Social Studies Curriculum
Union 61/Tantasqua Schools
Grade 5

Theme: Growth of the U.S. 1787-1860

Students will demonstrate an understanding of the following vocabulary/concepts:

Identify different ways of dating historical narratives *(17th century, seventeenth century, 1600s, colonial period).* (H)

Interpret timelines of events studied. (H)

Observe and identify details in cartoons, photographs, charts, and graphs relating to an historical narrative. (H, E, C)

Use maps and globes to identify *absolute locations (latitude and longitude).* (G)

Compare maps of the modern world with historical maps of America in 16th, 17th and 18th centuries. (G, H, E)

RELATED WEBSITES/TECHNOLOGY
http://www.marcopolo.org has the following related sites:

- *Exploring Pioneer America*
- *Go West: Imagining the Oregon Trail*
- *Pioneer Life in America*
- *On This Day With Lewis and Clark*
- *America's Story; Jump Back in time*
- *U.S. History Lessons*

- *Sell a Country! Why Not Sell the Air?*
- *America's Story: Jump Back in Time the New Nation*

STUDENT LEARNING OUTCOMES*
A student will be able to:

5.21 Explain the events leading up to, and the significance of, the Louisiana Purchase of 1803. (H, C, E, G)

5.22 Describe the purpose and outcome of Lewis and Clark from 1803 to 1806. (H, E, G)

5.23 Describe events leading to the War of 1812 and how the war led to an increased sense of American nationalism. (H)

5.24 Describe the causes of the war of 1812 and how events during the war contributed to a sense of American nationalism. (H) British restrictions on trade and impressments, 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

5.25 Describe the diverging economies of North and South *(whaling in the Northeast and cotton and tobacco in the South.*)(H)

5.26 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) i.e.,*wagon train journeys on the Oregon and Santa Fe Trails and their settlements in the western territories*

5.27 Identify the key issues that contributed to the onset of the Civil War. (H, E) the d*ebate over slavery*
westward expansion
diverging economic interests

ASSESSMENT STRATEGIES/ACTIVITIES

Students will demonstrate their knowledge/skill by:

Developing a timeline showing changes in America from 1787-1860.

SUGGESTED TEACHING STRATEGIES & LEARNING ACTIVITIES

Journal *Open response questions*
Role play *Integration with art and music*
Group activities/oral presentations
Interdisciplinary activities
Models *projects* *artifacts*

SUGGESTED INSTRUCTIONAL MATERIALS & RESOURCES

History Alive!
Westward Movement-the Wild West (Time Traveller Series)
Exploring the American West by James L. Collins
Daily Life in a Covered Wagon by Paul Crickson

** Numbers correspond to Learning Standards from the Massachusetts History and Social Science Framework August, 2003 pp.27-32*

DISCIPLINES: **H= History** **G= Geography** **E= Economics** **C= Civics and government**