Grade Five

Theme	***Regions and People of the Western Hemisphere***
Strand	***History***
Topic	***Historical Thinking*** Historical thinking begins with a clear sense of time – past, present and future – and becomes more precise as students progress. Historical thinking includes skills such as locating, researching, analyzing and interpreting primary and secondary sources so that students can begin to understand the relationships among events and draw conclusions.
Content Statement	***1. Multiple-tier timelines can be used to show relationships among events and places.***

Content Elaborations

Multiple-tier timelines use two or more rows of events, with each row representing a different topic or perspective related to a specific time period (e.g., a timeline of events in the Western Hemisphere, with events in North America and South America shown on parallel tiers).

Multiple-tier timelines can be used to help students analyze cause and effect relationships or patterns and themes among events in a specific period of time.

These analytical skills build upon earlier skills related to chronological thinking and temporal order in grades PK-4. In grade five, students will use dates in the common era in preparation for the introduction of B.C.E. and C.E. in grade six.

Expectations for Learning

Construct a multiple-tier timeline and analyze the relationships among events.

Instructional Strategies

When introducing multiple-tier timelines, have students create a multiple-tier timeline covering their life since their birth that includes events that occurred at the local, state and national levels. Have students identify relationships among local, state and national events and their lives.

Have students use biographies of famous people to create multiple-tier timelines that compare events in the biography with world events. Challenge students to think about how world events may have impacted or been impacted by the actions of the famous people read about.

Diverse Learners

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Provide students with a partially completed timeline to complete.

Have students manipulate already-dated post-it notes or cards to create a timeline.

As a kinesthetic learning activity, have students create a *human timeline*. Distribute event cards with dates and instruct students to organize themselves chronologically.

Instructional Resources

Thinkport Tool: Creating a Timeline
http://timeline.thinkport.org
This interactive tool allows users to construct timelines and add events, descriptions and images to bring their timelines to life.

	Connections Connect to History Content Statement 3 regarding early civilizations and European exploration and colonization, which can provide events for students to place on timelines. The Technology Academic Content Standards suggest technology and productivity applications and tools for the construction of timelines. Connect to the Common Core State Standards for English Language Arts by having students create timelines using events in fiction or nonfiction readings. For example, have students use biographies of famous people to create multiple-tier timelines that compare events in the biography with world events. Challenge students to think about how world events may have impacted or been impacted by the actions of the famous people read about. Connect to the Common Core State Standards for Mathematics by emphasizing the similarities between timelines and number lines.
Essential Questions ***How have ideas and events from the past shaped the Western Hemisphere today?***	

Theme	***Regions and People of the Western Hemisphere***
Strand	***History***
Topic	***Early Civilizations*** The eight features of civilizations include cities, well-organized central governments, complex religions, job specialization, social classes, arts and architecture, public works and writing. Early peoples developed unique civilizations. Several civilizations established empires with legacies influencing later peoples.
Content Statement	***2. Early Indian civilizations (Maya, Inca, Aztec, Mississippian) existed in the Western Hemisphere prior to the arrival of Europeans. These civilizations had developed unique governments, social structures, religions, technologies, and agricultural practices and products.***

Content Elaborations

Students will study the basic characteristics of governments, cultures, technologies and agricultural practices and products of four early civilizations in the Americas: the Inca, Maya, Aztec and Mississippian. This content builds on student knowledge of mound builders from fourth-grade study of prehistoric and historic American Indians.

Students should understand that complex civilizations, with commonalities and differences, existed in the Americas prior to European arrival.

Examples for characteristics of Mayan civilization include:

- Government – cities were religious and government centers; priests and nobles served as leaders and lived in large palaces.
- Social Structures – people participated in outdoor games.
- Religions – festivals honored Mayan gods.
- Technology – Mayans developed a number system and a calendar
- Agriculture – farmers used a slash and burn method; maize was most the common crop.

Expectations for Learning

Compare characteristics of early Indian civilizations (governments, social structures, religions, technologies, and agricultural practices and products).

Instructional Strategies

Groups of students can research each of the early Indian civilizations regarding government systems, social structures, religions, technologies, and agricultural practices and products. Groups can share by creating one of the following:

- A two-to-four minute infomercial of that civilization.
- A museum exhibit of their civilization. Museum exhibits might be physical (e.g., posters, illustrations, models) or virtual using electronic media tools (e.g., slide show, *Glogster* or other online formats).

Use a chart/graphic organizer to compare the unique characteristics of the four civilizations including governments, social structures, religion, technologies, and agriculture practices and product. Identify and discuss similarities and differences between characteristics of civilizations.

Diverse Learners

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Provide students with a graphic organizer to collect information and compare cultures. Graphic organizers can be partially pre-populated or students can be provided with note cards to organize into the graphic format.

