

**Societies of North America: Lands and People: Ancient—1400s**

Students consider the diversity of the various American Indian nations in what is today the United States and their unique experiences before European exploration. This will include their locations, populations, and cultural identities. Students should analyze the impact of these nations on American society.

**IDEA**

1. migration
2. civilizations
3. shelter
4. culture
5. cultural groups
6. belief
7. archaeology
8. pre-Columbian societies of North America

**PEOPLE/ROLES**

1. Anasazi/Pueblo
2. Mississippian (Mound Builders)
3. Chinook
4. Iroquois League
5. Sioux
6. hunter-gatherers
7. early farmers

**PLACES/INSTITUTIONS**

1. North America
2. Mississippi River Valley
3. Great Plains
4. Rocky Mountain
5. Woodland
6. Northwest coast
7. Southeast

**EVENTS**

1. origin stories

**SKILLS**

See Appendix

**SAMPLE COMPELLING QUESTION**

2. How do people decide where to live? (Standard 1)
3. What were the rights and responsibilities of men and women in an American Indian cultural group? (Standard 2)
4. How were American Indian cultural groups shaped by beliefs and ideas? (Standard 3)
5. What causes people to change the way they live? (Standard 4)
6. Why were natural resources a common cause of conflict among American Indian cultural groups? (Standard 5)

**Exploration and Conflict: 1000s–1600**

This period begins with the encounters between American Indians and European explorers. During this unit students will concentrate on the causes and conflict associated with the exploration and settlement of North America. Students will analyze the competing interests of European nations and their American Indian counterparts.

**IDEA**

1. technology
2. exploration
3. European search for wealth and resources
4. trade
5. Imperialism
6. conflict
7. conquest
8. exploitation
9. Northwest Passage
10. Columbian Exchange
11. spread of Christianity
12. evangelization

**PEOPLE/ROLES**

1. Christopher Columbus
2. Hernando de Soto
3. Leif Eriksson
4. Henry Hudson
5. Francisco Coronado
6. conquistadors
7. Alvar Nuñez Cabeza de Vaca and Estevanico
8. Juan Ponce de Leon

**PLACES/INSTITUTIONS**

1. Spain
2. France
3. Netherlands
4. North America
5. Mississippi River
6. Spanish North America

**EVENTS**

1. Spanish mission system
2. Spanish introduction of the horse
3. establishment of St. Augustine
4. importation of slaves
5. charters
6. establishment of Jamestown

**SKILLS**

See Appendix

**SAMPLE COMPELLING QUESTION**

1. What were the choices and consequences of exploration? (Standard 1)
2. What were the perceived rights of the explorers and how did they impact the rights of the American

- Indians? (Standard 2)
3. How did beliefs of American Indians contrast with those of Europeans? (Standard 3)
  4. What changes to the people and land of North America were brought about by European contact? (Standard 4)
  5. In what ways did early European settlements differ? (Standard 5)

**Colonization: 1600s–1760**

This period of history focuses on the establishment, growth, and distinctive qualities of the various colonies. This includes the marked regional, political, social, and economic differences between the New England, Middle, and Southern colonies. Students should examine how these differences shaped the individuality of these colonies.

**IDEAS**

1. wealth and resources
2. indentured and involuntary servitude/slavery
3. trade
4. religious freedom
5. governing
6. salutary neglect
7. social and gender issues
8. aristocracy

**PEOPLE/ROLES**

1. Sir Walter Raleigh
2. Pilgrims, Roger Williams
3. King George III
4. Anne Hutchinson
5. Puritans
6. Quakers
7. Peter Stuyvesant
8. William Penn

**PLACES/INSTITUTIONS**

1. thirteen original colonies
2. Atlantic Ocean
3. New England colonies
4. Middle colonies
5. Southern colonies
6. West Africa
7. Great Britain

**EVENT**

1. charter
2. development of agriculture based economy
3. slavery
4. Mayflower Compact
5. English Bill of Rights
6. Triangular Trade Route
7. Great Awakening
8. Middle Passage
9. charter system

