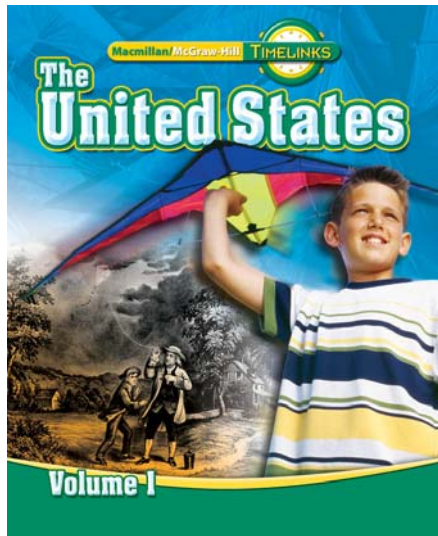




**Macmillan
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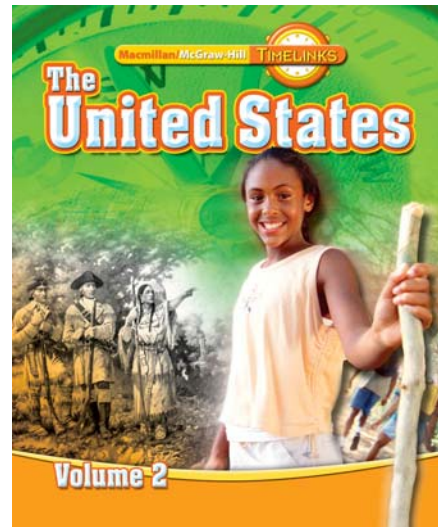
History and Social Science
Curriculum Framework
Grade 5

Massachusetts



The United States

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STANDARDS

PAGE REFERENCES

Grade 5

United States History, Geography, Economics, and Government: Early Exploration to Westward Movement

Students study the major pre-Columbian civilizations in the New World; the 15th and 16th century European explorations around the world, in the western hemisphere, and in North America in particular; the earliest settlements in North America; and the political, economic, and social development of the English colonies in the 17th and 18th centuries. They also study the early development of democratic institutions and ideas, including the ideas and events that led to the independence of the original thirteen colonies and the formation of a national government under the U.S. Constitution. The purpose of the grade 5 curriculum is to give students their first concentrated study of the formative years of U.S. history.

The grade 5 MCAS will cover the U.S. history, geography, economics, and civics standards, concepts, and skills of grades 4 and 5.

STANDARDS	PAGE REFERENCES
Grade 5 Concepts and Skills	
<p>Students should be able to: Apply concepts and skills learned in previous grades.</p>	
<u>History and Geography</u>	
<p>1. Identify different ways of dating historical narratives (<i>17th century, seventeenth century, 1600s, colonial period</i>). (H)</p>	<p>Student Edition: 21</p> <p>Teacher’s Edition: RC 21</p>
<p>2. Interpret timelines of events studied. (H)</p>	<p>Student Edition: 18-19, 50-51, 98-99, 146-147, 194-195, 242-243, 290-291, 322-323</p> <p><i>Chart & Graph Skills 27</i></p> <p>Teacher’s Edition: LI 27; UT 19, 51, 99, 147, 195, 243, 291, 323</p>
<p>3. Observe and identify details in cartoons, photographs, charts, and graphs relating to an historical narrative. (H, E, C)</p>	<p>Student Edition: <i>Chart 42-43, 64, 76, 176, 203, 206</i> <i>Chart & Graph Skills 27, 77, 249</i> <i>Diagram 102</i></p> <p>Teacher’s Edition: LI 27, 77, 249; RL 43; UC 64</p>
<p>4. Use maps and globes to identify absolute locations (latitude and longitude). (G)</p>	<p>Student Edition: GH11</p> <p><i>Map & Globe Skills 59</i> <i>World Atlas Grades 3-6 4-18</i></p> <p>Teacher’s Edition: LL GH11; U 59</p>
<p>5. Identify the location of the North and South Poles, the equator, the prime meridian, Northern, Southern, Eastern, and Western Hemispheres. (G)</p>	<p>Student Edition: GH10</p> <p><i>World Atlas Grades 3-6 4-5, 6-7, 19</i></p> <p>Teacher’s Edition: H GH10</p>

