

Unit 1: Early Colonization and the Growth of Colonies

[Click here](#) for the Investigating History Hub for this unit.

***Note:**

[Click here](#) for Unit 1 Inquiry Map

Enduring Understandings (EU) are aligned to the content standards on pp. 71 - 82 in the *History/Social Science Framework* (pp. 71-82).

"Flex Day" noted in the pacing calendar is a day for teachers to use as needed.

Content Standards: Grade 5

5.1:1 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).

5.1:2 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).

5.1:3 Analyze the reasons why English colonists 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.

5.1:4 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).

5.1:5 Describe the origins of slavery, its legal status in all the colonies through the 18th 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).

5.1:6 Describe the Triangular Trade and the harsh conditions of trans-Atlantic voyages (called the Middle Passage) for enslaved Africans.

5.1:7 Compare and contrast the living and working conditions of enslaved and free Africans in the colonies in the 18th century, and explain how some enslaved people sought their freedom.

Practice Standards:

PS 2. With support of the teacher, develop questions about primary sources that demonstrate historical thinking and ultimately contribute to the inquiry process.

PS 3. Analyze primary and secondary sources to determine ideas and key details; gather information about the past from age-appropriate primary sources, and distinguish primary from secondary sources.

Essential Question:

1. How do lands and places matter to people?
2. What happens when communities interact and why?

3. How do beliefs and values shape people's decisions? How do beliefs and values sustain groups and help them survive?

Supporting Questions:

1. How did the places they lived matter to the many Indigenous societies of North America? How do they still matter to Indigenous people today?
2. What changed and why when Europeans came to the Americas?
3. How were the North American colonies diverse, and what caused their differences?
4. What were the early interactions between British colonists and Indigenous people like? What were the causes of cooperation or conflict between them?
5. How did African people survive and resist enslavement?
6. What role did European beliefs and values play in the origins of slavery?
7. Did most people in the British colonies believe they were American in 1750?

Enduring Understandings:

EU 1. Diverse civilizations flourished in North America for centuries before Europeans arrived. Like all human societies, Indigenous people created ways to live that were specialized for the environments they inhabited and often continue to inhabit today. Reciprocal relationship to the land was central. Their economies, belief systems, methods of government and forms of knowledge were foundational for the history of the United States.

EU 2. The lands and places of North America mattered differently to Europeans: ownership of land was central. Starting in the 16th century, European empires competed for land, wealth and natural resources on the continent. Their actions set newcomers and Indigenous inhabitants on a path toward conflict; but cooperation, exchange, and peaceful negotiation sometimes occurred.

EU 3. British colonists and their colonies were shaped by the cultures and places they came from, the Indigenous people with whom they interacted, and the lifeways that were possible in different regions of the continent. In the New England, Middle and Southern colonies, they developed societies that were foundational for United States history. Their economies, labor systems, methods of government, and religious practices were diverse, but shared some underlying beliefs and values.

EU 4. The enslavement of African people was present in all thirteen colonies. Slavery put conflict and injustice at the center of colonial life. African and African American people in the colonies never stopped believing in and struggling for freedom. People from Africa and their descendants preserved strong cultural elements of the places from which they came. These practices aided their survival and permanently changed the societies around them.

Summative Assessment:

- Click here for [Teacher Guidance](#)
- Click here for [Student Handout](#)
 1. Analyzing the primary source of image of Pocahontas
 - Asking five questions (who, what, where, when, how, why, what does it mean?)
 2. Analyze a Written Document: Poem by Richard Frame
 3. Primary and Secondary Sources

