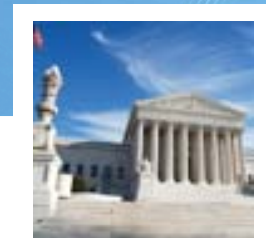
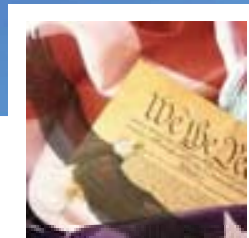


# 5th Grade US History

## STAAR Field Guide



**STAAR**

The State of Texas of Assessment of Academic Readiness (STAAR) is based on the Texas Essential Knowledge and Skills (TEKS). Most of the state standards, if they are eligible for assessment in a multiple choice/short answer format, will be assessed on STAAR.

STAAR is designed as a vertical system. Just as the TEKS are structured in a vertically aligned manner, so is STAAR. Learning from one grade level is aligned with learning at the next grade level. Some skills are developed over the course of a student’s educational career from kindergarten through high school, while other skills and learning may begin at a particular grade level and serve as the foundation for later learning. STAAR is an assessment of academic readiness. In other words, we can sum up the variation between the current assessment program (TAKS) and STAAR by reframing the questions we are asking.

**TAKS:** TAKS was designed to help teachers answer this question:

- Did students learn what they were supposed to learn in the current year’s grade?

**STAAR:** STAAR is designed to ensure that teachers answer these questions:

- Did students learn what they were supposed to learn in the current year’s grade?
- Are students ready for the next grade?
- And are they also ready for the grade after that?

So what’s the big deal about that shift? Fundamentally, it requires that teachers relook at curriculum and instruction in a very different way than they have under previous assessment systems (TABS, TEAMS, TAAS, TAKS). Not only are teachers required to have a deep understanding of the content of the grade level they are teaching, but they must also be firmly grounded in how the content of that current grade level prepares students for subsequent grade levels. Overemphasis on grade level attainment ONLY may create a context where teachers in subsequent grade levels have to reteach foundational skills to accommodate for the gap created by the lack of appropriate emphasis earlier. It may require students “unlearn” previous ways of conceptualizing content and essentially start all over.

**STAAR: focus, clarity, depth**

[The TEKS] are designed to prepare students to succeed in college, in careers and to compete globally. However, consistent with a growing national consensus regarding the need to provide a more clearly articulated K–16 education program that focuses on fewer skills and addresses those skills in a deeper manner (TEA).

STAAR is designed around three concepts: focus, clarity, and depth:

**Focus:** STAAR will focus on grade level standards that are critical for that grade level and the ones to follow.

**Clarity:** STAAR will assess the eligible TEKS at a level of specificity that allow students to demonstrate mastery.

**Depth:** STAAR will assess the eligible TEKS at a higher cognitive level and in novel contexts.

**STAAR: the assessed curriculum – readiness, supporting, and process standards**

A key concept that underpins the design of STAAR is that all standards (TEKS) do not play the same role in student learning. Simply stated, some standards (TEKS) have greater priority than others – they are so vital to the current grade level or content area that they must be learned to a level of mastery to ensure readiness (success) in the next grade levels. Other standards are important in helping to support learning, to maintain a previously learned standard, or to prepare students for a more complex standard taught at a later grade.

By assessing the TEKS that are most critical to the content area in a more rigorous ways, STAAR will better measure the academic performance of students as they progress from elementary to middle to high school. Based on educator committee recommendations, for each grade level or course, TEA has identified a set of readiness standards - the TEKS which help students develop deep and enduring understanding of the concepts in each content area. The remaining knowledge and skills are considered supporting standards and will be assessed less frequently, but still play a very important role in learning.

**Readiness standards** have the following characteristics:

- They are essential for success in the current grade or course.
- They are important for preparedness for the next grade or course.
- They support college and career readiness.
- They necessitate in-depth instruction.
- They address broad and deep ideas.

**Supporting standards** have the following characteristics:

- Although introduced in the current grade or course, they may be emphasized in a subsequent year.
- Although reinforced in the current grade or course, they may be emphasized in a previous year.
- They play a role in preparing students for the next grade or course but not a central role.
- They address more narrowly defined ideas.

**STAAR assesses the eligible TEKS at the level at which the TEKS were written.**

STAAR is a more rigorous assessment than TAKS (and TAAS, TEAMS, TABS before that). The level of rigor is connected with the cognitive level identified in the TEKS themselves. Simply stated, STAAR will measure the eligible TEKS at the level at which they are written.

The rigor of items will be increased by

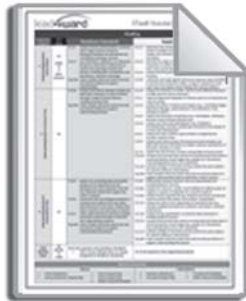
- assessing content and skills at a greater depth and higher level of cognitive complexity
- assessing more than one student expectation in a test item

The rigor of the tests will be increased by

- assessing fewer, yet more focused student expectations and assessing them multiple times and in more complex ways
- including a greater number of rigorous items on the test, thereby increasing the overall test difficulty

## About the STAAR Field Guide

The STAAR Field Guide for Teachers is designed as a tool to help teachers prepare for instruction. The tools and resources in this guide are designed to supplement local curriculum documents by helping teachers understand how the design and components of STAAR are connected to the scope and sequence of instruction. In order to help students attain even higher levels of learning as assessed on STAAR, teachers need to plan for increasing levels of rigor. This guide contains the following components:



**STAAR Grade Level Snapshot** – one page overview of the standards assessed on STAAR, how those standards are classified (readiness, supporting, or process), the reporting categories around which those standards are clustered, and the number of items that will be on the test from each reporting category and from each type of standard.



**STAAR Readiness Standards: A Vertical Look** – a vertical look at the readiness standards in grade bands to show the progression of the assessment between grade levels



**STAAR Readiness and Supporting Standards Analysis Sheets**– overviews of the nature of each readiness and supporting standard assessed on STAAR, designed to be used in planning to build teacher content knowledge and ensure that current grade level instruction reinforces previous learning and prepares students for future grade levels.



**STAAR-Curriculum Planning Worksheet** – a tool to organize the pages in this guide to be used in planning and professional development

### Steps to Success

1. Download the TEA Documents to add to your STAAR Teacher Field Guide
  - STAAR Blueprint
  - Assessed Curriculum Documents
  - STAAR Test Design
  - STAAR Reference Materials
2. Review the STAAR Snapshot for your course/grade level and content area
  - Note the readiness standards
  - With your team, explore why those TEKS are classified as readiness standards – which criteria do they meet
  - Review the supporting standards and note any that may have played a larger role on TAKS
3. Review the STAAR Readiness Standards: A Vertical Look
  - Discuss how the readiness standards connect between grade levels
  - Explore the specific differences between the aligned readiness standards at each grade level
4. Review the components of the STAAR Readiness and Supporting Standards Analysis Sheets
  - Use the samples on pages 6 and 7 to explore the analysis sheets
  - Add additional information based on the discussion on the team
5. Create STAAR-Curriculum Planning Packets for each unit or grading period
  - Collect either the Scope and Sequence document (if it includes the TEKS standards for each unit of instruction) OR Unit Plan documents (where the TEKS standards are bundled together into units of instruction)
  - The STAAR Field Guide is arranged by standard type (readiness or supporting) in numeric order of the standards. You may need to photocopy certain pages/standards if they are repeated throughout multiple units.
  - Use the scope and sequence or unit plan documents to identify the TEKS taught in each unit/grading period
  - Compile the STAAR Readiness and Supporting Standards Analysis Sheets that correspond to the TEKS each unit/grading period
  - After the pages/standards are sorted into their appropriate unit, create a method of organizing the documents (binder, folder, file, etc).
6. Plan for instruction
  - Collect the curriculum documents used for planning
  - Use the STAAR- Curriculum Planning Worksheet as you plan each unit. The worksheet provides guiding questions and reflection opportunities to aide you in maximizing the material in the STAAR Field Guide.
  - Determine where the team needs additional learning
  - Evaluate instructional materials
  - Review the plan for appropriate levels of rigor

## How to read STAAR Readiness Standards analysis pages

Student Expectation

Texas Essential Knowledge and Skills Statement

Standard and Indication of  
"Readiness" or "Supporting"

Grade and Subject

**5.3A Readiness**  
Grade 5 Math

(5.3) Number, operation, and quantitative reasoning. The student adds, subtracts, multiplies, and divides to solve meaningful problems. The student is expected to

**(A) use addition and subtraction to solve problems involving whole numbers and decimals;**

**Content Builder**  
What do the students need to know?  
Content:  
• Addition  
• Whole numbers  
• Decimals  
• Subtraction  
• Whole numbers  
• Decimals

**Rigor Implications**  
Verb  
• Add  
• Subtract  
• Solve  
Level of Bloom's Taxonomy  
• Applying

**Academic Vocabulary**  
• Add  
• Subtract  
• Decimal

**Level of Difficulty**

**Content Builder-** The basics of the content within the standard are extracted in a bulleted list. Connections to prior learning/other standards are explained. Future implications of mastery of this standard are described to assist in understanding the impact of this learning in the future.

**Rigor Implications-** Uses the verb(s) from the Student Expectation to indicate the cognitive complexity of the standard and which level of Bloom's Taxonomy should be addressed during instruction, Instructional implications are also highlighted.

**Distractor Factor -** Alerts teachers to areas where students traditionally struggle, have misconceptions, or may need reinforcement.

**Academic Vocabulary-** Vocabulary words are extracted directly from the standard and/or associated with the instruction of the content within the standard.

**Level of Difficulty-** Standards are labeled either Challenging or Moderate. This determination is made by the campus using previous year data.



## How to read STAAR Supporting Standards analysis pages

Student Expectation

Texas Essential Knowledge and Skills Statement

Standard and Indication of  
"Readiness" or "Supporting"

Grade and Subject

(5.1) Number, operation, and quantitative reasoning. The student uses place value to represent whole numbers and decimals. The student is expected to

**5.1B Supporting**  
Grade 5 Math

**(B) use place value to read, write, compare, and order decimals through the thousandths place.**

**Supporting the Readiness Standards**  
What Readiness Standard(s) or concepts from the Readiness Standards does it support?  
5.3A use addition and subtraction to solve problems involving whole numbers and decimals.  
How does it support the Readiness Standard(s)?  
This standard supports 5.3A by providing students continued practice reading, writing, comparing, and ordering decimals. This will support students as they solve addition and subtraction problems involving decimals.  
*May be adjusted according to local curriculum.*

**Academic Vocabulary**

- Compare
- Order
- Decimal
- Tenths
- Hundredths
- Thousandths

**Rigor Implications**  
Verb  
• Write  
• Compare  
• Order  
Level of Bloom's Taxonomy  
• Analyzing

**Instructional Implications**  
To appropriately adhere to the standard, students should be provided the opportunity to practice reading numbers aloud using place value, writing numbers that have been dictated using place value, and comparing and ordering decimals based on their the value.

**Supporting the Readiness Standards** - Most supporting standards support a readiness standard in the current grade level. This section discusses the relationships of the standards that are often taught together.

**Rigor Implications**- Uses the verb(s) from the Student Expectation to indicate the cognitive complexity of the standard and which level of Bloom's Taxonomy should be addressed during instruction, Instructional implications are also highlighted.

**Academic Vocabulary**- Words are extracted directly from the standard and/or associated with the instruction of the content within the standard.

# Curriculum - STAAR Planning Worksheet



Course/Grade Level \_\_\_\_\_

Readiness Standards	
---------------------	--

Content Area \_\_\_\_\_

Grading Period/Unit \_\_\_\_\_

Supporting Standards	
----------------------	--

Action Steps	Guiding Questions & Notes
Read each analysis page.	<p>What stands out?</p> <p>How many of the standards are a “Challenging” level of difficulty?</p> <p>How many of the standards are a high level of rigor (above apply on Bloom’s Taxonomy)?</p>
<i>Content Builder</i> (Readiness Standards only)	<p>What other connections could you add to this section? Write them on your analysis pages!</p> <p>This content important for students’ future learning. How will you assess retention?</p>
<i>Supporting the Readiness Standards</i> (Supporting Standards only)	<p>How can you use this information as you plan lessons?</p> <p>Do the supporting standards match with the readiness standards in your unit bundle? If not, arrange them according to your curriculum. Address the questions again “Which Readiness Standards does it support? How does it support the Readiness Standard(s)?”</p>





Action Steps	Guiding Questions & Notes
Vocabulary	<p>What strategies will you use to ensure mastery of the vocabulary for each standard in this unit?</p> <p>What is your plan if students do not master the vocabulary?</p>
Use the <i>Distractor Factor</i>	<p>How can you address the information in the Distractor Factor section?</p> <p>From your teaching experience, is there anything you would add to this? Write it on your analysis pages!</p>
<b>Reflection</b>	<p>How have you taught this content in the past?</p> <p>How will you teach it differently this year?</p> <p>How will you utilize the readiness and supporting standards for formative and summative assessment?</p>



Reporting Category*	Readiness Standards	Supporting Standards
<b>3</b>	<p>5.14.A identify and compare the systems of government of early European colonists, including representative government and monarchy*</p> <p>5.15.B explain the purposes of the U.S. Constitution as identified in the Preamble*</p> <p>5.15.C explain the reasons for the creation of the Bill of Rights and its importance*</p> <p>5.16.A identify and explain the basic functions of the three branches of government</p> <p>5.20.A describe the fundamental rights guaranteed by each amendment in the Bill of Rights, including freedom of religion, speech, and press; the right to assemble and petition the government; the right to keep and bear arms; the right to trial by jury; and the right to an attorney*</p>	<p>5.14.B identify examples of representative government in the American colonies, including the Mayflower Compact and the Virginia House of Burgesses*</p> <p>5.15.A identify the key elements and the purposes and explain the importance of the Declaration of Independence*</p> <p>5.16.B identify the reasons for and describe the system of checks and balances outlined in the U.S. Constitution*</p> <p>5.16.C distinguish between national and state governments and compare their responsibilities in the U.S. federal system</p> <p>5.17.A explain various patriotic symbols, including Uncle Sam, and political symbols such as the donkey and elephant</p> <p>5.17.B sing or recite "The Star-Spangled Banner" and explain its history</p> <p>5.17.C recite and explain the meaning of the Pledge of Allegiance to the United States Flag</p> <p>5.17.D describe the origins and significance of national celebrations such as Memorial Day, Independence Day, Labor Day, Constitution Day, Columbus Day, and Veterans Day</p> <p>5.17.E explain the significance of important landmarks, including the White House, the Statue of Liberty, and Mount Rushmore</p> <p>5.18.A explain the duty individuals have to participate in civic affairs at the local, state, and national levels</p> <p>5.18.B explain how to contact elected and appointed leaders in local, state, and national governments</p> <p>5.19.A explain the contributions of the Founding Fathers to the development of the national government</p> <p>5.19.B identify past and present leaders in the national government, including the president and various members of Congress, and their political parties*</p> <p>5.19.C identify and compare leadership qualities of national leaders, past and present*</p> <p>5.20.B describe various amendments to the U.S. Constitution such as those that extended voting rights of U.S. citizens</p>
<b>4</b>	<p style="text-align: center;"><b>Economics, Science, Technology and Society</b></p> <p>5.11.B describe how the free enterprise system works in the United States*</p> <p>5.12.A explain how supply and demand affects consumers in the United States*</p> <p>5.13.A compare how people in different parts of the United States earn a living, past and present*</p> <p>5.13.B identify and explain how geographic factors have influenced the location of economic activities in the United States</p> <p>5.13.D describe the impact of mass production, specialization, and division of labor on the economic growth of the United States*</p> <p>5.23.B identify how scientific discoveries, technological innovations, and the rapid growth of technology industries have advanced the economic development of the United States, including the transcontinental railroad and the space program*</p>	<p>5.10.A explain the economic patterns of early European colonists</p> <p>5.10.B identify major industries of colonial America*</p> <p>5.11.A describe the development of the free enterprise system in colonial America and the United States</p> <p>5.11.C give examples of the benefits of the free enterprise system in the United States</p> <p>5.12.B evaluate the effects of supply and demand on business, industry, and agriculture, including the plantation system, in the United States</p> <p>5.13.C analyze the effects of immigration, migration, and limited resources on the economic development and growth of the United States*</p> <p>5.13.E explain the impact of American ideas about progress and equality of opportunity on the economic development and growth of the United States</p> <p>5.23.A identify the accomplishments of notable individuals in the fields of science and technology, including Benjamin Franklin, Eli Whitney, John Deere, Thomas Edison, Alexander Graham Bell, George Washington Carver, the Wright Brothers, and Neil Armstrong</p> <p>5.23.C explain how scientific discoveries and technological innovations in the fields of medicine, communication, and transportation have benefited individuals and society in the United States</p> <p>5.23.D predict how future scientific discoveries and technological innovations could affect society in the United States</p>

### Process Standards (Social Studies Skills)

5.6.A	apply geographic tools, including grid systems, legends, symbols, scales, and compass roses, to construct and interpret maps
5.6.B	translate geographic data into a variety of formats such as raw data to graphs and maps
5.24.A	differentiate between, locate, and use valid primary and secondary sources such as computer software, interviews, biographies, oral, print, and visual material; documents; and artifacts to acquire information about the United States
5.24.B	analyze information by sequencing, categorizing, identifying cause-and-effect relationships, comparing, contrasting, finding the main idea, summarizing, making generalizations and predictions, and drawing inferences and conclusions
5.24.C	organize and interpret information in outlines, reports, databases, and visuals, including graphs, charts, timelines, and maps
5.24.D	identify different points of view about an issue, topic, or current event
5.24.E	identify the historical context of an event
5.25.A	use social studies terminology correctly
5.25.B	incorporate main and supporting ideas in verbal and written communication
5.25.C	express ideas orally based on research and experiences
5.25.D	create written and visual material such as journal entries, reports, graphic organizers, outlines, and bibliographies
5.25.E	use standard grammar, spelling, sentence structure, and punctuation
5.26.A	use a problem-solving process to identify a problem, gather information, list and consider options, consider advantages and disadvantages, choose and implement a solution, and evaluate the effectiveness of the solution
5.26.B	use a decision-making process to identify a situation that requires a decision, gather information, identify options, predict consequences, and take action to implement a decision

\* = Aligned with STAAR Assessed Curriculum

**NOTE:** The classification of standards on this TEKS Snapshot represents the reviewed and synthesized input of a sample of Texas Social Studies educators. This TEKS Snapshot DOES NOT represent a publication of the Texas Education Agency. District curriculum materials may reflect other classifications.

## 5th Grade US History

**(5.1) History.** The student understands the causes and effects of European colonization in the United States beginning in 1565, the founding of St. Augustine.

The student is expected to:

**(A) explain when, where, and why groups of people explored, colonized, and settled in the United States, including the search for religious freedom and economic gain**



### Content Builder

#### What do the students need to know?

Students need to understand the causes and effects of European colonization in the United States. Students need to know:

- the beginnings of Spanish colonization beginning with the founding of St. Augustine in Florida in 1565
- motivations for why Europeans explored and colonized the Americas
- when and where Europeans [Spanish, French, and English] explored and settled
- the original English settlements of Jamestown, VA in 1607 (founded for economic gain) and Plymouth Colony in Massachusetts in 1620 (founded by the Pilgrims for religious freedom)
- the location and names of the original 13 British colonies in the Americas.

#### To what degree will this learning impact learning 2 years down the road?

This standard aligns to Supporting Standard 5.1B in which students describe the accomplishments of significant individuals during the English colonial period. This standard also aligns to 5.14B, 5.10A, 5.10B, 5.11A, and 5.12B which address the political and economic development of the 13 Colonies.

The concepts of exploration and colonization and the skill of determining cause and effect are important in all future social studies courses. This standard aligns to similar standards in Grade 7 Texas History and Grade 8 Early American History as students learn more about Spanish colonization in Texas and the 13 original British colonies.



### Academic Vocabulary

- Exploration
- Colonization/colony
- Settlement
- Religious freedom



### Rigor Implications

#### Verb

- Explain

#### Level of Bloom's Taxonomy

- Understanding



#### Instructional Implications

Using a chart or other graphic organizer have students identify the dates, reasons for exploration, and areas explored/settled for Spain, France, and England. Help students reach an understanding that all of the Europeans were motivated by a desire for wealth, religion [spread or freedom], and/or increased power for their country [nationalism]. Extend student thinking about European exploration and colonization by discussing the lasting contributions each country made to life in the United States today including language, place names, religion, or architecture. Use a map of North America and have students shade the areas each European country explored [Spain – Florida, the Gulf Coast, and the Southwest U.S. and Mexico/Central America; France – along the St. Lawrence River, the Great Lakes, and the Mississippi River valley; and England – the land along the Atlantic coast]. Discuss with students how these claims often overlapped and how that might lead to conflict among the nations. Have students brainstorm a list of the challenges faced by each of these European explorers and have the students draw conclusions about why these men were willing to face such challenges. Use this standard as a way to focus student attention on the original 13 English colonies. Using a map of the colonies, locate the first English settlements [Jamestown and Plymouth] and discuss how the motivations for these settlements differed [Jamestown – trade/wealth; Plymouth – religious freedom]. Also, locate the Spanish settlement of St. Augustine in Florida and point out the date [1585] for that settlement. Discuss how that settlement pre-dated English settlements by almost 20 years and how that might create conflict between Spain and Britain. Pose the question: Why is being the first to do something often important?



### Distractor Factor

Help students realize that the reasons for exploration of new frontiers [space, for instance] are usually the same – adventure, personal fame, recognition of the strength of a country, and/or desire for new territory, and that these motivations have not changed for centuries.



### Level of Difficulty (based on local data)

Moderate

Challenging

## 5th Grade US History

**(5.2) History.** The student understands how conflict between the American colonies and Great Britain led to American independence. The student is expected to:

**(A) identify and analyze the causes and effects of events prior to and during the American Revolution, including the French and Indian War and the Boston Tea Party**



### Content Builder

#### What do the students need to know?

Students need to understand the concept of conflict and how the conflict between the American colonies and Great Britain led to American independence. Students need to know:

- how the French and Indian War contributed to unrest in the 13 Colonies and was one cause of the American Revolution [especially how expansion of American settlement to the west was promised as a result of the war but was not allowed]
- that the British Parliament imposed a series of taxes on the American colonies to help pay for the cost of fighting the French and Indian War
- why colonists believed that taxation without representation was wrong
- how the Boston Tea Party illustrates one way the American colonists responses to increased taxation escalated to violence
- how the British response to the Tea Party was to increase British troop strength in the colonies and to impose more restrictions on the colonies – which in turn made the colonists more angry and created cause for the American Revolution

#### To what degree will this learning impact learning 2 years down the road?

This standard aligns parts of Supporting Standard 5.2B as students identify the motivations and contributions of groups and individuals such as George Washington, who served with distinction as a colonial in the French and Indian War, the Sons of Liberty, and Samuel Adams.