Instructional Resources

PBS: Lost King of the Maya
This site has video clips of the work of archeologists who are using new excavations and hieroglyphic translations to interpret the early history of Copán, a Classic Maya site in northern Honduras. Also include is a teacher's guide.
http://www.pbs.org/wgbh/nova/maya/

	Connections Connect to Geography Content Statement 5 regarding the relationship between climate and latitude and Geography Content Statement 7 regarding the influence of physical environments on human activities. Connect vocabulary of polytheism to mathematic use of the prefix *poly*. Ask students where else they might find the prefix *poly*.
Essential Questions ***How have ideas and events from the past shaped the Western Hemisphere today?***	

Theme	***Regions and People of the Western Hemisphere***
Strand	***History***
Topic	***Heritage*** Ideas and events from the past have shaped the world as it is today. The actions of individuals and groups have made a difference in the lives of others.
Content Statement	***3. European exploration and colonization had lasting effects, which can be used to understand the Western Hemisphere today.***

Content Elaborations

Lasting effects of European exploration and colonization can be seen today in the cultural practices and products of the Western Hemisphere, including place names, languages, religions, and agricultural practices and products.

Examples of the impact of European exploration of colonization include:

- Place names (e.g., La Paz, Costa Rica);
- Languages (e.g., English, Spanish, Portuguese, French);
- Religions (e.g., Catholicism, Protestantism);
- Agricultural practices (e.g., domestication of animals, move from subsistence farming to commercial agriculture); and
- Agricultural products (e.g., chickens, horses, apples, coffee, soybeans).

Students at this level acquire a fundamental understanding of the influence of exploration and colonization as seen today. More in-depth study is included in future history courses.

Expectations for Learning

Describe lasting effects of European exploration and colonization on the cultural practices and products of the Western Hemisphere.

Instructional Strategies

Create a living history museum where students dress as European explorers or early colonists and describe how their country influenced and contributed to the culture, language and economy of the Western Hemisphere today.

Have students create scrapbooks (either paper or electronic) documenting lasting effects of European colonization in the Western Hemisphere (e.g., images of architecture; maps with place names; descriptions of governments, festivals, celebrations, holidays, traditional foods).

Diverse Learners

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Instructional Resources

Early Multi-National Influences in the United States
http://edsitement.neh.gov
For lesson plan ideas, select *History & Social Studies*, and then select *Early Multi-National Influences in the United States*.

Hispanic Exploration in America
http://www.loc.gov/teachers/
The Library of Congress site provides primary sources. Select *Classroom Materials* and then *Primary Source Sets*.

What We Eat
http://www.burttravels.com/whatweeat.htm
Burt Wolf's PBS series looks at how Spanish explorers changed what people ate.

	Connections Connect to Geography Content Statement 10 regarding cultural diversity due to American Indian, European, Asian and African influences and interactions. Connect to the Common Core State Standards for English Language Arts through the reading of biographies of explorers and other appropriate non-fiction books. Connect to the Common Core State Standards for English Language Arts through the study of word origins. Have students research/identify words in use today that are likely connected to European exploration and colonization.
Essential Questions ***How have ideas and events from the past shaped the Western Hemisphere today?***	

Theme	***Regions and People of the Western Hemisphere***
Strand	***Geography***
Topic	***Spatial Thinking and Skills*** Spatial thinking examines the relationships among people, places and environments by mapping and graphing geographic data. Geographic data are compiled, organized, stored and made visible using traditional and geospatial technologies. Students need to be able to access, read, interpret and create maps and other geographic representations as tools of analysis.
Content Statement	***4. Globes and other geographic tools can be used to gather, process and report information about people, places and environments. Cartographers decide which information to include in maps.***

Content Elaborations

Geographic information is compiled, organized, manipulated, stored and made available in a variety of representations. Students need to acquire skills associated with using globes and other geographic tools (e.g., aerial photographs and digital satellite images to communicate information from a spatial perspective).

Fifth-grade students need to understand the basic properties of maps, globes, diagrams, and aerial and other photographs and have opportunities to practice using them.

These skills build a foundation for future work with computer systems, computer-based geographic information systems (GIS), global positioning systems (GPS) and remote sensing (RS) in later grades.

The purpose for which the cartographer creates a map and how it is to be used influences the way cartographic information is presented.

Expectations for Learning

Use appropriate maps, globes and geographic tools to gather, process and report information about people, places and environments.

Instructional Strategies

Students work in groups to create a set of questions for their classmates to complete using a given map or maps (e.g., physical features, population density, economic activity, political, climate). Questions should encourage students to use the different features of the map to draw conclusions about people, places and the environment. Possible answers can be discussed in groups or as a class.

Diverse Learners

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Use balloons or playground balls to provide three-dimensional representations of the Earth, equator and prime meridian. Have students mark the equator, prime meridian and lines of latitude and longitude in two different colors using markers or pencils. Alternatively, students can use strings to signify the equator and prime meridian.

