

Social Studies

Grade 5



Fifth Grade Distant Learning Plan

An Overview

UPDATE

There are updates to the digital student distance learning materials for Social Studies grades K-5. There were some errors with some of the links we received from our curriculum partners. We have now corrected these links with new QR codes and bit.ly links in the distance learning student materials online pdfs. Because the student distance learning packets have already been printed, a chart has been created for reference to the previous materials and the updated changes made to the bit.ly link. Please closely monitor students to be sure they are viewing the correct Studies Weekly videos. Be sure students are working from the latest pdf online, direct students to YouTube, or provide those using the printed packed with the updated bit.ly link from the chart below.

Grade	Previous bit.ly link in printed student materials	Updated bit.ly link
Fifth Grade	Week 6: bit.ly/dpscdSS5-6 Week 7: bit.ly/dpscdSS5-7	Week 6: bit.ly/newgovernment21 Week 7: bit.ly/ourgovernment231

You can also provide your students a direct link to Studies Weekly videos by calendar week via our DPSCD Social Studies YouTube channel. Here is a list of links for weeks 1-10.

	Fifth Grade
Week 1	https://youtu.be/D3eYHdfHASY
Week 2	https://youtu.be/GpvOleT2Fpg
Week 3	https://youtu.be/q2sU6jtdVMk
Week 4	https://youtu.be/FTn9756HDdc
Week 5	https://youtu.be/bIFU4KRUEf8
Week 6	https://youtu.be/wlISS_ErkQ
Week 7	https://youtu.be/MQqHMoiwqts
Week 8	https://youtu.be/RQVfKuj-mgg
Week 9	https://youtu.be/c7q712EkE9Y
Week 10	https://youtu.be/x39IOyIlrqQ

Content During Distant Learning

General Structure Overview

Each week students will read and complete assignments using *Studies Weekly* printed newspapers. A student schedule has been created which details lesson specifics for the duration of the distance learning experience. Each week, students will read a new issue of *Studies Weekly*. The expected outcomes are listed on the Weekly Distance Learning Student Schedule. In addition to the printed materials, there is an online platform with multi-media resources to enrich learning.

Pace of Learning

Weekly

Each week students are expected to complete all tasks listed on the Weekly Distance Learning Student Schedule, using the *Studies Weekly* printed newspapers. Two hours per week should be dedicated to completing Social Studies.

Daily

Students are expected to read and review the specific *Studies Weekly* newspaper issued for the week and complete a selected task.

Online Access to Materials

<https://www.studiesweekly.com/>

This website gives students access to the weekly newspapers and primary source images and videos to support learning. Students should access these materials through the Clever portal.

Schedule of Learning

Content Covered Each Week

Week 1	<i>Studies Weekly Fifth Grade: Mounting Tensions in the Colonies</i>
Week 2	<i>Studies Weekly Fifth Grade: The Road to Independence</i>
Week 3	<i>Studies Weekly Fifth Grade: The Revolutionary War</i>
Week 4	<i>Studies Weekly Fifth Grade: Growing Pains for the New Nation</i>
Week 5	<i>Studies Weekly Fifth Grade: The Constitution</i>
Week 6	<i>Studies Weekly Fifth Grade: Plans for the Government</i>
Week 7	<i>Studies Weekly Fifth Grade: United States</i>
Week 8	<i>Studies Weekly Fifth Grade: The Louisiana Purchase</i>
Week 9	<i>Studies Weekly Fifth Grade: The War of 1812</i>
Week 10	<i>Studies Weekly</i>

Support

Technology Support

<https://www.detroitk12.org/onlinelearning>

Learning Support

For additional learning support contact: info.curriculum@detroitk12.org

Social Studies

WEEKLY DISTANCE LEARNING STUDENT SCHEDULE



Fifth Grade Week 1: April 14-17

Directions for Students Read this week's issue in its entirety and complete activities listed below in your workbook

Topic Topic: Events leading up to the American Revolution. We compare/contrast two primary sources from the same event, the Boston Massacre. One is the famous engraving by Paul Revere. We examine the use of propaganda.