The concept of escalation and the skill of determining cause and effect relationships support critical learning in all future social studies courses. Understanding the events and causal factors prior to the American Revolution is aligned to learning in Grade 8 Early American History.



### Academic Vocabulary

- Independence
- Revolution
- Causation



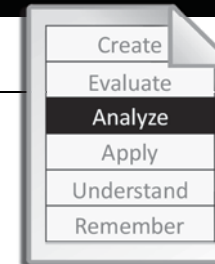
### Rigor Implications

#### Verb

- Analyze [cause and effect]

#### Level of Bloom's Taxonomy

- Analyzing



#### Instructional Implications

Introduce this standard with the following scenario: There is a parent who for years has let their kids do pretty much whatever they wanted. Then all of a sudden, that same parent becomes very strict and demanding of the kids. Using a Think-Pair-Share strategy, discuss how the kids might react to this new level of authority. Call on a few pairs to share their ideas and list these on the board. Use a timeline of events leading to the American Revolution including the French and Indian War, increased taxation following the War, the Boston Tea Party, and other events to emphasize the concept of cause and effect. Have students create a two-column chart with one column representing the British actions and the second column representing Colonists reactions. Pose questions such as: How did British policy in the American colonies change in the years between 1763 and 1774? Why did the British impose taxes and restrictions? Why did the Americans protest and revolt? How did those protests escalate? Emphasize that colonial reactions to British policies were at first non-violent, including methods such as boycotting British goods that were taxed. However, as time went on, the colonists became angrier and the protests escalated to violent action such as the Boston Tea Party. Also, use the timeline to point out that the time between British actions and colonial reactions became shorter and shorter indicating an escalation in colonial sentiment against Britain.



### Distractor Factor

Students often can identify events prior to the American Revolution but cannot analyze the cause and effect relationship between these events and the growing escalation toward declaring independence and deciding to fight a war to win independence.



### Level of Difficulty (based on local data)

- Moderate  Challenging

## 5th Grade US History

**(5.2) History.** The student understands how conflict between the American colonies and Great Britain led to American independence. The student is expected to:

**(C) summarize the results of the American Revolution, including the establishment of the United States and the development of the U.S. military**



### Content Builder

#### What do the students need to know?

Students need to understand how conflict between the American colonies and Great Britain led to the American Revolution and American independence from Great Britain. Students need to know:

- key events and individuals during the American Revolution, including George Washington as Commander in Chief of the colonial army, and key battles such as Lexington and Concord to begin the war and Yorktown to end the war.
- results of the American Revolution, including establishing a new country called the United States of America, gaining land from the Appalachian Mountains to the Mississippi River, and developing a military to fight the Revolution.

#### To what degree will this learning impact learning 2 years down the road?

This standard partially aligns to Supporting Standard 5.2B in which students identify the motivations and contributions of Founding Fathers and Patriot heroes. It also aligns to Supporting Standard 5.15A in which students identify the importance of the Declaration of Independence.

The concepts of conflict and revolution and the skill of summarizing results of an important event are critical to success in all future social studies courses. This standard supports beginning learning that will be addressed in greater detail in Grade 8 Early American History.



### Academic Vocabulary

- Conflict
- Revolution
- Independence



### Rigor Implications

#### Verb

- Summarize

#### Level of Bloom's Taxonomy

- Understanding

#### Instructional Implications

Using a simple timeline or a chart constructed by the students, introduce major events of the American Revolution, including fighting at Lexington/Concord [1775] which began the fighting in the Revolution, declaring independence [Second Continental Congress - 1776], the Battles of Saratoga [1777] which brought the French into the Revolution as an ally, the Battle of Yorktown [1781] which ended the fighting, and the Treaty of Paris [1783] which formally ended the American Revolution. As you discuss each event, help the students identify the important people and their contributions associated with that event. The supporting standard names John Adams, Benjamin Franklin, Nathan Hale, Thomas Jefferson, and George Washington. Remind students that none of these individuals were present at Lexington/Concord. George Washington was named Commander of the Continental Army and directed the strategies that won the war. His army forced the British surrender at Yorktown. Thomas Jefferson, wrote the Declaration of Independence with help from John Adams, and Benjamin Franklin. Adams and Franklin helped negotiate the Treaty of Paris that officially ended the war and granted the United States independence from Great Britain. Nathan Hale was a spy caught and hanged in 1776. His famous last words, "I regret that I have but one life to give for my country" represent the spirit of the Patriots fighting for freedom during the Revolution. Using a map, emphasize the two major results of the American Revolution – the former British colonies were now an independent nation called the United States of America and the territory of the United States more than doubled, extending its boundaries all the way to the Mississippi River – not including Florida, which was still controlled by Spain.



### Distractor Factor

This standard focuses on results of the American Revolution, not the events of the Revolution in great detail. Students often can describe events but have trouble focusing on summarizing the effects of a major event such as the American Revolution.



### Level of Difficulty (based on local data)

- Moderate  Challenging





## 5th Grade US History

**(5.3) History.** The student understands the events that led from the Articles of Confederation to the creation of the U.S. Constitution and the government it established. The student is expected to:

**(A) identify the issues that led to the creation of the U.S. Constitution, including the weaknesses of the Articles of Confederation**



### Content Builder

#### What do the students need to know?

Students need to understand the need for writing and ratification of the U.S. Constitution to establish a workable government system after the 13 American colonies won their independence from Great Britain. Students need to know:

- the weaknesses of the Articles of Confederation – the first plan of government for the newly independent colonies
- why these weaknesses led to the creation of a new form of government – the United States Constitution

#### To what degree will this learning impact learning 2 years down the road?

This standard aligns to Supporting Standard 5.3B in which students identify the contributions of individuals who helped create the U.S. Constitution. It also aligns to Readiness Standards 5.15B and 5.15C in which students explain the purposes of the U.S. Constitution and Bill of Rights.

The concept of limited government [as defined by a written plan of government – the Constitution] is important in future social studies courses. The actual understanding of important documents such as the Articles of Confederation and the U.S. Constitution align to Grade 8 Early American History.



### Academic Vocabulary

- Government
- Articles of Confederation
- Constitution



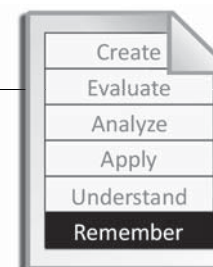
### Rigor Implications

#### Verb

- Identify

#### Level of Bloom's Taxonomy

- Remembering



#### Instructional Implications

Point out to students that when a group/nation forms they need a written plan for how decisions about that nation will be made. During the American Revolution, the first plan the colonies wrote was called the Articles of Confederation. Write the terms majority and unanimous on the board. Ask students to think about the differences in the two terms. Then pose the question: If the current U.S. Congress had to decide on laws by unanimous decision, what problems might occur? Help students reach the conclusion that probably no laws would ever be passed. Point out that this idea of unanimous decisions was one of the major weaknesses of the Articles of Confederation. Examine this and other significant weaknesses of this document using a T-chart to list and describe the weaknesses. [Note: This chart can be used to examine how the U.S. Constitution later addressed the weaknesses of the Articles.] When delegates met at the Constitutional Convention in 1787, the original plan was to revise the Articles. However, the group decided to write a whole new document which became the U.S. Constitution – a written plan of government for the United States of America. Remind students that this Constitution is the one we still use now, 225 years later. This new Constitution addressed all of the issues raised by the weaknesses of the Articles.



### Distractor Factor

Students need to realize that our current Constitution was the second plan of government for the United States and had to be written because the first plan was unworkable. This process has been used to amend the current Constitution.



### Level of Difficulty (based on local data)

Moderate

Challenging



## 5th Grade US History

**(5.4) History.** The student understands political, economic, and social changes that occurred in the United States during the 19th century. The student is expected to:

**(B) identify and explain how changes resulting from the Industrial Revolution led to conflict among sections of the United States**



### Content Builder

#### What do the students need to know?

Students need to understand the United States changed significantly during the 19th century and that those changes can be categorized as economic, social/cultural, and political. Students need to know:

- the characteristics of the Industrial Revolution including the rising importance of factories and improved machinery to make products.
- during the 19th century the Northern part of the United States became more industrialized and depended on the manufacture of products and the sale of those products for wealth
- the South was still largely agricultural, depending on slave labor on large plantations and the sale of cash crops such as cotton and tobacco to generate wealth
- the differences between these two sections, one industrialized and urban – the other agricultural and rural, led to economic differences
- the social/cultural issues of slavery existing between the north depending on non-slave labor and the south depending on slave labor

#### To what degree will this learning impact learning 2 years down the road?

This standard aligns to Supporting Standards 5.12B in which students evaluate the effects of industry and agriculture, including the plantation system. In addition, it partially aligns to 5.23A and important inventors in the field of science and technology including Eli Whitney and John Deere.

The concept of change over time and industrialization recur in all social studies courses. Perhaps a stronger conceptual alignment is developing an understanding of economic, social/cultural, political, and environmental factors [ESPN]. An understanding of the impact of the Industrial Revolution and sectionalism aligns to learning in Grade 7 Texas History and Grade 8 Early American History.



### Academic Vocabulary

- Industrialization
- Agriculture
- Sectionalism
- Rural
- Urban
- Change over time



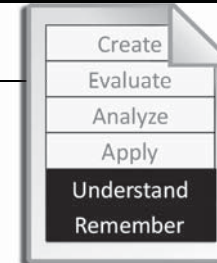
### Rigor Implications

#### Verb

- Identify
- Explain

#### Level of Bloom's Taxonomy

- Remembering
- Understanding



#### Instructional Implications

Put the term Industrial Revolution on the board. Explain to students that a simple definition of the Industrial Revolution is more, faster, cheaper referring to the production of goods. Before the Industrial Revolution, production of goods was mostly cottage industry – individual people making goods in their homes or small workshops. Help students visualize the concepts of industrialization and plantation agriculture [commercial agriculture] using pictures of a northern textile factory and a plantation cotton field using slave labor. Have students describe the images and compare the two types of economic activity. Emphasize the sectional differences and pose the following questions: Why would these economic differences potentially lead to conflict between the two major sections of the United States? What advantages might industrialization create for the North? How does agriculture benefit the South? Point out that factories were mostly in larger cities [urban] and plantation agriculture meant that people lived in the country [rural] and there were not many cities in the South. Pose the question: What might the differences between the industrialized North and the agriculture South mean in terms of population? How might slavery affect population in the South?



### Distractor Factor

The students must understand how industrialization and larger population base will lead to significant advantage for the North as the sectional conflict between North and South will eventually lead to the outbreak of the Civil War. Students should also understand the impact of the institution of slavery on the economy of the South and the road to conflict between North and South.



### Level of Difficulty (based on local data)

- Moderate  Challenging

## 5th Grade US History

**(5.4) History.** The student understands political, economic, and social changes that occurred in the United States during the 19th century. The student is expected to:

**(D) identify significant events and concepts associated with U.S. territorial expansion, including the Louisiana Purchase, the expedition of Lewis and Clark, and Manifest Destiny**



### Content Builder

#### What do the students need to know?

Students need to understand the ESP [economic, social/cultural, and political] change that occurred in the 19th century as a result of Westward expansion. Students need to know:

- the Louisiana Purchase in 1803 doubled the size of the United States
- President Thomas Jefferson commissioned Meriwether Lewis and William Clark to explore the newly acquired Louisiana Purchase. Their expedition recorded details about the physical environment of the west, Native Americans, and other details of the new territory.
- the doctrine of Manifest Destiny, the God-given right of the United States to increase its territory from the Atlantic to the Pacific.
- how Manifest Destiny led to the annexation of Texas into the United States, the Mexican-American War, and the acquisition of the Mexican Cession [land from Texas west to California]

#### To what degree will this learning impact learning 2 years down the road?

This standard partially aligns to Supporting Standard 5.4G in which students identify challenges, opportunities, and contributions of American Indian and immigrant groups. As America expanded westward, American Indians were more and more threatened and eventually confined to reservations. Immigrants often migrated to the west to find land and jobs.

The concepts of migration and expansion are common themes in social studies courses. The Louisiana Purchase, Lewis and Clark's expedition, and Manifest Destiny are aligned to specific content included in Grade 7 Texas History and Grade 8 Early American History.



### Academic Vocabulary

- Territory
- Expansion



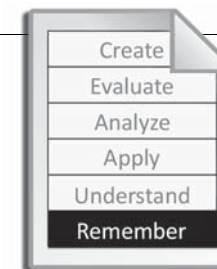
### Rigor Implications

#### Verb

- Identify

#### Level of Bloom's Taxonomy

- Remembering



#### Instructional Implications

The use of maps of U.S. territorial acquisition allows students to visualize the importance of the Louisiana Purchase, Texas annexation and the acquisition of the Mexican Cession as a result of U.S. victory in the Mexican-American War. These maps also help students examine the progress of westward expansion and draw conclusions such as, the U.S. added significant territory about every 20 years as population grew and the need for new farming land increased. Discuss the various methods – treaty, purchase, and war – that the United States used to expand her political territory. Have students read accounts from primary documents regarding the Lewis and Clark expedition. These are available on the National Archives website and the National Geographic website, which has an interactive map of the journey. Define Manifest Destiny and discuss how this doctrine led to this westward expansion. Pose the question: Did America have the god-given right to expand into all of this new territory? Was this expansion beneficial to all groups? Why or why not?



### Distractor Factor

Students struggle with the concept of Manifest Destiny and how the United States used this idea as a justification for territorial expansion.



### Level of Difficulty (based on local data)

Moderate

Challenging

## 5th Grade US History

**(5.4) History.** The student understands political, economic, and social changes that occurred in the United States during the 19th century. The student is expected to:

**(E) Identify the causes of the Civil War, including sectionalism, states' rights, and slavery, and the effects of the Civil War, including Reconstruction and the 13th, 14th, and 15th amendments to the U.S. Constitution**



### Content Builder

#### What do the students need to know?

Students need to understand the ESP causes of the American Civil War. Students need to know:

- how the issues of slavery, sectionalism, and states' rights were causes of the Civil War
- that eleven [11] southern states seceded [withdrew] from the United States to form the Confederate States of America
- fighting in the Civil War lasted for four [4] years from 1861 – 1865 and that more Americans died in this conflict [620,000] than in the combination of all other wars the U.S. has been in
- Abraham Lincoln was President of the United States during the Civil War and was assassinated just after the end of the war [April 14, 1865]
- Reconstruction – the rebuilding of the United States – was one effect of the Civil War as the former Confederate States were occupied by the United States military and the rule of the U.S. government was reestablished.
- 13th Amendment – abolished slavery; 14th Amendment – extended citizenship rights to former slaves and established due process under the law; 15th Amendment – extended voting rights to males (former slaves) of voting age

#### To what degree will this learning impact learning 2 years down the road?

This standard does not align to other Grade 5 standards.

Economic, social/cultural, and political causes and effects are important organizing and categorizing concepts in all social studies courses. The time period from 1860 – 1876 (Civil War and Reconstruction) did much to define life in the United States for the next 100 years. Resentments and injustice born during this period affected life for millions of Americans well into the 20th century. This standard directly supports learning in Grades 7 and 8.



### Academic Vocabulary

- Slavery
- Sectionalism
- States' rights
- Reconstruction



### Rigor Implications

#### Verb

- Identify

#### Level of Bloom's Taxonomy

- Remembering

#### Instructional Implications

Give students these statistics: 620,000 men died in this war, 52,000 in three days of fighting at the Battle of Gettysburg and pose the question: What could possibly cause people to be so angry that they would fight like this?. Define slavery, sectionalism, and states' rights and have a discussion regarding how these issues led to such increased tension between the North and the South they caused Southern secession and the Civil War. Provide a brief factual overview of the fighting in the Civil War ensuring that students understand that Texas was part of the Confederate States of America [South]. Some facts might include: Presidents Abraham Lincoln [USA] and Jefferson Davis [CSA]; Generals Ulysses S. Grant [USA] and Robert E. Lee [CSA]; battles of Ft. Sumter to begin the war, Gettysburg/Vicksburg in the middle of the war, and Surrender at Appomattox to end the war, followed closely by the assassination of President Lincoln. Define Reconstruction and the dates for Reconstruction in Texas [1865 – 1876] and the text of the 13th, 14th, and 15th Amendments. Discuss the ESP effects of Reconstruction by examining points of view regarding the military occupation and political changes [Amendments] from several perspectives: freed slaves, women, former Confederate and Union soldiers, and former plantation owners.



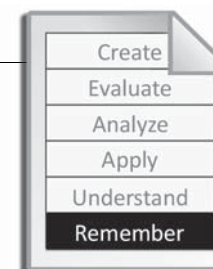
### Distractor Factor

Students may not understand that most events have multiple economic, social, and political causes and effects.



### Level of Difficulty (based on local data)

- Moderate  Challenging



## 5th Grade US History

**(5.5) History.** The student understands important issues, events, and individuals in the United States during the 20th and 21st centuries. The student is expected to:

**(A) analyze various issues and events of the 20th century such as industrialization, urbanization, increased use of oil and gas, the Great Depression, the world wars, the civil rights movement, and military actions**



### Content Builder

#### What do the students need to know?

Students need to understand important issues, events, and individuals in 20th and 21st century U.S. history. Students need to know the following important 20th century events:

- why industrialization was important to the development of the U.S. as a world power in the 20th century
- why people moved from rural areas to urban centers [urbanization]
- how increased use of oil and gas influenced developments in 20th century America, including the importance of Texas as an oil producing state
- why the Great Depression of the 1930s was a major event and how it affected the U.S.
- how U.S. involvement in World War I and II affected the United States
- why the civil rights movement occurred and some of the effects of that movement
- why the United States got involved in military actions in Korea [1950s], Vietnam [1960s and 1970s], and the [Persian] Gulf War [1990s]

#### To what degree will this learning impact learning 2 years down the road?

This standard aligns to Supporting Standard 5.5C in which students identify accomplishments of significant individuals and groups, including many 20th individuals who contributed in the areas of politics, civil rights, and military actions.

The concept of turning point events and the skill of analyzing why certain events are considered critical are important foundations for the study of history. This standard provides an introductory



### Academic Vocabulary

- Industrialization
- Urbanization
- Economic depression
- Civil rights
- Military action



### Rigor Implications

#### Verb

- Analyze

#### Level of Bloom's Taxonomy

- Analyzing

#### Instructional Implications

Study of this standard provides a broad overview of major 20th century events and should be combined with the study of important individuals in the 20th century [Supporting Standard 5.5C]. Introduce this standard with a 20th century timeline which will help students sequence these turning point events. Define industrialization, urbanization, and the increased use of oil and gas as trends that represent change over time. Provide students with a three-column chart, Important Events of the 20th Century, with column labels: Brief Summary of the Event; Significant Individuals; and Why This Mattered in U.S. History. Give students brief summaries of each event specified in the standard for column one, including important individuals associated with many of the events [from 5.5C]. Have students work with a partner to analyze each event and write at least one sentence in the third column that draws conclusions and summarizes why this event "mattered" [was significant] in 20th century U.S. history. In class discussion, call on pairs to share their thinking about each event and then discuss the analysis with the class as a whole, asking students to add information to their individual charts if needed. Consider having students "vote" on which events they consider to be the most significant by writing the name of that event on a post-it note and posting those in vertical columns on the board, creating a sort of bar graph using post-it notes. Discuss why certain events got more "votes" than others. If time permits, consider dividing the class into groups and assigning each group one of the 20th century events to research and report more details to the class regarding this event using a poster or PowerPoint.



### Distractor Factor

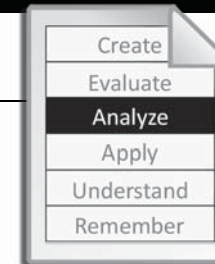
Ensure that students analyze the impact and importance of these 20th century events on the development of the United States as a world power rather than just describe the events.



### Level of Difficulty (based on local data)

Moderate

Challenging



## 5th Grade US History

**(5.7) Geography.** The student understands the concept of regions in the United States. The student is expected to:

**(A) describe a variety of regions in the United States such as political, population, and economic regions that result from patterns of human activity**



### Content Builder

#### What do the students need to know?

Students need to understand the concept of region. Students need to know:

- the definition of region – an area that shares one or more similar defining characteristics
- examples of political regions in the United States are the individual states; groups of states designated by the Federal Government [there are 10 federal regions]; or time zones
- population regions designated by the U.S. Census Bureau include the Northeast, the Midwest, the South, and the West [in this organizational structure Texas is considered in the South]; or metropolitan regions such as the Washington DC metropolitan area [which includes the District of Columbia and parts of Northern Virginia and Southern Maryland]
- economic regions might include labels such as The Corn Belt, the Great Plains, or Silicone Valley in California
- other regions [called perceptual regions] are based on how people view or perceive an area and include examples such as The Bible Belt, the Wild West, or the Heartland

#### To what degree will this learning impact learning 2 years down the road?

This standard aligns to Supporting Standard 5.7B, C, and D in which students locate and describe the unifying characteristics of a variety of physical and political regions in the United States.

The concept of region is central to all social studies courses. The study of World regions is the basis for the entire Grade 6 Contemporary World Cultures course. In Grade 7, students study Regions of Texas. In Grade 8, students study colonial regions and other U.S. regions as the nation grew.



### Academic Vocabulary

- Region



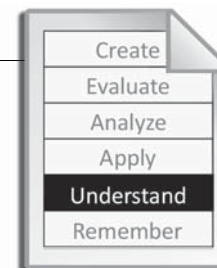
### Rigor Implications

#### Verb

- Describe

#### Level of Bloom's Taxonomy

- Understanding



#### Instructional Implications

Define region and point out to students that there are a wide variety of ways maps can be divided into regions. Any given place can be in a large number of different regions and regions often overlap. The use of maps is critical to understanding this standard. An online search for regional maps of the U.S. will provide numerous sites that display regional maps [the Maps Etc site is a good one for comparing regional organization]. Using Texas as a concrete example, point out that Texas as a state is one form of political region. Texas is also part of the numerous other regions depending on which maps and organizational schema one accesses. Have students observe the maps to list several regions in which Texas is included. Ensure that students understand the definition and differences between the types of regions specified in this standard: political regions, population regions, and economic regions. Use the U.S. Census Bureau maps to discuss how the Census Bureau divides the United States into regions for population purposes.



