



Course Title/Course #: Grade 5: American Experience

Start day: 1

Meetings: 44 instructional days (September 4th - November 5th)

Course Description

Our history and social sciences curriculum teaches fifth grade students the study of history and how it relates to the United States. Students will learn geography skills and apply these skills through activities that foster “real world” applications. They will review what they have learned about Native Americans and their interactions with European explorers. Students will learn about exploration of the new world, and how the United States changed as people migrated and colonization began. Students will examine events that shaped our country such as the American Revolution as well as how our government was created. This course is designed as an opportunity for students to engage in the past and work towards exploring the story of our country.

Pacing, Resources & Assessments ~ MP1

Time Frame (Days)	Standards of Learning	Units/Topics/Concepts	Resources	Assessments
Immerse into content all year	AE.1a The student will demonstrate skills for historical thinking, geographical analysis, economic decision making, and responsible citizenship by:	Analyzing and interpreting artifacts and primary and secondary sources to understand events in United States History.	Textbook: Virginia Social Studies: United States History to 1865, pp. 27–34, 57–64, 65–72, 73–78, 121–126, 127–132, 147–152, 153–161, 177–182, 191–198, 233–238, 245–250, 281–286, 287–294, 295–300, 375–380 Web Resources: <ul style="list-style-type: none"> Library of Congress Teaching American History BrainPop Educators Virginia State Standards 	Formative <ul style="list-style-type: none"> Short Answer questions DBQ’s Document investigations Compare and contrast charts Exit tickets Summative <ul style="list-style-type: none"> PBA DBQs Oral/Written reports on a document



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	Skills Progression Chart		<ul style="list-style-type: none"> • Library of Education Sources Graphic Organizer • Document Bank of Virginia <p>Education Experiences:</p> <p>The American Civil War Museum</p> <p>Virginia Museum of History and Culture</p>	
Immerse into content all year	<p>AE.1b</p> <p>The student will demonstrate skills for historical thinking, geographical analysis, economic decision making, and responsible citizenship by:</p> <p>Skills Progression Chart</p>	Analyzing and interpreting geographic information to determine patterns and trends in United States History	<p>Textbook:</p> <p>Virginia Social Studies: United States History to 1865, pp. 16, 19–26, 27–34, 36–41, 50–51, 66, 76, 80–81, 86–87, 94–95, 136, 142, 151, 185–186, 193, 322–323, 328–329, 330–331, 376</p> <p>Web Resources:</p> <ul style="list-style-type: none"> • Virginia Geographic Alliance • All over the map: 10 ways to teach Geography • Teaching Geography, National Geographic Society • BrainPop Educators Virginia State Standards • American Panorama • Interactive Maps and Printable's 	<p>Formative</p> <ul style="list-style-type: none"> • Map Bingo • Interactive Map labeling on the Smartboard • Reading assignments with map clues • Labeling a map <p>Summative</p> <ul style="list-style-type: none"> • PBA • Presentation of trends in US History • Creation of maps



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			<ul style="list-style-type: none"> • Document Bank of Virginia 	
Immerse into content all year	<p>AE.1c</p> <p>The student will demonstrate skills for historical thinking, geographical analysis, economic decision making, and responsible citizenship by:</p> <p>Skills Progression Chart</p>	Interpreting charts, graphs, and pictures to determine characteristics of people, places, or events in United States History	<p>Textbook:</p> <p>Virginia Social Studies: United States History to 1865, pp. 36–39, 50–53, 67, 75, 77, 80, 82 –83, 86, 88–89, 91, 94–95, 106–109, 136, 142, 144–145, 151, 155, 170–173, 182, 184, 187, 188–189, 192, 196, 200, 206–207, 217, 226–227, 228–229, 234–235, 242, 258, 261, 262–263, 274–275, 276–277, 285, 292, 304, 314–315, 316–317, 322–323, 325, 330, 334, 343, 344, 354–355, 356–357, 367, 370, 372, 389</p> <p>Web Resources:</p> <ul style="list-style-type: none"> • BrainPop Educators Virginia State Standards • SOLpass Contact your ITRT for username and password • Library of Education Sources Graphic Organizer • Document Bank of Virginia 	<p>Formative</p> <ul style="list-style-type: none"> • Timeline • Cause and effect chart with short answer questions • Analyze and interpret political cartoons • Compare and contrast illustrations and photos to written accounts of an event • Use primary sources to determine the impact of an event on Americans. • Exit Tickets <p>Summative</p> <ul style="list-style-type: none"> • DBQs • PBAs • Presentations of peoples • Creation of Infographics
Immerse into content all year	<p>AE.1d</p>		<p>Textbook:</p> <p>Virginia Social Studies: United States History to 1865, pp. 34, 41, 56, 59, 76, 148, 159, 188, 202, 208, 235,</p>	<p>Formative</p> <ul style="list-style-type: none"> • Using photographs and images to evaluate sources and determine bias



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	<p>The student will demonstrate skills for historical thinking, geographical analysis, economic decision making, and responsible citizenship by:</p> <p>Skills Progression Chart</p>	<p>Using evidence to draw conclusions and make generalizations.</p>	<p>244, 254, 265, 312, 322, 324, 335, 343, 345, 359-360, 368, 371, 399</p> <p>Web Resources:</p> <ul style="list-style-type: none"> • Library of Congress • Teaching American History • Teaching American History, George Mason University • Document Bank of Virginia 	<ul style="list-style-type: none"> • Comparing and contrasting events and making a generalization or conclusion from a chart • Analyzing comic strips • Multiple choice assessment • Exit ticket <p>Summative</p> <ul style="list-style-type: none"> • PBA • DBQs
<p>Immerse into content all year</p>	<p>AE.1e</p> <p>The student will demonstrate skills for historical thinking, geographical analysis, economic decision making, and responsible citizenship by:</p> <p>Skills Progression Chart</p>	<p>Comparing and contrasting historical, cultural, and political perspectives in United States history</p>	<p>Textbook: Virginia Social Studies: United States History to 1865, pp. 55-56, 158-161, 179-181, 196, 214, 234-235, 283, 289, 298-299, 342, 344-345, 362-365, 368-370, 372, 379</p> <p>Web Resources:</p> <ul style="list-style-type: none"> • Library of Congress • Teaching American History • Teaching American History, George Mason University • Edu place Graphic Organizers 	<p>Formative</p> <ul style="list-style-type: none"> • Graphic Organizer • Exit Ticket <p>Summative</p> <ul style="list-style-type: none"> • DBQ • PBA • Roundtable Discussions



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			<ul style="list-style-type: none"> • Document Bank of Virginia 	
Immerse into content all year	<p>AE.1f</p> <p>The student will demonstrate skills for historical thinking, geographical analysis, economic decision making, and responsible citizenship by:</p> <p>Skills Progression Chart</p>	Determining relationships with multiple causes or effects in United States History.	<p>Textbook: Virginia Social Studies: United States History to 1865, pp. 122–123, 124–125, 128–129, 154, 156–161, 196, 202–203, 210–211, 214–215, 252–253, 284–285, 289–290, 296–297, 342, 344–345, 362–365</p> <p>Web Resources:</p> <ul style="list-style-type: none"> • Library of Congress • Teaching American History • Teaching American History, George Mason University • T/TAC Graphic Organizers • Document Bank of Virginia 	<p>Formative</p> <ul style="list-style-type: none"> • Graphic Organizer • DBQ • Exit Ticket <p>Summative</p> <ul style="list-style-type: none"> • PBA • Creation of Infographics • Cause and Effect Chart
Immerse into content all year	<p>AE.1g</p> <p>The student will demonstrate skills for historical thinking, geographical analysis, economic decision making, and responsible citizenship by:</p>	Explaining connections across time and place	<p>Textbook: Virginia Social Studies: United States History to 1865, pp. 28, 31, 33, 36–37, 56, 59–61, 136, 155, 170–171, 184, 192, 200, 226–227, 274–275, 314–315, 325, 354–355</p> <p>Web Resources:</p> <ul style="list-style-type: none"> • Library of Congress • Teaching American History • Teaching American History, George Mason University 	<p>Formative</p> <ul style="list-style-type: none"> • Analyze primary and secondary source documents • Graphic Organizer • DBQ • Timeline • Exit Ticket <p>Summative</p> <ul style="list-style-type: none"> • PBA



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	Skills Progression Chart		<ul style="list-style-type: none"> • Document Bank of Virginia 	<ul style="list-style-type: none"> • DBQ • Creation of Timeline • Presentations
Immerse into content all year	<p>AE.1h</p> <p>The student will demonstrate skills for historical thinking, geographical analysis, economic decision making, and responsible citizenship by:</p> <p>Skills Progression Chart</p>	Using a decision making model to identify the costs and benefits of a specific choice made.	<p>Textbook: Virginia Social Studies: United States History to 1865, pp. 153-186, 233-238, 239-250, 296-299, 302-304, 322-324, 334-338, 378-379</p> <p>Web Resources:</p> <ul style="list-style-type: none"> • Library of Congress • Teaching American History • Teaching American History, George Mason University • Cost Benefit Graphic Organizer • Edhelper graphic organizer • PACED decision making model • Document Bank of Virginia 	<p>Formative</p> <ul style="list-style-type: none"> • Use the decision making model and primary and secondary sources to weigh the costs and benefits of: <ul style="list-style-type: none"> ○ Exploring North America ○ Interactions with American Indian cultures ○ Moving to the colonies ○ Beginning the American Revolution or the Civil War ○ Remaining loyal to the King or becoming a Patriot ○ Being a part of the Union or Confederate Army • DBQ's • Exit tickets <p>Summative</p> <ul style="list-style-type: none"> • Creation of a project that allows participants to "Choose Their Own Destiny" • Application of a decision making model to famous decisions in US History • PBA



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<p>Immerse into content all year</p>	<p>AE.1i.</p> <p>The student will demonstrate skills for historical thinking, geographical analysis, economic decision making, and responsible citizenship by:</p> <p>Skills Progression Chart</p>	<p>Identifying the rights and responsibilities of citizenship and the ethical use of material or intellectual property</p>	<p>Textbook: Virginia Social Studies: United States History to 1865, pp. 160–161, 181, 188–189, 194–195, 202–203, 208–209, 215, 235–236, 284, 288–294, 305</p> <p>Web Resources:</p> <ul style="list-style-type: none"> • Library of Congress • Teaching American History • Teaching American History, George Mason University • KidsHealth Plagiarism 101 • Edutopia Collaborative Learning • Document Bank of Virginia 	<p>Formative</p> <ul style="list-style-type: none"> • Primary source documents • DBQs • Compare/contrast U.S. Constitution and Bill of Rights • Exit ticket <p>Summative</p> <ul style="list-style-type: none"> • PBA • Group Activities
<p>Immerse into content all year</p>	<p>AE.1j</p> <p>The student will demonstrate skills for historical thinking, geographical analysis, economic decision making, and responsible citizenship by:</p>	<p>Investigating and researching to develop products orally and in writing</p>	<p>Textbook: Virginia Social Studies: United States History to 1865, pp. 34, 41, 48, 64, 84, 104, 120, 126, 140, 146, 161, 168, 182, 212, 224, 238, 256, 265, 272, 305, 312, 326, 332, 352, 380, 393</p> <p>Web Resources:</p> <ul style="list-style-type: none"> • Library of Congress • Teaching American History • Teaching American History, George Mason University • Creating Newspaper 	<p>Formative</p> <ul style="list-style-type: none"> • Discussing current events • Creation of newspaper articles and headlines • Analyzing and drawing conclusions using primary and secondary sources • DBQ • Exit tickets <p>Summative</p> <ul style="list-style-type: none"> • PBA • DBQ • Presentations



