

**5th Grade U.S. History 3rd 9-weeks
Scope and Sequence 2011-2012**

Third Quarter (The New Nation; A Growing Nation; The Civil War and Reconstruction)

Concept	Foundational Topic	TEKS Statement	Specificity	TAKS Obj. #	Resources Textbook (TB), Technology (TA), Other (OT)	Time Allotment
Government	The student understands the framework of government created by the U.S. Constitution of 1787.	5.16 (A) Identify and explain the basic functions of the three branches of government.	Identify and define the legislative, executive and judicial branches of government.	Obj. # 4	TB: Foresman – pp 329-343. OT: Flow Map on Problems before the Constitution. TB: Workbook Activities pp. 78-80. OT: Constitution PowerPoint – Part 1 TA: Three Ring Circus School House Rock http://www.youtube.com/watch?v=X5I2KFENjS8 OT: LRE Three Branches of Government Flip Chart.	2 days
History	The student understands the events that led from the Articles of Confederation to the creation of the U.S. Constitution and the government it established.	5.3 (A) Identify the issues that led to the creation of the US Constitution including the weaknesses of the Articles of Confederation.	Identify the Articles of Confederation as a weak central government with one branch called Congress. Define ratify. Analyze the weaknesses of the Articles of Confederation including such issues as taxes, money problems, how many states are needed to pass laws, a lack of executive and judicial branches, and problems with trade abroad. Explain the importance of the Northwest Ordinance of 1787 that allowed states to enter the Union equal to other states. Evaluate the impact of Shays' Rebellion on the desire for a stronger	Obj. # 1		

**5th Grade U.S. History 3rd 9-weeks
Scope and Sequence**

Concept	Foundational Topic	TEKS Statement	Specificity	TAKS Obj. #	Resources Textbook (TB), Technology (TA), Other (OT)	Time Allotment
			national government.			
Government	The student understands important ideas in the Declaration of Independence and the U.S. Constitution and the Bill of Rights.	5.15(B) Explain the purposes of the U.S. Constitution as identified in the Preamble	Explain the six goals of the U.S. Constitution as outlined in the Preamble: 1, create a union where the people are sovereign (have power); 2, establish justice; 3, ensure peace at home; 4, defend the nation; 5, protect the people’s well-being; and 6, protect people’s liberty.	Obj. # 4	TB: Foresman – pp 344-359. OT: Constitution Power Point – Parts 2 & 3 OT: Adventure Tales of America: Vol. 1, pp. 161-189. OT: Adventure Tales questions and flow chart. OT: Constitution Jeopardy OT: Constitutional Terms Foldable w/ PPT. TA: Preamble School House Rock http://www.youtube.com/watch?v=Q_TXJRZ4CFc TA: Barney Fife and the Preamble http://www.youtube.com/watch?v=oBuPQgV8yBM TA: Kirk and the Preamble http://www.youtube.com/watch?v=gutY7NnNuyA TB: James Madison Biography : Foresman – pp 351.	7 days
History	The student understands the events that led from the Articles of Confederation to the creation of the U.S. Constitution and the government it established.	5.3 (A) Identify the contributions of individuals including James Madison and others such as George Mason, Charles Pinckney, and Roger Sherman who helped create the U.S. Constitution.	Analyze the strengths and weaknesses of the Virginia Plan, the New Jersey Plan, the Three-Fifths Compromise and the Great Compromise. Identify James Madison as the “Father of the Constitution”. Identify Roger Sherman’s role in the Great Compromise. Explain the Federalist and Anti-Federalist arguments over ratification of the Constitution.	Obj. # 1		