***Teacher discretion to determine which part(s) of **"Must Do"** lesson(s) to omit/ modify/ supplement/ scaffold, etc..

Unit 1: Early Colonization and the Growth of Colonies

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<p>Term 1 Ends: 11/1/24</p> <p>Week of:</p>	<p>Must Do:</p> <p>(Essential to summative & Enduring Understandings.)</p>	<p>Nice to Do:</p> <p>(If time allows, not required/necessary for summative.)</p>
<p>9/9/24 to 9/13/24</p>	<p>CLUSTER 1 (<u>How did the places they lived matter to the many Indigenous societies of North America? How do they still matter to Indigenous people today?</u>)</p> <ul style="list-style-type: none"> • L1: How Do We Know What the United States Was Like 600 Years Ago? • L2: Indigenous North America Through Artifact Investigation • L3: North American Regions and Diverse Indigenous Societies before 1500 <p>*** Teacher created End of Cluster(s) assessment is recommended here before moving on to Cluster 2.</p>	
<p>9/16/24 To 9/20/24</p>	<p>CLUSTER 2 (<u>What changed and why when Europeans came to the Americas?</u>)</p> <ul style="list-style-type: none"> • L4: Analyzing Maps and Their Views of the Land (*combine with lesson 5) • L5: Motives of European Nations in North America (*Combine with lesson 4) 	<ul style="list-style-type: none"> • L6: Comparing an Early English, French and Spanish Settlement
<p>9/23/24 To 10/4/24</p>	<p>CLUSTER 3 (<u>How were the North American colonies diverse, and what caused their differences?</u> <u>What were the early interactions between British colonists and Indigenous people like?</u>)</p> <ul style="list-style-type: none"> • L7&8: Thirteen Colonies of British North America (Part I&II) • L9: A Meeting of Worlds: Cooperation and Conflict Between Indigenous & British Peoples (Part I) *2 Class periods • L10: A Meeting of Worlds: Cooperation and Conflict Between 	<ul style="list-style-type: none"> • L13: Sugar: How One Product Shaped the Colonies (can easily add this into a 5 min class discussion or as a teaching point. No need for a full lesson).

	<p>Indigenous & British Peoples (Part II)</p> <ul style="list-style-type: none"> • L11: Pocahontas—A Case Study (<i>*Summative Lesson</i>) • L12: Labor in British North America <p>Cluster 3 Quick Check Assessment (optional):</p> <p>Short answer response: How were the North American colonies diverse and what caused their differences?</p> <p>Students can use lessons 7, 8 and 12 for support</p>	
<p>10/7/24 To 10/18/24</p>	<p><u>CLUSTER 4</u> <i>(How did African people survive and resist enslavement?)</i></p> <ul style="list-style-type: none"> • L14: The Maafa, or the Great Disaster: The Middle Passage • L15: European Beliefs and the Origins of Slavery • L16: Race, Slavery, and Laws • L17: Preserving Knowledge: the Creation of an African Diaspora • L18: The Stono Uprising: Resisting Enslavement • L19: Introducing the Abolitionists <p><i>*** Teacher created End of Cluster(s) assessment is recommended here before moving on to Cluster 2.</i></p>	
<p>10/21/24 To 11/1/24 (End of Tri1)</p>	<p><u>CLUSTER 5</u> <i>(Did most people in the British colonies believe they were American in 1750?)</i></p> <ul style="list-style-type: none"> • L20: Inquiry: Did Most People in the British Colonies Believe They Were American in 1750? (Part I) • L21: Inquiry: Did Most People in the British Colonies Believe They Were American in 1750? (Part II) • Summative Assessment 	

Unit 2: The American Revolution and Principles of the United States Government

G5.U2 - Inquiry Map.docx

Content Standard(s)

Cluster 1

5.2.1. 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.

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)

b. the slogan, "no taxation without representation"

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 from Boston (1776)

5.2.3 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.

Cluster 2

5.2.1. 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.

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 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)

5.2.4 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.

5.2.6 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.

5.2.7 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.

Cluster 3

5.3.1 Read the Preamble to and sections of the Constitution and explain how these writings reflect the following political principles: individual rights and responsibilities, equality, the rule of law, general welfare, limited government, representative democracy. Clarification statement:

Teachers may choose the sections of the Constitution that they believe to be most accessible and relevant to their students.

5.3.2. 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.

5.3.3. 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).

5.3.4. 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.

5.3.5. Explain that voting rights and property rights did not extend to women in the new Constitution.

Practice Standard(s):

- PS 1. Demonstrate civic knowledge, skills, and dispositions
- PS 4. Identify point of view in a source

Essential Questions:

1. What are the good things about representative government, and what are the challenges of making it work?
2. How and why do people act to protect their rights and interests?

Supporting Questions:

1. How did the Outcome of the French & Indian War affect the relationships among Indigenous nations, the colonies and Great Britain?
2. How did the events and ideas of the Revolution change people's lives?
3. How did the cooperation and efforts of different groups help the colonies to win independence?
4. How did Americans decide what the Constitution would say?

Enduring Understandings:

1. The French and Indian War (the North American theater of the global conflict known as the Seven Years' War) was a turning point in the relationship between the colonies and Great Britain. It led to changes in British policy and revealed the growing sense of independence due to time, distance, and a measure of self-government that the colonies had been allowed over the past century. The war was also important to continuing Indigenous struggles to protect their sovereignty in North America. Indigenous nations sided with the British or the French in the conflict to protect their interests. The treaty that ended the war opened the Mississippi Valley to British westward expansion into Indigenous lands, setting the colonists, Britain, and Indigenous nations on a path to future conflict.

