

U.S. History Grade 5 Lesson 1: Who am I?

Standard Category 1-Diversity of Self Identification

Essential Content Standard-The students will demonstrate understandings of his/her unique cultural lenses that contribute to individual identity and behavior.

Rationale-Essential to the study of diversity is the understanding of self as a cultural being. This leads to heightened awareness of oneself and others as shaped by cultures.

Performance Standards

- Identify and discuss external and internal factors that contribute to shaping a person's identity, e.g., family, age, race, gender, ethnicity, nationality, socioeconomic status and membership in organizations.
- Describe ways that people stereotype based on differences
- Discuss how being a member of a group contributes to an individual's social power identity, e.g., gender, age, and race.
- Explain how group behaviors contribute to cultural conflicts between groups.
- Examine how our ancestral beliefs, attitudes, customs, and values that we use to validate and affirm one's identity.

Narrative Vocabulary

Ancestral beliefs-An individual's beliefs influenced by previous descendents.

Culture-The customary beliefs, social forms, and material traits of a racial, religious, or social group.

Diversity-The differences that impact how we see the world and how the world sees us.

Ethnicity-A person's geographic or national origin, identity or heritage.

Social Class-A relative social ranking based on income/wealth, education, and/or occupation, which may result in status and/or power.

Essential Questions for Assessment

1. What influences who am I?
2. How do my beliefs shape my view of myself and others?
3. In what ways does studying diversity increase my understanding of myself and others?
4. How can I make personal change?

Project-Based/Applied Learning Activities

- 1.) View "Stories from the Mines" and discuss the issue of diversity and its impact on our ancestors during the Atlantic Migration period.
- 2.) Research their family roots to learn their ethnic origins, then present their findings. A world map will be used to indicate where the students' countries of origins are. This will allow for the students to understand America as a melting pot.

Resources: World Map

Video-"Stories from the Mines"(contact N.E.I.U #19 for use of video)

U.S. History Grade 5 Lesson 2: I am me

Standard Category 2-Diversity Appreciation and Value

Essential Content Standard-The student will demonstrate understandings of diversity in our society through appreciation and respect for others.

Rationale-Multicultural education is important for all students to function as knowledgeable, responsible, and active citizens. As students broaden their knowledge of the layers of diversity, they begin to appreciate and respect the uniqueness in each other. With increased understanding, students will value contributions from all cultures.

Performance Standards

- Describe how people in different societies and cultures are alike and different.
- Compare and contrast cultural traditions in our society with those of another culture.
- Analyze how misunderstandings about cultures may lead to feelings of fear, mistrust, and hatred among various cultural groups.

Narrative Vocabulary

Multicultural-Characteristics, beliefs, and/or practices that relate, reflect, or adapt to diverse cultures.

Tradition-A belief and custom handed down by word of mouth or example.

Values-Human principles and ideals intrinsically or extrinsically desirable.

Essential Questions for Assessment

- 1.How does an individual's understanding of a culture develop?
- 2.What cultural traits may influence an individual's appreciation and value of a specific culture?

Project-Based/Applied Learning Activities

Using their findings from searching their roots, the students will write a compare/contrast paper. They will compare and contrast their cultural ancestry with that of another student's. This will allow for all of the students to understand "who they are" and how we have some things in common with others.

U.S. History Grade 5 Lesson 3: We are We

Standard Category 3-Diversity Consciousness of Community and Society

Essential Content Standard-The students will demonstrate understandings of similarities and differences among diverse people in the United States and how privilege impacts opportunities individually and collectively.

Rationale-Students should examine discrepancies between ideals and realities in the life and history of the United States. Diversity consciousness is an imperative personal and educational goal. It involves the development of knowledge, skills, and attitudes that enable individuals to interact and communicate effectively and productively within and across cultural groups.

Performance Standards

- Identify and analyze major conflicts in United States society that have arisen because of our differences, e.g., North/South conflict; conflict about land, suffrage, and other rights of Native Americans; Catholic/Protestant conflicts in the 19th century; conflicts about civil rights of minorities and women; present day ethnic conflicts.
- Explain how learning, respecting, and honoring other cultures, unites us.

Narrative Vocabulary

Class-A relative social ranking based on income, wealth, education, and or occupation which may result in status and/or power.

Customs-Habits and/or courses of action practiced by certain groups of people.

Discrimination-Treating people in a less favorable way simply because they are a member of a particular group that results in prejudice in action.

Minorities-Refer to having less power socially and/or politically.

Essential Questions for Assessment

- 1.How does group membership influence societal privileges?
- 2.How do our cultural lenses effect interpretations of events and the way we regard the conflicts between the ideals and realities of U.S. society?
- 3.To what extent does a lack of awareness and understanding of common threads found in major clashes of cultural impact individuals and society?
- 4.What would you rather have, power or authority?

Project-Based/Applied Learning Activities

- The students will view “The Molly Maguires” and discuss the major conflict between the mine owners and Irish immigrant miners.
- The teacher will ask the students to make a relationship between the story of the Molly Maguires and similar conflicts between groups of people living in the United States today.

Resource(s)-“The Molly Maguires” video
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U.S. History Grade 5 Lesson 4: Let's be "We"

Standard Category 4-Diversity in a Democratic Society

Essential Content Standard-The student will demonstrate understandings of the role of diversity in a democratic society and his/her responsibilities to challenge social injustices.

Rationale-In order to sustain a democratic society, we need to honor differences and reinforce commonalities realizing that we do as individuals need to advance beyond a realization that something is unjust to a belief that justice is possible.

Performance Standards

- Identify and discuss how an individual can make a difference as an advocate for social change in a diverse society.

Narrative Vocabulary

Democracy-A government in which the supreme power is held by the people but is indirectly exercised through a system of representation.

Equality-The same measures, quantity, number or status as another.

Freedom of Expression-The unrestricted use of significant words and phrases to express thoughts, feelings, or emotions.

Injustice-A violation of a person's rights.

Essential Questions for Assessment

- 1.Are the basic values and principles set forth in our Constitution and other documents attainable for all citizens of our country?
- 2.What are ways of developing citizenship where one is empowered through rules, roles, and responsibilities in fashioning society?
- 3.How has the federal, state, and local governments attempted to increase respect, appreciation, fairness, and equity for different cultures?

Project-Based/Applied Learning Activities

- The Students will study John Mitchell, President of the United Mine Workers of America Union during the Great Anthracite Mining Strike of 1902.
- The students will compare/contrast John Mitchell to Rev. Martin Luther King, Jr.