### Distractor Factor

Students may not clearly understand that regions are flexible groupings depending on the characteristic that unites the region.



### Level of Difficulty (based on local data)

- Moderate  Challenging

## 5th Grade US History

**(5.8) Geography.** The student understands the location and patterns of settlement and the geographic factors that influence where people live. The student is expected to:

**(A) identify and describe the types of settlement and patterns of land use in the United States**



### Content Builder

#### What do the students need to know?

Students need to understand the concept that geographic factors influence where settlements are located [where people live] and that these settlements often illustrate predictable patterns. Students need to know:

- types of settlements – Based on the U.S. Census Bureau, settlement patterns in the United States can be divided into categories based on the number of people: urban areas [cities of more than 50,000 with population density of at least 1,000 people per square mile], rural [non-urban places], and urban fringe [suburban areas surrounding cities];
- the difference between dense or sparse population – places with many people per square mile are densely populated and areas with few people per square mile are sparsely populated
- land use includes agriculture, industry, residential, recreational, and other.

#### To what degree will this learning impact learning 2 years down the road?

This standard aligns to Supporting Standard 5.8B in which students explain the impact of geographic factors on settlement patterns and population distribution patterns, past and present.

The concepts of settlement patterns and land use are important in social studies courses. The skill of interpreting one or more maps is also a critical skill.



### Academic Vocabulary

- |                         |            |
|-------------------------|------------|
| • Urban area            | • Dense    |
| • Rural area            | • Sparse   |
| • Urban fringe/suburban | • Land use |



### Rigor Implications

#### Verb

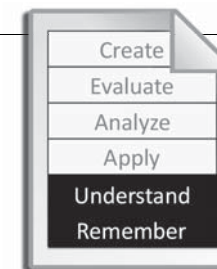
- Identify
- Describe

#### Level of Bloom's Taxonomy

- Remembering
- Understanding

#### Instructional Implications

Only about 3% of the earth's surface is ideal for people to live on, the rest is covered by water [70%], deserts/forests/mountains [16%], or is too cold or poor land not suitable for growing food [11%]. That severely limits where people can live and survive comfortably. Define the terms dense and sparse. Provide students with a series of characteristics and have them vote [thumbs up/thumbs down] whether that characteristic would encourage people to settle in that place. Characteristics might include: mountains, coastlines, along rivers, very dry, very hot, lots of natural resources, lots of industry, fertile soil, and so on. Use a population density map of the United States to examine which areas are densely populated and which areas are sparsely populated. [Use a Google image search to find multiple examples.] Have students work with a partner to identify and describe patterns they observe. Have students draw conclusions about reasons why some areas of the United States are more densely populated than other areas. Comparing the population density map and a physical map of the U.S. will help students reach some conclusions.



### Distractor Factor

Students often can locate places using maps but may not be skilled in map interpretation or in comparing two or more maps to reach conclusions about a given place. They may also not have practice in looking for patterns on maps.



### Level of Difficulty (based on local data)

Moderate

Challenging



## 5th Grade US History

**(5.8) Geography.** The student understands the location and patterns of settlement and the geographic factors that influence where people live. The student is expected to:

**(C) analyze the reasons for the location of cities in the United States, including capital cities, and explain their distribution, past and present**



### Content Builder

#### What do the students need to know?

Students need to understand the concept of geographic factors and that those factors influence the location of cities. Students need to know:

- the location of major cities in the United States – the ten largest cities according to the 2010 census are New York City, Los Angeles, Chicago, Houston, Philadelphia, Phoenix, San Antonio, San Diego, Dallas, and San Jose, CA
- patterns of the location of major cities presently compared to the past
- patterns of the location of capital cities in the various states [students do not have to memorize states and capitals]

#### To what degree will this learning impact learning 2 years down the road?

This standard aligns to Supporting Standard 5.7C in which students locate the 10 largest cities and states and their capitals on a map. This standard also aligns to Readiness Standard 5.8A and Supporting Standard 5.8B in which students examine settlement patterns and population distributions.

The concept of place location and patterns of distribution is important as students use the skills of map interpretation to look for geographic patterns. These concepts and skills are used in every social studies course.



### Academic Vocabulary

- Distribution patterns



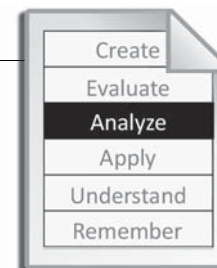
### Rigor Implications

#### Verb

- Analyze (reasons)

#### Level of Bloom's Taxonomy

- Analyzing



#### Instructional Implications

Use political/physical maps of the United States for students to locate the 10 largest cities according to the 2010 U.S. Census. Pose the question: *What distribution patterns do you observe in the location of these cities? Why do you think these are the largest cities in the United States today?* Possible answers might include: many are on or near coastlines, most are in the southern part of the United States where the weather is warmer, or 8 of the 10 are in the largest population states. Have students access [or provide] a list of the largest cities from other time periods in U.S. history. Pick representative time periods such as 1800, 1850, 1900, and 1950. This data is available from the Census Bureau and other websites. Have students work with a partner to locate these cities and answer questions such as: *What patterns do you observe when you examine this historical data? Which cities are in all lists? Which cities appeared first in 1900...in 1950...in 2010? Is there a pattern to which cities stay on the lists and which fall off?* Next have students look at a political map of the United States to locate state capital cities. Pose the question: *What patterns do you observe in the location of state capitals? Why do you think these patterns exist?*



### Distractor Factor

Students often can locate places on maps but this standard requires that they analyze the reasons for distinct distribution patterns on maps, not just concentrate on place location.



### Level of Difficulty (based on local data)

Moderate

Challenging



## 5th Grade US History

**(5.9) Geography.** The student understands how people adapt to and modify their environment. The student is expected to:

**(A) describe how and why people have adapted to and modified their environment in the United States, past and present, such as the use of human resources to meet basic needs**



### Content Builder

#### What do the students need to know?

Students need to understand the concepts of adaptation to and modification of one's environment. Students need to know:

- the definitions and differences between adapting to and modifying one's environment
- why and how people adapt to their environment by using available natural resources to meet basic needs [food, clothing, and shelter]
- People adapt to or modify their physical environment to transform human settlement patterns and economic activity based on available resources and levels of technological development.
- As technology becomes available, humans begin to modify their environment to improve their lifestyle and to enhance safety, utility, and/or accessibility.

#### To what degree will this learning impact learning 2 years down the road?

This standard aligns to Supporting Standard 5.9B in which students analyze the positive and negative consequences of human modification of the environment.

The concepts of adaptation to and/or modification of one's environment are universal concepts that appear in all future social studies courses. This standard provides an opportunity for students to begin to apply that concept to life in the United States.



### Academic Vocabulary

- Adapt to
- Environment
- Modify
- Natural resources



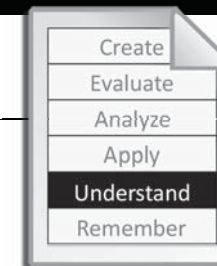
### Rigor Implications

#### Verb

- Describe (how and why)

#### Level of Bloom's Taxonomy

- Understanding



#### Instructional Implications

Define environment [the world around us], adapt to [change to fit the environment], and modify [change the environment to fit one's lifestyle]. Use the example of air-conditioning to illustrate these differences: Before air-conditioning, people in Texas used light-weight clothing, shade trees, open windows, sleeping porches, and hand or electric fans to try and stay cool in the hot weather – they adapted to their environment. Once the technology of air-conditioning was available they began to modify the environment and air-condition public and private spaces. To help students differentiate between *adaptation to one's environment and modification of one's environment*, select pictures from the text [or local examples] and ask students to categorize the adaptations or modifications illustrated in the visual or their personal experience. Providing a sentence frame helps students identify these adaptations and modifications. For instance: *People in \_\_\_\_\_ have adapted to their physical environment by \_\_\_\_\_; They have modified their environment by \_\_\_\_\_ to reduce the impact of \_\_\_\_\_ physical processes on their lives.* To help students analyze the impact of modifications of one's environment, consider teaching students a model for analysis which includes posing questions such as: *Why did the people make that modification?; What positive consequences did that modification have?; What negative consequences did that modification have?; What might be the long-term effects of the modification?; Is there a need for some form of rule or regulation to control the changes?* [The parts of this model that apply to consequences align to Supporting Standard 5.8B, which should be taught along with this Readiness Standard]



### Distractor Factor

Students may not understand that the level of available technology directly impacts human-environment interactions. Students may also lack the understanding that the definition of technology is not just about computers but includes any tool that makes work/lifestyle easier or more efficient.



### Level of Difficulty (based on local data)

Moderate

Challenging

## 5th Grade US History

**(5.14) Government.** The student understands the organization of governments in colonial America. The student is expected to:

**(A) identify and compare the systems of government of early European colonists, including representative government and monarchy**



### Content Builder

#### What do the students need to know?

Students need to understand how government in the 13 American colonies was organized. Students need to know:

- the defining characteristics, similarities, and differences between representative government and monarchy
- how representative government in the original colonies was organized
- the role of the King of England [monarchy] in governing the original colonies.

#### To what degree will this learning impact learning 2 years down the road?

This standard aligns to Supporting Standard 5.14B in which students identify the Mayflower Compact and the Virginia House of Burgesses as forms of representative government in the colonies.

The concept of types of government structure applies in each social studies course. This standard closely aligns with a similar standard in Grade 8 Early American History.



### Academic Vocabulary

- Representative government
- Monarchy



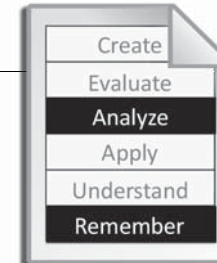
### Rigor Implications

#### Verb

- Identify
- Compare

#### Level of Bloom's Taxonomy

- Remembering
- Analyzing



#### Instructional Implications

Introduce the vocabulary terms representative government and monarchy. Help students understand that representative government is the form of government we have in the United States today – where voters elect representatives to meet together to make laws for the country. Refer students to a recent election to reinforce this concept. Consider having students identify their elected representatives for state and federal government. Point out to students that the labels king and/or queen are examples of monarchs. Discuss how monarchs are chosen – by birth not election. Refer students to the first original settlements in the 13 Colonies – Jamestown and Plymouth. Each of these settlements was founded for different reasons – Jamestown was a trading venture [joint-stock company] basically governed by the King of England. Plymouth Colony began by writing a document called the Mayflower Compact. Later, in Virginia, the King appointed a Royal Governor and the people elected representatives to express their wishes called the House of Burgesses. However, by the time of the American Revolution, most colonies were Royal colonies in which the King and the British Parliament had most of the government power. Discuss with students how the two systems of government – representative and monarchy – are similar and different using a Venn diagram or other graphic organizer.



### Distractor Factor

The standard asks students to compare the two forms of government, not just identify or define each. Also, students might confuse representative government in the colonies with self-governing. They should understand that all colonies were under the ultimate control of the King of England since they were colonies founded by the English government. Some colonies had more freedom in their own day to day operations but the final decision-maker was usually a royal governor who was appointed by the King in England.



### Level of Difficulty (based on local data)

Moderate

Challenging

## 5th Grade US History

**(5.15) Government.** The student understands important ideas in the Declaration of Independence, the U.S. Constitution, and the Bill of Rights. The student is expected to:

**(B) explain the purposes of the U.S. Constitution as identified in the Preamble**



### Content Builder

#### What do the students need to know?

Students need to understand important ideas in the founding documents of our country. Students need to know:

- how the Preamble to the U.S. Constitution outlines the purposes for government in the new country of the United States of America

#### To what degree will this learning impact learning 2 years down the road?

This standard partially aligns to Readiness Standard 5.3A in which students identify issues relating to the writing of the U.S. Constitution.

The study of the U.S. Constitution is addressed again in Grade 7 Texas History in which students compare the U.S. and Texas Constitutions. It also constitutes a major portion of the Grade 8 Early American History course.



### Academic Vocabulary

- Constitution
- Preamble



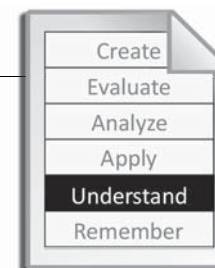
### Rigor Implications

#### Verb

- Explain

#### Level of Bloom's Taxonomy

- Understanding



#### Instructional Implications

Provide students with access to a copy of the U.S. Constitution. If possible, use YouTube or TeacherTube to access the Schoolhouse Rock Preamble and play that song for the students to introduce and reinforce the words of the Constitution Preamble. Point out that the word preamble simply means an introduction to a formal document, in this case the U.S. Constitution. In a four-column chart, isolate the phrases from the Preamble in one column of chart and through discussion, complete a second column in which students explain what that purpose means for government in the United States. Several websites provide links to the Preamble for kids which will help define each of these purposes. In column three, give one real-world example of this purpose. In column four of the chart, have students work with a partner to assign a grade of A to F based on how they feel the United States has made progress toward achieving the purposes set out for the government. Discuss student "grades" as a class and reach consensus on a final grade in each category. The categories would include: We the people; form a more perfect union; establish justice, ensure domestic tranquility, provide for the common defense; promote the general welfare; and secure the blessings of liberty for ourselves and our posterity.



### Distractor Factor

The use of the terms like domestic tranquility or posterity may need additional clarification. The standard focuses on explaining the purposes of government as outlined in the Preamble, not just reciting the words.



### Level of Difficulty (based on local data)

- Moderate  Challenging

## 5th Grade US History

**(5.15) Government.** The student understands important ideas in the Declaration of Independence, the U.S. Constitution, and the Bill of Rights. The student is expected to:

**(C) explain the reasons for the creation of the Bill of Rights and its importance**



### Content Builder

#### What do the students need to know?

Students need to understand how the founding documents of the United States contain important ideas that still influence our government in the 21st century. Students need to know:

- the definition of amendment
- what the Bill of Rights is
- why the Bill of Rights was written and added to the U.S. Constitution
- why the Bill of Rights is important

#### To what degree will this learning impact learning 2 years down the road?

This standard aligns to Readiness Standard 5.20A in which students describe fundamental rights guaranteed by each amendment in the Bill of Rights. It also partially aligns to Readiness Standard 5.3A and Supporting Standard 5.3B in which students identify reasons for the writing of the U.S. Constitution and important individuals responsible for creating this document.

The principle of inalienable rights and the inclusion of a Bill of Rights in the U.S. Constitution align to content in Grade 7 Texas History in which students compare the Texas Bill of Rights [Article I of the Texas Constitution] and the U.S. Constitution Bill of Rights. It is interesting to note that by the time Texas adopted its current Constitution [ratified in 1876], the inclusion of a Bill of Rights was the first thing they included, not an additional ten amendments at the end of the constitution. Students in Grade 8 Early American History also study the Bill of Rights in depth.



### Academic Vocabulary

- Rights
- Amendment
- Constitution



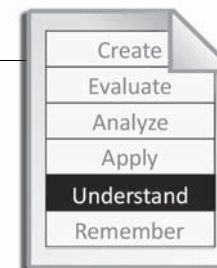
### Rigor Implications

#### Verb

- Explain (reasons and importance)

#### Level of Bloom's Taxonomy

- Understanding



#### Instructional Implications

Refer students to a copy of the U.S. Constitution and the first ten amendments to that constitution – the Bill of Rights. Discuss with students the meaning of the term amendment. Point out that when the U.S. Constitution was written many people clearly remembered government under the monarchy of Great Britain and how they believed that government took advantage of them. Many of the Founding Fathers wanted to make sure that the new written plan of government for the United States included clear statements of rights guaranteed to individuals living in this country. They refused to vote for the new Constitution until the addition of the Bill of Rights was guaranteed. Have students discuss why it is important to detail and describe certain guaranteed rights. [Note: This standard should be taught in conjunction with Readiness Standard 5.20A in which students describe the fundamental rights guaranteed by each amendment.]



### Distractor Factor

Students may be able to identify the Bill of Rights but not be able to explain the reasons for the inclusion of these first ten amendments or tell why it was important to have the description of these rights in writing.



### Level of Difficulty (based on local data)

- Moderate  Challenging

## 5th Grade US History

**(5.16) Government.** The student understands the framework of government created by the U.S. Constitution of 1787. The student is expected to:

**(A) identify and explain the basic functions of the three branches of government**



### Content Builder

#### What do the students need to know?

Students need to understand the basic structure and function of the U.S. government as detailed in the articles of the U.S. Constitution, ratified in 1787. Students need to know:

- the terms for the three branches of government – Legislative, Executive, and Judicial
- Function of the three branches: Legislative – makes laws; Executive – enforces laws; Judicial – interprets laws
- At the federal level the Legislative Branch is called Congress and consists of the U.S. Senate and the U.S. House of Representatives; the Executive Branch consists of the President, Vice-President and various Cabinets [advisors to the President]; and the Judicial consists of the U.S. Supreme Court Justices. The Legislative and Chief Executives are elected offices; the Cabinet and Judicial Branch are appointed offices.
- This division of power among three branches of government is called separation of powers

#### To what degree will this learning impact learning 2 years down the road?

This standard aligns to Supporting Standards 5.16B and 5.16C in which students identify reasons for a system of checks and balances outlined in the U.S. Constitution and distinguish between the federal and state levels of government, including their responsibilities.

The concept of separation of powers between three distinct branches of government is important to an understanding of the U.S. system of representative government. Understanding the function of each branch of government is also critical. This foundational learning supports future study of the structure and function of government at the federal, state, and local levels in Grades 7 and 8.



### Academic Vocabulary

- Legislative
- Executive
- Judicial
- Branches of government



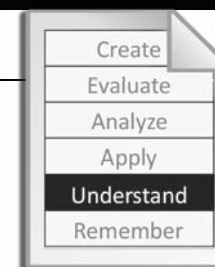
### Rigor Implications

#### Verb

- Identify
- Explain [functions]

#### Level of Bloom's Taxonomy

- Understanding



#### Instructional Implications

Use a graphic organizer [chart] to help students categorize the branches of government. In headings across the top of the chart, identify the three branches of government [one column for each branch]. In row one of the chart, put the label Federal Government. [Note: When teaching Supporting Standard 5.16C in conjunction with this standard row two of the chart would be labeled State so that students can compare Federal and State levels of government.] In each column define the function of each branch: Legislative makes laws; Executive enforces laws; and Judicial interprets laws. Help students identify the labels for the offices for each branch including: National Legislative/ Congress – U.S. Senator, U.S. Representative; Executive – President, Vice-President; and Judicial – Supreme Court Justices. Consider having students complete the chart by identifying the names of the current individuals who hold the labeled offices. In the case of U.S. Representatives, students will need to determine the voting districts in which they live. The website [www.house.gov](http://www.house.gov) will allow students to enter their zip code [upper right hand corner] to find the name of their unique representative. Students can also add the two U.S. Senators from Texas, the President and Vice-President and the name of the Chief Justice of the Supreme Court. Point out that the Legislative and Executive office holders are elected positions, while the Supreme Court Justices are appointed for life terms. Discuss why this system of separation of powers and electing officials is important in the U.S. system of representative democracy. Pose the question: *Why might the Founding Fathers have created this structure for the new government of the United States?*



### Distractor Factor

Students often confuse the function of the Legislative and Executive branches of government at all levels. It is important to reinforce the concept that lawmaking is the sole function of the Legislative branch of government and that enforcement of those laws [using police or other law enforcement personnel] is the responsibility of the Executive branch of government at all levels.



### Level of Difficulty (based on local data)

- Moderate  Challenging

## 5th Grade US History

**(5.20) Citizenship.** The student understands the fundamental rights of American citizens guaranteed in the Bill of Rights and other amendments to the U.S. Constitution.

The student is expected to:

**(A) describe the fundamental rights guaranteed by each amendment in the Bill of Rights, including freedom of religion, speech, and press; the right to assemble and petition the government; the right to keep and bear arms; the right to trial by jury; and the right to an attorney**



### Content Builder

#### What do the students need to know?

Students need to understand the concept of fundamental rights guaranteed to American citizens in the Bill of Rights and other amendments to the U.S. Constitution. Students need to know:

- important first amendment rights – freedom of speech, press, religion, the right to peacefully assemble, and the right to petition the government
- rights guaranteed by the other nine amendments including the right to bear arms [2nd amendment]; no troops housed in people's houses [3rd amendment]; rights related to search and seizure and trials [4th – 8th]; rights not listed are still guaranteed [9th and 10th]

#### To what degree will this learning impact learning 2 years down the road?

This standard aligns to Readiness Standard 5.15C in which students explain the reasons for the creation of the Bill of Rights.

The concept of individual rights is important to an understanding of citizenship in a democratic society. Although this standard does not specifically address the concept of responsibilities of citizenship associated with these rights, it is important to also address this concept when teaching about rights. Learning about the rights and responsibilities of citizenship is addressed in Grades 6, 7, and 8.



### Academic Vocabulary

- Amendment



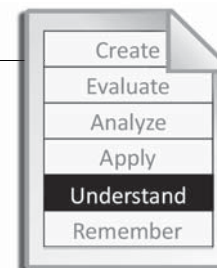
### Rigor Implications

#### Verb

- Describe

#### Level of Bloom's Taxonomy

- Understanding



#### Instructional Implications

Provide each student with a copy of a simplified language Bill of Rights. The Texas Law Related Education website has one good example. Discuss the text of each amendment. Then ask students, individually, to rank the top four rights guaranteed by the Bill of Rights – splitting the first amendment into the five freedoms/rights. Have students turn to a partner and share their personal list of the four most important rights. Then have the pairs reconfigure into groups of four [pairs to squares] and continue sharing. Ask each group of four to reach consensus on the top four rights from their group. Have each group report to the class and make a class tally. As an extension of this discussion of the Bill of Rights, have the groups of four brainstorm at least one responsibility that citizens have related to each of the rights guaranteed to citizens – for instance, the right to trial by jury carries the responsibility of jury service by citizens when called upon to serve. Call on groups to share examples of responsible citizenship related to rights in the Bill of Rights.



### Distractor Factor

When using the primary source text of the Bill of Rights, students often have trouble putting the main idea of each amendment into their own words. Ensure that students understand that although they are not old enough to vote, they are still able to be active, involved, responsible citizens.



