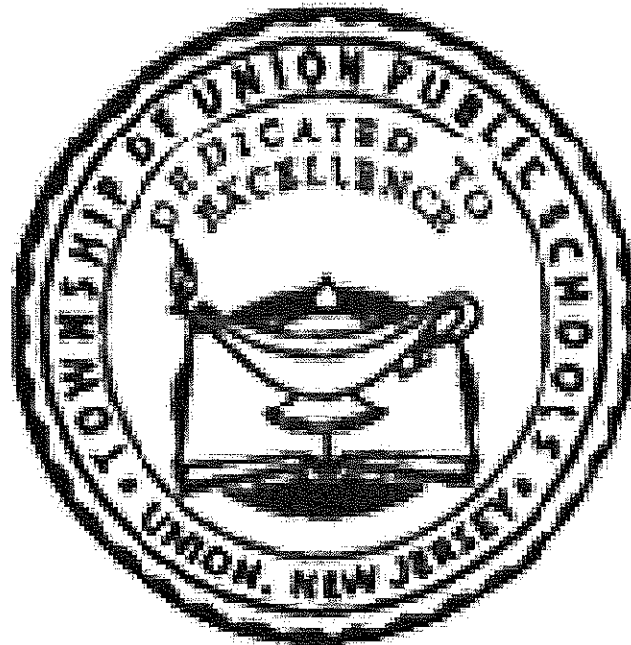


TOWNSHIP OF UNION PUBLIC SCHOOLS



**Grade 5 Social Studies
Curriculum Guide
August 2017**

Mission Statement

The mission of the Township of Union Public Schools is to build on the foundations of honesty, excellence, integrity, strong family, and community partnerships. We promote a supportive learning environment where every student is challenged, inspired, empowered, and respected as diverse learners. Through cultivation of students' intellectual curiosity, skills and knowledge, our students can achieve academically and socially, and contribute as responsible and productive citizens of our global community.

Philosophy Statement

The Township of Union Public School District, as a societal agency, reflects democratic ideals and concepts through its educational practices. It is the belief of the Board of Education that a primary function of the Township of Union Public School System is to formulate a learning climate conducive to the needs of all students in general, providing therein for individual differences. The school operates as a partner with the home and community.

Course Description

The fifth grade social studies curriculum is aligned with the New Jersey Student Learning Standards. The guide provides essential questions and objectives for each of the major content areas of study. The objectives are related to the essential questions. At the conclusion of each unit, the student is expected to be able to respond to the essential questions and objectives. In addition, lessons in friendship, respect, and tolerance have been included with NJSA 18A:35-28 Holocaust/Genocide Education and with The Amistad Bill (A 1301).

Recommended Resources

- **New Jersey Student Learning Standards for Social Studies**
- **McGraw Hill Timelinks: The United States**
- **<http://www.njamistadcurriculum.net/history/units>**

New Jersey Student Learning Standards for Social Studies

Social Studies

The digital age has transformed social studies education, allowing 21st-century learners to transcend the limits of time and place and experience historic events virtually. By expanding their learning networks through online collaboration with experts and other students from around the world, New Jersey social studies students develop an increased depth of understanding of our global society. At the same time, their understanding of the fundamental principles and values of American democracy and citizenship provides the conceptual framework that allows them to make informed decisions about local, national, and international issues and challenges.

Mission: Social studies education provides learners with the knowledge, skills, and perspectives needed to become active, informed citizens and contributing members of local, state, national, and global communities in the digital age.

Vision: An education in social studies fosters a population that:

- Is civic minded, globally aware, and socially responsible.
- Exemplifies fundamental values of American citizenship through active participation in local and global communities.
- Makes informed decisions about local, state, national, and global events based on inquiry and analysis.
- Considers multiple perspectives, values diversity, and promotes cultural understanding.
- Recognizes the implications of an interconnected global economy.
- Appreciates the global dynamics between people, places, and resources.
- Utilizes emerging technologies to communicate and collaborate on career and personal matters with citizens of other world regions.

Intent and Spirit of the Social Studies Standards

All students receive social studies instruction from Preschool through grade 12. The challenges of the 21st century are complex, have global implications, and are connected to people, places, and events of the past. The study of social studies focuses on deep understanding of concepts that enable students to think critically and systematically about local, regional, national, and global issues.

