

Appendix C: Grade 5 Curriculum Map

	Essential Content	Essential Questions	Primary Documents/Literature Connections (Recommended)	Suggested Alternative Assessments/Activities
Exploration (September-Nov. 1)	<ul style="list-style-type: none"> 1st migration into America (Native Americans)/Crossing the Bering Strait) Vikings (who, what, when, where, why) European exploration with Asia Spanish, British, French, Dutch Explorers and settlements (who, what, when, where, why) <p style="text-align: center;">Mass DOE Standards: 5.1, 5.3, 5.5</p>	<ul style="list-style-type: none"> How did the changing environment affect the first Americans? In what ways did exploration change the world? Why did the Europeans need to look for sea routes to Asia? What were the European nations looking for and why (motivations and goals)? What regions of North America were explored and settled by the Spanish, British, French, and Dutch? Describe the early relationship between the explorers, settlers, and indigenous people of North America. 	<ul style="list-style-type: none"> Artifacts, maps, navigational tools Viking sagas (<i>History of US: The First Americans</i>, pg. 56-57) Reference <i>America Will Be</i> (pg. 104-149) Reference <i>The United States: Its History and Neighbors</i> (pg. 80-84; 130-162) <i>Around the World in 100 Years</i> by Jean Fritz <i>Pedro's Journal by Pam Conrad</i> <i>Where Do You Think You're Going Christopher Columbus?</i> By Jean Fritz 	<ul style="list-style-type: none"> Trace major exploration routes on a map Locate and label where the Spanish, British, French and Dutch settled <i>History Alive</i>—Lesson 4 (excavating artifacts) Creating timelines that emphasize chronology Write letters from sailor's perspective on exploration ship, or Native American perspective <i>History Alive</i>—Lesson 5; Routes of Exploration
Colonies (Nov.1-Jan. 15)	<ul style="list-style-type: none"> Identify and map the 13 colonies Compare and contrast the 3 colonial regions (New England, Middle, and Southern/Chesapeake Bay Colonies) Puritan Massachusetts (government/philosophy, religion, education) Compare and contrast Jamestown and Plymouth Key Individuals: John Smith, William Penn, Lord Baltimore, John Winthrop, Roger Williams, Ann Hutchinson England as a dominant force in the Americas <p style="text-align: center;">Mass DOE Standards: 5.5, 5.7, 5.8, 5.9, 5.10</p>	<ul style="list-style-type: none"> Compare and contrast the climate, geography, natural resources and economies of the 3 colonial regions. What roles did women and slaves fulfill in the 3 regions? What were the colonies' reactions to British political and economic control (prior to 1763)? Describe the relationship between Native Americans and the Colonists (positive and negative). What is the legacy of Britain's rule in America (culture, education, government/law, language, and military)? What were some of the successes and failures of various colonies? 	<ul style="list-style-type: none"> Mayflower Compact Reference <i>National Geographic Colonial Theme Sets</i> <i>The History of US: Making 13 Colonies</i> (Ch. 24); and various other chapters Maps of original 13 colonies Maps of Boston and MA Bay Colonies Reference <i>America Will Be</i> (Ch. 6 pg. 126-147; Southern Colonies pg. 154-173; New England Colonies pg. 178-201; Middle Colonies pg. 206-228) Reference <i>The United States: Its History and Neighbors</i> (New England Colonies pg. 182-199; Middle Colonies pg. 200-215; Southern Colonies pg. 216-238) <i>The Witch of Blackbird Pond</i> by Elizabeth George Speare, <i>Sign of the Beaver</i> by Elizabeth George Speare 	<ul style="list-style-type: none"> Travel brochure/ads for the 3 colonial regions <i>History Alive</i>—Lesson 6; Early English Settlements <i>History Alive</i>—Lesson 7; chart for comparing and contrasting 3 Colonial regions Map and label 13 colonies and significant historical locations (Jamestown, Plymouth, Charleston, Chesapeake Bay, Appalachian Mountains) Create a book that answers the essential questions for comparing and contrasting the 3 regions Group Colonial poster presentations of 3 different regions