**5th Grade U.S. History 3rd 9-weeks
Scope and Sequence**

Concept	Foundational Topic	TEKS Statement	Specificity	TAKS Obj. #	Resources Textbook (TB), Technology (TA), Other (OT)	Time Allotment
Government	<p>The student understands the important ideas in the Declaration of Independence, the US Constitution and The Bill of Rights..</p> <p>The student understands the framework of government created by the US Constitution of 1787.</p>	<p>5.15 (C) Explain the reasons for the creation of the Bill of Rights and its importance.</p> <p>5.16 (B) identify the reasons for r and describe the system of checks and balances outlined in the US Constitution.</p>	<p>Define and explain republicanism, limited government, checks and balances, federalism, separation of powers, popular sovereignty, and individual rights.</p> <p>Identify 1787 as the year the Constitution was written.</p>	Obj. # 4		
Citizenship	The student understands the fundamental rights of American citizens guaranteed in the Bill of Rights and other amendments to the U.S. Constitution 1787.	<p>5.20(A) describe the fundamental rights guaranteed by each amendment in the bill of Rights, including freedom of religion, speech, and press; the right to assemble and petition the government the right to keep and bear arms and the right to a trial by jury and thee right to an attorney.</p> <p>5.20 (B) describe various amendments to the US Constitution such s those that extended voting rights of US citizens.</p>	<p>Identify the Bill of Rights as the first 10 Amendments to the U.S. Constitution.</p> <p>Define amendment.</p> <p>Analyze the Anti-Federalist argument that the Bill of Rights is necessary to protect peoples' individual rights.</p> <p>Evaluate the meaning of the five parts of the First Amendment (see TEKS Statement 5.21 B.)</p> <p>Define individual rights and due process.</p>	Obj. # 4	<p>TB: Foresman – pp 344-359. TA: Bill of Rights RAP http://www.youtube.com/watch?v=qSA8LX0xNLg OT: D & S Super 100 U.S. History Facts</p>	2 days
Citizenship	The student understands the importance of effective leadership in a constitutional Republic.	5.19 (C) identify and compare leadership qualities of national leaders, past and present.	<p>Identify George Washington as the First President.</p> <p>Define electoral college,</p> <p>Explain the role of the President's Cabinet.</p>	Obj. # 4	<p>TB: Foresman – pp 360-367. TA: School House Rock on Electoral College</p>	1 day

**5th Grade U.S. History 3rd 9-weeks
Scope and Sequence**

Concept	Foundational Topic	TEKS Statement	Specificity	TAKS Obj. #	Resources Textbook (TB), Technology (TA), Other (OT)	Time Allotment
Citizenship	The student understands important customs, symbols, and celebrations and landmarks that represent American beliefs and principles and contribute to our national identity.	5.17 (A) Explain various patriotic symbols including Uncle Sam, and political symbols such as the donkey and elephant.	Identify the White House as the Presidents residence and the first President to live there.		TB: Foresman – pp 366 TA: www.whitehouse.gov .	
Social studies skills	The student applies critical-thinking skills to organize and use information acquired from a variety of valid sources including electronic technology.	5.24 (D) Identify different points of view about an issue or topic or current event.	Define political parties. Compare & Contrast the different political views of Alexander Hamilton and Thomas Jefferson and the parties they founded.	Obj. # 5	TB: Foresman – pp 368-369. OT: Hamiltonian v. Jeffersonian Compare and Contrast Table. OT: Adventure Tales of America: Vol. 1, pp. 194-197	1 day
Science, technology, and society.	The student understands the impact of science and technology on life in the United States.	5.23 (A) identify the accomplishments of notable individuals in the field of science and technology, including Ben Franklin, Eli Whitney, John Deere, Thomas Edison, Alexander Graham Bell, George Washington Carver, The Wright Brothers, and Neil Armstrong	Explain Benjamin Banneker’s role in the planning of the nation’s capital city.	Obj. # 5	TB: Foresman – pp 367. TB: Foresman – pp 370-372. TB: Foresman – pp 370-372.	1 day
Social studies skills	The student applies critical-thinking skills to organize and use information acquired from a variety of valid sources including electronic technology.	5.24 (D) Identify different points of view about an issue or topic or current event.	Identify Thomas Jefferson as the 3 rd President of the U.S. Analyze how the election of 1800 was a peaceful transition of power from the Federalist to the Democratic-Republicans.	Obj. # 5		
History	The student understands political, economic, and social changes that occurred in the United States during the 19th century.	5.4 (C) Identify reasons people moved west.	Identify Daniel Boone and the reasons people moved West. Compare & Contrast the population maps of 1790 & 1830.	Obj. # 1		