Authentic learning experiences that enable students to apply content knowledge, develop citizenship skills, and collaborate with students from around the world prepare New Jersey students for the 21st-century workplace. The natural integration of technology in social studies education allows students to overcome geographic borders, apply scientific and mathematical analysis to historical questions and contemporary issues, appreciate cultural diversity, and experience events through the examination of primary sources.

The New Jersey social studies standards and indicators reflect national and state standards and other documents published by the National Center for History Education, National Council for Social Studies, National Council for Geographic Education, Center for Civic Education, National Council on Economic Education, Mid-Continent Research on Education and Learning, National Assessment of Educational Progress, and the Partnership for 21st Century Skills.

The Role of Essential Questions

Key essential questions recur throughout the study of history. They provoke inquiry and lead to deeper understanding of the big ideas that enable students to better comprehend how the past connects to the present. The essential questions created for this project, which follow, were used to frame content goals and to inform the development of the cumulative progress indicators.

A. Civics, Government, and Human Rights

- How do citizens, civic ideals, and government institutions interact to balance the needs of individuals and the common good?
- How have economic, political, and cultural decisions promoted or prevented the growth of personal freedom, individual responsibility, equality, and respect for human dignity?

B. Geography, People, and the Environment

- How do physical geography, human geography, and the human environment interact to influence or determine the development of cultures, societies, and nations?

C. Economics, Innovation, and Technology

- How can individuals, groups, and societies apply economic reasoning to make difficult choices about scarce resources? What are the possible consequences of these decisions for individuals, groups, and societies?
- How have scientific and technological developments over the course of history changed the way people live and economies and governments function?

D. History, Culture, and Perspectives

- How do our interpretations of past events inform our understanding of cause and effect, and continuity and change, and how do they influence our beliefs and decisions about current public policy issues?
- How can the study of multiple perspectives, beliefs systems, and cultures provide a context for understanding and challenging public actions and decisions in a diverse and interdependent world?

Curriculum Units

- Unit 1: Native Peoples of North America
- Unit 2: Exploration and Colonization
- Unit 3: Colonial America
- Unit 4: The Struggle for North America
- Unit 5: The New Nation
- Unit 6: Slavery and Emancipation

Pacing Guide

- Unit 1: Native Peoples of North America: September
- Unit 2: Exploration and Colonization: October/November
- Unit 3: Colonial America: December/January
- Unit 4: The Struggle for North America: February/March
- Unit 5: The New Nation: April/May
- Unit 6: Slavery and Emancipation: June

Unit 1: Native Peoples of North America

#	STUDENT LEARNING OBJECTIVES	CORRESPONDING CCSS
1.	Describe how hunter-gatherers settled the Americas.	6.1, 6.3
2.	Identify unique features of early Middle American cultures.	6.1, 6.3
3.	Trace the development of the first North American cultures.	6.1, 6.3
4.	Understand the significance of Cahokia.	6.1, 6.2, 6.3
5.	Explain how Native Americans adapted to varied environments.	6.1, 6.2, 6.3
6.	Describe the cultures of Native Americans living in the Pacific Northwest.	6.1, 6.3
7.	Identify ways the Pueblo adapted to the desert.	6.1, 6.3
8.	Discuss how the Navajo learned to live in a new environment.	6.1, 6.3
9.	Explain the importance of the horse to the Plains peoples.	6.1, 6.3
10.	Identify ways Plains peoples used natural resources.	6.1, 6.3
11.	Explain slash-and-burn agriculture.	6.1
12.	Compare the way the Creek and Iroquois lived.	6.1, 6.3
13.	Understand how woodland peoples governed themselves.	6.1, 6.3

