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Indiana Department of Education

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Indiana Superintendent of Public Instruction

Indiana Academic Standards Resource Guide

Grade 5

The United States – The Founding of the Republic

Updated April 2016

Indiana Department of Education

College and Career Readiness

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APPENDIX A – TEACHER RESOURCE GUIDE
GRADE 5 – The United States – The Founding of the Republic
Updated April 2016

This Teacher Resource Guide has been developed to provide supporting materials to help educators successfully implement the social studies standards. These resources are provided to help you in your work to ensure all students meet the rigorous learning expectations set by the Academic Standards. Use of these resources is optional – teachers should decide which resource will work best in their school for their students.

This resource document is a living document and will be frequently updated. Please send any suggested links and report broken links to:

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The links compiled and posted in this Resource Guide have been provided by the Department of Education and other sources. The DOE has not attempted to evaluate any posted materials. They are offered as samples for your reference only and are not intended to represent the best or only approach to any particular issue. The DOE does not control or guarantee the accuracy, relevance, timeliness, or completeness of information contained on a linked website; does not endorse the views expressed or services offered by the sponsor of a linked website; and cannot authorize the use of copyrighted materials contained in linked websites. Users must request such authorization from the sponsor of the linked website.

GOOD WEBSITES FOR U.S. HISTORY

- Destination Indiana - Destination Indiana brings Indiana's history to life through thousands of images and hundreds of stories about our Hoosier heritage. These are the people and events of the past that made us who we are today, recreated through our vast collection of rare historical photographs and documents. These stories are yours to explore, share and cherish. You can also visit the Destination Indiana gallery in person as part of the Indiana Experience, at the Eugene and Marilyn Glick Indiana History Center in downtown Indianapolis.
- http://www.teacheroz.com/colonies.htm Everything you need or want to know about early American history. Really.
- http://www.mrdonn.org/americanhistory.html Lesson plans and activities for students on American history.
- http://www.earlyamerica.com/ A worthwhile site for links to **historical documents, biographies,** and even on-line books on 18th century America. These archival materials are displayed in their original formats so they can be read and examined close-up and in detail.
- http://www.americaslibrary.gov/jb/index.php **America's Story** is a site for children from the Library of Congress and is designed to be both entertaining and fun to use. The Colonial America (1492-1763) section contains "stories" (concise essays with images) including "Give Me Liberty or Give Me Death!", "Jamestown Was Established", "Salem Witch Trials", "Christopher Columbus Saw Land!", and "George Washington Was Born".
- http://www2.needham.k12.ma.us/eliot/technology/lessons/regions/act.htm -**Internet Activities & Games of the USA**-A great listing of activities, includes virtual tours and map games for students. If you have Netbooks, you'll want to check this out!
- http://www.timepage.org/spl/13colony.html - Timepage.com offers concise essays on various aspects of the original thirteen colonies. Also provides access to several different **maps of the colonies, and Colonial charters, grants, and related documents.**
- http://www.let.rug.nl/usa/ **-**A hypertext on the history of the United States from the **colonial period until modern times**. Includes outlines, documents, essays, biographies and presidents.

Good websites continued on next page

- Maps of Early America
- African American History (grades 5-8)
- 5th Grade Social Studies Resources
- K - 12th Grade Informational Articles
- K - 12th Grade Passages with Vocabulary
- ReadWorks is excited to share 52 social studies passages to teach K-8 reading comprehension. >>
    - Use passages for independent practice, small-group work, whole-class lessons, or teacher read-aloud lessons
    - Incorporate reading comprehension across content areas by using passages in your social studies classroom
    - Build essential background knowledge by using passages to support your social studies curriculum

  As always, all ReadWorks curriculum is based in the highest quality research on reading comprehension and can help you meet the rigorous Indiana Academic Standards 2014.
- Civics Resources
- Civil Rights and Ethnic Education Resources

Standard 1 History

Students describe the historical movements that influenced the development of the United States from pre-Columbian times up to 1800, with an emphasis on the American Revolution and the founding of the United States.

Historical Knowledge
Ways of Life Before and After the Arrival of Europeans to 1610

5.1.1 Identify and describe early cultures and settlements that existed in North America prior to contact with Europeans.

Examples: The Anasazi (100 B.C./B.C.E. – 1300 A.D./C.E.) and Mississippian culture at Cahokia (600 A.D./C.E. – 1400 A.D./C.E.)

Resources

- Who Really Discovered America?
- Vikings in Vinland
- Viking Discoveries
- Cultures & History of the Americas
- 1492: An Ongoing Voyage
- Angel Mounds State Historic Site
- Cahokia Mounds
- Native American Diversity Edsitement

5.1.2 Examine accounts of early European explorations of North America including major land and water routes, reasons for exploration and the impact the exploration had.

