

Grade 5 United States History to the Civil War and the Modern Civil Rights Movement	Topic 1 – Early Colonization and growth of the colonies	Time Frame September 16-October 30		
<p><b>Big Idea(s):</b> To what extent was America a land of opportunity, and for whom?</p> <p><b>Essential Question(s):</b></p> <ul style="list-style-type: none"> <li>• Why do some people leave their homelands?</li> <li>• Why did the English colonies become so successful?</li> </ul>				
Massachusetts Content Standards	Massachusetts Practice Standards	Timeline	Key Vocabulary And Ideas	Resources
<p>1. Explain the early relationships of English settlers to Native Peoples in the 1600s and 1700s, including the impact of diseases introduced by Europeans in severely reducing Native populations, the differing views on land ownership or use, property rights, and the conflicts between the two groups (e.g., the Pequot and King Philip's Wars in New England).<sup>32</sup></p> <p>2. Compare the different reasons colonies were established and research one of the founders of a colony (e.g., Lord Baltimore in Maryland, William Penn in Pennsylvania, John Smith in Virginia, Roger Williams in Rhode Island, John Winthrop in Massachusetts). <b>Include the Pilgrims and the Puritans in Massachusetts.</b></p> <p>3. Analyze the reasons why English colonists</p>	<ol style="list-style-type: none"> <li>1. Demonstrate civic knowledge, skills, dispositions</li> <li>2. Develop focused questions or problem statements and conduct inquiries</li> <li>3. Organize information and data from multiple primary and secondary sources</li> <li>4. Analyze the purpose and point of view of each source</li> <li>5. Evaluate the credibility, accuracy, and relevance of each source</li> <li>6. Argue or explain conclusions, using valid reasoning and</li> </ol>	<p><b>Pearson Connexus: Course 5A</b></p> <p><b>Week 1-2.1 Lesson 1: Early Settlement Unit Introduction</b></p> <ul style="list-style-type: none"> <li>• Objectives:</li> </ul> <p>Identify reasons Europeans and Africans came to Jamestown</p> <p>Identify challenges faced by settlers at Jamestown</p> <p><b>Week 2-2.3 Lesson 3: The English Colonies in Virginia (two-day lesson)</b></p> <p>Objectives:</p>	<p>Investor</p> <p>Cash crop</p> <p>The Virginia Company</p> <p>'The Starving Time'</p> <p>House of Burgesses</p>	<p>Using Pearson Connexus: <a href="#">Social Studies 5 A (CL), 5.18</a></p> <p>Unit 2: Early Settlement</p> <p>Students can use the online text found in the Activity section of each lesson.</p> <p>There is a glossary of terms also.</p> <p>Have students examine maps to identify the location of the settlements and colonies.</p> <p><a href="https://mrnussbaum.com">https://mrnussbaum.com</a></p>

<p>had the strongest influence on the language, political institutions, and political principles of the country that became the United States of America, even though other major European nations also explored North America (e.g., the relatively small number of colonists from other nations, England's history of self-government, high rates of literacy, and strong economic, and military position in the world).</p> <p>4. On a map of the United States, locate the first 13 colonies and describe the impact of regional differences in climate on the types of crops that could be grown or harvested profitably in the Northern, mid-Atlantic, and Southern colonies; describe varied sources of labor (e.g., self-employed colonists, apprentices, employees, indentured servants, free and enslaved Africans).</p> <p>5. Describe the origins of slavery, its legal status in all the colonies through the 18<sup>th</sup> century, and the prevalence of slave ownership, including by many of the country's early leaders (e.g., George Washington, Thomas Jefferson, James Madison, George Mason.)<sup>33</sup></p> <p>6. Describe the Triangular Trade and the harsh conditions of trans-Atlantic voyages (called the Middle Passage) for enslaved Africans.