**5th Grade U.S. History 3rd 9-weeks
Scope and Sequence**

Concept	Foundational Topic	TEKS Statement	Specificity	TAKS Obj. #	Resources Textbook (TB), Technology (TA), Other (OT)	Time Allotment
History	The student understands political, economic, and social changes that occurred in the United States during the 19th century.	5.4 (D) Identify significant events and concepts associated with US territorial expansion, including the Louisiana Purchase, the expedition of Lewis and Clark and Manifest Destiny.	Identify 1803 as the date of the Louisiana Purchase and that the purchase doubled the size of the U.S. Analyze a map of the Louisiana Purchase and identify the geographic boundaries of the Louisiana Territory (Rocky Mountains & Mississippi River. Evaluate the Lewis & Clark Expeditions effect on Westward expansion.	Obj. # 1	TB: Foresman – pp 373-377. OT: Jefferson PowerPoint. OT: Lgos video of the Battle of New Orleans with Horten Footes song.	1 day
Citizenship	The student understands important customs, symbols, and celebrations and landmarks that represent American beliefs and principles and contribute to our national identity.	5.17 (B) Sing or recite The Star-Spangled Banner and explain its history.	Identify the War of 1812. Identify the Battle for Baltimore and Fort McHenry Identify Francis Scott Key and the writing of the Star-Spangled Banner. Identify the Battle of New Orleans and the victorious American General Andrew Jackson.	Obj. # 4	TB: Foresman – pp 380-389. TB: Foresman – pp 385, Tecumseh Biography OT: War of 1812 map. TA: http://www.warof1812.ca/ TA: http://www.jmu.edu/madison/center/main_pages/madison_archives/life/war1812/war1812.htm TA: http://www.americanhistory.si.edu/starspangledbanner/interactive-flag.aspx OT: Madison to Monroe PowerPoint OT: Tecumseh movie from TNT. OT: War of 1812 map. TA: First Invasion, the War of 1812 10 minute video part 1 http://www.youtube.com/watch?v=c7Hh8W69cos&feature=related	2 days
Culture	The student understands the relationship between the arts and the times during which they were created	5.21 (A) Identify significant examples of art, music, and literature from various periods in U.S. history such as the painting American Progress, Yankee Doodle, and Paul Revere’s Ride. (B) Explain how examples of art, music, and literature reflect the times during which they were created.	Identify the Star-Spangled Banner as the National Anthem.	Obj. # 3	TA: First Invasion, the War of 1812 10 minute video Part 2 http://www.youtube.com/watch?v=In8ehVBhFCQ&feature=related	

**5th Grade U.S. History 3rd 9-weeks
Scope and Sequence**

Concept	Foundational Topic	TEKS Statement	Specificity	TAKS Obj. #	Resources Textbook (TB), Technology (TA), Other (OT)	Time Allotment
History	The student understands political, economic, and social changes that occurred in the United States during the 19th century.	5.4 (G) Identify the challenges, opportunities, and contributions of people from selected American Indian and immigrant groups.	Identify Tecumseh and the results of the Battle of Tippecanoe.	Obj.#1		
Citizenship	The student understands the importance of effective leadership in a constitutional republic	5.19(C) Identify and compare leadership qualities of national leaders, past and present.	Explain the importance of The Monroe Doctrine. Identify Andrew Jackson as the 7 th President. Define Suffrage. Evaluate Jackson’s Indian Removal policy and the Trail of Tears.	Obj. # 4	TB: Foresman – pp 393-407. OT: Trail of Tears DBQ	1 day
History	The student understands political, economic, and social changes that occurred in the United States during the 19th century.	5.4 (F) Explain how industry and the mechanization of agriculture changed the American way of life	Define the Industrial Revolution. Identify Samuel Slater and his textile mill as the beginning of the Industrial Revolution in America in 1790. Define manufacture.	Obj.#1	TB: Foresman – pp 408-409. OT: Industrial Revolution PowerPoint	1 day
Economics	The student understands patterns of work and economic activities in the United States.	5.13 (A) compare how people in different parts of the United States earn a living, past and present	Evaluate the role of young women in the labor force at the Lowell Mills.	Obj.#3		

