

Week	Unit	Content/Goals	Integration/Activities	Resources	Assessment
1	Studying Oregon	<ul style="list-style-type: none"> <li>Identify the forces of nature that have formed the land of Oregon and the changes brought about by those forces</li> <li>Identify the regions of Oregon and their main natural features: land, water, natural resources, and climate</li> <li>Read and interpret an elevation map</li> <li>Appreciate that individuals can make a difference</li> </ul>	<ul style="list-style-type: none"> <li>Develop several semantic maps around specific topics (whole group)</li> <li>Prepare interview questions about the effects the eruption of Mount St. Helens had on Oregonians (partners)</li> <li>Draw and label a picture of an Oregon River (individual)</li> <li>Write and share myths and legends (individual and whole group)</li> <li>Create a mural that retells the legend of Crater Lake (small groups)</li> <li>Write and design a travel brochure (individual)</li> <li>Write a pen pal letter describing Oregon (individual)</li> </ul>	<ul style="list-style-type: none"> <li>Overhead</li> <li>Sample interview questions</li> <li>Art supplies</li> <li>Collection of Native American myths and legends</li> <li>Pictures of Crater Lake</li> <li>Sample travel brochures</li> <li>Sample letter format</li> </ul>	<ul style="list-style-type: none"> <li>Teacher observation</li> <li>Class participation</li> <li>Rubrics created for individual art and writing activities</li> </ul>

**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.

Week	Unit	Content/Goals	Integration/Activities	Resources	Assessment
2	Studying Oregon	<ul style="list-style-type: none"> <li>• Identify the major landforms, bodies of water, and general physical characteristics of each of Oregon's four regions</li> <li>• Describe the influences of physical geography on the climate of each region</li> <li>• Recognize the influence of a region's natural features on human activities</li> <li>• Identify the cities and characteristics of each of Oregon's four regions on a map</li> <li>• Recognize the need for respect for the natural environment</li> </ul>	<ul style="list-style-type: none"> <li>• Compare and contrast the weather in Portland with a city on the coast (small groups)</li> <li>• Draw a diagram of the effects of the rain shadow on the climate of Oregon (individual)</li> <li>• Prepare a chart in which the climates of four selected cities – one from each region – are compared (small groups)</li> <li>• Write a poem about one of the state's regions or about one special feature of a region (individual)</li> <li>• Design a crossword puzzle using important places and terms (partners)</li> </ul>	<ul style="list-style-type: none"> <li>• Daily weather reports</li> <li>• Art supplies</li> <li>• Poetry examples</li> <li>• List of important places and vocabulary terms</li> <li>• Unit 1 Test</li> </ul>	<ul style="list-style-type: none"> <li>• Teacher observation</li> <li>• Class participation</li> <li>• Rubrics created for individual art and writing activities</li> <li>• Unit 1 Test</li> </ul>

**Oregon Grade 5 Benchmarks:**

- Locate and identify on maps the continents and oceans of the world, the 50 states of the United States and the major physical characteristics of Oregon.
- Describe ways people have adapted to and been influenced by their physical environment.

Week	Unit	Content/Goals	Integration/Activities	Resources	Assessment
3	Early Oregon History	<ul style="list-style-type: none"> <li>Describe the earliest settlers' migration from Asia</li> <li>Identify major cultural characteristics of the different Native American culture areas</li> <li>Recognize the influence of the early Indians on many Oregon place names</li> <li>Locate the six Native American culture areas of Oregon on a state map and compare and contrast them</li> <li>Recognize that people of different cultures have different values and beliefs</li> </ul>	<ul style="list-style-type: none"> <li>Building thinking skills by focusing on decision making (whole group and individual)</li> <li>Read aloud Northwest Native American myths (whole group)</li> <li>Research Northwest Native American masks and allow students to make their own (whole group and individual)</li> <li>Write a modern myth – similar to <i>How the Nimipu Got Fire</i> – (individual)</li> <li>Create a diorama that depicts the legend related to <i>How the Nimipu Got Fire</i> (partners)</li> </ul>	<ul style="list-style-type: none"> <li>Thinking skills questions</li> <li>Collection of Northwest Native American myths</li> <li>Sample mask</li> <li>Art supplies</li> <li><i>How the Nimipu Got Fire</i></li> </ul>	<ul style="list-style-type: none"> <li>Teacher observation</li> <li>Class participation</li> <li>Rubrics created for individual art and writing activities</li> <li>Thinking skills questions</li> </ul>