Examples: The Viking explorations and settlements in Greenland and North America; Spanish expeditions by Christopher Columbus, Hernán Cortés, Hernando de Soto and Francisco Vásquez de Coronado; expeditions by French explorers Jacques Cartier and Samuel de Champlain; and expeditions for England and Holland by explorers Henry Cabot, Henry Hudson and John White

Resources

- Christopher Columbus Biography for Kids
- Hernando de Soto Biography for Kids
- Explorers
- John Cabot
- Samuel de Champlain
- Christopher Columbus
- Hernan Cortes & the Aztecs
- The Age of Exploration
- Hernando De Soto
- Henry Hudson
- Rene Robert de La Salle
  Pizarro & the Incas
- Juan Ponce de Leon
- New World Explorers
- What Was Columbus Thinking?
- Hernan Cortes

- Hernan Cortés: from Second Letter to Charles V, 1520- Description of Mexico
- Early Explorers Matching Game
- Explorers of the Americas
- Make Your Own Explorers Map
- Explorers

5.1.3 Compare and contrast historic Indian groups of the West, Southwest, Northwest, Arctic and sub-Arctic, Great Plains, and Eastern Woodlands regions at the beginning of European exploration in the late fifteenth and sixteenth centuries.

Examples: Compare styles of housing, settlement patterns, sources of food and clothing, customs and oral traditions, political and economic organization, and types and uses of technology.

Resources

- American Indians.net
- Native American Cultures
- United States History Map-Indians
- Native Americans
- Native Americans in Olden Times
- Eiteljorg Museum-Indianapolis
- History of the Battle of Tippecanoe

Resources from the Indiana Historical Society

- Copy of a speech sent from the Chiefs of the Delawares, Munsies, and Mohikins to the Governors of Pennsylvania, Maryland, and Virginia Killbuck, Speaker.
http://images.indianahistory.org/cdm/compoundobject/collection/ONWT/id/156/rec/32
- Native American Portraits from the Aboriginal Portfolio (Multiple Images)
http://images.indianahistory.org/cdm/landingpage/collection/aboriginals
- Karl Bodmer Prints (Multiple Images)
http://images.indianahistory.org/cdm/landingpage/collection/dc015 and
http://images.indianahistory.org/cdm/search/searchterm/Wied's
- Henry Knox, Secretary of War, to Brigadier General Josiah Harmar
http://images.indianahistory.org/cdm/compoundobject/collection/ONWT/id/322/rec/1
- War Office to Robert Johnson, Lieutenant of Woodford County
http://images.indianahistory.org/cdm/compoundobject/collection/ONWT/id/326/rec/4

5.1.4 Locate and compare the origins, physical structure and social structure of early Spanish, French and British settlements.

Examples: St. Augustine, Roanoke Island, Santa Fe and Jamestown

Resources

- What was Columbus Thinking? Edsitement
- Colonial History
- Land Ho Early Exploration and Settlement of the Americas
- Spanish Exploration and Settlement of the American Southwest
- God, Glory and Gold!
- Early Exploration of North America
- American Colonies Chart
- Explorations of the United States
- Jamestown changes (Edsitement)
- The "Starving Time" in Jamestown Historical Scene Investigation
- The Plymouth Colony Archive Project
- Colonial Williamsburg
- Virtual Jamestown

Colonization and Settlements: 1607 to 1763

5.1.5 Compare and contrast the religious, political and economic reasons for the colonization of the Americas by Europe.

Examples: Puritans fleeing religious persecution, search for wealth by the French and Spanish, debtor settlements in Georgia and the African slave trade

Key Terms/Topics

3 G's—Gold, Glory, God
The search for gold by the Spanish
French fur trade
Spanish and French missions
Taxation without Representation

Resources

- Early Colonial Era Beginnings to 1700
- New World Explorers
- American Colonies Chart
- The HistoryPlace Timeline – Early Colonial Era
- The Pilgrims: Voyage to Freedom Why the Puritans came to America, and what they found when they arrived.
- Colonial America (grades 5-6)*
- Historical Scene Investigation: The "Starving Time" in Jamestown What caused the failure of the Jamestown Colony in 1610?
- 17th Century American History
- US History – 1700's

5.1.6 Identify and explain instances of both cooperation and conflict that existed between Native American Indians and colonists

Examples: In agriculture, trade, cultural exchanges, military alliances, and massacres.

Resources

- Comparison chart of Native American views to European views
- American Indians.net
- Native American Cultures The History Channel
- United States History Map-Indians

5.1.7 Identify and locate the 13 British colonies by region (New England, Middle, Southern) and describe the political, social, and economic organization and structure of each region.

Examples: Slavery, plantations, town meetings and town markets

Resources

- American Colonies Chart
- The HistoryPlace Timeline – English Colonial Era
- Slaves and the Courts
- Exploring the Triangle Trade and the Middle Passage
- Clickable Map of 13 Colonies
- Colonial Times
- The History of Slavery

5.1.8 Identify the early founders of colonial settlements and describe early colonial resistance to British rule.

Examples: John Smith, William Bradford, Roger Williams, Anne Hutchinson, John Winthrop, Thomas Hooker, George Whitefield and William Penn

Resources

- A History of Jamestown
- Chesapeake Colonies
- Leaders of the 13 Colonies (Quizlet)
- Colonial America
- Aboard the Mayflower, 1620
- French and Indian War
- 13 Colonies
- American Colonies Chart
- The French and Indian War
- English Colonial Era
- Lesson Plan on Crispus Attucks

5.1.9 Understand how political, religious, and economic ideas brought about the American Revolution

Examples: resistance to imperial policy, the Stamp Act, the Townshend Acts, Intolerable [Coercive] Acts.