Unit 2: Exploration and Colonization

#	STUDENT LEARNING OBJECTIVES	CORRESPONDING CCSS
1.	Understand characteristics of Viking culture.	6.2, 6.3
2.	Describe how trade developed between Europe and Asia.	6.2, 6.3
3.	Explain the development of trade in Africa.	6.2, 6.3
4.	Trace the discovery of the water route to India.	6.2, 6.3
5.	Evaluate the importance of the voyages of Columbus.	6.1, 6.2, 6.3
6.	Understand how contact with Europeans changed the Taino.	6.1, 6.2, 6.3
7.	Explain the Columbian Exchange.	6.1, 6.2, 6.3
8.	Explain how the Spanish conquered the Aztec Empire.	6.1, 6.2, 6.3
9.	Understand the Inca culture.	6.2, 6.3
10.	Compare the way the Spanish treated the Inca and the Aztec.	6.1, 6.2, 6.3
11.	Identify reasons the Spanish explored Florida.	6.1, 6.2, 6.3
12.	Explain how Spanish colonists met their need for labor.	6.1, 6.2, 6.3
13.	Understand the social hierarchy of New Spain.	6.1, 6.2, 6.3
14.	Describe the importance of the Northwest Passage.	6.1, 6.2, 6.3
15.	Identify the motive for Dutch exploration.	6.1, 6.2, 6.3
16.	Explain the relationship between the French and Native Americans.	6.1, 6.2, 6.3
17.	Understand the importance of the fur trade.	6.1, 6.2, 6.3
18.	Understand why the Roanoke colonies failed.	6.1
19.	Identify important events in the founding of Jamestown.	6.1, 6.3
20.	Explain why Pilgrims established a colony in	6.1, 6.2, 6.3

	Massachusetts Bay.	
21.	Describe how Native Americans helped the Pilgrims survive.	6.1, 6.3

Unit 3: Colonial America

#	STUDENT LEARNING OBJECTIVES	CORRESPONDING CCSS
1.	Identify Puritan values that shaped America.	6.1
2.	Explain why rebels formed new colonies.	6.1
3.	Understand why conflict broke out between settlers and Native Americans.	6.1, 6.3
4.	Explain how New York became an English colony.	6.1, 6.2, 6.3
5.	Identify the diverse groups that settled in the Middle Colonies.	6.1, 6.2, 6.3
6.	Understand the founding of Pennsylvania and Delaware.	6.1, 6.3
7.	Explain why different religions were tolerated in Maryland.	6.1, 6.3
8.	Understand the Carolinas' plantation economy.	6.1, 6.3
9.	Identify important events in the growth of Georgia.	6.1, 6.3
10.	Describe why settlers came to the colonies.	6.1, 6.2, 6.3
11.	Understand life in the colonies.	6.1
12.	Explain how frontier settlement affected Native Americans.	6.1, 6.3
13.	Understand why colonists in the North and South kept slaves.	6.1, 6.3
14.	Describe what living in slavery was like.	6.1, 6.3
15.	Explain how Africans resisted being enslaved.	6.1, 6.3
16.	Analyze how trade policies affected England's relationship with the colonies.	6.1, 6.2, 6.3
17.	Explain the three legs of the triangular trade.	6.1, 6.2, 6.3
18.	Describe the economic systems of the colonies.	6.1
19.	Understand how colonists practiced democracy.	6.1

20.	Identify tensions between the colonial assemblies and the king.	6.1, 6.2, 6.3
21.	Explain how Zenger's trial led to freedom of the press.	6.1, 6.3

Unit 4: The Struggle for North America

#	STUDENT LEARNING OBJECTIVES	CORRESPONDING CCSS
1.	Recognize the importance of LaSalle's voyage down the Mississippi.	6.1
2.	Explain French motives for settling the Louisiana Territory.	6.1, 6.2, 6.3
3.	Identify the cause of the French and Indian War.	6.1, 6.2, 6.3
4.	Describe the changes caused by the war.	6.1, 6.2, 6.3
5.	Explain how taxes caused growth tension.	6.1, 6.2, 6.3
6.	Identify two events that led to the American Revolution.	6.1, 6.2, 6.3
7.	Identify the battles that began the American Revolution.	6.1
8.	Explain the importance of the Battle of Bunker Hill.	6.1
9.	Identify the point at which war became unavoidable.	6.1, 6.2
10.	Identify important actions of the Second Continental Congress.	6.1
11.	Explain the significance of the Declaration of Independence.	6.1, 6.3
12.	Discuss challenges of the Patriots.	6.1
13.	Compare and contrast forces of the Revolution.	6.1, 6.2
14.	Recognize American support for the war.	6.1, 6.2
15.	Identify the economic impact the war had on Americans.	6.1
16.	Explain the significance of the Battle of Trenton.	6.1
17.	Describe the turning point of the Revolutionary War.	6.1
18.	Explain how Washington's troops became better fighters.	6.1