**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.

Week	Unit	Content/Goals	Integration/Activities	Resources	Assessment
4	Early Oregon History	<ul style="list-style-type: none"> <li>Identify the major figures and events in the early exploration and settlement of Oregon and the Northwest</li> <li>Explain the role of fur trading in the history of Oregon and the Northwest</li> <li>Trace the route taken by Lewis and Clark on a map</li> <li>Read a time line of events</li> <li>Recognize that different groups of people may have conflicting points of view</li> </ul>	<ul style="list-style-type: none"> <li>Write an imaginary journal as a member of Lewis and Clark's expedition (individual)</li> <li>Create a timeline of their own life (individual)</li> <li>Sequencing strategies (whole group)</li> <li>Create a drawing depicting an event from the chapter - journey of the <i>Tonquin</i>, building of Fort Astoria, etc. – (individual)</li> <li>Write a letter from the point of view of a person staying at Fort Vancouver in the late 1820s (individual)</li> <li>Field trip to Fort Vancouver</li> </ul>	<ul style="list-style-type: none"> <li>Sample journal entry</li> <li>Sample timeline</li> <li>Overhead</li> <li>Art supplies</li> <li>Sample letter format</li> <li>Field trip permission slip</li> <li>Unit 2 Test</li> </ul>	<ul style="list-style-type: none"> <li>Teacher observation</li> <li>Class participation</li> <li>Rubrics created for individual art and writing activities</li> <li>Unit 2 Test</li> </ul>

**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.

Week	Unit	Content/Goals	Integration/Activities	Resources	Assessment
5	New Settlers Come to Oregon	<ul style="list-style-type: none"> <li>• Describe the Mountain Men and their role in exploring the Oregon Country</li> <li>• Explain the role of missionaries in settling the Oregon Country</li> <li>• Describe the problems and challenges faced by the first Oregon settlers</li> <li>• Describe the beginnings of local government in Oregon</li> <li>• Trace the route of the Mountain Men on a map</li> <li>• Use a map to identify the locations of various missions</li> <li>• Understand cause-and-effect relationships</li> <li>• Appreciate that many different kinds of people contributed to the exploration and settlement of Oregon</li> </ul>	<ul style="list-style-type: none"> <li>• Develop a KWL chart (small groups)</li> <li>• Create a journal about traveling with the Whitmans to Oregon (individual)</li> <li>• Design a mural of one portion of the Whitmans' journey (small groups)</li> <li>• Building thinking skills by focusing on understanding cause-and-effect (whole group and individual)</li> <li>• Write an opinion paragraph (individual)</li> <li>• Write a descriptive paragraph about the Mountain Man (individual)</li> </ul>	<ul style="list-style-type: none"> <li>• Chart paper</li> <li>• Sample journal entry</li> <li>• Thinking skills questions</li> <li>• Paper for writing activities</li> </ul>	<ul style="list-style-type: none"> <li>• Teacher observation</li> <li>• Class participation</li> <li>• Rubrics created for individual art and writing activities</li> <li>• Thinking skills questions</li> </ul>

**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.

Week	Unit	Content/Goals	Integration/Activities	Resources	Assessment
6	New Settlers Come to Oregon	<ul style="list-style-type: none"> <li>• Describe the move of pioneers to the Oregon Country</li> <li>• Describe the dispute between the United States and Great Britain over the Oregon Country</li> <li>• Analyze the causes and effects of the Whitman Massacre</li> <li>• Identify the leaders who helped to establish the Oregon Country's local government</li> <li>• Trace the Oregon Trail on a map of the United States</li> <li>• Read and interpret bar graph data</li> <li>• Ask focused questions about an established topic</li> <li>• Identify the sequence of events</li> <li>• Recognize differing points of view in a dispute between two people or groups</li> </ul>	<ul style="list-style-type: none"> <li>• Design a class quilt – each student makes an individual square (whole group and individual)</li> <li>• Cause-and-effect chart (whole group)</li> <li>• Create model flatboats (individual)</li> <li>• Building thinking skills by focusing on asking questions (whole group and individual)</li> <li>• Analyze contrasting points of view – building citizenship (whole group and individual)</li> <li>• Debate about the meeting at Champoeg at which the Oregon settlers voted to set up a government (whole group)</li> <li>• Play <i>Oregon Trail</i> computer game (individual)</li> <li>• Field trip to the Oregon Trail Interpretive Center (whole group)</li> </ul>	<ul style="list-style-type: none"> <li>• Sample quilt</li> <li>• Fabric squares</li> <li>• Overhead</li> <li>• Art supplies</li> <li>• Thinking skills questions</li> <li>• Building citizenship questions</li> <li>• <i>Oregon Trail</i> computer game and computers</li> <li>• Field trip permission slip</li> <li>• Unit 3 Test</li> </ul>	<ul style="list-style-type: none"> <li>• Teacher observation</li> <li>• Class participation</li> <li>• Rubrics created for individual art and writing activities</li> <li>• Thinking skills questions</li> <li>• Building citizenship questions</li> <li>• Unit 3 Test</li> </ul>

**Oregon Grade 5 Benchmarks:**

- Understand and interpret the history of the state of Oregon.
- Describe an event or issue from two points of view.