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	<p>Skills Progression Chart</p>		<p>Headlines</p> <ul style="list-style-type: none"> Speaking in the Classroom 	<ul style="list-style-type: none"> Creation of movies
17	<p>AE.2a, AE.2b, AE.2c, AE.2d</p> <p>The student will interpret maps, globes, photographs, pictures, or tables to:</p> <p>(imbed skill standard AE.1b.c.d)</p>	<p>a) locate the seven continents and five oceans;</p> <p>b) locate and describe major geographic regions of North America: Coastal Plain, Appalachian Mountains, Canadian Shield, Interior Lowlands, Great Plains, Rocky Mountains, Basin and Range, and Coastal Range;</p> <p>c) locate major water features and explain their importance to the early history of the United States: Great Lakes, Mississippi River, Missouri River, Ohio River, Columbia River, Colorado River, Rio Grande, St. Lawrence River, Atlantic Ocean, Pacific Ocean, and Gulf of Mexico;</p>	<p>Textbook: Virginia Social Studies: United States History to 1865, pp. 1-6, 7-12, 13-18, 19-26, 27-34, 35-41</p> <p>Instructional Strategies: T/TAC Online</p> <p>RPS History Weebly</p> <p>Web Resources:</p> <p>Geography</p> <ul style="list-style-type: none"> BrainPOPjr Continents and Oceans Flocabulary (geography) <p>Regions</p> <ul style="list-style-type: none"> SOL Pass Regions SOL Teacher Geographic Regions Virginia Regions Song (YouTube) Document Bank of Virginia 	<p>Formative</p> <ul style="list-style-type: none"> Teacher observation of map skills. Focus on knowledge of oceans and continents. Foldables: continents, oceans, regions, & Native Americans Quizzes Write it Down – Students write an explanation of what they understand about oceans and continents Exit slips (things I learned today - things I found interesting - questions I still have) Socrative <p>Summative</p> <ul style="list-style-type: none"> Power School Unit Tests PBA - creating their own map



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		d) recognize key geographic features on maps, diagrams, and/or photographs.		
17	<p>AE.3a, AE.3 b, AE.3c</p> <p>The student will apply social science skills to understand how early cultures developed in North America by:</p> <p>(imbed skill standard AE.1a,b,e,g)</p> <p>Skills Progression Chart</p>	<p>a) describing how archaeologists have recovered material evidence of ancient settlements, including Cactus Hill in Virginia;</p> <p>b) locating where the American Indians lived, with emphasis on the Arctic (Inuit), Northwest (Kwakiutl), Plains (Lakota), Southwest (Pueblo), and Eastern Woodlands (Iroquois);</p> <p>c) describing how the American Indians used the resources in their environment.</p>	<p>Virginia Social Studies: United States History to 1865, pp. 50-55, 57-64, 65-72- 73-78, 79-84, 85-92, 93-97, 98-04</p> <p>Web Resources</p> <ul style="list-style-type: none"> • Smithsonian Education Native American Resources • Virginia Indian Archive • Meet the State Recognized Tribes • Document Bank of Virginia • Encyclopedia Virginia <p>Literary Connections:</p> <ul style="list-style-type: none"> • <i>Return of the Buffaloes</i> by Paul Goble • <i>Dreamcatcher</i> by Audrey Osofsky • <i>Rattlesnake Mesa</i> by Ednah New Rider Weber and Richela Renkun <p>Educational Experiences:</p> <p>Museum of History and Culture</p> <p>Frontier Culture Museum</p> <p>Jamestown Settlement</p>	<p>Formative</p> <ul style="list-style-type: none"> • Exit tickets • Identification of Native American regions/ locations • Quizzes <p>Summative</p> <ul style="list-style-type: none"> • Power School • Unit Tests • Creation of Reports on different Native American groups/cultures



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10	AE.1, 2, 3 (imbed skill standard AE.1a,b,c,g,i*,j*) Skills Progression Chart	REVIEW AND BENCHMARK TEST 1	Web Resources: Geography <ul style="list-style-type: none">• BrainPOPjr Continents and Oceans• Flocabulary (geography) Regions <ul style="list-style-type: none">• SOL Pass Regions• SOL Teacher Geographic Regions• Virginia Regions Song (YouTube) American Indians <ul style="list-style-type: none">• WatchKnowLearn - Early Americans• Smithsonian Education Native American Resources• Meet the State Recognized Tribes• Virginia Indian Archive	Summative: <ul style="list-style-type: none">• Benchmark assessment• Projects - ex. diorama of a Native American town• PBA - create a map of the regions of the US, presenting about a particular tribe
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Start day: 45

Meetings: 45 instructional days (November 6th--January 25th)

Course Description

Our history and social sciences curriculum teaches fifth grade students the study of history and how it relates to the United States. Students will learn geography skills and apply these skills through activities that foster “real world” applications. They will review what they have learned about Native Americans and their interactions with European explorers. Students will learn about exploration of the new world, and how the United States changed as people migrated and colonization began. Students will examine events that shaped our country such as the American Revolution as well as how our government was created. This course is designed as an opportunity for students to engage in the past and work towards exploring the story of our country.

Pacing, Resources & Assessments ~ MP2

Time Frame (Days)	Standards of Learning	Units/Topics/Concepts	Resources	Assessments
18	AE.4a , AE.4b , AE.4c The student will apply social science skills to understand European exploration in North America and West Africa by: (imbed skill standard AE.1a,b,d,e,f,h)	a) describing the motivations for, obstacles to, and accomplishments of the Spanish, French, Portuguese, and English explorations;	Textbook: Virginia Social Studies: United States History to 1865, pp. 121-161 Instructional Resources: T/TAC Online SOL Pass Explorers and Maps Web Resources: North American Exploration <ul style="list-style-type: none"> Education Place Maps History.com (exploration) National Humanities Center West African Exploration	Formative <ul style="list-style-type: none"> KWL Foldables: explorers Quizzes Exit slips (things I learned today - things I found interesting - questions I still have) Peer Questioning – Students come up with 3-5 questions about European explorers for a peer Interactive Notebook Socrative Summative <ul style="list-style-type: none"> Power School



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	<p>Skills Progression Chart</p>	<p>b) describing cultural and economic interactions between Europeans and American Indians that led to cooperation and conflict, with emphasis on the American Indian and European concept of land;</p> <p>c) identifying the location and describing the characteristics of West African societies (Ghana, Mali, and Songhai) and their interactions with traders.</p>	<ul style="list-style-type: none"> • Enchanted Learning African Exploration • Mr. Nussbaum (explorers) • S.T.A.R. USI.4 • Document Bank of Virginia • Encyclopedia Virginia <p>Literary Connections:</p> <ul style="list-style-type: none"> • <i>Seaman: The Dog Who Explored the West with Lewis and Clark</i> by Gail Langer Karwoski • <i>Guests</i> by Michael Dorris • <i>In the Time of the Drums</i> by Kim L. Siegelson <p>Educational Experiences:</p> <p>Museum of History and Culture</p> <p>Frontier Culture Museum</p> <p>Jamestown Settlement</p>	<ul style="list-style-type: none"> • Unit Tests
<p>17</p>	<p>AE.5a, AE.5b, AE.5c, AE.5d, AE.5e</p>	<p>a) describing the religious and economic events and conditions that led to the colonization of America;</p>	<p>Textbook: Virginia Social Studies: United States History to 1865, pp. 177-182</p> <p>Instructional Resources:</p> <ul style="list-style-type: none"> • T/TAC Online <p>Web Resources:</p> <p>Colonial America</p>	<p>Formative</p> <ul style="list-style-type: none"> • Write it Down – Students write an explanation of what they understand about Colonial America • PowerPoint Presentation (4-6 slides on life in Early America) • Exit slips (things I learned today - things I found interesting - questions I still have)



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<p>The student will apply social science skills to understand the factors that shaped colonial America by:</p> <p>(imbed skill standard AE.1a,b,c,h)</p> <p>Skills Progression Chart</p>	<p>b) describing life in the New England, Mid-Atlantic, and Southern colonies, with emphasis on how people interacted with their environment to produce goods and services;</p> <p>c) describing specialization of and interdependence among New England, Mid-Atlantic, and Southern colonies;</p>	<ul style="list-style-type: none"> • S.T.A.R. VS.3 and USI.5 • Virginia Studies Ready Resources • Land of the Brave (Colonial America) • Timeline – America’s Library • Discovery Education Colonial Virginia <i>contact your ITRT for login information</i> • Document Bank of Virginia • Encyclopedia Virginia • Jamestown and Plymouth Compare and Contrast <p>Literary Connections:</p> <ul style="list-style-type: none"> • <i>The New Americans: Colonial Times: 1620-1689</i> by Betsy Maestro • <i>Fort Mose: And the Story of the Man Who Built the First Free Black Settlement in Colonial America</i> by Glennette Tilley Turner <p>Educational Experiences:</p> <p>Museum of History and Culture Frontier Culture Museum Williamsburg Henricus Park Onsite Programs</p>	<ul style="list-style-type: none"> • Socrative • Venn Diagram –Colonial America versus life in America today <p>Summative</p> <ul style="list-style-type: none"> • Power School • Unit Tests • Project – Life in Colonial America
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10	AE.1, 2, 3, 4, 5 (imbed skill standard AE.1a,b,c,g,i*,j*)	REVIEW AND BENCHMARK TEST 2 (History Fair)		
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Start day: 90

Meetings: 43 instructional days (January 29th--March 29th)

Course Description

Our history and social sciences curriculum teaches fifth grade students the study of history and how it relates to the United States. Students will learn geography skills and apply these skills through activities that foster “real world” applications. They will review what they have learned about Native Americans and their interactions with European explorers. Students will learn about exploration of the new world, and how the United States changed as people migrated and colonization began. Students will examine events that shaped our country such as the American Revolution as well as how our government was created. This course is designed as an opportunity for students to engage in the past and work towards exploring the story of our country.

Pacing, Resources & Assessments ~ MP3

Time Frame (Days)	Standards of Learning	Units/Topics/Concepts	Resources	Assessments
24	AE.6a , AE.6b , AE.6c , AE.6d The student will apply social science skills to understand the causes and results of the American Revolution by: (imbed skill standard AE.1a,c,d,f,h) Skills	*History Fair* a) explaining the issues of dissatisfaction that led to the American Revolution; b) describing how political ideas shaped the revolutionary movement in America and led to the Declaration of Independence;	Textbook: Virginia Social Studies: United States History to 1865, pp. 233-265 Instructional Resources: <ul style="list-style-type: none"> T/TAC Online Web Resources: American Revolution <ul style="list-style-type: none"> S.T.A.R. VS.5 and USI.6 Virginia Studies Ready Resources Mr. Nussbaum (American Revolution) 	Formative <ul style="list-style-type: none"> Teacher Observation (have students answer the essential question) KWL Foldables: Minutemen and Redcoats Quizzes Exit slips (things I learned today - things I found interesting - questions I still have) Compare and Contrast graphic organizer (Colonists/British) Interactive Notebook Socrative Summative



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	Progression Chart	<p>c) describing key events and the roles of key individuals in the American Revolution, with emphasis on George Washington, Benjamin Franklin, Thomas Jefferson, Patrick Henry, and the Marquis de Lafayette; and</p>	<ul style="list-style-type: none"> ● Discovery Education American Revolution Cause and Effects <i>contact your ITRT for login information</i> ● PBS - Liberty! ● SOL Pass US1.6 ● St. John's Church SOL activities ● Document Bank of Virginia ● Encyclopedia Virginia <p>Literary Connections</p> <ul style="list-style-type: none"> ● <i>Liberty or Death: The Surprising Story of Runaway Slaves Who Sided with the British During the American Revolution</i> by Margaret Whitman Blair ● <i>Wood Runner</i> by Gary Paulsen <p>Educational Experiences:</p> <ul style="list-style-type: none"> ● Museum of History and Culture ● St. John's Church ● Monticello American Revolution Virtual Tour ● Jamestown Outreach 	<ul style="list-style-type: none"> ● Power School ● Unit Tests ● Projects
9	AE.7a, AE.7b		<p>Textbook: Virginia Social Studies: United States History to 1865, pp. 281-286, 295-305</p>	<p>Formative</p> <ul style="list-style-type: none"> ● Postcard writing to a historical figure ● KWL



