

Name: Baldwin/Koontz		Grading Quarter: Q3	Week Beginning: Jan 13
School Year:24/25		Subject: Social Studies	
Monday	Notes:	<p>Objective: Students will be able to utilize primary and secondary sources to summarize the causes and effects of conflicts that arose during westward expansion, including cultural and economic conflicts.</p> <p>Lesson Overview:</p> <p>EQ: How did the War of 1812 help make Americans proud of their country?</p> <p>Read: <i>A Second War with Britain</i></p> <ul style="list-style-type: none"> <li>- <i>The War of 1812</i></li> <li>- <i>The Era of Good Feelings</i></li> <li>- Vocabulary: nationalism, annexed, doctrine</li> </ul>	<p>Academic Standards:</p> <p>5.H2.1</p>
	Notes:	<p>Objective: Students will be able to utilize primary and secondary sources to summarize the causes and effects of conflicts that arose during westward expansion, including cultural and economic conflicts.</p> <p>Lesson Overview:</p> <ul style="list-style-type: none"> <li>- Jigsaw: Students will revisit parts of Chapter 11 and summarize the main idea and details found within each section, focusing on the causes and effects of conflicts that arose during westward expansion.</li> </ul>	<p>Academic Standards:</p> <p>5.SL.1 5.SL.2 5.SL.4</p>
	Notes:	<p>Objective: Students will be able to utilize primary and secondary sources to summarize the causes and effects of conflicts that arose during westward expansion, including cultural and economic conflicts.</p> <p>Lesson Overview:</p> <ul style="list-style-type: none"> <li>- Jigsaw: Students will revisit parts of Chapter 11 and summarize the main idea and details found within each section, focusing on the causes and effects of conflicts that arose during westward expansion.</li> <li>- Students will take a summative assessment covering content from Chapter 11.</li> </ul>	<p>Academic Standards:</p> <p>5.SL.1 5.SL.2 5.SL.4</p>
Wednesday			

Thursday	Notes:	<p>Objective:</p> <p>Fifth grade students will analyze key events in U.S. history to understand cause and effect, evaluate decision-making processes during those events, recognize the importance of democratic participation, and examine societal changes through primary and secondary sources.</p> <p>Lesson Overview: EQ: How did new technology change the way people lived in the United States in the 1800s? Read: <i>The Industrial Revolution</i></p> <ul style="list-style-type: none"> <li>- <i>Industry Comes to the United States</i></li> <li>- <i>Mass Production</i></li> <li>- <i>The Lowell System</i></li> <li>- Vocab: Industrial Revolution, textile mill. Mass production, interchangeable part, transport, canal, locomotive</li> </ul>	<p>Academic Standards:</p> <p>5.SP4.1 5.E2.1 5.C2.1 5.C4.1</p>
Friday	Notes:	<p>Objective:</p> <p>Fifth grade students will analyze key events in U.S. history to understand cause and effect, evaluate decision-making processes during those events, recognize the importance of democratic participation, and examine societal changes through primary and secondary sources.</p> <p>Lesson Overview: EQ: How did new technology change the way people lived in the United States in the 1800s? Read: <i>The Industrial Revolution</i></p> <ul style="list-style-type: none"> <li>- <i>The Erie Canal</i></li> <li>- <i>The National Railroad</i></li> <li>- <i>Steamboats and Railroads</i></li> <li>- Vocab: Industrial Revolution, textile mill. Mass production, interchangeable part, transport, canal, locomotive</li> </ul>	<p>Academic Standards:</p> <p>5.SP4.1 5.E2.1 5.C2.1 5.C4.1</p>