

ACTON PUBLIC SCHOOLS
Grade Five Social Studies Program
American History

DESCRIPTION

The fifth-grade social studies curriculum focuses on American History from the 1700s through 1865. The curriculum is designed around essential questions: in each unit the material studied should provide students with the wherewithal to “dig in” to an exploration of one or more of these open-ended, thought-provoking questions. Essential questions include the following, which may be addressed in many ways in different units.

- Why leave home?
- How do societies organize to govern themselves?
- What are the challenges of starting a new society?
- Are there circumstances in which it is justified to break the law or use force to achieve change?
- How can war change a society?
- How have Americans dealt with issues of social inequality?

The essential questions will guide instruction that focuses on an understanding of what motivates people to strive for change, even when doing so entails great personal risk and sacrifice.

For each essential question there are essential understandings, key concepts, and learning objectives that can serve as a guide for the teacher. In order to help teachers to cover much chronological history, the Social Studies Committee insisted that the curriculum include both in-depth units and units to be addressed more briefly. The major units are intended to provide in-depth opportunities for students to understand the key concepts and information regarding: *The Three Regions of Colonial America in the 1700s*, *Revolutionary Era and Building a New Nation*, and *The Civil War*. These major units are linked through briefer treatments of the *Pre-Revolutionary Era* and *Westward Expansion*. A short unit introducing Acton town government in the context of the American democratic tradition is also included. Time is of the essence, since teachers have committed to a full study of the American Civil War by the end of fifth grade.

TEACHING STRATEGIES

Social studies curriculum in the Acton Public Schools will consist of a wide variety of activities, including examining artifacts, mapping, role-playing and simulations, art activities, class discussions and debates, music, projects, and reading both primary and secondary accounts of history. Reading aloud, both picture books and above-grade-level materials, is a critical component of the curriculum. Whenever possible, activities should be planned to allow for integration with other disciplines, such as mathematics, language arts, and science. Students should be asked to think critically about information and to ask and answer open-ended questions whenever possible. An in-depth discussion of social studies teaching practices can be found in the Massachusetts State Frameworks for Social Studies.

The suggested timeline is meant to give teachers a block of time in which to concentrate on one unit. Teachers may decide to structure the time in different ways, and the “suggested but not limited to” notes found in the learning objectives are just that – suggestions. Whatever choices teachers make, they are encouraged to include studies that reflect America’s diversity, that introduce students to multiple perspectives on a topic, and that draw upon primary sources.

HABITS OF MIND FOR SOCIAL STUDIES

The goal of the Acton Public Schools social studies curriculum is to help students develop ways of thinking as historians through reflecting, inquiring, and acting. Students will carry the following “habits of mind” beyond their formal education into their role as informed citizens:

- recognizing the importance of multiple viewpoints for understanding people, events, and issues;
- empathizing with people of different historical periods, places, and backgrounds;
- making connections and looking for patterns to construct meaning from historic and current events;
- learning that most issues encountered in social studies are complex, need thoughtful analysis, and may lack simple solutions;
- forming and expressing opinions by weighing information and evidence, but being willing to revise these opinions in light of additional information and perspectives;
- visualizing a better future and becoming active and responsible members of their communities.

Grade 5 Social Studies Changes

A Summary of Spring 2003 Social Studies Task Force Work and Summer R&D

Heretofore, APS fifth-grade teachers were expected to cover American History from Jamestown to the Civil War – 1600 to 1865. This revised document defines a more manageable outline of Grade 5 social studies curriculum.

Significant changes

Time – Study begins at 1700 and excludes early colonial settlements (e.g., Jamestown and Plimoth) other than as a review /brief intro.

Less time and focus on colonies as a whole (three regions covered – Puritans, Quakers, and Planters – vs. thirteen independent colonies)

Explicit focus on the contributions and experience of America's diverse population – in particular the history of African Americans, displaced Native Americans, and women

Added mini unit on local government

Explicitly-limited study of the U.S. Constitution and Bill of Rights

Commitment to study the causes of the Civil War and the war itself (not including reconstruction)

See suggested timeline

This revised curriculum is in alignment with the Fifth-Grade State Frameworks in all but the following areas:

Pre-Columbian civilizations and explorers up to 1700 (partially covered in Grade 4)

Links between our government and ancient Greece (Grade 6)

Maritime commerce (Grade 3)

Natural Rights and the Declaration of Independence (covered in more depth in Grade 7)

Constitution, Bill of Rights and founding documents in-depth (covered in more depth in Grade 7)

Voting qualification 1787 to 1820

War of 1812

China trade & whaling (Grade 8?)

In addition to the Fifth-Grade State Frameworks, this revised curriculum includes:

Trail of Tears (displaced Native Americans)

Women’s lives on the frontier

Evolution of transportation

Experiences of slaves on plantations

Battles, strategies and leaders of the Civil War

GRADE 5 TIMELINE

Major (“post-hole”) units of study have been allowed six weeks within this suggested timeline, while minor (“fence rail”) units may take only three weeks to complete. The extra time has been built into the schedule to accommodate flexibility and teaching styles, as well as time for the science curriculum units and MCAS review.