STANDARDS	PAGE REFERENCES
<p>6. Distinguish between political and topographical maps and identify specialized maps that show information such as population, income, or climate change. (G, H, E)</p>	<p>Student Edition: GH8-GH9, GH13 <i>Map</i> 55, 62 <i>Map & Globe Skills</i> 177 <i>World Atlas Grades 3-6</i> 4-28</p> <p>Teacher’s Edition: HP GH19; U GH8, GH9, GH13</p>
<p>7. Compare maps of the modern world with historical maps of the world before the Age of Exploration, and describe the changes in 16th and 17th century maps of the world. (G, H, E)</p>	<p>Student Edition: GH6-GH7, GH14-GH22 <i>Map</i> 29, 47, 55, 62, 81, 197, 246 <i>Map & Globe Skills</i> 123</p> <p>Teacher’s Edition: HM GH7; RP GH6</p>
<u>Civics and Government</u>	
<p>8. Define and use correctly words related to government: <i>citizen, suffrage, rights, representation, federal, state, county, and municipal</i>. (C)</p>	<p>Student Edition: 9, 205, 333 <i>Citizenship Grades 4-6</i> 38, 76</p> <p>Teacher’s Edition: RL 205, 333</p>
<p>9. Give examples of the responsibilities and powers associated with major federal and state officials (the President, chief justice of the U.S. Supreme Court, governor, state senators, and state representatives). (C)</p>	<p>Student Edition: <i>Citizenship Grades 4-6</i> 14, 28, 39-49</p>
<u>Economics</u>	
<p>12. Define what an entrepreneur is (a person who has started a business seeking a profit) and give examples from colonial history of an entrepreneur (e.g., Peter Faneuil and Benjamin Franklin). (E)</p>	<p>Student Edition: 10-11</p> <p>Teacher’s Edition: RL 11</p>

STANDARDS	PAGE REFERENCES
13. Define profit and describe how profit is an incentive for entrepreneurs. (E)	Student Edition: 10 Teacher’s Edition: RL 11
14. Give examples of how changes in supply and demand affected prices in colonial history (e.g., fur, lumber, fish, and meat). (E, H)	Student Edition: 11, 114-115, 131, 132, 134-135 Teacher’s Edition: BR 131; RL 111; RM 134
Grade 5 Learning Standards Building on knowledge from previous years, students should be able to:	
<u>Pre-Columbian Civilizations of the New World and European Exploration, Colonization, and Settlement to 1700</u>	
5.1 Describe the earliest explorations of the New World by the Vikings, the period and locations of their explorations, and the evidence for them. (H, G)	Student Edition: 53
5.2 Identify the three major pre-Columbian civilizations that existed in Central and South America (Maya, Aztec, and Inca) and their locations. Describe their political structures, religious practices, and use of slaves. (H, G, E)	Student Edition: 22-23, 67, 68-69 Leveled Readers: <i>Approaching Level Reader The End of an Empire</i> <i>At Level Reader The End of An Empire</i> <i>Beyond Level Reader The End of an Empire</i> Teacher’s Edition: BI 22, 68; DI 23, 67; RM 22, 68

STANDARDS	PAGE REFERENCES
<p>5.3 Explain why trade routes to Asia had been closed in the 15th century and trace the voyages of at least four of the explorers listed below. Describe what each explorer sought when he began his journey, what he found, and how his discoveries changed the image of the world, especially the maps used by explorers. (H, G, E)</p> <ul style="list-style-type: none"> A. Vasco Nuñez de Balboa B. John and Sebastian Cabot C. Jacques Cartier D. Samuel de Champlain E. Christopher Columbus F. Henry Hudson G. Ferdinand Magellan H. Juan Ponce de Leon I. Amerigo Vespucci 	<p>Student Edition: 61-62, 73-74, 79-83</p> <p>Teacher’s Edition: CC 80; DI 63; RM 62, 80</p>
<p>5.4 Explain why the Aztec and Inca civilizations declined in the 16th century. (H)</p> <ul style="list-style-type: none"> A. the encounters between Cortez and Montezuma B. the encounters between Pizarro and the Incas C. the goals of the Spanish conquistadors D. the effects of European diseases, particularly smallpox, throughout the Western hemisphere 	<p>Student Edition: 67, 70-71</p> <p>Leveled Readers: Approaching Level Reader <i>The End of an Empire</i> At Level Reader <i>The End of An Empire</i> Beyond Level Reader <i>The End of an Empire</i></p> <p>Teacher’s Edition: BR 67; DI 69; RC 71</p>
<p>5.5 Describe the goals and extent of the Dutch settlement in New York, the French settlements in Canada, and the Spanish settlements in Florida, the Southwest, and California. (H)</p>	<p>Student Edition: 74-76, 80-81, 84-85, 107 <i>Event 107</i></p> <p>Teacher’s Edition: BI 80; RM 74, 84</p>