Instructional Resources

National Atlas Map Maker tool
http://www.nationalatlas.gov/mapmaker
This government site lets users assemble, view and print maps. Choose from hundreds of layers of geographic information and display map layers individually or mixed with others according to your needs.

National Geographic Society
http://www.nationalgeographic.com/xpeditions/hall/index.html
This is an interactive museum for student and teacher use. Visit *Gallery 1: The World in Spatial Terms* to use the *Globe Projector*, *Mental Mapper* and *World Viewer*.

	Connections Connect to Geography Content Statement 9 regarding the various factors that cause people, products and ideas to move from place to place, and to provide a context for interpreting information from globes and geographic tools (e.g., geographic tools showing climate can be used to discuss population growth in the warmer locations of North and South America).
Essential Questions ***How does where you live influence how you live?***	

Theme	***Regions and People of the Western Hemisphere***
Strand	***Geography***
Topic	***Spatial Thinking and Skills*** Spatial thinking examines the relationships among people, places and environments by mapping and graphing geographic data. Geographic data are compiled, organized, stored and made visible using traditional and geospatial technologies. Students need to be able to access, read, interpret and create maps and other geographic representations as tools of analysis.
Content Statement	***5. Latitude and longitude can be used to make observations about location and generalizations about climate.***

Content Elaborations

Locations on the earth's surface are identified using lines of latitude and longitude. Latitude and longitude can be used to make generalizations about climate (e.g., location relative to the equator, bodies of water, mountains).

This introduction to latitude and longitude serves as a foundation for identifying absolute location in grade six.

Longitude describes a point's position on Earth's surface in relation to the prime meridian. Meridians of longitude are imaginary half circles that run between the geographic North and South Poles.

Latitude describes a point's position on Earth's surface in relation to the equator. Imaginary circles called parallels of latitude run around Earth parallel to the equator.

Location describes the point on Earth's surface expressed by means of a grid (absolute) or in relation (relative) to the position of other places.

Climate describes long-term trends in weather elements and atmospheric conditions.

As students make observations about location and generalizations about climate, they learn to identify geographic points and imaginary lines on maps and globes (e.g., equator, Arctic Circle, Antarctic Circle, North Pole, South Pole, prime meridian).

Instructional Strategies

Research and compare the climates of two different cities with different latitudes. Have students draw conclusions about why climates differ at different latitudes. Discuss the relationship between distances north and south of the equator and their climates.

Diverse Learners

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The game *Battleship* can be helpful in familiarizing students with the use of coordinates on a grid. Students can use the commercial board game or a paper and pencil version.

Instructional Resources

National Geographic

www.nationalgeographic.com

This is an interactive museum for student and teacher use. Enter *The World in Spatial Terms* in the search box to use the *Globe Projector*, *Mental Mapper* and *World Viewer*. Enter *latitude and longitude* into the search box for lesson plans specific to those skills.

Find Your Longitude

http://www.pbs.org/wgbh/nova/longitude/find.html

This game helps students understand why having a precise timepiece (chronometer) helps determine longitude.

Connections

Connect to Geography Content Statement 6 regarding the use of data to define characteristics of regions and Geography Content Statement 7 regarding the effect of climate on human activity.

Expectations for Learning Use location to make generalizations about climate.	
Essential Questions ***How does where you live influence how you live?***	

Theme	***Regions and People of the Western Hemisphere***
Strand	***Geography***
Topic	***Places and Regions*** A place is a location having distinctive characteristics, which give it meaning and character and distinguish it from other locations. A region is an area with one or more common characteristics, which give it a measure of homogeneity and make it different from surrounding areas. Regions and places are human constructs.
Content Statement	***6. Regions can be determined using various criteria (e.g., landform, climate, population, cultural, economic).***

Content Elaborations

Regions are human constructs used to identify and organize areas of the Earth's surface based upon shared characteristics. Regions can be determined based upon various criteria.

Landform refers to the shape, form or nature of physical features of earth's surface (e.g., plains, hills, plateaus, mountains).

Climate includes long-term trends in weather elements and atmospheric conditions (e.g., average temperature, average rainfall).

Population includes data about the people who live in a selected area (e.g., population density, birth rates).

Culture is the learned behavior of people, including belief systems and languages.

Economics refers to the set of principles by which a society decides and organizes the ownership, allocation and use of resources. Economic characteristics include natural resources, agricultural products and levels of income.

Expectations for Learning

Identify and describe regions within the Western Hemisphere using criteria related to landform, climate, population, culture and economics.

Instructional Strategies

Use a jigsaw approach to have students research and share information on regions in the Western Hemisphere. Group students by criteria including landform, climate, population, culture and economics. Have them research the criteria and use those criteria to divide the Western Hemisphere, or a portion of it, into regions based on that criterion. Regroup students to share their maps and compare how the regions have different boundaries based on the criteria used.

