSR.</li> </ul> <p><b>60 Topic:</b> Uses grid systems, cardinal and intermediate directions to determine specific locations.</p> <p><b>64 Topic:</b> Maps and Globes</p> <p><b>Standard:</b> Reviews parallels and meridians on globes and on flat maps.</p>	<p><b>Resources:</b></p> <ul style="list-style-type: none"> <li>▪ Workbook, p. 94, 95</li> <li>▪ Transparency 17</li> <li>▪ Every Student Learns Guide, pp. 162-165</li> <li>▪ Quick Study, pp. 82-83</li> </ul> <p><b>Meeting Individual Needs:</b></p> <ul style="list-style-type: none"> <li>▪ Leveled Practice, TE p. 447</li> <li>▪ ESL Support, TE p. 450</li> </ul>	<p><b>ELA5R1</b> (informational)</p> <p>d. Identifies and uses knowledge of common organizational structures (e.g., chronological order, logical order, cause and effect, classification schemes).</p> <p>e. Distinguishes cause from effect in context.</p> <p><b>ELA5W1</b></p> <p>c. Uses traditional structures for conveying information (e.g., chronological order, cause and effect, similarity and difference, and posing and answering a question).</p>

## Georgia Lesson Planner

**Grade Five:** Growth of a Nation

**Unit 6:** Moving into the Twenty-first Century

**Chapter 11:** The United States Today

**Scott Foresman Social Studies Leveled Readers:**

- Below-Level    The Heroes of 9/11
- On-Level        When Everyone Became a Hero
- Advanced        After the Attack

Lesson Titles/ Lesson Vocabulary	Georgia Social Studies Performance Standards	Georgia Social Studies Quality Core Curriculum	Scott Foresman Social Studies Unit Resources	Georgia Reading Performance Standards
<p><b>Lesson 1:</b> The Fifty States</p> <p><b>Places</b> Northeast Southeast Midwest Southwest West</p> <p><b>People</b> Esmeralda Santiago</p> <p><b>Vocabulary</b> region Sunbelt ideals ethnic group distribution map population density map</p>	<p><b>SS5G1</b> The student will locate important places in the United States.</p> <p>a. locate important physical features to include the Grand Canyon, Salton Sea, Great Salt Lake, and the Mojave Desert</p>	<p><b>6 Topic:</b> Migration of People <b>Standard:</b> Examines causes and effects of migration of people.</p> <p><b>9 Topic:</b> Characteristics of Regions <b>Standard:</b> Relates how natural resources and physical features influence human activity in each region of the United States.</p> <p><b>56 Topic:</b> Map and Globes <b>Standard:</b> Draws conclusions based on multiple pieces of information on maps.</p>	<p><b>Resources:</b></p> <ul style="list-style-type: none"> <li>▪ Workbook, p. 101, 102</li> <li>▪ Transparency 5</li> <li>▪ Every Student Learns Guide, pp. 166-169</li> <li>▪ Quick Study, pp. 84-85</li> </ul> <p><b>Meeting Individual Needs:</b></p> <ul style="list-style-type: none"> <li>▪ ESL Support, TE p. 473</li> <li>▪ Learning Styles, TE p. 475</li> <li>▪ Leveled Practice, TE p. 476</li> </ul>	<p><b>ELA5R1</b> (literary)</p> <p>a. Identifies and analyzes the elements of setting, characterization, and conflict in plot.</p> <p>d. Relates a literary work to information about its setting (historically or culturally).</p> <p><b>ELA5R1</b> (informational)</p> <p>f. Identifies and analyzes main ideas, supporting ideas, and supporting details.</p>

Lesson Titles/ Lesson Vocabulary	Georgia Social Studies Performance Standards	Georgia Social Studies Quality Core Curriculum	Scott Foresman Social Studies Unit Resources	Georgia Reading Performance Standards
<p><b>Lesson 2:</b> Government of the People</p> <p><b>Places</b> Washington, D.C.</p> <p><b>People</b> Sandra Day O'Connor</p> <p><b>Vocabulary</b> democracy popular sovereignty citizen electoral college Legislative Branch Executive Branch Judicial Branch</p>	<p><b>SS5CG1</b> The student will explain how a citizens rights are protected under the U. S. Constitution</p> <p>a. explain the responsibilities of a citizen</p> <p>b. explain the freedoms granted by the Bill of Rights</p> <p>c. explain the concept of due process of law</p> <p>d. describe how the constitution protects a citizens rights by due process</p> <p><b>SS5CG2</b> The student will explain the process by which amendments to the U.S. Constitution are made.</p> <p>a. explain the amendment process outlined in the constitution</p> <p>b. describe the purpose for the amendment process</p>	<p><b>2 Topic:</b> Contemporary United States <b>Standard:</b> Explains how the following concepts are important to United States Citizenships and contribute to National Unity: -individual rights -common good -self government, and -cultural awareness.</p> <p><b>3 Topic:</b> Contemporary United States <b>Standard:</b> Identifies the process by which citizens affect change in the United States political system -voting -political campaign participation -petitions -organized protests, and -running for office.</p>	<p><b>Resources:</b></p> <ul style="list-style-type: none"> <li>▪ Workbook, p. 103</li> <li>▪ Transparency 6</li> <li>▪ Every Student Learns Guide, pp. 170-173</li> <li>▪ Quick Study, pp. 86-87</li> </ul> <p><b>Meeting Individual Needs:</b></p> <ul style="list-style-type: none"> <li>▪ Leveled Practice, TE p. 484</li> </ul>	<p><b>ELA5R1</b> (literary)</p> <p>a. Identifies and analyzes the elements of setting, characterization, and conflict in plot.</p> <p>d. Relates a literary work to information about its setting (historically or culturally).</p> <p><b>ELA5R1</b> (informational)</p> <p>f. Identifies and analyzes main ideas, supporting ideas, and supporting details.</p>