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	<p>The student will apply social science skills to understand the challenges faced by the new nation by:</p> <p>Skills Progression Chart</p>	<p>a) explaining the weaknesses and outcomes of the government established by the Articles of Confederation;</p> <p>b) describing the historical development of the Constitution of the United States;</p> <p>c) describing the major accomplishments of the first five presidents of the United States.</p>	<p>Instructional Resources:</p> <ul style="list-style-type: none"> • T/TAC Online <p>Web Resources:</p> <p>A New Nation</p> <ul style="list-style-type: none"> • S.T.A.R. VS.6 and USI.7 • Virginia Studies Ready Resources • Discovery Education Articles of Confederation <i>contact your ITRT for login information</i> • Challenges of a New Nation • SOL Pass USI.7 • Flocabulary "A More Perfect Union" • Document Bank of Virginia <p>Literary Connections</p> <ul style="list-style-type: none"> • <i>Shh! We're Writing the Constitution</i> by Jean Fritz • <i>Thomas Jefferson: Letters from a Philadelphia Bookworm</i> by Jennifer Armstrong <p>Educational Experiences:</p> <p>Museum of History and Culture John Marshall House Colonial Williamsburg Adopting a New Nation</p>	<ul style="list-style-type: none"> • Chalkboard Splash – Multiple students respond to questions about the challenges of a new nation • Quizlet • Exit slips (things I learned today - things I found interesting - questions I still have) • 3 Things – Students note 3 things a peer might not understand • Interactive Notebook • Socrative <p>Summative</p> <ul style="list-style-type: none"> • Power School • Unit Tests • Projects
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10	AE.1--7 (imbed skill standard AE.1a,b,c,g,i*,j*)	REVIEW AND BENCHMARK TEST 3		
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Start day: 133

Meetings: 48 instructional days (April 8th--June 14th)

Course Description

Our history and social sciences curriculum teaches fifth grade students the study of history and how it relates to the United States. Students will learn geography skills and apply these skills through activities that foster “real world” applications. They will review what they have learned about Native Americans and their interactions with European explorers. Students will learn about exploration of the new world, and how the United States changed as people migrated and colonization began. Students will examine events that shaped our country such as the American Revolution as well as how our government was created. This course is designed as an opportunity for students to engage in the past and work towards exploring the story of our country.a

Pacing, Resources & Assessments ~ MP4

Time Frame (Days)	Standards of Learning	Units/Topics/Concepts	Resources	Assessments
13	<p>AE. 8a, AE.8b, AE. 8c</p> <p>The student will apply social science skills to understand westward expansion and reform in America from 1801 to 1861 by:</p> <p>(imbed skill standard AE.1a,b,c,e,f,g,h)</p>	<p>a) describing territorial expansion and how it affected the political map of the United States, with emphasis on the Louisiana Purchase, the Lewis and Clark expedition, and the acquisitions of Florida, Texas, Oregon, and California;</p>	<p>Textbook: Virginia Social Studies: United States History to 1865, pp. 321-326, 342-343</p> <p>Instructional Resources:</p> <ul style="list-style-type: none"> • T/TAC Online <p>Web Resources:</p> <p>Westward Expansion</p> <ul style="list-style-type: none"> • S.T.A.R. VS.6c and USI.8 • Virginia Studies Ready Resources 	<p>Formative</p> <ul style="list-style-type: none"> • Map of Lewis and Clark’s Expedition • KWL • Westward Expansion Diorama • Quizzes • Exit slips (things I learned today - things I found interesting - questions I still have) • Peer Evaluation • Socrative <p>Summative</p> <ul style="list-style-type: none"> • Power School • Unit Tests



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	<p>Skills Progression Chart</p>	<p>b) explaining how geographic and economic factors influenced the westward movement of settlers; c) explaining the impact of westward expansion on American Indians</p>	<ul style="list-style-type: none"> • Discovery Education Louisiana Purchase and Lewis and Clark <i>contact your ITRT for login information</i> • SOL Pass USI.8 • Westward Expansion Timeline • Scholastic Dear America (expansion) • BrainPop Westward Expansion • Document Bank of Virginia <p>Literary Connections</p> <ul style="list-style-type: none"> • <i>The Story of Sacajawea: Guide to Lewis and Clark</i> by Della Rowland • <i>Frontier Family Life</i> by Marianne Bell • <i>Dakota Dugout</i> by Ann Turner. <p>Educational Experiences: Museum of History and Culture Frontier Culture Westward Expansion</p>	<ul style="list-style-type: none"> • Projects
<p>20</p>	<p>AE.9a, AE.9b, AE.9c, AE.9d, AE.9e, AE.9f</p>		<p>Textbook: Virginia Social Studies: United States History to 1865, pp. 361-374, 375-393</p>	<p>Formative</p> <ul style="list-style-type: none"> • Quick Write – Students have 3 minutes to reflect and summarize the lesson • KWL



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<p>The student will apply social science skills to understand the causes, major events, and effects of the Civil War by:</p> <p>(imbed skill standard AE.1a-h)</p> <p>Skills Progression Chart</p>	<p>a) describing the cultural, economic, and constitutional issues that divided the nation;</p> <p>b) explaining how the issues of states' rights and slavery increased sectional tensions;</p> <p>c) <u>locating</u> on a map the states that seceded from the Union and those that remained in the Union;</p> <p>d) describing the roles of Abraham Lincoln, Jefferson Davis, Ulysses S. Grant, Robert E. Lee, Thomas "Stonewall" Jackson, and Frederick Douglass in events leading to and during the war;</p> <p>e) describing critical developments in the war, including the location of major battles;</p>	<p>Instructional Resources:</p> <ul style="list-style-type: none"> • T/TAC Online <p>Web Resources:</p> <p>Civil War</p> <ul style="list-style-type: none"> • S.T.A.R. VS.7 and USI.9 • Virginia Studies Ready Resources • Discovery Education Civil War <i>contact your ITRT for login information</i> • SOL Pass USI.9 • Civil War Trust • Mr. Nussbaum Civil War for Kids • WatchKnowLearn Civil War Causes • BrainPop Civil War Causes • Civil War Richmond • Document Bank of Virginia • Encyclopedia Virginia <p>Literary Connections</p> <ul style="list-style-type: none"> • <i>The Tree</i> by Karen Gray Ruelle • <i>I'll Pass for Your Comrade: Women Soldiers in the Civil War</i> by A. Silvey • <i>Mr. Lincoln's Boys</i> by Staton Rabin 	<ul style="list-style-type: none"> • Debate – Students are assigned to the North or South and have to discuss the concerns of each side • Civil War Diorama • Quizzes • Exit slips (things I learned today - things I found interesting - questions I still have) • Peer Evaluation • Socrative <p>Summative</p> <ul style="list-style-type: none"> • Power School • Unit Tests • Projects
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		f) describing the effects of war from the perspectives of Union and Confederate soldiers (including African American soldiers), women, and enslaved African Americans.	<ul style="list-style-type: none"> • <i>Two Girls of Gettysburg</i> by Lisa Klein <p>Educational Experiences: Museum of History and Culture American Civil War Museum Virginia War Museum National Park Field Trips</p>	
15	<p>All SOLS</p> <p>(imbed all skill standard AE.1, focusing on i and j)</p> <p>Skills Progression Chart</p>	Review and Projects	<p>Helpful Websites:</p> <ul style="list-style-type: none"> • Mr. Nussbaum Projects • Education World American Revolution Project Ideas and Plans • A Book in Time Civil War Projects • Document Bank of Virginia • Performance-Based Assessment 101 • ASCD Implementing PBA's in the classroom • Native American Tribe Research Project • Colonial America STEM Challenge 	<p>Projects</p> <ul style="list-style-type: none"> • Diorama • Create a Video – Students create short videos representing topics from throughout the year • Timelines – Students can use timeline templates to create timelines for the American Revolution, Westward Expansion, or Civil War • Art Integration – Students choose to be a colonist or loyalist. They will create and decorate a t-shirt representing their choice • Poster boards • Creation of commercials for the colonies • Creating comics depicting battles/war efforts • Propaganda Ads for sides in Revolution/Civil War



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				<ul style="list-style-type: none">• Pamphlets for each standard to pass down to future classes• Facebook Page for a Famous Virginian• Native American Tribe Research
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INTRODUCTION

The *History and Social Science Standards of Learning Curriculum Framework 2015*, approved by the Board of Education on January 28, 2016, is a companion document to the 2015 *History and Social Science Standards of Learning for Virginia Public Schools*. The Curriculum Framework amplifies the Standards of Learning by defining the content understandings, knowledge, and skills that are measured by the Standards of Learning assessments.

The standards and Curriculum Framework are not intended to encompass the entire curriculum for a given grade level or course, nor to prescribe how the content should be taught. School divisions are encouraged to incorporate the standards and Curriculum Framework into a broader, locally designed curriculum. The Curriculum Framework delineates in greater specificity the minimum content that all teachers should teach and all students should learn. Teachers are encouraged to go beyond the standards and select instructional strategies and assessment methods appropriate for their students. Additional



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details such as the names of historical figures whose study further enrich the standards and clarify the concepts under investigation will be found in the Curriculum Framework.

The Curriculum Framework facilitates teacher planning by identifying essential understandings, knowledge, and skills. Together, these key elements provide the focus of instruction for each standard. The purpose of each section is explained below:

Standard of Learning Statement

Each page begins with a Standard of Learning statement as a focus for teaching and learning. Students will apply social science skills to understand the interrelationships between the history, geography, economics, and civics content, as well as become actively engaged in their learning.

Essential Skills (Standard 1)

The essential history and social science skills are outlined in Standard 1 for each grade level or course. Students use these skills to increase understanding of the history and social sciences content, including historical, geographic, political, and economic events or trends. The development of these skills is important in order for students to become better-informed citizens.

The first column for Standard 1 contains “Essential Understandings,” which are described below. The second column contains examples of how the skill may be applied in the classroom.

Note: The skills will not be assessed in isolation; rather, they will be assessed as part of the content in the *History and Social Science Standards of Learning*.

Essential Understandings

This column includes the fundamental background information necessary to acquire and apply the essential knowledge. The understandings should help students develop a sense of context, including why the essential knowledge is relevant to the standard; thus, teachers should use these understandings as a basis for lesson planning.

Essential Knowledge

This column delineates the key content facts, concepts, and ideas that students should grasp in order to demonstrate understanding of the standard. This information is not meant to be exhaustive or a limitation on what is taught in the classroom. Rather, it is meant to be the principal knowledge defining the standard.

The Curriculum Framework serves as a guide for Standards of Learning assessment development; however, assessment items may not and should not be verbatim reflections of the information presented in the Curriculum Framework.