2. The American Revolution was not inevitable. It took tremendous organizing, persuasion, and hard work to get the American colonies to cooperate and declare independence from Britain. Even then, many colonists, called Loyalists, still preferred to stay in the British empire.
3. The Revolution was a popular uprising powered by people of diverse groups and identities, including African Americans, Native Americans, White women, workers, and farmers, alongside each colony's political and business leaders. The American victory in the war took participation and sacrifice from all who fought for the cause. Often they had differing dreams or ideas about what an independent and free country would look like, which lay at the root of debates that began after independence and persist today.
4. When the American colonists left the British Empire, they needed to organize themselves around a new government. Over time it became clear that the Articles of Confederation, our first form of government, were too weak to address the new nation's challenges. This opened the door to a brand new plan of government, the U.S. Constitution of 1787. The Constitutional delegates had many bold and creative ideas about designing a new government. However, as White men and property owners who believed in their own supremacy and were interested in enhancing their own political power, their decisions and beliefs undermined the status of those whom they considered their inferiors, including women, African Americans, Indigenous people, and less-wealthy men.
5. The delegates had many disagreements. To unify and gain the agreement of all 13 states, they agreed to compromises about who would be represented in the new government and how. The harshest and most consequential was allowing slavery to continue. This happened by preserving the slave trade and giving extra representation to slaveholding states while giving zero rights to enslaved people.
6. The Declaration of Independence, U.S. Constitution, and Bill of Rights are the original founding documents of our national government. Core ideas behind them are consent of the governed and the prevention of tyranny (by stating rights and balancing powers). Giving people the ability to amend their government and tools to speak out for their rights and interests, these documents made space for later generations to develop the idea of active citizenship we have today.

Unit 2: The American Revolution and Principles of the United States Government

Must Do Lessons

- Essential learning for summative assessment

Nice to Do Lessons

- Opportunities for expanded learning about the topic

Cluster 1: *The Colonies Before The Revolution*

** After lesson 6, students will complete lesson 14 summative day 1

📖 G5.U2.L14 - Summative Day 1: Student Instructions

- Lesson 1: Who Governed the Colonies?

<ul style="list-style-type: none"> - Lesson 2: Perspectives on the French and Indian War - Lesson 3: Outcomes of the French and Indian War - Lesson 4: Taxes and Representation: The Sugar and Stamp Acts - Lesson 5: Boston Erupts! People and Perspectives in Conflict - Lesson 6: Dueling Dialogues from the Pre-Revolutionary Years 	<p>Lesson 2 & 3: Can combine because one introduces the war and the other shows the outcome. Helps students understand the cause and effect relationship.</p> <p>Lesson 6: Key formative assessment that builds off of Lesson 5</p> <ul style="list-style-type: none"> -Formative assessment: Dueling Dialogue Handout -heavy focus on POV
<p>Cluster 2: <i>The American Revolution and Its Aftermath</i></p> <p>** After lesson 13, students will complete lesson 15 summative day 2</p> <p>📖 G5.U2.L15 - Summative Day 2: Student Instructions</p> <p>** Note: This content is heavily covered in Unit 2 Week 1-2 of Wonders (Who Wrote the U.S Constitution)</p>	
<ul style="list-style-type: none"> - Lesson 7: The Start of the American Revolution: Perspectives on Lexington and Concord - Lesson 8: Choosing Sides: Loyalist, Patriot, or Neutral? - Lesson 9: The Declaration of Independence, Simplified - Lesson 11: Inquiry Cycle: Cooperating for Independence – The Role of Delegates to Congress - Lesson 12: Inquiry Cycle: Cooperating for Independence – Contributions Across Society - Lesson 13: Inquiry Cycle: Cooperating for Independence – A Patriotic Dialogue - Lesson 14 & 15: Summative Assessment: 	<p>Lesson 10: Revolutionary Ideas: Elizabeth Freeman and the Power of Words</p> <p>Leave as is (However, due to time constraints this lesson can be omitted if needed. It does not tie directly to the lesson before or after. However, it does tie in very nicely to Mass State history.</p> <p>Lesson 11: Sets up Lesson 12 so must be done immediately before</p> <p>Very quick, can be done in whole group as launch</p> <p>Can combine with 12 if time pressed</p> <p>Lesson 13: Introduces the concepts needed for the 2nd summative assessment (Lesson 15)</p> <ul style="list-style-type: none"> -The resources used here are used again to make the dialogue in lesson 15 -Requires EXPLICIT instruction. <p>Lesson 14: This portion of the summative directly assesses the work completed in cluster one.</p>