Materials Needed: *Studies Weekly Fifth Grade: Mounting Tensions in the Colonies*

READ Read *Studies Weekly Fifth Grade: Mounting Tensions in the Colonies*. Highlight important information as you read that will assist you in completing the related activities.

WATCH

bit.ly/dpscdSS5-1



DO

- **Timeline:** Complete a timeline of events from this week's lesson, filling in the correct years and a brief description of each event.
- **Let's Write:** Use persuasive writing skills to write a speech for Patrick Henry.
- **Crossword Puzzle:** As you read this week's lesson, circle or highlight all proper nouns with any color pen or highlighter. This will help you find some of the crossword answers.

Standards Addressed

5 – U3.1.6 Identify the role that key individuals played in leading the colonists to revolution, including George Washington, Thomas Jefferson, Benjamin Franklin, Patrick Henry, Samuel Adams, John Adams, and Thomas Paine.
5 – U3.1.2 Describe the causes and effects of events such as the Stamp Act, Boston Tea Party, the Intolerable Acts, and the Boston Massacre.
5 – U3.1.3 Using an event from the Revolutionary era (e.g., Boston Tea Party, quartering of soldiers, writs of assistance, closing of colonial legislatures), explain how British and colonial views on authority and the use of power without authority differed (views on representative government).

Timeline

Social Studies

WEEKLY DISTANCE LEARNING STUDENT SCHEDULE



Fifth Grade Week 2: April 20-24

Directions for Students Read this week's issue in its entirety and complete activities.

Topic Important events of 1775 and the writing/signing of the Declaration of Independence in 1776.

Materials Needed: *Studies Weekly Fifth Grade: The Road to Independence*

READ Read *Studies Weekly Fifth Grade: The Road to Independence*. Highlight important information as you read, that will assist you in completing the related activities.

WATCH

bit.ly/dpscdSS5-2



DO

- **Citizenship:** You are encouraged to act like a "signer" by doing something to improve your community through a service project. What will you do to make the world a better place? Would you stand up for your ideas even if people disagree with you? Make a list of your best ideas. After you plan a project, you are invited to digitally "sign" the Declaration. (http://www.archives.gov/exhibits/charters/declaration_sign.html)
- **Road to Revolution:** Using the article "The Road to Revolution", find the most important events in the passage. Recreate them on the "road" provided, in the correct order.
- **Think and Review:** Answer the questions in this section of the article.
- **Crossword Puzzle:** As you read this week's lesson, circle or highlight all proper nouns with any color pen or highlighter. This will help you find some of the crossword answers.

Standards Addressed

5 – U3.1.4 Describe the role of the First and Second Continental Congress in unifying the colonies (addressing the Intolerable Acts, declaring independence, drafting the Articles of Confederation). (C)

5 – U3.1.5 Use the Declaration of Independence to explain why the colonists wanted to separate from Great Britain and why they believed they had the right to do so. (C)

5 – U3.1.6 Identify the role that key individuals played in leading the colonists to revolution, including George Washington, Thomas Jefferson, Benjamin Franklin, Patrick Henry, Samuel Adams, John Adams, and Thomas Paine.

5 – U3.1.7 Describe how colonial experiences with self-government (e.g., Mayflower Compact, House of Burgesses and town meetings) and ideas about government (e.g., purposes of government such as protecting individual rights and promoting the common good, natural rights, limited government, representative government) influenced the decision to declare independence. (C)

5 – U3.1.8 Identify a problem confronting people in the colonies, identify alternative choices for addressing the problem with possible consequences, and describe the course of action taken.

Social Studies and Science Template

WEEKLY DISTANCE LEARNING STUDENT SCHEDULE



Fifth Grade Week 3: April 27-May 1

Directions for Students Read this week's issue in its entirety and complete activities.

Topic Events of the American Revolution, focusing on George Washington as the commander of the Continental Army.

Materials Needed: *Studies Weekly Fifth Grade: The Revolutionary War*

READ Read *Studies Weekly Fifth Grade: The Revolutionary War*. Highlight important information as you read, that will assist you in completing the related activities.

