

Excerpted from

Amherst and Pelham
Elementary Schools

Core Curriculum Guide
Grades K-6

October 1995

Introduction

Our students will spend their adult lives as citizens of the 21st century. Social studies is the part of the curriculum specifically focused on helping prepare them to be effective citizens of their local communities, the nation, and the world. Effective teaching of this social studies curriculum will help them develop the knowledge, skills, attitudes and values needed to participate effectively in helping to address the issues that society faces and will face. As James Banks says, "The need to develop citizens who can participate in the making of reflective public policies and take action to improve the human condition has never been more important" (1985, p. x).

The primary goal of this social studies curriculum is:

To develop citizens who will make informed, reflective decisions and participate constructively in the civic life of their communities, nation, and world, consistent with democratic and humane values. Four major categories contribute to this overall goal:

- (1) knowledge
- (2) skills
- (3) attitudes and values
- (4) citizen action.

(Adapted from Banks, 1985)

Organization of This Curriculum Framework

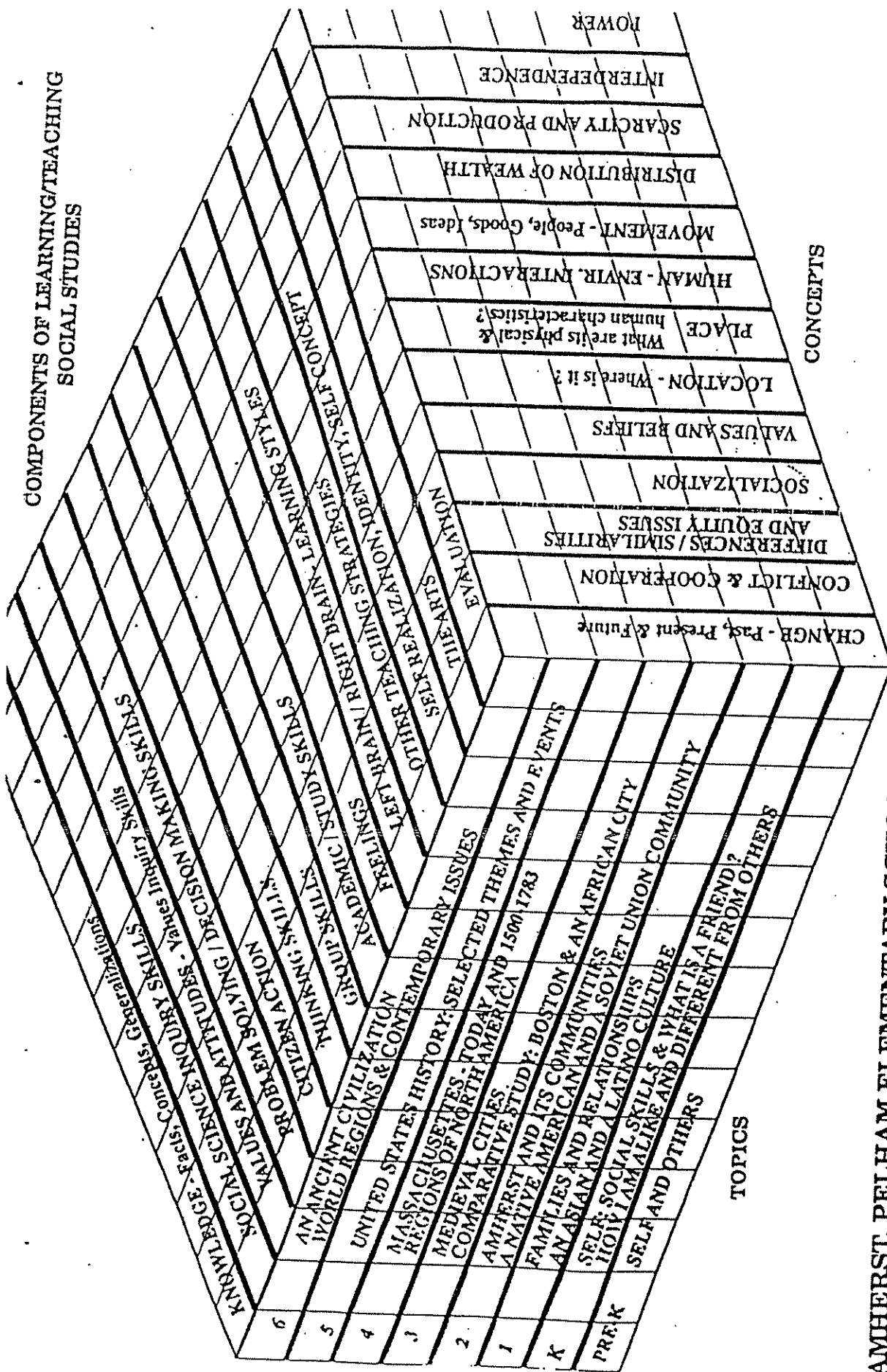
This framework specifies 13 concepts which are to be developed throughout the years from Pre-K to Grade Six. Students will study each concept every year, at a developmentally appropriate level, from the perspective of different topics each year.