Mid September and October	COLONIAL AMERICA AND GEOGRAPHY * 6 WEEKS * SHOULD BE DONE BY HALLOWEEN
November and December	THE PRE-REVOLUTIONARY PERIOD * 3 WEEKS * SHOULD BE DONE BY WINTER RECESS
January and February	REVOLUTION AND FORMING A NEW NATION * 6 WEEKS * SHOULD BE DONE BY FEBRUARY BREAK
March and April	UNITED STATES EXPANSION * 3 WEEKS * SHOULD BE DONE BY APRIL BREAK
May and June	CIVIL WAR * 6 WEEKS

<u>Topic</u>	<u>Essential Questions</u>	<u>Essential Understandings</u>	<u>Key Concepts</u>	<u>Learning Objectives</u>
<ul style="list-style-type: none"> ▪ Three Regions of Colonial America in the Early 1700s 	<ul style="list-style-type: none"> ▪ Why leave home? ▪ <i>[Why did Europeans leave their homes to settle in the American colonies?]</i> 	<ul style="list-style-type: none"> ▪ Europeans came to North America for religious freedom and/or economic benefit. 	<ul style="list-style-type: none"> ▪ Three regions developed in Colonial America: Northern, Middle, and Southern Colonies. ▪ Wherever Europeans settled, they displaced the native people through force and disease. 	<ul style="list-style-type: none"> ▪ Major English-speaking groups who settled in each region of Eastern seaboard <ul style="list-style-type: none"> ~ Puritans/north ~ Quakers/middle ~ Planters/south
	<ul style="list-style-type: none"> ▪ How do societies organize to govern themselves? ▪ <i>[How were the colonies governed?]</i> 	<ul style="list-style-type: none"> ▪ Colonies in different regions organized their governments differently. Their governments included a variety of democratic elements. 	<ul style="list-style-type: none"> ▪ Individuals from many walks of life influenced the course of events and the development of society in the colonies. 	<p><u>Suggested but not limited to:</u></p> <ul style="list-style-type: none"> ~ William Penn ~ James Oglethorpe ~ Roger Williams ~ Anne Hathaway ~ Anne Hutchinson ~ John Winthrop ~ Lord Baltimore
	<ul style="list-style-type: none"> ▪ What are the challenges of starting a new society? ▪ <i>[How were the regions of colonial America similar and different?]</i> 	<ul style="list-style-type: none"> ▪ Climate, geography, natural resources, as well as the education and religion of settlers, were factors in the development of regional cultures 	<ul style="list-style-type: none"> ▪ 	<ul style="list-style-type: none"> ▪ The cultural identities of the colonies in each region evolved over time. (Frameworks 5.7, 5.9, 5.10, 5.13)

Topic	Essential Questions	Essential Understandings	Key Concepts	Learning Objectives
<ul style="list-style-type: none"> ▪ Three Regions of Colonial America in the Early 1700s (cont.) 	<ul style="list-style-type: none"> ▪ How have people dealt with issues of social inequality? ▪ <i>[Why and how were Africans brought to the American colonies?]</i> ▪ <i>[How did Africans survive the middle passage? What aspects of their cultures survived with them?]</i> ▪ <i>[What was the experience of indentured servants and other disenfranchised groups in the colonies?]</i> 	<ul style="list-style-type: none"> ▪ Africans, though brought here by force and treated cruelly, carried their culture with them. ▪ <i>Similarities and differences between slavery and indenture.</i> 	<ul style="list-style-type: none"> ▪ The experience of slaves in the middle passage was devastating. ▪ The economies of all three regions drove the slave trade, as well as indenture. 	<ul style="list-style-type: none"> ▪ Triangle Trade ▪ Aspects of culture retained by Africans in the New World (Frameworks 5.12)

Topic	Essential Questions	Essential Understandings	Key Concepts	Learning Objectives
<ul style="list-style-type: none"> ▪ Pre - Revolutionary War Era 	<ul style="list-style-type: none"> ▪ Are there circumstances in which it is justified to break the law or to use violence to achieve change? ▪ <i>[Was the colonials' violent resistance of English authority justified?]</i> 	<ul style="list-style-type: none"> ▪ Over time, the connection between the colonies and Great Britain weakened. The colonies' increasing economic and political independence led them to resist the principle of taxation without representation. 	<ul style="list-style-type: none"> ▪ The costs of the French and Indian War led the British to increase colonial taxes. ▪ Colonists reacted to British policies. ▪ Some colonists remained Loyalists; some became Patriots. ▪ Important leaders and events shaped the pre-Revolutionary period. 	<ul style="list-style-type: none"> ▪ French and Indian War (brief introduction) <p><u>Suggested but not limited to:</u></p> <ul style="list-style-type: none"> ~ Sugar and Stamp Acts ~ Townshend Duties ~ Tea Act ~ Intolerable Acts ~ Boston Massacre ~ Boston Tea Party ~ Slogan: "No taxation without representation" <p style="text-align: center;">(Frameworks 5.14)</p> <p><u>Suggested but not limited to:</u></p> <ul style="list-style-type: none"> ~ Sons of Liberty ~ Samuel Adams ~ John Adams ~ John Hancock ~ Paul Revere ~ Abigail Adams ~ Deborah Sampson ~ Crispus Attucks ~ Midnight ride of Paul Revere <p style="text-align: center;">(Frameworks 5.17)</p>