</p> <p>7. Compare and contrast the living and</p>	<p>evidence</p> <p>7. Determine next steps and take informed action, as appropriate</p>	<p>Explain why and how the English started settlements in Virginia</p> <p>Analyze the impact of geography and climate on the Virginia colony</p> <p>Summarize the sequence of events leading to a permanent settlement in Virginia</p> <p>Trace the development of representative government in Virginia</p> <p><b>Week 3-2.4</b>  <b>Lesson 4: Pilgrims and Puritans in New England (two-day lesson)</b></p> <p>Objectives:</p> <p>Identify why the Pilgrims left their homeland</p> <p>Identify what the Pilgrims promised in the Mayflower Compact</p> <p>Distinguish the role of religion in the lives of</p>	<p>Pilgrim</p> <p>Religious persecution</p> <p>Mayflower Compact</p>	<p><a href="#">/13-colonies-interactive-map</a></p> <p><a href="https://www.plymouth400inc.org/">https://www.plymouth400inc.org/</a></p> <p><a href="https://www.plimoth.org/learn/just-kids/homework-help/mayflower-and-">https://www.plimoth.org/learn/just-kids/homework-help/mayflower-and-</a></p>
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<p>working conditions of enslaved and free Africans in the colonies in the 18<sup>th</sup> century, and explain how some enslaved people sought their freedom.<sup>34</sup></p> <p>a. Enslaved African Americans were property that could be bought, sold, and separated from their families by their owners; they were generally not taught to read or write, and generally owned no property; they suffered many kinds of abuse and could be punished if they were caught after running away from their masters. A number of slave rebellions resulted from these harsh conditions.</p> <p>b. Many enslaved Africans became skilled artisans, such as cabinetmakers, coopers, and ironworkers and could be hired out to work.</p> <p>c. Some Africans came to America as indentured servants or sailors and were freed when their service was completed; some former slaves were granted freedom and some in the North took legal action to obtain their freedom (e.g., in Massachusetts, Elizabeth Freeman, Quock Walker, and Prince Hall).</p> <p>d. <del>States in the North adopted gradual emancipation (for example, Massachusetts outlawed slavery in 1783 and no enslaved</del></p>		<p>Puritans and Pilgrims</p> <p>Analyze the relationship among the Pilgrims, Puritans, and the Native Americans</p> <p><b>Week 4-2.8</b> <b>Lesson 8: New England, Middle, and Southern Colonies</b></p> <p>Objectives:</p> <p>Compare and contrast the physical geography and location of the New England, Middle, and Southern Colonies</p> <p>Analyze the role of religion and government in the New England Colonies</p> <p>Describe Quaker and other settlements in the Middle Colonies and the industries that developed</p> <p>Explain how the Southern</p>	<p>Puritan</p> <p>Town meeting</p> <p>Wampanoag</p> <p>Region</p> <p>Climate</p> <p>Dissent</p> <p>Proprietor</p> <p>Religious tolerance</p>	<p><a href="#">mayflower-compact</a></p> <p>Roger Williams- <a href="https://www.ducksters.com/history/colonial_america/roger_williams.php">https://www.ducksters.com/history/colonial_america/roger_williams.php</a></p> <p><a href="https://images.slideplayer.com/25/7805196/slides/slide_4.jpg">https://images.slideplayer.com/25/7805196/slides/slide_4.jpg</a></p>
