

Week	Unit	Content/Goals	Integration/Activities	Resources	Assessment
1	Studying Oregon	<ul style="list-style-type: none"> 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 	<ul style="list-style-type: none"> 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) 	<ul style="list-style-type: none"> Overhead Sample interview questions Art supplies Collection of Native American myths and legends Pictures of Crater Lake Sample travel brochures Sample letter format 	<ul style="list-style-type: none"> 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.

Week	Unit	Content/Goals	Integration/Activities	Resources	Assessment
2	Studying Oregon	<ul style="list-style-type: none"> • 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 	<ul style="list-style-type: none"> • 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) 	<ul style="list-style-type: none"> • Daily weather reports • Art supplies • Poetry examples • List of important places and vocabulary terms • Unit 1 Test 	<ul style="list-style-type: none"> • Teacher observation • Class participation • Rubrics created for individual art and writing activities • Unit 1 Test

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"> 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 	<ul style="list-style-type: none"> 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 <i>How the Nimipu Got Fire</i> – (individual) Create a diorama that depicts the legend related to <i>How the Nimipu Got Fire</i> (partners) 	<ul style="list-style-type: none"> Thinking skills questions Collection of Northwest Native American myths Sample mask Art supplies <i>How the Nimipu Got Fire</i> 	<ul style="list-style-type: none"> 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.

Week	Unit	Content/Goals	Integration/Activities	Resources	Assessment
4	Early Oregon History	<ul style="list-style-type: none"> 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 	<ul style="list-style-type: none"> 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 <i>Tonquin</i>, 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 	<ul style="list-style-type: none"> Sample journal entry Sample timeline Overhead Art supplies Sample letter format Field trip permission slip Unit 2 Test 	<ul style="list-style-type: none"> 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.

Week	Unit	Content/Goals	Integration/Activities	Resources	Assessment
5	New Settlers Come to Oregon	<ul style="list-style-type: none"> • 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 	<ul style="list-style-type: none"> • 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) 	<ul style="list-style-type: none"> • Chart paper • Sample journal entry • Thinking skills questions • Paper for writing activities 	<ul style="list-style-type: none"> • 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.

Week	Unit	Content/Goals	Integration/Activities	Resources	Assessment
6	New Settlers Come to Oregon	<ul style="list-style-type: none"> • 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 	<ul style="list-style-type: none"> • 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 <i>Oregon Trail</i> computer game (individual) • Field trip to the Oregon Trail Interpretive Center (whole group) 	<ul style="list-style-type: none"> • Sample quilt • Fabric squares • Overhead • Art supplies • Thinking skills questions • Building citizenship questions • <i>Oregon Trail</i> computer game and computers • Field trip permission slip • Unit 3 Test 	<ul style="list-style-type: none"> • 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.

Week	Unit	Content/Goals	Integration/Activities	Resources	Assessment
7	Oregon Grows	<ul style="list-style-type: none"> • 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 	<ul style="list-style-type: none"> • 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) 	<ul style="list-style-type: none"> • Overhead • Sample newsletter format • Art supplies • Thinking skills questions • Rulers • Sample interview questions 	<ul style="list-style-type: none"> • 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.

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

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"> • 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 	<ul style="list-style-type: none"> • 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) 	<ul style="list-style-type: none"> • Overhead • Art supplies • Children's books by Oregon authors • CDs/tapes • Field trip permission slip • Thinking skills questions • Rose Festival information 	<ul style="list-style-type: none"> • 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.

Week	Unit	Content/Goals	Integration/Activities	Resources	Assessment
10	Oregon Today	<ul style="list-style-type: none"> • 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 	<ul style="list-style-type: none"> • 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) 	<ul style="list-style-type: none"> • Overhead • Building Citizenship questions • Information on endangered animals • Sample label or food boxes produced in Oregon 	<ul style="list-style-type: none"> • 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.

Week	Unit	Content/Goals	Integration/Activities	Resources	Assessment
11	Oregon Today	<ul style="list-style-type: none"> • 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 	<ul style="list-style-type: none"> • 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) 	<ul style="list-style-type: none"> • Field trip permission slip • Newspapers • Sample interview questions • Unit 5 Test 	<ul style="list-style-type: none"> • 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.