<u>Topic</u>	<u>Essential Questions</u>	<u>Essential Understandings</u>	<u>Key Concepts</u>	<u>Learning Objectives</u>
<ul style="list-style-type: none"> ▪ Local Government 	<ul style="list-style-type: none"> ▪ How do societies organize to govern themselves? ▪ <i>[How does your town government work?]</i> ▪ <i>[What does it do?]</i> ▪ <i>[What is the role of the citizen in town government?]</i> 	<ul style="list-style-type: none"> ▪ The type of town government established here during colonial times is still used today in Acton. ▪ Town government is one American form of local government. Local governments share responsibilities with State and Federal governments. ▪ To make town government function, citizens must give time and hard work; they must collaborate and compromise. 	<ul style="list-style-type: none"> ▪ Acton town government is composed of various elected, appointed, and directly democratic elements. Each has specific responsibilities. 	<ul style="list-style-type: none"> ▪ Town meeting ▪ Board of Selectmen ▪ School Committee ▪ Finance Committee ▪ Superintendent of Schools ▪ Rules of debate ▪ Decision-making (Frameworks Concepts and Skills #11)

Topic	Essential Questions	Essential Understandings	Key Concepts	Learning Objectives
<ul style="list-style-type: none"> ▪ Revolution and Building a New Nation 	<ul style="list-style-type: none"> ▪ How can war change a society? ▪ <i>[What was the Revolutionary War like?]</i> ▪ <i>[How did the Revolutionary War change America?]</i> 	<ul style="list-style-type: none"> ▪ The Revolutionary War lasted several years, was basically a war of attrition, and produced American leaders ▪ The American Revolution brought Independence to the colonies, as well as social, political, and economic change 	<ul style="list-style-type: none"> ▪ When faced with loss of independence and liberty, people are empowered to resist. ▪ Resistance is often met with force. ▪ Major battles and attrition led to American victory and British defeat. ▪ Important leaders and events shaped the Revolutionary War Period. 	<ul style="list-style-type: none"> ▪ Major battles of war: <ul style="list-style-type: none"> ~ Lexington and Concord ~ Bunker Hill ~ Saratoga ~ Valley Forge ~ Yorktown <p style="text-align: center;">(Frameworks 5.17)</p> <p><u>Suggested but not limited to:</u></p> <ul style="list-style-type: none"> ~ King George III ~ George Washington ~ Thomas Jefferson ~ John Adams ~ James Madison ~ Alexander Hamilton ~ Benjamin Franklin <p style="text-align: center;">(Frameworks 5.18)</p>

Topic	Essential Questions	Essential Understandings	Key Concepts	Learning Objectives
<ul style="list-style-type: none"> ▪ Revolution and Building a New Nation (<i>cont.</i>) 	<ul style="list-style-type: none"> ▪ How do societies organize to govern themselves? ▪ <i>[What are the ideals enshrined in our Founding Documents?]</i> ▪ <i>[What are the fundamental elements of government set out in the Constitution?]</i> ▪ How have people dealt with issues of inequality? ▪ <i>[Who participated in the drafting of the Constitution? Who did not?]</i> ▪ <i>[Who had access to the rights of citizenship? Who did not?]</i> 	<ul style="list-style-type: none"> ▪ Important documents were written on which we base our government today. ▪ The U.S. Constitution provided citizens with important rights. ▪ <i>At the time that the Constitution was written, not all Americans yet had access to these rights.</i> 	<ul style="list-style-type: none"> ▪ The establishment of the Constitution initiated two hundred years of continuous republican government. 	<ul style="list-style-type: none"> ▪ Drafting the Declaration of Independence ▪ American government is based on founding documents that distribute the powers of government and guarantee individual rights. ▪ Three branches of government ▪ Checks and balances ▪ Federal, state, local govt. ▪ Bill of Rights ▪ The Amendment process (Frameworks 5.25)