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<p>people appear in the 1790 Massachusetts census); free African Americans could have families, own property, hold jobs, and earn a living.</p>		<p>Colonies of Virginia, Maryland, the Carolinas, and Georgia were established and developed</p> <p><b>Week 5-2.9</b>  <b>Lesson 9: Daily Life in the Colonies</b></p> <p>Objectives:</p> <p>Explain and give examples of the work of apprentices, artisans, farmers, and enslaved Africans and other workers in the colonies</p> <p>Describe triangular trade including the goods exported by colonists and the goods they imported</p> <p>Explain the impact of protectionism and mercantilism on colonial trade</p> <p>Compare and contrast the various social classes in the colonies</p> <p>Explain ways in which colonists altered the environment to meet their</p>	<p>Triangular trade</p> <p>Mercantilism</p> <p>Raw materials</p> <p>Import</p> <p>Export</p> <p>Artisan</p> <p>Development of a class system</p>	<p>Map of triangular trade</p> <p><a href="https://www.thinglink.com/scene/746396442351894529">https://www.thinglink.com/scene/746396442351894529</a></p>
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		<p>needs</p> <p><b>Week 6-2.10</b>  <b>Lesson 10: Slavery in the Colonies</b></p> <p>Objectives:</p> <p>Summarize the development of slavery in America</p> <p>Describe the daily life of enslaved Africans in the colonies, as well as the life of free Africans</p> <p>Explain the contributions of enslaved Africans to the colonies</p> <p>Describe ways in which Africans resisted slavery</p>	<p>Slavery</p> <p>Triangular trade</p> <p>Middle Passage</p> <p>Cash crop</p> <p>Uprising</p>	<p>Middle Passage-</p> <p><a href="https://www.socialstudiesforkids.com/articles/ushistory/slaveryinamerica-middlepassage.htm">https://www.socialstudiesforkids.com/articles/ushistory/slaveryinamerica-middlepassage.htm</a></p>
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Grade 5 United States History to the Civil War and the Modern Civil Rights Movement	Topic 2. Reasons for revolution, the Revolutionary War, and the formation of government [5.T2]	Time Frame November 1-January 15		
<p><b>Big Idea(s):</b> What factors cause people to revolt against their government?</p> <p><b>Essential Question(s):</b></p> <ul style="list-style-type: none"> <li>• Why did most Native Peoples side with the French against the British in the French and Indian Wars?</li> <li>• Were the colonists justified in rebelling against Great Britain in the American Revolution?</li> <li>• Why was <i>The Declaration of Independence</i> considered a revolutionary document?</li> </ul>				
Massachusetts Content Standards	Massachusetts Practice Standards	Timeline	Key Vocabulary And Ideas	Resources
<p>1. Explain the reasons for the French and Indian War and how its costs led to an overhaul of British imperial policy; explain key British policies and the colonial response to them.</p> <p>a. policies: the Proclamation of 1763, the Sugar Act (1764), the Stamp Act (1765), the Townsend Duties (1767), the Tea Act (1773), the Intolerable Acts (1774)</p> <p>b. the slogan, “no taxation without representation”</p> <p>c. the roles of the Stamp Act Congress, the Sons of Liberty, and the Boston Tea (1773), the Suffolk Resolves (1774), in which Massachusetts declared a boycott of British goods, the early battles between Massachusetts colonists and the British soldiers in Lexington, Concord, and Bunker Hill (1775) and the evacuation of the British</p>	<ol style="list-style-type: none"> <li>1. Demonstrate civic knowledge, skills, dispositions</li> <li>2. Develop focused questions or problem statements and conduct inquiries</li> <li>3. Organize information and data from multiple primary and secondary sources</li> <li>4. Analyze the purpose and point of view of each source</li> <li>5. Evaluate the credibility, accuracy, and relevance of each source</li> <li>6. Argue or explain conclusions, using valid reasoning and evidence</li> </ol>	<p><b>This is not aligned to Connexus.</b></p> <p><u>Week 1</u></p> <p>Create a timeline of British laws and policies that impacted the American colonies.</p> <p><u>Week 2</u></p> <p>Examine events that led to the start of the Revolutionary War ex., Lexington and Concord, Bunker Hill, evacuation day. Locate on a map.</p> <p><u>Week 3</u></p> <p>Research the role played by Massachusetts people in the</p>	<p>“no taxation without representation”</p> <p>Boycott</p> <p>Sons of Liberty</p> <p>Minutemen</p> <p>Loyalist</p> <p>Patriot</p> <p>Continental Congress</p> <p>Continental Army</p> <p>Allies</p> <p>Natural rights</p>	<p><a href="https://www.ducksters.com/history/revolutionaryw/artimeline.php">https://www.ducksters.com/history/revolutionaryw/artimeline.php</a></p> <p>Video excerpt from April Morning-Conflict on Lexington Green</p> <p><a href="https://www.youtube.com/watch?v=ZsB6e2sTFy4">https://www.youtube.com/watch?v=ZsB6e2sTFy4</a></p>