19.	Identify the two British fronts in 1781.	6.1, 6.2
20.	Explain the importance of the Battle of Yorktown.	6.1, 6.2
21.	Describe the results of the American Revolution.	6.1, 6.2

Unit 5: The New Nation

#	STUDENT LEARNING OBJECTIVES	CORRESPONDING CCSS
1.	Identify strengths and weaknesses of the Articles of Confederation.	6.1, 6.3
2.	Explain how Shay's Rebellion led to the Constitutional Convention.	6.1, 6.3
3.	Understand the conflict between large and small states.	6.1, 6.3
4.	Describe the compromises made to reach agreement on the Constitution.	6.1, 6.3
5.	Identify the three branches of the federal government.	6.1, 6.3
6.	Analyze the system of checks and balances.	6.1, 6.3
7.	Explain the purpose of the Bill of Rights.	6.1, 6.3
8.	Describe how George Washington became president.	6.1, 6.3
9.	Identify reasons people migrated west.	6.1, 6.3
10.	Explain the significance of the Louisiana Purchase.	6.1, 6.3
11.	Understand the tensions that led to the War of 1812.	6.1, 6.2, 6.3
12.	Identify key battles in the conflict.	6.1
13.	Explain the significance of the Monroe Doctrine.	6.1, 6.3
14.	Identify important inventions during the Industrial Revolution.	6.1, 6.3
15.	Explain how new forms of transportation helped cities grow.	6.1, 6.3
16.	Explain the impact of Andrew Jackson's presidency.	6.1, 6.3
17.	Analyze how westward expansion affected Native Americans.	6.1, 6.3
18.	Understand how the population changed during this period.	6.1

19.	Identify sources of conflict between Texans and the Mexican government.	6.1, 6.2, 6.3
20.	Explain how western territory became part of the United States.	6.1
21.	Describe how the Gold Rush helped California grow.	6.1

Unit 6: Slavery and Emancipation

#	STUDENT LEARNING OBJECTIVES	CORRESPONDING CCSS
1.	Explain the importance of cotton to the South's economy.	6.1
2.	Identify differences between the North and the South.	6.1, 6.3
3.	Analyze how tariffs increased tensions between the North and the South.	6.1
4.	Understand how abolitionists fought slavery.	6.1, 6.3
5.	Explain key conflicts related to the issue of slavery in the territories.	6.1, 6.3
6.	Analyze the significance of the Dred Scott decision.	6.1, 6.3
7.	Explain how the Civil War began.	6.1, 6.3
8.	Explain the importance of the Battle of Bull Run.	6.1
9.	Assess the advantages and disadvantages of each side.	6.1
10.	Analyze the elements of Scott's Anaconda Plan.	6.1
11.	Identify innovations in military technology during the Civil War.	6.1
12.	Understand the impact of the Emancipation Proclamation.	6.1, 6.3
13.	Explain the importance of the fall of Vicksburg.	6.1
14.	Identify the turning point of the Civil War.	6.1
15.	Explain how people on the home front contributed to the war effort.	6.1
16.	Summarize Grant's plan to end the war.	6.1
17.	Describe the effects of Sherman's march to the sea.	6.1
18.	Identify the events that ended the war.	6.1
19.	Explain how the federal government supported newly freed slaves.	6.1, 6.3

20.	Identify civil rights granted by the "Civil War Amendments."	6.1, 6.3
21.	Explain how African Americans' civil rights were restricted.	6.1, 6.3

Unit 1: Native Peoples of North America

Essential Questions	Instructional Objectives/ Skills and Benchmarks (CPIs)	Activities	Assessments
How did people adapt to life in North America?	6.1.8.B.1.a	Compare and contrast using Venn diagram and foldable	End of Unit Test
How did the environments of the West affect the lives of Native Americans?	6.1.8.B.1.a 6.1.8.B.1.b		Time lines
How did the desert environment affect people's lives?	6.1.8.B.1.a	Extended Projects: Make a Model Shelter	Geographic Questions
How did the natural resources of the Plains impact Native Americans?	6.1.8.D.1.a	Descriptive Essay	
How did the environment shape Eastern Woodlands cultures?	6.1.8.A.1.a 6.1.8.C.1.b		