Topic	Essential Questions	Essential Understandings	Key Concepts	Learning Objectives
<ul style="list-style-type: none"> ▪ Expansion 	<ul style="list-style-type: none"> ▪ Why leave home? ▪ <i>[Why did settlers leave their homes to settle in the American frontier?]</i> 	<ul style="list-style-type: none"> ▪ Geographic factors, changing modes of transportation, and economic forces each influenced the distribution and movement of people and goods. 	<ul style="list-style-type: none"> ▪ Westward Expansion was a result of economic drives, a philosophical belief in manifest destiny, and a “Don’t fence me in” temperament. ▪ Technological advances led to the evolution of transportation, which in turn supported westward expansion. 	<p><u>Suggested but not limited to:</u></p> <ul style="list-style-type: none"> ~ Louisiana Purchase (Framework 5.28) ~ Lewis & Clark expedition (Framework 5.29) ~ Sacajawea ~ Santa Fe Trail ~ Oregon Trail ~ Frontier life ~ California gold rush (Framework 5.33) <p><u>Suggested but not limited to:</u></p> <ul style="list-style-type: none"> ~ Pony Express ~ Wagon Trains ~ Canals ~ Clipper ships ~ Railroads ~ Steamships (Framework 5.33)
	<ul style="list-style-type: none"> ▪ How have people dealt with issues of social inequality? ▪ <i>[How did minorities fare during the age of westward expansion?]</i> ▪ <i>[How did women help shape the American frontier?]</i> 	<ul style="list-style-type: none"> ▪ Groups with power in the U.S. have sometimes disregarded the law and the rights of others in order to reap benefits. ▪ History is made not just by presidents, generals and famous scientists, but also by ordinary men, women and children. 	<ul style="list-style-type: none"> ▪ The conflict with and displacement of Native Americans continued during this period. ▪ Women played a vital and recognized role in the settlement of the west. 	<ul style="list-style-type: none"> ▪ Free state vs. slave state (Framework 5.30) ▪ Trail of Tears (1838) (Framework 5.6) ▪ On the frontier women contributed to frontier life in: <ul style="list-style-type: none"> ~ Community building ~ Agriculture ~ Home-making ~ Recording of history

<u>Topic</u>	<u>Essential Questions</u>	<u>Essential Understandings</u>	<u>Key Concepts</u>	<u>Learning Objectives</u>
<ul style="list-style-type: none"> ▪ Civil War 	<ul style="list-style-type: none"> ▪ Why do people go to war? ▪ [<i>What were the causes of the Civil War?</i>] 	<ul style="list-style-type: none"> ▪ The three regions of the United States had divergent economies, interests and beliefs. These differences led to conflict. ▪ Constitutional democracy cannot always resolve conflicts peacefully. ▪ Slavery violated the fundamental principles of our democracy. 	<ul style="list-style-type: none"> ▪ While the South developed a slave-based economy, immigrant labor supported the emergence of an industrial economy in the North. ▪ As America expanded westward, conflict grew between Northern abolitionists and Southern supporters of slavery. ▪ As conflict became more intense and violent, Southern states asserted their states' rights to nullification and secession. 	<ul style="list-style-type: none"> ▪ Differences in economy: <ul style="list-style-type: none"> ~ Industrial North ~ Plantation South ~ Western farm / range land ▪ Missouri Compromise ▪ Compromise of 1850 ▪ Dred Scott Decision ▪ H. B. Stow's <i>Uncle Tom's Cabin</i> ▪ Bleeding Kansas ▪ States' rights to nullification and secession (Framework 5.34)

Topic	Essential Questions	Essential Understandings	Key Concepts	Learning Objectives
<ul style="list-style-type: none"> • Civil War (cont.) 	<ul style="list-style-type: none"> • How have people dealt with issues of social inequality? • <i>[What was it like to be a slave?]</i> • <i>[How did slaves survive? How did they resist?]</i> • <i>[How did abolitionists fight the institution of slavery?]</i> 	<ul style="list-style-type: none"> ▪ Slavery violated the fundamental principles of our democracy. ▪ <i>Abolitionists used every imaginable tactic, over decades, to fight for the abolition of slavery.</i> 	<ul style="list-style-type: none"> ▪ Slaves suffered. However, they did what they could to resist. 	<ul style="list-style-type: none"> ▪ Oppression & resistance <u>Suggested but not limited to:</u> <ul style="list-style-type: none"> ~ Life on the plantation ~ Underground railroad ~ Harriet Tubman ~ Sojourner Truth ~ Slave Revolts ~ Frederick Douglas ~ William Lloyd Garrison ~ John Brown
	<ul style="list-style-type: none"> ▪ How can war change a society? ▪ <i>[How did the Civil War change America?]</i> 	<ul style="list-style-type: none"> ▪ The Civil War brought an end to slavery and preserved the Union, but at a terrible cost. 	<ul style="list-style-type: none"> ▪ Due to technological advances, the Civil War was terribly bloody. ▪ Important leaders and events shaped Civil War history. 	<ul style="list-style-type: none"> ▪ People and events <u>Suggested but not limited to:</u> <ul style="list-style-type: none"> ~ Lincoln ~ Fort Sumter ~ Gettysburg ~ Emancipation Proclamation ~ Lee & Grant ~ Gettysburg Address ~ Surrender at Appomattox