STANDARDS	PAGE REFERENCES
<p>5.6 Explain the early relationship of the English settlers to the indigenous peoples, or Indians, in North America, including the differing views on ownership or use of land and the conflicts between them (e.g., the Pequot and King Philip’s Wars in New England). (H, G, E)</p>	<p>Student Edition: 87, 89, 91, 92-93, 104-105, 116, 122 <i>People</i> 111</p> <p>Leveled Readers: <i>Approaching Level Reader King Phillip’s War</i> <i>At Level Reader King Phillip’s War</i> <i>Beyond Level Reader King Phillip’s War</i> <i>Approaching Level Reader Pocahontas</i> <i>At Level Reader Pocahontas</i> <i>Beyond Level Reader Pocahontas</i> <i>Approaching Level Reader William Penn</i> <i>At Level Reader William Penn</i> <i>Beyond Level Reader William Penn</i></p> <p>Teacher’s Edition: BI 92, 104; DI 89; RM 88</p>
<p>5.7 Identify some of the major leaders and groups responsible for the founding of the original colonies in North America. (H, C)</p> <ul style="list-style-type: none"> A. Lord Baltimore in Maryland B. William Penn in Pennsylvania C. John Smith in Virginia D. Roger Williams in Rhode Island E. John Winthrop in Massachusetts 	<p>Student Edition: 90-91, 101, 108-109, 110-111, 113, 114-115 <i>People</i> 111</p> <p>Leveled Readers: <i>Approaching Level Reader William Penn</i> <i>At Level Reader William Penn</i> <i>Beyond Level Reader William Penn</i></p> <p>Teacher’s Edition: BI 100, 108, 116; BL 91; DI 109; RM 110</p>
<p>5.8 Identify the links between the political principles and practices developed in ancient Greece and such political institutions and practices as written constitutions and town meetings of the Puritans. (H, C)</p>	<p>Student Edition: 90, 101 <i>Primary Source</i> 103 <i>Citizenship Grades 4-6</i> 65</p> <p>Teacher’s Edition: BI 100</p>

STANDARDS	PAGE REFERENCES
<p>5.9 Explain the reasons that the language, political institutions, and political principles of what became the United States of America were largely shaped by English colonists even though other major European nations also explored the New World. (H, C)</p> <ul style="list-style-type: none"> A. the relatively small number of colonists who came from other nations besides England B. long experience with self-government C. the high rates of literacy and education among the English colonial leaders D. England's strong economic, intellectual, and military position 	<p>Student Edition: 102-103, 107</p> <p>Teacher's Edition: BI 108; DI 103</p>
<u>The Political, Intellectual, and Economic Growth of the Colonies, 1700-1775</u>	
<p>5.10 On a map of North America, identify the first 13 colonies and describe how regional differences in climate, types of farming, populations, and sources of labor shaped their economies and societies through the 18th century. (H, G, E)</p>	<p>Student Edition: 89, 104 <i>Datagraphic</i> 134 <i>Map & Globe Skills</i> 123</p> <p>Teacher's Edition: RM 134; UH 123</p>
<p>5.11 Explain the importance of maritime commerce in the development of the economy of colonial Massachusetts, using the services of historical societies and museums as needed. (H, E)</p> <ul style="list-style-type: none"> A. the fishing and shipbuilding industries B. trans-Atlantic trade C. the port cities of New Bedford, Newburyport, Gloucester, Salem, and Boston 	<p>Student Edition: 134</p> <p>Teacher's Edition: RC 135</p>
<p>5.12 Explain the causes of the establishment of slavery in North America. Describe the harsh conditions of the Middle Passage and slave life, and the responses of slaves to their condition. Describe the life of free African Americans in the colonies. (H, G, E, C)</p>	<p>Student Edition: 109, 117, 119, 125-129</p> <p>Teacher's Edition: CC 126; DI 127; RL 125; RM 126</p>
<p>5.13 Identify the founders and the reasons for the establishment of educational institutions in the colonies (grammar schools and colleges such as Harvard and the College of William and Mary). (H)</p>	<p>Student Edition: 102</p> <p>Teacher's Edition: RL 103</p>