Resources

- Colonists Protest British Policies (Video Clip)
- British Reforms and Colonial Resistance, 1763-1766
- The Boston Massacre Historical Scene Investigation
- History Channel Video Clips
- Political Cartoon: The Colonies Reduced
- Events that led to the American Revolution Discovery Education
- What were the events leading up to the war?
- The HistoryPlace Timeline – Prelude to Revolution

The American Revolution: 1763 to 1783

- The American Revolution
- Revolutionary War for Kids
- American Revolution for Kids
- Historic Valley Forge
- Battle of Lexington and Concord
- From the Colonies to the Revolution
- Activities and Quizzes for American Revolution
- Valley Forge "What are they Saying" Activity
- Rebus Game
- Road to Revolution Quiz (PBS)
- Flames of Rebellion Strategy Game
- George Rogers Clark National Park
- George Rogers Clark Biography
- Lesson Plan on Crispus Attucks
- PBS: The American Revolution

Resources from the Indiana Historical Society

- Patrick Henry's Secret Orders to George Rogers Clark

http://images.indianahistory.org/cdm/compoundobject/collection/dc007/id/30/show/27/rec/83

5.1.10 Analyze the causes of the American Revolution as outlined in the Declaration of Independence.

Resources

- Declare the Causes: The Declaration of Independence (Edsitemenet)
- Declaration of Independence
- The Declaration and Natural Rights
- The Declaration of Independence: An Analytical View
- The HistoryPlace Timeline – Conflict and Revolution
- The Declaration of Independence The History Place
- Mr. Donn's site on the Declaration of Independence.
- Causes of the Revolutionary War

5.1.11 Identify major British and American leaders of the American Revolutionary War and describe their significance in key events of the war.

Examples: **People**: King George III, Lord Charles Cornwallis, Benjamin Franklin, Patrick Henry, Thomas Jefferson, John Adams, Thomas Paine and General George Washington; **Events:** Boston Tea Party, the Battle of Lexington and Concord, publication of *Common Sense*, First and Second Continental Congresses, and drafting and approval of the Declaration of Independence (1776)

Resources

- The HistoryPlace Timeline – An Unlikely Victory
- Revolutionary War Leaders
- Key People and Terms
- American Revolution: Key Military Figures Photo Gallery
- American Revolutionary War Outline
- American Revolution
- Biographical sketches of America's founding fathers.
- Biographies for kids
- First Continental Congress
- Second Continental Congress
- Liberty Kids: American Revolution

5.1.12 Describe the contributions of France and other nations and of individuals to the outcome of the American Revolution

Examples: Benjamin Franklin's negotiations with the French, the French navy, the Netherlands, the Marquis de Lafayette, Tadeusz Kosciuszko, Baron Friedrich Wilhelm von Steuben

Resources

- Franklin's Contributions to the American Revolution as a Diplomat in France
- Foreign Aid in the American Revolution
- Spain in the American Revolution
- Tadeusz Kosciuszko
- Baron von Steuben
- Biography of Von Stuben

5.1.13 Identify contributions of women and minorities during the American Revolution.

Examples: Abigail Adams, Martha Washington, Mercy Otis Warren, Molly Pitcher, Phillis Wheatley, Deborah Sampson, James Armistead and Joseph Brant

Resources

- Contribution of Women during the American Revolution
- Minorities in the Revolution
- http://americanrevolution.org/women/women.html
  - Women in the American Revolution
- Educational Resources on the Revolutionary War
- Women in the Revolution
- Women of the American Revolution

5.1.14 Explain consequences of the American Revolution including the strengths and weaknesses of the Articles of Confederation, changes in trade relationships and the achievement of independence by the United States.

Resources

- Strengths and Weaknesses of the Articles of Confederation
- Articles of Confederation compared to the U.S. Constitution
- The American Revolution

Making the United States Constitution and Establishing the Federal Republic: 1783 to 1800

5.1.15 Explain why the United States Constitution was created in 1787 and how it established a stronger union among the original 13 states by making it the supreme law of the land. Identify people who were involved in its development.

Examples: George Washington, James Madison, George Mason and Alexander Hamilton, Great Compromise, 3/5 Compromise

Resources

- Articles of Confederation compared to the U.S. Constitution
- 8th Grade Articles of Confederation graphic text
- The President Under the Articles of Confederation Edsitement – Lesson 1
- Chief Executives compared: The Federalist Papers Edsitement – Lesson 2
- "I Smelt a Rat" Historical Scene Investigation: (Constitution Controversy)
- The United States Constitution: Federalists v. Anti-Federalists Gilder Lehrman
- Federalists & Antifederalists Chart
- The ConSource United States Constitution for Kids
- George Washington Picture Gallery
- Balancing Three Branches at Once: Our System of Checks and Balances
- Meet Amazing Americans Edsitement
- Introduction to the Constitution
- George Washington and the Constitution
- James Madison
- About the Founding Fathers
- The Great Compromise (Congress for Kids)
- 3/5 Compromise

5.1.16 Describe the origins and drafting of the Bill of Rights, ratified in 1791.

Resources

- Our Constitution: The Bill of Rights Gilder Lehrman
- The First Amendment: What's Fair in a Free Country? - Edsitement
- Bill of Rights -Mr. Donn's site-all about the Bill of Rights
- Ben's Guide to the Bill or Rights
- Bill of Rights Infographic

5.1.17 Explain why the first American political parties developed and analyze the impact political parties had on early presidential elections.