**5th Grade U.S. History 3rd 9-weeks
Scope and Sequence**

Concept	Foundational Topic	TEKS Statement	Specificity	TAKS Obj. #	Resources Textbook (TB), Technology (TA), Other (OT)	Time Allotment
History	The student understands political, economic, and social changes that occurred in the United States during the 19th century.	5.4 (B) Identify changes in society resulting from the Industrial Revolution and explain how these changes led to conflict among sections of the United States.	Identify the importance of Eli Whitney and the Cotton Gin and analyze its impact on the growth of Plantations and slavery in the U.S. Identify Cyrus McCormick and his mechanical reaper and John Deere and his Steel Plow and their impact on Agriculture	Obj.#1	TB: Foresman – pp 410.	
Economics	The student understands patterns of work and economic activities in the United States.	5.13 (C) Analyze the effects of immigration, migration, and limited resources on the economic development and growth of the United States.	Explain the importance of new roads, such the National Road, and canals such as the Erie Canal, on the development of the United States. Analyze the impact of canals, steamboats, and railroads on the United States economy. Identify the importance of Fulton’s steamboat, The Clermont.	Obj.#3	TB: Foresman – pp 410-413. TB: Foresman – pp 412 Mapping skills. TB: Foresman – pp 414-415. Charts & Graph Skills	1 day

**5th Grade U.S. History 3rd 9-weeks
Scope and Sequence**

Concept	Foundational Topic	TEKS Statement	Specificity	TAKS Obj. #	Resources Textbook (TB), Technology (TA), Other (OT)	Time Allotment
Social studies skills	The student applies critical-thinking skills to organize and use information acquired from a variety of valid sources including electronic technology.	<p>(5.24B) Analyze information by sequencing, categorizing, identifying cause-and-effect relationships, comparing, contrasting, finding the main idea, summarizing, making generalizations and predictions, and drawing inferences and conclusions;</p> <p>(5.24C) Organize and interpret information in outlines, reports, databases, and visuals including graphs, charts, timelines, and maps;</p> <p>(5.24D) Identify different points of view about an issue or topic or current event.</p>	<p>Define reform.</p> <p>Identify the Second Great Awakening</p> <p>Define Temperance.</p> <p>Define abolitionist and explain the goal of the Abolitionist Movement.</p> <p>Identify, Frederick Douglas, William Lloyd Garrison, Harriet Beecher Stowe and Sojourner Truth and their roles in the Abolitionist Movement.</p>	Obj.#5	<p>TB: Foresman – pp 416-427. OT: Reform Movements PowerPoint TB: Foresman – pp 421. Sojourner Truth TB: Foresman – pp 422-423. Frederick Douglas TB: Foresman – pp 424-425 1800's as A Time of Change.</p>	2 days
History	The student understands important issues, events, and individuals of the 20th and 21 st century in the United States.	5.5 (C) Identify the accomplishments of individuals and groups such as Jane Addams, Susan B. Anthony, Dwight Eisenhower, Martin Luther King Jr., Rosa Parks, Cesar Chavez, Franklin D. Roosevelt, Ronald Reagan, Colin Powell, the Tuskegee Airmen, and the 442 nd regimental Combat team who make contributions to society in the areas of civil rights women rights military action and politics..	<p>Identify and explain the Seneca Falls Convention and the Declaration of Sentiments.</p> <p>Identify Lucretia Mott and Elizabeth Cady Stanton, and their important contributions to Women's Rights in America.</p> <p>Identify Horace Mann and the Common-School Movement and Dorothea Dix and her attempts at reforming prisons and insane asylums.</p>	Obj.#1		

**5th Grade U.S. History 3rd 9-weeks
Scope and Sequence**

Concept	Foundational Topic	TEKS Statement	Specificity	TAKS Obj. #	Resources Textbook (TB), Technology (TA), Other (OT)	Time Allotment
History	The student understands political, economic, and social changes that occurred in the United States during the 19th century.	5.4 (C) identify reasons people moved west.	<p>Describe the importance of Stephen F. Austin to the settlement of Texas.</p> <p>Identify Texas and Mexico on a map</p> <p>Identify the roles of General Santa Anna, William B. Travis, Sam Houston, Juan Seguin, and Lorenzo de Zavala in the Texas Revolution and the Republic Period. (review the definition of Republic)</p> <p>Define annex.</p> <p>Define Manifest Destiny</p>	Obj. # 1	<p>TB: Foresman – pp 428-438. OT: Texas and Manifest Destiny PowerPoint TB: Foresman – pp 437. Stephen F. Austin Biography. TB: Foresman – pp 450-451. Juan Seguin Biography.</p>	1 day
History	The student understands political, economic, and social changes that occurred in the United States during the 19th century.	5.4 (D) identify significant events and concepts associated with US Territorial expansion including the Louisiana Purchase the expedition of Lewis and Clark and Manifest Destiny.	<p>Identify the causes of and the events that took place during and following the Mexican War, including the Treaty of Guadalupe Hidalgo.</p> <p>Analyze the impact of the additions of Texas, the Mexican Cession, California and the Oregon Country on the United States.</p> <p>Compare & Contrast the Oregon, Mormon, California and Santa Fe Trails</p>	Obj. # 1	<p>TB: Foresman – pp 434-449. OT: Trails West Map OT: Westward Expansion PowerPoint. OT: Territorial Acquisitions Map. OT: Westward Expansion CPS Test.</p>	3 days