### Level of Difficulty (based on local data)

Moderate

Challenging



## 5th Grade US History

**(5.11) Economics.** The student understands the development, characteristics, and benefits of the free enterprise system in the United States. The student is expected to:

**(B) describe how the free enterprise system works in the United States**



### Content Builder

#### What do the students need to know?

Students need to understand the development, characteristics, and benefits of the free enterprise system in the United States. Students need to know:

- characteristics of the free enterprise system: right to choose jobs/professions, private ownership of most productive resources/products, limited government involvement [free markets], competition; profit motive, freedom of choice for consumers
- how these characteristics make a workable economic system for the United States

#### To what degree will this learning impact learning 2 years down the road?

This standard aligns to Supporting Standards 5.11A and 5.11C in which students describe the development of the free enterprise system in the United States and give examples of the benefits of the free enterprise system. It also partially aligns to Readiness Standard 5.12A and Supporting Standard 5.12B in which students explain how supply and demand affects consumers.

The concept of free enterprise and its benefits is in the TEKS/SEs in each social studies course. Learning in this standard directly aligns with similar standards in Grades 6, 7 and 8. In Grade 6, students are asked to compare free enterprise economic systems with other systems.



### Academic Vocabulary

- Free enterprise
- Resources
- Goods/services
- Free markets
- Competition
- Profit



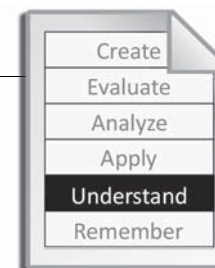
### Rigor Implications

#### Verb

- Describe

#### Level of Bloom's Taxonomy

- Understanding



#### Instructional Implications

Provide students with a list of the characteristics of the U.S. free enterprise system including: right to choose jobs/professions, private ownership of most productive resources/products, limited government involvement [free markets], competition; profit motive, freedom of choice for consumers. Have students create a chart with the list of characteristics in one column and in a second column, describe how that characteristic of free enterprise might work in the economy of the United States. Discuss student ideas with the entire class.



### Distractor Factor

Students may not be able to connect the characteristics of the free enterprise system with exactly how that characteristic works in the real world. They may also need additional support for other economic terms such as products, goods, services, markets, productive resources, consumers, producers, or profit. The EconEdLink.org website has interactive videos in the student section that help students understand basic economic concepts.



### Level of Difficulty (based on local data)

Moderate

Challenging



## 5th Grade US History

**(5.12) Economics.** The student understands the impact of supply and demand on consumers and producers in a free enterprise system. The student is expected to:

**(A) explain how supply and demand affects consumers in the United States**



### Content Builder

#### What do the students need to know?

Students need to understand how supply and demand affects both consumers and producers in the free market system. Students need to know:

- how supply and demand affects the exchange of goods and services in a free enterprise system
- the difference between consumers and producers
- the difference between goods and services
- how supply and demand affects both consumers and producers

#### To what degree will this learning impact learning 2 years down the road?

This standard aligns to Supporting Standard 5.12B in which students evaluate the effects of supply and demand on business, industry, and agriculture [producers].

The concepts of supply and demand are central to an understanding of the free enterprise system and how that system works in a free market economy like that of the United States. This learning begins in previous elementary grades and continues through middle school and high school courses.



### Academic Vocabulary

- Supply
- Demand
- Producer
- Consumer
- Goods
- Services



### Rigor Implications

#### Verb

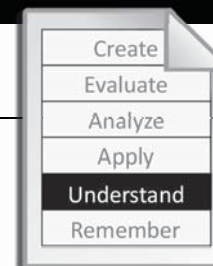
- Explain

#### Level of Bloom's Taxonomy

- Understanding

#### Instructional Implications

Define supply as the amount of something [product/service] that is available [Supply refers to a relationship between price and the quantity of a good or service that firms are willing to produce at that price]. Define demand as the amount of something people want relative to the price [Demand refers to a relationship between price and the quantity of a good or service that consumers demand at a given price]. In the marketplace, the two concepts work together to determine price. Generally, the higher the demand relative to the supply, the higher the price and the lower the demand relative to the supply, the lower the price. In a competitive market at times the supply exceeds the demand so discount stores/dollar stores/big sale days try to sell excess supply at discounted prices just to make some money for the producer. On the demand side, lines of consumers waiting for the next version of the iPhone or iPad mean that the Apple store can provide goods to consumers at higher prices because the demand is so great. Discuss with students the concept of profit and point out that producers want to make a profit [money made after the cost of production is met] and consumers want to get a good product for the lowest possible price. Have students compare prices of items using a catalog or access to online store. Pose questions such as: When do producers charge the most for products? *Does it make a difference in price if your company is the only producer of a certain good/service? When do producers discount products/services? How does the consumer benefit from competition and supply and demand?*



### Distractor Factor

Students may need additional support defining key economic terms such as goods, services, supply and demand, profit, competition, markets, and so on.



### Level of Difficulty (based on local data)

Moderate

Challenging

## 5th Grade US History

**(5.13) Economics.** The student understands patterns of work and economic activities in the United States. The student is expected to:

**(A) compare how people in different parts of the United States earn a living, past and present**



### Content Builder

#### What do the students need to know?

Students need to understand that patterns of work/jobs and economic activities are related to the resources available in a given area. Students need to know:

- the major industries, agricultural products, or service industries which people use to make a living in regions of the United States in the 21st century [use the Census Bureau regions of the Northeast, Midwest, South, and West]
- the major industries and agricultural products people used to make a living in the United States in previous time periods – colonial times, mid-1800s, and early 1900s

#### To what degree will this learning impact learning 2 years down the road?

This standard aligns to Readiness Standard 5.13B in which students identify and explain how physical and human geographic factors influence the location of economic activities.

The relationship between patterns of economic activity and the characteristics of a given region [environment] are continuing themes in economics and geography. This standard aligns to very similar standards in Grade 6 as students apply these concepts to world regions; in Grade 7, as students apply these concepts to economic activity in Texas; and in Grade 8, as students explore the changing nature of economic activity and economic patterns in Early American History.



### Academic Vocabulary

- Economic activity
- Economic patterns



### Rigor Implications

#### Verb

- Compare

#### Level of Bloom's Taxonomy

- Analyzing

#### Instructional Implications

Have students reference a map showing economic activities. An interesting interactive map of County Business and Demographics can be accessed at the Census Bureau website at <http://www.census.gov/cbdmap/>. Illustrate how to click on a state and then the Industries tab at the top to detail the types of economic activity in a given state based on 2010 Census data. Conduct an internet search for other types of economic activity maps of the United States. Ask students to compare two regions or states within the United States to determine the types of economic activity present in these areas in the 21st century. Have students think about economic activities in American history. Have students use pictures from the textbook from chapters associated with historic eras in American history such as the colonial era, the early 1800s, the late 1800s/early 1900s to predict the types of economic activities people engaged in to survive/make money. Point out that historically, people had to first learn to depend on their environment to meet their basic needs and ways of earning a living. This is referred to as a subsistence economy in which each family individually grows enough food or hunts/raises enough animals to provide for just their own basic needs. Trade is usually through barter – trading something someone has for something someone else has with no exchange of money. As societies grow and become more complex [build towns, get more people] they shift from subsistence economies to economies with division of labor – where some people farm and grow enough to have extra to sell to others while others engage in other occupations to have products to sell to the farmers and others. Have students predict, based on the environment, the types of jobs early settlers in each Texas region had to earn a living. Discuss this as a class.



### Distractor Factor

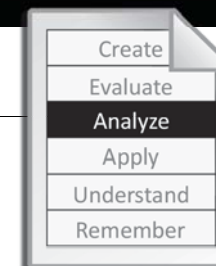
Students may have difficulty understanding subsistence economies since they are far from their real world understanding of how people earn a living. They may confuse subsistence economies with “poor” people/groups which is a misunderstanding of the concept.



### Level of Difficulty (based on local data)

Moderate

Challenging



## 5th Grade US History

**(5.13) Economics.** The student understands patterns of work and economic activities in the United States. The student is expected to:

**(B) identify and explain how geographic factors have influenced the location of economic activities in the United States**



### Content Builder

#### What do the students need to know?

Students need to understand economic patterns in the United States. Students need to know:

- the definition of geographic factors – physical factors include landforms, bodies of water, climate, soil, natural resources, etc.; human factors include transportation systems [roads, airports], communication systems, modifications to the environment such as irrigation, etc.
- how geographic factors [physical and human] affect the location of economic activities in the United States

#### To what degree will this learning impact learning 2 years down the road?

This standard aligns to Readiness Standard 5.13A in which students compare how people in the United States earn a living, past and present.

Developing an understanding of the relationship between physical and human geographic factors and the patterns of economic activity is important to all social studies courses.



### Academic Vocabulary

- Physical geographic factors
- Human geographic factors
- Economic activity patterns



### Rigor Implications

#### Verb

- Identify
- Explain

#### Level of Bloom's Taxonomy

- Remembering
- Understanding

#### Instructional Implications

Begin by clarifying the vocabulary terms physical and human geographic factors. Ask students to look out the window or remember their trip to school every day and have students brainstorm a list of things [factors] that were there before humans arrived in that place [physical factors] and those things [factors] humans created in the environment [human factors]. Discuss which of those factors might influence the types of economic activity in a place. That discussion might include physical factors such as good land [fertile soil] would encourage people to farm; rivers for transportation encourage trade; natural resources such as mineral deposits encourage mining; granite rock encourages rock quarries; forests encourage logging or paper production, beaches or lakes often encourage tourism or fishing industries, and so on. Discussion of human factors might include office buildings mean people work in office jobs; new construction means building jobs in education; and so on. Point out that human modifications create new jobs. For instance, farming in the Texas Panhandle was made possible largely through the use of windmills and irrigation systems. With the increase of wind and solar power, new jobs and industries are possible in areas that before did not offer much employment. Help students draw logical conclusions. For instance, coastal areas will probably have large sectors of fishing industry or tourism. Mountainous areas are often good for mining. Farming needs good soil, warmer climates, abundant rainfall, a long growing season, and lots of land – so there are not many farmers in Alaska, northern Montana, or urban areas.



### Distractor Factor

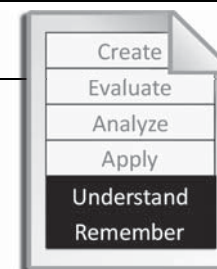
Students may be asked to describe occupations or geographic factors independently, but may need additional opportunities to analyze how physical and human factors influence patterns of economic activity in the United States.



### Level of Difficulty (based on local data)

Moderate

Challenging



## 5th Grade US History

**(5.13) Economics.** The student understands patterns of work and economic activities in the United States. The student is expected to:

**(D) describe the impact of mass production, specialization, and division of labor on the economic growth of the United States**



### Content Builder

#### What do the students need to know?

Students need to understand work patterns. Students need to know:

- definitions of mass production, specialization, and division of labor as characteristics of an industrialized society
- how industrialization leads to economic growth in the United States

#### To what degree will this learning impact learning 2 years down the road?

This standard somewhat aligns to Supporting Standard 5.13E as students explain the impact of American ideas about progress and opportunity to the economic development of the United States. This standard also aligns to the History Reporting Category Readiness Standard 5.4B in which students explain changes brought about by the Industrial Revolution of the 1800s.

The concept of economic growth and the effect of industrialization on that growth support learning in Grades 6, 7, and 8.



### Academic Vocabulary

- Mass production
- Specialization
- Division of labor
- Industrialization



### Rigor Implications

#### Verb

- Describe

#### Level of Bloom's Taxonomy

- Understanding

#### Instructional Implications

Mass production with specialization and division of labor is the cornerstone of the Industrial Revolution: making more goods/products faster and cheaper. Mass production refers to the manufacture of large quantities of goods using machinery; specialization refers to people becoming adept at one part of the production process or to one type of work; and division of labor refers to a production process in which one worker or group of workers are assigned a specific task in that process. Division of labor and specialization can also refer to a society in which people divide the work so that, for instance, some farm, some produce goods, others provide services and all work together to create economic gain for the whole group through buying and selling goods/services in the marketplace for income and profit. In addition to knowing the terms, students should be able to tell how these factors led to economic growth in the U.S. Economic activity in the U.S. shifted from family subsistence farming [families growing just enough to sustain themselves], to larger scale farming [plantations], to small scale businesses like cabinetmaking, blacksmithing, or a merchant in a general store, and finally to larger scale industries. Consider the following activity to illustrate the efficiency of mass production versus individual craftsmen. Before class, the teacher will need to reproduce several copies of the outline of a shirt with buttons drawn on. Choose six students to be the workers. Announce to the class that today's task is to make shirts to sell. Make one student the individual craftsman and give that one student a stack "paper" shirts. His/Her job will be to cut out the shirt, color in the buttons, add the school name on the back of the shirt, stack the shirts, and "sell" the shirts to classmates. The other five students form an assembly line [mass production] with two students cutting out shirts, one student coloring buttons, one student writing the school name on the back and the fifth student "selling" shirts. Use two colors of paper for the shirt outlines so that you can distinguish which shirts come from the individual craftsman and which shirts come from the assembly line. After a period of time [10 minutes or so], compare the number of shirts produced using each method and discuss how mass production, specialization, and division of labor impact potential economic growth.



### Distractor Factor

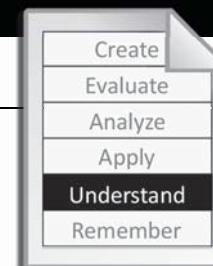
Students may be able to define the terms mass production, specialization, or division of labor but may not continue the process by being able to describe how these economic ideas led to economic growth.



### Level of Difficulty (based on local data)

Moderate

Challenging



## 5th Grade US History

**(5.23) Science, technology, and society.** The student understands the impact of science and technology on society in the United States. The student is expected to:

**(B) identify how scientific discoveries, technological innovations, and the rapid growth of technology industries have advanced the economic development of the United States, including the transcontinental railroad and the space program**



### Content Builder

#### What do the students need to know?

Students need to understand how scientific discovery and technological innovation have affected life in the United States. Students need to know:

- examples of technological innovation, including the building of the transcontinental railroad, the space program, and the rapid growth of the technology industry [computer]
- examples of scientific discoveries in the space program
- how these advancements impacted economic development in the United States

#### To what degree will this learning impact learning 2 years down the road?

This standard aligns to Supporting Standards 5.23A, B, and D as students identify the accomplishments of scientists and inventors; explain benefits resulting from discoveries in the fields of communication, transportation, and medicine; and predict how future discoveries could affect American society.

The concepts of scientific discovery and technological innovation are recurring concepts and standards in Grades 6, 7, and 8.



### Academic Vocabulary

- Scientific discovery
- Technological innovation
- Impact
- Transcontinental railroad



### Rigor Implications

#### Verb

- Identify

#### Level of Bloom's Taxonomy

- Remembering

#### Instructional Implications

Using maps of the route of the Transcontinental Railroad, discuss the route and have students predict why the completion of this 3,500 mile rail line across the United States represented a technological innovation. Point out that before the railroad people traveled by horse or wagon and the journey could take as much as six months to complete. Once the railroad was complete, the journey from coast to coast took about six days. Pose the question: *How would this transportation advancement affect economic growth?* Conduct an internet search for the term NASA @ Home and City for a wonderful interactive resource which can be used to examine ways the scientific discoveries and technological innovations of the space program have benefited daily life, scientific advancements, and medicine. Another resource from the [www.nasa.gov](http://www.nasa.gov) website is to type the term innovation in the search bar. This will display numerous interactive resources regarding the impact of NASA technology. Have students discuss why these many innovations could lead to economic growth. Finally, have students think about how they use technology in their own lives – TV, computers, cell phones, Gameboys, etc. Point out that these are all part of the rapid growth of technology, mostly in the last thirty years. Have them think about the economic impact of these innovations on life in the U.S. Pose the question: *How does the rapid rise of computer related technology impact economic growth in the United States?...economic growth of the United States in the global economy?*



### Distractor Factor

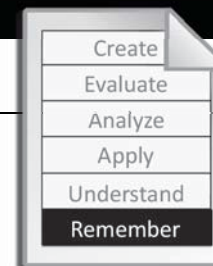
Students confuse technological innovation with the rise of computer technology. The growth of technology industries refers to the mid to late 20th century growth of computer and computer related technology [cell phones, the internet]. Technology is defined as any tool that makes work easier and has been impacting life since the beginning of time when man first discovered fire [a technological innovation of the time].



### Level of Difficulty (based on local data)

Moderate

Challenging



## 5th Grade US History

**(5.1) History.** The student understands the causes and effects of European colonization in the United States beginning in 1565, the founding of St. Augustine. The student is expected to:

**(B) describe the accomplishments of significant individuals during the colonial period, including William Bradford, Anne Hutchinson, William Penn, John Smith, John Wise, and Roger Williams**



### Supporting the Readiness Standards

**What Readiness Standard(s) or concepts from the Readiness Standards does it support?**

This standard partially supports Readiness Standard 5.1A in which the students explain when, where, and why groups explored, colonized, and settled in the United States.

**How does it support the Readiness Standard(s)?**

The Readiness Standard provides the opportunity for students to study the founding and growth of the 13 American colonies. The individuals in the standard were all leaders and founders of colonies. Students should be able to associate important individuals with the founding of various colonies. The individuals include: John Smith – Jamestown – founded to make money; William Bradford – Plymouth colony founded for religious freedom; Anne Hutchinson and Roger Williams both challenged the authority of the Puritans in the Massachusetts Bay Colony and were banished – Roger Williams went on to found the colony of Rhode Island and both Hutchinson and Williams became strong supporters of religious freedom in the colonies; William Penn was a Quaker and founded Pennsylvania which allowed religious freedom [Delaware was originally part of Pennsylvania but broke from the larger colony in the early 1700s]; and John Wise never founded a colony but was one of the first colonials to openly protest British taxation in the Massachusetts colony.

*May be adjusted according to local curriculum.*



### Academic Vocabulary

- Contribution
- Colonies



### Rigor Implications

**Verb**

- Describe

**Level of Bloom's Taxonomy**

- Understanding



**Instructional Implications**

Using a map of the original 13 colonies, have students locate each colony as they are discussed. Jamestown was the first permanent British settlement in the Americas, founded in 1607 in what became Virginia. Introduce John Smith as one of the first leaders of that colony. Point out that Jamestown was founded as a business venture to make money. These colonists [all men] first looked for gold [like the Spanish] but since they found no gold, they turned to growing and selling “brown gold” – tobacco. In 1620, a group [called Pilgrims] sailed for Virginia but ended up on the coast of what is now Massachusetts. These settlers [families] were searching for religious freedom from persecution in Britain. William Bradford was one of the early leaders of this colony, which later became the Massachusetts Bay Colony. Interestingly enough, although Massachusetts was founded for religious freedom, they only allowed freedom for their own religious ideas. Roger Williams and Anne Hutchinson were banished from Massachusetts when they spoke out against the Puritans. Roger Williams founded Rhode Island. William Penn received the land that is now Pennsylvania and Delaware as a land grant. He was a Quaker and founded this colony based on religious freedom.



## 5th Grade US History

**(5.2) History.** The student understands how conflict between the American colonies and Great Britain led to American independence. The student is expected to:

**(B) identify the Founding Fathers and Patriot heroes, including John Adams, Samuel Adams, Benjamin Franklin, Nathan Hale, Thomas Jefferson, the Sons of Liberty, and George Washington, and their motivations and contributions during the revolutionary period**



### Supporting the Readiness Standards

**What Readiness Standard(s) or concepts from the Readiness Standards does it support?**

This standard supports Readiness Standard 5.2A in which the students identify and analyze the causes and effects of events before and during the American Revolution.

**How does it support the Readiness Standard(s)?**

The individuals specified in this standard were leaders before, during, and after the American Revolution. As tensions rose before the American Revolution, Patriot leaders such as Samuel Adams and the Sons of Liberty were leaders of the colonial protests, including the Boston Tea Party. John Adams, Benjamin Franklin, and Thomas Jefferson were political leaders [Adams and Jefferson later became the 2nd and 3rd Presidents respectively]. Jefferson, along with Adams and Franklin, wrote the Declaration of Independence in 1776. Adams and Franklin helped negotiate the Treaty of Paris that ended the war and forced Britain to recognize America as an independent country. Franklin and Jefferson both served as Ambassadors to France [Franklin during the war and Jefferson after the war]. George Washington and Nathan Hale were military. Hale was a Patriot spy who was captured and hanged by the British and George Washington was a military leader in the French and Indian War and the Commander in Chief of the Colonial Army during the American Revolution.

*May be adjusted according to local curriculum.*



### Academic Vocabulary

- Motivation
- Contribution
- Founding fathers
- Patriot



### Rigor Implications

**Verb**

- Identify

**Level of Bloom's Taxonomy**

- Remembering



**Instructional Implications**

Help students associate the individuals from the standard with the events in which they participated. Using a chart or timeline, help students divide the Revolutionary period into three segments: Before the Revolution – colonial protests over “taxation without representation” through the Battles of Lexington/Concord; During the Revolution – declaring independence through the Battle of Yorktown; and after the Revolution – negotiating the Treaty of Paris and establishing the new country. As you discuss each period, highlight the motivations and accomplishments of each of the individuals instrumental during that period of the war. Point out that Sam Adams, for instance, was important before the Revolution but did not continue to have influence during or after the Revolution. Some of the individuals – Washington, John Adams, and Thomas Jefferson – continued to be influential.



## 5th Grade US History

**(5.3) History.** The student understands the events that led from the Articles of Confederation to the creation of the U.S. Constitution and the government it established. The student is expected to:

**(B) identify the contributions of individuals, including James Madison, and others such as George Mason, Charles Pinckney, and Roger Sherman who helped create the U.S. Constitution**



### Supporting the Readiness Standards

**What Readiness Standard(s) or concepts from the Readiness Standards does it support?**

This standard supports Readiness Standard 5.2C in which the students identify the issues that led to the creation of the U.S. Constitution.

**How does it support the Readiness Standard(s)?**

The men cited in this standard made significant contributions at the Constitutional Convention of 1787, where the U.S. Constitution was written. James Madison is called the “Father of the Constitution” because he drafted that document and wrote the Bill of Rights along with George Mason, who earlier had drafted the Virginia Declaration of Rights. Both Madison and Mason were Virginians. Charles Pinckney was a delegate to the Convention from South Carolina and was important in the debates and compromises reached by the Convention. As a Founding Father, Roger Sherman was one of the five men who contributed to the writing of the Declaration of Independence and was an active delegate to the Constitutional Convention. He is credited with drafting both the Great Compromise and the Three-fifths Compromise.