**SKILLS**

See Appendix

**SAMPLE COMPELLING QUESTION**

1. What were the consequences of colonizing the New World? (Standard 1)
2. Why might individuals agree to give up their rights to become indentured servants in the New World? (Standard 2)
3. How has Puritanism shaped American values? (Standard 3)
4. What critical factors led to the relative success of Massachusetts Bay Colony and the relative failures of Roanoke and Jamestown? (Standard 4)
5. How did geography affect the development of Colonial America? (Standard 5)

### **The Road to Independence: 1750s–1770**

The period leading up to the Declaration of Independence is shaped by Enlightenment ideas, geography, and conflict. The Enlightenment ideas should be studied for their influence on individual and natural rights of citizens. The geographic separation of the colonies from the English Crown by the Atlantic Ocean allowed for the free flow of these revolutionary, and at times radical, ideas. Conflicts abounded in this period from within and without. Students should examine how the Enlightenment ideas, economics, conflicts, and geography come together in the Declaration of Independence and ultimately the American Revolution.

#### **IDEAS**

1. taxation without representation
2. independence
3. alliance
4. natural rights
5. Enlightenment
6. monarchy

#### **PEOPLE/ROLES**

1. Pontiac
2. King George III
3. Founding Fathers
4. Patrick Henry
5. Samuel Adams

#### **PLACES/INSTITUTIONS**

1. Boston
2. New York
3. Philadelphia
4. Canada
5. Atlantic Ocean

#### **EVENTS**

1. Boston Tea Party
2. Boston Massacre
3. Stamp Act
4. Sugar Act
5. Townshend Acts
6. Intolerable Acts
7. French and Indian War
8. Enlightenment
9. Proclamation of 1763

#### **SKILLS**

See Appendix

#### **SAMPLE COMPELLING QUESTIONS**

1. What were the consequences of colonists resisting British policies? (Standard 1)
2. How were the rights of colonists different from those of citizens living in Britain? (Standard 2)
3. How did the Enlightenment shape the idea of government in the American colonies? (Standard 3)
4. How did the French and Indian War change the relationship between colonists, American Indians, and

the British government? (Standard 4)

5. How did the deteriorating relationship between Great Britain and the American colonies impact both countries? (Standard 5)

### The American Revolution: 1770s–1780s

The American Revolution cast a vision for a nation founded upon revolutionary ideas. The British attempts to regain its colonies are consistent with the actions of a sovereign nation. The American Revolution should be studied for a variety of reasons. Among these include efforts to organize a government based on these ideas, the hardships and successes faced by the revolutionary army, the effects of the revolution on the home front, and the global context of the American Revolution.

#### IDEAS

1. independence
2. self-government
3. freedom
4. liberty
5. equality
6. revolution

#### PEOPLE/ROLES

1. Loyalists
2. Patriot
3. Minutemen
4. Redcoats
5. Francis Marion
6. Continental Army
7. Benedict Arnold
8. Ben Franklin
9. King George III
10. Abigail Adams
11. James Forten

#### PLACES/INSTITUTIONS

1. Lexington and Concord
2. Saratoga
3. Bunker Hill
4. Yorktown
5. Paris
6. France
7. London
8. England
9. First and Second Continental Congresses

#### EVENTS

1. Declaration of Independence
2. First and Second Continental Congresses
3. *Common Sense*
4. Treaty of Paris
5. “Shot heard round the world”

#### SKILLS

See Appendix

#### SAMPLE COMPELLING QUESTIONS

1. How did people decide to be a Tory or a rebel? (Standard 1)
2. What is revolutionary about the rights laid out in the Declaration of Independence? (Standard 2)



3. How did the Revolution affect average citizens of the colonies? (Standard 3)
4. How did winning the Revolutionary War create revolutionary changes in America? (Standard 4)
5. What was the relationship between the states during and after the Revolution? (Standard 5)

**Building a New Nation: 1770s–1790s**

The post-revolutionary period in the United States is a critical moment in U.S. history. During this era the American Experiment goes through a period of refinement while dealing with the difficulties faced by the new nation.