WATCH bit.ly/dpscdSS5-3



- DO**
- **Primary Source Activity/Making Music:** Read the history of the song "Yankee Doodle." This form of song is known as musical satire. It makes a political statement and it pokes fun at things without being mean. Read the lyrics below and listen to a recording of the song at: https://www.youtube.com/watch?v=P_BMzqwSdW8
Add a verse or two of your own.
 - **Let's Write:** Write about a pep talk you once got or gave and relate it to the one given by George Washington to his troops in December 1776. Washington read Thomas Paine's words to his troops ("These are the times that try men's souls ...") to inspire them before crossing the Delaware River on the way to Trenton.
 - **Think and Review:** Answer the questions in this section of the article

Standards Addressed

5 – U3.2.1 Describe the advantages and disadvantages of each side during the American Revolution with respect to military leadership, geography, types of resources, and incentives. (National Geography Standard 4, p. 150, E).
5 – U3.2.2 Describe the importance of Valley Forge, Battle of Saratoga, and Battle of Yorktown in the American Revolution.
5 – U3.2.3 Compare the role of women, African Americans, American Indians, and France in helping shape the outcome of the war.
5 – U3.2.4 Describe the significance of the Treaty of Paris (establishment of the United States and its boundaries). (National Geography Standard 13, p. 169, C)

Social Studies and Science Template

WEEKLY DISTANCE LEARNING STUDENT SCHEDULE



Fifth Grade Week 4: May 4-8

Directions for Students Read this week's issue in its entirety and complete activities.

Topic Problems facing the new nation—a weak central government, Shays' rebellion and the need for a national currency

Materials Needed: *Studies Weekly Fifth Grade: Growing Pains for the New Nation*

READ Read *Studies Weekly Fifth Grade: Growing Pains for the New Nation*. Highlight important information as you read, that will assist you in completing the related activities.

WATCH

bit.ly/dpscdSS5-4



DO

- **The Father of Our Country:** We read a few quotes from George Washington and relate those to his character traits of integrity and leadership. List some of George Washington's highest accomplishments.
- **Mapping and Charting:** Research the Northwest Territory formed by the Northwest Ordinance of 1787. Label a map with the five states that were formed, their years of statehood and current capitals.
- **Web Surfers/Let's Write:** choose either a narrative or expository style to write about George Washington using information from this issue along with notes from the website.
- **Think and Review:** Answer the questions in this section of the article.

Standards Addressed

5 – U3.3.1 Describe the powers of the national government and state governments under the Articles of Confederation. (C)
5 – U3.3.2 Give examples of problems the country faced under the Articles of Confederation (e.g., lack of national army, competing currencies, reliance on state governments for money). (National Geography Standard 13, p. 169, C)

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WEEKLY DISTANCE LEARNING STUDENT SCHEDULE



Fifth Grade Week 5: May 11-15

Directions for Students Read this week's issue in its entirety and complete activities.

Topic The Constitution

Materials Needed: *Studies Weekly Fifth Grade: The Constitution*

READ Read *Studies Weekly Fifth Grade: The Road to Independence*. Highlight important information as you read, that will assist you in completing the related activities.

WATCH bit.ly/dspcdSS5-5



- DO**
- **Primary Source:** The Preamble: Read the copy of the Preamble below. When you have finished, look for any words that are unfamiliar. Underline these words in the paragraph and write them under "Unfamiliar Words." Look up these words in the dictionary and write the definition under "Definitions." (Use a separate piece of paper if you need more room.) Then rewrite the Preamble using words that are familiar to you, but that still have the same meaning as the paragraph.
 - **Think and Review:** Answer the questions in this section of the article.
 - **Let's Write:** Write a paragraph proposing your own amendment to the Constitution. Explain why you think it is important and what difference it would make for the country.

Standards Addressed

5 – U3.3.2 Give examples of problems the country faced under the Articles of Confederation (e.g., lack of national army, competing currencies, reliance on state governments for money). (National Geography Standard 13, p. 169, C)
5 – U3.3.3 Explain why the Constitutional Convention was convened and why the Constitution was written. (C)
5 – U3.3.5 Give reasons why the Framers wanted to limit the power of government (e.g., fear of a strong executive, representative government, importance of individual rights). (C)
5 – U3.3.7 Describe the concern that some people had about individual rights and why the inclusion of a Bill of Rights was needed for ratification. (C)
5 – U3.3.8 Describe the rights found in the First, Second, Third, and Fourth Amendments to the United States Constitution.