<p>from Boston (1776)  d. the role of women in the boycott of British textiles and tea, in writing to support liberty, in managing family farms and businesses, raising funds for the war, and supporting the Continental Army (1760s–1780s)</p> <p>2. On a historic map of the Boston area in the 1770s, locate important sites in the pre-Revolutionary and Revolutionary period and analyze the role and the significance of Massachusetts people such Samuel Adams, Crispus Attucks, John Hancock, James Otis, Paul Revere, John and Abigail Adams, Mercy Otis Warren, Phillis Wheatley, Peter Salem.</p> <p>3. Explain the development of colonial governments and describe how these developments (e.g., legislative bodies, town meetings, and charters on individual freedoms and rights) contributed to the Revolution.</p> <p>4. Read the Declaration of Independence (1776), explain its main argument, the reasons given for seeking independence, the meaning of the key ideas on equality and natural and legal rights, and the rule of law.</p> <p>5. Describe the impact of events as the Revolutionary War continued; locate the sites of events on a map, and explain the</p>	<p>7. Determine next steps and take informed action, as appropriate</p>	<p>fight for independence (see list on Learning Standard 2).</p> <p><u>Week 4</u>  Read and analyze the Declaration of Independence</p> <p><u>Week 5</u>  Research major battles of the war and locate on a map (see list on Learning Standard 5). Identify the leaders associated with the war ex., Jefferson, Washington, Adams, King George III, Madison, Hamilton).</p> <p><u>Week 6</u>  Describe the Articles of Confederation, and how Shays’ Rebellion exposed its weaknesses.</p>	<p>Equal rights</p>	<p>Leaders of the Revolutionary War</p> <p><a href="https://guides.lib.jjay.cuny.edu/c.php?g=288395&amp;p=1922291">https://guides.lib.jjay.cuny.edu/c.php?g=288395&amp;p=1922291</a></p> <p>Shays’ Rebellion-video clip from Liberty kids</p> <p><a href="https://www.youtube.com/watch?v=Sl2B7_fe06E">https://www.youtube.com/watch?v=Sl2B7_fe06E</a></p>
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<p>factors leading to American victory and British defeat.</p> <ul style="list-style-type: none"><li>a. The Battles of Trenton in New Jersey (1776) and Saratoga in New York (1777)</li><li>b. The winter encampment of the Continental Army at Valley Forge in Delaware (1777–1778)</li><li>c. The battle of Yorktown in Virginia (1781)</li></ul> <p>6. Explain that many Americans remained loyal to the British Crown or remained neutral in the conflict and that Native Peoples and free and enslaved Africans fought on both sides in the Revolution.</p> <p>7. Compare and contrast the impact of the actions of important leaders (e.g., John Adams, Benjamin Franklin, King George III, Edmund Burke, Thomas Jefferson, Alexander Hamilton, James Madison, George Washington, the Marquis de Lafayette) during the Revolution and the early years of the United States Republic.</p> <p>8. Explain the reasons for the adoption of the Articles of Confederation in 1781, the weaknesses of the Articles as a plan for government, and the reasons for their failure.</p> <p>9. Analyze the causes of Shays’ Rebellion of 1786-1787 and explain why it was one of the</p>				
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crucial events leading to the Constitutional Convention.