Unit 2: Exploration and Colonization

Essential Questions	Instructional Objectives/ Skills and Benchmarks (CPIs)	Activities	Assessments
How did events in Europe affect exploration?	6.1.8.B.1.b 6.1.8.C.1.a	Cause and effect concept map foldable	End of Unit Test Quizzes
How did Spanish explorers change the Americas?	6.1.8.D.1.c 6.1.8.D.2.a	Cause & effect chart Latitude & Longitude maps	Research Geographic Questions
How did the arrival of Spanish explorers change Native American empires?	6.1.8.D.1.a	Line & Circle Graphs	
How did Spain's growing empire impact life in North America?	6.1.8.C.1.b 6.1.8.B.1.a	Extended Projects: Make a Photo Collage Descriptive Journal Entry	
How did the search for the Northwest Passage affect people?	6.1.8.A.1.a		
How did France's relationship with Native Americans affect colonization?			
What challenges did English settlers face?			

Unit 3: Colonial America

Essential Questions	Instructional Objectives/ Skills and Benchmarks (CPIs)	Activities	Assessments
How did differences shape New England?	6.1.8.A.2.a 6.1.8.A.2.b 6.1.8.A.2.c	Create generalizations chart	End of Unit Test Quizzes
What factors influenced the development of the Middle Colonies?	6.1.8.B.2.a	Historical Map Descriptive Journal Entry	Research Geographic Questions
How did the Southern Colonies differ from other settlements?	6.1.8.C.2.a	Create a Bar Graph	
How did economic needs affect life in the colonies?	6.1.8.D.2.b		
Why did slavery develop in the English Colonies?	6.1.8.C.2.b 6.1.8.C.2.c 6.1.8.D.2.a		
What influenced the development of colonial economies?			
How did values shape colonial governments?			

Unit 4: The Struggle for North America

Essential Questions	Instructional Objectives/ Skills and Benchmarks (CP/s)	Activities	Assessments
How did France's control of the Mississippi River affect settlement?	6.1.8.D.3.a	Create Main Idea Chart	End of Unit Test
How did the French and Indian War change the colonies?	6.1.8.D.3.a	Battle Map	Quizzes
What caused the colonists to unite against Great Britain?	6.1.8.C.3.a	Expository Essay	Research
What caused the American Revolution?	6.1.8.D.3.a 6.1.8.C.3.a	Make a Leadership Yearbook	Geographic Questions
Why is the Second Continental Congress important?	6.1.8.A.2.b		
Why did the war present challenges?	6.1.8.C.3.b		
How did Patriots influence the war?	6.1.8.D.3.e		
How did the Revolution affect life in America?	6.1.8.B.3.d 6.1.8.D.3.e		
	6.1.8.D.3.f		

Unit 5: The New Nation

Essential Questions	Instructional Objectives/ Skills and Benchmarks (CPIs)	Activities	Assessments
What problems did the government face after the Revolution?	6.1.8.A.3.b 6.1.8.A.3.c 6.1.8.B.3.b	Foldable on drawing conclusions	End of Unit Test Quizzes
Why is the Constitution a powerful document?	6.1.8.A.3.b 6.1.8.A.3.d 6.1.8.A.3.c 6.1.8.A.3.g	Write a letter from a delegate at the Constitutional Convention	Research Geographic Questions
How did the expansion of the United States affect North America?	6.1.8.B.3.a 6.1.8.B.4.a 6.1.8.B.3.a 6.1.8.C.3.a 6.1.8.B.4.b	Illustrate the system of checks and balances Compare maps at different scales	
How did the War of 1812 affect Americans?	6.1.8.C.3.c 6.1.8.C.4.b		
How did the Industrial Revolution change people's lives?	6.1.8.B.4.b 6.1.8.A.4.b 6.1.8.D.4.a 6.1.8.A.4.c 6.1.8.A.4.a		
How did freedom change for people?	6.1.8.A.4.a 6.1.8.A.4.b 6.1.8.B.4.a		
How did conflicts with Mexico change the United States?			