This framework specifies areas of focus and specific topic/units to be taught at each grade level.

This framework identifies important components of learning/teaching social studies which are to characterize the activities of students and teachers as they study the concepts and topics.

These elements of the framework and their relationship to each other are summarized in the chart on the following page.

COMPONENTS OF LEARNING/TEACHING
SOCIAL STUDIES



TOPICS

AMHERST, PELHAM ELEMENTARY SCHOOLS
SOCIAL STUDIES CURRICULUM FRAMEWORK

ELEMENTS OF THE FRAMEWORK

Concepts and Generalizations

Students are most likely to be able to retain knowledge and to apply it to decision-making and to new situations when what they have learned is organized around the higher levels of knowledge - concepts and generalizations. This curriculum is built on 13 concepts, each of which is developed at an increasing level of complexity at each subsequent grade level, with new topics. These concepts were chosen from the disciplines of history, geography, anthropology, sociology, economics and political science. They were chosen for their power to organize and synthesize large numbers of relationships, specific facts, and ideas. Because they come from many disciplines this curriculum is inherently interdisciplinary.

For each concept a key generalization is specified which describes the overall understanding that we are trying to help students develop in the elementary grades. In addition, a sub-generalization is specified for each grade level for each concept. Taken together, these concepts and generalizations provide a major portion of what students are to learn in social studies. Successful teaching will lead to students being able to communicate each of the generalizations in their own words and/or learning style and to explain examples of each.

The concepts are:

- Change - Past, Present, and Future
- Conflict and Cooperation
- Differences/Similarities and Equity Issues
- Socialization
- Values and Beliefs
- Location (Where is it?)
- Place (What are its physical and human characteristics?)
- Human-Environment Interactions
- Movement (of people, goods, and ideas)
- Distribution of Wealth
- Scarcity and Production
- Interdependence
- Power

The generalizations are listed by both concept and grade level in the teacher manuals.

Students' understanding of concepts and generalizations develops out of their involvement in specific experiences and their learning of specific facts and information. This curriculum is designed to involve students in a wide variety of learning activities with a special emphasis on concrete experiences. Students will be involved in making maps, role playing historical events, searching for solutions to real conflict situations, learning from field trips and visitors, handling artifacts, building models, singing songs, and much more. Students are expected to learn specific facts out of which they can develop concepts and generalizations which in turn will lead to thoughtful reflective decision making.

The subskills that students need to carry out these processes are:

Social Science Inquiry Skills

Reading
Speaking
Listening
Concept Formation
Observation

Gathering and Organizing Information
Interpreting Maps and Globes
Time-space Orientation
Interpreting Graphs and Charts
Summarizing and Generalizing

Value Inquiry Skills

Observing
Analyzing Points of View
Distinguishing Facts from Opinions

Detecting Biases
Critical Reading
Justifying and Defending a Position

Decision Making Skills

Identifying Generalizations
Evaluating the Accuracy of Generalizations
Identifying alternative Courses of Action
Using Generalizations to Predict Alternative Courses of Action
Relating Values to Specific Courses of Action
Defending a Particular Course of Action

Citizen Action Skills

Working With Others in a Group
Oral and Written Communication
Persuasion, Compromise and Bargaining
Forming Coalitions with Other Individuals and Groups
Communicating a Social Concern to a Large Public

This curriculum is designed to be thoroughly multicultural. It is designed to enable students to view concepts, issues, themes and problems from the multiple perspective of various groups and cultures. (Teachers are encouraged to read the brief article by James Banks, Approaches to Multicultural Curriculum Reform, which is found in the Appendix of the teaching manuals.

At every grade level students will be studying cultures and/or countries other than their own. Sometime during the elementary years students will study one or more cultures from Asia, Africa, Europe, Latin America and North America.

This Core Curriculum Guide lists the units and kits that have been developed for use at each grade level. Each teacher receives the manual for each grade level appropriate kit. The concepts are taught using these kits. Each kit includes materials such as books, filmstrips, maps etc. Suggested additional resources located in each school library.

SOCIAL STUDIES CORE CURRICULUM

KINDERGARTEN	FIRST GRADE	SECOND GRADE
Social Skills: What Is a Friend ?	Families and Cultures: Japan and Puerto Rico Families	Amherst and Its Communities The Hopi and Their Communities
THIRD GRADE	FOURTH GRADE	FIFTH GRADE
Medieval Cities Boston and Nairobi: A Comparative Study of Two Cities	Massachusetts Today and 1550 - 1783 C.E. Regions of North America	U.S. History - Immigration Suffrage: Who Is Included ?
	SIXTH GRADE	
	Ancient Egypt World Regions and Contemporary Issues	