**5th Grade U.S. History 3rd 9-weeks
Scope and Sequence**

Concept	Foundational Topic	TEKS Statement	Specificity	TAKS Obj. #	Resources Textbook (TB), Technology (TA), Other (OT)	Time Allotment
History	The student understands political, economic, and social changes that occurred in the United States during the 19th century.	5.4 (C) Identify reasons people moved west.	Identify the roles of Marcus and Narcissa Whitman, Joseph Smith, Brigham Young, John Sutter, James Marshall, and Levi Strauss on the westward settlement in America. Identify the Gold Rush and analyze its impact on California's population.	Obj. # 1	TB: Foresman – pp 434-449. OT: Trails West Map OT: Westward Expansion PowerPoint. OT: Territorial Acquisitions Map. OT: Westward Expansion CPS Test.	3 days
Economics	The student understands patterns of work and economic activities in the United States.	5.13 (B) Identify and explain how geographic factors have influenced the location of economic activities in the United States 5.13(C) Analyze the effects of immigration, migration, and limited resources on the economic development and growth of the United States	Analyze the growing sectional differences between Northern and Southern States. Define sectionalism. Define Underground Railroad. Identify Harriet Tubman	Obj.#3	TB: Foresman – pp. 462-475 OT: Sectionalism PowerPoint. TB: Foresman – pp. 475	1 day
Geography	The student understands the concept of regions in the United States.	5.7 (A) Describe a variety of regions in the United States such as political, population, and economic regions that result from patterns of human activity		Obj.#2		
History	The student understands political, economic, and social changes that occurred in the United States during the 19th century.	5.4 (E) Identify the causes of the civil War, including sectionalism, states rights and slavery and the effects of the civil War, including Reconstruction and the 13, 14, 15 amendments into the US Constitution.	Define states rights. Explain the Missouri Compromise of 1820. Analyze the effect of the Fugitive Slave Law of 1850 on the North. Identify the parts of the Kansas-Nebraska Act.	Obj.#1	TB: Foresman – pp 476-479. OT: Compare and Contrast Maps on Missouri Compromise and the Kansas-Nebraska Act.	2 days

**5th Grade U.S. History 3rd 9-weeks
Scope and Sequence**

Concept	Foundational Topic	TEKS Statement	Specificity	TAKS Obj. #	Resources Textbook (TB), Technology (TA), Other (OT)	Time Allotment
Culture	The student understands the relationship between the arts and the times during which they were created.	(5.21A) Identify significant examples of art, music, and literature from various periods in U.S. history such as American Progress, Yankee doodle, and the Paul Revere's Ride. (5.21B) Explain how examples of art, music, and literature reflect the times during which they were created.	Identify the novel <i>Uncle Tom's Cabin</i> by Harriet Beecher Stowe.	Obj.#3	TB: Foresman – pp 480. Reading from <i>Uncle Tom's Cabin</i> . TB: Foresman – pp 480-483. OT: Causes of the Civil War Power Point. TB: Foresman – pp 480. Biography of Lincoln. TB: Foresman – pp 484-489. TA: Abraham Lincoln Online http://showcase.netins.net/web/creative/lincoln.html	3 days
History	The student understands political, economic, and social changes that occurred in the United States during the 19th century.	5.4 (D) Describe the causes and effects of the Civil War	Identify Dred Scott. Identify John Brown and his raid on Harper's Ferry, Virginia. Analyze the Lincoln-Douglas debates over slavery.	Obj.#1		
Citizenship	The student understands the importance of effective leadership in a constitutional republic	5.19(c) identify and compare leadership qualities of national leaders past and present.	Identify Abraham Lincoln and the political party he became President for (Republican).	Obj.#4		
History	The student understands political, economic, and social changes that occurred in the United States during the 19th century.	5.4 (E) Identify the causes of the civil War, including sectionalism, states rights and slavery and the effects of the civil War, including Reconstruction and the 13, 14, 15 amendments into the US Constitution.	Define secede. Identify Jefferson Davis. Explain the importance of the dates 1861-1865. Define Union & Confederacy. Identify the importance of Fort Sumter (1 st Battle of the Civil War).	Obj.#1		