Appendix C: Grade 5 Curriculum Map

Revolution (Jan. 15-March 1)	<p>French and Indian War</p> <ul style="list-style-type: none"> Reasons and response and long term effects <p>British Imperial Policy</p> <ul style="list-style-type: none"> Sugar Act and Stamp Act Townsend Duties Tea Act and Intolerable Acts Quartering Act <p>Colonial Response</p> <ul style="list-style-type: none"> "No taxation without representation" Roles of Stamp Act Congress, Sons and Daughters of Liberty, Boston Tea Party "Common Sense" Loyalists <p>Mass DOE Standards: 5.15, 5.16, 5.18</p>	<ul style="list-style-type: none"> How did the French and Indian War impact change in British policy? How and why did Colonists respond to British taxation? What would the Revolution look like through Britain's perspective? Who were the important leaders? Identify and explain the reasons that led American colonists to support or oppose the Revolutionary War. 	<ul style="list-style-type: none"> Paul Revere's engraving (Boston Massacre) Thomas Paine's "Common Sense" <i>Uncommon Revolutionary</i> Map of North America (<i>History Alive</i>- pg. 105) Stamp Act paper (<i>History Alive</i>- pg. 107) Chapter 10 "Crisis with Britain" (<i>America Will Be</i>) <i>George Vs. George by Rosalyn Schanzer</i> <i>National Geographic: People Who Changed America</i> <i>National Geographic: Colonial Life</i> <i>Uncommon Revolution by Hamilton Waxman</i> 	<ul style="list-style-type: none"> Simulation of boycotting/taxation without representation Role play debate "should colonists go to war" Write a letter to King George telling him why he should grant the colonies independence Tea is Brewing (Field Trip to Old South Meetinghouse) Katie's Trunk (Narrative Poem located in Houghton Mifflin text) Lesson 10 "Growing Tensions between Colonies and Britain" (<i>History Alive</i> starting pg. 134)
	<p>Declaration of Independence</p> <ul style="list-style-type: none"> Ideas on equality Natural rights Purpose of Government <p>Mass DOE Standards 5.16, 5.18</p>	<ul style="list-style-type: none"> What were the reasons for declaring independence? What are the basic principles of the Declaration? Who were the important leaders? 	<ul style="list-style-type: none"> Declaration of Independence Paintings of leaders (<i>History Alive</i> – chapters 12 and 13) Chapter 11 "War Breaks Out" (<i>America Will Be</i>) <i>Will You Sign Here, John Hancock</i> Jean Fritz 	<ul style="list-style-type: none"> Preview Declaration Lesson 11 "To Declare or Not..." (<i>History Alive</i> starting pg 146)

Appendix C: Grade 5 Curriculum Map

Constitution and Government (March 1-May 1)	Major Battles of Revolution <ul style="list-style-type: none"> • Lexington and Concord • Bunker Hill • Saratoga • Valley Forge • Yorktown <p>Mass DOE Standards 5.17, 5.18</p>	<ul style="list-style-type: none"> • Describe briefly the significance of the major battles of the Revolutionary War. • What were the factors leading to American victory and British defeat? Who were the important leaders?	<ul style="list-style-type: none"> • <i>The American Crisis</i> by Thomas Paine (read by G. Washington) • <i>Midnight Ride of Paul Revere Longfellow Poem</i> and <i>The Midnight Ride of William Dawes</i> (Satire of Poem by Helen Moore) • Chapter 11 “War Breaks Out (<i>America Will Be</i>) • <i>National Geographic People Who Changed America</i> • <i>Heroes of the American Revolution</i> (Newbridge) • <i>Revolutionary Poet: Phyllis Wheatley Maryann Weidt</i> 	<ul style="list-style-type: none"> • Plotting path of soldiers through Arlington during battles of Lexington and Concord • Our National Heritage Museum/Minuteman National Historic Park (local friend trip)
	Crucial Events Leading to Constitutional Convention <ul style="list-style-type: none"> • Articles of Confederation • Shay’s Rebellion <p>Mass DOE Standards 5.20, 5.21</p> Constitutional Convention <ul style="list-style-type: none"> • Distribution of political power • Rights of individuals • Rights of states • The Great Compromise • Slavery Federalists vs. Anti-Federalists (Jeffersonians or Democrat-Republicans) <ul style="list-style-type: none"> • America’s first two political parties <p>Mass DOE Standards 5.21, 5.22</p>	<ul style="list-style-type: none"> • What are the reasons for the adoption and failure of Articles of Confederation? • What was the impact of these events? • Who were the important leaders? (Madison, Washington, B. Franklin, J. Adams, Hamilton) • What were the major issues for debate? • How did these issues impact the principles of the Constitution and Bill of Rights? • What were the beliefs of the major leaders of each political group? 	<ul style="list-style-type: none"> • Articles of Confederation • Chapter 12 “Searching for Unity” (<i>America Will Be</i>) • <i>National Geographic: The Constitution</i> • <i>Shh! We’re Writing the Constitution</i> Jean Fritz • <i>Father of the Constitution: James Madison</i> Barbara Mitchell 	<ul style="list-style-type: none"> • Make bumper stickers stating your rights • Classroom constitution • Lesson 14 “The Constitution” (<i>History Alive</i> starting pg. 186)
	Principals of American Democracy <ul style="list-style-type: none"> • Constitution and Bill of Rights • Three Branches of Government • Local, State and Federal Government <p>Mass DOE Standards 5.25, 5.26, 5.27</p>	<ul style="list-style-type: none"> • What are the functions of the three branches of government? • How do the three branches work together? • How does democracy affect you directly? Your town? Your state? • What were the reasons for the inclusion of the Bill of Rights? 	<ul style="list-style-type: none"> • Constitution • Bill of Rights • Checks and balances flow chart (<i>History Alive</i>- pg. 148) • First page of Constitution (<i>History Alive</i>- pg. 149) • Chapter 12 “Searching for Unity” (<i>America Will Be</i>) • <i>How the US Government Works</i> Syl Sobel 	<ul style="list-style-type: none"> • Mobile balancing 3 branches of Government (with responsibilities) • Create rock song to remember 3 branches of government • Make a list of problems that would occur if there were no federal government • Researching modern courts cases related to Bill of Rights • Write letters to town leaders, state leaders, federal leaders • Lesson 14 “The Constitution” (<i>History Alive</i> starting pg. 186) and Lesson 15 “The Bill of Rights” (<i>History Alive</i> starting pg 202)