*May be adjusted according to local curriculum.*



### Academic Vocabulary

- Constitution



### Rigor Implications

**Verb**

- Identify

**Level of Bloom’s Taxonomy**

- Remembering



**Instructional Implications**

Define constitution as a written plan of government. Remind students that the new country of the United States had to create a plan for governing the new nation. The Articles of Confederation was a plan that did not work, so delegates met in the summer of 1787 to write a new plan of government – the U.S. Constitution. Access the website [teachingamericanhistory.org](http://teachingamericanhistory.org) and in the search bar type *picture of the signing of the Constitution*. This picture illustrates the signing of this important document and if you scroll over the individuals in the picture it highlights their names. If you click on the person, it accesses a brief biography. Find George Washington, who used his fame as a Revolutionary War General to become President of the Constitutional Convention. The other individuals named in the standard are prominent in the picture – James Madison sits just to the right of Benjamin Franklin [in the center of the painting]; Pinckney is on the left in the orange coat pointing toward Washington; and Sherman is seated at the table with the green cloth just to the right of Pinckney. George Mason left the Convention to protest that the Constitution did not include a statement of individual rights [later included in the first 10 Amendments – the Bill of Rights. Discuss how each individual contributed to creating this.

**(5.4) History.** The student understands political, economic, and social changes that occurred in the United States during the 19th century. The student is expected to:

**(A) describe the causes and effects of the War of 1812**



### Supporting the Readiness Standards

**What Readiness Standard(s) or concepts from the Readiness Standards does it support?**

This standard does not support any Readiness Standard directly. This standard can be taught in conjunction with Supporting Standard 5.17B in which students are expected to sing or recite the Star-Spangled Banner and explain its history.

**How does it support the Readiness Standard(s)?**

The concept of a defensive war as a method of self-protection for a country is a recurring concept in history. The War of 1812 against Great Britain was at some level a continuation of the fighting in the American Revolution twenty-five years earlier. Some called this the “second American revolution” against Great Britain. This war was mostly about trade and control of land. The United States declared war and for the first two years of the war, the British were too involved fighting Napoleon in Europe. After 1814, they became more aggressive and were able to attack and burn Washington, DC – the capital. Two important victories led to American victory in the war – the Battle of Baltimore, which was the setting for Francis Scott Key to write the Star-Spangled Banner and Andrew Jackson’s victory at the Battle of New Orleans.

*May be adjusted according to local curriculum.*



### Academic Vocabulary

- War



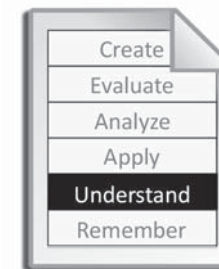
### Rigor Implications

**Verb**

- Describe [causes and effects]

**Level of Bloom’s Taxonomy**

- Understanding



**Instructional Implications**

The causes of this war centered around British restrictions on trade, the “kidnapping” [impressment] of U.S. sailors into the British Navy, and problems with the American Indians on the western frontier [land west of the Appalachian Mountains] who were helped by the British. The United States won the war. As a result of the War of 1812 the United States proved that it could hold its own [again] against what was then the most powerful nation in the world. Use the words of the Star-Spangled Banner [See Supporting Standard 5.17B] for students to read and analyze. As a point of interest tell students that Francis Scott Key wrote the words as a poem. The tune/music was actually a familiar British song and the words of Key’s poem were set to that music. Have students pay particular attention to stanza four which describes some of the results of the war.

**(5.4) History.** The student understands political, economic, and social changes that occurred in the United States during the 19th century. The student is expected to:

### (C) identify reasons people moved west



#### Supporting the Readiness Standards

**What Readiness Standard(s) or concepts from the Readiness Standards does it support?**

This standard does not support any Readiness Standard directly but does align to the concept of settlement patterns, push/pull factors, and [westward] migration, which can align to standards about the territorial expansion of the United States.

**How does it support the Readiness Standard(s)?**

As the United States grew and expanded its territory, this expansion was from east to west. Therefore, people moved further and further west eventually settling in lands from the Atlantic to the Pacific Oceans. This standard is a good one to reinforce the categorization schema of ESPN [Economic, Social/cultural, Political, and eNvironmental]. People moved west for all of these reasons. Since most people during this period were small farmers or large plantation owners, the search for unclaimed, cheap, and fertile land [environmental] could lead to economic gain through farming. As people moved west and settlements were established, other jobs such as merchants, wagon makers, blacksmiths, and so on created other economic opportunities. Some people, like the Mormons, moved west for social/cultural reasons so that they could practice their own religion. Others migrated for political reasons either because they were in trouble with the law “at home” or they wanted to gain political power in the new territory. Enslaved persons moved because they were forced to move [both economic and social/cultural] but could only move west in the South [because of the Missouri Compromise – a political reason].

*May be adjusted according to local curriculum.*



#### Academic Vocabulary

- Migration
- Push/pull factors



#### Rigor Implications

**Verb**

- Identify (reasons)

**Level of Bloom’s Taxonomy**

- Remembering



**Instructional Implications**

Ask students if any of them/their families have ever moved. Pose the question: *Why did you [or why do people] move?* Answers will vary but will probably include new/better jobs, new house or apartment, to be with family, because my parents divorced and I live with one of them, my dad/mom lost their job, my grandmother was sick and we moved to be near her, things were “bad” in my old neighborhood/country, and so on. List student responses and then classify those responses as push factors – things that force people to leave one place for another; or pull factors – things that draw people to a new place. Secondly, classify these reasons as ESPN reasons and code each with an E, S, P, or N [note: some reasons may have more than one code]. Point out to students that people in the 1700s and 1800s moved [migrated] for the same reasons: better jobs [new farms, stores], to be with family, because they had to leave where they were, and so on.

**(5.4) History.** The student understands political, economic, and social changes that occurred in the United States during the 19th century. The student is expected to:

**(F) explain how industry and the mechanization of agriculture changed the American way of life**



### Supporting the Readiness Standards

**What Readiness Standard(s) or concepts from the Readiness Standards does it support?**

This standard partially supports Readiness Standard 5.4B in which the students identify and explain how the Industrial Revolution affected the United States and led to sectional conflict. This standard also partially aligns with Supporting Standard 5.4G in which the students examine the challenges facing American Indians. It also partially aligns to Readiness Standard 5.8A in which students identify and describe types of settlement patterns in the U.S.

**How does it support the Readiness Standard(s)?**

The concept of change over time is critical to an understanding of events in history. Understanding of this concept allows students to measure the causes and effects of events and helps set the stage for a deeper understanding of what can often seem to be isolated events. Examining the trends toward industrialization and the mechanization of agriculture leads to an understanding of the population shifting from a rural to an urban population as fewer people were needed on farms [their work replaced by machines] and more people were needed in cities to work in the factories that were springing up throughout the country. In addition to changes in population distributions, the mechanization of factories and farms led to increased production of manufactured goods and agricultural products.

*May be adjusted according to local curriculum.*



### Academic Vocabulary

- Industry
- Mechanization
- Agriculture
- Rural
- Urban



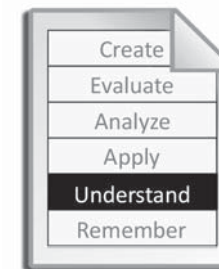
### Rigor Implications

**Verb**

- Explain (how)

**Level of Bloom's Taxonomy**

- Understanding



**Instructional Implications**

Show students a picture of a cotton field using slave or sharecropper labor to pick cotton. Next display a picture of a combine harvesting cotton. Discuss how mechanization [machines] has changed agriculture in the United States based on these two pictures. Pose questions such as: How has the number of people necessary for the work changed? How might this change impact where people live [settlement patterns and population distributions]? Discuss the concept of change – as things change there are both positive and negative consequences of that change. Have student make two T-charts. Label the first chart Industrialization and the second Mechanization of Agriculture. Label one side of the T [left side] Positive Results and the other side Negative Results. Have student work with a partner to discuss and record the positive and negative consequences of these two advancements [industrialization and mechanization]. Call on students to share their ideas, instructing the other students to add new ideas to their own charts. Finally, have students summarize their ideas in one or two sentences in which they describe how American life changed as a result of the industrialization and mechanization of agriculture.

**(5.4) History.** The student understands political, economic, and social changes that occurred in the United States during the 19th century. The student is expected to:

**(G) identify the challenges, opportunities, and contributions of people from various American Indian and immigrant groups**



### Supporting the Readiness Standards

#### What Readiness Standard(s) or concepts from the Readiness Standards does it support?

This standard does not support any Readiness Standard; however, it does support other learning in Grade 5 as students identify challenges, opportunities, and contributions of people of various ethnic, racial, and religious groups.

#### How does it support the Readiness Standard(s)?

The placement of this standard in the sequence of Grade 5 standards in the History strand suggests that the emphasis should be on the treatment of American Indians in the years after the Civil War until the early 1890s. One point of emphasis regarding this standard is an opportunity to focus on the concepts of economic, social/cultural, and political [ESP] change over time. During this time period, American Indian lifestyle was challenged by westward expansion and the period of the Indian Wars after which all Indian groups were confined/assigned to reservations. This time period was also an era of high immigration from Europe and Asia and these new immigrants faced challenges associated with assimilating into American culture and lifestyle. Still, for many immigrants America was still a land of opportunity. Many individuals from American Indian or immigrant groups made significant contributions to ESP [Economic, Social, and Political] factors in American history.

*May be adjusted according to local curriculum.*



### Academic Vocabulary

- ESP (Economic, Social/Cultural, Political) change
- Immigrant



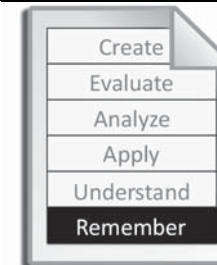
### Rigor Implications

#### Verb

- Identify

#### Level of Bloom's Taxonomy

- Remembering



#### Instructional Implications

Review the concepts of ESP change: Economic – changes in the ways people make a living and survive; Social/Cultural – changes in customs, traditions, and lifestyle; and Political – changes in the ways people make or respond to laws and power structures. Use pictures of American Indians on a buffalo hunt in the early/mid 19th century and a picture of Indians dying in the snow at the Wounded Knee Massacre in 1890. Have students describe the ESP changes they observe by comparing the two pictures. Ask students to summarize the challenges faced by this minority group. Point out that even in the midst of these challenges many American Indians continued to look for opportunities: ironically, the reservation land set aside for many tribes turned out to be rich in mineral deposits and Indian casinos make a lot of money for tribes today. Conduct a Google search for the *Immigration Explorer Map* at the New York Times to illustrate the population distributions of various immigrant groups. Use this standard as a time to review the skill of graph interpretation. Display graphs indicating the waves of immigrants to the United States during the late 1800s and discuss challenges these immigrants may have faced. Use photos from the Ellis Island or Angel Island websites for students to interpret and draw inferences and conclusions regarding some of the challenges. Point out that many immigrants went on to contribute to society.

**(5.5) History.** The student understands important issues, events, and individuals in the United States during the 20th and 21st centuries. The student is expected to:

**(B) analyze various issues and events of the 21st century such as the War on Terror and the 2008 presidential election**



### Supporting the Readiness Standards

**What Readiness Standard(s) or concepts from the Readiness Standards does it support?**

This standard partially supports Readiness Standard 5.5A in which the students examine and analyze various 20th century issues in United States history.

**How does it support the Readiness Standard(s)?**

This standard extends student learning about the importance of issues and events leading to turning point events. The concept of turning point events – events after which life is different - is critical to an understanding of this standard and of other learning in Grade 5 and subsequent grades/courses. The two events specified in the standard are certainly prime examples of turning point events of the 21st century. When analyzing the issues [causes] and effects that led to what has been labeled the War on Terror, students need to understand the turning point event that triggered this “undeclared” war was the attack on the U.S. on September 11, 2001. Students need to understand how that one day changed life in the United States for their lifetime. Current fifth graders were not even born in 2001 and so do not have any memory of airports with high security, announcements that indicate the threat level as orange, or ten years of fighting in Iraq and Afghanistan by the U.S. military [and maybe some of their family members]. The turning point nature of the 2008 Presidential election in which the first African-American, President Barack Obama, was elected President of the United States represents obvious political change.

*May be adjusted according to local curriculum.*



### Academic Vocabulary

- Century
- War on Terror



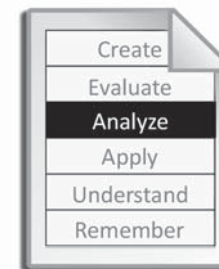
### Rigor Implications

**Verb**

- Analyze

**Level of Bloom’s Taxonomy**

- Analyzing



**Instructional Implications**

Use the 9/11 Memorial website [<http://www.911memorial.org/>] as a way to introduce/remind students of the attacks on that date. Ask students: *Why is this date/event considered a turning point?* Point out that one result was for President George W. Bush to declare a War on Terror. Discuss what that phrase might mean. Tell students that this war still involves our U.S. military and has cost billions of dollars. The website [www.costofwar.com](http://www.costofwar.com) gives a running total of the cost of the wars in Iraq and Afghanistan – currently over 1 trillion dollars! Ask students: *Why is the Presidential election of 2008 considered a turning point in U.S. History?* Students will mention the election of President Obama; however, extend their thinking to the analysis of the issues surrounding this critical Presidential election.



**(5.5) History.** The student understands important issues, events, and individuals in the United States during the 20th and 21st centuries. The student is expected to:

**(C) identify the accomplishments of individuals and groups such as Jane Addams, Susan B. Anthony, Dwight Eisenhower, Martin Luther King Jr., Rosa Parks, Cesar Chavez, Franklin D. Roosevelt, Ronald Reagan, Colin Powell, the Tuskegee Airmen, and the 442nd Regimental Combat Team who have made contributions to society in the areas of civil rights, women’s rights, military actions, and politics**



### Supporting the Readiness Standards

**What Readiness Standard(s) or concepts from the Readiness Standards does it support?**

This standard supports Readiness Standard 5.5A and Supporting Standard 5.5B in which the students analyze issues of the 20th and 21st century.

**How does it support the Readiness Standard(s)?**

Understanding the role individuals play in major events enhances understanding of the events. The individuals specified can be grouped by event or area in which they contributed. Susan B. Anthony, Martin Luther King, Jr, Rosa Parks, and Cesar Chavez all contributed in different ways to furthering civil rights of minorities; Dwight Eisenhower, Colin Powell, the Tuskegee Airmen, and the 442nd Regimental Combat Team all were military leaders or groups; Dwight Eisenhower, Franklin D. Roosevelt, and Ronald Reagan were Presidents of the United States. Point out to students that individuals may fall into more than one category. When sorting individuals based on the major events of the 20th century [as specified by Readiness Standard 5.5A] Franklin D. Roosevelt was President during the Great Depression and during World War II; Susan B. Anthony was an early leader in getting women the right to vote [19th Amendment]; Martin Luther King, Jr. and Rosa Parks are associated with increasing civil rights for African-Americans; Cesar Chavez is known for leadership in increased rights for migrant workers, particularly Hispanics; Dwight Eisenhower, the Tuskegee Airmen, and the 442nd all are associated with World War II, but the two fighting groups also represent contributions by select racial and ethnic groups to the war effort [Tuskegee Airmen – African-American pilots and the 442nd – a Japanese-American fighting unit who fought even when many of their families were put in Japanese Internment Camps in the U.S.]. Colin Powell represents someone who transitioned from the military [Joint Chiefs of Staff during the Persian Gulf War] to politics [Secretary of State] and was the first African-American in both of those capacities.

*May be adjusted according to local curriculum.*



### Academic Vocabulary

- Accomplishments



### Rigor Implications

**Verb**

- Identify

**Level of Bloom’s Taxonomy**

- Remembering



**Instructional Implications**

Divide students into groups and assign each group one of the individuals/groups specified in the standard. Have each group create a one to two minute “advertisement” and poster for why their assigned individual should be The Most Important Person of the Century. Place the posters around the room and have students cast votes, three votes per student to determine class favorites.

**(5.7) Geography.** The student understands the concept of regions in the United States. The student is expected to:

**(B) describe a variety of regions in the United States such as landform, climate, and vegetation regions that result from physical characteristics such as the Great Plains, Rocky Mountains, and Coastal Plains**



### Supporting the Readiness Standards

**What Readiness Standard(s) or concepts from the Readiness Standards does it support?**

This standard partially supports Readiness Standard 5.7A in which the students describe political, population, and economic regions as examples of different ways to classify regions of the United States. The regions in this standard are physical regions [the N – eNvironment of the *ESPN* classification acronym]

**How does it support the Readiness Standard(s)?**

The important concept for this standard is region. This particular standard addresses describing how the physical characteristics of places help identify and label areas that have physical characteristics in common [regions]. It is important to define the terms landforms, climate, and vegetation so that students understand how each of those unique physical characteristics could help define a region. Places may be in more than one region. For instance, the Rocky Mountain region includes states in which this landform is prominent. The region of the Great Plains is defined by landform [plains] but also to some degree by vegetation – grasslands. The Coastal Plains refers to a region surrounding the Gulf of Mexico in which the defining characteristics that label the region are based on land/water forms. However, this region also has similar climate and vegetation.

*May be adjusted according to local curriculum.*



### Academic Vocabulary

- Landform
- Climate
- Vegetation
- Region
- Physical characteristics



### Rigor Implications

**Verb**

- Describe

**Level of Bloom's Taxonomy**

- Understanding



**Instructional Implications**

Conduct a Google Search for *physical regions of the United States*. The Arizona Geographic Alliance has a good PDF blackline master map of the eight major physical regions of the United States. Using this map [or a similar one], have students identify the physical feature for which each region is named. Pose questions such as: *How many of the physical regions are named for specific land or water forms? What other characteristics does the land in each region have in common? Access a different map of physical regions and have students compare the two maps, describing similarities and differences. Pose the question: Why are these maps different?* Help students understand that the concept of region can often be defined differently depending on the interpretation. Access a climate zone map of the United States and have students compare that map to one with physical features. What comparisons do they observe? Finally, access a vegetation map and have students describe the types of vegetation they see within various climate or landform regions.

**(5.7) Geography.** The student understands the concept of regions in the United States. The student is expected to:

**(C) locate on a map important political features such as the ten largest urban areas in the United States, the 50 states and their capitals, and regions such as the Northeast, the Midwest, and the Southwest**



### Supporting the Readiness Standards

#### What Readiness Standard(s) or concepts from the Readiness Standards does it support?

This standard supports Readiness Standard 5.7A in which the students describe political, population, and economic regions as examples of different ways to classify regions of the United States. This standard also supports Readiness Standard 5.8C in which the students analyze the distribution patterns and reasons for the location of major cities and capital cities.

#### How does it support the Readiness Standard(s)?

The standard specifies various types of political regions, urban areas [cities], states, and typical census bureau groups of states labeled based on relative location within the United States. Ensure that students know the difference between political and physical regions. Political regions consist of man-made boundaries such as city limits, urban or metropolitan areas, state boundaries, or classifications of groups of states defined by the U.S. Census Bureau. Physical regions are defined based on one [or more] natural aspects of the area. The ten largest cities according to the 2010 census are New York City, Los Angeles, Chicago, Houston, Philadelphia, Phoenix, San Antonio, San Diego, Dallas, and San Jose, CA. The four major regions of the United States according to the U.S. Census Bureau are the Northeast, the South, the Midwest, and the West. Each of those regional divisions has more subdivisions.

*May be adjusted according to local curriculum.*



### Academic Vocabulary

- Region
- Urban area
- Boundary
- State capital



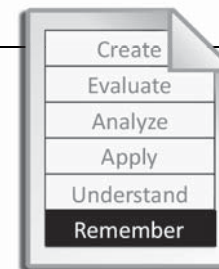
### Rigor Implications

#### Verb

- Locate

#### Level of Bloom's Taxonomy

- Remembering



#### Instructional Implications

Point out to students that the interpretation of political regions can vary depending on the source. For instance, Texas is considered to be in the South by some, the West by others, and the Southwest by still others. Provide a labeled outline map of the United States with the capitals [numerous versions are available online]. Give students the list of the 10 largest cities in the United States based on the 2012 census. Pose the question: *Are any of the largest cities also the capital cities of their respective state?* [only one, Phoenix] Have students plot the location of the 10 largest U.S. cities and draw conclusions about the similarities and differences in the locations of these major cities. Have students refer to a map of the four political regions of the United States [a good outline map of these regions with the states included is available from the Census Bureau website]. Have students trace the outline of the boundaries for each of the four major political regions of the United States on their U.S. map. Ask students to work with a partner to write 5 questions about location based on the political regions map and trade with other pairs to answer the questions. Pose questions examples such as: *Which political region and sub-region is Texas in? What is one similarity about the location of state capitals? Which state has Jefferson City as its capital? Name three state capitals in the Northeast region.* Allow time for students to pose and answer their own questions based on the regional maps.

**(5.7) Geography.** The student understands the concept of regions in the United States. The student is expected to:

**(D) locate on a map important physical features such as the Rocky Mountains, Mississippi River, and Great Plains**



### Supporting the Readiness Standards

#### What Readiness Standard(s) or concepts from the Readiness Standards does it support?

This standard partially supports Readiness Standard 5.7A and Supporting Standard 5.7B in which the students describe various types of ESPN regions, including how physical features and landforms help define regions.

#### How does it support the Readiness Standard(s)?

This standard focuses students on two important geographic concepts – region and physical features. Another name for these physical features is land and water forms. As students locate these physical features on a map of the United States, they should connect the location of that physical feature to the physical region located there. The two main mountain ranges in the United States are the Appalachian Mountain chain [east] and the Rocky Mountain chain [west]. Between these two mountain ranges [central U.S.] is a large river valley – the Mississippi River Valley. The large expanses of relatively flat grasslands in the interior of the U.S. are referred to as the Great Plains – extending from Canada to the Texas Panhandle. [Note: this interior plain used to be a vast inland sea millions of years ago]. The east, west, and southern coasts of the United States form coastal plains along the Atlantic Ocean, the Gulf of Mexico, and the Pacific Ocean. In addition to mountains, rivers, and plains, students should be able to identify/locate the five Great Lakes.

