



Marietta City Schools
2023–2024 District Unit Planner

Grade 5 Social Studies

Theme	<i>Unit 6: WWI and The 1920s</i>	Unit duration (Days)	<i>10 - 20 Days (may continue into Quarter 3)</i>
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GA DoE Standards

SS5H2 Describe U.S. involvement in World War I and post-World War I America.

- 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; include the sinking of the Lusitania and concerns over the safety of U.S. ships, U.S. contributions to the war, and the impact of the Treaty of Versailles in 1919.
- 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 transatlantic flight (Charles Lindbergh).

SS5CG3 Explain how amendments to the U. S. Constitution have maintained a representative democracy/republic in Washington DC.

- Explain how voting rights are protected by the 19th Amendment

SS5G2 Explain the reasons for the spatial patterns of economic activities.

- Locate primary agricultural and industrial locations since the turn of the 20th century and explain how factors such as population, transportation, and resources have influenced these areas (e.g., Chicago's rapid growth at the turn of the century). Southeast, Southwest, Northeast, Northwest, Midwest, West, South, North.

SS5E1 Use the basic economic concepts of trade, opportunity cost, specialization, productivity, and price incentives to illustrate historical events.

- Describe how specialization can improve standards of living and productivity (e.g., how Henry Ford's use of the assembly line reduced the price of automobiles).

Information Processing Skills:

- identify issues and/or problems and alternative solutions
- identify and use primary and secondary sources
- interpret timelines, charts, and tables
- identify social studies reference resources to use for a specific purpose
- analyze artifacts
- analyze graphs and diagrams

Map and Globe Skills:

2. use intermediate directions
6. use map key/legend to acquire information from historical, physical, political, resource, product, and economic maps
7. use a map to explain the impact of geography on historical and current events
8. draw conclusions and make generalizations based on information from maps
10. compare maps of the same place at different points in time and from different perspectives to determine changes, identify trends, and generalize about human activities

Themes and Enduring Understandings:

Beliefs and Ideals: The student will understand that the beliefs and ideals of a society influence the social, political, and economic decisions of that society. K-5 EU: The student will understand that people’s ideas and feelings influence their decisions.

Conflict and Change: The student will understand that when there is a conflict between or within societies, change is the result. K-5 EU: The student will understand that conflict causes change.

Individuals, Groups, Institutions: The student will understand that the actions of individuals, groups, and/or institutions affect society through intended and unintended consequences. K-5 EU: The student will understand that what people, groups, and institutions say and do can help or harm others whether they mean to or not.

Location: The student will understand that location affects a society’s economy, culture, and development. K-5 EU: The student will understand that where people live matters.

Movement/Migration: The student will understand that the movement or migration of people and ideas affects all societies involved. K-5 EU: The student will understand that moving to new places changes the people, land, and culture of the new place, as well as the place that was left.

Technological Innovation: The student will understand that technological innovations have consequences, both intended and unintended, for a society. K-5 EU: The student will understand that new technology has many types of different consequences, depending on how people use that technology.

Essential Questions

Factual—

What influenced the U.S. to join World War I?

What were the U.S. contributions to WWI?

What was the impact of the Treaty of Versailles (1919)?

Why is choosing a good location important in distributing goods and services in the United States and other countries?

What led African-Americans or Blacks to migrate to the cities?

What individuals influenced American society during the 1920’s?

Inferential—

How did the U.S. fare in the outcome of World War I?

How did US involvement in WWI affect life on the home front?

How did the location of the “fighting zone” of WWI affect how the United States used their resources (money, food, weapons)?

How does a business choose the best location to build its factories or shops?

How did the economy change for U.S. citizens during the 1920s?

What experiences influenced artists during the Harlem Renaissance?

How did movement and migration change American Society during the 1920's?
 How did ideas from Harlem, New York, spread to other parts of the United States?
 How did individuals such as Louis Armstrong, Langston Hughes, and Babe Ruth influence American culture?
 How did individuals such as Henry Ford and Charles Lindbergh change the face of American transportation?

Critical Thinking-

Was it necessary for the U.S. to enter World War I? Why?
 Why is choosing a good location important in distributing goods and services in the United States and other countries?
 How did the Harlem Renaissance change the lives of African Americans or Blacks in America?
 How did the ideas of artists, musicians, and writers of the Harlem Renaissance affect the rest of American society?
 Is progress in change always a good thing? Why?

Tier II Words- High Frequency Multiple Meaning	Tier III Words- Subject/ Content Related Words
neutral conserve trans-Atlantic flight population transportation resources shipping supplies	World War homefront trench warfare rationing Harlem 19th Amendment suffrage specialization trade jazz assembly line Model-T

Assessments

Summative Assessment(s):

WWI and the 1920s Blueprint and Key

Turn of the Century Assessment

Terms Dictionary for Turn of the Century

Grades 3- 5 Assessments may be administered via the AMP App in Schoology. Teachers should reach out to their Academic Coach or the district Social Studies Coordinator to upload assessments to their Schoology Course.

Standards: All GSE for the unit.

Theme Based Writing Task and Rubric:

[The US Joins the Fight](#) Students read documents related to the end of US neutrality in WWI. They then respond to the prompt: *How might the world may different if the U.S. did not join the war?*

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[DBQ: What was the greatest development of the 1920s?](#) Students investigate the people and events of the 1920s to determine which development was the greatest. Tasks allow students to demonstrate understanding by citing evidence from the documents.

SS5H2 Describe 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 transatlantic flight (Charles Lindbergh).