Working in small groups, have students create one of the three different types of maps (general reference, thematic or navigational maps) to characterize a region.

Diverse Learners

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Have students use thematic maps of the region in which they live. Have students discuss the use of fire maps (insurance), census maps, land-use maps, zoning maps or other maps as appropriate.

Instructional Resources

National Geographic
http://www.nationalgeographic.com/xpeditions/
Enter *regions* in the search box for a variety of lesson plans.

Essential Questions

How does where you live influence how you live?

Theme	***Regions and People of the Western Hemisphere***
Strand	***Geography***
Topic	***Human Systems*** Human systems represent the settlement and structures created by people on Earth's surface. The growth, distribution and movements of people are driving forces behind human and physical events. Geographers study patterns in cultures and the changes that result from human processes, migrations and the diffusion of new cultural traits.
Content Statement	***7. Variations among physical environments within the Western Hemisphere influence human activities. Human activities also alter the physical environment.***

Content Elaborations

Human activities develop in response to physical environments. For instance, waterways provide economic opportunities for people; therefore, regions with waterways are often more populated. Certain physical environments, like the Arctic, limit human activities and are therefore less populated.

When the environment does not meet human needs, people adapt or modify it to meet those needs. For example, in places where waterways are unavailable, people construct canals.

Modifications to the environment have intended and unintended consequences. Many of the issues facing the world today are the result of unintended consequences of human activities, like highways disturbing natural habitats and contributing to air pollution.

Expectations for Learning

Explain how variations among physical environments in the Western Hemisphere influence human activities.

Explain how human activities have altered the physical environments of the Western Hemisphere.

Instructional Strategies

Create a cause and effect chart showing how human activities have influenced or could influence the physical environment. Students could predict ways in which current human activities might affect the physical environment in the future. For example:

- Urbanization: Loss of animal habitats, pollution
- Dam construction: Loss of farmland, disruption of ecosystems, prevention of flooding, power generation

Use a graphic organizer to compare how the physical environment influenced human activities in the American Indian cultural groups (connecting to Content Statement 8). Students can work together to research information about assigned cultural groups and compare how physical environments have impacted the cultures including shelter, transportation and agricultural practices.

Have students research and report on how and why physical environments influenced early farming methods (e.g. slash and burn, terrace farming, chinampas, dikes, dams, canals0. Students could describe these methods via illustrations, comic strips, journal entries or how to guides or videos.

Diverse Learners

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Learning can be extended through research projects about the human impact on the environment in the Western Hemisphere. Students can investigate both positive and negative impacts on the environment.

	Instructional Resources Have students access information on historic modifications to the physical environment (e.g., the Erie Canal at www.eriecanal.org). **Connections** Connect to History Content Statement 2 regarding early Indian civilizations and Geography Content Statement 8 regarding American Indian cultural groups to provide context for the study of how the physical environment influences ways of life. Connections can be made to the study of the environment in the Science Academic Content Standards, especially around sustainability and climate change. The Technology Academic Content Standards also provide opportunities to study the interaction of humans with their environment.
Essential Questions ***How does where you live influence how you live?***	

Theme	***Regions and People of the Western Hemisphere***
Strand	***Geography***
Topic	***Human Systems*** Human systems represent the settlement and structures created by people on Earth's surface. The growth, distribution and movements of people are driving forces behind human and physical events. Geographers study patterns in cultures and the changes that result from human processes, migrations and the diffusion of new cultural traits.
Content Statement	***8. American Indians developed unique cultures with many different ways of life. American Indian tribes and nations can be classified into cultural groups based on geographic and cultural similarities.***

Content Elaborations

The Indians of North and South America formed hundreds of tribes and nations with many different ways of life. Anthropologists classify tribes and nations into groups with strong geographic and cultural similarities. These classifications are referred to as cultural areas or cultural groups.

Students in grade five are introduced to cultural groups and should be able to make generalizations about the way of life within and among cultural areas. Teachers may select tribes and nations for use as examples for students as they study the geographic and cultural similarities of each cultural group.

The cultural groups of Canada and the United States are:

1. The Arctic;
2. The Subarctic;
3. The Northeast, often called the Eastern Woodlands;
4. The Southeast;
5. The Plains;
6. The Northwest Coast;
7. California;
8. The Great Basin;
9. The Plateau; and
10. The Southwest.

Those of Latin America are:

1. Middle America;
2. The Caribbean;
3. The Andes;
4. The Tropical Forest; and
5. The South American Marginal Regions.

Instructional Strategies

Have students create a map showing different regions of American Indian cultural groups. Include geographic features (e.g., desert, mountains, bodies of water, plains). Have students create a color-coded key to identify cultural regions.