Examples: Beliefs of Thomas Jefferson and Alexander Hamilton about the role of the federal government, The elections of George Washington (1789 & 1792), the election of John Adams (1796), and the election of Thomas Jefferson (1800)

Resources

- Hamilton vs. Jefferson Chart
- Hamilton vs Jefferson
- American Political Parties -Mr. Donn's site on Political Parties
- The Democratic Donkey and the Republican Elephant -Nice explanation of the Donkey and the Elephant used by the two major political parties
- The Oddities of the First American Election YouTube Video

Chronological Thinking, Historical Comprehension, Analysis and Interpretation, Research

5.1.18 Create and interpret timelines showing major people, events and developments in the early history of the United States from 1776-1801.

Resources

- United States History Timeline
- United States History for Kids

5.1.19 Read fiction and nonfiction stories about conflicts among and between groups of people at different stages in the formation of the United States; give examples of how these conflicts were resolved and analyze the accuracy of the stories' historical details and sequence of events

Examples: Johnny Tremain by Esther Forbes, The Fighting Ground by Avi, and George vs. George by Rosalyn Schanzer

5.1.20 Using primary* and secondary sources* to examine an historical account about an issue of the time, reconstruct the literal meaning of the passages by identifying who was involved, what happened, where it happened, what events led to these developments and what consequences or outcomes followed.

Examples: Issues regarding quartering of troops, separation from Britain, issues regarding the origins of slavery in the colonies, and the controversy over the presidential election of 1800

- **primary source**: developed by people who experienced the events being studied (i.e., autobiographies, diaries, letters and government documents)
- **secondary source**: developed by people who have researched events but did not experience them directly (i.e., articles, biographies, Internet resources and nonfiction books)

Resources

- Jamestown Changes - In this lesson, students will study census data showing the names and occupations of early settlers of the English settlement at Jamestown, Virginia, to discern how life changed in the Jamestown settlement in the first few years after it was founded.
- Daily Life on a Colonial Plantation, 1709-11 Life on a plantation from a diary-includes the treating of illnesses, and the death of a child.
- Slave Trade: the African Connection, ca 1788 Dr. Alexander Falconbridge served as the surgeon aboard a number of slave ships that plied their trade between the West African coast and the Caribbean in the late 1700s. He described his experiences in a popular book published in 1788.
- Primary vs. Secondary Sources

5.1.21 Read and interpret primary and secondary source accounts that pertain to a problem confronting people during the Founding Era of the United States.

Examples: Use the Library of Congress American Memory digital collection to analyze the controversy and debate about the ratification of the United States Constitution.

Resources

- Ratifying the Constitution
- The Battle for the Ratification of the Constitution (YouTube)

5.1.22 Identify and describe the contributions of important early American artists and writers and traditional arts and crafts to the new nation's cultural landscape.

Examples: Paul Revere, John Singleton Copley, Phyllis Wheatley and Benjamin Franklin

Resources

- Paul Revere
- John Singleton Copley
- Phyllis Wheatley (National Women's History Museum)

Standard 2 Civics and Government

Students identify main components and characteristics of the United States government. Students identify and explain key ideas in government from the colonial and founding periods that continue to shape civic and political life.

Civics and Government Websites

- Ben's Guide to US Government
  This is a terrific site for helping students understand our government. It explains the content clearly; in simple terms for younger students, and with more detail and depth for older students. "How Laws are Made" and "Branches of Government" will be especially useful to fifth grade students.
- Kids.Gov
  Links to government/social studies web sites. They are grouped by age and subject area.
- First Gov for Kids
  This site was put together by the Federal Citizen Information Center. It provides links to Federal kids' sites along with other terrific kid's sites in the social studies and other areas. The sites are all grouped by subject. Geography, government, money and history will be very helpful for all grade levels.
- NARA-The National Archives Experience
  View a variety of primary source documents important to our nation's history including the Constitution of the United States, the Declaration of Independence, and the Bill of Rights. You may view the original document or read a transcript of the text.
- Civics Resources
- Civil Rights and Ethnic Education Resources

Foundations of Government

5.2.1 Summarize the principles and purposes of government as stated in the Preamble to the United States Constitution.

Resources

- The Preamble to the Constitution - Lesson plan from Edsitement-How does the language of the Preamble to the U.S. Constitution reflect historical events and the goals the Founders had for the future? What does the Preamble mean?