Unit 6: Slavery and Emancipation

Essential Questions	Instructional Objectives/ Skills and Benchmarks (CPIs)	Activities	Assessments
How did the South affect the nation's economy and politics?	6.1.8.D.4.b 6.1.8.D.4.c	Fact and opinion foldable	End of Unit Test
How did the issue of slavery affect the United States?	6.1.8.D.4.b 6.1.8.D.5.a 6.1.8.D.4.c 6.1.8.B.5.a 6.1.8.D.5.b 6.1.8.C.5.a	Climographs Expository Essay Make a poster relating to an event/person in this unit	Quizzes Research Geographic Questions
How did the challenges of wartime divide the nation?	6.1.8.A.5.a 6.1.8.D.5.b 6.1.8.B.5.a 6.1.8.D.5.c 6.1.8.C.5.a	Venn diagram comparing the North and the South	
How did the Civil War impact life in the United States?	6.1.8.C.5.a 6.1.8.D.5.b 6.1.8.B.5.a	Write an essay explaining why the North and the South had different views on slavery	
How did the end of the Civil War change the United States?	6.1.8.A.5.b 6.1.8.C.5.a 6.1.8.C.5.b 6.1.8.D.5.d		
How did the South change after the war?			

Holocaust Lessons

Hana's Suitcase

-Karen Levine

A book study



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) Introduction to Teacher

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- 3) *Background information for teachers (not contained in this file)*
 - a) Map of Europe
 - b) Map of Czechoslovakia (showing Moravia)
 - c) The Holocaust
 - d) United Nations Declaration of Human Rights
- 4) Suggested Activities
 - a) Locate Czechoslovakia on a map
 - b) Build parallel timelines
 - c) Write from different points of view
 - d) Letter writing
 - e) Write your autobiography
 - f) Art: digital photography
 - g) Writing poetry
 - h) Creative writing: journals
 - i) Creative writing and links to the Health Curriculum: a message in a bottle
- 5) Comprehension Questions and answers
 - a) Hana and George's life before the arrival of the Nazis
 - b) Hana and George's life under Nazi control
 - c) Hana and George at Theresienstadt
 - d) Fumiko's search
- 6) Suggested Reading
- 7) Links
- 8) Time line answer keys and blanks
- 9) Copy masters for questions
- 0) Some pictures

Hana's Suitcase

Introduction for the teacher

Hana's Suitcase is an elegant book combining the biography of the short life of Hana Brady, a Holocaust victim, and the efforts of Fumiko Ishioka to piece together the story of her life, seventy years later. Fumiko is the curator of the children's Holocaust education center in Tokyo. The title of the book comes from Hana's suitcase, which was loaned to the center for a display of children's articles, intended to help the museum's visitors understand how the Holocaust affected children. The suitcase, bearing Hana's name, generated so much interest that Fumiko felt compelled to track Hana's story down.

You and your students will follow these two remarkable stories in parallel as they come together in a beautiful and touching conclusion of life and joy rising out of suffering and death.

The book brings many issues to the fore:

- What happened during the Holocaust and how were people, especially children, affected?
- What was World War II about and why were Jewish people persecuted with such intensity?
- What is the nature of forgiveness and how is it possible to go on after great suffering?
- What is the nature of hate and why is hate so prevalent in books and on the internet?

You will need some background information as questions arise. You will need to treat some aspects of the Holocaust with sensitivity, especially if you have students who are Jewish or who come from Israel or Palestine. Many students have relatives who fought in the wars and the book will be providing a different context for what they already know.

I suggest that you avoid dwelling on the more intense details of the concentration camps and gas chambers, yet you do not want to appear to be avoiding the issue completely. I recommend the book, "The Devil's Arithmetic" for a more inside view of what life might have been like in a concentration camp. Students can always do their own research in the public libraries or the internet.

A note of caution is appropriate when "surfing" the net. There may be many Internet sites which promote hate and you should be careful in the classroom if you access the net with your students.

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Introduction for the Students

You are about to read about the story of a young girl named Hana who lived in Europe during the time of the Second World War. You will also read about a young woman from Tokyo, in the present time, who took it upon herself to teach children in

Japan about an important and tragic event called the Holocaust and how it affected people.

Hana Brady and her brother George are the two main characters in the part of the book dealing with the Holocaust. They lived in a town called Nove Mesto, in Czechoslovakia. They lived happily with their mother and father until the events of the Holocaust changed their lives. As you will see, they attended school, played and did chores much like you do.