*May be adjusted according to local curriculum.*



### Academic Vocabulary

- Physical features
- Mountain
- River
- Plains
- Coastal plains
- Lake



### Rigor Implications

#### Verb

- Locate

#### Level of Bloom's Taxonomy

- Remembering



#### Instructional Implications

Using a physical outline map of the United States [with the states blank] discuss and point out the major physical features of the United States. Start with the three major mountain ranges: the Appalachian Mountains in the east, the Rocky Mountains in the west, and the Sierra Nevada/Cascades along the Pacific coast. Point out that parts of the Rocky Mountain Range go north into Alaska and even into West Texas [Guadalupe Mountains]. Next have students trace the Mississippi River and its major tributaries [the Ohio, the Missouri, and the Arkansas Rivers]. Point out that this large river valley supplies water for people and agriculture for more than half of the United States. Then have students shade in the states and parts of states in the Great Plains. Point out that between the Rocky Mountains and the Sierra Nevada Mountains is what is called a Basin or low area. This is where Death Valley is located – the lowest place in North America, and one of the driest. Students should also label the five Great Lakes [use the HOMES acronym to help remember the names]. You can then reinforce the location of the 50 states by posing questions such as: *Name three Rocky Mountain states. What are three states that border the Great Lakes? Name four states in the Great Plains.*

**(5.8) Geography.** The student understands the location and patterns of settlement and the geographic factors that influence where people live. The student is expected to:

**(B) explain the geographic factors that influence patterns of settlement and the distribution of population in the United States, past and present**



### Supporting the Readiness Standards

#### What Readiness Standard(s) or concepts from the Readiness Standards does it support?

This standard supports Readiness Standard 5.8A in which the students identify and describe types of settlement and land use patterns.

#### How does it support the Readiness Standard(s)?

The concept of the relationship between physical and human geographic factors and their impact on settlement patterns and population distribution is important to understanding this standard. Students intuitively know that people choose to live on flatter land rather than on mountains because it is easier to get around. Students should understand that historically, settlements followed predictable patterns: people first settle along navigable rivers and coastlines with access to fertile soil, long growing seasons with plentiful rainfall, and good climate; as those areas become more densely populated or as other forms of transportation become available people move inland, first to desirable land and then to less desirable physical locations; and people settle difficult terrain [mountains, deserts, land with poor soil or cold climates] last. People also migrate further and further away from original points of origin – in Texas those points of origin were in East Texas/Gulf Coast and along the Rio Grande. For instance, west Texas was settled last and still has far fewer people than the eastern half of the state. In the 21st century with modern technology available [air conditioning, air transportation, good roads, railways, good building materials and equipment], patterns of settlement and population distributions are less affected by geographic factors. For instance, with the internet, people do not have to live close to their work – people in India can work for a bank in the United States using call centers and the internet.

*May be adjusted according to local curriculum.*



### Academic Vocabulary

- Geographic factors
- Population of settlement
- Patterns of settlement



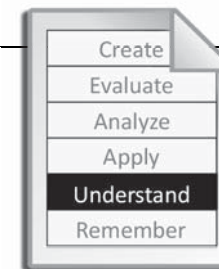
### Rigor Implications

#### Verb

- Explain

#### Level of Bloom's Taxonomy

- Understanding



#### Instructional Implications

The use of population density maps will help students locate and explain settlement patterns and population distribution patterns. Have students compare these population density maps to the physical and regional maps they have been using to explain how the geography of the United States has affected where people settled/currently live. Point out that for the first 200 or so years of U.S. history the Appalachian Mountains formed the eastern boundary of settlement. After the American Revolution, people flooded into the land between the Appalachians and the Mississippi River and they used that river system to transport goods south to New Orleans since travel by water was safer and quicker than travel by land. Later the population spread into lands of the Louisiana Purchase, but that migration was slow because the climate was harsh and the farming difficult due to low rainfall [windmills changed that]. Continue helping students explain the shifting population centers further and further west. Using current maps, pose questions such as: *Where do most people in the U.S. currently live? What patterns do you notice?*

**(5.9) Geography.** The student understands how people adapt to and modify their environment. The student is expected to:

**(B) analyze the positive and negative consequences of human modification of the environment in the United States, past and present**



### Supporting the Readiness Standards

#### What Readiness Standard(s) or concepts from the Readiness Standards does it support?

This standard supports Readiness Standard 5.9A in which the students describe how and why people have either adapted to or modified their physical environment.

#### How does it support the Readiness Standard(s)?

The concepts of adaptation to and/or modification of one's environment are important geographic understandings. Standards 5.9A and 5.9B should be taught together using a problem-solving model: *1) How did people first adapt to this environment? 2) How did they begin to modify the environment? 3) Why did the people make that modification? 4) What positive consequences did that modification have? 5) What negative consequences did that modification have? 6) What might be the long-term effects of the modification? 7) Is there a need for some form of rule or regulation to control the changes?*

*May be adjusted according to local curriculum.*



### Academic Vocabulary

- Positive consequences
- Negative consequences
- Human modification
- Environment



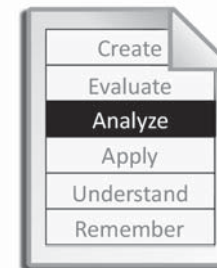
### Rigor Implications

#### Verb

- Analyze

#### Level of Bloom's Taxonomy

- Analyzing



#### Instructional Implications

As a class brainstorm a list of examples of significant modifications to the environment related to the economic development or improving lifestyle in your local area. For instance, building a new mall or shopping complex, developing new roads, increasing irrigation systems for local farmers, creating flood control projects, building a sea wall or dam, or developing an amusement park or other tourist attraction. Assign groups of students different modifications to think about and ask them to use the problem-solving model [See Supporting the Readiness Standards] to describe the need for the modification and compare the positive and negative consequences for that modification. Have groups report their ideas about the consequences of modifications to one's environment.



**(5.21) Culture.** The student understands the relationship between the arts and the times during which they were created. The student is expected to:

**(A) identify significant examples of art, music, and literature from various periods in U.S. history such as the painting American Progress, “Yankee Doodle,” and “Paul Revere’s Ride”**



### Supporting the Readiness Standards

#### What Readiness Standard(s) or concepts from the Readiness Standards does it support?

This standard does not support any Readiness Standard. It does align with Supporting Standard 5.21B in which students explain how examples of art, music, and literature reflect the times in which they are created. It illustrates the concepts included in Readiness Standard 5.4D.

#### How does it support the Readiness Standard(s)?

The concept that art is a product of the times in which it was created is an important concept for understanding the relationship between art and historical events. This standard references that there are significant examples of artistic expression that represent and reflect a spirit of the times in which they were created – or at times shape that period. Singing throughout history has been one possible form of “secret” protest. From songs about King George III during colonial times to Negro Spirituals that became code for the Underground Railroad, singing has been a way of communicating. The song Yankee Doodle began as a British army song that actually made fun of colonials. The term doodle in slang meant fool or ignorant person. Later the Patriots adopted the song and wrote new verses to it making fun of the British. Longfellow’s poem, The Midnight Ride of Paul Revere, provides an example of how literature in effect rewrote history since Paul Revere was not the only rider and in fact, never completed the famed ride. This poem was first published in 1861, just before the outbreak of Civil War and 85 or so years after the event. The famous painting by John Gast, America’s Progress, was originally commissioned for a travel guidebook of the west. It has been used to illustrate the concept of Manifest Destiny and westward expansion. Other examples of art might include Gilbert Stuarts portrait of George Washington, the text of Negro Spirituals or Civil War songs like Dixie or the Battle Hymn of the Republic, cowboy ballads, the artistic expression of the Harlem Renaissance [painting, music, poetry], or the impact of art in the civil rights movement or the protests of the 1960s.

*May be adjusted according to local curriculum.*



### Academic Vocabulary

- Artistic expression (painting, music, literature)



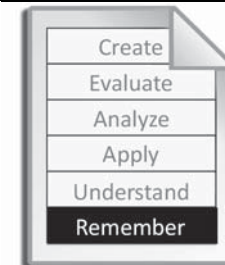
### Rigor Implications

#### Verb

- Identify

#### Level of Bloom’s Taxonomy

- Remembering



#### Instructional Implications

Use art to teach history. Teach students analysis tools when they encounter art. One strategy uses the acronym OPTICS for students to use to analyze visuals [paintings, photographs, political cartoons]. Display the painting America’s Progress [1872] and teach the use of the OPTICS [Objects, People, Title/Time, Inferences, Conclusions, Summary/Significance]. First identify the Title/Time period for the students; next have students identify Objects, then People and discuss. Next have the students make inferences and draw conclusions about the message of the painting. Finally, have the students write a one or two sentence summary detailing the main ideas of the painting and why this painting is important in history. Similar strategies using the acronym SOAPS – Speaker, Occasion, Audience, Purpose, Subject will help student understand text material like songs, poems, speeches, or other literature.

**(5.21) Culture.** The student understands the relationship between the arts and the times during which they were created. The student is expected to:

**(B) explain how examples of art, music, and literature reflect the times during which they were created**



### Supporting the Readiness Standards

#### What Readiness Standard(s) or concepts from the Readiness Standards does it support?

This standard does not support one particular Readiness Standard but can be used to highlight the artistic achievement of the era and examine how art is a product of its time as the students learn more about American History. Supporting Standards 5.21A and B should be taught together.

#### How does it support the Readiness Standard(s)?

The skill of cause and effect relationships also extends to determining that relationship between the arts and the times in which they were created. At times, artistic achievement is a response to a given time period or event, but at other times the arts can lead history.

*May be adjusted according to local curriculum.*



### Academic Vocabulary

- The arts
- Historic era



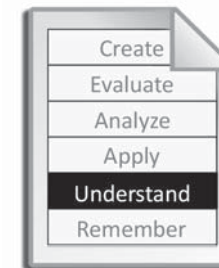
### Rigor Implications

#### Verb

- Explain

#### Level of Bloom's Taxonomy

- Understanding



#### Instructional Implications

Using online arts resources will help students connect history and the arts. As you work with students and various art forms, ensure that the question is always: *What does this art form [painting, photo, music, poem,...] tell us about the times in which it was created? How does this art form reflect the values and idea of the historic era it represents?* The education section of the Smithsonian Museum of American Art website [<http://americanart.si.edu/>] offers wonderful resources for illustrating the relationship between the visual arts and various eras in American history. The National Portrait Gallery of the Smithsonian [<http://www.npg.si.edu/>] has a permanent exhibition section which includes online paintings of the American Presidents, American Origins 1600 – 1900, and portraits of 20th Century Americans, all of which could be used to illustrate the connections between art and history. The History Now section of the Gilder Lehrman Institute of American History has an online exhibit entitled *The Music and History of our Times*. There are also wonderful resources available through the Library of Congress website.

**(5.22) Culture.** The student understands the contributions of people of various racial, ethnic, and religious groups to the United States. The student is expected to:

**(A) identify the similarities and differences within and among various racial, ethnic, and religious groups in the United States;**



### Supporting the Readiness Standards

#### What Readiness Standard(s) or concepts from the Readiness Standards does it support?

This standard does not directly support any Readiness Standard. However, Supporting Standards 5.22A, B, and C are all aligned to one another and address the similarities and differences, customs and traditions, and contributions of people from the many racial, ethnic, and religious groups that have a place in the fabric of American history.

#### How does it support the Readiness Standard(s)?

In order to understand the contributions of individuals within these groups, students should first understand the similarities and differences among various groups. There are distinctions between the categories of racial, ethnic, and religious groups – ethnic groups refer to people who share common characteristics such as language, cultural traditions, and/or religion; religious groups share common belief systems. People can join each of these groups by choice or circumstance. Racial groups reflect characteristics that are inherited rather than being affected by one’s cultural, linguistic, or religious background. People are often associated with many groups and at times there are mixtures of groups. This may provide a good opportunity to discuss concepts like cultural borrowing, tolerance, or prejudice based on race, ethnicity, or religion.

*May be adjusted according to local curriculum.*



### Academic Vocabulary

- Similarities
- Differences
- Racial groups
- Ethnic groups
- Religious groups



### Rigor Implications

#### Verb

- Identify

#### Level of Bloom’s Taxonomy

- Remembering



#### Instructional Implications

Help students understand the distinctions between the categories of racial, ethnic, and religious groups. Have each student create their own racial, ethnic, and religious profile by asking them individually to first reflect on which racial group [or groups] they have inherited. Then ask them to list cultural/ethnic/religious characteristics about themselves such as the language/languages they speak, the celebrations they have with their families and friends, or the religion they participate in, and so on. Put large pieces of chart [or bulletin board] paper on the walls and label one chart racial groups represented in the class, another ethnic characteristic of the class, and the third religious groups represented in the class. Have students write their personal information on the chart paper in sort of a graffiti wall and then when all students have added their information to the charts, discuss the similarities and differences represented within the classroom.

**(5.22) Culture.** The student understands the contributions of people of various racial, ethnic, and religious groups to the United States. The student is expected to:

**(B) describe customs and traditions of various racial, ethnic, and religious groups in the United States**



### Supporting the Readiness Standards

#### What Readiness Standard(s) or concepts from the Readiness Standards does it support?

This standard does not directly support any Readiness Standard. However, Supporting Standards 5.22A, B, and C are all aligned to one another and address the similarities and differences, customs and traditions, and contributions of people from the many racial, ethnic, and religious groups that have a place in the fabric of American history.

#### How does it support the Readiness Standard(s)?

Developing an understanding that the customs and traditions of a variety of groups contribute to the customs and traditions that we call “American” helps students understand the concepts of assimilation and cultural diffusion. The standard does not specifically name customs or traditions that the students have to know. Consider focusing on obvious holiday celebrations such as Thanksgiving or customs/traditions that represent ethnic or religious groups like Hanukkah, Christmas, or Kwanza. It is important to also have students identify any customs, celebrations, or traditions that apply to the locality of their school, town, or city. In general, folk festivals of various kinds are times to celebrate rich cultural traditions.

*May be adjusted according to local curriculum.*



### Academic Vocabulary

- Customs
- Traditions



### Rigor Implications

#### Verb

- Describe

#### Level of Bloom’s Taxonomy

- Understanding



#### Instructional Implications

Define customs – long established practices; and traditions – handing down customs or practices from generation to generation. Have students brainstorm a list of local festivals and celebrations. Ask students to examine the origin of those local festivals, including any racial, ethnic, or religious groups associated with the events. Discuss the origin of American holidays such as Thanksgiving, which is historically associated with the Pilgrims. Abraham Lincoln, in 1863 during the Civil War, proclaimed a national holiday of “thanks and prayer”. Since then, it has been declared a national holiday on the fourth Thursday of November. Have students identify traditions in their own families and share these with the class. Discuss whether these family traditions have racial, ethnic, or religious roots.

## 5th Grade US History

**(5.22) Culture.** The student understands the contributions of people of various racial, ethnic, and religious groups to the United States. The student is expected to:

**(C) summarize the contributions of people of various racial, ethnic, and religious groups to our national identity**



### Supporting the Readiness Standards

#### What Readiness Standard(s) or concepts from the Readiness Standards does it support?

Supporting Standards 5.22A, B, and C are all aligned to one another and address the similarities and differences, customs and traditions, and contributions of people from the many racial, ethnic, and religious groups that have a place in the fabric of American history.

#### How does it support the Readiness Standard(s)?

Understanding that individuals from a variety of racial, ethnic, and religious groups have made and continue to make significant contributions to American life is an important historical concept. Throughout the year, as students study different eras and events in American history, ensure that students understand the contributions that individuals made to those eras and events. History is not just the study of dead, white men but includes the rich accomplishments of all races, genders, and ethnic and religious groups.

*May be adjusted according to local curriculum.*



### Academic Vocabulary

- Contribution
- National identity



### Rigor Implications

#### Verb

- Summarize

#### Level of Bloom's Taxonomy

- Understanding



#### Instructional Implications

Throughout the history of the United States individuals have made significant contributions to what makes our nation great. In each era, discuss how the individuals associated with that era [Colonization, Revolution, Young Nation, Westward Expansion, Civil War and Reconstruction, and 20th and 21st centuries] contributed to the events of the era and to helping shape American history. Consider making a *Wall of Fame* in which students add individuals and summarize their accomplishments to the wall as the class studies each historical era. Discuss the qualities of leadership that each person possessed and what makes them great.

**(5.14) Government.** The student understands the organization of governments in colonial America. The student is expected to:

**(B) identify examples of representative government in the American colonies, including the Mayflower Compact and the Virginia House of Burgesses**



### Supporting the Readiness Standards

**What Readiness Standard(s) or concepts from the Readiness Standards does it support?**

This standard supports Readiness Standard 5.14A in which the students identify and compare the early systems of government in the American colonies.

**How does it support the Readiness Standard(s)?**

The ideas of representative government had its historical foundations as far back as Ancient Rome and Greece. In England, Parliament was a representative law-making body. As English colonists came to the American colonies, they brought this idea of representative government with them. Two early examples of this form of government in the colonies were:

- Virginia House of Burgesses was the first elected representative assembly established in the American colonies. It first met in Jamestown in 1619. It continued to meet as a representative assembly until the American Revolution. At first, all free men [no women] voted to elect delegates, but by 1670 only property owners could vote.
- The Mayflower Compact was signed on board the ship Mayflower before the colonists landed. It was signed by 41 adult males [of the 101 passengers onboard ship] to establish a way for the group to govern itself “for the general good of the colony”.

*May be adjusted according to local curriculum.*



### Academic Vocabulary

- Representative government



### Rigor Implications

**Verb**

- Identify

**Level of Bloom’s Taxonomy**

- Remembering



**Instructional Implications**

These two forms of early representative government in the colonies are directly associated with the first two permanent English settlements in what would become the 13 Original Colonies. Help students understand that whenever a group of people live and work together they must have rules and laws that help govern behavior. In Jamestown, the first years were very difficult for the colonists. Starvation, disease, and Indian attacks were common occurrences. The Virginia House of Burgesses was established to help govern the colony and to prevent authoritarian rule by governors appointed by the Virginia Company. Just a year later, a group of Separatists called Pilgrims settled in Plymouth colony in what would become Massachusetts Bay Colony. They intended to land in Virginia but were blown off course and realized they would need a government of their own. They wrote and signed The Mayflower Compact, an agreement to make laws for the colony. Pose questions such as: *Why did both of these early forms of representative government only include men in the decision making process? Why did each colony need a form of self-government? How did these early examples of representative government help establish this concept in the colonies?*



## 5th Grade US History

**(5.15) Government.** The student understands important ideas in the Declaration of Independence, the U.S. Constitution, and the Bill of Rights. The student is expected to:

**(A) identify the key elements and the purposes and explain the importance of the Declaration of Independence**



### Supporting the Readiness Standards

**What Readiness Standard(s) or concepts from the Readiness Standards does it support?**

This standard supports Readiness Standards 5.2A and 5.2C in which the students identify causes and effects of events prior to the American Revolution and summarize the results of the Revolution. This standard also aligns with Supporting Standard 5.2B in which students identify the roles of significant individuals in the Revolutionary period.

**How does it support the Readiness Standard(s)?**

It is critical for students to understand the key ideas and purposes of the Declaration of Independence as one of the major events leading to the American Revolution. The Declaration of Independence was mostly drafted by Thomas Jefferson with additions made by other committee members [John Adams, Benjamin Franklin, Roger Sherman, and Robert Livingston]. It consisted of three main parts: The Introduction, The Preamble, and a List of Grievances against King George III and the English Parliament. The Preamble is the most quoted part of the document which begins: "We hold these Truths to be self-evident, that all Men are created equal, that they are endowed by their Creator with certain unalienable Rights, that among these are Life, Liberty and the Pursuit of Happiness--That to secure these Rights, Governments are instituted among Men, deriving their just Powers from the Consent of the Governed." In Texas, understanding and reciting this text is required by Texas Education Code as part of Celebrate Freedom Week in September.

*May be adjusted according to local curriculum.*



### Academic Vocabulary

- Declaration
- Independence



### Rigor Implications

**Verb**

- Identify

**Level of Bloom's Taxonomy**

- Remembering



**Instructional Implications**

Display the date July 4, 1776 and discuss why this date is important in American history. Provide students access to the text of the Preamble of the Declaration and as a class read and discuss the statements in this section of the document. Point out that Thomas Jefferson wrote the first draft with some changes added by the other members of the committee. Help students realize that when the delegates to the Continental Congress adopted and signed this document on July 4, 1776 they became traitors to the British government. Declaring independence was one of the major steps in America fighting its war of independence.

**(5.16) Government.** The student understands the framework of government created by the U.S. Constitution of 1787. The student is expected to:

**(B) identify the reasons for and describe the system of checks and balances outlined in the U.S. Constitution**



### Supporting the Readiness Standards

#### What Readiness Standard(s) or concepts from the Readiness Standards does it support?

This standard supports Readiness Standard 5.16A in which the students identify and explain the basic functions of the three branches of government as outlined in the U.S. Constitution.

#### How does it support the Readiness Standard(s)?

The principals of checks and balances and separation of powers are often challenging for students. Both of these concepts are important for students to learn as they explain the basic functions of the three branches of government. One way to help students visualize this structure of government is using a tree. The roots of the tree are the people [consent of the governed] who help form the U.S. Government/Constitution [the tree trunk]. There are three main branches of government – legislative, executive, and judicial. Each of these branches have smaller branches that touch the larger branches and cause them to move – a simplistic checks and balances, each restricting or causing movement in the large branches. The reasons for these systems were to make sure that in the new government of the United States, no one part of the government had too much power [like the King in England].

*May be adjusted according to local curriculum.*



### Academic Vocabulary

- Checks and balances
- Separation of powers
- Three branches of government



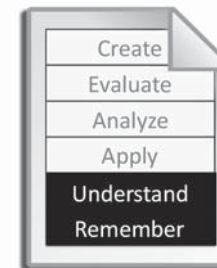
### Rigor Implications

#### Verb

- Identify
- Describe

#### Level of Bloom's Taxonomy

- Remembering
- Understanding



#### Instructional Implications

Access the website Flocabulary which showcases educational hip hop songs. Click on Songs and Videos, Social Studies Civics section and play: *The Three Branches of Government: Checks and Balances*. The lyrics are available for students to follow along as the song plays. Discuss with students why it is important for each branch of government to have some control over the other branches. Use a chart [from the text or an online source] to discuss the various checks and balances each branch of government has over the others highlighting the most important ones: Legislative – override Presidential veto, approve appointments; Executive - veto power, appointment of Supreme Court Justices or cabinet secretaries; Judicial – judicial review/declaring a law unconstitutional, presiding over impeachment trials.

**(5.16) Government.** The student understands the framework of government created by the U.S. Constitution of 1787. The student is expected to:

**(C) distinguish between national and state governments and compare their responsibilities in the U.S. federal system**



### Supporting the Readiness Standards

#### What Readiness Standard(s) or concepts from the Readiness Standards does it support?

This standard partially supports Readiness Standard 5.16A in which the students identify and explain the basic functions of the three branches of government. This standard also partially supports Readiness Standard 5.3A in which students identify reasons for creation of the U.S. Constitution including the weaknesses of the Articles of Confederation.