<u>Topic</u>	<u>Essential Questions</u>	<u>Essential Understandings</u>	<u>Key Concepts</u>	<u>Learning Objectives</u>
<ul style="list-style-type: none"> ▪ Geography, Technology and Culture 	<ul style="list-style-type: none"> ▪ How do environments and resources affect human behavior? ▪ How do human actions modify the physical environment? 	<ul style="list-style-type: none"> ▪ Knowledge of geography enables people to develop an understanding of the relationships between people, places, environments and events over time. 	<ul style="list-style-type: none"> ▪ Map, atlas and globe skills ▪ Interpreting time lines 	<p><u>Suggested but not limited to:</u></p> <ul style="list-style-type: none"> ~ Compass Rose ~ Scale ~ Legend ~ Political maps ~ Topographical maps ~ Population, income, climate change <p>(Frameworks Concepts and Skills 6 and 7)</p> <ul style="list-style-type: none"> ▪ Use maps and globes to identify absolute locations. <p><u>Suggested but not limited to:</u></p> <ul style="list-style-type: none"> ~ Longitude and Latitude ~ North and South Poles ~ Equator ~ Prime Meridian ~ Hemispheres (Southern, Western, Northern, Eastern) <p>(Frameworks Concepts and Skills 4 and 5)</p> <ul style="list-style-type: none"> ▪ Ways of talking about time (18th century, eighteenth century, 1700s, Revolutionary War Period) <p>(Frameworks Concepts and Skills 1 and 2)</p>

Three Regions of Colonial America

Introduction

Settlers came to America from Europe for varied reasons. Some came seeking religious freedom and others came for economic opportunities, including large numbers of indentured servants. Wherever Europeans settled, they forcibly displaced Native American inhabitants.*

By 1750, the English had thirteen colonies in America. The thirteen colonies grew quickly. By 1775, more than three million people lived in those colonies. The colonies were naturally divided into three different land areas – north, middle and south.

The southern colonies of Georgia, North and South Carolina, Virginia and Maryland had good soil. Grain, vegetables, cotton and tobacco could be grown, so they became farming areas. Large farms called plantations, worked by cheap labor, turned out turpentine, indigo, and tobacco. In this region, the interests of planters influenced the development of laws and government.

The middle colonies – Delaware, Pennsylvania, New Jersey and New York – also had good soil. They also had good rivers for water and transportation. The chief products of these states were grain and livestock. In Pennsylvania, Quaker settlers seeking religious freedom strongly influenced that colony's laws and government.

In the northern colonies, the rocky soil as well as the cold weather and shorter growing season were not good for crops. Since they were near the sea and rich fishing grounds, many New Englanders worked in fishing, shipbuilding, and trading. In New England, the first settlers were Puritans. Their values and priorities shaped New England's laws and government.

From the earliest times, Africans were brought to America as slaves against their will. Though they did not invent the slave trade, European nations expanded it tremendously. The English, Spanish and Portuguese created the transatlantic (or Triangle) slave trade, which colonial Americans then fueled. Ships from New England brought cargoes of clothing, liquor, iron and glass from Europe and America to Africa, which they traded for slaves. They carried their human cargo to the New World and exchanged the human beings for cash or sugar, tobacco, cotton or coffee. With each transaction, new funds enabled the traders to continue the trading cycle.

* 4th graders will have studied how European exploration led to the conquest and decimation of Native American peoples. They will not have studied the fate of Native Americans along the Eastern seaboard.

Pre-Revolutionary War Era

Introduction

As the thirteen British colonies of America grew, the colonists depended less and less on Britain. Some colonists resented being ruled by far-away Britain. They wanted to run things themselves and become independent.

In the 1760s, Britain decided to tax the colonists to pay for the colonial defense, including the costs of the French and Indian War. Britain passed the Stamp Act in 1765. This was a tax colonists had to pay each time they bought a newspaper or signed a legal document. A stamp showed a tax had been paid.

Many colonists resented the Stamp Act. They said the colonial legislatures, or law-making bodies, had not agreed to this tax. People formed groups, such as the Sons and Daughters of Liberty, to fight against this act. Within a year, the Stamp Act was repealed.

Then Britain passed more tax laws called the Townshend Acts. These acts had the colonists pay a tax on British imports of paint, tea, paper, glass, and lead. These were items that most colonists needed. In Boston some groups decided to boycott these British goods. Britain sent soldiers into Boston to enforce the laws and keep the peace. Tensions in the colonies grew higher.

Revolution and Building a New Nation

Introduction

In April 1775, frustration with continued British efforts to control and tax the colonies led to battles in Lexington and Concord, Massachusetts, initiating America's war for independence. At the second Continental Congress in Philadelphia, Colonial leaders commissioned Thomas Jefferson to draft the Declaration of Independence, which they signed on July 4, 1776. The Declaration of Independence proclaimed the natural laws and rights of people to life, liberty and the pursuit of happiness; listed the crimes of the British king; and provided the justification for the revolution. This document became the birth certificate of the new nation.

Writing this declaration was the same as drafting a declaration of war. If the war were lost, those who signed it would be hung for treason. In the months following the Declaration of Independence, Americans divided into three opinion groups. Some favored independence; some, reconciliation with England; and some remained undecided.

When the first shots of the revolution were fired, America consisted of thirteen very different and separate colonies, but when America faced the well-trained British army, the differences between the colonies did not seem so important. Over time people throughout the nation – generals, farmers, politicians, and women at home – did their part to win the war. The Revolutionary War was a six-year endeavor that was not so much a decisive series of victories as a process that wore the British down.

