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Teacher, grades 5 and 6

Philadelphia, Pennsylvania
Thematic Social Studies Unit for Grades 5 & 6

Description:

This is a thematic unit on the city of Philadelphia. This unit will include the subject areas of Reading, Writing, Social Studies, Geography, and Computer Technology for grades 5 and 6. In this unit, we will investigate the history of “Philly” and how it relates to the history of the United States as a whole. Students may write a historical newspaper, or present a PowerPoint presentation. Students will be working in groups of three to four for this project.

Faith Integration:

The history of Philadelphia has to do with truly establishing religious freedom for early settlers from other countries. Though there were many religious group who made there way to this settlement, Sir Penn, who established the colony allowed all to worship as they pleased. Even today, Philadelphia is still known as the “City of Brotherly Love!”

The students will discover how Philadelphia became known as the City of Brotherly Love and how it relates to religious freedom for the early settlers. Students will make oral presentations to their classmates of their findings.

Curriculum Benchmarks:

- Students will use technology tools to enhance learning, increase productivity, and promote creativity. (NETS 3)
- Students will use a variety of media and formats to communicate information and ideas effectively to multiple audiences. (NETS 4)
- Students use technology to locate, evaluate, and collect information from a variety of sources.

- Students are proficient in the use of technology. (NETS 1)
- Students will use time and chronology of important historical events to explain cause and effect. (Michigan Benchmark)
- Students will be able to use primary and secondary source documents to analyze the past from a variety of points of view (Michigan Benchmark)
- Students will see history from many different perspectives. (Michigan Benchmark)
- Students will understand the past motivations and actions within the historical context of the time events took place. (Michigan Benchmark)

Teacher Preparation:

In preparation for this unit, it will be necessary to:

- Review unit with students for thorough comprehension
- Prepare a rubric for the students
- Find appropriate web sites that the students will be able to access
- Arrange times for computer use for those who do not have one at home
- Review PowerPoint software
- Review Microsoft Publisher
- Write a letter to parents explaining the project
- Outline expectations of each group member

Student Preparation:

Students will need to:

- Review skills for PowerPoint
- Review skills for Microsoft Publisher
- Review computer skills
- Review Internet procedures/copyright laws
- Review the correct procedures on saving pictures
- Review how to copy and make attachments

Activities/Procedures:

Chapter 1: Each group must explore the meaning of the words “Religious Freedom” as it pertained to the early settlers. They should list at least 2 groups of who came to America for this purpose.

Chapter 2: Each group will explore to see if “Religious Freedom” still applies for us today.
By looking through newspapers and magazines.

Chapter 3: Each group will include how William Penn was able to acquire the area known as Philadelphia; the rationale for allowing individuals to worship as they pleased; and how successful this new concept was during colonial times.

Chapter 4: Each group will map out the Philadelphia area as it was settled in the 1700’s locating as many settlements as possible and color-code each one.

Chapter 5: Each group will surmise the importance of “religious Freedom” as it ascertains to the building of the “New Nation” (United State) in its early infancy stage.

Chapter 6: Each group will picture how Philadelphia has changed from then to now

Chapter 7: Each group will find pictures of early Philadelphia and pictures of today’s Philadelphia.

Management Plan:

Students will be reviewed on correct computer lab rules and etiquette and reminded of school policy concerning the Internet. Groups will be required to maintain a website log of the different sites from the Internet. Student groups will be assigned to the computer lab to work on their project. Groups will rotate between the library, and meeting with the instructor. This will allow the time that the teacher will need to be kept abreast of the group’s progress. Plagiarism will also be reviewed with students to avoiding the obvious cheating and stealing that people are apt to do when working of major projects. Groups will have to maintain a log/journal as part of their grades.

Ethics Plan:

Before the students begin working on their projects, a lesson will be given on copyright guidelines, plagiarism, and citing resources. Though our school has its own policy for computer use, we will ensure that the students are advised of the legal ramifications of not following state laws for stealing over the Internet. Students will be given worksheets/guidelines for reminder instructions as they work on their projects.

Assessment/Evaluation:

There will be no tests or quizzes for this assignment. Each group will be assessed through observations, group/instructor discussions, and rubrics. Group projects will be judged on an individual basis according to the rubric design.

Follow-up Activities:

Students will be taking their annual historical trip to Philadelphia. They will tour the Liberty bell and other sites that pertain to the Revolutionary War. Students will be required to write a short essay of the tour.