Week	Unit	Content/Goals	Integration/Activities	Resources	Assessment
7	Oregon Grows	<ul style="list-style-type: none"> <li>• Identify the factors that influenced the growth of the Oregon Territory</li> <li>• Describe Oregon’s struggle to achieve statehood</li> <li>• Describe the conflict between the United States government and the Indians in Oregon</li> <li>• Identify the new forms of transportation used in Oregon and across the United States</li> <li>• Read maps at different scales</li> <li>• Identify the sequence of events</li> <li>• Understand cause-and-effect relationships</li> <li>• Make predictions based on given information</li> <li>• Recognize that people of different cultures have different values and beliefs</li> </ul>	<ul style="list-style-type: none"> <li>• Question/answer relationships within the text (whole group)</li> <li>• Design an “Oregon Newsletter” for both the settlers and the Native Americans of this period (whole and small groups)</li> <li>• Create a model of one kind of early Oregon transportation – a covered wagon, a stagecoach, etc. – (small groups)</li> <li>• Building thinking skills by focusing on reading maps at different scales (whole group and individual)</li> <li>• Make a scale drawing of items in the classroom (whole group and individual)</li> <li>• Prepare interview questions for Abigail Scott Duniway (whole group and individual)</li> </ul>	<ul style="list-style-type: none"> <li>• Overhead</li> <li>• Sample newsletter format</li> <li>• Art supplies</li> <li>• Thinking skills questions</li> <li>• Rulers</li> <li>• Sample interview questions</li> </ul>	<ul style="list-style-type: none"> <li>• Teacher observation</li> <li>• Class participation</li> <li>• Rubrics created for individual art, math, and writing activities</li> <li>• Thinking skills questions</li> </ul>

**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.

Week	Unit	Content/Goals	Integration/Activities	Resources	Assessment
8	Oregon Grows	<ul style="list-style-type: none"> <li>• Identify the contributions of Oregonians to the war effort during World War I</li> <li>• Describe how Oregon was affected by the Great Depression and the New Deal</li> <li>• Describe the growth of Oregon's wartime businesses during World War II</li> <li>• Identify forms of discrimination practiced in Oregon during World War II</li> <li>• Describe the efforts of Tom McCall and others to protect Oregon's natural resources and environment</li> <li>• Read and interpret data on a variety of maps</li> <li>• Appreciate the cultural diversity that results when people of differing ethnic backgrounds live in the same place</li> </ul>	<ul style="list-style-type: none"> <li>• Field trip to Timberline Lodge (whole group)</li> <li>• Prepare interview questions to ask someone who remembers World War II (whole group and individual)</li> <li>• Create a mural showing activities in Oregon during the war, such as shipbuilding (small groups)</li> <li>• Design environmental awareness posters (small groups)</li> <li>• Building thinking skills by focusing on comparing maps (whole group and individual)</li> <li>• Create advertising brochures that will encourage people to move to a certain part of Oregon (individual)</li> </ul>	<ul style="list-style-type: none"> <li>• Field trip permission slip</li> <li>• Sample interview questions</li> <li>• Art supplies</li> <li>• Thinking skills questions</li> <li>• Unit 4 Test</li> </ul>	<ul style="list-style-type: none"> <li>• Teacher observation</li> <li>• Class participation</li> <li>• Rubrics created for individual art and writing activities</li> <li>• Thinking skills questions</li> <li>• Unit 4 test</li> </ul>

**Oregon Grade 5 Benchmarks:**

- Understand and interpret events, issues, and developments within and across eras of world history.