At the end of the Revolutionary War, Americans created a constitution under which the thirteen original states retained almost complete autonomy. This made it difficult to govern as a unified nation. With the drafting of the new constitution at the Constitutional Convention in Philadelphia in 1787, the founding fathers created the longest-lived national constitution in the world. It established federal, state and local government; three branches of government and a balance of power among them; protection of individual liberties through the Bill of Rights; and the possibility to change laws as needed over time. America's Declaration of Independence, Revolution, and Constitution have inspired peoples and nations seeking freedom around the world.

U. S. Expansion

Introduction

In 1803 President Thomas Jefferson bought a huge piece of land stretching west from the Mississippi River to the Rocky Mountains and north from the Gulf of Mexico to the Canadian border. Called the Louisiana Purchase, it doubled the size of the United States. In 1804 Jefferson hired Meriwether Lewis and William Clark to explore this unknown land. With their Native American guide, Sacajawea, Lewis and Clark explored the West from 1804 to 1806. They created maps, charted rivers, identified plants and animals, and brought back tales of harsh weather and beautiful land.

Tales of the rich farmland, fine climate, and plentiful game convinced many people to move west. Pioneers were inspired by the opportunity to own their own land, by their belief in Manifest Destiny, and by the chance to build communities in the freedom of the American West. Before 1840, with the help of improving transportation – wagons, canals, and later the steam locomotive, pioneers had settled regions as far west as Illinois and Missouri. In 1849 gold was found in California. The movement west became a mad rush. Large numbers of people left home in search for free or inexpensive farmland, religious freedom, or gold. These people called themselves emigrants because they were leaving the United States and moving to lands that were then territories. Between 1840 and 1860, somewhere between 300,000 and 500,000 emigrants traveled westward on the Oregon Trail.

The history of conflict with Native Americans and their displacement had begun with the arrival of the first European explorers in the 15th century. It continued during this period. One emblematic, tragic episode was the Trail of Tears.

The lives of pioneers were often difficult. They moved their families to isolated, unfamiliar environments and often faced hostility from Native inhabitants. Though women did not yet possess the vote or many of the legal rights of white men, they played a vital role in the settlement of the West through their contributions to the home and community.

Civil War

Introduction

As America expanded westward, the North and South were developing as economically-distinct regions. In the South, plantation agriculture's dependence upon slave labor grew in importance. In the North, the abundance of cheap immigrant labor supported a diversifying industrial economy.

As settlers moved west, the decision about whether territories becoming states should be "slave" or "free" became a source of conflict between northerners and southerners. Between 1820 and 1860, the intensity of political conflict between northern abolitionists and southern slave owners rose steadily. Meanwhile, slaves in the South were suffering under the yoke of oppression. White slave-owners had absolute power over the lives of their slaves. Nonetheless, slaves sought ways to maintain their dignity, to resist, and to seek freedom.

Lincoln had promised not to end slavery in the states where it already existed. Most people in the South did not believe him, and after his election, South Carolina seceded from the Union. Six other states soon followed. Together they formed their own nation, the Confederate States of America.

The Civil War started on April 12, 1861 when Confederate forces attacked Fort Sumter (a federal fort) in Charleston, South Carolina.

The Civil War was a long and bloody war of Americans against Americans. It was fought on American soil. Neighbors and family members fought against one another. The Civil War remains one of the bloodiest wars ever fought.

Four years later, on April 9, 1865, Robert E. Lee, the commander of the Confederate forces, surrendered his army to Ulysses S. Grant at Appomattox Court House in Virginia. It was a peaceful ending to a horrible war.

When the country heard that the war was over, bells rang out and bands played. But the celebration was short-lived. On April 15, President Abraham Lincoln was assassinated.

Grade 5

Curriculum Resource and Support Materials

THREE REGIONS OF COLONIAL AMERICA

For Students

Textbooks used in three schools (Conant, Douglas and Gates)

- *America Will Be* (Houghton Mifflin Social Studies Series)

Resource textbooks available in all schools

- Joy Hakim's *History of U.S.*:
 - ~ *Making Thirteen Colonies 1600-1740*
 - ~ *From Colonies to Country 1710-1791*
- National Geographic: *Voices from America's Past: Colonial Life* (combines fiction and non-fiction)
- Brown Paper School, *US Kids' History: Book of the American Colonies* by Howard Egger-Bovet

For Teachers

- *Seeing the Whole Through Social Studies* by Tarry Lindquist (ISBN 0-435-08902-1)
- *Children of Promise: African American Literature Art for Young People*. Abrams (ISBN 0-8109-3170-2) Poems, prose, photos and paintings explore African American experience.

Trade Books

The Witch of Blackbird Pond by Elizabeth George Speare

Amos Fortune - A Free Man by Elizabeth Yates

Tituba of Salem Village by Ann Petry.