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STANDARD USI.1a ([Back to CPR](#))

The student will demonstrate skills for historical thinking, geographical analysis, economic decision making, and responsible citizenship by
a) analyzing and interpreting artifacts and primary and secondary sources to understand events in United States history;

Essential Understandings	Experiences may include but are not limited to the following:															
<p>Primary and secondary sources enable us to examine evidence closely and to place it in a broader context.</p> <p>An artifact is an object or tool that tells us about the people from the past.</p> <p>A primary source is an artifact, document, image, or other source of information that was created during the time under study.</p> <p>A secondary source is a document, image, or other source of information that relates or discusses information originally presented elsewhere.</p> <p>Analyzing and interpreting includes identifying the important elements of information sources in order to make inferences and generalizations, and draw conclusions.</p>	<ul style="list-style-type: none"> Use an analysis tool to analyze and interpret artifacts and primary and secondary sources. <p>Sample Analysis Tool</p> <table border="1" data-bbox="602 613 1680 1214"> <thead> <tr> <th colspan="2" data-bbox="602 613 1680 678">Title of Informational Source:</th> </tr> <tr> <th data-bbox="602 678 1215 743">Key Elements</th> <th data-bbox="1215 678 1680 743">Evidence</th> </tr> </thead> <tbody> <tr> <td data-bbox="602 743 1215 808">Observation: What do you see?</td> <td data-bbox="1215 743 1680 808"></td> </tr> <tr> <td data-bbox="602 808 1215 889">Source: Who created the source?</td> <td data-bbox="1215 808 1680 889"></td> </tr> <tr> <td data-bbox="602 889 1215 971">Context: Where is the source located in terms of time and place?</td> <td data-bbox="1215 889 1680 971"></td> </tr> <tr> <td data-bbox="602 971 1215 1076">Historical Perspective: Whose point of view does the source represent?</td> <td data-bbox="1215 971 1680 1076"></td> </tr> <tr> <td data-bbox="602 1076 1215 1214">Analysis: What is the source’s impact on history?</td> <td data-bbox="1215 1076 1680 1214"></td> </tr> </tbody> </table>		Title of Informational Source:		Key Elements	Evidence	Observation: What do you see?		Source: Who created the source?		Context: Where is the source located in terms of time and place?		Historical Perspective: Whose point of view does the source represent?		Analysis: What is the source’s impact on history?	
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STANDARD USI.1b ([Back to CPR](#))

The student will demonstrate skills for historical thinking, geographical analysis, economic decision making, and responsible citizenship by
b) analyzing and interpreting geographic information to determine patterns and trends in United States history;

Essential Understandings	Experiences may include but are not limited to the following:
<p>Analyzing and interpreting involves identifying the important elements of geographic sources in order to make inferences and generalizations and draw conclusions.</p> <p>The knowledge of geography and the application of geographic skills enable us to understand relationships between people, their behavior, places, and the environment in order to solve problems.</p> <p>The physical geography of a location had a direct impact on the lives of people in the United States and how they adapted to their environment.</p> <p>Geographic themes include</p> <ul style="list-style-type: none"> ● location ● place ● regions ● movement ● human-environment interaction. 	<ul style="list-style-type: none"> ● Acquire geographic information from a variety of sources, such as <ul style="list-style-type: none"> ○ GIS (Geographic Information Systems) ○ field work ○ satellite images ○ photographs ○ maps, globes ○ charts and graphs ○ databases ○ primary sources ○ diagrams. ● Analyze the relationship between physical and human geography (e.g., life in the New England, Mid-Atlantic, and Southern colonies). ● Analyze geographic information related to the movement of people, products, resources, ideas, and language to determine patterns and trends throughout United States history. ● Examine maps of a location before and after a major conflict to discuss how the conflict affected the social, political, and economic landscape of an area. ● Use maps to explain how the location of resources influences the patterns, trends, and migration of populations. <p>Five themes of geography</p> <ul style="list-style-type: none"> ● Location: Defined according to its position on the earth’s surface; where is it? ● Place: Locations having distinctive features that give them meaning and character that differ from other locations; what is it like? ● Region: A unit on the earth’s surface that has unifying characteristics; how are places similar or different? ● Movement: The way people, products, and information move from one place to another; how do people, goods, and ideas move from one location to another? ● Human-Environment Interaction: The relationship between people and their environment; how do people relate to the physical world?



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STANDARD USI.1c ([Back to CPR](#))

The student will demonstrate skills for historical thinking, geographical analysis, economic decision making, and responsible citizenship by
c) interpreting charts, graphs, and pictures to determine characteristics of people, places, or events in United States history;

Essential Understandings	Experiences may include but are not limited to the following:
<p>Interpreting involves using information found in charts, graphs, and pictures to develop an understanding of people, places, or events and draw conclusions.</p> <p>Close examination and interpretation of various data and images are essential to making informed decisions.</p>	<ul style="list-style-type: none">• Use historical maps to analyze changes in population over time.• Identify and sequence events that shaped colonial America.• Interpret and draw conclusions from political cartoons about westward expansion.• Compare an illustration of a historical event to a written account of the event.• Gather information from a variety of sources to show the impact of colonial settlement on American Indian homelands.• Interpret photographs of the Civil War. Discuss the photographer's potential bias. Discuss the potential bias of the audience. Discuss the potential bias the photographs might cause.• Use primary sources to interpret how inventions changed life in America.



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STANDARD USI.1d ([Back to CPR](#))

The student will demonstrate skills for historical thinking, geographical analysis, economic decision making and responsible citizenship by
d) using evidence to draw conclusions and make generalizations;

Essential Understandings	Experiences may include but are not limited to the following:												
<p>Critical examination and evaluation of historical evidence is essential to understanding the past.</p> <p>Drawing conclusions and making generalizations involves</p> <ul style="list-style-type: none"> observing and considering all the facts, arguments, and information considering what is already known determining the certainty of multiple answers based upon the information presented predicting and adjusting predictions, questioning, restating main ideas, and summarizing supporting details. 	<ul style="list-style-type: none"> Evaluate media and images as sources for drawing conclusions and making generalizations. Draw conclusions about propaganda used during a selected time period. Make generalizations using political cartoons in order to explain historical events. After reading about an historical event, use a chart to draw conclusions or make generalizations about a point of view. <p>Example:</p> <table border="1" data-bbox="602 829 1671 1239"> <thead> <tr> <th colspan="4">Event: Westward Expansion</th> </tr> <tr> <th>Somebody</th> <th>Wanted</th> <th>But</th> <th>So What?</th> </tr> </thead> <tbody> <tr> <td>Thomas Jefferson</td> <td>to expand the United States into the territory west of the Mississippi River</td> <td>the area was home to American Indians whose lifestyles varied.</td> <td>The United States doubled in size, leading to a new understanding of the geography and resources. It also negatively affected American Indians and caused a greater divide between the North and South.</td> </tr> </tbody> </table>	Event: Westward Expansion				Somebody	Wanted	But	So What?	Thomas Jefferson	to expand the United States into the territory west of the Mississippi River	the area was home to American Indians whose lifestyles varied.	The United States doubled in size, leading to a new understanding of the geography and resources. It also negatively affected American Indians and caused a greater divide between the North and South.
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STANDARD USI.1e ([Back to CPR](#))

The student will demonstrate skills for historical thinking, geographical analysis, economic decision making, and responsible citizenship by
e) comparing and contrasting historical, cultural, and political perspectives in United States history;

Essential Understandings	Experiences may include but are not limited to the following:
<p>Examining the historical, cultural, and political perspectives of countries reveals the ideals, beliefs, values, and institutions of their people.</p> <p>Being able to compare and contrast helps us understand important similarities and differences between people, places, events, and times in United States history.</p>	<ul style="list-style-type: none">● Compare and contrast historical events, using media, images, or text, to gain understanding of historical, cultural, and political perspectives in United States history. Examples of historical events include<ul style="list-style-type: none">○ exploration (British, French, and Spanish)○ creation of the Constitution of the United States○ expansion of slavery.● Create a graphic organizer to analyze information about concepts or themes in multiple time periods. Examples of concepts or themes include<ul style="list-style-type: none">○ conflict○ expansion○ movement○ interaction.● Create a graphic organizer to compare and contrast how people from different colonies interacted with the environment.● Create a graphic organizer to compare and contrast the political perspectives of two leaders in United States history.



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STANDARD USI.1f ([Back to CPR](#))

The student will demonstrate skills for historical thinking, geographical analysis, economic decision making, and responsible citizenship by
f) determining relationships with multiple causes or effects in United States history;

Essential Understandings	Experiences may include but are not limited to the following:																						
<p>A cause-and-effect relationship is a relationship in which one event (the cause) makes another event (the effect) happen.</p> <p>People respond to and resolve conflicts in a variety of ways, resulting in relationships that have many causes and differing outcomes.</p> <p>Diversity includes a variety of perspectives, contributions, and challenges.</p> <p>Certain events in United States history have multiple causes and effects.</p> <p>Conflicts often have multiple causes and effects.</p>	<ul style="list-style-type: none"> Compare charts, graphs, and/or maps to determine the role diversity played in affecting the social, economic, and political structure of the United States. Create flow charts, storyboards, and timelines to explore multiple causes and effects. <p>Example:</p> <table border="1" data-bbox="602 654 1766 846"> <thead> <tr> <th colspan="3">Event: Surrender at Yorktown</th> </tr> <tr> <th>Cause(s)</th> <th>Event</th> <th>Effect(s)</th> </tr> </thead> <tbody> <tr> <td>Strong colonial leadership</td> <td rowspan="3">Surrender at Yorktown</td> <td rowspan="3">End of the American Revolution</td> </tr> <tr> <td>Additional support from France</td> </tr> <tr> <td>Victory over Lord Cornwallis</td> </tr> </tbody> </table> <ul style="list-style-type: none"> Determine how the choices of selected individuals or groups influenced United States history. <p>Example:</p> <table border="1" data-bbox="602 989 1766 1248"> <thead> <tr> <th colspan="3">Event: Constitutional Convention</th> </tr> <tr> <th>Cause(s)</th> <th>Event</th> <th>Effect(s)</th> </tr> </thead> <tbody> <tr> <td rowspan="3">Weakness of the Articles of Confederation</td> <td rowspan="3">State delegates meet in Philadelphia</td> <td>Draft of a new constitution</td> </tr> <tr> <td>Compromises over the structure and powers of the national and state government</td> </tr> <tr> <td>Creation of a new government</td> </tr> </tbody> </table>	Event: Surrender at Yorktown			Cause(s)	Event	Effect(s)	Strong colonial leadership	Surrender at Yorktown	End of the American Revolution	Additional support from France	Victory over Lord Cornwallis	Event: Constitutional Convention			Cause(s)	Event	Effect(s)	Weakness of the Articles of Confederation	State delegates meet in Philadelphia	Draft of a new constitution	Compromises over the structure and powers of the national and state government	Creation of a new government
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STANDARD USI.1g ([Back to CPR](#))

The student will demonstrate skills for historical thinking, geographical analysis, economic decision making, and responsible citizenship by
g) explaining connections across time and place;

Essential Understandings	Experiences may include but are not limited to the following:
<p>Making connections includes understanding that people, events, and developments have brought changes to the United States.</p> <p>Everyday life in the United States today is different from everyday life long ago.</p> <p>Explaining includes justifying thinking with supporting details.</p>	<ul style="list-style-type: none">● Create a flowchart to show connections between what explorers wanted to accomplish in the west (e.g., find new land for farming) and the effect that these interests had on American Indians (e.g., American Indians were displaced from their land). Discuss how the relationship between the explorers and the American Indians changed over time.● Create a graphic organizer to outline how life for people in early United States history changed over time based on the human, natural, and capital resources available.● Use digital media to create a graphic organizer that explains the impact of westward expansion on American Indians over time.● Create a timeline to show the political, social, and economic factors that shaped colonial America and how they continue to shape our nation today.● Use images to explain how the physical or cultural landscape of the United States changed after a major event.● Create a graphic organizer that compares the technology used in the American Revolution with that used in the Civil War and how the changes affected specific events.