**5th Grade U.S. History 3rd 9-weeks
Scope and Sequence**

Concept	Foundational Topic	TEKS Statement	Specificity	TAKS Obj. #	Resources Textbook (TB), Technology (TA), Other (OT)	Time Allotment
History	The student understands political, economic, and social changes that occurred in the United States during the 19th century.	5.4 (e) Identify the causes of the civil War, including sectionalism, states rights and slavery and the effects of the civil War, including Reconstruction and the 13, 14, 15 amendments into the US Constitution.	<p>Identify and summarize the main battles of the Civil War, including; Fort Sumter, First Bull Run, Antietam, Gettysburg and Vicksburg.</p> <p>Explain the importance of the Emancipation Proclamation and identify the person who issued it.</p> <p>Identify the important roles of Ulysses S. Grant and Robert E. Lee.</p> <p>Identify the importance of Appomattox Courthouse.</p>	Obj.#1	TB: Foresman – pp 490-515. OT: The Civil War through Map, Charts & Graphs PowerPoint. OT: Maps of Gettysburg. TA: http://www.nps.gov/fomo/ TA: http://www.nps.gov/mana/ TA: http://www.gettysburg.com TA: http://www.nps.gov/gett/ TA: http://www.nps.gov/vick TA: http://www.loc.gov/exhibits/gadd/ TA: http://www.jatruck.com/stonewall/ TA: http://www.civilwarhome.com/records.htm TA: http://www.hallowedground.org/content/view/393	5 days
Culture	The student understands the contributions of people of various racial, ethnic, and religious groups to the United States.	5.22 (C) Summarize the contributions of people of various racial, ethnic, and religious groups to our national identity.	<p>Identify the role of African-Americans in the Civil War.</p> <p>Identify the 54th Massachusetts.</p> <p>Identify Clara Barton.</p>	Obj.#3		

**5th Grade U.S. History 3rd 9-weeks
Scope and Sequence**

Concept	Foundational Topic	TEKS Statement	Specificity	TAKS Obj. #	Resources Textbook (TB), Technology (TA), Other (OT)	Time Allotment
Culture	The student understands the relationship between the arts and the times during which they were created.	(5.21A) Identify significant examples of art, music, and literature from various periods in U.S. history such as American Progress, Yankee doodle, and the Paul Revere's Ride. (5.21B) Explain how examples of art, music, and literature reflect the times during which they were created.	Evaluate the Gettysburg Address. Analyze the role of music in the life of a soldier.		TB: : Foresman – pp 508. <i>Gettysburg Address</i> TA: <i>When Johnny Comes Marching Home</i> http://www.youtube.com/watch?v=gZhHdKmKXqA&feature=related http://www.youtube.com/watch?v=xfitC5PV1M8&feature=related The fighting Texas Aggie Band's Version http://www.youtube.com/watch?v=YSoNP1b11Jg&feature=related	
History	The student understands political, economic, and social changes that occurred in the United States during the 19th century.	5.4 (E) Identify the causes of the civil War, including sectionalism, states rights and slavery and the effects of the civil War, including Reconstruction and the 13, 14, 15 amendments into the US Constitution.	Identify who assassinated Abraham Lincoln. Define Reconstruction. Define and Identify the black codes, segregation, impeachment, and Jim Crow laws.	Obj.#1	TB: Foresman – pp 516-528.	1 day
Citizenship	The student understands the fundamental rights of American citizens guaranteed in the Bill of Rights and other amendments to the U.S. Constitution.	5.20 (B) describe various amendments to the US Constitution such as those that extended voting rights of US Citizens..	Describe the lives of freed slaves after Reconstruction. Identify & explain the importance of the 13 th , 14 th , and 15 th amendments of the U.S. Constitution.	Obj.#4		