Fumiko Ishioka is the young woman from Tokyo. She is the curator of the Tokyo Holocaust Education Resource Center. There, children like you are learning about the Holocaust and know Hana and George's story.

You are about to become part of the growing number of people who know about Hana, George, Fumiko and what the Holocaust means for us all.

Let us begin.

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The Tokyo Holocaust Education Center



Suggested Activities

1) Map Work

- a) Have the students locate Czechoslovakia (Czech Republic) in an atlas.
- a) Nove Mesto is in Moravia, a province in eastern Czechoslovakia. Internet searches will provide several hits for Nove Mestos, so be sure you are looking in Moravia. Skiing is mentioned in the book, and there is a Nove Mesto showing pictures of a ski resort. That may be it. Picture to the Children's Holocaust Center in Tokyo (or email, from their site)

2) Time lines

- a) Have the students make timelines of the events in Hana and George's story, and then one showing the events in Fumiko's search. Consider have the students work in pairs or groups. You may want to give them a copy of a blank table (provided) or a copy of the table with the dates only and they could fill in the blanks with what happened (also provided). Another option could be to have them build their own timeline, with you providing the dates from the table with dates only.
- b) You may want to do this activity as you or the students read through the book.

3) Point of View

- a) Write a story from Silva's point of view, telling the events: Mother taken away, Father taken away, children taken, looking for them, crossing the town and going to Uncle Ludvik's, finding the children, licking their faces, etc.
- b) Uncle Ludvik was so sad to see his niece and nephew leave that he couldn't drive them himself. Write a story from his (or Aunt Hedda's) point of view from the point when he learns that Hana and George's parents are no longer with them.

4) Letter writing

- a) To the Children's Holocaust Centre in Tokyo (or email, from their site)
 - i) Share what you have learned and how you feel about what you have read.
- b) Imagine you could write to the author. Or, send your letter to the author c/o the publisher (address and website on inside cover of the book).
 - i) Share what the book has taught you and how you feel about the story.
 - ii) Share how you feel about how things turned out in the end.
- c) To characters in the book: Hana, George, Uncle Ludvik, etc. Imagine you could ask them questions about what they have lived.

5) Write your autobiography

- a) Hana's Suitcase is like a biography. Make your biography in a scrap book using pictures or drawings that tell your story, much like the photo album George was able to preserve. Imagine that it will be found a long time in the future by an archeologist and write the archeologist's comments upon finding such a valuable item! You could add pictures cut out of catalogues to show what we wear now or what things we do.

6) Art and Photography

- a) Obtain some black and white film or use a digital camera with a black and white setting or sepia tones to simulate photography before color photos were available

- to everyone. Use the pictures to make a class photo album or have the students decorate their photo with old-fashioned clothing or hats.
- i) You can use a photocopier and blow up the photos so the students don't work with the original.
 - ii) Put the photos in a box or can and give it to them when they graduate in Grade 2, as a kind of time capsule. Include other items from their year with you.
- 7) Organize a field trip to the Galt Museum to understand how documents can be preserved so that people in later times can investigate history, as Fumiko did.
- a) Or organize virtual field trips to museums:
 - i) VMC (if you become a member, they email links)
() <http://www.virtualmuseum.ca/>
 - ii) Galt Museum
() <http://www.galtmuseum.com/index.htm>
 - iii) Canadian Museum of Civilization
() <http://www.civilization.ca/indexe.asp>
- 8) Poetry
- a) The images in the book lend themselves well to written images, as well as the strong feelings we have when we read it.
 - b) Teach different forms of poetry and write, using the themes in the book. Here are some links showing you "how to":
 - i) Haiku
() <http://www.toyomasu.com/haiku/#howtowritehaiku>
 - ii) Cinquain
() <http://ifg.girlscouts.org/How/make/cinquain.htm>
 - iii) Diamonte
() <http://edtech.sandi.net/literacy/3.6/diamonte.html>
 - iv) Other forms of rhymed or non-rhyming poetry
 - v) Have them decorate their poems with borders and backgrounds, suitable for display.
- 9) Journal writing
- a) Imagine you are Hana or George.
 - i) Write a page or two that could be in his or her journal, were it possible for them to have one. Try to capture the feelings you might imagine them to have at that particular moment in the story.
 - ii) In your own journal, put down your feelings as you read this book. Put down questions you would like answered.
- 10) A message in a bottle
- a) Hana and George wrote down all the things that were bothering them at the beginning when the Nazis began to persecute the Jews (page 25).
 - i) Have each student make a list of all the good things that happen to him or her and have them put their lists in a jar, which you could open later in the year, at Pentecost, for instance.
 - ii) Discuss the value of writing down things that make you sad or angry, instead of acting out and doing something that makes things worse (see the Health Curriculum Wellness Outcomes for cross-curricular possibilities).