Cluster 3: *Building A New Government*

**** After lesson 20 give summative assessment lesson 21**

- Lesson 16: Creating a Constitution
- Lesson 17: Who Wasn't In the Room When the Constitution Was Written? (And What Might They Have Wanted to Say?)
- Lesson 18: The Big Ideas Behind the U.S. Constitution
- Lesson 19: The Harsheset Compromise of All: The Constitution and Slavery
- Lesson 20: Amending the Constitution: The Bill of Rights
- Lesson 21: Putting It Together: The Constitution & the Bill of Rights (*Summative Assessment, Part 2*)

Lesson 16: This begins of a review of the concepts and knowledge acquired in Wonders Unit 2, Weeks One and Two ("Who Wrote the US Constitution")

Leave Lesson 18 as is
Lesson 19 with it

-Heavy focus on Three-Fifths Compromise

Lesson 20 extension

If you want to extend it can have students create a poster on their amendment.

If short on time can just give students the example bank to work with.

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Writing Skill Development in Unit 2 Summative Assessments:

- Writing comments from multiple POVs (14)
- State an opinion on a POV and explain their choice and rationale (15)
- Identify a positive and negative decision made by the writers of the Constitution (21)

Unit 3: The Growth of the Republic

[Click here](#) for the Investigating History Hub for this unit.

***Note:**

[Click here](#) for Unit 3 Inquiry Map

Enduring Understandings (EU) are aligned to the content standards on pp. 71 - 82 in the [History/Social Science Framework](#) (pp. 71-82).

"Flex Day" noted in the pacing calendar is a day for teachers to use as needed.

Content Standards: Grade 5

5.1:7 Compare and contrast the living and working conditions of enslaved and free Africans and explain how some enslaved people sought their freedom.

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 [enslavers]. A number of slave rebellions resulted from these harsh conditions.

5.4:1 Identify the first three Presidents of the United States (George Washington, John Adams, and Thomas Jefferson); summarize key developments during their time (the Alien and Sedition Acts; Louisiana Purchase; Haitian Revolution); evaluate their leadership of the new nation.

5.4:2 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.

5.3:1 Analyze how the decisions made by the Constitutional Convention reinforced the institution of slavery and the power of states in which slavery was particularly prevalent

5.4:3a Describe the causes of the War of 1812 and how events during the war contributed to a sense of American nationalism. a. British restrictions on trade and impressment

5.4:4 On a map of New England, locate cities and towns that played important roles in the development of the textile and machinery industries, give examples of the short-and long-term benefits and costs of these industries.

5.4:5 Explain 19th-century conflicts between Native Peoples and national, state, and local governments in the United States over land ownership and rights to self-government.

5.5:1 Trace the state-by-state abolition of slavery in the Northern states in the 18th and 19th centuries and the expansion of slavery into western states;

Practice Standards:

PS 3. Organize information from multiple primary and secondary sources.

PS 4. Analyze the purpose and point of view of sources, explaining factors that influences people's perspectives.

PS 6. Argue or explain conclusions using valid reasoning and evidence.

Essential Question:

1. Who does it benefit, and who does it harm, when a nation expands its territory?
2. Was the Early Republic shaped more by its declared values or its economic interests?
3. How have people shown resilience, fought for their rights, and resisted oppression when confronted by injustice?

Supporting Questions:

1. Were the foreign policy decisions made by the leaders of the Early Republic shaped more by the nation's declared values or other interests?
2. How did Indigenous Nations take action to protect their sovereignty and what motivated their choices?
3. How did the people and government of the United States respond to Indigenous resistance? What were the consequences?
4. How was slavery connected to the nation's economic and territorial growth?
5. How did free and enslaved African Americans resist oppression and show resilience?
6. Who benefited and who was harmed by the economy of the Early Republic?

Enduring Understandings:

EU 1. The period of the Early Republic was a time when the United States was growing — both in terms of its land and its economy. As the nation expanded, it took advantage of the benefits of agriculture, industry, new technology, and global trade. However, although the power and wealth of the United States increased during this time, not everyone benefited from this growth, and some people were directly harmed by it.

EU 2. Two groups who were particularly exploited during this time were Indigenous peoples, many of whom were forced off their lands, and enslaved African Americans. However, in the face of this oppression, these groups consistently demonstrated agency, resilience, and resistance through diverse strategies and expressions.