KINDERGARTEN	FIRST GRADE	SECOND GRADE
<p>SOCIAL SKILLS: WHAT IS A FRIEND ?</p> <p>This unit deals with issues of friendship. The young learners should become aware that they are members that they are members of many social groups. The concepts covered in this unit explore the need for children to respect others while valuing their differences. They will also learn that their actions affect others and that there are certain social skills necessary for living with others.</p> <p>Change Children lived differently at times in the past and will live differently in the future.</p> <ol style="list-style-type: none"> 1. The people in the classroom change daily and weekly. 2. The classroom today is different from and similar to classrooms in the past. 	<p>FAMILIES AND CULTURES: PUERTO RICO AND JAPAN</p> <p>This unit focuses on families and relationships here and around the world. The two perspectives explored here are a Japanese family and a Puerto Rican family. The children will learn the importance of cultural influences and the effect of similarities and differences among cultures.</p> <p>Change Children have and will experience change in their families. Families were different at various times in history and will be different in the future.</p>	<p>AMHERST AND ITS COMMUNITIES</p> <p>Through the activities in this unit, the children are encouraged to build upon their awareness of Amherst from a variety of perspectives including understanding their community and its diversity as well as developing a sense of community for children who are new to Amherst.</p> <p>Change Communities have changed, are changing and will continue to change.</p> <ol style="list-style-type: none"> 1. Maps, photographs, and written descriptions of Amherst over the years show the changes of streets, buildings and land use. 2. Changes over the years can be described by people in interviews and oral traditions. 3. Changes of goods and services provided by Amherst can be identified through using historical directories and seeing products made in Amherst over the years. 4. The growth of UMASS in Amherst changed land use, population and diversity of the community. 5. Cars have caused many changes in Amherst and will continue to be an issue in terms of land use and availability of goods and services. 6. The use of land has changed since the Nonotuck and other American Indians were the only people in what is now the region of Amherst.

SOCIAL STUDIES CORE CURRICULUM

KINDERGARTEN	FIRST GRADE	SECOND GRADE
<p>Conflict and Cooperation Conflicts can often be resolved in ways that meet some of the needs and wants of those in conflict.</p> <ol style="list-style-type: none"> 1. When friends have a conflict one of the best approaches is to listen in order, to understand each others point of view. 2. When resolving a conflict the solution should be agreeable to each person. 	<p>Conflict and Cooperation Members of a family experience cooperation, conflict and conflict resolution.</p>	<p>Conflict and Cooperation Communities experience conflicts and cooperation which may have negative or positive effects on individuals and groups.</p> <ol style="list-style-type: none"> 1. Various changes in the community can cause conflict. (e.g. size, distribution of population). 2. People in Amherst take responsibility for solving conflicts in Amherst.
<p>Differences/Similarities and Equity Issues An individual's cultural and ethnic heritage influence his/her identity.</p> <ol style="list-style-type: none"> 1. Friends come in all shapes, colors, ages, and kinds. 2. Learning about our friends lives helps us appreciate the specialness of our friends and ourselves. 3. We can form good friendships 	<p>Differences/Similarities and Equity Issues Families are alike and different in many ways. Culture influences the nature of families.</p>	<p>Differences/Similarities and Equity Issues Individuals belong to more than one group within a community.</p> <ol style="list-style-type: none"> 1. Everyone in Amherst belongs to more than one identity group. Some are chosen and some are not. 2. Amherst has many identity groups.
<p>Values and Beliefs Individuals set and abide by standards of behavior based on their values and belief system.</p> <ol style="list-style-type: none"> 1. Children grow up with different ethnic, religious and cultural backgrounds which enhance their lives. These elements are the foundation of their value and belief system. 2. Children have established moral values based on their family's attitudes about stealing, lying and respect. 	<p>Values and Beliefs The teaching and learning of values and beliefs, although different among world cultures, is a basic and important aspect of family living.</p>	<p>Values and Beliefs Communities here and around the world create norms and sanctions and establish standards for individual and group behavior.</p>

KINDERGARTEN	FIRST GRADE	SECOND GRADE
<p>Socialization Childrens' behavior is influenced by the group to which they belong.</p> <ol style="list-style-type: none"> 1. We did things in pre-school and at home differently than we do here in our class because of the norms and expectations of preschool and home. 	<p>Socialization Childrens' behavior is learned from interactions with other members of their families.</p>	<p>Socialization Humans live in social groups assuming roles to satisfy their needs.</p> <ol style="list-style-type: none"> 1. One way people co-operate is to assume a variety of roles. 2. People may assume different roles as their needs change. 3. People can take actions that will change their own and other people's roles in the community.
<p>Location People and objects are located in position relative to the child's position and reference.</p> <ol style="list-style-type: none"> 1. People and objects may be described by their relative position to the child. 2. People and objects may be located near or far depending where the child may be located. 	<p>Location Absolute and relative location are two ways of describing the positions of people and places on the earth's surface.</p> <ol style="list-style-type: none"> 1. Family members live and have lived in various locations. 	<p>Location Absolute and relative location are two ways of describing positions of communities and of people and places within communities.</p> <ol style="list-style-type: none"> 1. Everything can be located by describing it's relative position. 2. Symbols of classroom objects can be placed and located on a model of the classroom. 3. Symbols representing articles can be placed and located on a map of the school. 4. Familiar streets, houses and buildings can be located on a street map of Amherst. 5. Rivers and other bodies of water can be located on geographical maps and their relative locations to other places in the community. 6. Amherst is located in a specific region of MA, in a specific state of the U.S.A., in a specific country of North America, on a specific continent of earth, in a specific solar system of the Milky Way Galaxy.