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WEEKLY DISTANCE LEARNING STUDENT SCHEDULE



Fifth Grade Week 6: May 18 - 22

Directions for Students Read this week's issue in its entirety and complete activities.

Topic Comparing Federalist and Anti-Federalist views of government.

Materials Needed: *Studies Weekly Fifth Grade: Plans for the New Government*

READ Read *Studies Weekly Fifth Grade: Plans for the Government*. Highlight important information as you read, that will assist you in completing the related activities.

WATCH

bit.ly/newgovernment21



DO

- **Replacing the Articles of Confederation:** Using the persuasion map on page 4, show why the Articles of Confederation needed to be replaced if the country was going to survive
- **Think and Review:** Answer the questions in this section of the article.
- **Let's Write:** If you started a political party, what would you name it? What would your party believe in? Who would your next presidential candidate be and why? Explain your reasons in an expository essay. Persuade your readers to join your party. Illustrate your essay with a drawing of your leader.

Standards Addressed

5 – U3.1.4 Describe the role of the First and Second Continental Congress in unifying the colonies (addressing the Intolerable Acts, declaring independence, drafting the Articles of Confederation). (C)
5 – U3.1.5 Use the Declaration of Independence to explain why the colonists wanted to separate from Great Britain and why they believed they had the right to do so. (C)
5 – U3.1.6 Identify the role that key individuals played in leading the colonists to revolution, including George Washington, Thomas Jefferson, Benjamin Franklin, Patrick Henry, Samuel Adams, John Adams, and Thomas Paine.
5 – U3.1.7 Describe how colonial experiences with self-government (e.g., Mayflower Compact, House of Burgesses and town meetings) and ideas about government (e.g., purposes of government such as protecting individual rights and promoting the common good, natural rights, limited government, representative government) influenced the decision to declare independence. (C)

5 – U3.1.8 Identify a problem confronting people in the colonies, identify alternative choices for addressing the problem with possible consequences, and describe the course of action taken.

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WEEKLY DISTANCE LEARNING STUDENT SCHEDULE



Fifth Grade Week 7: May 25 - 29

Directions for Students Read this week's issue in its entirety and complete activities.

Topic United States Government

- Materials Needed:**
- *Studies Weekly Fifth Grade: United States Government*
 - *Powers of Government worksheet*

READ Read *Studies Weekly Fifth Grade: United States Government*. Highlight important information as you read, that will assist you in completing the related activities.

WATCH

bit.ly/ourgovernment231



- DO**
- **The Three-Headed Eagle:** The three-headed eagle is sometimes used to represent the three branches of U.S. government. On the activity below, label the three branches of government. Fill in the responsibilities of each branch. (If you need help, look back at the lesson on pages 2-3.)
 - **Think and Review:** Answer the questions in this section of the article.
 - **Let's Write:** Write a paragraph that describes how you feel about serving on a jury. What are your responsibilities as a juror? What sacrifices must you make to serve? How do you feel about making these sacrifices?

Standards Addressed

5 – U3.3.5 Give reasons why the Framers wanted to limit the power of government (e.g., fear of a strong executive, representative government, importance of individual rights). (C)
5 – U3.3.6 Describe the principle of federalism and how it is expressed through the sharing and distribution of power as stated in the Constitution (e.g., enumerated and reserved powers). (C)

USA Studies Weekly—Ancient America to Reconstruction

Teacher Supplement

USA Studies Weekly—Ancient America to Reconstruction, Week 19

Name _____

Date _____

Powers of Government

The powers of government are divided between the federal government and state governments. Use the Venn diagram your teacher gives you to show which powers belong to each division of government. The powers that belong to both state and federal government should be listed in the overlapping portion of the circles. The first one has been done for you. (For help with this activity, you may use Pages 2-3 of this week's newspaper.)