[Life During the 1920s](#) In this culminating performance task, students imagine being transported back to the 1920s and work in teams to create an autobiography (narrative) about life during the time period.

All GSE for the Unit.

Objective or Content	Learning Experiences	Differentiation Considerations
Teacher Resources These resources are intended to support teachers with background information	Parent Information Letter - edit for school specific information Click here for GADOE Content Video (For Teachers only) Click here for an additional Content Video Click here for a Piktochart Instructional Video	

	<p>Teacher Notes for this unit</p> <p>Additional unit information may be found at GADOE Inspire</p> <p>Museum Box Unit. This unit has Museum Boxes for America’s involvement in WWI and the Harlem Renaissance/Roaring 20’s. Complete the Museum Box Request form to reserve the Museum Box.</p>	
<p>SS5H2 Describe U.S. involvement in World War I and post-World War I America.</p> <p>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; include the sinking of the Lusitania and concerns over safety of U.S. ships, U.S. contributions to the war, and the impact of the Treaty of Versailles in 1919.</p>	<p>Down Goes the Ship Explore the sinking of the Lusitania from multiple perspectives</p> <p>(Museum Box Activity: This lesson can be done with or without the Museum Box. Additional documents are provided in resources. <i>Note: this lesson included multiple activities and documents- teachers may wish to choose activities that best meet the needs and learning styles of students or extend the time to do additional activities. Additional openings and closings are provided for a multi-day extended lesson)</i></p>	<p>Provide sentence or paragraph frames for written work. Play the song to help those that have trouble reading the lyrics. Divide the song analysis into strips and have students answer one question then share with a small group. Provide support for lower readers (German Letter), jigsaw the analysis documents, read information as a group or with partners.</p>
<p>SS5H2 Describe U.S. involvement in World War I and post-World War I America.</p> <p>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; include the sinking of the Lusitania and concerns over safety of U.S. ships, U.S. contributions to the war, and the impact of the Treaty of Versailles in 1919.</p>	<p>QFT Model Lesson Museum Box Activity: Students will utilize the Question Formulation Technique (QFT) to begin exploration of this historical time period. It is best to do this before teaching anything related to the content. The SS Coordinator is able to model the QFT with classrooms upon request.</p>	<p>Utilize purposeful grouping or small group instruction. Have support teachers work with groups as needed.</p>
<p>SS5H2 Describe 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 1920’s of the Jazz Age (Louis Armstrong), the Harlem Renaissance (Langston Hughes), baseball (Babe Ruth), the automobile (Henry Ford), and transatlantic flight (Charles Lindbergh).</p>	<p>Document and Artifact Inquiry Museum Box Lesson Students will analyze documents and artifacts related to the Harlem Renaissance and cultural advancements during the 1920s and 1930s. (Note: activities can be done with the documents linked in the lesson guidance document.)</p>	<p>Utilize purposeful grouping. Allow students to give answers orally. Use National Archives Novice Analysis Sheets.</p>

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<p>SS5H2 Describe 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)</p>	<p>Why Harlem? Students gain understanding of why Harlem became the center of African American or Black cultural expression through analysis of artwork.</p>	<p>Preview vocabulary, determine skills for map portion based on student needs, purposeful grouping (heterogeneous). Use National Archives Novice Analysis Sheets.</p>
<p>SS5H2 Describe 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 transatlantic flight (Charles Lindbergh).</p> <p>SS5E1 Use the basic economic concepts of trade, opportunity cost, specialization, productivity, and price incentives to illustrate historical events.</p> <p>c. Describe how specialization can improve standards of living and productivity (e.g., how Henry Ford's use of the assembly line reduced the price of automobiles).</p>	<p>Station Rotations for the 1920's Includes introduction activities and additional learning experiences for the 1920s and Harlem Renaissance.</p>	<p>Provide scaffolds for work, preview vocabulary students will encounter in the stations.</p>
<p>SS5H2 Describe 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</p>	<p>Party Like it's 1920 Explore life during the Roaring 20s</p>	<p>Strategic grouping of students; Provide a word bank for analysis forms.</p>

Age (Louis Armstrong), the Harlem Renaissance (Langston Hughes), baseball (Babe Ruth), the automobile (Henry Ford), and transatlantic flight (Charles Lindbergh).		
SS5H2 Describe 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 the automobile (Henry Ford) SS5E1 Use the basic economic concepts of trade, opportunity cost, specialization, productivity, and price incentives to illustrate historical events. c. Describe how specialization can improve standards of living and productivity (e.g., how Henry Ford's use of the assembly line reduced the price of automobiles)	Henry Ford's Assembly line In this simulation activity, students work on assembly lines to create cards or holiday decorations.	Strategic grouping of students.
SS5H2 Describe 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 transatlantic flight (Charles Lindbergh).	Iconic Figures of the 1920's Students will use classroom resources, their understanding of the content, or teacher selected on-line resources to create trading cards illustrating the contributions of iconic 1920s contributors	Let students print out pictures for the front of their cards. Decrease the number of cards that a student must make. Provide various leveled resources.
Recommended High Quality Complex Texts		
<i>Knit Your Bit: A World War I Story</i> by Deborah Hopkinson <i>Black Stars of the Harlem Renaissance</i> by James Haskins, Clinton Cox, and Eleanora E. Tate <i>I, Too, Am America</i> by Langston Hughes and Brian Collier <i>If I Only Had a Horn: Young Louis Armstrong</i> by Leonard Jenkins and Roxane Orgil DE Videos Greatest Inventions with Bill Nye – Assembly Line Clip		

