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</table>
| 1    | Studying Oregon | • Identify the forces of nature that have formed the land of Oregon and the changes brought about by those forces  
• Identify the regions of Oregon and their main natural features: land, water, natural resources, and climate  
• Read and interpret an elevation map  
• Appreciate that individuals can make a difference  | • Develop several semantic maps around specific topics (whole group)  
• Prepare interview questions about the effects the eruption of Mount St. Helens had on Oregonians (partners)  
• Draw and label a picture of an Oregon River (individual)  
• Write and share myths and legends (individual and whole group)  
• Create a mural that retells the legend of Crater Lake (small groups)  
• Write and design a travel brochure (individual)  
• Write a pen pal letter describing Oregon (individual)  | • Overhead  
• Sample interview questions  
• Art supplies  
• Collection of Native American myths and legends  
• Pictures of Crater Lake  
• Sample travel brochures  
• Sample letter format  | • Teacher observation  
• Class participation  
• Rubrics created for individual art and writing activities |

**Oregon Grade 5 Benchmarks:**

- Use maps, charts and graphs to illustrate geographic concepts.
- Describe and explain physical and cultural characteristics of regions in the United States.
- Describe ways people have adapted to and been influenced by their physical environment.
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| 2    | Studying Oregon  | • Identify the major landforms, bodies of water, and general physical characteristics of each of Oregon’s four regions  
• Describe the influences of physical geography on the climate of each region  
• Recognize the influence of a region’s natural features on human activities  
• Identify the cities and characteristics of each of Oregon’s four regions on a map  
• Recognize the need for respect for the natural environment | • Compare and contrast the weather in Portland with a city on the coast (small groups)  
• Draw a diagram of the effects of the rain shadow on the climate of Oregon (individual)  
• Prepare a chart in which the climates of four selected cities – one from each region – are compared (small groups)  
• Write a poem about one of the state’s regions or about one special feature of a region (individual)  
• Design a crossword puzzle using important places and terms (partners) | • Daily weather reports  
• Art supplies  
• Poetry examples  
• List of important places and vocabulary terms  
• Unit 1 Test | • Teacher observation  
• Class participation  
• Rubrics created for individual art and writing activities  
• Unit 1 Test |
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| 3    | Early Oregon History  | - Describe the earliest settlers’ migration from Asia  
- Identify major cultural characteristics of the different Native American culture areas  
- Recognize the influence of the early Indians on many Oregon place names  
- Locate the six Native American culture areas of Oregon on a state map and compare and contrast them  
- Recognize that people of different cultures have different values and beliefs | - Building thinking skills by focusing on decision making (whole group and individual)  
- Read aloud Northwest Native American myths (whole group)  
- Research Northwest Native American masks and allow students to make their own (whole group and individual)  
- Write a modern myth – similar to *How the Nimipu Got Fire* – (individual)  
- Create a diorama that depicts the legend related to *How the Nimipu Got Fire* (partners) | - Thinking skills questions  
- Collection of Northwest Native American myths  
- Sample mask  
- Art supplies  
- *How the Nimipu Got Fire* | - Teacher observation  
- Class participation  
- Rubrics created for individual art and writing activities  
- Thinking skills questions |

**Oregon Grade 5 Benchmarks:**

- Interpret major events, issues and developments involved in making a new nation within the topic area: land and people before Columbus.
- Describe how different kinds of political activity illustrate characteristics of United States democracy.
- Describe how natural, human and capital resources can be used to satisfy wants and produce goods and services.
- Distinguish essential and incidental information in clarifying an issue.
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| 4    | Early Oregon History | • Identify the major figures and events in the early exploration and settlement of Oregon and the Northwest  
• Explain the role of fur trading in the history of Oregon and the Northwest  
• Trace the route taken by Lewis and Clark on a map  
• Read a time line of events  
• Recognize that different groups of people may have conflicting points of view  
• Write an imaginary journal as a member of Lewis and Clark’s expedition (individual)  
• Create a timeline of their own life (individual)  
• Sequencing strategies (whole group)  
• Create a drawing depicting an event from the chapter - journey of the Tonquin, building of Fort Astoria, etc. – (individual)  
• Write a letter from the point of view of a person staying at Fort Vancouver in the late 1820s (individual)  
• Field trip to Fort Vancouver | • Sample journal entry  
• Sample timeline  
• Overhead  
• Art supplies  
• Sample letter format  
• Field trip permission slip  
• Unit 2 Test | • Teacher observation  
• Class participation  
• Rubrics created for individual art and writing activities  
• Unit 2 Test |