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STANDARD USI.1h ([Back to CPR](#))

The student will demonstrate skills for historical thinking, geographical analysis, economic decision making, and responsible citizenship by
h) using a decision-making model to identify the costs and benefits of a specific choice made;

Essential Understandings	Experiences may include but are not limited to the following:																								
<p>The decision-making process involves seeing the problem from a variety of perspectives and considering the consequences.</p> <p>A cost is what you give up when you decide to do something.</p> <p>A benefit is what satisfies a want.</p> <p>People manage their lives by making choices. They choose the alternative that seems best to them because it involves the least cost and the greatest benefit.</p>	<ul style="list-style-type: none"> ● Use a decision-making model to weigh the costs and benefits of making the follow choices: <ul style="list-style-type: none"> ○ Explore North America. ○ Create laws for the colonies. ○ Interact with American Indian culture groups. ○ Settle in a colonial region. ○ Join the war effort or remain loyal to Great Britain. ○ Move west after the American Revolution. ○ Ratify the new constitution. ● Choose a historical event. Determine the concern or issue. Use a decision-making model to develop and explain an alternative decision by weighing the costs and benefits of the event. <table border="1" data-bbox="604 834 1793 1253"> <thead> <tr> <th colspan="2" data-bbox="604 834 1793 873">Historical event:</th> </tr> <tr> <th data-bbox="604 873 1184 912">Costs</th> <th data-bbox="1184 873 1793 912">Benefits</th> </tr> </thead> <tbody> <tr><td> </td><td> </td></tr> <tr><td> </td><td> </td></tr> <tr><td> </td><td> </td></tr> <tr><td> </td><td> </td></tr> <tr><td> </td><td> </td></tr> <tr><td> </td><td> </td></tr> <tr><td> </td><td> </td></tr> <tr><td> </td><td> </td></tr> <tr> <td colspan="2" data-bbox="604 1140 1793 1192">Actual decision made:</td> </tr> <tr> <td colspan="2" data-bbox="604 1192 1793 1253">Alternative decision:</td> </tr> </tbody> </table>	Historical event:		Costs	Benefits																	Actual decision made:		Alternative decision:	
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STANDARD USI.1i ([Back to CPR](#))

The student will demonstrate skills for historical thinking, geographical analysis, economic decision making, and responsible citizenship by

i) identifying the rights and responsibilities of citizenship and the ethical use of material or intellectual property;

Essential Understandings	Experiences may include but are not limited to the following:
<p>The research process requires the use of a variety of resources to ensure validity.</p> <p>In order to avoid plagiarism, credit must be given when using another person's idea, opinion, or theory.</p> <p>Sources should be authentic and valid.</p> <p>Responsible citizens demonstrate a respect for the rights of others.</p>	<ul style="list-style-type: none">● Explore the ethical and legal issues related to the access and use of information by<ul style="list-style-type: none">○ properly citing authors and sources used in research○ validating Web sites○ reviewing written drafts so that the language and/or thoughts of others are given credit.● Exhibit the responsibilities of citizenship in the classroom by demonstrating<ul style="list-style-type: none">○ when it is appropriate to listen and when to speak○ how to make necessary compromises○ how to work together to accomplish goals○ how to conduct oneself in a respectful manner.



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STANDARD USI.1j ([Back to CPR](#))

The student will demonstrate skills for historical thinking, geographical analysis, economic decision making, and responsible citizenship by
j) investigating and researching to develop products orally and in writing.

Essential Understandings	Experiences may include but are not limited to the following:
<p>People communicate through oral and written language.</p> <p>Research is the search for knowledge, using a variety of materials and sources in order to discover facts, answer questions, and draw conclusions.</p> <p>Students present, listen critically, and provide evidence to support opinions by</p> <ul style="list-style-type: none"> ● distinguishing between fact and opinion ● comparing and contrasting viewpoints ● presenting a convincing argument ● paraphrasing and summarizing what is heard ● using language and vocabulary appropriate to audience, topic, and purpose ● organizing a presentation. 	<ul style="list-style-type: none"> ● Investigate people, places, and events in United States history to develop an understanding of historical, cultural, economic, political, and geographical relationships by <ul style="list-style-type: none"> ○ exploring religious and economic decisions that led to the colonization of America ○ outlining and describing geographic factors that influenced battles during the American Revolution or the Civil War ○ describing and providing evidence to support sources of colonial dissatisfaction that led to the American Revolution ○ creating a digital map outlining the geographic and economic factors that influenced westward movement. ● Create a chart outlining the costs and benefits of visiting different regions of the United States. ● Investigate an important event. Create the front page of a newspaper with headlines and articles detailing the event. The newspaper may include the following features: <ul style="list-style-type: none"> ○ Articles summarizing the event ○ Timeline detailing actions leading up to the event ○ Quotes from participants ○ Images of the event ● Create a social media page or blog about an event from United States history. Take a position on the topic, and use a variety of sources as evidence to support the stance. <ul style="list-style-type: none"> ○ French Explorer: Exploration of North America ○ Member of British Parliament: Declaration of Independence ○ American Indian: Manifest Destiny ○ Resident of the Kansas territory: Kansas Nebraska Act



Course Title/Course #: Grade 5: American Experience

STANDARD USI.2a ([Back to CPR](#))

The student will interpret maps, globes, photographs, pictures, or tables to

a) locate the seven continents and five oceans;

Essential Understandings	Essential Knowledge
<p>Continents are large land masses surrounded by water.</p>	<p>Continents</p> <ul style="list-style-type: none">• North America• South America• Africa• Asia• Australia• Antarctica• Europe* <p>*Note: Europe is considered a continent even though it is not entirely surrounded by water. The land mass is frequently called Eurasia.</p> <p>Oceans</p> <ul style="list-style-type: none">• Atlantic Ocean• Pacific Ocean• Arctic Ocean• Indian Ocean• Southern Ocean



Course Title/Course #: Grade 5: American Experience

STANDARD USI.2b ([Back to CPR](#))

The student will interpret maps, globes, photographs, pictures, or tables to

- b) locate and describe major geographic regions of North America: Coastal Plain, Appalachian Mountains, Canadian Shield, Interior Lowlands, Great Plains, Rocky Mountains, Basin and Range, and Coastal Range;

Essential Understandings	Essential Knowledge
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Course Title/Course #: Grade 5: American Experience

Geographic regions have distinctive characteristics.

Geographic regions' locations and physical characteristics

- Coastal Plain
 - Located along the Atlantic Ocean and Gulf of Mexico
 - Broad lowlands, providing many excellent harbors
- Appalachian Mountains
 - Located west of the Coastal Plain, extending from eastern Canada to western Alabama; includes the Piedmont
 - Old, eroded mountains (oldest mountain range in North America)
- Canadian Shield
 - Wrapped around the Hudson Bay in a horseshoe shape
 - Hills worn by erosion and hundreds of lakes carved by glaciers
- Interior Lowlands
 - Located west of the Appalachian Mountains and east of the Great Plains
 - Rolling flatlands with many rivers, broad river valleys, and grassy hills
- Great Plains
 - Located west of the Interior Lowlands and east of the Rocky Mountains
 - Flat lands that gradually increase in elevation westward; grasslands
- Rocky Mountains
 - Located west of the Great Plains and east of the Basin and Range
 - Rugged mountains stretching from Alaska almost to Mexico; high elevations
 - Contains the Continental Divide, which determines the directional flow of rivers
- Basin and Range
 - Located west of the Rocky Mountains and east of the Coastal Range
 - Varying elevations containing isolated mountain ranges and Death Valley, the lowest point in North America
- Coastal Range
 - Located along the Pacific Coast, stretching from California to Canada
 - Rugged mountains and fertile valleys
 - Includes the Sierra Nevada and the Cascades



Course Title/Course #: Grade 5: American Experience

STANDARD USI.2c ([Back to CPR](#))

The student will interpret maps, globes, photographs, pictures, or tables to

c) locate major water features and explain their importance to the early history of the United States: Great Lakes, Mississippi River, Missouri River, Ohio River, Columbia River, Colorado River, Rio Grande, St. Lawrence River, Atlantic Ocean, Pacific Ocean, and Gulf of Mexico;

Essential Understandings	Essential Knowledge
<p>The United States has access to numerous and varied bodies of water.</p> <p>Bodies of water support interaction among regions, form borders, and create links to other areas.</p>	<p>Major bodies of water</p> <ul style="list-style-type: none">● Oceans: Atlantic, Pacific● Rivers: Mississippi, Missouri, Ohio, Columbia, Colorado, Rio Grande, St. Lawrence● Lakes: Great Lakes● Gulf: Gulf of Mexico <p>Trade, transportation, exploration, and settlement</p> <ul style="list-style-type: none">● The Atlantic, Pacific, and Gulf coasts of the United States have provided access to other parts of the world.● The Atlantic Ocean served as the highway for explorers, early settlers, and later immigrants.● The Ohio River was the gateway to the west prior to the Louisiana Purchase.● Inland port cities grew in the Midwest along the Great Lakes.● The Mississippi and Missouri rivers were used to transport farm and industrial products. They created links to United States ports and other parts of the world.● The Columbia River was explored by Lewis and Clark.● The Colorado River was explored by the Spanish.● The Rio Grande forms part of the border with Mexico.● The Pacific Ocean was an early exploration destination as a route to Asia.● The Gulf of Mexico provided the French and Spanish with exploration routes to Mexico and other parts of America.● The St. Lawrence River forms part of the northeastern border with Canada and connects the Great Lakes to the Atlantic Ocean.



Course Title/Course #: Grade 5: American Experience

STANDARD USI.2d ([Back to CPR](#))

The student will interpret maps, globes, photographs, pictures, or tables to

d) recognize key geographic features on maps, diagrams, and/or photographs.

Essential Understandings	Essential Knowledge
<p>It is important to recognize key geographic features on maps, diagrams, and/or photographs.</p> <p>Landforms and water features set the stage for and influenced the course of events in United States history.</p>	<p>Key geographic features</p> <ul style="list-style-type: none">● Water-related<ul style="list-style-type: none">○ Lakes○ Rivers○ Tributaries○ Gulfs and bays● Land-related<ul style="list-style-type: none">○ Mountains○ Hills○ Plains○ Plateaus○ Islands○ Peninsulas <p>Geographic features are related to</p> <ul style="list-style-type: none">● patterns of trade● locations of cities and towns● westward (frontier) movement● agricultural and fishing industries.



Course Title/Course #: Grade 5: American Experience

STANDARD USI.3a ([Back to CPR](#))

The student will apply social science skills to understand how early cultures developed in North America by

a) describing how archaeologists have recovered material evidence of ancient settlements, including Cactus Hill in Virginia;

Essential Understandings	Essential Knowledge
<p>Archaeology is the interpretation of material evidence remaining from past human activity.</p> <p>Archaeological discoveries of early Indian settlements have been made in southeastern Virginia.</p>	<p>Archaeologists study human behavior and cultures of the past through the recovery and analysis of artifacts.</p> <p>Scientists are not in agreement about when and how people first arrived in the Western Hemisphere.</p> <p>Cactus Hill is located on the Nottoway River in southeastern Virginia. Evidence that humans lived at Cactus Hill as early as 18,000 years ago makes it one of the oldest archaeological sites in North America.</p>



Course Title/Course #: Grade 5: American Experience

STANDARD USI.3b ([Back to CPR](#))

The student will apply social science skills to understand how early cultures developed in North America by

- b) locating where the American Indians lived, with emphasis on the Arctic (Inuit), Northwest (Kwakiutl), Plains (Lakota), Southwest (Pueblo), and Eastern Woodlands (Iroquois);

Essential Understandings	Essential Knowledge
<p>Prior to the arrival of Europeans, American Indians were dispersed across the various environments of North America.</p>	<p>American Indians lived in all areas of North America:</p> <ul style="list-style-type: none">• Inuit inhabited present-day Alaska and northern Canada. They lived in Arctic areas where the temperature is below freezing much of the year.• Kwakiutl homeland includes the Pacific Northwest coast, which is characterized by a rainy, mild climate.• Lakota people inhabited the interior of the United States, called the Great Plains, which is characterized by dry grasslands.• Pueblo tribes inhabited the Southwest in present-day New Mexico and Arizona, where they lived in desert areas and areas bordering cliffs and mountains.• Iroquois homeland includes northeast North America, called the Eastern Woodlands, which is heavily forested. <p>Members of these tribes live in their homelands and in many other areas of North America today.</p>



Course Title/Course #: Grade 5: American Experience

STANDARD USI.3c ([Back to CPR](#))

The student will apply social science skills to understand how early cultures developed in North America by
c) describing how the American Indians used the resources in their environment.