5.2.2 Identify and explain ideas about limited government*, the rule of law and individual rights in key colonial era documents.

Examples: The Mayflower Compact (1620), Fundamental Orders of Connecticut (1639)

- **limited government**: the powers of government are specified and limited, usually by a written constitution, in order to protect individual rights

Resources

- The Mayflower Compact -Activities about the Mayflower Compact.
- Mayflower History - A worthwhile site for researching the history of the Mayflower. Contains important primary source documents related to the ship's voyage, a history of the Mayflower, representations of the ship, and more.
- The Fundamental Orders, "Voted" on January 14, 1638 by a popular convention of the three towns of Windsor, Hartford, and Wethersfield, and were the beginning of Connecticut as a commonwealth. This is mainly a site for teacher background information.
- Limited Government (Bill of Rights Institute)
- Children in the Civil Rights Movement: Facing Racism, Finding Courage (Children's Museum)

5.2.3 Give examples and explain how the British colonies in America developed forms of representative government, self-government and democratic practices.

Examples: Town meetings in New Hampshire, colonial legislative bodies in Virginia and Massachusetts, and charters on individual freedoms and rights in Rhode Island and Connecticut

Resources

- The Trial of Abigail Briggs-As a result of this lesson, students will be able to: Define eighteenth-century legal terms; Depict an eighteenth-century case through role-play; explain the justice system in eighteenth-century Virginia.
- The Emergence of Colonial Government-A good background for teachers on how colonial government began and how self-government developed in America.

5.2.4 Identify and explain key ideas about government as noted in the Declaration of Independence, Articles of Confederation, Northwest Ordinance, United States Constitution and the Bill of Rights.

Example: Union*, popular sovereignty*, republican government* (representative government), constitutional government* (constitutionalism), federal government (national government), federalism* and individual rights*

- **union**: an alliance of citizens, colonies, states or other entities for mutual interest or benefit
- **popular sovereignty**: government by consent of the governed who are the source of all authority in their government
- **republican government**: type of government in which power is exercised by representatives chosen by the people
- **constitutional government**: powers of government are distributed according to provisions of a constitution or supreme law, which effectively limits or restrains the exercise of power
- **federalism**: type of government in which power is divided between a federal or national government and the states, such as the states of the United States
- **individual rights**: personal, political and economic rights possessed equally by each person

Resources

- THE DECLARATION OF INDEPENDENCE – Multiple Resources
- You get the text of the Declaration of Independence here, PLUS, a list of all the signers by state!!!!!
- The Northwest Ordinance
- Three Branches of Government

5.2.5 Describe and give examples of individual rights guaranteed by the Bill of Rights.

Examples: The right to associate with whomever one pleases; the right to practice the religion of one's choice; the right to vote, speak freely and criticize the government; the right to due process; and the right to be protected from unreasonable search and seizure

Resources

- Student activity that practices rights and responsibilities of citizens
- Mr. Donn's site-all about the Bill of Rights
- Know Your Rights - Nice explaination of the Bill of rights, and includes Children's Rights set forth by the UN.
- Children in the Civil Rights Movement: Facing Racism, Finding Courage (Children's Museum)
- Civics Resources
- Civil Rights and Ethnic Education Resources

Functions of Government

5.2.6 Describe the primary and general election process for local, state and national offices, including those used to select congressional and presidential office holders.

Resources

- Separation of Power - Mr. Donn's site for state and local government;separation of owers and federal government role
- Elections -Mr. Donn's site for elections
- Civics Resources

5.2.7 Identify the three branches of the United States government and explain the functions of each.

Examples: Separation of powers, shared powers, and checks and balances involving the legislative (law making), executive (law enforcing) and judicial (law interpreting) branches of government

Resources

- Three Branches of Government - Mr. Donn's site on the 3 branches of government.
- Balancing Three Branches at Once: Edsitement; Our System of Checks and Balances

Roles of Citizens

5.2.8 Describe group and individual actions that illustrate civic virtues, such as civility, cooperation, respect and responsible participation.

Resources

- What Makes a Hero? – EDSITEment; students explore heroes and the traits that make them heroic. Students begin by thinking about their own heroes and list the character traits their heroes possess. Students then explore kid heroes, adults' heroes, local heroes, and heroes from history, before completing one of several suggested culminating activities.
- Children in the Civil Rights Movement: Facing Racism, Finding Courage (Children's Museum)
- Civics Resources
- Civil Rights and Ethnic Education Resources

5.2.9 Examine ways by which citizens may effectively voice opinions, monitor government, and bring about change in government including voting and participation in the election process.

Resources

- Civic Heroism
- Children in the Civil Rights Movement: Facing Racism, Finding Courage (Children's Museum)
- Civics Resources
- Civil Rights and Ethnic Education Resources

5.2.10 Use a variety of information resources* to identify and evaluate contemporary issues that involve civic responsibility, individual rights and the common good.

Examples: Proper use of the Internet, smoking in public places, payment of property taxes, development of highways and housing on historic lands.