SOCIAL STUDIES CORE CURRICULUM

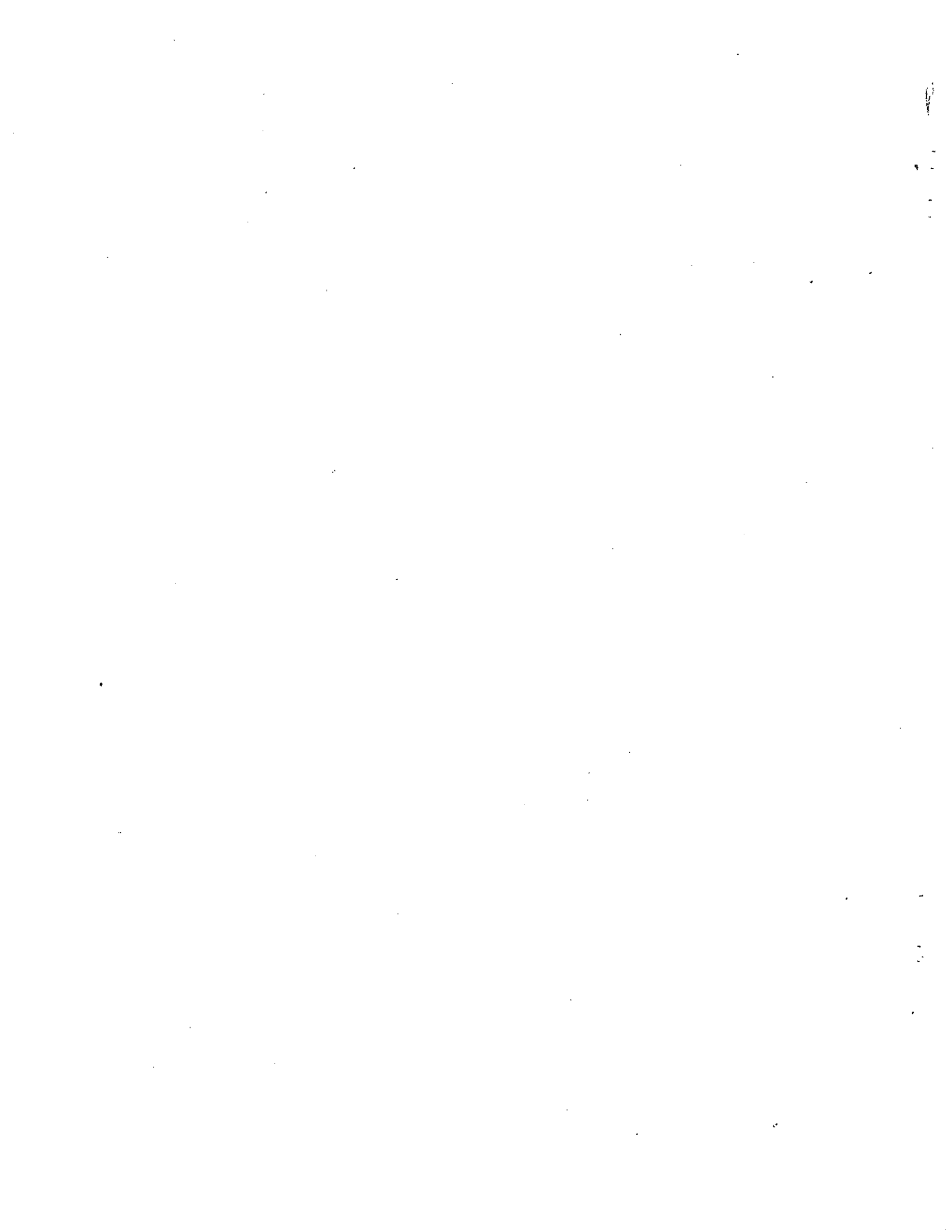
KINDERGARTEN	FIRST GRADE	SECOND GRADE
<p>Place Each of us lives, works, and plays in particular places that can be described.</p> <ol style="list-style-type: none"> 1. Places where we live may be described. 2. Places where we work can be described. Children work in school. 	<p>Place All places on earth have distinct physical and human characteristics that distinguish them from other places.</p> <ol style="list-style-type: none"> 1. Members of families live, work, and play in places which have characteristics appropriate to those functions. 	<p>Place Communities are shaped by physical and human attributes that characterize them.</p>
<p>Human - Environment Interactions A child's day to day life depends upon how the child or others adapt to and change the environment. The impact of technology has changed our lives.</p> <ol style="list-style-type: none"> 1. The type of house people live in is determined by materials available in natural environment. 2. We adapt to our environment by using materials available. This adaption fits the climate. 3. Technology has changed our lives. This change affects our lives in and outside of school. 	<p>Human - Environment Interactions Cultural values held by families affect interactions with their environment.</p>	<p>Human - Environment Interactions A community is shaped by landscape and environment issues. A community can shape its landscape both positively and negatively.</p> <ol style="list-style-type: none"> 1. Much of the open farm land has been developed for other purposes in Amherst and cannot be replaced. 2. People in other communities have similar and different issues. 3. As the population grows the need for more roads and water for the community grows. The community can decide how these needs will affect the environment.
<p>Movement Children and goods travel from place to place for many reasons using a variety of methods.</p> <ol style="list-style-type: none"> 1. People and goods travel on land, water, and air. 2. People and goods travel for work and recreation. 3. Goods travel because they are available in one location and wanted in another. 	<p>Movement Families use products from other places near and far.</p>	<p>Movement Communities send and receive products, ideas and information to members of that community and to members of other communities.</p>