Assign groups of students a cultural group to research and present to the class. Research projects could include the creation of artifacts (as appropriate), illustrations, dioramas or creative writing pieces that represent the geographic regions and cultural differences. Students can present their learning to an audience (e.g., peers, family, younger students) through slide shows, posters, performances or other appropriate methods.

Have students create a product (e.g., illustrated books, brochures, posters, infomercials, pamphlets) explaining how the environment influenced the way of life of a cultural group. Students should complete a guided worksheet or graphic organizer to collect information on all of the cultural groups.

Diverse Learners

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Provide guided notes that are color-coded to match a map of the American Indian cultural groups/regions.

Students can be given the option of showing their learning about cultural groups through the creation of illustrations, songs or poems.

Instructional Resources

Exploring Cultural Practices and Products – Grade Five
https://ims.ode.state.oh.us/ODE/IMS/Lessons/Web_Content/CSS_LP_S02_BA_L05_I01_01.pdf
This lesson from ODE's Instructional Management System can be adapted to Content Statement 8.

Expectations for Learning	Connections
Make generalizations about the cultural ways of life among American Indian cultural groups in North and South America.	Connect to History Content Statements 1 and 3 regarding multi-tier timelines. Have students create timelines to show events related to American Indians and European exploration.
Essential Questions ***How does where you live influence how you live?***	

Theme	***Regions and People of the Western Hemisphere***
Strand	***Geography***
Topic	***Human Systems*** Human systems represent the settlement and structures created by people on Earth's surface. The growth, distribution and movements of people are driving forces behind human and physical events. Geographers study patterns in cultures and the changes that result from human processes, migrations and the diffusion of new cultural traits.
Content Statement	***9. Political, environmental, social and economic factors cause people, products and ideas to move from place to place in the Western Hemisphere today.***

Content Elaborations

People, products and ideas move from place to place in the Western Hemisphere for political, environmental, social and economic reasons.

- Political factors include changes in political leadership, citizen rights, etc.
- Environmental factors include climate, natural disasters, etc.
- Social factors include discrimination, intolerance, religious freedom, etc.
- Economic factors include the availability of resources, changes in trade patterns, employment opportunities, etc.

Fifth-grade students look at the political, environmental, social and economic factors causing the movement of people, products and ideas. Grade-six students build on this understanding to consider the impact of cultural diffusion in the Eastern Hemisphere.

Expectations for Learning

Explain political, environmental, social and economic factors that cause the movement of people, products and ideas in the Western Hemisphere.

Instructional Strategies

Diverse Learners

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To introduce the concept of "push" and "pull" factors, have students read short biographies of famous Americans who were born in other countries. Have them identify the factors that contributed to their emigration to the U.S.

Extension activities can challenge students to investigate lasting examples of cultural diffusion evident in the Western Hemisphere today.

Instructional Resources

Connections

Connect to Economics Content Statement 14 regarding the consequences of choices people make.

Essential Questions

How does where you live influence how you live?

Theme	***Regions and People of the Western Hemisphere***
Strand	***Geography***
Topic	***Human Systems*** Human systems represent the settlement and structures created by people on Earth's surface. The growth, distribution and movements of people are driving forces behind human and physical events. Geographers study patterns in cultures and the changes that result from human processes, migrations and the diffusion of new cultural traits.
Content Statement	***10. The Western Hemisphere is culturally diverse due to American Indian, European, Asian and African influences and interactions, as evidenced by artistic expression, language, religion and food.***

Content Elaborations

Culture describes the learned behavior of a selected group, including their belief systems and languages, their social relationships, their institutions and organizations, and their material goods such as food, clothing, buildings, tools and machines.

Cultural diversity in the Western Hemisphere is the result of the contributions and interactions among American Indian, European, Asian and African people.

Students understand this diversity through an examination of the languages, belief systems, artistic expressions and food of various cultural groups in the Western Hemisphere.

Expectations for Learning

Describe the cultural diversity of the Western Hemisphere as evidenced by artistic expression, language, religion and food.

Instructional Strategies

Have students create a collage (physical or electronic) of objects representing the artistic expression, language, religion and food of a specific culture in the Western Hemisphere. As collages are presented to classmates, guide students in a discussion about cultural diversity.

Diverse Learners

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Instructional Resources

Connections

Essential Questions

How does where you live influence how you live?

Grade Five

Theme	***Regions and People of the Western Hemisphere***
Strand	***Government***
Topic	***Civic Participation and Skills*** Civic participation embraces the ideal that an individual actively engages in his or her community, state or nation for the common good. Students need to practice effective communication skills including negotiation, compromise and collaboration. Skills in accessing and analyzing information are essential for citizens in a democracy.
Content Statement	***11. Individuals can better understand public issues by gathering and interpreting information from multiple sources. Data can be displayed graphically to effectively and efficiently communicate information.***

Content Elaborations

Students gain experience with using a variety of sources to conduct research through the examination of a public issue. Students should use almanacs, maps, trade books, periodicals, newspapers, photographs and digital resources to gather information.