STANDARDS	PAGE REFERENCES
<p>5.14 Explain the development of colonial governments and describe how these developments contributed to the Revolution. (H, G, E, C)</p> <ul style="list-style-type: none"> A. legislative bodies B. town meetings C. charters on individual freedom and rights 	<p>Student Edition: 101, 103, 137-139, 140-141 <i>Primary Source</i> 103</p> <p>Teacher’s Edition: BI 138; DI 139; UP 102</p>
<p>5.15 Explain the reasons for the French and Indian War, how it led to an overhaul of British imperial policy, and the colonial response to these policies. (H, C, E)</p> <ul style="list-style-type: none"> A. Sugar Act (1764) B. Stamp Act (1765) C. Townsend Duties (1767) D. Tea Act (1773) and the Intolerable Acts (1774) E. the slogan, “no taxation without representation” F. the roles of the Stamp Act Congress, the Sons of Liberty, and the Boston Tea Party (1773) 	<p>Student Edition: 131, 149-151, 153-155, 157-159</p> <p>Teacher’s Edition: RC 155; RM 154; UV 158</p>
<p><u>The Revolution and the Formation of a Federal Government under the Constitution, 1775-1789</u></p>	
<p>5.16 Explain the meaning of the key ideas on equality, natural rights, the rule of law, and the purpose of government contained in the Declaration of Independence. (H, C, E)</p>	<p>Student Edition: 167-169 <i>Citizenship Grades 4-6</i> 31, 32-37</p> <p>Teacher’s Edition: BI 168; RC 169; RM 168</p>

STANDARDS	PAGE REFERENCES
<p>5.17 Describe the major battles of the Revolution and explain the factors leading to American victory and British defeat. (H)</p> <ul style="list-style-type: none"> A. Lexington and Concord (1775) B. Bunker Hill (1775) C. Saratoga (1777) D. Valley Forge (1777-1778) E. Yorktown (1781) 	<p>Student Edition: 161-165, 171-176, 179-183, 185-187</p> <p>Leveled Readers: Approaching Level Reader <i>Thaddeus Kosciuszko: A Hero of Two Worlds</i> At Level Reader <i>Thaddeus Kosciuszko: A Hero of Two Worlds</i> Beyond Level Reader <i>Thaddeus Kosciuszko: A Hero of Two Worlds</i> Approaching Level Reader <i>Victory at Yorktown</i> At Level Reader <i>Victory at Yorktown</i> Beyond Level Reader <i>Victory at Yorktown</i></p> <p>Teacher’s Edition: BI 160, 162; DI 173, 181, 187; RM 164</p>
<p>5.18 Describe the life and achievements of important leaders during the Revolution and the early years of the United States. (H, C)</p> <ul style="list-style-type: none"> A. John Adams B. Benjamin Franklin C. King George III D. Alexander Hamilton E. Thomas Jefferson F. James Madison G. George Washington 	<p>Student Edition: 161-163, 167-169, 179, 182-183</p> <p><i>Test Preparation</i> 191</p> <p>Leveled Readers: Approaching Level Reader <i>Thaddeus Kosciuszko: A Hero of Two Worlds</i> At Level Reader <i>Thaddeus Kosciuszko: A Hero of Two Worlds</i> Beyond Level Reader <i>Thaddeus Kosciuszko: A Hero of Two Worlds</i> Approaching Level Reader <i>Victory at Yorktown</i> At Level Reader <i>Victory at Yorktown</i> Beyond Level Reader <i>Victory at Yorktown</i> Approaching Level Reader <i>The Life of Alexander Hamilton</i> At Level Reader <i>The Life of Alexander Hamilton</i> Beyond Level Reader <i>The Life of Alexander Hamilton</i></p> <p>Teacher’s Edition: BI 166, 168; DI 199</p>

STANDARDS	PAGE REFERENCES
<p>5.20 Explain the reasons for the adoption of the Articles of Confederation in 1781 and for its later failure. (H, C)</p>	<p>Student Edition: 197 <i>Citizenship Grades 4-6</i> 67-68</p> <p>Teacher’s Edition: P 197; RL 197</p>
<p>5.21 Describe Shay’s Rebellion of 1786-1787 and explain why it was one of the crucial events leading to the Constitutional Convention. (H, E, C)</p>	<p>Student Edition: 198-199 <i>Citizenship Grades 4-6</i> 67</p> <p>Teacher’s Edition: DI 199; UV 198</p>
<p>5.22 Identify the various leaders of the Constitutional Convention and describe the major issues they debated. (H, E, C)</p> <ul style="list-style-type: none"> A. distribution of political power B. rights of individuals C. rights of states D. the Great Compromise E. slavery 	<p>Student Edition: 200-201, 202-203, 208</p> <p>Leveled Readers: <i>Approaching Level Reader The Life of Alexander Hamilton</i> <i>At Level Reader The Life of Alexander Hamilton</i> <i>Beyond Level Reader The Life of Alexander Hamilton</i></p> <p>Teacher’s Edition: BI 200; RM 200, 202</p>
<u>The Principles and Institutions of American Constitutional Government</u>	
<p>5.23 Describe the responsibilities of government at the federal, state, and local levels (e.g., protection of individual rights and the provision of services such as law enforcement and the building and funding of schools). (C)</p>	<p>Student Edition: 9, 205 <i>Citizenship Grades 4-6</i> 15, 39-49</p> <p>Teacher’s Edition: O 204; RL 207; UV 206</p>

