

Guttenberg School District

Course: Grade Level: 5 grade United States History	Time Frame: 3 weeks
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Unit of Study: Colonial America: Cultures Collide

Essential Questions:
 How is culture created?
 Why might a culture thrive or perish?
 How did European colonists adapt their customs and traditions with Native American customs to create a new culture?
 How did geography influence the economy and culture of each colonial region?

Curriculum is aligned with:
 CCSS.ELA-Literacy.RH.6-8.1 Cite specific textual evidence to support analysis of primary and secondary sources.
 CCSS.ELA-Literacy.RH.6-8.2 Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions.
 CCSS.ELA-Literacy.RH.6-8.3 Identify key steps in a text's description of a process related to history/social studies (e.g., how a bill becomes law, how interest rates are raised or lowered).
 CCSS.ELA-Literacy.RH.6-8.4 Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies.
 CCSS.ELA-Literacy.RH.6-8.7 Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.
 CCSS.ELA-Literacy.RH.6-8.8 Distinguish among fact, opinion, and reasoned judgment in a text.
NJCCCS:
 6.1.8.C.1.b, 6.1.8.D.1.b, 6.1.8.D.1.c, 6.1.8.A.2.a, 6.1.8.A.2.b, 6.1.8.A.2.c, 6.1.8.B.2.a, 6.1.8.B.2.b, 6.1.8.C.2.a, 6.1.8.C.2.b, 6.1.8.C.2.c, 6.1.8.D.2.a, 6.1.8.D.2.b, 6.1.8.D.3.f

Enduring Understandings Students will understand that:	Assessment/ Performance Evidence	Strategies to Teach Skills/Concepts	Terminology/ Vocabulary	Resources/Materials for Instruction
<p>Early colonists had to adapt to their surroundings</p> <p>Early colonists endured physical, geographical, and social hardships.</p> <p>Colonists adapted their European customs, beliefs, and traditions and with Native American traditions to create new political, economic, religious social systems.</p>	<p>Students will analyze different theories historians have on the lost colony in Roanoke in a journal entry.</p> <p>List problems and successes of the Jamestown colonists</p> <p>Compare and contrast Roanoke and Jamestown in Venn diagram. Why did colony succeed while the other colony failed?</p> <p>Complete a three column</p>	<p>Word map on colonization</p> <p>Discussion of hardships/challenges that early colonists had to overcome.</p> <p>Analyze why a country would want to establish a colony in the New World.</p> <p>Examine how the Mayflower Compact was an important step toward representative government</p> <p>Examine the relationship between Native Americans and colonists in New England, Jamestown, Roanoke</p>	<p>Terminology: Roanoke Jamestown Joint-stock company Indentured servant Plymouth Puritan Separatist Mayflower Compact 3 G's (god, gold, glory) Triangle Trade Mercantilism Charter Proprietary colony Staple crop Cash crop</p>	<p>Textbook: <i>The American Republic To 1877</i>, selected readings from unit 2 p. 66-127</p> <p>In Search of History: Lost Colony of Roanoke (history.com, 4 min clip)</p> <p>Selected readings from <i>The American Experience Series</i> by Tim McNeese</p> <ul style="list-style-type: none"> • "The Lost Colony of Roanoke" article

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<p>The culture created during the colonial era has endured.</p>	<p>chart comparing and contrasting Pilgrims (Separatists) and Puritans</p> <p>Label a map of the 13 original colonies. Will be quizzed</p> <p>Students will be able to complete graphic organizer demonstrating cultural differences between the 3 colonial regions.</p> <p>Label map of Triangular Trade. Label Middle Passage.</p> <p>Explain the role the colonies played in the triangular trade & slave trade in a journal entry.</p> <p>List causes & effects of French and Indian War</p> <p>Quiz on Roanoke, Jamestown, & Plymouth</p> <p>Colonial brochure- students will work in pairs to describe one of the 13 original colonies and convince travelers to relocate to their assigned colony. Discuss daily life, natural resources, economy, social traditions, population, why was it settled.</p>	<p>Map the exploration routes, triangular trade, territories of European colonies</p> <p>Label a map of the 13 original colonies major bodies of water, and territories of other major European powers (France, Spain, Dutch)</p> <p>Interpret maps of empires before and after the Treaty of Paris</p> <p>Predict the consequences of the Proclamation of 1763 with partner on white boards</p> <p>Provide students with lists of causes and effects of the French and Indian War including Treaty of Paris, discuss that treaties have separate effects on different groups.</p>	<p>Representative government</p> <p>Vocabulary:</p> <p>Colonization Colony charter Pilgrim Dissenter Persecute Import Export Apprentice</p>	<p>"A Second Colony Begins" comic strip (Roanoke)</p> <p>Film: <i>Nightmare in Jamestown</i></p> <p>United Streaming Clips</p> <p>Triangle Trade Maps</p> <p>"The Kidnapped Prince" (Olaudah Equiano- describes his journey across Atlantic) *relate to triangular trade/slavery p.107</p>
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Course: Grade Level 5 th grade United States History	Time Frame: 4 weeks
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Unit of Study: Revolutionary War: Race for Independence