As students interpret information from various sources, they can practice identifying and organizing main ideas and supporting details. Students can organize collected information in an appropriate format (e.g., tables, graphs, line/bar graphs, charts, or digital images) and use word processing or presentation software and multimedia resources to present to others.

Expectations for Learning

Use multiple sources and appropriate communication tools to locate, investigate, organize and communicate information on a public issue.

Instructional Strategies

Students can be assigned to research and present opposing points of view on a public issue, using technology to present to the class and demonstrating their findings graphically.

Diverse Learners

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Instructional Resources

Kids' Zone

http://nces.ed.gov/nceskids/createagraph/

The site includes a graphing tutorial for five different graphs and charts.

Connections

Connect public issues to Economics Content Statement 14 regarding the present and future consequences of decisions.

Essential Questions

How are civic ideals translated into practice?

Theme	***Regions and People of the Western Hemisphere***
Strand	***Government***
Topic	***Roles and Systems of Government*** The purpose of government in the United States is to establish order, protect the rights of individuals and promote the common good. Governments may be organized in different ways and have limited or unlimited powers.
Content Statement	***12. Democracies, dictatorships and monarchies are categories for understanding the relationship between those in power or authority and citizens.***

Content Elaborations

Prior to grade five, students have studied democracy. In grade five, students are introduced to dictatorships and monarchies. Democracies, dictatorships and monarchies are three basic ways of describing the relationship that exists between those in power and citizens.

The focus of this content statement is on the relationship between those governing and those governed. In a democracy, the power of those in authority is limited because the people retain the supreme power. In a dictatorship, a ruler or small group with absolute power over the people holds power, often through force. Monarchy is a government in which authority over the people is retained through a tradition of allegiance.

The terms democracy, dictatorship and monarchy are useful in helping students understand the relationship between those in power or authority and citizens in the Western Hemisphere. Grade-six students will build on this to understand that the basic categories often overlap.

Expectations for Learning

Explain the relationship between those in power and individual citizens in a democracy, a dictatorship and a monarchy.

Instructional Strategies

Have students create a graphic organizer comparing government categories. Students should describe the relationship between those in power and citizens, and then provide examples of each type of government.

Diverse Learners

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Instructional Resources

CIA's World Factbook
www.cia.gov
Search for *world factbook* to access information on world governments.

Use picture books to introduce democracy, dictatorship and monarchy (e.g., *D is for Democracy* by Elissa Grodin, *Yertle the Turtle* by Dr. Seuss).

Connections

Connect to History Content Statement 3 regarding the lasting effects of European exploration and colonization. This can be revisited as students study each form of government.

Essential Questions

How does governmental authority affect citizens' rights?

Theme	***Regions and People of the Western Hemisphere***
Strand	***Economics***
Topic	***Economic Decision Making and Skills*** Effective economic decision making requires students to be able to reason logically about key economic issues that affect their lives as consumers, producers, savers, investors and citizens. Economic decision making and skills engage students in the practice of analyzing costs and benefits, collecting and organizing economic evidence and proposing alternatives to economic problems.
Content Statement	***13. Information displayed in circle graphs can be used to show relative proportions of segments of data to an entire body of data.***

Content Elaborations

In grade four, students learned to work with data displayed on tables and charts. Fifth-grade students learn to work with circle graphs. A circle graph shows how an entire segment of data can be separated into parts. There is a part-to-whole relationship between segments of data and the whole database.

For example, students may review data on crude oil exports from Brazil. Using circle graphs, students also can examine crude oil exports in relative proportion to total exports.

Expectations for Learning

Construct a circle graph that displays information on part-to-whole relationships of data.

Instructional Strategies

When introducing circle graphs, have students brainstorm a list of topics, possibly student favorites, to display (e.g., poll students in the class for their favorite ice cream flavors then ask them to create a circle graph that represents the preferences of the class).

Diverse Learners

Strategies for meeting the needs of all learners including gifted students, English Language Learners (ELL) and students with disabilities can be found at this site. Additional strategies and resources based on the Universal Design for Learning principles can be found at www.cast.org.

Extend student learning by having students find circle graphs in news sources. Challenge students to interpret the graphs and describe the information to their classmates.

Instructional Resources

National Council for Teachers of Mathematics
http://illuminations.nctm.org
For information on circle graphs, search for *circle grapher*.

Connections

Connections can be made to mathematics through the creation of circle graphs from data in fractions and percentages.