- **information resources**: print media, such as books, magazines and newspapers; electronic media, such as radio, television, Web sites and databases; and community resources, such as individuals and organizations

Resources

- Civil Liberties & Securities -Mr. Donn's site on Civil Liberties
- Children in the Civil Rights Movement: Facing Racism, Finding Courage (Children's Museum)
- Civics Resources
- Civil Rights and Ethnic Education Resources

Standard 3 Geography

Students describe the influence of the Earth/sun relationship on climate and use global grid systems; identify regions; describe physical and cultural characteristics; and locate states, capitals and major physical features of the United States. They also explain the changing interaction of people with their environment in regions of the United States and show how the United States is related geographically to the rest of the world.

Geography Websites

- All Kinds of Geography Activities from Brad Bowerman - over 40 categories - Geography World
  http://geographyworldonline.com/
- Census Bureau - population information, educational materials, and maps http://www.census.gov
- US Gazetteer - http://www.census.gov/cgi-bin/gazetteer
- Country info from ProTeacher - lesson plans and sites for teachers
  http://www.proteacher.com/090029.shtml
- Country Studies from the Library of Congress
  http://lcweb2.loc.gov/frd/cs/cshome.html
- USGS Education for kids - http://education.usgs.gov/primary.html
  http://education.usgs.gov/secondary.html
  Cut and Paste Paper Models of landslides, eathquakes, volcanoes, and more from USGS
- Explore the 50 States
  http://www.americaslibrary.gov/cgi-bin/page.cgi/es
- The Five Themes of Geography - what are they and what do they mean?
  http://geography.about.com/od/teachgeography/a/5themes.htm
  http://www.funsocialstudies.learninghaven.com/articles/fivethemes.htm
  http://geography.mrdonn.org/5themes-definitions.html
- Geography sites from about.geography
  http://geography.about.com/science/geography/
- National Council for Geographic Education - http://www.ncge.org/ResourcesStandards
- National Geographic http://www.nationalgeographic.com
  National Geographic for Kids http://kids.nationalgeographic.com/
- American Rivers - http://www.americanrivers.org/rivers/
- Learning About Mountains - http://www.mountain.org/education/explore.htm
- http://gislounge.com/ll/k12education.shtml -This site has fantastic resources for teaching GIS in the K-12 classroom!
- http://www.loc.gov/rr/geogmap/ - Library of Congress (LOC)-Geography Map Reading Room
- http://www.iupui.edu/~geni/ - Geography Educator's Network of Indiana, Inc.-Lesson plans and teaching ideas.
- http://www.nationalgeographic.com/education/ - National Geographic-Education division-Teacher's Main Page
- http://geography.pppst.com/index.html - Mr. Donn's World Geography-Includes US and regional geography, games, resources. Make sure you look at the section on the Great Lakes!

The World in Spatial Terms

5.3.1 Demonstrate that lines of latitude and longitude are measured in degrees of a circle, that places can be precisely located where these lines intersect, and that location can be stated in terms of degrees north or south of the equator and east or west of the prime meridian.

Resources

Latitude and Longitude Quiz
Find Your Longitude and Latitude
http://www.socialstudiesforkids.com/subjects/latitudelongitude.htm - Longitude and Latitude for Kids
China's Terra Cotta Warriors (Children's Museum)

Places and Regions

5.3.2 Identify and describe cultural and physical regions of the United States

Resources

- The Regions of the United States
- States and Capitals -50 States Review
- Regions of the United States -Nice map of the 10 different regions and a listing of states in each region.
- Describe That State -Broaden students' knowledge about all the 50 states using maps and other geographic representations, tools and technologies to acquire, process and report information from a spatial perspective.

5.3.3 Use maps and globes to locate states, capitals, major cities, major rivers, the Great Lakes, and mountain ranges in the United States.

Resources

- Locate the States
- USA States Quiz
- State Capitals
- United States Capitals
- Ventur: Capital
- US States and Capitals Map Puzzle
- U.S.A. Rivers - Game Level Online Learning
- USA River Map Game
- The U.S.: Major Cities – Map Quiz Game
- United States Geography – Rivers and Lakes
- From Sea to Shining Sea Interactives: United States History Map

5.3.4 Identify Native American Indian and colonial settlements on maps and explain the reasons for the locations of these places.

Examples: Near bodies of water, on lowlands, along a transportation route and near natural resources or sources of power

Resources

Native American Cultures The History Channel
United States History Map-Indians

Physical Systems

5.3.5 Locate the continental divide and the major drainage basins in the United States.

Resources

Continental Divide Map
Continental divide National Geographic

5.3.6 Use maps to describe the characteristics of climate regions of the United States.

Resources
U.S. Climate Regions
Regional Climates in the United States

5.3.7 Identify major sources of accessible fresh water and describe the impact of access on the local and regional communities.

Human Systems
5.3.8 Explain how the Spanish, British and French colonists altered the character and use of land in early America.

Resources
American Colonies Chart
Historical Scene Investigation: The "Starving Time" in Jamestown What caused the failure of the Jamestown Colony in 1610?

5.3.9 Identify the major manufacturing and agricultural regions in colonial America and summarize the ways that agriculture and manufacturing changed between 1600 and 1800.