SOCIAL STUDIES CORE CURRICULUM

KINDERGARTEN	FIRST GRADE	SECOND GRADE
<p>Distribution of Wealth People have found many ways to receive wealth.</p> <ol style="list-style-type: none"> 1. Many people get paid for some of the work they do. 2. People don't get paid for some of the work they do. 3. There are other ways people get money such as pensions and government assistance. 	<p>Distribution of Wealth Members of a society receive different incomes.</p>	<p>Distribution of Wealth Economic institutions help people exchange goods and services.</p> <ol style="list-style-type: none"> 1. People in Amherst are employed in a variety of jobs and the amount of their pay varies. 2. Taxes are a way for government to collect money to pay for services 3. There are many reasons for the differences in people's income, including talent and effort.
		<p>Scarcity and Production Communities often produce and consume goods and services provided by individuals in that community or by other communities.</p> <ol style="list-style-type: none"> 1. Amherst produces and consumes goods provided by our community and other communities. 2. Many jobs in Amherst are dependent on the schools, colleges and university which provide services for people and communities around the world. 3. Jobs and affordable housing may not always be available in Amherst. 4. Pelham and Amherst do provide some of the necessary resources for both communities. 5. There are many steps to producing and distributing goods.

SOCIAL STUDIES CORE CURRICULUM

KINDERGARTEN	FIRST GRADE	SECOND GRADE
		<p>Interdependence Most communities depend on each other for goods and services.</p> <ol style="list-style-type: none"> 1. Amherst relies upon its ability to share and receive knowledge with communities around the world. 2. Amherst's interdependency with other communities has grown and changed. <hr/> <p>Power Community institutions and rules help maintain stability.</p>



SOCIAL STUDIES CORE CURRICULUM

THIRD GRADE	FOURTH GRADE
<p align="center">MEDIEVAL CITIES</p> <p>This unit provides a glimpse into another time and helps develop an understanding of how and why cities develop, what characteristics cities have and how similarities and differences from our own time help us better understand ourselves.</p> <p>Change Cities have emerged for many reasons. They have and will continue to change in response to societal and technical changes.</p> <ol style="list-style-type: none"> 1. In the 900's C.E., castles were built in Europe to provide protection and residence for the nobility and their families. 2. After 1000 C.E. fortified cities and towns emerged for several reasons. 	<p align="center">MASSACHUSETTS TODAY AND 1550-1783 C.E.</p> <p>This is a unit that deals with the history of Massachusetts from 1550-1783. Some of the issues that are discussed include social and religious conflicts as well as interdependence in the relationships between the colonists themselves and the Indians who inhabited the area.</p> <p>Change Ideas and movements of people are major factors of change.</p> <ol style="list-style-type: none"> 1. The movement of people within Massachusetts brought about significant change. 2. The ideas about life and society helped bring about change in Massachusetts.
<p>Conflict and Cooperation In cities, conflict and cooperation develop among persons and groups based upon goals, values and identities.</p> <ol style="list-style-type: none"> 1. Walls were built for protection from enemies. 2. As a result of poor sanitation and overcrowding in the cities, disease spread. 	<p>Conflict and Cooperation Cooperation, conflict and conflict resolution have influenced the history of individuals, groups and nations and influence us today.</p> <ol style="list-style-type: none"> 1. The Wampanoags and the Pilgrims signed a peace treaty that lasted for 50 years. 2. The Pilgrims signed the Mayflower Compact to avoid conflict. 3. The Pilgrims left Europe because of conflict with the Church 4. Settlements grew as a way of meeting common goals and needs. 5. The two Massachusetts colonies shared common goals and united. 6. The English and the colonies worked together to defeat the French during the French and Indian War. 7. The thirteen colonies banded together to defeat the British. 8. Massachusetts has become what it is today in part because of past conflicts and their resolution. 9. People from New England are sometimes known as "Yankees".