#### How does it support the Readiness Standard(s)?

Students should understand that in the structure established by the U.S. Constitution, in addition to three branches of government, there are three major levels of government – each with the same three branches. The highest and most important level is the national/federal level [the United States], then the state level [in our case, Texas], and finally the local level [county and city]. Under the Articles of Confederation, individual states had a great deal of power and governing at the national level was difficult. When the U.S. Constitution and the Bill of Rights were written and ratified, the structure that was set up made the United States Constitution the *supreme law of the land*.

*May be adjusted according to local curriculum.*



### Academic Vocabulary

- National/federal
- State
- Local [county and city]



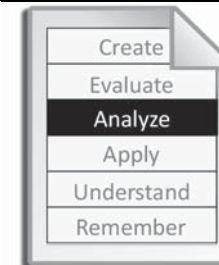
### Rigor Implications

#### Verb

- Distinguish [between]
- Compare

#### Level of Bloom's Taxonomy

- Analyzing



#### Instructional Implications

Use the offices of the chief executive to illustrate the three levels of government to students: President is voted on and elected by all registered voters in the United States; Governor is elected by just the people of that state; and the mayor is elected by only the people that live in a given city. Ask students to describe which of these elected executives has the most power. Point out that this illustrates the power structure that exists in United States – national/federal government is the most powerful because it affects the most people; state governments are next most powerful and they influence just the people that live in that state; and finally local governments are the least powerful because they only have direct power over the people in that city or county. Point out that federal laws take precedence over state or local laws. For instance, Texas could not pass a law declaring drugs legal in the state because there are federal laws against the distribution and sale of illegal drugs. Use a current newspaper and ask students to find articles that illustrate the different levels of government in the federal system. Consider having students identify the names of key officials at each level of government.

## 5th Grade US History

**(5.17) Citizenship.** The student understands important symbols, customs, celebrations, and landmarks that represent American beliefs and principles and contribute to our national identity. The student is expected to:

**(A) explain various patriotic symbols, including Uncle Sam, and political symbols such as the donkey and elephant**



### Supporting the Readiness Standards

#### What Readiness Standard(s) or concepts from the Readiness Standards does it support?

This standard does not support any Readiness Standards. The five Supporting Standards 5.17A, B, C, D, and E all address symbols of the United States including patriotic symbols, anthems, pledges, holidays, and landmarks.

#### How does it support the Readiness Standard(s)?

These supporting standards could all be taught toward the beginning of the year as students establish routines and procedures for the day. This standard includes the study of patriotic symbols. The concepts of patriotic landmarks, symbols, songs, and celebrations supports one of the main goals of social studies education which is to create active, participatory, and informed citizens in a democracy. These national symbols are part of who we are as Americans. Symbols specified include Uncle Sam and the political symbols of the two major political parties – the donkey [Democratic Party] and the elephant [Republican Party].

*May be adjusted according to local curriculum.*



### Academic Vocabulary

- Patriotic
- Political
- Symbol



### Rigor Implications

#### Verb

- Explain

#### Level of Bloom's Taxonomy

- Understanding



#### Instructional Implications

Display an image of Uncle Sam and ask students to identify parts of the image that represent the United States of America. Point out that symbols help remind people of things – in this case the importance [and even perhaps age] of the United States. Images of Uncle Sam have been used in recruiting posters during both World War I and World War II. Pose the question: *Why is this symbol used to recruit soldiers for the military?* Remind students of recent elections and the two major political parties. Point out that the Democratic Party is often symbolically represented by the donkey and the Republican Party is often represented by the elephant. These symbols came from political cartoons drawn by Thomas Nast in the 1870s. There is some history to suggest that one use of these symbols was on political ballots, especially when large numbers of new immigrants began to vote in the late 19th and early 20th century. Pose the question: *Why would political parties like to use these symbols on voting ballots?*

## 5th Grade US History

**(5.17) Citizenship.** The student understands important symbols, customs, celebrations, and landmarks that represent American beliefs and principles and contribute to our national identity. The student is expected to:

**(B) sing or recite “The Star-Spangled Banner” and explain its history**



### Supporting the Readiness Standards

#### What Readiness Standard(s) or concepts from the Readiness Standards does it support?

This standard does not support any Readiness Standards. However, it does partially support Supporting Standard 5.4 about the War of 1812, since “The Star-Spangled Banner” was a poem written by Francis Scott Key during that conflict. This Supporting Standard aligns with the other standards related to symbols, customs, celebrations, and landmarks that contribute to the national identity of the United States.

#### How does it support the Readiness Standard(s)?

All countries have national anthems that foster a sense of patriotism and national identity. The Star-Spangled Banner was a poem called *Defence of Fort McHenry* written by Francis Scott Key as he watched the bombardment of Fort McHenry in Baltimore Harbor. Key could hear the battle rage and see the fire from the cannons. He was inspired to write about that War of 1812 battle and the American flag that flew over the fort during the battle. Later, the poem was put to the music of a popular British song. This song was not declared the official anthem of the United States until 1931.

*May be adjusted according to local curriculum.*



### Academic Vocabulary

- Anthem



### Rigor Implications

#### Verb

- Sing
- Recite

#### Level of Bloom’s Taxonomy

- Remembering



#### Instructional Implications

Provide students with the lyrics of at least the first stanza of the Star-Spangled Banner. Read the lyrics together, helping students understand the military references such as ramparts [protective walls of a fort]. Point out to students that this battle in Baltimore harbor was one of the turning point battles of the War of 1812. The flag still waving over the fort after a night of bombardment was symbolic of how the “young” nation of the United States [only about 25 years old at this point] could stand up against the powerful “old” nation of Great Britain. Practice singing the national anthem together as a class. The website of the Smithsonian Institute Museum of American History has a Star-Spangled Banner exhibit page at <http://amhistory.si.edu/starspangledbanner/> This website shows images of the original flag that flew over Fort McHenry as well as other facts about the War of 1812. It includes a stirring rendition of the singing of the national anthem.

## 5th Grade US History

**(5.17) Citizenship.** The student understands important symbols, customs, celebrations, and landmarks that represent American beliefs and principles and contribute to our national identity. The student is expected to:

**(C) recite and explain the meaning of the Pledge of Allegiance to the United States Flag**



### Supporting the Readiness Standards

#### What Readiness Standard(s) or concepts from the Readiness Standards does it support?

This Supporting Standard aligns with the other standards related to symbols, customs, celebrations, and landmarks that contribute to the national identity of the United States. This one focuses on the Pledge of Allegiance as a patriotic ceremony.

#### How does it support the Readiness Standard(s)?

A flag represents the government of a country and the colors and symbols on the flag have meaning. One of the most important symbols of the United States is the flag. The pledge is directed to a flag but represents pledging allegiance to the country as represented by the flag.

*May be adjusted according to local curriculum.*



### Academic Vocabulary

- Pledge
- Republic
- Allegiance
- Indivisible



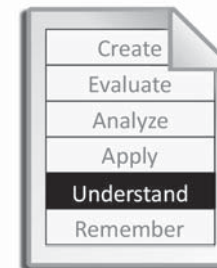
### Rigor Implications

#### Verb

- Explain

#### Level of Bloom's Taxonomy

- Understanding



#### Instructional Implications

Each day the students pledge allegiance to the United States flag [followed in Texas by the Pledge to the Texas flag]. Help students understand that in saying the pledge they are not being loyal to a flag but to what the flag stands for – the United States. Discuss the parts of the flag – 13 red and white stripes representing the 13 original colonies/states and 50 five-point white stars on a field of blue in the corner – one star for each of the current 50 states. This standard requires that students explain the meaning of the Pledge of Allegiance to the United States flag. Begin by breaking down the vocabulary terms for the students: pledge – a promise or agreement; allegiance – loyalty of a citizen to his/her government; republic – government where people elect the government; indivisible – not separated into parts. Using these definitions, have students reword the pledge in their own words. Discuss ideas with the entire class.



## 5th Grade US History

**(5.17) Citizenship.** The student understands important symbols, customs, celebrations, and landmarks that represent American beliefs and principles and contribute to our national identity. The student is expected to:

**(D) describe the origins and significance of national celebrations such as Memorial Day, Independence Day, Labor Day, Constitution Day, Columbus Day, and Veterans Day**



### Supporting the Readiness Standards

#### What Readiness Standard(s) or concepts from the Readiness Standards does it support?

This Supporting Standard aligns with the other standards related to symbols, customs, celebrations, and landmarks that contribute to the national identity of the United States. In this standard, the focus is on national celebrations.

#### How does it support the Readiness Standard(s)?

The ideas of national celebrations that provide opportunities for citizens to express their patriotic spirit or honor individuals or groups important to that nation are universal. The celebrations and Federal holidays specified in this standard include:

- Memorial Day – the last Monday in May set aside to honor the memory of those who fought and died while serving in the U.S. Military. It began after the Civil War to honor soldiers who fought on both sides of that conflict.
- Independence Day – July 4th is set aside to celebrate the signing of the Declaration of Independence as the colonies declared independence from Britain in 1776.
- Labor Day – the first Monday of September, was originally declared a federal holiday in 1894 to honor workers.
- Constitution Day – September 17, 1787 was the date on which the U.S. Constitution was signed by delegates to the Constitutional Convention. Celebrating Constitution Day on September 17th was passed into law in 2004 and requires all schools to teach about the Constitution. In Texas, schools celebrate this day as part of Celebrate Freedom Week.
- Columbus Day – the second Monday in October commemorates the day in 1492 when Christopher Columbus made landfall in the Americas.
- Veterans Day – November 11th is set aside as a day to remember the end of World War I on November 11, 1918 [called Armistice Day] and to honor all men and women who have served in the military.

*May be adjusted according to local curriculum.*



### Academic Vocabulary

- Origin
- National celebration
- Significance



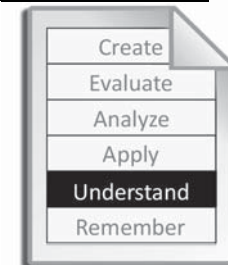
### Rigor Implications

#### Verb

- Describe

#### Level of Bloom's Taxonomy

- Understanding



#### Instructional Implications

Assign groups of students to research each of the national celebrations in the standard and create a poster explaining the origin and importance of that celebration, including ways in which people traditionally observe this holiday.

**(5.17) Citizenship.** The student understands important symbols, customs, celebrations, and landmarks that represent American beliefs and principles and contribute to our national identity. The student is expected to:

**(E) explain the significance of important landmarks, including the White House, the Statue of Liberty, and Mount Rushmore**



### Supporting the Readiness Standards

**What Readiness Standard(s) or concepts from the Readiness Standards does it support?**

This Supporting Standard aligns with the other standards related to symbols, customs, celebrations, and landmarks that contribute to the national identity of the United States. In this standard, the focus is on important landmarks.

**How does it support the Readiness Standard(s)?**

Students should understand how certain landmarks are representative of a culture and recognizable throughout the country and maybe even the world. The landmarks included in the standard represent important ideals of the United States: The White House represents the strength of our representative democracy; the Statue of Liberty was a symbol of freedom and opportunity for millions of immigrants entering New York Harbor and remains a symbol of freedom for the country; and Mount Rushmore displays the busts of four important U.S. Presidents – Washington, Jefferson, Lincoln, and Teddy Roosevelt and symbolizes the achievements of those presidents as well as the inventiveness of the American spirit to overcome obstacles [in this case nature] to carve such magnificent works from a mountain.

*May be adjusted according to local curriculum.*



### Academic Vocabulary

- Landmarks



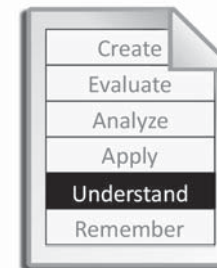
### Rigor Implications

**Verb**

- Explain

**Level of Bloom's Taxonomy**

- Understanding



**Instructional Implications**

Display pictures of these national landmarks individually and have students list words and phrases that come to mind when they see each picture. After showing each picture and allowing time for students to make their list, have each turn to a partner and share their thoughts [Think, Pair, Share]. Call on pairs to share some of the terms they wrote and discussed. As a class determine why each of these landmarks is so significant in the history or ideas of the United States. Have students brainstorm other landmarks they might include when they think of important places. Compile a class list of additional landmarks.

**(5.18) Citizenship.** The student understands the importance of individual participation in the democratic process at the local, state, and national levels. The student is expected to:

**(A) explain the duty individuals have to participate in civic affairs at the local, state, and national levels**



### Supporting the Readiness Standards

#### What Readiness Standard(s) or concepts from the Readiness Standards does it support?

This standard partially supports Readiness Standard 5.20A in which the students describe fundamental rights guaranteed by the Bill of Rights.

#### How does it support the Readiness Standard(s)?

The concept of the duty of responsible, participatory citizenship is critical to an understanding of how a democracy works. It is also important for students to understand that with the granting of rights [as in the Bill of Rights] there comes the concept of responsibility. One responsibility of citizenship is to participate in civic affairs at the local, state, and national levels. Participation in civic affairs does not just mean running for political office, it also includes volunteerism, staying informed about local, state, and national issues, speaking up when necessary, obeying the law, helping in local projects, and much more. Fifth graders are not old enough to vote or hold political office but they can show characteristics of good citizenship in other ways. Volunteering in the community for cleanup projects, working on school or church service projects, or working with their family to help in the community are just some of the ways to demonstrate active, involved, and participatory citizenship. Another way is to write letters to public officials expressing their view on issues or events important to them or their community. Listening to what public officials say they are going to do and then checking to see if that official follows through with their promises is another aspect of active citizenship. Helping with efforts like recycling, cleaning up after oneself after a visit to a public park, or visiting or helping to preserve historic sites in the community are other ways to volunteer.

*May be adjusted according to local curriculum.*



### Academic Vocabulary

- Duty
- Civic affairs
- Participation



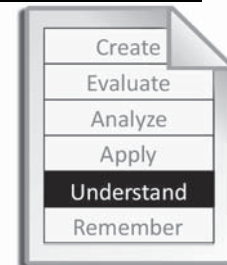
### Rigor Implications

#### Verb

- Explain

#### Level of Bloom's Taxonomy

- Understanding



#### Instructional Implications

Consider having the class plan and carry out a service project at the school or in the local community as one concrete way to illustrate the importance of voluntary participation in civic activities. Discuss other ways students, who are not yet old enough to vote or serve on juries, can be good citizens and participate in civic affairs at the local, state, or national levels.

**(5.18) Citizenship.** The student understands the importance of individual participation in the democratic process at the local, state, and national levels. The student is expected to:

**(B) explain how to contact elected and appointed leaders in local, state, and national governments**



### Supporting the Readiness Standards

#### What Readiness Standard(s) or concepts from the Readiness Standards does it support?

This standard partially supports Readiness Standard 5.20A in which the students describe rights guaranteed in the Bill of Rights, including the right to free speech. It also aligns to Supporting Standard 5.16C in which students differentiate between levels of government.

#### How does it support the Readiness Standard(s)?

This standard allows cross-content connections with English Language Arts related to writing formal letters. Understanding the conventions of formal letter writing is important as students learn more about contacting public officials. As students make decisions about issues important to them, they can also learn to express their ideas and opinions in formal writing. Contacting public officials can also take the form of phone calls to the offices of public officials or contacting the official through their website or via e-mail.

*May be adjusted according to local curriculum.*



### Academic Vocabulary

- Elected leaders
- Appointed leaders
- Local, state, and national government



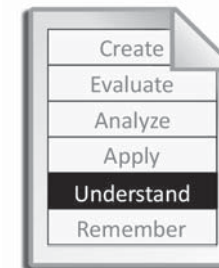
### Rigor Implications

#### Verb

- Explain

#### Level of Bloom's Taxonomy

- Understanding



#### Instructional Implications

There are really four steps in contacting public officials. First, identifying the issue that needs attention. For instance, if the street lights are out on the street where the student lives. Secondly, identifying which level of government is most appropriate to handle that issue. For instance, the national [federal] government in Washington would not be able to address the street light issue. Thirdly, identifying the public official appropriate to actually address the issue. For instance, students need to understand you would not write a letter to the President of the United States to address an issue like changing the school dress code. Fourthly, how best to contact that official. Students need to know how to identify appropriate officials to contact at each level of government. Teaching students about how to access this information using online sources can help with this standard.

**(5.19) Citizenship.** The student understands the importance of effective leadership in a constitutional republic. The student is expected to:

**(A) explain the contributions of the Founding Fathers to the development of the national government**



### Supporting the Readiness Standards

#### What Readiness Standard(s) or concepts from the Readiness Standards does it support?

This standard partially supports Readiness Standards 5.2A, 5.2C, and 5.3A in which the students study the American Revolution and the creation of the U.S. Constitution. It also aligns to Supporting Standard 5.2B in which students identify the contributions of specified Founding Fathers and Patriots. This standard also aligns to Supporting Standard 5.19C in which the students identify the leadership qualities of national leaders past and present.

#### How does it support the Readiness Standard(s)?

This standard reinforces learning detailed in Supporting Standard 5.2B. At the least, students should be able to explain the contributions of Thomas Jefferson, George Washington, and John Adams, although other individuals were also important Founding Fathers. It might be interesting to discuss why there are not any “Founding Mothers” highlighted in history books.

*May be adjusted according to local curriculum.*



### Academic Vocabulary

- Contributions
- Founding fathers



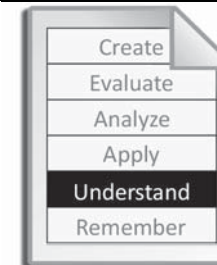
### Rigor Implications

#### Verb

- Explain

#### Level of Bloom’s Taxonomy

- Understanding



#### Instructional Implications

Remind students of names such as Thomas Jefferson and George Washington. Point out that on Thomas Jefferson’s tombstone he requested the following epitaph: “Here was buried Thomas Jefferson Author of the Declaration of American Independence, of the Statute of Virginia for religious freedom, and FATHER of the University of Virginia” Notice that Jefferson did not include being President of the United States or for the Louisiana Purchase, or for founding the Library of Congress. Pose the question: *Why so you think Jefferson described himself as he did on his tombstone?* Point out that George Washington has a lot to do with the idea that Presidents would only serve a limited number of terms. At the time he was elected President, the term that was used to refer to him was usually His Excellency [a title also used for the King of England]. *Why did Washington not like that way of referring to him?* Discuss other men who were important in setting the tone for the new government of the United States.

**(5.19) Citizenship.** The student understands the importance of effective leadership in a constitutional republic. The student is expected to:

**(B) identify past and present leaders in the national government, including the president and various members of Congress, and their political parties**



### Supporting the Readiness Standards

**What Readiness Standard(s) or concepts from the Readiness Standards does it support?**

This standard partially supports Readiness Standard 5.16A in which the students identify and explain the basic functions of the three branches of government. It can be extended to align with Supporting Standard 5.16C in which students distinguish between federal, state, and local levels of government.

**How does it support the Readiness Standard(s)?**

Understanding the positions of leadership in the various branches of the federal government would include: Legislative Branch – U.S. Congress including the names of the two U.S. Senators from Texas and the name of the U.S. Representative representing their home district; Executive Branch – the current President and Vice-President of the United States; Judicial Branch – the name of the Chief Justice of the U.S. Supreme Court. Past leaders might include Texans who have been President of the United States: Dwight D. Eisenhower [1952], Lyndon Baines Johnson [1963], George H.W. Bush [1988], and George W. Bush [2000]. Other important Presidents might include Washington, Jefferson, Andrew Jackson, Abraham Lincoln, Theodore Roosevelt, Franklin Roosevelt, or other important leaders.

*May be adjusted according to local curriculum.*



### Academic Vocabulary

- National government
- Political parties
- Congress



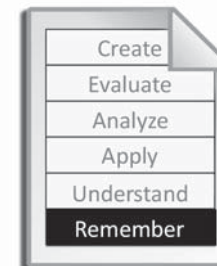
### Rigor Implications

**Verb**

- Identify

**Level of Bloom's Taxonomy**

- Remembering



**Instructional Implications**

Help students identify the labels for the offices for each branch and extend student thinking to include state and local levels including: National Legislative – Congress including U.S. Senator, U.S. Representative; National Executive – President, Vice-President; State Legislative – State Senator; State Representative; State Executive – Governor, Lt. Governor; Local Legislative – City Council; Local Executive – Mayor. [Note: If students are in a rural area the County Commissioner and the County Judge might be more appropriate as local government representatives – or the Mayor of a nearby town]. Then have students complete the chart by identifying the names of the current individuals who hold the labeled offices. In the case of U.S. Representative, State Senator, State Representative, and City Council [County Commissioner], students will need to determine the voting districts in which they live. The website [www.house.gov](http://www.house.gov) will allow students to enter their zip code [upper right hand corner] to find the name of their unique representative. The website [www.senate.state.tx.us](http://www.senate.state.tx.us) has a similar feature for State Senators and the Texas House of Representatives has a similar feature under the How Do I...tab at their website [www.house.state.tx.us](http://www.house.state.tx.us). The White House website [www.whitehouse.gov](http://www.whitehouse.gov) has biographies of all past presidents.



**(5.19) Citizenship.** The student understands the importance of effective leadership in a constitutional republic. The student is expected to:

**(C) identify and compare leadership qualities of national leaders, past and present**



### Supporting the Readiness Standards

#### What Readiness Standard(s) or concepts from the Readiness Standards does it support?

This standard does not support any Readiness Standard directly. It does support Supporting Standards 5.19A and B in which the students explain contributions of the Founding Fathers and identify past and present leaders in the national government.

#### How does it support the Readiness Standard(s)?

As students identify leaders and determine their significance, it is important to also discuss qualities of effective leaders. Understanding the importance of leadership qualities and lasting contributions is an on-going theme in all social studies courses. Effective leadership qualities might include: knowledge, experience, vision, honesty, trustworthiness, consistency, and other qualities.

*May be adjusted according to local curriculum.*



### Academic Vocabulary

- Leadership qualities



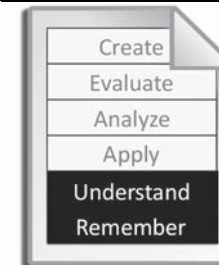
### Rigor Implications

#### Verb

- Identify
- Compare

#### Level of Bloom's Taxonomy

- Remembering
- Understanding



#### Instructional Implications

Have students brainstorm qualities they believe characterize effective leaders. By using examples of past and current elected and appointed leaders in Texas and the United States, provide students opportunities to evaluate the degree to which these leaders exhibit [or fail to exhibit] the qualities of effective leadership.

## 5th Grade US History

**(5.20) Citizenship.** he student understands the fundamental rights of American citizens guaranteed in the Bill of Rights and other amendments to the U.S. Constitution. The student is expected to:

**(B) describe various amendments to the U.S. Constitution such as those that extended voting rights of U.S. citizens**



### Supporting the Readiness Standards

#### What Readiness Standard(s) or concepts from the Readiness Standards does it support?

This standard partially supports Readiness Standard 5.20A in which the students describe fundamental rights included in the Bill of Rights.