Lesson Titles/ Lesson Vocabulary	Georgia Social Studies Performance Standards	Georgia Social Studies Quality Core Curriculum	Scott Foresman Social Studies Unit Resources	Georgia Reading Performance Standards
<p><b>Lesson 3:</b> Economy and Trade</p> <p><b>Places</b> Boston, Massachusetts</p> <p><b>People</b> An Wang</p> <p><b>Vocabulary</b> supply demand producer opportunity cost export import North American Free Trade Agreement globalization interdependence research</p>	<p><b>SS5E1</b> The student will use the basic economic concepts of <i>trade</i>, <i>opportunity cost</i>, <i>specialization</i>, <i>voluntary exchange</i>, <i>productivity</i>, and <i>price incentives</i> to illustrate historical events.</p> <p>a. describe <i>opportunity costs</i> and their relationship to decision-making across the time (such as decisions to remain unengaged at the beginning of World War II in Europe).</p> <p>b. explain how <i>price incentives</i> affect people's behavior and choices (such as monetary policy during the Great Depression).</p> <p>c. describe how <i>specialization</i> improves standards of living, (such as how development of specific economics in the north and south</p>	<p><b>4 Topic:</b> Contemporary United States <b>Standard:</b> Explains how people in the United States participate in basic economic interdependence -producing -consuming -exchanging -investing, and -specializing.</p> <p><b>5 Topic:</b> Contemporary America <b>Standard:</b> Identifies three basic questions asked by any society regarding production from scarce natural and human resources -Who decides what will be produced? -What factors of production will be used and how? –How will the results of production be distributed?</p>	<p><b>Resources:</b></p> <ul style="list-style-type: none"> <li>▪ Workbook, p. 104, 105</li> <li>▪ Transparency 19</li> <li>▪ Every Student Learns Guide, pp. 174-177</li> <li>▪ Quick Study, pp. 88-89</li> </ul> <p><b>Meeting Individual Needs:</b></p> <ul style="list-style-type: none"> <li>▪ Leveled Practice, TE p. 491</li> <li>▪ ESL Support, TE p. 493</li> </ul>	<p><b>ELA5R1</b> (literary) a. Identifies and analyzes the elements of setting, characterization, and conflict in plot. d. Relates a literary work to information about its setting (historically or culturally).</p> <p><b>ELA5R1</b> (informational) f. Identifies and analyzes main ideas, supporting ideas, and supporting details.</p>

Lesson Titles/ Lesson Vocabulary	Georgia Social Studies Performance Standards	Georgia Social Studies Quality Core Curriculum	Scott Foresman Social Studies Unit Resources	Georgia Reading Performance Standards
(continued)	<p>developed at the beginning of the 20<sup>th</sup> century).</p> <p>d. explain how <i>voluntary exchange</i> helps both buyers and sellers, (such as the G8 countries).</p> <p>e. describe how <i>trade</i> promotes economic activity (such as trade activities today under NAFTA).</p> <p>f. give examples of technological advancements and their impact on business <i>productivity</i> during the development of the United States.</p> <p><b>SS5E2</b> The student will describe the functions of the three major institutions in the U.S. economy in each era of United States history.</p> <p>a. describe the <i>private business function</i> in producing goods and services.</p>	<p><b>41 Topic:</b> Problem Solving</p> <p><b>Topic:</b> Collects evidence using appropriate, reliable data.</p>		