SOCIAL STUDIES CORE CURRICULUM

THIRD GRADE	FOURTH GRADE
<p>Differences/Similarities and Equity Issues A society is made up of individuals representing diverse identity groups.</p> <ol style="list-style-type: none"> 1. The Church (Roman Catholic) was the dominant religion in the Middle Ages. The church was powerful and influenced every aspect of medieval life. 2. During the Middle Ages, there was continuing discrimination (persecution) of the Jewish minority. 	<p>Differences/Similarities and Equity Issues The existence and interaction of subcultures within American Society increases awareness of similarities and differences, social conflict and issues of equity.</p> <ol style="list-style-type: none"> 1. In the Algonquin, Pilgrim and colonial societies there were different roles for males and females. 2. Some pilgrims tried to explain personality idiosyncrasies and unexplained medical phenomenon by labeling people as witches. 3. Massachusetts is made up of many unique subcultures. 4. Men and women have historically performed different roles but in contemporary times these roles are becoming less defined.
<p>Socialization Individuals within a society share behavioral characteristics.</p> <ol style="list-style-type: none"> 1. In the Medieval Society, a person's destiny, role and livelihood were determined at birth. 	<p>Socialization Societies develop institutions, customs and laws where individuals assume roles to carry out their basic functions.</p> <ol style="list-style-type: none"> 1. The Native American Algonquins and Pilgrims had customs, laws and institutions which influenced the socialization of individual group members. 2. Colonial America consisted of groups of people with their own customs, laws and institutions. 3. States have laws which enforce the basic ideas of society.
<p>Values and Beliefs New beliefs and values as well as the norms and sanctions may be established as cities here and around the world grow and expand.</p> <ol style="list-style-type: none"> 1. The Church influenced all aspects of life in the Middle Ages including the development of cities. 2. Feudalism in Medieval Europe created a class structure that made those without land be ruled by the beliefs of the nobility and the Church. 	<p>Values and Beliefs Regional and historical events and circumstances influence values and the standards of behavior.</p> <ol style="list-style-type: none"> 1. The Algonquins and Pilgrims had definite systems of values and beliefs. 2. The Pilgrims' values and beliefs differed from the Puritans in some areas. 3. The colonists' encroachment on Native American land resulted in change. 4. Native Americans were compelled to live by English law and sacrificed some of their own beliefs in the process.

SOCIAL STUDIES CORE CURRICULUM

THIRD GRADE	FOURTH GRADE
	<p>Values and Beliefs</p> <ol style="list-style-type: none"> 5. The Wamponoags led by King Philip attacked the colonists. 6. Values and beliefs sometimes change with advancements in technology and regional development. 7. People make decisions based on their own value system. 8. Some political ideas are considered more liberal than others.
<p>Location Absolute and relative location are two ways of describing positions of communities and the people and places within cities.</p> <ol style="list-style-type: none"> 1. Europe is the continent east of North America, west of Asia and north of Africa. 	<p>Location Absolute and relative location are two ways of describing the position of the region and of the people within that region.</p> <ol style="list-style-type: none"> 1. Massachusetts has a location relative to other states in our country. 2. Massachusetts has a location within the country that has absolute position relative to other countries. 3. Massachusetts has exact latitude and longitude coordinates.
<p>Place Cities are shaped by physical and human attributes that characterize them.</p> <ol style="list-style-type: none"> 1. All towns have physical characteristics that can be identified. 	<p>Place Regions of North America have distinct physical and human characteristics that distinguish them from other places.</p> <ol style="list-style-type: none"> 1. Massachusetts offered the Pilgrims distinct physical and human characteristics that made them want to settle here. 2. Native Americans settled here because it offered many natural resources. 3. Massachusetts has many different land forms. 4. Subsistence farming, fishing and trading were the major occupations of the early and the mid-1700s in the colony of Massachusetts. 5. The British found that the geological formation of Boston Harbor gave them certain advantages.

SOCIAL STUDIES CORE CURRICULUM

THIRD GRADE	FOURTH GRADE
	<p>Place (Continued)</p> <ol style="list-style-type: none"> The colonists found that the land structure and natural resources of Massachusetts gave them an advantage when war broke out. Massachusetts is made up of many different geological formations. Cities and towns are located in specific locations for specific reasons.
<p>Human - Environment Interaction Cities' emergence and growth are dictated by the landscape and environment.</p> <ol style="list-style-type: none"> People who lived in Medieval towns used the environment to their advantage. A map of a community will change as that community grows and develops its resources. 	<p>Human - Environment Interaction Cultural values dramatically affect how people interact with their environment.</p> <ol style="list-style-type: none"> Cultural values affected how the Algonquins, Pilgrims and Colonists interacted with their environment. Land and water became polluted during the colonial era. Human interaction with the environment has caused many problems for the state. Human interaction with the environment does not have to leave scars on our states' natural resources. The growth of cities in the eastern part of the state has created a need for fresh water.
<p>Movement Cities have elaborate communication and transportation systems that link people, places, and products.</p> <ol style="list-style-type: none"> People who lived in Europe during the Middle Ages depended upon other people in and out of their community for basic needs and wants. People, ideas, and products moved throughout Europe and beyond. 	<p>Movement The development of transportation systems is and was related to the regions growth.</p> <ol style="list-style-type: none"> Movement of people is often related to limited resources and power. Movement of people is often limited by the method of transportation. Colonial America relied on other people for goods and products. The British tried to regulate with whom the colonists could trade. The British tried to punish Boston by limiting the movement of its goods. Highway systems develop to help people move easily between cities.