Essential Questions:

- What causes people to desire change?
- What were the political, economic, social, and cultural conflicts that led to the American Revolution?
- How have the decisions made during the American Revolution affected our society today?
- What hardships did revolutionaries face, and how were they able to sustain the rebellion in spite of those challenges?
- Who is affected by war?

Curriculum is aligned with:

- CCSS.ELA-Literacy.RH.6-8.1 Cite specific textual evidence to support analysis of primary and secondary sources.
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- CCSS.ELA-Literacy.RH.6-8.3 Identify key steps in a text's description of a process related to history/social studies (e.g., how a bill becomes law, how interest rates are raised or lowered).
- CCSS.ELA-Literacy.RH.6-8.4 Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies.
- CCSS.ELA-Literacy.RH.6-8.6 Identify aspects of a text that reveal an author's point of view or purpose (e.g., loaded language, inclusion or avoidance of particular facts).
- CCSS.ELA-Literacy.RH.6-8.7 Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.
- CCSS.ELA-Literacy.RH.6-8.8 Distinguish among fact, opinion, and reasoned judgment in a text.
- CCSS.ELA-Literacy.RH.6-8.9 Analyze the relationship between a primary and secondary source on the same topic.

NJCCCS:

- 6.1.8.A.3.a, 6.1.8.B.3.c, 6.1.8.B.3.d, 6.1.8.C.3.a, 6.1.8.D.3.a, 6.1.8.D.3.b, 6.1.8.D.3.c, 6.1.8.D.3.d, 6.1.8.D.3.e

Enduring Understandings Students will understand that:	Assessment/ Performance Evidence	Strategies to Teach Skills/Concepts	Terminology/ Vocabulary	Resources/Materials for Instruction
<p>Political and economic tension between colonists and Great Britain led to the movement for independence in the colonies.</p> <p>Ideals of the Revolution play a major role in America today</p> <p>Revolutions result in significant social, economic, and political changes</p> <p>Wars impact all people of a nation</p>	<p>Explain the cause and effect relationship of the laws and events leading up to the Revolution: Sugar Act, Stamp Act, Townshend Act, Boston Massacre, Boston Tea Party, Intolerable Acts</p> <p>In a journal entry (possibly SCR) explain why the new laws are either justified or cruel. Site evidence from a primary and/or secondary source(s)</p>	<p>Word map for revolution</p> <p>Examine the colonial reactions to the laws passed by Parliament</p> <p>Discuss why the "Boston Massacre" is a misnomer.</p> <p>Analyze the differing viewpoints of the Boston Massacre using Paul Revere's engraving <i>The Blood Massacre</i></p> <p>Read "Paul Revere's Ride" the poem and examine the true facts of that night.</p>	<p>Terminology:</p> <p>Committee of correspondence</p> <p>1st Continental Congress</p> <p>2nd Continental Congress</p> <p>Minutemen</p> <p>Loyalist</p> <p>Patriot</p> <p>Lobsterback</p> <p>Militia</p> <p>Sons of Liberty</p> <p>Declaration of</p>	<p>Textbook <i>The American Republic to 1877</i> (p. 128-187)</p> <p><i>The Bloody Massacre</i> by Paul Revere</p> <p>Thomas Paine's <i>Common Sense</i></p> <p>Declaration of Independence (p.154 in text)</p>