Essential Understandings	Essential Knowledge
<p>Geography and climate affected how the various American Indian groups met their basic needs.</p> <p>Resources influenced what was produced and how it was produced.</p>	<p>In the past, American Indians fished, hunted, and grew crops for food. They made clothing from animal skins and plants. They constructed shelters from resources found in their environment (e.g., sod, stones, animal skins, wood).</p> <p>Types of resources</p> <ul style="list-style-type: none">• Natural resources: Things that come directly from nature• Human resources: People working to produce goods and services• Capital resources: Goods produced and used to make other goods and services <p>Natural resources The fish caught, wild animals hunted, and crops grown by American Indians were examples of natural resources.</p> <p>Human resources People who fished, made clothing, and hunted animals were examples of human resources.</p> <p>Capital resources The canoes, bows, and spears American Indians made were examples of capital resources.</p>



Course Title/Course #: Grade 5: American Experience

STANDARD USI.4a ([Back to CPR](#))

The student will apply social science skills to understand European exploration in North America and West Africa by

a) describing the motivations for, obstacles to, and accomplishments of the Spanish, French, Portuguese, and English explorations;

Essential Understandings	Essential Knowledge
<p>Major European countries were in competition to extend their power into North America and claim the land as their own.</p>	<p>Motivations for the explorations</p> <ul style="list-style-type: none">• Economic—find gold and natural resources; trade• Religious—spread Christianity• Competitions for empire and belief in superiority of own culture <p>Obstacles to the explorations</p> <ul style="list-style-type: none">• Poor maps and navigational tools• Disease and starvation• Fear of the unknown• Lack of adequate supplies <p>Accomplishments of the explorations</p> <ul style="list-style-type: none">• Exchanged goods and ideas• Improved navigational tools and ships• Claimed territories <p>Regions of North America explored by Spain, France, and England</p> <ul style="list-style-type: none">• Spain: Francisco Coronado claimed the Southwest of the present-day United States for Spain.• France: Samuel de Champlain established the French settlement of Québec. Robert La Salle claimed the Mississippi River Valley for France.• England: John Cabot explored eastern Canada. <p>Regions explored by Portugal</p> <ul style="list-style-type: none">• The Portuguese made voyages of discovery along the coast of West Africa.



Course Title/Course #: Grade 5: American Experience

STANDARD USI.4b ([Back to CPR](#))

The student will apply social science skills to understand European exploration in North America and West Africa by

b) describing cultural and economic interactions between Europeans and American Indians that led to cooperation and conflict, with emphasis on the American Indian and European concept of land;

Essential Understandings	Essential Knowledge
<p>The interactions between American Indians and Europeans sometimes led to cooperation and other times resulted in conflict.</p>	<p>Cultural interactions</p> <ul style="list-style-type: none">● Spanish<ul style="list-style-type: none">○ Conquered and enslaved American Indians○ Brought Christianity to the New World○ Established missions○ Introduced European diseases to American Indians● French<ul style="list-style-type: none">○ Established trading posts○ Spread Christian religion● English<ul style="list-style-type: none">○ Established settlements on American Indian land and claimed ownership of land○ Learned farming techniques from American Indians○ Traded with American Indians● American Indians<ul style="list-style-type: none">○ Taught farming techniques to European settlers○ Believed that land was to be used and shared but not owned <p>Areas of cooperation in economic interactions</p> <ul style="list-style-type: none">● Europeans brought weapons and metal farm tools.● Trade● Crops <p>Areas of conflict</p> <ul style="list-style-type: none">● Land● Competition for trade● Differences in cultures● Diseases● Language differences



Course Title/Course #: Grade 5: American Experience

STANDARD USI.4c ([Back to CPR](#))

The student will apply social science skills to understand European exploration in North America and West Africa by

- c) identifying the location and describing the characteristics of West African societies (Ghana, Mali, and Songhai) and their interactions with traders.

Essential Understandings	Essential Knowledge
<p>Ghana, Mali, and Songhai each dominated West Africa in sequence from 300 to 1600 A.D. (C.E.).</p> <p>African people and African goods were among the world resources that drew European interest.</p>	<p>Ghana, Mali, and Songhai dominated West Africa in sequence from 300 to 1600 A.D. (C.E.).</p> <p>Ghana, Mali, and Songhai were located in the western region of Africa, south of the Sahara Desert, near the Niger River.</p> <p>Ghana, Mali, and Songhai became powerful by controlling trade in West Africa.</p> <p>The Portuguese carried goods from Europe to West African empires, trading metals, cloth, and other manufactured goods for gold.</p>



Course Title/Course #: Grade 5: American Experience

STANDARD USI.5a ([Back to CPR](#))

The student will apply social science skills to understand the factors that shaped colonial America by

a) describing the religious and economic events and conditions that led to the colonization of America;

Essential Understandings	Essential Knowledge
<p>Colonies in North America were established for religious and economic reasons.</p>	<p>Colonies and the reasons they were established</p> <ul style="list-style-type: none">• Roanoke Island (Lost Colony) was established as an economic venture.• Jamestown settlement, the first permanent English settlement in North America (1607), was an economic venture by the Virginia Company.• Plymouth Colony was settled by separatists from the Church of England who wanted to avoid religious persecution.• Massachusetts Bay Colony was settled by the Puritans to avoid religious persecution.• Pennsylvania was settled by the Quakers, who wanted freedom to practice their faith without interference.• Georgia was settled by people who had been in debtors' prisons in England. They hoped to experience economic freedom and start a new life in the New World.



Course Title/Course #: Grade 5: American Experience

STANDARD USI.5b ([Back to CPR](#))

The student will apply social science skills to understand the factors that shaped colonial America by

b) describing life in the New England, Mid-Atlantic, and Southern colonies, with emphasis on how people interacted with their environment to produce goods and services;

Essential Understandings	Essential Knowledge
<p>Geographic features influenced life in the colonies.</p> <p>The colonies consisted of different groups of people whose lives varied greatly depending on their social position.</p>	<p>Term to know</p> <ul style="list-style-type: none">resources: natural, capital, or human <p>Interactions of people and environment</p> <p><i>New England</i></p> <ul style="list-style-type: none">Geography and climate<ul style="list-style-type: none">Appalachian Mountains, harbors, hilly terrain, rocky soil, jagged coastlineModerate summers, cold wintersResources<ul style="list-style-type: none">Natural resources: timber, fish, deep harborsHuman resources: skilled craftsmen, fishermen, merchants, shipbuildersCapital resources: tools, buildingsSocial life<ul style="list-style-type: none">Village, school, and church as center of lifeReligious reformers and separatistsPolitical and civic life<ul style="list-style-type: none">Town meetings <p><i>Mid-Atlantic</i></p> <ul style="list-style-type: none">Geography and climate<ul style="list-style-type: none">Appalachian Mountains, coastal plains, harbors, rivers, rich farmlandsModerate climateResources<ul style="list-style-type: none">Natural resources: rich farmlands, riversHuman resources: unskilled and skilled workers, farmers, fishermen, merchantsCapital resources: tools, buildings



Course Title/Course #: Grade 5: American Experience

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| | <ul style="list-style-type: none">● Social life<ul style="list-style-type: none">○ Villages and cities○ Diverse cultural backgrounds○ Diverse religions● Political and civic life<ul style="list-style-type: none">○ Market towns<i>South</i><ul style="list-style-type: none">● Geography and climate<ul style="list-style-type: none">○ Appalachian Mountains, Piedmont, Atlantic Coastal Plain, harbors, rivers, fertile farmland○ Humid climate● Resources<ul style="list-style-type: none">○ Natural resources: fertile farmlands, rivers, harbors, forests○ Human resources: farmers, enslaved African Americans, indentured servants○ Capital resources: tools, buildings● Social life<ul style="list-style-type: none">○ Plantations, mansions, few cities, few schools○ Church of England● Political and civic life<ul style="list-style-type: none">○ Counties |
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Course Title/Course #: Grade 5: American Experience

STANDARD USI.5c ([Back to CPR](#))

The student will apply social science skills to understand the factors that shaped colonial America by

c) describing specialization of and interdependence among New England, Mid-Atlantic, and Southern colonies;

Essential Understandings	Essential Knowledge
<p>Economic specialization and interdependence existed among the colonies in the production of goods and services.</p> <p>Specialization increases productivity. It also requires trade and increases interdependence.</p>	<p>Terms to know</p> <ul style="list-style-type: none"> ● specialization: Focus on producing one product or a few products ● interdependence: Two or more people depending on others <p><i>New England colonies</i></p> <ul style="list-style-type: none"> ● Specialization <ul style="list-style-type: none"> ○ Fishing, shipbuilding, naval supplies, metal tools, equipment ● Examples of interdependence <ul style="list-style-type: none"> ○ The New England colonies depended on the Southern colonies for crops such as tobacco, rice, cotton, and indigo. ○ They depended on the Mid-Atlantic colonies for livestock and grains. <p><i>Mid-Atlantic colonies</i></p> <ul style="list-style-type: none"> ● Specialization <ul style="list-style-type: none"> ○ Livestock, grains, fish ● Examples of interdependence <ul style="list-style-type: none"> ○ The Mid-Atlantic colonies traded with the Southern and New England colonies to get the products they did not produce. ○ The Mid-Atlantic colonies depended on the Southern colonies for tobacco, rice, indigo, and forest products. ○ They traded with the New England colonies for metal tools and equipment. <p><i>Southern colonies</i></p> <ul style="list-style-type: none"> ● Specialization <ul style="list-style-type: none"> ○ Tobacco, rice, indigo, forest products (lumber, tar, pitch) ● Examples of interdependence <ul style="list-style-type: none"> ○ The Southern colonies depended on the New England colonies for manufactured goods, including metal tools and equipment.



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	<ul style="list-style-type: none">o They depended on the Mid-Atlantic colonies for grains and other agricultural products not plentiful in the South.
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STANDARD USI.5d ([Back to CPR](#))

The student will apply social science skills to understand the factors that shaped colonial America by

d) describing colonial life in America from the perspectives of large landowners, farmers, artisans, merchants, women, free African Americans, indentured servants, and enslaved African Americans;

Essential Understandings	Essential Knowledge
<p>The colonies were made up of different groups of people whose lives varied greatly depending on their social position.</p>	<p>Large landowners</p> <ul style="list-style-type: none">• Lived predominantly in the South• Relied on indentured servants and/or enslaved African Americans for labor• Were educated in some cases• Had rich social culture <p>Farmers</p> <ul style="list-style-type: none">• Worked the land according to the region• Relied on family members for labor <p>Artisans</p> <ul style="list-style-type: none">• Worked as craftsmen in towns and on plantations• Lived in small villages and cities <p>Merchants</p> <ul style="list-style-type: none">• Worked to buy and sell goods to the colonists• Lived in towns and cities <p>Women</p> <ul style="list-style-type: none">• Worked as caretakers, house-workers, and homemakers• Were not allowed to vote• Had few opportunities for getting an education <p>Free African Americans</p> <ul style="list-style-type: none">• Were able to own land• Had economic freedom and could work for pay and decide how to spend their money• Were not allowed to vote



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STANDARD USI.5d (continued)

The student will apply social science skills to understand the factors that shaped colonial America by

- d) describing colonial life in America from the perspectives of large landowners, farmers, artisans, merchants, women, free African Americans, indentured servants, and enslaved African Americans;

Essential Understandings	Essential Knowledge
	<p>Indentured servants</p> <ul style="list-style-type: none">• Were men and women who did not have money for passage to the colonies and who agreed to work without pay for the person who paid for their passage• Were free at the end of their contract <p>Enslaved African Americans</p> <ul style="list-style-type: none">• Were captured in their native Africa and sold to slave traders, then were shipped to the colonies where they were sold into slavery• Were owned as property for life and did not have any rights• Were often born into slavery (i.e., children of enslaved African Americans were born into slavery)



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STANDARD USI.5e ([Back to CPR](#))

The student will apply social science skills to understand the factors that shaped colonial America by
e) explaining the political and economic relationships between the colonies and Great Britain.

Essential Understandings	Essential Knowledge
Great Britain established and attempted to maintain control over the colonies.	<p>Economic relationships</p> <ul style="list-style-type: none">• Great Britain imposed strict control over trade.• Great Britain taxed the colonies after the French and Indian War.• The colonies traded raw materials for goods made in Great Britain. <p>Political relationships</p> <ul style="list-style-type: none">• Colonists had to obey British laws, which were enforced by governors.• Colonial governors were appointed by the king or by the proprietor.• A colonial legislature made laws for each colony but was monitored by the colonial governor.