SOCIAL STUDIES CORE CURRICULUM

THIRD GRADE	FOURTH GRADE
	<p>Movement (Continued)</p> <ol style="list-style-type: none"> Public transportation can move people at less cost to the environment. The products we use come from many different parts of the world.
<p>Distribution of Wealth People in different socio-economic classes live differently from each other.</p> <ol style="list-style-type: none"> In the Middle Ages wealth was attributed to those who owned land. Both the Church and the nobility owned most of the land. 	<p>Distribution of Wealth The development of marketable resources by a few individuals causes unequal distribution of wealth among people living in a region.</p> <ol style="list-style-type: none"> The Pilgrims of Plimoth Plantation pooled their resources and shared their wealth. Algonquin Indians measured wealth in a distinct way. The Pilgrims and Algonquins measured wealth in different ways. The colonists developed the resources of maritime trade which brought the people increased wealth. The value placed on different occupations brought about unequal wealth to colonial America. Massachusetts is a leading manufacturing state. People in Massachusetts earn a living in a variety of ways; these affect the economy of our state and society.
<p>Scarcity and Production In order to satisfy their needs and wants, city dwellers must produce and consume goods and services produced in their city and elsewhere.</p> <ol style="list-style-type: none"> A city cannot exist unless somewhere nearby there is a source of surplus food. 	<p>Scarcity and Production Groups satisfy their needs for goods and services in many different ways. Conflict may arise when unlimited needs are not met.</p> <ol style="list-style-type: none"> Conflict arose when European colonists claimed ownership of lands. During colonial times the fur trade became an important resource. Religious conflicts arose for the Native Americans due to their increased involvement in the fur trade. The need for potable water for the large metropolitan area of Boston led to conflict between that area and western Massachusetts.

SOCIAL STUDIES CORE CURRICULUM

THIRD GRADE	FOURTH GRADE
	<p>Interdependence Families were more economically self-sufficient before industrialization.</p> <ol style="list-style-type: none"> 1. Native Americans were a self-sufficient society. 2. At first the Pilgrims thought they were self sufficient but they could not survive without help from the Native Americans. 3. As technology increased so did peoples' interdependence. 4. As the colonies developed and became more populated they became less self - sufficient. 5. Trade became the colonists lifeline. 6. Today in Massachusetts it is almost impossible to be self - sufficient. 7. Massachusetts depends on the federal government to help meet its needs.
<p>Power Individuals frequently form groups in order to influence public policy.</p> <ol style="list-style-type: none"> 1. In the Middle Ages the kings and nobility controlled power within the feudal society. 2. In medieval cities guilds were formed by merchants and craftsmen. 3. Since most people could not read, guilds used symbols to advertise. 4. Charters were written to list the rights of the nobles, clergy and townspeople. 	<p>Power Individuals and groups have made great contributions to society through the exercise of their power.</p> <ol style="list-style-type: none"> 1. The Algonquins and Pilgrims had distinct power structures that organized their societies. 2. Power was not equal for men and women in either society. 3. Power should not always be considered military might. 4. Some colonists felt that they should be able to govern themselves. 5. Some colonists felt that England should rule the colonies.

SOCIAL STUDIES CORE CURRICULUM

FIFTH GRADE	SIXTH GRADE
<p align="center">U.S. HISTORY:IMMIGRATION</p> <p>This unit deals with immigration in the United States and its results. The wave of immigrants in the 1800's and early 1900's led to the industrial revolution and increased the wealth and prestige of the U.S.</p> <p>Change The gap between social ideal and social realities, movement of people, and technological development are major factors in change.</p> <ol style="list-style-type: none"> 1. Each individual has a personal life history which can be placed within the context of the broader history of the United States. 	<p align="center">ANCIENT EGYPT</p> <p>This unit deals with life in Egypt during the time of the pharaohs. It includes a discussion of the River Nile and the part it played in the development of the country.</p> <p>Change History is constantly in the making and is shaped by individuals and cultures.</p> <ol style="list-style-type: none"> 1. The Nile River is, and always has been, the keystone of the economy of Egypt. 2. Egypt is the gift of the Nile. Any change in the annual inundation cycle of the river affected the society around it.
<p>Conflict and Cooperation People, regions, and nations have experienced conflict and cooperation and efforts to resolve conflict which have influenced United States history.</p> <ol style="list-style-type: none"> 1. The Civil war was fought as a result of disagreement between the North and the South regarding slaves or forced immigration. 	<p>Conflict and Cooperation Nations in conflict and cooperation affect people's present and future quality of life.</p> <ol style="list-style-type: none"> 1. The ancient Egyptians' interaction with the Hyksos and the Nubians were based on conflict and cooperation and conflict resolution. 2. Nubia was a region of ancient Africa. 3. Egyptian ships sailed to many ports of the civilized world, both as peaceful traders and as conquerors.
<p>Differences / Similarities and Equity Issues The history of the U.S. is characterized by a continuous struggle around issues of oppression and liberation.</p> <ol style="list-style-type: none"> 1. Not all U.S. citizens benefit from the same rights and privileges. 	<p>Differences / Similarities and Equity Issues Conflict usually results when people from different cultures and subcultures interact.</p>
<p>Socialization Societies consist of social classes and racial and ethnic groups that influence an individual's values, roles, and behavior.</p> <ol style="list-style-type: none"> 1. Although Americans' ancestors come from many different places and Americans live their lives in many different ways, we all have things in common. 2. The American is a person who identifies with his/her ethnic background, yet still considers her/himself an American. 	<p>Socialization All societies are in constant change. This causes social problems that require resolution.</p>