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Grade 5 United States History to the Civil War and the Modern Civil Rights Movement	Topic 3. Principles of United States Government (5.T3)	Time Frame January 19-March 19		
<p><b>Big Idea(s):</b> <i>How did the Constitution attempt to balance competing interests, the question of power, and ideas about slavery?</i></p> <p><b>Essential Question(s):</b></p>				
Massachusetts Content Standards	Massachusetts Practice Standards	Timeline	Key Vocabulary And Ideas	Resources
<p>1. Read the Preamble to and sections of the Constitution and explain how these writings reflect the following political principles: <i>individual rights and responsibilities, equality, the rule of law, general welfare, limited government, representative democracy.</i></p> <p>Clarification statement: <i>Teachers may choose the sections of the Constitution that they believe to be most accessible and relevant to their students.</i></p> <p>2. Explain how the framers of the Constitution divided and shared powers among the three branches of the United States government; describe the function of each branch and the system of checks and balances.</p> <p>3. Describe the responsibilities of government at the federal, state, and local levels (e.g., protection of individual rights and the provision of services such as law enforcement and the building and funding of schools).</p>	<p>1. Demonstrate civic knowledge, skills, dispositions</p> <p>2. Develop focused questions or problem statements and conduct inquiries</p> <p>3. Organize information and data from multiple primary and secondary sources</p> <p>4. Analyze the purpose and point of view of each source</p> <p>5. Evaluate the credibility, accuracy, and relevance of each source</p> <p>6. Argue or explain conclusions, using valid reasoning and evidence</p> <p>7. Determine next steps and take informed action, as</p>			

<p>4. Analyze the significance of the major issues debated by members of the Constitutional Convention (e.g., the distribution of political power, the rights of individuals, rights of states, tensions between states with large and smaller populations, the make-up of the Senate and electoral college, slavery and the question of how slaves were to be counted in the Census); explain why the framers agreed to the 3/5 Compromise in order to keep the states united and how the decision reinforced the institution of slavery and the power of states in which slavery was particularly prevalent.</p> <p>5. Explain that voting rights and property rights did not extend to women in the new Constitution.</p> <p>6. Read the Bill of Rights and explain the freedoms it guarantees; research the historical background of <b>one</b> of the first ten Amendments and make an argument using evidence for its inclusion in the Bill of Rights in 1791.</p>	appropriate			
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<b>Grade 5 United States History to the Civil War and the Modern Civil Rights Movement</b>		<b>Topic 4. The growth of the Republic [5.T4]</b>		<b>Time Frame</b> January 19-March 19
<b>Big Idea(s):</b> <i>How did events of the early Republic test the newly-founded United States?</i>				
<b>Massachusetts Content Standards</b>	<b>Massachusetts Practice Standards</b>	<b>Timeline</b>	<b>Key Vocabulary And Ideas</b>	<b>Resources</b>
<p>1. Identify the first three Presidents of the United States (George Washington, 1787-1797, John Adams, 1797–1801, and Thomas Jefferson, 1801–1809); summarize key developments during their time (e.g., the founding of political parties in the 1790s; the first Bank of the U.S., the Alien and Sedition Acts in 1798; the Louisiana Purchase of 1803, the Haitian Revolution in 1804), and evaluate their leadership of the new nation.</p> <p>2. Evaluate the importance to the nation of the Louisiana Purchase and trace the expedition of Meriwether Lewis and William Clark, with Sacagawea and the Corps of Discovery, from 1803 to 1806.</p> <p>3. Describe the causes of the War of 1812 and how events during the war contributed to a sense of American nationalism.