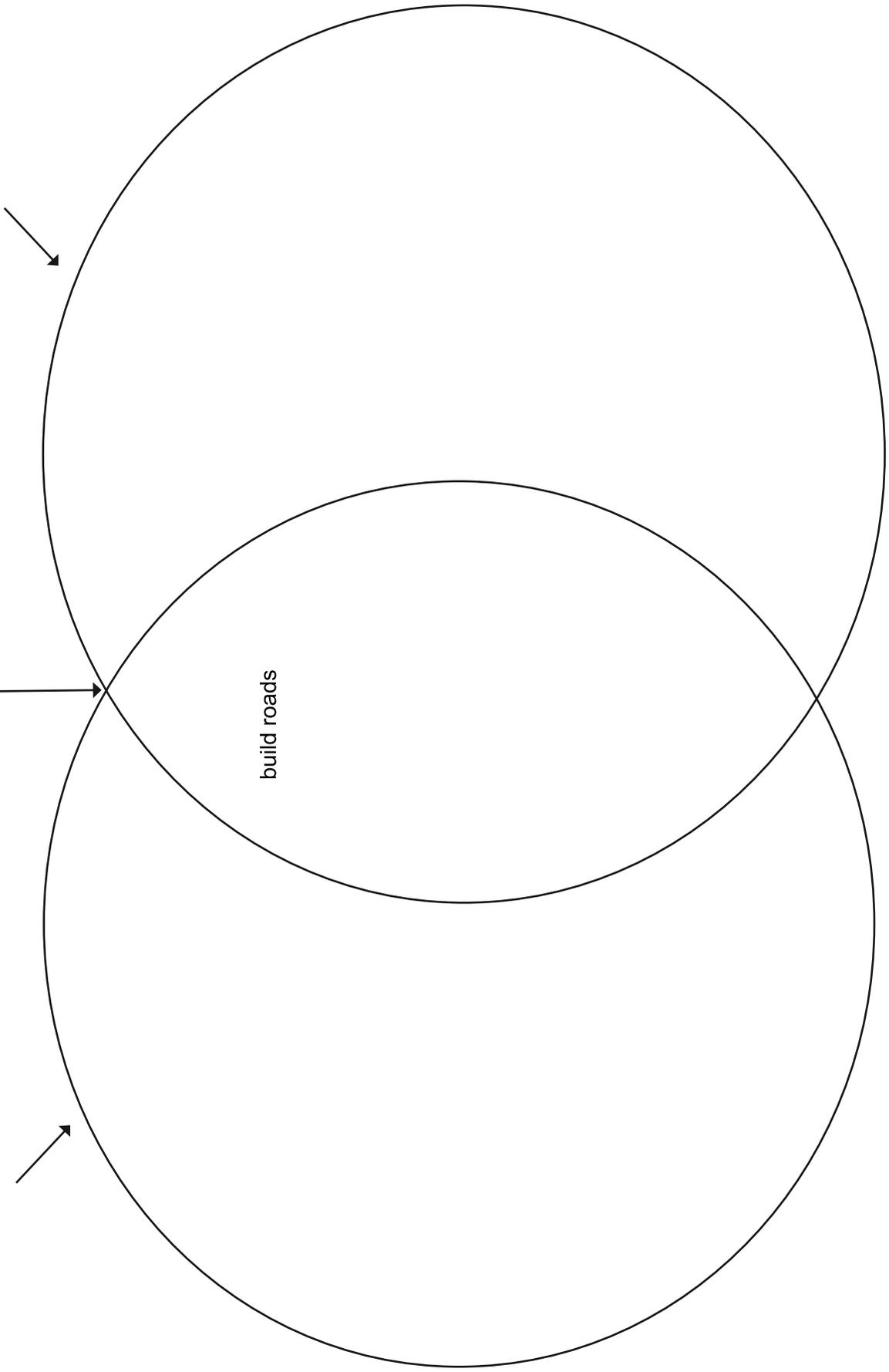
List of Powers

- **build roads ✓**
- **protect health and safety**
- **ratify Constitutional amendments**
- **spend money for the benefit of the people**
- **issue licenses**
- **make rules for doing business between the states and foreign nations**
- **set up courts**
- **make laws to enforce the Constitution**
- **create local governments**
- **make treaties with foreign countries**
- **take private property for government use**
- **create banks**
- **make laws for intrastate (within the state) business**
- **build the military**
- **create post offices and issue postage**
- **hold elections**
- **collect taxes**
- **borrow money**
- **make and enforce laws**
- **declare war**