Lesson Titles/ Lesson Vocabulary	Georgia Social Studies Performance Standards	Georgia Social Studies Quality Core Curriculum	Scott Foresman Social Studies Unit Resources	Georgia Reading Performance Standards
(continued)	<p>b. describe the <i>bank function</i> in providing checking accounts, savings accounts, and loans.</p> <p>c. describe the <i>government function</i> in taxation and providing certain goods and services.</p> <p><b>SS5E3</b> The student will describe how <i>consumers</i> and <i>businesses</i> interact in the United States economy across time</p> <p>a. describe how <i>competition, markets, and prices</i> influence people's behavior.</p> <p>b. describe how people earn <i>income</i> by selling their labor to businesses.</p> <p>c. describe how <i>entrepreneurs</i> takes risks to develop new goods and services to start a business.</p>			



## Georgia Lesson Planner

**Grade Five:** Growth of a Nation

**Unit 6:** Moving into the Twenty-first Century

**Chapter 12:** Global Challenges

**Scott Foresman Social Studies Leveled Readers:**

Below-Level The Heroes of 9/11

On-Level When Everyone Became a Hero

Advanced After the Attack

Lesson Titles/ Lesson Vocabulary	Georgia Social Studies Performance Standards	Georgia Social Studies Quality Core Curriculum	Scott Foresman Social Studies Unit Resources	Georgia Reading Performance Standards
<p><b>Lesson 1:</b> New Dangers</p> <p><b>Places</b> Afghanistan Iraq</p> <p><b>People</b> Rudolph Giuliani George W. Bush Osama bin Laden Saddam Hussein Condoleezza Rice Daniel Libeskind</p> <p><b>Vocabulary</b> terrorist weapons of mass destruction</p>	<p><b>SS5H9</b> The student will trace important developments in America since 1975.</p> <p>a. describe US involvement in world events including efforts to bring peace to the Middle East, the collapse of the Soviet Union, Persian Gulf War, and the War on Terrorism in response to September 11, 2001.</p> <p>b. explain the impact the development of the personal computer and Internet has had in American life.</p>	<p><b>31 Topic:</b> Information Processing <b>Standard:</b> Distinguishes between primary and secondary sources and determines respective uses.</p> <p><b>34 Topic:</b> Information Processing <b>Standard:</b> Selects and discusses the main idea from a reading passage or listening activity.</p>	<p><b>Resources:</b></p> <ul style="list-style-type: none"> <li>▪ Workbook, p. 109</li> <li>▪ Transparency 6</li> <li>▪ Every Student Learns Guide, pp. 178-181</li> <li>▪ Quick Study, pp. 90-91</li> </ul> <p><b>Meeting Individual Needs:</b></p> <ul style="list-style-type: none"> <li>▪ Leveled Practice, TE p. 505</li> <li>▪ ESL Support, TE p. 507</li> </ul>	<p><b>ELA5R1</b> (literary)</p> <p>a. Identifies and analyzes the elements of setting, characterization, and conflict in plot.</p> <p>d. Relates a literary work to information about its setting (historically or culturally).</p> <p><b>ELA5R1</b> (informational)</p> <p>f. Identifies and analyzes main ideas, supporting ideas, and supporting details.</p>

Lesson Titles/ Lesson Vocabulary	Georgia Social Studies Performance Standards	Georgia Social Studies Quality Core Curriculum	Scott Foresman Social Studies Unit Resources	Georgia Reading Performance Standards
(continued)				<p><b>LA5R1</b> (literary) i. Makes judgments and inferences about setting, characters, and events and supports them with elaborating and convincing evidence from the text.</p> <p><b>ELA5R1</b> (informational) g. Makes perceptive and well-developed connections.</p>
<p><b>Lesson 2:</b> Looking Ahead</p> <p><b>People</b> Jimmy Carter</p> <p><b>Vocabulary</b> atmosphere global warming artificial intelligence generalization</p>	<p><b>SS5H9</b> The student will trace important developments in America since 1975. b. explain the impact the development of the personal computer and Internet has had in American life.</p>	<p><b>11 Topic:</b> Physical characteristics of Regions <b>Standard:</b> Analyzes ecological problems arising in regions of the United States from the Industrial period to the present and evaluates proposed solutions.</p> <p><b>45 Topic:</b> Civic Participation <b>Standard:</b> Works within a group, following set rules of procedures to complete an assigned task.</p>	<p><b>Resources:</b></p> <ul style="list-style-type: none"> <li>▪ Workbook, p. 110, 111</li> <li>▪ Transparency 1</li> <li>▪ Every Student Learns Guide, pp. 182-185</li> <li>▪ Quick Study, p.92-93</li> </ul> <p><b>Meeting Individual Needs:</b></p> <ul style="list-style-type: none"> <li>▪ Leveled Practice, TE pp. 513, 515</li> <li>▪ ESL Support, TE p. 517</li> </ul>	<p><b>ELA5R1</b> (literary) a. Identifies and analyzes the elements of setting, characterization, and conflict in plot. d. Relates a literary work to information about its setting (historically or culturally).</p> <p><b>ELA5R1</b> (informational) f. Identifies and analyzes main ideas, supporting ideas, and supporting details.</p>