Sign of the Beaver by Elizabeth George Speare

Picture Books

Tituba by William Miller

The African Slave Trade by Shirlee Petkin Newman

Three Regions of Colonial America (cont.)

Videos

PBS “Liberty” videos (American History in six hours)

Freedom: A History of US videos (based on Joy Hakim’s books of the same name)

Websites

<http://www.iath.virginia.edu/vcdh/jamestown/siteindex.html> (Virtual Jamestown)

<http://www.plimoth.org> (Plimoth Plantation)

<http://www.carolhurst.com/subjects/ushistory/colonial.html> (Good trade book suggestions)

http://ericir.syr.edu/cgi-bin/lessons.cgi/Social_Studies/US_History (National ERIC Clearinghouse of lesson plans)

Magazines

Cobblestone magazine: Jamestown, Colonial Crafts, Colonial Arts and Crafts Middle Atlantic Colonies, British Loyalists, People of Williamsburg, The Boston Massacre, Salem and the East Indies Trade, British Loyalists

Kids’ Discover: Colonial America

Field Trips

Concord Museum: Colonial Life

<http://www.concordmuseum.org/programs/programs.html>

PRE-REVOLUTIONARY WAR ERA

For Students

Textbooks used in three schools (Conant, Douglas and Gates)

- *America Will Be* (Houghton Mifflin)

Resource textbooks available in all schools

- Joy Hakim's *History of U.S.*:
 - ~ *From Colonies to Country 1710-1791*
- Center for Civics' Education *We The People*
- Brown Paper School, *US Kids History: American Revolution*
- Children's Press:
 - ~ *Cornerstones of Freedom: Boston Tea Party*
 - ~ *Cornerstones of Freedom: Declaration of Independence*
 - ~ *Cornerstones of Freedom: Lexington & Concord*

For Teachers

- *Seeing the Whole Through Social Studies* by Tarry Lindquist (ISBN 0-435-08902-1)
- National Geographic Picture Pack: *The American Revolution*
- Massachusetts Historical Society: *Paul Revere's 3 Accounts of His Famous Ride*. Call for information 617-536-1608. Also www.Masshist.org

Trade Books

Early Thunder by Jean Fritz (set in Salem in 1774)

Picture Books

Redcoats & Petticoats by Katherine Kirkpatrick

Boston Tea Party by Steven Kroll

The Amazing Life Of Benjamin Franklin by James Cross Giblin

Will You Sign Here, John Hancock? by Jean Fritz

Can't You Make Them Behave, King George? by Jean Fritz

Why Don't You Get a Horse, Sam Adams? by Jean Fritz

Pre-Revolutionary War Era (cont.)

Videos

PBS “Liberty” videos (American History in six hours)

Freedom: A History of US videos (based on Joy Hakim’s books of the same name.)

Web-sites

<http://www.carolhurst.com/subjects/ushistory/colonial.html> (Good trade book suggestions)

<http://www.bostontepartyship.com/>

<http://www.paulreverehouse.org/schools.html>

REVOLUTION AND BUILDING A NEW NATION

For Students

Textbooks used in three schools (Conant, Douglas and Gates)

- *America Will Be* (Houghton Mifflin)

Resource textbooks available in all schools

- Joy Hakim's *History of U.S.*:
 - ~ *From Colonies to Country 1710-1791*
 - ~ *The New Nation 1789-1850*
- Center for Civics' Education, *We The People*
- Brown Paper School, *US Kids History: American Revolution*
- Children's Press:
 - ~ *Cornerstones of Freedom: Boston Tea Party*
 - ~ *Cornerstones of Freedom: Declaration of Independence*
 - ~ *Cornerstones of Freedom: Lexington & Concord*
- National Geographic: *Voices from America's Past: Spirit of a New Nation*

For Teachers

- *Seeing the Whole Through Social Studies* by Tarry Lindquist (ISBN 0-435-08902-1)
- Massachusetts Historical Society: *We Fight For Freedom* (African American original sources) Call for information 617-536-1608. Also <http://www.Masshist.org>
- GeoKit: American History Series: *American Revolution* (kit) National Geographic
- *Struggle for Freedom: Plays on the American Revolution*, Cobblestone Press

Trade books

My Brother Sam is Dead by James Lincoln & Chris Collier

Early Thunder by Jean Fritz

Toliver's Secret by Esther Wood-Brady

Phoebe the Spy by Judith Berry Griffin (easy reader)

Sarah Bishop by Scott O'Dell

Secret Soldier: The Story of Deborah Sampson by Ann McGovern

Fighting Ground by Avi

Revolution and Building a New Nation (cont.)