</p> <p>a. British restrictions on trade and</p>	<p>1. Demonstrate civic knowledge, skills, dispositions</p> <p>2. Develop focused questions or problem statements and conduct inquiries</p> <p>3. Organize information and data from multiple primary and secondary sources</p> <p>4. Analyze the purpose and point of view of each source</p> <p>5. Evaluate the credibility, accuracy, and relevance of each source</p> <p>6. Argue or explain conclusions, using valid reasoning and evidence</p>	<p><b>Week 1</b> The key developments during the presidencies of Washington, Adams, and Jefferson.</p> <p><b>Week 2</b> The Louisiana Purchase and Lewis &amp; Clark Expedition</p> <p><b>Week 3</b> The causes of the War of 1812</p> <p><b>Week 4</b> Key events and people of the War of 1812</p>	<p>Louisiana Territory</p> <p>Lewis &amp; Clark</p> <p>Sacagawea</p> <p>Nationalism</p> <p>Impressment</p> <p>How did the War of 1812 lead to a sense of American nationalism.</p>	<p>Louisiana Purchase <a href="https://www.ducksters.com/history/westward_expansion/louisiana_purchase.php">https://www.ducksters.com/history/westward_expansion/louisiana_purchase.php</a></p> <p>Lewis and Clark Expedition <a href="https://www.youtube.com/watch?v=7s0XY1NIG7Y">https://www.youtube.com/watch?v=7s0XY1NIG7Y</a></p> <p>War of 1812 Timeline <a href="https://studylib.net/doc/9247263/the-war-of-1812-timeline">https://studylib.net/doc/9247263/the-war-of-1812-timeline</a></p>

<p>impressment</p> <p>b. Major battles and events of the war, including the role of the USS Constitution, the burning of the Capitol and the White House, and the Battle of New Orleans</p> <p>4. On a map of New England, locate cities and towns that played important roles in the development of the textile and machinery industries, whaling, shipping, and the China trade in the 18<sup>th</sup> and 19<sup>th</sup> centuries and give examples of the short- and long-term benefits and costs of these industries.</p> <p>5. Explain 19<sup>th</sup> century conflicts between Native Peoples and national, state, and local governments in the United States over land ownership and rights to self-government.</p> <p>a. Shawnee leader Tecumseh’s call for Native Peoples to unify in resistance to the taking of their land (1810)</p> <p>b. President Andrew Jackson and the Indian Removal Act (1830), which forced native communities to move from their ancestral lands in the Southeast to territory west of the Mississippi River</p> <p>c. the Mashpee Revolt (1833), a dispute over self-government in the Mashpee Indian district in Massachusetts</p> <p>d. the significance of the Trail of Tears (1838) for the Cherokee and other native communities in the Southeast</p>	<p>7. Determine next steps and take informed action, as appropriate</p>	<p><b>Week 5</b> The growth of the whaling industry in New England and the wealth that it generated.</p> <p><b>Week 6</b> The start of the textile industry in Pawtucket, RI and its expansion to Massachusetts</p> <p>Mills of Fall River</p> <p><b>Week 7</b> Explain how conflicts between Native Americans and the national, state, and local governments led to the Indian Removal Act.</p> <p><b>Week 8</b> Explain the significance of the Trail of Tears for Native American communities.</p>	<p>Explain how the New England economy developed by using its natural resources.</p> <p>Explain the issues of land ownership between the federal government and Native Americans and how it led to the passage of the Indian Removal Act in 1830.</p> <p>Explain the significance of the Trail of Tears in 1838.</p>	<p>Textile Industry <a href="https://www.nps.gov/lowe/index.htm">https://www.nps.gov/lowe/index.htm</a></p> <p>New Bedford Whaling Museum <a href="https://whalinghistory.org/">https://whalinghistory.org/</a></p> <p>Tecumseh call for Indians to resist <a href="https://www.americanyawp.com/reader/the-early-republic/tecumseh-letter-to-william-henry-harrison-1810/#:~:text=Tecumseh%20Calls%20for%20Pan%20Indian,message%20of%20unity%20and%20resistance.">https://www.americanyawp.com/reader/the-early-republic/tecumseh-letter-to-william-henry-harrison-1810/#:~:text=Tecumseh%20Calls%20for%20Pan%20Indian,message%20of%20unity%20and%20resistance.</a></p> <p>1830 Indian Removal Act <a href="https://www.nationalgeographic.org/thisday/may28/indian-removal-act/">https://www.nationalgeographic.org/thisday/may28/indian-removal-act/</a></p>
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