Course Title/Course #: Grade 5: American Experience

STANDARD USI.6a ([Back to CPR](#))

The student will apply social science skills to understand the causes and results of the American Revolution by

a) explaining the issues of dissatisfaction that led to the American Revolution;

Essential Understandings	Essential Knowledge
<p>As Great Britain expanded control over the American colonies, many colonists became dissatisfied and rebellious.</p>	<p>Great Britain’s reasons for controlling the colonies</p> <ul style="list-style-type: none">• Great Britain desired to remain a world power.• In the American colonies, Great Britain’s desire to remain a world power resulted in a conflict with the French known as the French and Indian War.• Great Britain imposed taxes, such as the Stamp Act, to raise necessary revenue to pay the cost of the French and Indian War. <p>Great Britain’s reasons for taxation</p> <ul style="list-style-type: none">• To help finance the French and Indian War• To help finance the maintenance of British troops in the colonies <p>Sources of colonial dissatisfaction</p> <ul style="list-style-type: none">• The colonies had no representation in Parliament.• Some colonists resented the power of the colonial governors.• Great Britain wanted strict control over colonial legislatures.• The colonies opposed the British taxes.• The Proclamation of 1763, which followed the French and Indian War, restricted the western movement of settlers.



Course Title/Course #: Grade 5: American Experience

STANDARD USI.6b ([Back to CPR](#))

The student will apply social science skills to understand the causes and results of the American Revolution by
b) describing how political ideas shaped the revolutionary movement in America and led to the Declaration of Independence;

Essential Understandings	Essential Knowledge
<p>New political ideas led to a desire for independence and a democratic government in the American colonies.</p> <p>The Declaration of Independence proclaimed independence from Great Britain. It stated that people have natural (inherent) rights to life, liberty, and the pursuit of happiness.</p>	<p>Key philosophies in the Declaration of Independence were based upon ideas first expressed by European philosophers (e.g., John Locke).</p> <p>Key philosophies in the Declaration of Independence</p> <ul style="list-style-type: none">• People have “certain unalienable rights” (rights that cannot be taken away)—to life, liberty, and the pursuit of happiness.• People establish government to protect those rights.• Government derives power from the people.• People have a right and a duty to change a government that violates their rights.



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STANDARD USI.6c ([Back to CPR](#))

The student will apply social science skills to understand the causes and results of the American Revolution by

- c) describing key events and the roles of key individuals in the American Revolution, with emphasis on George Washington, Benjamin Franklin, Thomas Jefferson, Patrick Henry, and the Marquis de Lafayette; and

Essential Understandings	Essential Knowledge
<p>Many individuals played important roles in shaping events of the American Revolution.</p>	<p>Key individuals</p> <ul style="list-style-type: none"> ● King George III: British king during the Revolutionary era ● Lord Cornwallis: British general who surrendered at Yorktown ● John Adams: Promoted the cause of independence ● George Washington: Commander of the Continental Army ● Thomas Jefferson: Major author of the Declaration of Independence ● Patrick Henry: Outspoken member of the House of Burgesses; inspired colonial patriotism with his “Give me liberty or give me death” speech ● Thomas Paine: Wrote the pamphlet <i>Common Sense</i>, promoting American independence ● Benjamin Franklin: Prominent member of the Continental Congress; helped frame the Declaration of Independence; helped gain French support for American independence ● The Marquis de Lafayette: French nobleman who served in the Continental Army; worked with the king of France to send French troops, ships, and funds that assisted the colonists in the American Revolution and contributed to the victory at Yorktown <p>Other important individuals</p> <ul style="list-style-type: none"> ● Phillis Wheatley: Enslaved African American who wrote poems and plays supporting American independence and who eventually gained her freedom ● Paul Revere: Patriot who made a daring ride to warn colonists of British arrival <p>Key events</p> <ul style="list-style-type: none"> ● Boston Massacre: Colonists in Boston were shot after taunting British soldiers. ● Boston Tea Party: Samuel Adams and Paul Revere led patriots in throwing tea into Boston Harbor to protest tea taxes. ● First Continental Congress: Delegates from all colonies except Georgia met to discuss problems with Great Britain and to promote independence. ● Battles at Lexington and Concord: These were the first armed conflicts of the Revolutionary War.



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| | <ul style="list-style-type: none">● Battle of Bunker Hill: This was the first major battle of the war.● Approval of the Declaration of Independence: The colonies declared independence from Great Britain (July 4, 1776).● Battle of Saratoga: This American victory was the turning point in the war and led to French support for the patriot cause.● Surrender at Yorktown: This was the colonial victory over forces of Lord Cornwallis that marked the end of the Revolutionary War.● Signing of the Treaty of Paris: Great Britain recognized American independence in this treaty. |
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STANDARD US1.6d ([Back to CPR](#))

The student will apply social science skills to understand the causes and results of the American Revolution by
d) explaining reasons why the colonies were able to defeat Great Britain.

Essential Understandings	Essential Knowledge
The colonists had many advantages that contributed to an American victory in the Revolutionary War.	Colonial advantages <ul style="list-style-type: none">• Some colonists' defense of their own land, principles, and beliefs• Additional support from France• Strong leadership



Course Title/Course #: Grade 5: American Experience

STANDARD USI.7a ([Back to CPR](#))

The student will apply social science skills to understand the challenges faced by the new nation by

a) explaining the weaknesses and outcomes of the government established by the Articles of Confederation;

Essential Understandings	Essential Knowledge
<p>The Articles of Confederation was a constitution written during the American Revolution to establish the powers of the new national government.</p>	<p>Articles of Confederation</p> <ul style="list-style-type: none">● Provided for a weak national government● Gave Congress no power to tax or regulate commerce among the states● Provided for no common currency● Gave each state one vote regardless of size● Provided for no executive or judicial branches <p>Outcomes of the Articles of Confederation</p> <ul style="list-style-type: none">● First constitution of the United States● The Northwest Ordinance<ul style="list-style-type: none">○ Outlined the process for admitting a new state to the Union○ Outlawed slavery in the new territories



Course Title/Course #: Grade 5: American Experience

STANDARD USI.7b ([Back to CPR](#))

The student will apply social science skills to understand the challenges faced by the new nation by
b) describing the historical development of the Constitution of the United States;

Essential Understandings	Essential Knowledge
<p>The development of the Constitution of the United States was significant to the foundation of the American republic.</p> <p>The Constitution of the United States established a federal system of government based on power being shared between the national and state governments.</p>	<p>Confederation to Constitution</p> <ul style="list-style-type: none"> Weaknesses in the Articles of Confederation led to the effort to draft a new constitution. <p>The Constitutional Convention</p> <ul style="list-style-type: none"> State delegates met in Philadelphia and decided not to revise the Articles of Confederation but to write a new constitution. George Washington was elected president of the Constitutional Convention. James Madison became known as the “Father of the Constitution.” Delegates debated over how much power should be given to the new national government and how large and small states should be represented in the new government. The structure of the new national government included three separate branches of government: <ul style="list-style-type: none"> Legislative (makes the laws) Executive (carries out the laws) Judicial (interprets the laws) The Great Compromise decided how many votes each state would have in the Senate and the House of Representatives. The Constitution was signed at the end of the convention. <p>Ratification of the Constitution</p> <ul style="list-style-type: none"> A minimum of nine of the thirteen states had to vote in favor of the Constitution before it could become law. <p>The Bill of Rights</p> <ul style="list-style-type: none"> The Bill of Rights was based on the Virginia Declaration of Rights (George Mason) and the Virginia Statute for Religious Freedom (Thomas Jefferson). These first ten amendments to the Constitution provide a written guarantee of individual rights (e.g., freedom of speech, freedom of religion).



Course Title/Course #: Grade 5: American Experience

STANDARD USI.7c (Back to CPR)

The student will apply social science skills to understand the challenges faced by the new nation by

c) describing the major accomplishments of the first five presidents of the United States.

Essential Understandings	Essential Knowledge
<p>Congress and the first five presidents made decisions establishing a strong government that helped the nation grow in size and power.</p>	<p>All of the first five presidents were Virginians except John Adams.</p> <p>Accomplishments during the first five presidencies</p> <ul style="list-style-type: none">● George Washington<ul style="list-style-type: none">○ The federal court system was established.○ The Bill of Rights was added to the Constitution of the United States of America.○ Plans were created for development of the national capital in Washington, D.C. Benjamin Banneker, an African American astronomer and surveyor, helped complete the design for the city.● John Adams<ul style="list-style-type: none">○ A two-party system emerged during his administration.● Thomas Jefferson<ul style="list-style-type: none">○ He bought Louisiana from France (the Louisiana Purchase).○ Lewis and Clark explored new land west of the Mississippi River.● James Madison<ul style="list-style-type: none">○ The War of 1812 caused European nations to gain respect for the United States.● James Monroe<ul style="list-style-type: none">○ He introduced the Monroe Doctrine warning European nations not to interfere in the Western Hemisphere.



Course Title/Course #: Grade 5: American Experience

STANDARD USI.8a ([Back to CPR](#))

The student will apply social science skills to understand westward expansion and reform in America from 1801 to 1861 by

- a) describing territorial expansion and how it affected the political map of the United States, with emphasis on the Louisiana Purchase, the Lewis and Clark expedition, and the acquisitions of Florida, Texas, Oregon, and California;

Essential Understandings	Essential Knowledge
<p>Between 1801 and 1861, exploration was encouraged as America underwent vast territorial expansion and settlement.</p>	<p>New territories added to the United States after 1801</p> <ul style="list-style-type: none">● Louisiana Purchase<ul style="list-style-type: none">○ Jefferson bought land from France (the Louisiana Purchase), which doubled the size of the United States.○ In the Lewis and Clark expedition, Meriwether Lewis and William Clark explored the Louisiana Purchase and the Oregon Territory from the Mississippi River to the Pacific Ocean.● Florida<ul style="list-style-type: none">○ Spain gave Florida to the United States through a treaty.● Texas<ul style="list-style-type: none">○ Texas was added to the United States after it became an independent republic.● Oregon<ul style="list-style-type: none">○ The Oregon Territory was divided by the United States and Great Britain.● California<ul style="list-style-type: none">○ War with Mexico resulted in California and the southwest territory becoming part of the United States.



Course Title/Course #: Grade 5: American Experience

STANDARD USI.8b ([Back to CPR](#))

The student will apply social science skills to understand westward expansion and reform in America from 1801 to 1861 by
b) explaining how geographic and economic factors influenced the westward movement of settlers;

Essential Understandings	Essential Knowledge
Westward migration was influenced by geography and economic opportunity.	Geographic and economic factors that influenced westward movement <ul style="list-style-type: none">• Population growth in the eastern states• Availability of cheap, fertile land• Economic opportunity, such as gold (California Gold Rush), logging, farming, freedom (for runaway slaves)• Cheaper and faster modes of transportation, such as rivers and canals (Erie Canal), steamboats• Knowledge of overland trails (Oregon and Santa Fe)• Belief in the right of Manifest Destiny—the idea that expansion was for the good of the country and was the right of the country



Course Title/Course #: Grade 5: American Experience

STANDARD USI.8c ([Back to CPR](#))

The student will apply social science skills to understand westward expansion and reform in America from 1801 to 1861 by
c) explaining the impact of westward expansion on American Indians;

Essential Understandings	Essential Knowledge
American Indians clashed with United States settlers and the United States government during westward expansion.	<p>Impact on American Indians</p> <ul style="list-style-type: none">• The discovery of gold on American Indian land in the southern United States eventually led to the removal of the Cherokee Indians in Georgia.• The American Indian Removal Act authorized the federal government to negotiate treaties with eastern tribes exchanging their lands for land in the West.• <i>Cherokee Nation v. Georgia</i> was a Supreme Court decision that supported the Cherokee Indians' rights to their land.• "Trail of Tears"—As part of the American Indian removal policy, the Cherokee nation and other tribes were forced to give up their lands east of the Mississippi River and to relocate to an area in present-day Oklahoma.