Picture Books

Paul Revere's Ride, by Henry Wadsworth Longfellow, ill. Ted Rand, 21st Century Education, Inc. 1990

Shh! We're Writing the Constitution? by Jean Fritz

What's the Big Idea, Ben Franklin? by Jean Fritz

Where was Patrick Henry on the 29th of May? by Jean Fritz

Molly Bannaky by Alice McGrill

ABC Books

America – A Patriotic Primer by Lynne Cheney

Journey Around – Boston from A to Z by Martha Day Zschock

Journey Around – New York from A to Z by Martha & Heather Zschock

Videos

PBS “Liberty” videos (American History in six hours)

Freedom: A History of US: PBS videos (based on Joy Hakim’s books of the same name)

Websites:

<http://www.carolhurst.com/subjects/ushistory/colonial.html> (Good trade book suggestions)

<http://www.carolhurst.com/subjects/ushistory/revolution.html>

Magazines

Cobblestone, includes: “The Boston Massacre,” “George Washington,” “Patriotic Tales of the American Revolution,” and others

Kids' Discover, titles include: “American Revolution,” “George Washington,” “1776”

Simulations

Everyday Learning: *Colonial Boston and the Road to Independence*

Field Trips

<http://www.nps.gov/mima/>

EXPANSION

For Students

Textbooks used in three schools (Conant, Douglas & Gates)

- *America Will Be* (Houghton Mifflin)

Resource textbooks available in all schools

- Joy Hakim's *History of U.S.*:
 - ~ *The New Nation 1789-1850*
 - ~ *Liberty for All 1800-1860*
- Brown Paper School, *US Kids History: Book of the New American Nation*
- National Geographic: *Voices from America's Past: Our Journey West*

For Teachers

- *Seeing the Whole Through Social Studies* by Tarry Lindquist (ISBN 0-435-08902-1)

Tradebooks

Lewis & Clark and Me by Laurie Myers (the expedition from a dog's point of view)

How We Crossed the West – The Adventures of Lewis & Clark by Rosalyn Schanzer

The Lewis & Clark Trail Then & Now by Dorothy Henshaw Patent

Lewis & Clark Explorers of the American West by Steven Kroll

Off the Map – Journals of Lewis & Clark by Peter & Connie Roop

Sarah, Plain and Tall by Patricia MacLachlan

The Iron Horse by Paul Goble

Streams to the River, River to the Sea: A Novel of Sacagawea by Scott O'Dell

Picture Books:

The Story of the Star Spangled Banner: By the Dawn's Early Light

The Real McCoy: The Life of an African American Inventor by Wendy Towle

Videos

PBS "Liberty" videos (American History in six hours)

Freedom: A History of US: PBS videos (based on Joy Hakim's books of the same name)

Expansion (cont.)

Websites

<http://www.carolhurst.com/subjects/ushistory/westwardmovement.html> (Good trade book suggestions)

<http://oregontrail.blm.gov/OTHistory/history.htm>

Magazines

Cobblestone: Westward Expansion Theme, includes: "The Oregon Trail," "Santa Fe Trail," "National Road," "Lewis and Clark," "The Pony Express," "Old Time Schools," "Remember the Alamo," "Daniel Boone," and many other titles

Kids' Discover, titles include: "Lewis and Clark," "Cowboys," "Mississippi River," "Pioneers," "Jefferson"

Simulations

Interact: *Pioneers*

CIVIL WAR

For Students

Textbooks used in three schools (Conant, Douglas & Gates)

- *America Will Be* (Houghton Mifflin)

Resource textbooks available in all schools

- Joy Hakim's *History of U.S.*:
 - ~ *Liberty for All 1800-1860*
 - ~ *War, Terrible War 1860-1865*
- National Geographic: *Voices from America's Past: Blue or Grey? (A Family Divided)*

For Teachers

- *Seeing the Whole Through Social Studies* by Tarry Lindquist (ISBN 0-435-08902-1)
- *Children of Promise: African American Literature Art for Young People* (Abrams ISBN 0-8109-3170-2) Poems, prose, photos & paintings explore African American experience

Trade Books

Abraham's Battle – a Novel of Gettysburg by Sara Harrell Bank

Bull Run by Paul Flieshman

Slave Dancer by Paula Fox

Charley Skedaddle by Patricia Beatty

Shades of Gray – Carolyn Reeder

Across 5 Aprils – Irene Hunt

The War Within – A Novel of the Civil War by Carol Matas

Behind Rebel Lines by Seymour Reit (easy reader)

Picture Books

Aunt Harriet Underground Railroad by Faith Ringgold

The Strength of These Arms – Life in the Slave Quarters by Raymond Blal

The Underground Railroad by Raymond Blal

Journey to Freedom – A Story of the Underground Railroad

The Civil War Remembered by Cari Lowe

Civil War (cont.)

Picture Books (cont.)

Pink & Say by Patricia Polacco

Follow the Drinking Gourd by Jeanette Winter

Sweet Clara & The Freedom Quilt by Deborah Hopkinson

Videos

PBS “Liberty” videos (American History in six hours)

Katie Couric’s *History of US* videos (based on Joy Hakim’s books of the same name)

Websites

<http://www.carolhurst.com/subjects/ushistory/civilwar.html/> (good trade book suggestions)

Magazines

Cobblestone: many titles including: “The Anti-Slavery Movement,” “Frederick Douglas,” “Abraham Lincoln,” “Robert E. Lee,” “The Battle of Gettysburg”

Kids’ Discover: Civil War

Simulations

Interact – The Civil War