1.1) Links to Art

- a) Have the students do art in various media of the symbols in the book, such as the Star of David, trains, playground swings, a message in a bottle:
 - i) Watercolor
 - ii) Pencil crayons
 - iii) Fabric arts
- b) Make bread dough ornaments with the names of the people you are giving them to carved into them.

Social Studies Skills Table

Essential Question: What are effective strategies for accessing various sources of information and historical evidence, determining their validity, and using them to solve a problem or find a solution to a public policy question?

Social Studies Skill	5-8
Chronological Thinking	Construct timelines of the events occurring during major eras including comparative events in world history for the different civilizations.
Spatial Thinking	Explain how major events are related to one another in time. Select and use various geographic representations to compare information about people, places, regions, and environment.
	Use maps and other documents to explain the historical migration of people, expansion and disintegration of empires, and growth of economic and political systems.

<p>Critical Thinking</p>	<p>Compare and contrast differing interpretations of current and historical events.</p> <p>Assess the credibility of sources by identifying bias and prejudice in documents, media, and computer-generated information.</p> <p>Analyze primary and secondary sources for reconstructing</p>
<p>Presentational Skills</p>	<p>Select and analyze information from a variety of sources to present a reasoned argument or position in a written and/or oral format.</p> <p>Present information in a logical manner using evidence and reasoning while demonstrating presentation skills (e.g., eye contact, adequate volume, clear pronunciation)</p>

New Jersey Core Curriculum Content Standards
Academic Area

6.1 U.S. History: America in the World: All students will acquire the knowledge and skills to think analytically about how past and present interactions of people, cultures, and the environment shape American heritage. Such knowledge and skills enable students to make informed decisions that reflect fundamental rights and core democratic values as productive citizens in local, national, and global communities.

6.2 World History/Global Studies: All students will acquire the knowledge and skills to think analytically and systematically about how past interactions of people, cultures, and the environment affect issues across time and cultures. Such knowledge and skills enable students to make informed decisions as socially and ethically responsible world citizens in the 21st century.

6.3 Active Citizenship in the 21st Century: All students will acquire the skills needed to be active, informed citizens who value diversity and promote cultural understanding by working collaboratively to address the challenges that are inherent in living in an interconnected world.

Resource Links

- **Brain Pop Social Studies**
<http://www.brainpop.com/socialstudies/>
- **Amistad Curriculum**
www.njamistadcurriculum.com/
- **Caring Makes a Difference: Holocaust Curriculum**
www.state.nj.us/education/holocaust/curriculum/
- **CNN Student News**
<http://www.cnn.com/cnn10>
- **Discovery Education**
www.discoveryeducation.com/search/page/k-5/socialstudies/-/-/index.cfm
- **Google Earth**
<http://www.google.com/earth/index.html>
- **New Jersey History Kids**
www.state.nj.us/state/historykids/NJHistoryKids.htm
- **TimeLinks website**
<https://connected.mcgraw-hill.com/connected/login.do>
- **IXL Social Studies**
<https://www.ixl.com/social-studies/grade-5>
- **Global One**
https://www.globalonenessproject.org/library/?P%5B0%5D=field_media_type%3A1097&gclid=CMmA-sb9gNMcFUOBswodM18CrQ
- **Kids. Gov**
<https://kids.usa.gov/social-studies/index.shtml>
- **Social Studies Resources**
http://www.internet4classrooms.com/skills_5th_social.htm
- **Social Studies Activities**
<https://www.education.com/activity/fifth-grade/social-studies/>

- **Social Studies Games**

http://www.learninggamesforkids.com/social_studies_games.html