Week	Unit	Content/Goals	Integration/Activities	Resources	Assessment
9	Oregon Today	<ul style="list-style-type: none"> <li>• Recognize that many different types of people have helped to shape Oregon's history and culture</li> <li>• Identify the accomplishments of famous Oregonians</li> <li>• Recognize the role of the arts in Oregon's history and culture</li> <li>• Describe popular recreational activities and sites in Oregon</li> <li>• Identify historical and economic developments in Portland</li> <li>• Locate places of interest on a map of Oregon</li> <li>• Analyze two contrasting points of view on a given issue</li> <li>• Compare and contrast the city of Portland, past and present</li> <li>• Ask focused questions about an established topic</li> <li>• Recognize the importance of considering different points of view</li> </ul>	<ul style="list-style-type: none"> <li>• Outlining strategies (whole group)</li> <li>• Design T-shirts to illustrate their interpretations of Oregon spirit (individual)</li> <li>• Read several children's books by Oregon authors (whole group and individual)</li> <li>• Prepare a classroom music festival encompassing all types of music (whole group)</li> <li>• Field trip to the Oregon Symphony (whole group)</li> <li>• Building thinking skills by focusing on recognizing point of view (whole group and individual)</li> <li>• Write a news story about the Portland Rose Festival (small groups)</li> </ul>	<ul style="list-style-type: none"> <li>• Overhead</li> <li>• Art supplies</li> <li>• Children's books by Oregon authors</li> <li>• CDs/tapes</li> <li>• Field trip permission slip</li> <li>• Thinking skills questions</li> <li>• Rose Festival information</li> </ul>	<ul style="list-style-type: none"> <li>• Teacher observation</li> <li>• Class participation</li> <li>• Rubrics created for individual art and writing activities</li> <li>• Thinking skills questions</li> </ul>

**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.

Week	Unit	Content/Goals	Integration/Activities	Resources	Assessment
10	Oregon Today	<ul style="list-style-type: none"> <li>• Describe the importance of logging and lumbering in Oregon</li> <li>• Identify important products and professions associated with agriculture and fishing in Oregon</li> <li>• Identify Oregon's major manufacturing industries and their products</li> <li>• Describe tourism and other service industries in Oregon</li> <li>• Read and interpret product maps</li> <li>• Read and interpret graphs</li> <li>• Compare and contrast Oregon's agriculture of today with that of the 1800s</li> <li>• Recognize the need for respect for the natural environment</li> </ul>	<ul style="list-style-type: none"> <li>• Compare and contrast activities (whole group)</li> <li>• Analyze contrasting points of view – building citizenship (whole group and individual)</li> <li>• Research and report on an endangered animal (individual)</li> <li>• 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)</li> <li>• Building study and research skills by focusing on circle and line graphs (whole group and individual)</li> <li>• Design labels or boxes for some of the foods processed in Oregon (small groups)</li> </ul>	<ul style="list-style-type: none"> <li>• Overhead</li> <li>• Building Citizenship questions</li> <li>• Information on endangered animals</li> <li>• Sample label or food boxes produced in Oregon</li> </ul>	<ul style="list-style-type: none"> <li>• Teacher observation</li> <li>• Class participation</li> <li>• Rubrics created for individual art, math, and writing activities</li> <li>• Study and research skills questions</li> <li>• Building Citizenship questions</li> </ul>

**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.

Week	Unit	Content/Goals	Integration/Activities	Resources	Assessment
11	Oregon Today	<ul style="list-style-type: none"> <li>• Explain the purpose of taxes</li> <li>• Identify the branches and functions of Oregon's state government</li> <li>• Identify the roles of local government officials in Oregon</li> <li>• Describe the branches and functions of the United States government</li> <li>• Describe Oregon's interdependence with the nations of the Pacific Rim</li> <li>• Use a world map to locate the nations of the Pacific Rim</li> <li>• Locate selected counties on a map of Oregon counties</li> <li>• Identify the parts of a newspaper and understand newspaper articles</li> <li>• Appreciate that individuals can contribute to the well-being of the society in which they live</li> </ul>	<ul style="list-style-type: none"> <li>• Field trip to Salem (whole group)</li> <li>• Building study and research skills by focusing on reading newspapers (whole group and individual)</li> <li>• Using semantic clues in text (whole group)</li> <li>• Prepare interview questions to ask the mayor or city manager of Portland (whole group and individual)</li> </ul>	<ul style="list-style-type: none"> <li>• Field trip permission slip</li> <li>• Newspapers</li> <li>• Sample interview questions</li> <li>• Unit 5 Test</li> </ul>	<ul style="list-style-type: none"> <li>• Teacher observation</li> <li>• Class participation</li> <li>• Rubric created for writing activity</li> <li>• Study and research skills questions</li> <li>• Unit 5 Test</li> </ul>

**Oregon Grade 5 Benchmarks:**

- Explain the relationship between individual rights and responsibilities.