Regions
13 Colonies Regions
13 Colonies in 3 Regions Quizlet Flash Cards

5.3.10 Using historical maps and other geographic representations/texts (written, maps, graphs, timelines, etc.) locate and explain the conflict over the use of land by Native American Indians and the European colonists.
Examples: Explain how economic competition for resources, boundary disputes, cultural differences and control of strategic locations contributed to these conflicts.

Resources
Native American Clashes with European Settlers -good informational document for teachers.
COOPERATION AND CONFLICT: American Indians and English Settlers in Colonial America- A 32 page teaching unit- great for ideas!
Three Worlds, Three Views -Another great informational page for teachers on the differences between the Native American view of land and the European view of land.

Environment and Society
5.3.11 Describe adaptation and how Native American Indians and colonists adapted to variations in the physical environment.
Examples: Plains people's dependence on bison; dependence on fishing by people living in the Northeast and Pacific Northwest; choice of building materials and style of construction such as sod houses, longhouses and dugouts

5.3.12 Describe and analyze how specific physical features influenced historical events and movements.

Examples: George Washington's headquarters at Valley Forge, Francis Marion's campaign based from South Carolina's swamps and George Rogers Clark's campaign in the Ohio Valley

Resources

- Around the World at 30° North Latitude - This lesson will reinforce the students' use of an atlas and reference materials, strengthen students' critical thinking skills, and establish awareness of how geographic location can make living easier or harder.
- Geography and Its Impact on Colonial Life -European settlement patterns were influenced by geographic conditions such as access to water, harbors, natural protection, arable land, natural resources and adequate growing season and rainfall. Examine a variety of primary sources to determine why colonists were drawn to a particular region of the country.

Standard 4 Economics

Students describe the productive resources and market relationships that influence the way people produce goods and services and earn a living in the United States in different historical periods. Students consider the importance of economic decision making and how people make economic choices that influence their future.

- **Grade 5 Econ Resources (from ICEE)**

Economics Websites

- **EconEdLink**
  Internet based, on-line lesson plans for all grades K-12.
- **Economics Education Web**
  Lots of great lesson plans linked to different economic concepts K-5.
- **Teaching Economics through Literature** Compiled by James Madison University-Economics Education Literature activities and lesson plans for teachers and kids links economics lesson plans to popular children's literature titles. The ideas are easy and practical and fit well into the elementary curriculum.
- **Kids Zone – Department of the Treasury**
  Fun games and cartoons for the kids and a number of "coin-centric" lesson plans for teachers.
- **http://www.newmoney.gov/education_resources/youth.aspx**
  The U.S. government has created a variety of youth education materials that are free or charge and can be downloaded
- **Learn about** Money **for** Kids **| Grades K - 5 |** Kids**.gov**
- **H.I.P. Pocket Change™ Web** Site **- The** United States **Mint**
  The US Mint's interactive official site for coin collecting kids. The history of coin minting and what new quarters are due to be minted
- **EconKids: Explore the Children's Museum**
  A Grade 3-5 Unit of Study

5.4.1 Describe the economic activities within and among Native American Indian cultures prior to contact with Europeans. Examine the economic incentives that helped motivate European exploration and colonization.

Resources

- I Have No Money, Would You Take Wampum? Through the use of folk tales, history, and the students' own experiences, students will recognize the inter-relatedness of goods, services, money. They will locate information about barter as a means of trade, use folk tales as an historical instrument.

5.4.2 Summarize a market economy* and give examples of how the colonial and early American economy exhibited these characteristics.

Example: Private ownership, markets, competition and rule of law

- **market economy**: An economic system where decision about what to produce, how to produce, and to whom to allocate goods and services are made primarily by individuals and businesses. In a market economy, prices are determined by the interaction of consumers and producers in markets.

5.4.3 Define types of trade barriers*.
trade barriers: policies that hinder trade such as tariffs, quotas or embargos

Resources

Don't Fence Me Out! -EconEd lesson plan on trade barriers
Marketplace: MIT Business Plan Competition
Henry Ford and the Model T: A Case Study in Productivity (Part 3)
What's Your Angle?

5.4.4 Describe the impact of technological developments and major inventions on business productivity during the early development of the United States.

Resources

Believe it or Not?
Guess Who's Coming to Dinner
What Happened to Railroads?

5.4.5 Explain how education and training, specialization and investment in capital resources* increase productivity*.

- **capital resources:** goods, such as tools, buildings and equipment, used in production
- **productivity**: the amount of goods and services produced in a period of time divided by the productive resources used

Resources

Trish and Scott's Big Adventure: An Investigation of Regional Housing Costs
The Role of Government: The Federal Government and Fiscal Policy
The Role of Government: The National Debt vs. The Deficit

5.4.6 Use economic reasoning to explain why certain careers are more common in one region than in another and how specialization results in more interdependence.