STANDARDS	PAGE REFERENCES
<p>5.24 Describe the basic political principles of American democracy and explain how the Constitution and the Bill of Rights reflect and preserve these principles. (C)</p> <ul style="list-style-type: none"> A. individual rights and responsibilities B. equality C. the rule of law D. limited government E. representative democracy 	<p>Student Edition: 205, 206-207 <i>Citizenship Grades 4-6</i> 38, 39-62</p> <p>Teacher’s Edition: DI 207; UV 206</p>
<p>5.25 Identify the three branches of the United States government as outlined by the Constitution, describe their functions and relationships, and identify what features of the Constitution were unique at the time (e.g., the presidency and the independent judiciary). (H, C)</p>	<p>Student Edition: 205, 206-207 <i>Citizenship Grades 4-6</i> 39-49</p> <p>Teacher’s Edition: O 204; RL 207; UV 206</p>
<p>5.26 Identify the rights in the Bill of Rights and explain the reasons for its inclusion in the Constitution in 1791. (H, C)</p>	<p>Student Edition: 208-209 <i>Citizenship Grades 4-6</i> 52-62</p> <p>Teacher’s Edition: BI 208; RL 209</p>
<p>5.27 Explain how American citizens were expected to participate in, monitor, and bring about changes in their government over time, and give examples of how they continue to do so today. (H, C)</p>	<p>Student Edition: 30, 91, 121, 139 <i>Citizenship: Mobilizing Groups</i> 217, 230, 282, 343 <i>Citizenship Grades 4-6</i> 2, 15</p> <p>Teacher’s Edition: C 120, 138, 282; UC 90</p>
<p><u>The Growth of the Republic</u></p>	
<p>5.29 Explain the events leading up to, and the significance of, the Louisiana Purchase of 1803. (H, C, E, G)</p>	<p>Student Edition: 213-214</p> <p>Teacher’s Edition: BI 214; RM 214</p>

STANDARDS	PAGE REFERENCES
5.30 Describe the expedition of Lewis and Clark from 1803 to 1806. (H, E, G)	<p>Student Edition: 214-215</p> <p>Teacher’s Edition: BI 214; RM 214</p>
5.31 Describe the significance and consequences of the abolition of slavery in the northern states after the Revolution and of the 1808 law that banned the importation of slaves into the United States. (H)	<p>Student Edition: 213</p> <p>Teacher’s Edition: RM 238</p>
<p>5.32 Describe the causes of the war of 1812 and how events during the war contributed to a sense of American nationalism. (H)</p> <p>A. British restrictions on trade and impressment</p> <p>B. Major battles and events of the war, including the role of the USS Constitution, the burning of the Capitol and the White House, and the Battle of New Orleans</p>	<p>Student Edition: 217-219</p> <p>Teacher’s Edition: DI 219; RM 218</p>
<p>5.34 Explain the reasons that pioneer moved west from the beginning to the middle of the 19th century, and describe their lives on the frontier. (H, G, C, E)</p> <p>A. wagon train journeys on the Oregon and Santa Fe Trails</p> <p>B. their settlements in the western territories</p>	<p>Student Edition: 213, 228-229, 236-237</p> <p>Leveled Readers: Approaching Level Reader <i>The Battle Black Hills</i> At Level Reader <i>The Battle Black Hills</i> Beyond Level Reader <i>The Battle for the Black Hills</i></p> <p>Teacher’s Edition: BI 236; DI 229</p>
<p>5.35 Identify the key issues that contributed to the onset of the Civil War. (H, E)</p> <p>A. the debate over slavery and westward expansion</p> <p>B. diverging economic interests</p>	<p>Student Edition: 245-248, 251-257</p> <p>Leveled Readers: Approaching Level Reader <i>Abraham Lincoln</i> At Level Reader <i>Abraham Lincoln</i> Beyond Level Reader <i>Abraham Lincoln</i></p> <p>Teacher’s Edition: BI 256; DI 247, 253; RL 247; RM 254; UV 246, 252</p>