EU 3. Throughout the Early Republic, those in power often chose not to apply the nation's declared values to everyone. There has always been a tension in the United States between making choices that live up to these declared values for all and making choices that unjustly benefit some groups over others — and this tension continues even today.

Summative Assessment (Day 1):

- Click here for [Teacher Handout](#)
- Click here for [Student Handout](#)
 - Determine the purpose and point of view of a primary source and identify the factors that account for the author's perspective
 - Identify and explain evidence supporting the idea that the Early Republic was shaped by its declared values or economic interests.

Summative Assessment (Day 2):

- Click here for [Teacher Handout](#)
- Click here for [Student Handout](#)
 - Organize information from multiple primary and secondary sources
 - Support claims about the Early Republic using textual evidence and disciplinary reasoning
 - Write a claim-evidence-reasoning paragraph that uses evidence from sources about the Early Republic

***Teacher discretion to determine which part(s) of “**Must Do**” lesson(s) to omit/ modify/ supplement/ scaffold, etc..

Unit 3: *The Growth of the Republic*

[Click here](#) for the Investigating History Hub for this unit.

<p>Term 3 Ends: 6/6/25 or TBD of report card deadlines Week of:</p>	<p style="text-align: center;"><u>Must Do Lessons:</u> (Essential to summative & Enduring Understandings.)</p>	<p style="text-align: center;"><u>Nice to Do Lessons:</u> (If time allows, not required/necessary for summative.)</p>
<p>****Unit 3's pacing is a bit slower than previous units due to April vacation and more lessons in each cluster. Teams can use their discretion to move at a quicker pace if needed.</p>		
<p>3/17/25 to 3/28/25</p>	<p><u>CLUSTER 1</u> (<i>Were the foreign policy decisions made by the leaders of the Early Republic shaped more by the nation's declared values or other interests?</i> <i>How did Indigenous Nations take action to protect their sovereignty and what motivated their choices?</i> <i>How did the people and government of the United States respond to Indigenous resistance? What were the consequences?)</i></p> <ul style="list-style-type: none"> • L1: How Do Values and Interests Shape a Nation? • L2: Foreign Policy Decisions in the Northwest Territory • L3: Foreign Policy Advice for Presidents of the Early Republic • L4: The United States and the Haitian Revolution - teachers can use this as a quick check assessment 	
<p>3/31/25 to 4/17/25 **gave extra time for review in lesson13</p>	<ul style="list-style-type: none"> • L5: Analyzing Artifacts from the Lewis and Clark Expedition • L6: Foreign Policy Decisions in the Louisiana Territory • L10: The Mashpee Wampanoag Fight for Sovereignty (1834 - Present) • L11: Perspectives on the Indian Removal Act 	<ul style="list-style-type: none"> • L7-9: Inquiry Cycle: Analyzing Resistance Strategies of Indigenous Nations (helpful background info but based on standard of "How did Indigenous take action..." Lessons 10-12 cover this. Teacher can pull out one or two ways from these 3 lessons on resistance and incorporate those in the

	<ul style="list-style-type: none"> • L12: The Trail of Tears and The Resilience of the Cherokee Nation • L13: Pausing for Practice: Curating Evidence to Support a Claim • Summative Assessment (Day 1) (having students wait until the end of cluster 3 is not beneficial as Summative 1 focuses solely on Cluster 1 content) 	beginning of lesson 10). **Also not assessed on the summative
4/28/25 to 5/13/25	<p><u>CLUSTER 2</u> <i>(How was slavery connected to the nation's economic and territorial growth? How did free and enslaved African Americans resist oppression and show resilience?)</i></p> <ul style="list-style-type: none"> • L14: Cotton, Slavery, and the Economics of Expansion • L16: The Cotton Economy, Slavery and Wealth • L15: The Cotton Gin, Cotton Mills, and Northern Connections to Slavery • L17: Enslavement and Resistance • L18: Perspectives of the Enslaved • L19: Resistance to Enslavement 	**End of cluster assessment (teacher discretion)
5/14/25 to 5/30/25 **gave extra time for summative	<p><u>CLUSTER 3</u> <i>(Who benefited and who was harmed by the economy of the Early Republic?)</i></p> <ul style="list-style-type: none"> • L20: Building the Early Republic: The Civic Value of Education • L21: The Economy and Workers of the Early Republic • L22: Researching and Analyzing the Industries and Work of the Early Republic • L23: Expert Convention: The Economy of the Early Republic • L24: Webbing the Economic Ecosystem of the Early Republic • Summative Assessment (Day 2) 	