5.4.7 Predict the effect of changes in supply* and demand* on price.
supply: what producers are willing and able to sell at various prices
demand: what consumers are willing and able to buy at various prices

Resources

Beanie Baby Prices Soar - National Council on Economic Education. This EconEdLink lesson addresses the concepts of quantity demanded, quantity supplied, and supply, using Beanie Babies as an example. During December 1997, The Washington Post published an article about the debut of the Princess Beanie Baby. A Beanie Baby retailer, interviewed by the Post, indicated there was strong demand for the new stuffed animal.

5.4.8 Analyze how the causes and effects of changes in price of certain goods* and services* had significant influence on events in United States history.

Example: The price of cotton, the price of beaver pelts and the price of gold all are related to specific events and movements in the development of the United States.

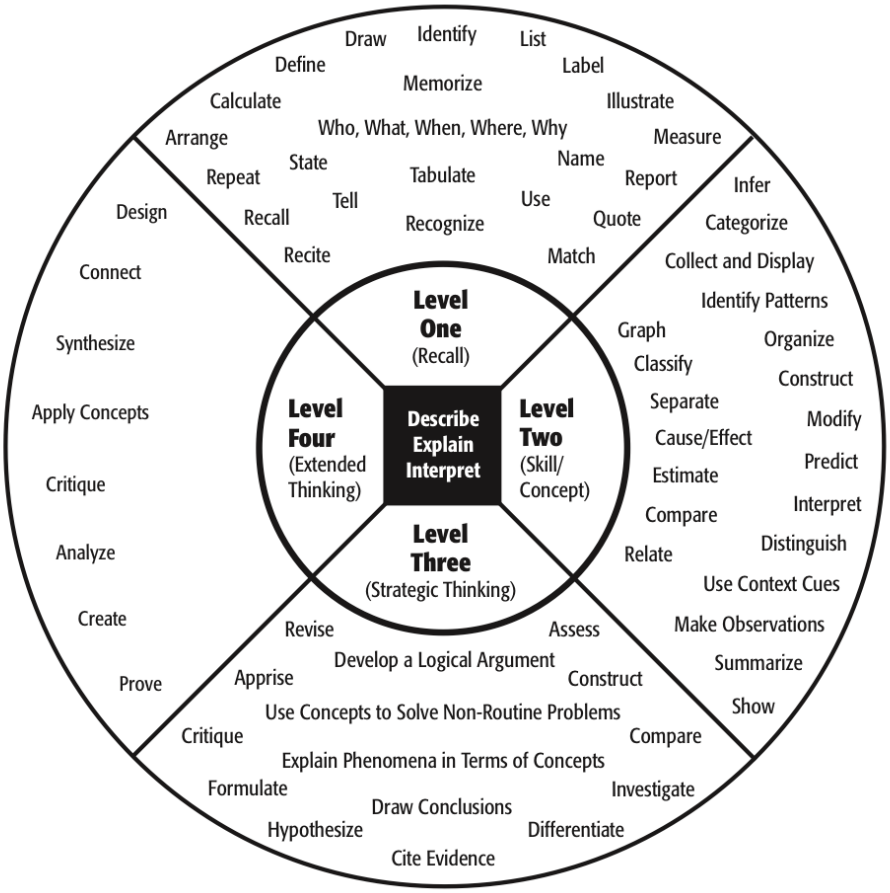
goods: tangible objects, such as food or toys, that can satisfy people's wants
services: actions that someone does for someone else, such as dental care or trash removal

5.4.9 Explain the purpose and components of a personal budget and compare factors that influence household saving and spending decisions in early United States history and today.

Resources

A Penny Saved is a Pennay at 4.7% Earned - National Council on Economic Education. In this lesson from EconEdLink, students develop two budgets to help them decide how to allocate income. In the process, they discover that there are lots of ways to receive income and lots of ways to spend it.

Depth of Knowledge (DOK) Levels



Level One Activities	Level Two Activities	Level Three Activities	Level Four Activities
Recall elements and details of story structure, such as sequence of events, character, plot and setting. Conduct basic mathematical calculations. Label locations on a map. Represent in words or diagrams a scientific concept or relationship. Perform routine procedures like measuring length or using punctuation marks correctly. Describe the features of a place or people.	Identify and summarize the major events in a narrative. Use context cues to identify the meaning of unfamiliar words. Solve routine multiple-step problems. Describe the cause/effect of a particular event. Identify patterns in events or behavior. Formulate a routine problem given data and conditions. Organize, represent and interpret data.	Support ideas with details and examples. Use voice appropriate to the purpose and audience. Identify research questions and design investigations for a scientific problem. Develop a scientific model for a complex situation. Determine the author's purpose and describe how it affects the interpretation of a reading selection. Apply a concept in other contexts.	Conduct a project that requires specifying a problem, designing and conducting an experiment, analyzing its data, and reporting results/ solutions. Apply mathematical model to illuminate a problem or situation. Analyze and synthesize information from multiple sources. Describe and illustrate how common themes are found across texts from different cultures. Design a mathematical model to inform and solve a practical or abstract situation.

Webb, Norman L. and others. "Web Alignment Tool" 24 July 2005. Wisconsin Center of Educational Research. University of Wisconsin-Madison. 2 Feb. 2006. <http://www.wcer.wisc.edu/WAT/index.aspx>.