Powers of the Federal Government

Powers of State Governments

Shared Powers



build roads

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WEEKLY DISTANCE LEARNING STUDENT SCHEDULE



Fifth Grade Week 8: June 1 - 5

Directions for Students Read this week's issue in its entirety and complete activities.

Topic The Louisiana Purchase

Materials Needed: *Studies Weekly Fifth Grade: The Louisiana Purchase*

READ Read *Studies Weekly Fifth Grade: The Louisiana Purchase*. Highlight important information as you read, that will assist you in completing the related activities.

WATCH

bit.ly/dspcdSS5-8



DO

- **Mapping and Charting:** Answer the following questions using the map provided on page 4.
- **Think and Review:** Answer the questions in this section of the article.
- **Let's Write:** Imagine you are a member of the Corps of Discovery traveling with Lewis and Clark. Describe a typical day along your journey. Using correct grammar, spelling and punctuation, tell what you ate, what you wore, how far you traveled, the new plants and animals you saw, etc. Be sure to include facts and details from the text

Standards Addressed

5 – U3.3.5 Give reasons why the Framers wanted to limit the power of government (e.g., fear of a strong executive, representative government, importance of individual rights). (C)
5 – U3.3.6 Describe the principle of federalism and how it is expressed through the sharing and distribution of power as stated in the Constitution (e.g., enumerated and reserved powers). (C)

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WEEKLY DISTANCE LEARNING STUDENT SCHEDULE



Fifth Grade Week 9: June 8 - 12

Directions for Students Read this week's issue in its entirety and complete activities.

Topic The War of 1812

Materials Needed: *Studies Weekly Fifth Grade: The War of 1812*

READ

Read *Studies Weekly Fifth Grade: The War of 1812*. Highlight important information as you read, that will assist you in completing the related activities.

WATCH

bit.ly/dspcdSS5-9



DO

- **Mapping the Trail of Tears:** Answer the following questions using the map provided on page 4.
- **Think and Review:** Answer the questions in this section of the article.
- **Let's Write:** Imagine you are a Cherokee Indian whose land is being taken away by the Indian Removal Act. Write a letter to the editor of your local newspaper explaining why you should be allowed to keep your land.

Standards Addressed

5 – U3.3.5 Give reasons why the Framers wanted to limit the power of government (e.g., fear of a strong executive, representative government, importance of individual rights). (C)
5 – U3.3.6 Describe the principle of federalism and how it is expressed through the sharing and distribution of power as stated in the Constitution (e.g., enumerated and reserved powers). (C)

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WEEKLY DISTANCE LEARNING STUDENT SCHEDULE



Fifth Grade Week 10: June 15 - 19

Directions for Students Read this week's issue in its entirety and complete activities.

Topic Conflicts that eventually led to the Civil War.

Materials Needed: *Studies Weekly Fifth Grade: Conflicts and Compromises*

READ Read *Studies Weekly Fifth Grade: Conflicts and Compromises*. Highlight important information as you read, that will assist you in completing the related activities.

WATCH

bit.ly/dpscdSS5-10



DO

- **Points of view from Primary Sources:** After reading each of the primary source statements found on page 4, add one or two sentences to support the speaker's point of view.
- **Think and Review:** Answer the questions in this section of the article.
- **Let's Write:** In this type of problem/solution personal narrative writing, you use time-order sequence to write about events in the order they happened. Write about how you and the other person(s) finally agreed on the best solution.

Standards Addressed

5 – U3.3.4 Describe the issues over representation and slavery the Framers faced at the Constitutional Convention and how they were addressed in the Constitution (Great Compromise, Three-Fifths Compromise). (National Geography Standard 9, p. 160, C)