#### How does it support the Readiness Standard(s)?

The concept of voting rights is important in understanding how consent of the governed is expressed in a representative democracy. This standard examines other amendments to the U.S. Constitution that extend voting rights to groups not originally specified in the Constitution. In 1790, just after the Constitution was adopted, only white males who owned property could vote. Amendments to the Constitution expanded those rights to include:

- 15th Amendment which extended voting rights to former slaves by giving voting rights to all adult males.
- 17th Amendment provided for the direct election of U.S. Senators [formerly elected by State Legislatures]
- 19th Amendment extended the right to vote in national elections to women
- 23rd Amendment allowed citizens living in the District of Columbia the right to vote in national elections
- 24th Amendment outlawed the use of a poll tax as a requirement for voting in federal elections
- 26th Amendment lowered the minimum age for voting to 18
- Other important Amendments are the 13th [ended slavery] and 14th [provided extension of citizenship rights and due process]
- In addition to these amendments, laws like the Civil Rights Act and the Voting Rights Acts of the 1960s increased voting rights for minorities

*May be adjusted according to local curriculum.*



### Academic Vocabulary

- Amendment



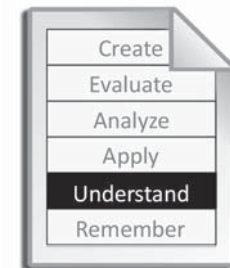
### Rigor Implications

#### Verb

- Describe

#### Level of Bloom's Taxonomy

- Understanding



#### Instructional Implications

Have the students associate dates with important amendments and create a timeline of extended rights. Consider having students create an illustrated timeline in which they summarize important amendments and create a symbol or illustration that depicts the importance of that amendment.

**(5.10) Economics.** The student understands the basic economic patterns of early societies in the United States. The student is expected to:

**(A) explain the economic patterns of early European colonists**



### Supporting the Readiness Standards

#### What Readiness Standard(s) or concepts from the Readiness Standards does it support?

This standard partially supports Readiness Standard 5.1A in which the students explain details associated with the original 13 colonies. This standard also partially supports Readiness Standards 5.13A and B in which the students determine how people in the past earned a living and how geographic factors influence the location of economic activities. It directly aligns to Supporting Standard 5.10B in which students identify major industries of colonial America.

#### How does it support the Readiness Standard(s)?

The concept of economic patterns includes an understanding of basic economic activities such as agriculture [farming], industry [manufacturing], or service industries [medicine, education, law, etc]. Students should understand that the original colonies can be divided into three sections: New England Colonies, Middle Colonies, and Southern Colonies. They should also understand that geography has a direct impact on economic activities. For instance:

- New England Colonies: Geographic factors - cold winters, rocky soil, Atlantic Ocean, lots of coastline, fish, and forests; Economic activities – climate, available resources and geography supported the shipbuilding, lumber, and fishing industries and not agriculture on a large scale, the availability of deep harbors promoted shipping and developed an economy dependent on shipbuilding and trade.
- Middle Colonies: Geographic factors – milder climates, good ports, land suitable for growing crops like wheat and corn and raising dairy animals; fresh water supply, fewer trees, open land; Economic activities – climate, available resources and geography supported a mixed economy with shipbuilding, lumber, and fishing industries and also plantation agriculture. The region developed a “mixed” commercial economy dependent on both industry and agriculture.
- Southern Colonies: Geographic factors – rich soil, mild climate, tidewater regions, large expanses of forested land, accessibility to large navigable rivers; Economic activities – climate, available resources and geography supported widespread plantation agriculture of tobacco, rice, indigo, and cotton with navigable rivers for shipping cash crops. The development of a plantation economy (agrarian) influenced economic and social development of the region, including the institution of slavery.

*May be adjusted according to local curriculum.*



### Academic Vocabulary

- Economic patterns



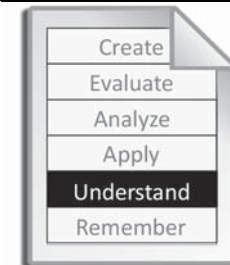
### Rigor Implications

#### Verb

- Explain

#### Level of Bloom's Taxonomy

- Understanding



#### Instructional Implications

Using maps, develop the connection between the geography factors in an area, in this case the three colonial regions, and the types of economic activities people in that region use to make a living. Stress that, due to geography, the New England Colonies could not develop widespread agriculture so they began to depend on manufacturing and shipping; the Middle Colonies developed a mix of industry and agriculture; and Southern Colonies developed plantation agriculture as the chief economic activity.

**(5.10) Economics.** The student understands the basic economic patterns of early societies in the United States. The student is expected to:

**(B) identify major industries of colonial America**



**Supporting the Readiness Standards**

**What Readiness Standard(s) or concepts from the Readiness Standards does it support?**

This standard partially supports Readiness Standard 5.13A in which the students compare how people in different parts of the United States earn a living, past and present. This standard directly aligns with and should be taught with Supporting Standard 5.10A in which students explain the economic patterns of early European colonists.

**How does it support the Readiness Standard(s)?**

Students need to understand that in colonial America, industry also includes agriculture, especially the commercial agriculture of the Middle and Southern colony plantation agriculture which was the agribusiness of the 17th and 18th centuries. Major industries were largely regional [See Supporting Standard 5.10A for additional examples]. Most industries in the colonial era were cottage industries – small family-owned shops that built or made custom-made goods such as silversmiths, wig-makers, blacksmiths, gunsmiths, cabinet makers, wagon and wheel makers, ship builders, seamstresses, printers, bakers, papermakers, timber, and so on. Agriculture was on small, family farms and large plantations that produced cash crops for sale and trade. The available industries met the direct needs of the people living in the colonies for food, clothing, shelter, and trade.

*May be adjusted according to local curriculum.*



**Academic Vocabulary**

- Industry
- Agriculture
- Cottage industry



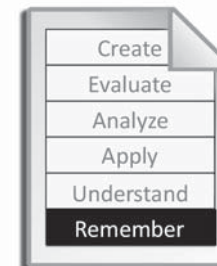
**Rigor Implications**

**Verb**

- Identify

**Level of Bloom's Taxonomy**

- Remembering



**Instructional Implications**

Use the textbook or websites to show pictures of colonial trades. The Colonial Williamsburg website [under the History tab – trades] has illustrations and descriptions of a wide variety of colonial trades. Use this or other resources for students to explore the types of trades/industries that existed in colonial America. Discuss which of these trades are still active industries in today's world – how have they changed over time?

## 5th Grade US History

**(5.11) Economics.** The student understands the development, characteristics, and benefits of the free enterprise system in the United States. The student is expected to:

**(A) describe the development of the free enterprise system in colonial America and the United States**



### Supporting the Readiness Standards

#### What Readiness Standard(s) or concepts from the Readiness Standards does it support?

This standard supports Readiness Standard 5.11B in which the students describe how the free enterprise system works in the United States. This standard also supports Readiness Standard 5.12A in which the students explain how supply and demand affect consumers.

#### How does it support the Readiness Standard(s)?

The concept of free enterprise and free markets in which consumers have a choice of products and producers make products based on consumer demand and the possibility of profit is important to understanding the American economic system. This standard focuses on the development of this system in the colonial era. The free enterprise system is basically a “democratic” system in which people [consumers] vote with their money by choosing to buy certain products. Products that sell well continue to be produced.

*May be adjusted according to local curriculum.*



### Academic Vocabulary

- Free enterprise system
- Colonial America



### Rigor Implications

#### Verb

- Describe

#### Level of Bloom’s Taxonomy

- Understanding



#### Instructional Implications

Remind students that the first permanent English settlement in the colonies, Jamestown, was founded by a joint stock company – a business venture. Many colonists came to the American colonies to make money and become wealthy. Some became very wealthy, while others did not make as much money but the idea of economic opportunity was present for most free colonists. One characteristic of the free enterprise system is an economy free from government regulation. At first, during mercantilism, the British government tried to regulate the economy. However, it was difficult to regulate with the Atlantic Ocean between England and the colonies. Colonial merchants made and sold items to the settlers based on need. In connection with Supporting Standard 5.10B, have students discuss how colonial trades helped supply goods that people [consumers] needed and wanted [demand]. Discuss how the laws of supply and demand help govern the free enterprise system.

**(5.11) Economics.** The student understands the development, characteristics, and benefits of the free enterprise system in the United States. The student is expected to:

**(C) give examples of the benefits of the free enterprise system in the United States**



### Supporting the Readiness Standards

**What Readiness Standard(s) or concepts from the Readiness Standards does it support?**

This standard partially supports Readiness Standard 5.11B in which the students describe characteristics of the free enterprise system.

**How does it support the Readiness Standard(s)?**

The free enterprise system includes benefits for both consumers and producers. Consumers and producers can have the benefits of choice both in jobs/professions and for products/services consumers buy and producers sell in the marketplace. These are important aspects of free enterprise. Opportunity for sellers [of goods/services] and buyers is also important in the free enterprise system. In addition, freedom from government regulation provides a degree of freedom in the marketplace.

*May be adjusted according to local curriculum.*



### Academic Vocabulary

- Benefits
- Free enterprise system



### Rigor Implications

**Verb**

- Give examples

**Level of Bloom's Taxonomy**

- Applying



**Instructional Implications**

Provide a list of benefits of free enterprise including: economic freedom for producers and consumers, opportunity to take advantage of changing market conditions, wide variety and quality of products, and efficiency. Using a chart or other graphic organizer, have students brainstorm how each of these factors provides benefits for producers [one column] and consumers [another column]. Have students work with a partner to brainstorm possible consumer and producer benefits. Discuss student ideas about how these factors are beneficial to both producers and consumers.



**(5.12) Economics.** The student understands the impact of supply and demand on consumers and producers in a free enterprise system. The student is expected to:

**(B) evaluate the effects of supply and demand on business, industry, and agriculture, including the plantation system, in the United States**



### Supporting the Readiness Standards

#### What Readiness Standard(s) or concepts from the Readiness Standards does it support?

This standard supports Readiness Standard 5.12A in which the students explain how the laws of supply and demand affect consumers in the United States.

#### How does it support the Readiness Standard(s)?

The concepts of supply and demand affect the sale of goods and services and set up the need for trade networks. Producers make/supply goods and services that people demand. Lack of a particular desired good/service in an area leads to trade. In the original mercantile system of the colonies, the American colonies supplied raw materials [natural resources] for manufacture in Britain. Later, more and more colonial industries developed that made goods in the colonies. The plantation system developed to sell the cash crops of tobacco for sale in Britain and cotton to supply raw materials for the British textile [fabric] mills. After the Industrial Revolution and into the 20th century, American business and industries became suppliers for the world. American agriculture continues to supply food and grain for America and many other countries.

*May be adjusted according to local curriculum.*



### Academic Vocabulary

- Evaluate
- Supply/demand
- Business
- Industry
- Agriculture
- Plantation system



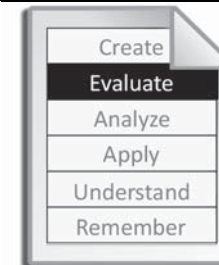
### Rigor Implications

#### Verb

- Evaluate [effects]

#### Level of Bloom's Taxonomy

- Evaluating



#### Instructional Implications

Have students reflect on how supply and demand affect the types of goods and services that businesses, industries, and agriculture produce – those products that are in demand. Remind students of the crops grown on plantations: tobacco and cotton [mostly]. Pose the question: Why did plantations produce those crops? Help students reach the conclusion that those were the desired [demanded] products by consumers and producers in England, where they were mostly sold. The laws of supply and demand affected economic activity because tobacco and cotton grew in the colonies [supply] and not in Britain [demand]. Discuss how the laws of supply and demand affect current businesses, industries, and agricultural production. For instance, Texas produces lots of beef cattle because there is a demand for beef and we have available rangeland. Texas also is a large supplier of oil and natural gas products because oil production, refining, and natural gas production is available in large supply here and demanded by other parts of the United States.

**(5.13) Economics.** The student understands patterns of work and economic activities in the United States. The student is expected to:

**(C) analyze the effects of immigration, migration, and limited resources on the economic development and growth of the United States**



### Supporting the Readiness Standards

**What Readiness Standard(s) or concepts from the Readiness Standards does it support?**

This standard partially supports Readiness Standard 5.13B in which the students identify the relationship between geographic factors [resources] and the location of economic activities. It also aligns with Supporting Standard 5.13E related to the concept of economic opportunity, economic development and growth, and ideas about progress.

**How does it support the Readiness Standard(s)?**

The concept of limited resources means that increased numbers of people [through increased settlement, immigration, and migration] leads to scarcity and higher demand for basic goods and services. For instance, during the colonial era, most of the colonies were “land rich and people poor” in that there was much more land than people. Land, taken from the American Indians, was offered mostly free to the original settlers. Exploration and migration of the colonial lands and later new lands acquired through war, purchase, and treaty all affected the allocation and use of available resources. The United States is a nation of immigrants [except for the American Indians] and was a real land of economic opportunity for many early settlers. In the 20th century, the United States continues to be a place that attracts new businesses and people. According to the 2010 census, the population in the United States is almost 309 million people. The growth rate from 2000 – 2010 is almost 10%. Since 1910, the population of the U.S. has grown from 92 million to the current 309 million. Current debates and discussions about immigration and migration are widespread and often express differing viewpoints.

*May be adjusted according to local curriculum.*



### Academic Vocabulary

- Immigration
- Limited resources
- Migration
- Economic development/growth



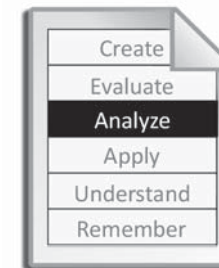
### Rigor Implications

**Verb**

- Analyze

**Level of Bloom’s Taxonomy**

- Analyzing



**Instructional Implications**

Help students understand that the terms immigration and migration refer to adding people to the population, whether historically or currently. Discuss the concept of limited resources, pointing out that resources can be natural resources or infrastructure resources such as schools, roads, housing, hospitals, and so on. Have students reach an understanding that at some point, if you have a finite amount of resources [limited resources] and the number of people continues to increase in an area, issues related to economic growth may arise. For instance, there may not be enough schools to adequately educate the number of students in a given city or rural area. If schools are overcrowded or lacking in materials, then businesses will not move to that area because of the bad schools. If businesses do not come into an area then...and so on. Have students predict the effects on economic growth related to other possibly limited resources. Remind students that in the case of the early exploration of the United States, the English did not find any gold [a limited – even non-existent resource] but as the colonists identified other productive resources in which they were interested, more immigration/migration occurred.

**(5.13) Economics.** The student understands patterns of work and economic activities in the United States. The student is expected to:

**(E) explain the impact of American ideas about progress and equality of opportunity on the economic development and growth of the United States**



### Supporting the Readiness Standards

#### What Readiness Standard(s) or concepts from the Readiness Standards does it support?

This standard partially supports Readiness Standards 5.13B and D in which the students identify and explain the development of economic activities and economic development in the United States.

#### How does it support the Readiness Standard(s)?

Progress and equality of opportunity are concepts embedded in the American ideals of democracy. The original settlers coming to America during the colonial era were looking for a better life for themselves and their families. They believed that the colonies offered economic, social, and political opportunities. That same belief in progress and opportunity for all who were willing to work hard and achieve continued through the 19th century as immigrants from Europe and other areas moved into the United States. After the Mexican-American and Civil Wars, as the western United States opened to settlement, the ideas that anyone [including newly freed slaves – freedmen] could succeed as cattleman, farmer, or businessmen continued. In the 20th century, these opportunities for progress were tied to the discovery of oil at Spindletop [in Texas] and the development of the United States as a world industrial and political power. The growth of the U.S. economy has always been dependent on individual initiative and the concepts of progress and equality of opportunity.

*May be adjusted according to local curriculum.*



### Academic Vocabulary

- Progress
- Equality
- Opportunity



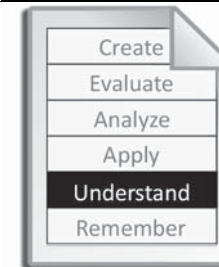
### Rigor Implications

#### Verb

- Explain

#### Level of Bloom's Taxonomy

- Understanding



#### Instructional Implications

As a class, discuss the terms progress and equality of opportunity and reach a working definition of these terms. This standard allows some opportunity to review key events in U.S. history and use those events to discuss how the concepts of progress and equality of opportunity were either advanced or challenged by the events. It is important for students to also discuss times when equality of opportunity has not been given to all segments of society in the United States [slavery for instance]. When reviewing the events of U.S. history, have students create a three-column chart in which they describe the event in the first column; explain how that event led to progress and/or increased economic opportunities; and in the third column explain which groups were perhaps left out or restricted from benefiting from that progress or opportunity. For instance, the Colonial Era created significant progress and equality of opportunity for many English or European families moving into the colonies; however, American Indians did not benefit from this progress or opportunity and were in fact moved off their lands as more settlers arrived. Enslaved persons were also not part of the access to progress, equality, or opportunity.

**(5.23) Science, technology, and society.** The student understands the impact of science and technology on society in the United States. The student is expected to:

**(A) identify the accomplishments of notable individuals in the fields of science and technology, including Benjamin Franklin, Eli Whitney, John Deere, Thomas Edison, Alexander Graham Bell, George Washington Carver, the Wright Brothers, and Neil Armstrong**



### Supporting the Readiness Standards

**What Readiness Standard(s) or concepts from the Readiness Standards does it support?**

This standard partially supports Readiness Standard 5.23B in which the students identify how scientific discoveries and technological innovations led to advanced economic development.

**How does it support the Readiness Standard(s)?**

The individuals specified in this standard represent scientists and inventors. Benjamin Franklin represents an early creator of many inventions; Eli Whitney and John Deere made advancements in the field of agriculture; Thomas Edison and Alexander Graham Bell created significant technological advances; George Washington Carver made advances in agriculture by developing alternative crops [to cotton] of peanuts, soybeans, and sweet potatoes; and the Wright Brothers and Neil Armstrong led the way in flight – both airplane and space flight.

*May be adjusted according to local curriculum.*



### Academic Vocabulary

- Accomplishments
- Scientific discovery
- Technological innovation



### Rigor Implications

**Verb**

- Identify

**Level of Bloom's Taxonomy**

- Remembering



**Instructional Implications**

Have students identify these and other scientists and inventors that have made scientific and technological breakthroughs. Have the students research the accomplishments and create posters highlighting the contributions the scientists made. Discuss qualities that scientists and inventors share that help them create new inventions and experiments.

**(5.23) Science, technology, and society.** The student understands the impact of science and technology on society in the United States. The student is expected to:

**(C) explain how scientific discoveries and technological innovations in the fields of medicine, communication, and transportation have benefited individuals and society in the United States**



### Supporting the Readiness Standards

**What Readiness Standard(s) or concepts from the Readiness Standards does it support?**

This standard supports Readiness Standard 5.23B in which the students identify the impact of scientific discoveries and technological innovations on economic development.

**How does it support the Readiness Standard(s)?**

The concepts of change over time, scientific discovery, and technological innovation are important to an understanding of this standard. Identify specific fields such as medicine, communication, and transportation and include how these advancements benefited the economic [businesses], social [people], and political development of Texas. Some examples of advancements might include: medical – open-heart surgery, cancer treatments, diagnostic advancements led to development of world class treatment facilities such as the Texas Medical Center in Houston; communication – telephone, cell phones, TV, internet, social media networks led to globalization of companies and global interconnectedness; transportation and aerospace – high speed trains, jet planes, NASA, space exploration led to new products and profit for U.S. companies agricultural – irrigation, improved fertilizers, computerized models for crop production and distribution increased agricultural production; or energy – advancements in oil/gas field exploration, drilling, refining, and distribution technology increased oil production and profit.

*May be adjusted according to local curriculum.*



### Academic Vocabulary

- Medicine
- Communication
- Transportation



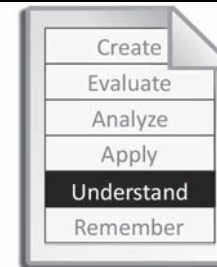
### Rigor Implications

**Verb**

- Explain

**Level of Bloom's Taxonomy**

- Understanding



**Instructional Implications**

Use a graphic organizer [chart, concept web, T-chart] for students to identify examples of scientific advancements in the various fields specified in the standard and then to analyze the economic, social, and/or political impact [effects] of those advancements as beneficial for individuals and groups in the United States. Ensure that all aspects of the ESP effects of each area of innovation are examined. Discuss if all of these advances were beneficial. Pose the question: *Did any of these innovations have negative consequences? If so, what were those consequences?*

**(5.23) Science, technology, and society.** The student understands the impact of science and technology on society in the United States. The student is expected to:

**(D) predict how future scientific discoveries and technological innovations could affect society in the United States**



### Supporting the Readiness Standards

#### What Readiness Standard(s) or concepts from the Readiness Standards does it support?

This standard partially supports Readiness Standard 5.23B in which the students identify how scientific discoveries and technological innovations have led to economic development.

#### How does it support the Readiness Standard(s)?

This standard focuses on the concepts of scientific and technological innovations and change over time. It extends student thinking from the concrete to the abstract by asking the students to predict future scientific discoveries and technological innovations that might affect the economic, social/cultural, political, and environmental [ESPN] life in the United States. Therefore, this standard is more or less wide-open to student imagination based on the categories given. It provides a good formative assessment of whether or not students understand the concepts of innovation and ESPN effects on a society or group.

*May be adjusted according to local curriculum.*



### Academic Vocabulary

- Future
- Technological innovations
- Scientific discoveries



### Rigor Implications

#### Verb

- Predict

#### Level of Bloom's Taxonomy

- Creating



#### Instructional Implications

Have students brainstorm a list of possible electronic, communication, transportation, energy, industrial, agricultural, medical, and/or oceanographic discoveries or innovations. Consider pairing students and assigning each pair one area of potential discovery/innovation to think about and suggest possible future advances. Have each pair share their thinking and create a class list of these possible discoveries and innovations. Model the process of predicting the ESPN impact of one of the innovations from the list as a whole class. Then ask individual students to pick four other possible innovations from the brainstormed list and create a chart to predict the possible ESPN impact of each of those new discoveries on people in the world. Remind students that impact can have both positive and negative effects. Have students find a partner and share their predictions with the other person. Then have pairs find another pair [pairs to squares] and share their predictions again. Call on volunteers to share one of their ideas with the whole class as time permits.