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	<p>In groups create a "commercial" to persuade colonists to either support or oppose laws passed by Parliament. Groups will create a poster and a 1-2 minute commercial explaining their point of view to the audience.</p> <p>Evaluate the use of <i>The Bloody Massacre</i> as propaganda</p> <p>Compare/Contrast the 1st Continental Congress & the 2nd Continental Congress</p> <p>Examine the roles of Revolutionary leaders in the war and its' aftermath</p> <p>List the advantages and disadvantages that the British and Americans had during the Revolutionary War.</p> <p>Explain the differing views of loyalists and patriots</p> <p>In a journal entry, explain why George Washington was the best choice to lead a national army.</p> <p>List the causes & effects of the Revolutionary War</p>	<p>Students will understand how to determine what is fact versus what is fiction in regards to historical events.</p> <p>Examine how Thomas Paine's <i>Common Sense</i> influence many American to support the movement for independence</p> <p>Analyze the importance of the Declaration of Independence</p> <p>Discuss the groups that were not included in the Declaration and predict the impact it will have on the nation in the future.</p> <p>Brainstorm causes for war and effects of war using white boards</p> <p>Examine the effects of war today compared to the Revolutionary War era</p> <p>Analyze the impact of the major battles of the Revolutionary War. How did they affect the colonists' and British war effort/strategy?</p> <p>Discuss the challenges the colonists faced in going to war with an established world power such as Great Britain</p> <p>Examine the major battles of the Revolutionary War and their impact on the British/American war effort</p> <p>Analyze George Washington's qualifications as a general and leader</p> <p>Discuss the effects of the Revolutionary War</p>	<p>Independence Continental Army</p> <p>Vocabulary: Revenue Writs of assistance Boycott Repeal Intolerable Massacre misnomer Propaganda Revolution Petition Protest Bias Tyranny oppression Preamble Neutral Casualties Ratify</p>	<p>"Paul Revere's Ride" by Henry Wadsworth Longfellow</p> <p><i>Give Me Liberty</i> by L.M. Elliot</p>
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Course: Grade Level: 5 th grade United States History	Time Frame: 5 weeks
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Unit of Study: Creating Government-Articles of Confederation to Bill of Rights

Essential Questions:
 What is the purpose of a government?
 What happens when a government isn't successful?
 How do the principals of the Constitution influence our government today?

Curriculum is aligned with:
 CCSS.ELA-Literacy.RH.6-8.1 Cite specific textual evidence to support analysis of primary and secondary sources.
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 CCSS.ELA-Literacy.RH.6-8.6 Identify aspects of a text that reveal an author's point of view or purpose (e.g., loaded language, inclusion or avoidance of particular facts).
 CCSS.ELA-Literacy.RH.6-8.9 Analyze the relationship between a primary and secondary source on the same topic.
NJCCCS:
 6.1.8.A.3.b, 6.1.8.A.3.c, 6.1.8.A.3.d, 6.1.8.A.3.g, 6.1.8.B.3.b, 6.1.8.C.3.b, 6.1.8.D.3.c

Enduring Understandings Students will understand that:	Assessment/ Performance Evidence	Strategies to Teach Skills/Concepts	Terminology/ Vocabulary	Resources/Materials for Instruction
<p>An effective government leads to a successful nation</p> <p>The principals of the Constitution serve as the foundation of the United States government today</p>	<p>List the problems with the Articles of Confederation</p> <p>List & explain the economic problems of the nation</p> <p>In a journal entry, explain why the Articles of Confederation failed.</p> <p>Compare and contrast the Virginia Plan, New Jersey Plan, and the Great Compromise</p> <p>Explain in your own words Federalism</p>	<p>Examine the challenge of transitioning from 13 separate colonies (states) to one unified nation.</p> <p>Predict with a partner challenges a new nation may face when forming a new government</p> <p>Summarize the effect of inflation and debt on the American people and the response of state and national governments during this time.</p> <p>Discuss the purpose of the Constitutional Convention & its influence on our nation today</p> <p>Examine how compromises are an</p>	<p>Terminology: confederation Articles of Confederation Constitution Bill of Rights Constitutional Convention Virginia Plan New Jersey Plan Great Compromise 3/5th Compromise Bill of Rights Federalism Legislative Branch Executive Branch Judicial branch Electoral college Checks and balances</p>	<p>Textbook: The American Republic To 1877 (p. 190-252)</p> <p>Articles of Confederation</p> <p>Preamble</p> <p>Constitution p.232-253</p> <p>Bill of Rights</p> <p>Washington's Farewell Address (http://www.ushistory.org/documents/farewelladdress.htm)</p>

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In a 3 column chart, list the roles and responsibilities of each branch of government

Explain the system of checks and balances

In a journal entry, explain the viewpoints of the Federalists and the Antifederalists. Who do you agree with?

Interpret, with a partner, the Preamble to the Constitution. Explain each phrase in your own words.