FIFTH GRADE	SIXTH GRADE
<p>Values and Beliefs Norms vary over time and between cultures. Norms also vary between social classes and cultural groups within the same society.</p> <ol style="list-style-type: none"> 1. The American idea of a "typical American" has changed over time. 	<p>Values and Beliefs Values and beliefs differ broadly among world cultures and the actions which exemplify them have global implications. Similar values are held by various religious, ethnic, and national groups worldwide which lead to actions with global implications.</p> <ol style="list-style-type: none"> 1. The Egyptians believed in an afterlife. If everything was arranged right the person would live in the other world.
<p>Location Absolute and relative location are two ways of describing the position of the United States and the people in those United States.</p> <ol style="list-style-type: none"> 1. Everyone is influenced by his or her origins. 	<p>Location Absolute and relative location are two ways describing the position of the world and of the people and places within the world.</p> <ol style="list-style-type: none"> 1. Ancient Egypt has an absolute location. 2. The relative location of ancient Egypt can be determined by using a map and globe.
<p>Place The United States has distinct physical and human characteristics that distinguish it from other places.</p> <ol style="list-style-type: none"> 1. Diversity is enriching. 	<p>Place Regions of the world have distinct physical and human characteristics that distinguish them from other places.</p> <ol style="list-style-type: none"> 1. The Nile River has many characteristics which have a direct effect on Egypt. 2. The Egyptian named different sections of their land. 3. Egypt's climate was very dry with almost no rainfall. 4. Each region of Egypt had its own distinct natural resources.
<p>Human - Environment Interaction The United States has adapted to or changed its environment to meet its needs.</p> <ol style="list-style-type: none"> 1. Immigration did not begin with Europeans. It began long ago before Columbus first "discovered" America. 	<p>Human - Environment Interaction The way people adapt and interact with their environment is related to their cultural values.</p> <ol style="list-style-type: none"> 1. The natural environment surrounding the ancient Egyptians nurtured their civilization. 2. The Nile River is the most important geographical feature of Egypt. 3. The irrigation of the Nile River during inundation was a yearly occurrence to enhance the quality of agricultural and daily life. 4. The Egyptians had three seasons based on the Nile's yearly activity.

SOCIAL STUDIES CORE CURRICULUM

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<p>Movement The movement of immigrant peoples allowed for freedom, wealth and independence.</p> <ol style="list-style-type: none"> 1. America is a nation of immigrants - people who came here from other places to find a different kind of life. 2. There was a wave of immigrants to the U.S. between 1880 - 1910 which corresponded to the growth of the industrial revolution. 3. The Industrial Revolution was built on the labor of immigrants. 4. Before industrial expansion many people who came to the U.S. came here to find farmland. The majority of the Scandinavian people who came here traveled to the Northern Plains to farm. 	<p>Movement The readily available products, ideas and information make the world a global community.</p>
<p>Distribution of Wealth Wealth is created through labor, material resources, capital and technology. The unequal distribution of wealth within the U.S. correlates significantly with ethnic, racial, class and sex differences.</p> <ol style="list-style-type: none"> 1. Many of the English immigrants to Virginia in the early 1600s eventually became wealthy through the sale of tobacco to England. 	<p>Distribution of Wealth Wealth is unequally distributed between individuals, groups and nations of the world and this sometimes causes conflicts between groups and nations.</p>
<p>Scarcity and Production Scarce goods and resources cause conflict within and among individuals.</p> <ol style="list-style-type: none"> 1. Americans are often uncertain about which groups of people should be allowed entrances as immigrants. 	<p>Scarcity and Production Cultures and regions satisfy their needs for goods and services in many different ways.</p>
<p>Interdependence Regions exchange goods and services to fulfill a need or want.</p>	<p>Interdependence The spread of interdependent relationships increases problems of adjustment for individuals and societies.</p>

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<p>Power The struggle to achieve democratic ideals has been a struggle to share power with the many groups in our nation.</p>	<p>Power Political power is achieved differently in different countries. Power struggles between nations and societies cause international problems.</p> <ol style="list-style-type: none">1. Ancient Egypt was a pyramidal society.2. The social system of Egyptian culture resembled the shape of the pyramid.3. It was the rigid centralization of power that made possible constructional work on a scale of the Great Pyramid of Giza.