Connections can be made to the Technology Academic Content Standards, Technology and Information Literacy Standard, Benchmark A, regarding distinguishing between relevant and irrelevant information in an information source (e.g., information matches question to be answered, facts apply to topics).

Essential Questions

Theme	***Regions and People of the Western Hemisphere***
Strand	***Economics***
Topic	***Economic Decision Making and Skills*** Effective economic decision making requires students to be able to reason logically about key economic issues that affect their lives as consumers, producers, savers, investors and citizens. Economic decision making and skills engage students in the practice of analyzing costs and benefits, collecting and organizing economic evidence and proposing alternatives to economic problems.
Content Statement	***14. The choices people make have both present and future consequences.***

Content Elaborations

In addition to gathering and organizing information, practiced in grade four, effective decision makers understand that economic choices have both present and future consequences.

At the national level, a government may choose to build a road in an undeveloped area (present consequences would include improved transportation) but that choice also results in long-term consequences (future consequences would include maintenance costs).

At the personal level, an individual may choose to spend more money on a fuel-efficient automobile now (present consequence is the higher price paid) with the expectation of saving money on gasoline costs in the future (saving money in the future).

Expectations for Learning

Explain the present and future consequences of an economic decision.

Instructional Strategies

Help students understand consequences by having them appropriately match *economic choice scenario* cards with *consequences* cards (these can be both positive and negative consequences). Then, have students match economic choice cards with cards that represent present consequences and future consequences.

Diverse Learners

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Extend student learning by having them identify a well-known choice in history, such as European exploration of the Americas, then research and report on the consequences of that decision.

Instructional Resources

Connections

History Content Statement 2 and History Content Statement 3 can provide examples to evaluate present and future consequences of choices people make.

Connections can be made to the Technology Academic Content Standards, Technology and Society Interaction Standard, Benchmark B, regarding the environmental impact of economic decisions.

Essential Questions

Why can't people have everything they want?

Theme	***Regions and People of the Western Hemisphere***
Strand	***Economics***
Topic	***Scarcity*** There are not enough resources to produce all the goods and services that people desire.
Content Statement	***15. The availability of productive resources (i.e., human resources, capital goods and natural resources) promotes specialization that leads to trade.***

Content Elaborations

The endowment and development of productive resources influences the production of goods and services in regions of the western hemisphere.

Students should understand that specialization develops as a result of people using the productive resources available (e.g., fishing communities, tourist destinations, manufacturing), resulting in trade as people trade to obtain goods and services they want but do not or cannot produce.

Human resources consist of the talents and skills of human beings that contribute to the production of goods and services.

Capital goods consist of human-made materials needed to produce goods and services. Capital goods include buildings, machinery, equipment and tools.

Natural resources are productive resources supplied by nature (e.g., ores, trees, arable land).

Specialization is the concentration of production on fewer kinds of goods and services than are consumed.

Trade occurs when individuals, regions and countries specialize in what they produce at the lowest opportunity cost and this causes both production and consumption to increase.

Expectations for Learning

Explain how the availability of productive resources in a specific region promotes specialization and results in trade.

Instructional Strategies

To introduce new vocabulary related to productive resources, provide students with objects or pictures and have them categorize whether each is a human resource, capital good or natural resource. Connect to specialization by asking students to brainstorm products that could be made with each object. Then, have students look at the objects/pictures that other students have and discuss what products might be traded.

Diverse Learners

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To assist students having difficulty with vocabulary, use a graphic organizer or concept map to help students identify the traits of each category of resources. Students can be encouraged to create illustrations to help them understand and remember the new vocabulary.

Instructional Resources

Economics Academy 101
http://www.westernreservepublicmedia.org/economics/index.htm
This site offers videos and activities on multiple topics including scarcity and productive resources.

Lesson Plan: Hawaiian Economics: From the Mountain to the Sea
http://www.econedlink.org/lessons/index.php?lid=470&type=student
This lesson plan from the Council for Economic Education focuses on how Hawaiians shared their island resources long ago. Hawaiian chiefs divided the land into regions; each region had high mountains, lush valleys and great sand beaches. Each of these regions contained unique resources that the Hawaiian people needed to survive.

Connections

Essential Questions

Theme	***Regions and People of the Western Hemisphere***
Strand	***Economics***
Topic	***Production and Consumption*** Production is the act of combining natural resources, human resources, capital goods and entrepreneurship to make goods and services. Consumption is the use of goods and services.
Content Statement	***16. The availability of productive resources and the division of labor impact productive capacity.***

Content Elaborations

In grade four, students learned that the role of the entrepreneur is to organize the use of productive resources to produce goods and services. Fifth-grade students consider the influence of available productive resources and the division of labor on productive capacity.

The productive resources (resources used to make goods and services) available and the division of labor (way work tasks are separated) influence the productive capacity (maximum output) of an economy.