Course Title/Course #: Grade 5: American Experience

STANDARD USI.8d (Back to CPR)

The student will apply social science skills to understand westward expansion and reform in America from 1801 to 1861 by
d) describing the impact of inventions, including the cotton gin, the reaper, the steamboat, and the steam locomotive, on life in America;

Essential Understandings	Essential Knowledge
<p>Prior to the Civil War, most industrialization in America was in the North; however, the equipment produced in the North had an impact on the farming society of the South.</p>	<p>Terms to know</p> <ul style="list-style-type: none">• inventor: A person who is the first to think of or make something• entrepreneur: A person who organizes resources to bring a new or better good or service to market in hopes of earning a profit <p>New technologies and their impact on society</p> <ul style="list-style-type: none">• The cotton gin was invented by Eli Whitney. It increased the production of cotton and thus increased the need for slave labor to cultivate and pick the cotton.• Jo Anderson, an enslaved African American, and Cyrus McCormick worked to invent the reaper. McCormick was an entrepreneur who brought the reaper to market. The reaper increased the productivity of the American farmer.• The steamboat was improved by the entrepreneur Robert Fulton. It eventually provided faster river transportation connecting Southern plantations and farms to Northern industries and Western territories.• The steam locomotive provided faster land transportation.



Course Title/Course #: Grade 5: American Experience

STANDARD USI.8e ([Back to CPR](#))

The student will apply social science skills to understand westward expansion and reform in America from 1801 to 1861 by
e) explaining the main ideas of the abolitionist and women’s suffrage movements.

Essential Understandings	Essential Knowledge
<p>The abolitionists worked to end slavery.</p> <p>The women’s suffrage movement helped women gain equal rights.</p>	<p>Abolitionist movement</p> <ul style="list-style-type: none"> ● Most abolitionists demanded immediate freeing of enslaved African Americans. ● Abolitionists believed that slavery was wrong: <ul style="list-style-type: none"> ○ Morally wrong ○ Cruel and inhumane ○ A violation of the principles of democracy ● Abolitionist leaders included both men and women. <ul style="list-style-type: none"> ○ Harriet Tubman led hundreds of enslaved African Americans to freedom along the Underground Railroad. ○ William Lloyd Garrison wrote the <i>Liberator</i> newspaper and worked for the immediate emancipation of all enslaved African Americans. ○ Frederick Douglass wrote the <i>North Star</i> newspaper and worked for rights for African Americans and women to better their lives. <p>Women’s suffrage movement</p> <p>Seneca Falls Convention</p> <ul style="list-style-type: none"> ● In the <i>Declaration of Sentiments</i>, supporters declared that “All men and women are created equal.” ● Supporters believed that women were deprived of basic rights: <ul style="list-style-type: none"> ○ Denied the right to vote ○ Denied educational opportunities, especially higher education ○ Denied equal opportunities in business ○ Limited in the right to own property ● The movement was led by strong women who began their campaign before the Civil War and continued after the war had ended. <ul style="list-style-type: none"> ○ Isabella (Sojourner) Truth, a former enslaved African American, was a nationally known advocate for equality and justice. ○ Susan B. Anthony was an advocate to gain voting rights for women and equal rights for all. ○ Elizabeth Cady Stanton played a leadership role in the women’s rights movement.



Course Title/Course #: Grade 5: American Experience

STANDARD USI.9a ([Back to CPR](#))

The student will apply social science skills to understand the causes, major events, and effects of the Civil War by
a) describing the cultural, economic, and constitutional issues that divided the nation;

Essential Understandings	Essential Knowledge
<p>Cultural, economic, and constitutional differences between the North and the South eventually resulted in the Civil War.</p>	<p>Issues that divided the nation</p> <ul style="list-style-type: none">● Slavery<ul style="list-style-type: none">○ While there were several differences between the North and the South, the issues related to slavery increasingly divided the nation and led to the Civil War.○ Much of America’s economy revolved around the institution of slavery.● Cultural issues<ul style="list-style-type: none">○ The North was mainly an urban society in which people held jobs in cities.○ The South was primarily an agricultural society in which people lived in small villages and on farms and plantations.○ Because of their cultural differences, people of the North and South found it difficult to agree on social and political issues.● Economic issues<ul style="list-style-type: none">○ The North was more of a manufacturing region, and its people favored tariffs that protected factory owners and workers from foreign competition.○ The South was largely agricultural. Southerners opposed tariffs that would cause prices of manufactured goods to increase. Planters were also concerned that Great Britain might stop buying cotton from the South if tariffs were added.● Constitutional issues<ul style="list-style-type: none">○ A major conflict was states’ rights versus strong central government.



Course Title/Course #: Grade 5: American Experience

STANDARD USI.9b ([Back to CPR](#))

The student will apply social science skills to understand the causes, major events, and effects of the Civil War by
b) explaining how the issues of states' rights and slavery increased sectional tensions;

Essential Understandings	Essential Knowledge
<p>The South feared that the North would take control of Congress, and Southerners began to proclaim states' rights as a means of self-protection.</p> <p>The North believed that the nation was a union that could not be divided.</p> <p>While the Civil War did not begin as a war to abolish slavery, issues surrounding slavery deeply divided the nation.</p>	<p>Issues that divided the nation</p> <ul style="list-style-type: none"> ● An important issue separating the country related to the power of the federal government. Southerners believed that they had the power to declare any national law illegal. Northerners believed that the national government's power was supreme over that of the states. ● Southerners felt that the abolition of slavery would destroy their region's economy. Northerners believed that slavery should be abolished for moral reasons. <p>Compromises attempting to resolve differences</p> <ul style="list-style-type: none"> ● Missouri Compromise (1820): Missouri entered the Union as a slave state; Maine entered the Union as a free state. ● Compromise of 1850: <ul style="list-style-type: none"> ○ California entered the Union as a free state. ○ Southwest territories would decide the slavery issue for themselves. ○ A stricter fugitive slave law was enacted. ○ The slave trade was banned in Washington, D.C. ● Kansas-Nebraska Act: People in each state would decide the slavery issue ("popular sovereignty"). <p>Southern secession</p> <ul style="list-style-type: none"> ● Following Lincoln's election, many southern states seceded from the Union. ● Confederate forces attacked Fort Sumter in South Carolina, marking the beginning of the Civil War. ● Lincoln and many Northerners believed that the United States was one nation that could not be separated or divided. ● Most Southerners believed that the states had freely created and joined the union and could freely leave it.



Course Title/Course #: Grade 5: American Experience

STANDARD USI.9c ([Back to CPR](#))

The student will apply social science skills to understand the causes, major events, and effects of the Civil War by
 c) **locating** on a map the states that seceded from the Union and those that remained in the Union;

Essential Understandings	Essential Knowledge
<p>Southern states that were dependent upon labor-intensive cash crops seceded from the Union. Northernmost slave states (border states) and free states stayed in the Union.</p>	<p>States that seceded from the Union</p> <ul style="list-style-type: none"> • Alabama · North Carolina • Arkansas · South Carolina • Florida · Tennessee • Georgia · Texas • Louisiana · Virginia • Mississippi <p>States that remained in the Union</p> <ul style="list-style-type: none"> • Border states (slave states) <ul style="list-style-type: none"> – Delaware – Maryland – Kentucky – Missouri • Free states <ul style="list-style-type: none"> – California – New Hampshire – Connecticut – New Jersey – Illinois – New York – Indiana – Ohio – Iowa – Oregon – Kansas – Pennsylvania – Maine – Rhode Island – Massachusetts – Vermont – Michigan – West Virginia* – Minnesota – Wisconsin <p>*Note: Western counties of Virginia that refused to secede from the Union</p>



Course Title/Course #: Grade 5: American Experience

STANDARD USI.9d ([Back to CPR](#))

The student will apply social science skills to understand the causes, major events, and effects of the Civil War by

- d) describing the roles of Abraham Lincoln, Jefferson Davis, Ulysses S. Grant, Robert E. Lee, Thomas “Stonewall” Jackson, and Frederick Douglass in events leading to and during the war;

Essential Understandings	Essential Knowledge
<p>Lincoln and Lee were men who represented views of the nature of the United States that were very different; such views led to an unavoidable conflict.</p>	<p>Roles of Civil War leaders</p> <ul style="list-style-type: none"> • Abraham Lincoln <ul style="list-style-type: none"> o Was president of the United States o Opposed the spread of slavery o Issued the Emancipation Proclamation o Was determined to preserve the Union, by force if necessary o Believed the United States was one nation, not a collection of independent states o Wrote the Gettysburg Address that said the Civil War was to preserve a government “of the people, by the people, and for the people” • Jefferson Davis <ul style="list-style-type: none"> o Was president of the Confederate States of America • Ulysses S. Grant <ul style="list-style-type: none"> o Was general of the Union army that defeated Lee • Robert E. Lee <ul style="list-style-type: none"> o Was leader of the Army of Northern Virginia o Was offered command of the Union forces at the beginning of the war, but chose not to fight against Virginia o Opposed secession, but did not believe the Union should be held together by force o Urged Southerners to accept defeat at the end of the war and reunite as Americans when some wanted to fight on • Thomas “Stonewall” Jackson <ul style="list-style-type: none"> o Was a skilled Confederate general from Virginia • Frederick Douglass <ul style="list-style-type: none"> o Was a former enslaved African American who promoted African American involvement in the Civil War



Course Title/Course #: Grade 5: American Experience

STANDARD USI.9e ([Back to CPR](#))

The student will apply social science skills to understand the causes, major events, and effects of the Civil War by
e) describing critical developments in the war, including the location of major battles;

Essential Understandings	Essential Knowledge
<p>Location and topography were critical elements influencing important developments in the Civil War, including major battles.</p>	<p>Major battles and events</p> <ul style="list-style-type: none">• The firing on Fort Sumter, South Carolina, began the war.• The First Battle of Bull Run (also known as the Battle of First Manassas) in northern Virginia was the first major battle.• The signing of the Emancipation Proclamation made “freeing the slaves” the new focus of the war. Many freed African Americans joined the Union army.• The Battle of Vicksburg in southern Mississippi divided the South; the North controlled the Mississippi River.• The Battle of Gettysburg in southern Pennsylvania was the turning point of the war; the North repelled Lee’s invasion.• Lee’s surrender to Grant at Appomattox Court House in 1865 ended the war. <p>Influence of location and topography on critical developments in the war</p> <ul style="list-style-type: none">• The Union blockade of southern ports (e.g., Savannah, Charleston, New Orleans)• Control of the Mississippi River (e.g., Vicksburg)• Battle locations influenced by the struggle to capture capital cities (e.g., Richmond; Washington, D.C.)• Control of the high ground (e.g., Gettysburg)



Course Title/Course #: Grade 5: American Experience

STANDARD USI.9f ([Back to CPR](#))

The student will apply social science skills to understand the causes, major events, and effects of the Civil War by

- f) describing the effects of war from the perspectives of Union and Confederate soldiers (including African American soldiers), women, and enslaved African Americans.

Essential Understandings	Essential Knowledge
<p>Life on the battlefield and on the home front was extremely harsh. Many soldiers died from disease and exposure.</p>	<p>General effects of the war</p> <ul style="list-style-type: none">• Family members were often pitted against one another, as were friends against friends.• As the war went on, Southern troops became increasingly younger and more poorly equipped and clothed.• Much of the South was devastated at the end of the war (e.g., burning of Atlanta and Richmond).• Disease was a major killer.• Clara Barton, a Civil War nurse, created the American Red Cross.• Combat was brutal and often man-to-man.• Women were left to run businesses in the North and farms and plantations in the South.• The collapse of the Confederacy made Confederate money worthless. <p>Effects of the war on African Americans</p> <ul style="list-style-type: none">• African Americans fought in the Union army. Some African Americans accompanied Confederate units in the field.• The Confederacy used enslaved African Americans as ship workers, laborers, cooks, and camp workers.• The Union moved to enlist African American sailors and soldiers during the war.• African American soldiers were paid less than white soldiers.• African American soldiers were discriminated against and served in segregated units under the command of white officers.• Robert Smalls, an African American sailor and later a Union naval captain, was highly honored for his feats of bravery and heroism. He was elected to the United States House of Representatives after the war.