**Oregon Grade 5 Benchmarks:**

- Interpret major events, issues and developments involved in making a new nation within the topic area: westward expansion.
- Sequence events in chronological order.
- Understand and interpret the history of the state of Oregon.
- Identify forms of government interactions.
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| 5    | New Settlers Come to Oregon | • Describe the Mountain Men and their role in exploring the Oregon Country  
• Explain the role of missionaries in settling the Oregon Country  
• Describe the problems and challenges faced by the first Oregon settlers  
• Describe the beginnings of local government in Oregon  
• Trace the route of the Mountain Men on a map  
• Use a map to identify the locations of various missions  
• Understand cause-and-effect relationships  
• Appreciate that many different kinds of people contributed to the exploration and settlement of Oregon | • Develop a KWL chart (small groups)  
• Create a journal about traveling with the Whitmans to Oregon (individual)  
• Design a mural of one portion of the Whitmans’ journey (small groups)  
• Building thinking skills by focusing on understanding cause-and-effect (whole group and individual)  
• Write an opinion paragraph (individual)  
• Write a descriptive paragraph about the Mountain Man (individual) | • Chart paper  
• Sample journal entry  
• Thinking skills questions  
• Paper for writing activities | • Teacher observation  
• Class participation  
• Rubrics created for individual art and writing activities  
• Thinking skills questions |
Oregon Grade 5 Benchmarks:

- Describe cause-and-effect relationships, considering the influence of individuals and events.
- Recognize change and continuity over time within the following content theme: the interaction of people, cultures and ideas.
- Identify human migration patterns in the United States.
- Identify examples of authority and the use of power without authority.
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| 6    | New Settlers Come to Oregon | • Describe the move of pioneers to the Oregon Country  
• Describe the dispute between the United States and Great Britain over the Oregon Country  
• Analyze the causes and effects of the Whitman Massacre  
• Identify the leaders who helped to establish the Oregon Country’s local government  
• Trace the Oregon Trail on a map of the United States  
• Read and interpret bar graph data  
• Ask focused questions about an established topic  
• Identify the sequence of events  
• Recognize differing points of view in a dispute between two people or groups | • Design a class quilt – each student makes an individual square (whole group and individual)  
• Cause-and-effect chart (whole group)  
• Create model flatboats (individual)  
• Building thinking skills by focusing on asking questions (whole group and individual)  
• Analyze contrasting points of view – building citizenship (whole group and individual)  
• Debate about the meeting at Champoeg at which the Oregon settlers voted to set up a government (whole group)  
• Play *Oregon Trail* computer game (individual)  
• Field trip to the Oregon Trail Interpretive Center (whole group) | • Sample quilt  
• Fabric squares  
• Overhead  
• Art supplies  
• Thinking skills questions  
• Building citizenship questions  
• *Oregon Trail* computer game and computers  
• Field trip permission slip  
• Unit 3 Test | • Teacher observation  
• Class participation  
• Rubrics created for individual art and writing activities  
• Thinking skills questions  
• Building citizenship questions  
• Unit 3 Test |
Oregon Grade 5 Benchmarks:

- Understand and interpret the history of the state of Oregon.
- Describe an event or issue from two points of view.
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| 7    | Oregon Grows | • Identify the factors that influenced the growth of the Oregon Territory  
• Describe Oregon’s struggle to achieve statehood  
• Describe the conflict between the United States government and the Indians in Oregon  
• Identify the new forms of transportation used in Oregon and across the United States  
• Read maps at different scales  
• Identify the sequence of events  
• Understand cause-and-effect relationships  
• Make predictions based on given information  
• Recognize that people of different cultures have different values and beliefs | • Question/answer relationships within the text (whole group)  
• Design an “Oregon Newsletter” for both the settlers and the Native Americans of this period (whole and small groups)  
• Create a model of one kind of early Oregon transportation – a covered wagon, a stagecoach, etc. – (small groups)  
• Building thinking skills by focusing on reading maps at different scales (whole group and individual)  
• Make a scale drawing of items in the classroom (whole group and individual)  
• Prepare interview questions for Abigail Scott Duniway (whole group and individual) | • Overhead  
• Sample newsletter format  
• Art supplies  
• Thinking skills questions  
• Rulers  
• Sample interview questions | • Teacher observation  
• Class participation  
• Rubrics created for individual art, math, and writing activities  
• Thinking skills questions |
Oregon Grade 5 Benchmarks:

- Recognize change and continuity over time within the following content theme: the interaction of people, cultures and ideas.
- Identify human migration patterns in the United States.
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<tr>
<td>8</td>
<td>Oregon Grows</td>
<td>• Identify the contributions of Oregonians to the war effort during World War I&lt;br&gt;• Describe how Oregon was affected by the Great Depression and the New Deal&lt;br&gt;• Describe the growth of Oregon’s wartime businesses during World War II&lt;br&gt;• Identify forms of discrimination practiced in Oregon during World War II&lt;br&gt;• Describe the efforts of Tom McCall and others to protect Oregon’s natural resources and environment&lt;br&gt;• Read and interpret data on a variety of maps&lt;br&gt;• Appreciate the cultural diversity that results when people of differing ethnic backgrounds live in the same place</td>
<td>• Field trip to Timberline Lodge (whole group)&lt;br&gt;• Prepare interview questions to ask someone who remembers World War II (whole group and individual)&lt;br&gt;• Create a mural showing activities in Oregon during the war, such as shipbuilding (small groups)&lt;br&gt;• Design environmental awareness posters (small groups)&lt;br&gt;• Building thinking skills by focusing on comparing maps (whole group and individual)&lt;br&gt;• Create advertising brochures that will encourage people to move to a certain part of Oregon (individual)</td>
<td>• Field trip permission slip&lt;br&gt;• Sample interview questions&lt;br&gt;• Art supplies&lt;br&gt;• Thinking skills questions&lt;br&gt;• Unit 4 Test</td>
<td>• Teacher observation&lt;br&gt;• Class participation&lt;br&gt;• Rubrics created for individual art and writing activities&lt;br&gt;• Thinking skills questions&lt;br&gt;• Unit 4 test</td>
</tr>
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Oregon Grade 5 Benchmarks:

- Understand and interpret events, issues, and developments within and across eras of world history.
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| 9    | Oregon Today | • Recognize that many different types of people have helped to shape Oregon’s history and culture  
      |                                                      | • Identify the accomplishments of famous Oregonians  
      |                                                      | • Recognize the role of the arts in Oregon’s history and culture  
      |                                                      | • Describe popular recreational activities and sites in Oregon  
      |                                                      | • Identify historical and economic developments in Portland  
      |                                                      | • Locate places of interest on a map of Oregon  
      |                                                      | • Analyze two contrasting points of view on a given issue  
      |                                                      | • Compare and contrast the city of Portland, past and present  
      |                                                      | • Ask focused questions about an established topic  
      |                                                      | • Recognize the importance of considering different points of view | • Outlining strategies (whole group)  
      |                                                      |                                                      | • Design T-shirts to illustrate their interpretations of Oregon spirit (individual)  
      |                                                      |                                                      | • Read several children’s books by Oregon authors (whole group and individual)  
      |                                                      |                                                      | • Prepare a classroom music festival encompassing all types of music (whole group)  
      |                                                      |                                                      | • Field trip to the Oregon Symphony (whole group)  
      |                                                      |                                                      | • Building thinking skills by focusing on recognizing point of view (whole group and individual)  
      |                                                      |                                                      | • Write a news story about the Portland Rose Festival (small groups) | • Overhead  
      |                                                      |                                                      | • Art supplies  
      |                                                      |                                                      | • Children’s books by Oregon authors  
      |                                                      |                                                      | • CDs/tapes  
      |                                                      |                                                      | • Field trip permission slip  
      |                                                      |                                                      | • Thinking skills questions  
      |                                                      |                                                      | • Rose Festival information | • Teacher observation  
      |                                                      |                                                      | • Class participation  
      |                                                      |                                                      | • Rubrics created for individual art and writing activities  
      |                                                      |                                                      | • Thinking skills questions |
Oregon Grade 5 Benchmarks:

- Describe and explain physical and cultural characteristics of regions in the United States.
- Describe ways people have adapted to and been influenced by their physical environment.
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| 10   | Oregon Today | • Describe the importance of logging and lumbering in Oregon  
• Identify important products and professions associated with agriculture and fishing in Oregon  
• Identify Oregon’s major manufacturing industries and their products  
• Describe tourism and other service industries in Oregon  
• Read and interpret product maps  
• Read and interpret graphs  
• Compare and contrast Oregon’s agriculture of today with that of the 1800s  
• Recognize the need for respect for the natural environment | • Compare and contrast activities (whole group)  
• Analyze contrasting points of view – building citizenship (whole group and individual)  
• Research and report on an endangered animal (individual)  
• Create a circle graph showing how the class as a whole can be divided according to the common characteristics or interests of its members (whole group and individual)  
• Building study and research skills by focusing on circle and line graphs (whole group and individual)  
• Design labels or boxes for some of the foods processed in Oregon (small groups) | • Overhead  
• Building Citizenship questions  
• Information on endangered animals  
• Sample label or food boxes produced in Oregon | • Teacher observation  
• Class participation  
• Rubrics created for individual art, math, and writing activities  
• Study and research skills questions  
• Building Citizenship questions |
Oregon Grade 5 Benchmarks:

- Describe ways people have adapted to and been influenced by their physical environment.
- Identify incentives that affect economic decisions and analyze how incentives affect students’ own economic decisions.
- List major strengths and weaknesses of alternative courses of action.
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| 11   | Oregon Today | • Explain the purpose of taxes  
• Identify the branches and functions of Oregon’s state government  
• Identify the roles of local government officials in Oregon  
• Describe the branches and functions of the United States government  
• Describe Oregon’s interdependence with the nations of the Pacific Rim  
• Use a world map to locate the nations of the Pacific Rim  
• Locate selected counties on a map of Oregon counties  
• Identify the parts of a newspaper and understand newspaper articles  
• Appreciate that individuals can contribute to the well-being of the society in which they live | • Field trip to Salem (whole group)  
• Building study and research skills by focusing on reading newspapers (whole group and individual)  
• Using semantic clues in text (whole group)  
• Prepare interview questions to ask the mayor or city manager of Portland (whole group and individual) | • Field trip permission slip  
• Newspapers  
• Sample interview questions  
• Unit 5 Test | • Teacher observation  
• Class participation  
• Rubric created for writing activity  
• Study and research skills questions  
• Unit 5 Test |
Oregon Grade 5 Benchmarks:

- Explain the relationship between individual rights and responsibilities.