The productive capacity of a region is influenced by available resources. The climate in Florida provides the necessary productive resources for large-scale production of citrus fruits. By dividing labor tasks among many workers with different expertise, citrus farms can increase their productive capacity.

A family-run business that builds bicycles in coastal Argentina can only produce as many bicycles for which they have the natural resources, capital goods and human resources. Productive capacity also is influenced by the manner in which the work is divided during the production process.

Expectations for Learning

Explain how the availability of productive resources and the division of labor influence productive capacity.

Instructional Strategies

Create a simulation that demonstrates shortages of resources, capital and labor. Have a product for students to create (such as hearts or other shapes made of construction paper). In order for students to make the product they will need resources (construction paper, scissors and instructions). Place supplies into envelopes for students, with only one envelope including all of the necessary resources. Divide the class into small groups and distribute envelopes to the groups. During the production simulation, encourage students to trade resources and information to create the product.

Diverse Learners

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Instructional Resources

Lesson Plan: Widget Production: Producing More, Using Less
http://www.econedlink.org/lessons/index.php?lid=539&type=educator
The lesson plan from the Council for Economic Education focuses on ways in which productivity has been increased over the years and challenges students to identify a situation where an increase in productivity could alleviate a problem and create a way to solve this problem. The lesson may need to be adapted for grade-five students.

Connections

Essential Questions

Grade Five

Theme	***Regions and People of the Western Hemisphere***
Strand	***Economics***
Topic	***Markets*** Markets exist when buyers and sellers interact. This interaction determines market prices and thereby allocates scarce resources, goods and services.
Content Statement	***17. Regions and countries become interdependent when they specialize in what they produce best and then trade with other regions to increase the amount and variety of goods and services available.***

Content Elaborations

Specialization occurs when people, regions and countries concentrate their production on fewer kinds of goods or services than are consumed.

Specialization leads to increased production, because concentrating on the production of fewer goods or services can reduce the cost of production.

Greater specialization leads to increased interdependence among regions and countries because nations rely on other nations for the goods they do not produce for themselves.

When regions and countries trade, a greater variety of goods are available to consumers.

Expectations for Learning

Explain how specialization and trade lead to interdependency among countries of the Western Hemisphere.

Instructional Strategies

Provide students with data on the major imports and exports of North America and South America. Data can be generalized by region or specific to the most prominent trading countries. Have students create illustrations, either on paper or electronically, to show the flow of products from country to country or region to region. Illustrations could be drawn on maps or created using graphics software.

Diverse Learners

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Instructional Resources

Connections

Connect the study of trade and specialization with Geography Content Statement 6. Students can explore thematic maps showing economic characteristics of various regions.

Connections can be made to the Technology Academic Content Standards, Technology Designed World Standard, Benchmark A, regarding how the value of goods and services varies by location.

Essential Questions

Theme	***Regions and People of the Western Hemisphere***
Strand	***Economics***
Topic	***Financial Literacy*** Financial literacy is the ability of individuals to use knowledge and skills to manage limited financial resources effectively for lifetime financial security.
Content Statement	***18. Workers can improve their ability to earn income by gaining new knowledge, skills and experiences.***

Content Elaborations

An individual's interests, knowledge and abilities can affect career and job choice.

In grade four, students looked at saving portions of income for individual financial well-being and the role of the entrepreneur. In grade five, students build on that understanding by investigating the level of knowledge, skills and experiences required for various jobs and careers:

- Knowledge – degree, certification, license
- Skills – technical, entrepreneurial
- Experiences – entry-level jobs, internship, apprenticeship, life

Expectations for Learning

Identify a career of personal interest and research the knowledge, skills and experiences required to be successful.

Instructional Strategies

Have students draw conclusions from economic data. Provide students with data on average income and expected level of educational achievement for selected occupations. Encourage students to compare education and potential income using critical thinking questions. Ask students to draw at least three conclusions from their data to share with their classmates.

Career Connection

Host career speakers that represent varied levels of education and training, salaries, and industries to share their personal work story. Each speaker will share their knowledge, skills, education, and experiences. Then, lead a discussion where students will address aspects of the presentations and how they support the speaker's work story. Extend student learning by having students research the knowledge, skills and experiences necessary for a career in which they show interest.

Diverse Learners

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Instructional Resources

Lesson Plan: It Pays to Stay in School

http://www.econedlink.org/lessons/index.php?lid=349&type=educator

This lesson plan from the Council for Economic Education poses the question, *Should students be paid to stay in school?* Students are encouraged to create incentives for improving school attendance and performance and in the process are challenged to think about the value of education.

Connections

Connections can be made with the Technology Academic Content Standards, Technology Design Standard, Benchmark B, regarding the world of work with engineering and the need for specialized training in the areas of energy and power, transportation, manufacturing, construction, information and communication, medical, and agricultural and related biotechnologies.

Essential Questions