Create in groups a "Constitution" for your school. Use U.S. constitution as a guide.

Working in groups/partners, research our government today. (mini-project)

Using the Bill of Rights, connect/research real life situations that apply to these amendments

important way to solve conflicts

Analyze the 3/5th Compromise and predict how the issue of slavery may divide the nation in the future

Examine the influences of the Framers of the Constitution (Magna Carta, English Bill of Rights, John Locke, Baron de Montesquieu)

Compare/contrast the Articles of Confederation and the Constitution

Analyze branches of government

As a class, discuss the goals of the constitution

Discuss why it was so important for so many Americans to include a Bill of Rights in the Constitution.

Federalist
Anti federalist
Popular sovereignty
Separation of powers
Limited government
Precedent
Cabinet
Tariff

Vocabulary:

Republic
Bicameral
Ratify
Neutrality
Amendment
Domestic
International

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Course: Grade Level: 5 th grade United States History	Time Frame: 3 weeks
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Unit of Study: Setting a Precedent: Government in Action

Essential Questions:
 How has Washington's presidency impacted presidents that followed?
 How do political parties form?
 How can the past influence the future?

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NJCCCS:
 6.1.8.A.3.e, 6.1.8.A.3.f, 6.1.8.D.3.c, 6.1.8.D.3.g, 6.1.8.C.4.a

Enduring Understandings Students will understand that:	Assessment/ Performance Evidence	Strategies to Teach Skills/Concepts	Terminology/ Vocabulary	Resources/Materials for Instruction
<p>The precedents set during George Washington's presidency provided an example for all future presidents</p> <p>The Constitution's vagueness in certain areas left it open for interpretation by political leaders.</p> <p>Differing views on government can lead to the formation of political parties</p> <p>Election of 1800 created the precedent for a peaceful transfer of power between differing political parties</p>	<p>In groups, evaluate Washington's ability to meet the goals laid out in the Preamble</p> <p>List & explain the precedents set by Washington as the nation's first president. Do you agree or disagree with them?</p> <p>Use the debate between Jefferson's & Hamilton over the national bank to explain loose & strict interpretation of the Constitution</p> <p>List the ideals of Federalists & Democratic-Republicans in a t-chart</p>	<p>Explain why Washington created a cabinet and why this precedent continues to modern day</p> <p>Analyze Hamilton's economic policies during Washington's presidency. Why were they controversial?</p> <p>Examine how Washington's response to the Whiskey Rebellion demonstrated the strength of the federal government.</p> <p>Analyze Washington's Farewell Address. What was he warning the nation about?</p> <p>Examine how the first political parties formed</p> <p>Identify the differing ideals of the Federalists and Democratic-Republicans</p>	<p>Terminology: Domestic Foreign affairs Political party Cabinet Implied powers Loose interpretation Strict interpretation States' rights Alien Act Sedition Act Federalists Democratic-Republicans</p> <p>Vocabulary: Precedent Neutrality</p>	<p>Textbook: <i>The American Republic To 1877</i> (p. 254-279)</p> <p>Selected readings from <i>The American Experience Series</i> by Tim McNeese</p> <p>Washington's Farewell Address (http://www.ushistory.org/documents/farewelladdress.htm)</p>

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	<p>Explain causes & effects of the Alien & Sedition Acts</p> <p>In a journal entry, explain why you agree with the passage of the Alien and Sedition Acts.</p> <p>Explain in a journal entry, why the peaceful transfer of power in 1800 left a lasting impact on American government.</p>	<p>Determine why the Alien and Sedition Acts were enacted and whether they undermined civil liberties</p> <p>Examine how during the presidencies of Washington & Adams, the federal government expanded their power</p> <p>Analyze the impact of the election of 1800</p> <p>Examine how the election of 1800 set the framework for peaceful transitions of power in American government</p>		
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Course: Grade Level ^{5th} grade United States History	Time Frame: 6 weeks
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Unit of Study: New Identity takes shape

Essential Questions:
 How was America's national identity formed?
 What challenges does growth and expansion bring to a nation?
 How do regional differences in geography, climate, and the economy influence cultural norms?