Collaborative Work Skills : Philadelphia

CATEGORY	4	3	2	1
Contributions	Routinely provides useful ideas when participating in the group and in classroom discussion. A definite leader who contributes a lot of effort.	Usually provides useful ideas when participating in the group and in classroom discussion. A strong group member who tries hard!	Sometimes provides useful ideas when participating in the group and in classroom discussion. A satisfactory group member who does what is required.	Rarely provides useful ideas when participating in the group and in classroom discussion. May refuse to participate.
Quality of Work	Provides work of the highest quality.	Provides high quality work.	Provides work that occasionally needs to be checked/redone by other group members to ensure quality.	Provides work that usually needs to be checked/redone by others to ensure quality.
Time-management	Routinely uses time well throughout the project to ensure things get done on time. Group does not have to adjust deadlines or work responsibilities because of this person's procrastination.	Usually uses time well throughout the project, but may have procrastinated on one thing. Group does not have to adjust deadlines or work responsibilities because of this person's procrastination.	Tends to procrastinate, but always gets things done by the deadlines. Group does not have to adjust deadlines or work responsibilities because of this person's procrastination.	Rarely gets things done by the deadlines AND group has to adjust deadlines or work responsibilities because of this person's inadequate time management.
Problem-solving	Actively looks for and suggests solutions to problems.	Refines solutions suggested by others.	Does not suggest or refine solutions, but is willing to try out solutions suggested by others.	Does not try to solve problems or help others solve problems. Lets others do the work.
Preparedness	Brings needed materials to class and is always ready to work.	Almost always brings needed materials to class and is ready to work.	Almost always brings needed materials but sometimes needs to settle down and get to work	Often forgets needed materials or is rarely ready to get to work.
Working with Others	Almost always listens to, shares with, and supports the efforts of others. Tries to keep people working well together.	Usually listens to, shares, with, and supports the efforts of others. Does not cause "waves" in the group.	Often listens to, shares with, and supports the efforts of others, but sometimes is not a good team member.	Rarely listens to, shares with, and supports the efforts of others. Often is not a good team player.

An Internet Hotlist on Philadelphia

Created by Juanita Martin

[Introduction](#) | [William Penn and Philadelphia](#) | [Early Settlers](#) | [Maps](#) | [Museums and Images](#) | [Historical Sites](#)

Introduction

In addition to using books and magazines to find out about Philadelphia, why not also use the power of the Internet? The links below will get you started.

The Internet Resources

- [City Hall in Philadelphia](#) - Sights & Attractions Travel Center Buildings Posters Maps Facts Pictures Sitemap ... William Penn's 1683 plan for Philadelphia set Center Square ...

William Penn and Philadelphia

- [William Penn](#) - City of Philadelphia founded in 1682 by William Penn as a place for religious freedom for all www.phila.gov/historical
- [Early Settlers in Philadelphia](#) - Settlers of the Early Period by Prof. W. C. Walton Excerpted from the Centennial History of McKendree ... William Morrison came to Illinois from Philadelphia in 1790.

Early Settlers

- [Valley Forge](#) - Here is a Web site published by the Independence Hall Association that is loaded with clickable maps and excellent information about the historic sites around Philadelphia

Maps

- [A Walking tour of Philadelphia](#) - A walking tour of the top ten historic locations in Independence National Historical Park, Philadelphia, PA.
- [Antique Prints and Maps](#) - the early twentieth century, and covering a wide range of topics, from Currier & Ives to John James Audubon, from antique maps of the New World to hand colored engravings of flowers
- [Historic Civil War Maps](#) - Home Page] [Origins 88NYSV] [Civil War Battles] [Historic Civil War Battle Maps ... Relief map of Gettysburg battle scene made by Ambrose Lehman of Philadelphia in ...

Museums and Images

- [Museum of Arts](#) - They are drawn from the Philadelphia Collection, which contains over 20,000 historical images of Philadelphia. The earliest photograph in the collection dates back to 1841; most are from ...
- [Images of Philadelphia](#) - Historical Philadelphia Information on various historical sites and attractions for tourists in the city of Philadelphia.
- [Digital Image Library](#) - HDIL, the Philadelphia Historical Digital Image Library, is a grant-funded collaborative effort between the Scott Memorial Library of Thomas Jefferson University and The Historical Society of ...

Historical Sites

- [Historic Philadelphia](#) - A multitude of historical richness found within one square mile in Historic Philadelphia, Pennsylvania. Enjoy the virtual tour of the Liberty Bell and more. www.ushistory.org/tour/index.html
- [Historical Sites in Philadelphia](#) - Historical Philadelphia Information on various historical sites and attractions for tourists in the city of Philadelphia.
- [Historical Society of Philadelphia](#) - From the early colonial era to the nation's founding, from the era of industrialization and immigration to contemporary civil rights, Philadelphia possesses a rich historical record
- [Philadelphia Historical Sites](#) - Philadelphia's Historical Sites ... Philadelphia is one of our oldest cities and, as we all know, played an important .
- [Historic Tour of Philadelphia](#) - Philadelphia's historic core. A fairly extensive map-based tour of the historic core ... Philadelphia Trolley Tracks. Photos, maps, history, and stories about a rail system
- [Historic Housing in Philadelphia](#) - they practically invite the reader to step over the threshold, Historic Houses of Philadelphia brings ... of historic residences open to the public, the book is complete with maps ...
- [Pennsylvania](#) - Historic Philadelphia Liberty Bell Libertynet Kid's Page Lincoln's Gettysburg Address ... Pennsylvania Maps Pennsylvania Newspapers Pennsylvania Trail of History
- [Constitutional Convention](#) - ... by a joint commission of the two states. 1787 - Early, Constitutional Convention convenes in Philadelphia. 1787 ... slave emancipation law in 1780, many of these early Virginian and Maryland settlers ...