**IDEAS**

1. individual rights
2. limited government
3. separation of powers
4. checks and balances
5. federalism
6. slavery
7. suffrage
8. religious freedom
9. states' rights

**PEOPLE/ROLES**

1. Founding Fathers
2. Federalists
3. Anti-Federalists
4. president
5. representative
6. senator
7. judge
8. George Washington's administration
9. Elizabeth Freeman
10. Phillis Wheatley

**PLACES/INSTITUTIONS**

1. Philadelphia
2. Northwest Territory
3. Kentucky
4. District of Columbia

**EVENTS**

1. Articles of Confederation
2. Constitutional Convention
3. Constitution
4. Bill of Rights
5. Shays' Rebellion
6. Great Compromise
7. Three-Fifths Compromise

**SKILLS**

See Appendix

**SAMPLE COMPELLING QUESTIONS**

1. What were the choices and consequences faced by the writers of the Constitution over the issue of slavery? (Standard 1)

2. How does the Bill of Rights affect individuals today? (Standard 2)
3. In what ways did the Constitution protect the rights of U.S. citizens better than the Articles of Confederation? (Standard 3)
4. What were the most significant changes in the nation after the Constitution was ratified? (Standard 4)
5. Is limited government an effective and efficient system? (Standard 5)

**APPENDIX****Evaluation of Historical Evidence Skills:**

1. Sourcing. Consider who wrote a document as well as the circumstances of its creation.
2. Contextualization. Locate a document in time and place, and understand how these factors shape its content.
3. Close reading. Examine the author's claims and evaluate the evidence used by the author to support those claims.
4. Corroboration. Consider details across multiple sources to determine points of agreement and disagreement.
5. Quote accurately from a text, including scripture and parables from the Bible, when explaining what the text says explicitly and when drawing inferences from the text ( 5.R.1)
6. Explain the relationships or interactions between two or more individuals, events, ideas, or concepts in a historical...text based on specific information in the text. (5.R.3)
7. Determine the meaning of general academic domain-specific, and faith-based words and phrases as they are used in a text, including figurative language such as metaphors and similes. (5 R.4)
8. Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent and describe how a narrator's or speaker's point of view and the Catholic point of view influences how events are described. (5. R.6)
9. Integrate information from several texts, including the Catechism of the Catholic Church, the Bible, and biographies of the lives of saints, on the same topic in order to write or speak about the subject knowledgeably, Comparing and contrasting stories in the same genre on their approaches to similar themes and topics (5.R.9)
10. Conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic (5.W.7)
11. Recall relevant information from experiences or gather relevant information from print and digital sources; summarize or paraphrase information in notes and finished work, and provide a list of sources (5.W.8)
12. Draw evidence from literary or informational texts to support analysis, reflection, and research. (5.W.9)

**Geography Skills which apply to human (cultural) and natural (physical) systems:**

1. Ask geographic questions such as spatial distributions, place, location, and scale.
2. Acquire geographic information from sources such as primary and secondary sources, photographs, observation, maps, etc.
3. Organize geographic information using a variety of methods including maps, graphs, diagrams, tables, charts, etc.
4. Analyze geographic information to seek patterns, infer relationships, make predictions, make inferences, evaluate bias, and synthesize information.
5. Answer geographic questions to construct knowledge and connect to the real world.

**Economic Skills:**

1. Ask economic questions about choices and consequences, incentives, and voluntary exchange.
2. Acquire economic information from sources such as primary and secondary sources, surveys, reference material and observation.
3. Analyze economic information using a variety of methods including diagrams, charts, graphs, and tables.

4. Answer economic questions by presenting economic information in oral and written reports and through charts and diagrams.
5. Exhibit decision making based on an understanding of consequences and cost/benefit.

**Civics Skills:**

1. Use criteria to make judgments about the strengths and weaknesses of a position on an issue.
2. Use criteria to arrive and defend a position that you can support.
3. Adhere to the fundamental principles of common good and justice for all.
4. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 5 topics and texts, building on others' ideas and expressing their own clearly. (5.SL.1)