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Enduring Understandings Students will understand that:	Assessment/ Performance Evidence	Strategies to Teach Skills/Concepts	Terminology/ Vocabulary	Resources/Materials for Instruction
<p>America's identity was shaped by our unique principals, values, and beliefs</p> <p>Westward movement, industrial growth, increased immigration, and the development of transportation systems increased regional tensions</p> <p>The expansion of the United States had a direct negative impact on Native Americans</p>	<p>Compare and Contrast Jefferson's policies as a president with those of Washington/Adams</p> <p>List the pros/cons of the Louisiana Purchase</p> <p>How did the Louisiana Purchase effect the United States' relationship with Great Britain?</p> <p>List the causes & effects of the War of 1812</p> <p>Explain in a written response why the years following the</p>	<p>Explain how Marbury v. Madison established the principals of judicial review & expanded the Supreme Court's power</p> <p>Examine the impact of the Louisiana Purchase</p> <p>Predict the impact the Louisiana Purchase will have on the United States</p> <p>Explain the impact of Lewis & Clark's journey</p> <p>Examine how the war between Great Britain and France affected the United States' neutrality rights & trade</p>	<p>Terminology:</p> <p>Judicial review Monroe Doctrine Industrial Revolution Manifest Destiny Louisiana Purchase, Mexican Cession Oregon Territory Gadsden Purchase Texas Annexation Mass production Cotton gin Erie Canal Indian Removal Act Trail of Tears Abolition Fugitive Slave Act Dred Scott decision</p>	<p>Text: The American Republic to 1877</p> <p>Selected readings from <i>The American Experience Series</i> by Tim McNeese</p> <p>Monroe Doctrine (http://www.ushistory.org/documents/monroe.htm)</p> <p><i>Two Tickets To Freedom</i> by Florence B. Freedman (underground railroad)</p> <p>United Streaming Clips</p>

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War of 1812 were known as the "Era of Good Feelings?"

How would Washington feel about the Monroe Doctrine?

How did industrialization impact the way of life for many Americans? (both north/south, cities/rural)

Compare/Contrast the economies of the North and South as a result of the Industrial Revolution

Chose an invention from this time period & explain its' impact on American culture

Be able to describe life as a factory worker (men, women, children, immigrants, African Americans)

Explain how increased immigration in the early 1800s affected American economic, political, and cultural life

Compare/Contrast Northern and Southern economies.

Compare/Contrast the way of life in the North and South

WESTERN EXPANSION

Explain how Manifest Destiny

Analyze the causes and effects of the War of 1812

Determine the purpose of the Monroe Doctrine

How did the Monroe Doctrine affect foreign policy?

Examine how voting rights were expanded during the Jacksonian period

Explain how the Industrial Revolution began in the United States

Identify major inventions of the time

Identify the effects of the Industrial Revolution on different groups of people (women, children, merchants, craftsmen, farmers, immigrants, etc.)

Identify major land & water transportation improvement & their effects on the nation & economy

Examine the conditions of factory work in the Northern cities

Analyze how immigration affected American economic, political, and cultural life

Determine why the South's economy relied on agriculture

Examine why sectionalism grew and its impact on the nation.

WESTERN EXPANSION

Define Manifest Destiny

Uncle Tom's Cabin
Underground Railroad
Suffrage

Vocabulary:

Embargo
Capitalism
industrialization
immigration
mass production

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	<p>contributed to the nation's growth</p> <p>Identify & label on a map the growth of the United States (Louisiana Purchase, Mexican Cession, Oregon Territory, Gadsden Purchase, Texas Annexation)</p> <p>Explain how western expansion negatively impacted Native Americans</p> <p>Was the Indian Removal Act justified? Answer in a journal response</p> <p>List the effects of the Indian Removal act on the United States & Native Americans</p> <hr/> <p>REFORM MOVEMENTS</p> <p>Explain why some Americans wanted to eliminate slavery, while others did not</p> <p>Summarize how the antislavery & women's rights movements were related</p> <p>Evaluate the impact of the Underground Railroad</p> <p>List the effects of the Fugitive Slave Act, Uncle Tom's Cabin, and the Dred-Scott Decision on the Northern abolitionist movement</p> <hr/>	<p>Identify the methods the United States used to gain land west of the Mississippi River (war, purchase, diplomacy)</p> <p>Identify the reasons why people moved West</p> <p>Understand the effects of the Indian Removal Act on the United States and Native Americans</p> <hr/> <p>REFORM MOVEMENTS</p> <p>Define abolition</p> <p>Identify abolitionist leaders & their impact on the fight to end slavery</p> <p>Identify methods of abolition</p> <p>Identify goals of the women's rights movement</p>		
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	<p>Write a 2 to 3 page biography about a reformer during the Antebellum Period. Topics can include: Temperance movement, education reform, abolition, women's rights/suffrage</p>			
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