Social studies instruction in Weld County School District 6 will prepare students to become productive, active, educated citizens who understand the importance of our nation’s democratic society and the decisions made and sacrifices required to protect the foundational elements of our society; equality, liberty, and justice. Student understanding of these aspects will rely upon approaches that present social studies as a discipline of inquiry and analysis. Students will be expected to partake in the active process of asking good questions about the past, finding and analyzing sources, and drawing conclusions supported by evidence. (Mandell, 3) Through this process, Weld County School District 6 students will see social studies as a disciplinary way of thinking that encourages them to analyze historical evidence, evaluate it, and then demonstrate their understanding of that evidence. (Mandell, 1) Instruction within Weld County School District 6 will also develop student’s social science disciplinary literacy skills. Students will become familiar with the processes of using both primary and secondary sources to evaluate and synthesize historical evidence in order to ask and answer questions about the past that will lead to their ability to better understand and participate in the world around them through literacy skills of reading, discussing, and writing in analytical, explanatory, and argumentative modes. (Schmoker, 39)

Social studies is essential to understanding the complexity of the world. It provides the context and understanding of how humans interact with each other and with the environment over time. It offers the crucial knowledge needed to create a framework for understanding the systems of our society. (Colorado, 2) To meet these expectations, Weld County School District 6 social studies instructional designs are based on the frameworks of the Colorado Academic Social Studies Standards.

Students attending Weld County School District 6 schools will develop the following skills and concept understandings during 5th grade to prepare them in their development to meet the prepared graduate expectations of the Colorado Academic Standards.
History
1. Analyze historical sources from multiple points of view to develop an understanding of historical context
2. The historical eras, individuals, groups, ideas, and themes in North America from 1491 through the founding of the United States government

Geography
1. Use various geographic tools and resources to answer questions about the geography of the United States
2. Causes and consequences of movement

Economics
1. Government and market structures influence financial institutions
2. Utilizing financial institutions to manage personal finances

Civics
1. The foundations of citizenship in the United States
2. The origins, structure, and functions of the United States government
### Annotated Curriculum Guide

<table>
<thead>
<tr>
<th>Unit:</th>
<th>Timeline:</th>
<th>Enduring Concepts:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Title of unit establishing content topic</td>
<td>Overarching concept students will develop throughout the unit.</td>
<td></td>
</tr>
</tbody>
</table>

#### Central Historical Conceptual Understandings

Central historical concepts are organizing themes that provide students a focused approach to develop deep understanding of themselves, our society, and the larger world around us.

#### Grade Level Expectations (GLE):

Expectations identified in the Colorado Academic Standards for Social Studies that articulate knowledge and skills that indicate a student is making progress toward being a prepared graduate.

#### Inquiry Question(s): (From the standards document):

The engaging, debatable, and over-arching questions that frame the unit. These are relevant, catch students’ interest, and guide students to think more conceptually and abstractly (i.e., these questions will not have one “correct” answer)

#### Key Concepts and Vocabulary

**Essential Vocab**: Vocabulary critical to develop understanding of enduring concepts

**Supplemental Vocab**: Supportive vocabulary that provides access to understanding key people, actions, principles, and decisions that played influential factors of the period.

#### Generalizations

**My students will Understand that…**

The essential and conceptual understandings in which two or more concepts are stated in a relationship and are supported by the critical content. Generalizations represent the big/deep student understandings that build as result from the teaching of a unit; they transfer/apply across learning experiences.
<table>
<thead>
<tr>
<th>Critical Content:</th>
<th>Key Skills:</th>
</tr>
</thead>
<tbody>
<tr>
<td>My students will <strong>Know</strong>...</td>
<td>My students will be able to <strong>(Do)</strong>...</td>
</tr>
<tr>
<td>The “locked in time and place” topics and factual</td>
<td>The transferable skills (i.e., skills that are applicable</td>
</tr>
</tbody>
</table>
### Social Studies Assessment:
Checks for Content Knowledge and Application of Standards

Multiple assessment purposes and formats have been provided to allow for a variety of opportunities to inform instruction as well the body of evidence. They are excellent practice for CMAS. They also provide opportunities for students to apply ELA standards in Social Studies. The intention is to provide a more balanced view of students’ content and standards mastery. Below is a menu of options to meet the needs of each school, teacher, and class while also allowing flexibility in how and when they are used. These may be used as guided practice, formative checks for understanding, or summative assessments. Feedback on student work will provide students with an understanding of proficiency.

<table>
<thead>
<tr>
<th>Check for Understanding</th>
<th>Purpose &amp; Format</th>
<th>Location</th>
</tr>
</thead>
<tbody>
<tr>
<td>Chapter Review and Assessment</td>
<td>Text based questions used to assess content of a lesson and/or chapter</td>
<td>End of each chapter in the student work text</td>
</tr>
<tr>
<td>Big Question</td>
<td>Written global understanding of the chapter focus and application in the student’s life</td>
<td>Beginning and end of each chapter in the student work text</td>
</tr>
<tr>
<td>Check for Understanding</td>
<td>Focus questions using targeted social studies and literacy skills in the work text</td>
<td>2 questions are highlighted per lesson on the curriculum guide (“At a Glance” document)</td>
</tr>
<tr>
<td>Chapter Wrap-up</td>
<td>Content knowledge and standards (ELA &amp; Social Studies) based questions in a CMAS format</td>
<td>Separate document located at the end of the Curriculum Guide.</td>
</tr>
<tr>
<td>Project/Culminating Activities</td>
<td>Collaborative projects and activities where students apply the standards and content knowledge using research, writing, reading, speaking, and listening skills.</td>
<td>In the curriculum guide by chapter-scope and pacing may vary. Some activities can be found in the Extension Activities Packet at the end of the Curriculum Guide.</td>
</tr>
<tr>
<td>Unit: 1</td>
<td>Timeline:</td>
<td>Enduring Concepts:</td>
</tr>
<tr>
<td>---</td>
<td>---</td>
<td>---</td>
</tr>
<tr>
<td>Introductory: Land, Economy, Civic Participation</td>
<td>3 weeks/ 60 minute sessions</td>
<td>The study of the social sciences requires students to decipher information from multiple disciplines to begin to understand the world around them.</td>
</tr>
</tbody>
</table>

**Central Historical Conceptual Understandings**

Geography provides students with an understanding of spatial perspectives and technologies for spatial analysis, awareness of interdependence or regions and resources and how places are connected at local, national, and global scales.

Economics teaches how society manages its scarce resources, how people make decisions, how people interact in the domestic and international markets, and how forces and trends affect the economy as a whole. Personal financial literacy applies the economic way of thinking to help individuals understand how to manage their own scarce resources using a logical decision-making process of prioritization based on analysis of the costs and benefits of every choice.

Civics teaches the complexity of the origins, structure, and functions of governments; the rights, roles and responsibilities of ethical citizenship; the importance of law; and the skills necessary to participate in all levels of government.

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**Grade Level Expectations (GLE):**

G.1 Use various geographic tools and sources to answer questions about the geography of the United States  
Priority Standard: G.1.a Answer questions about regions of the United States using various types of maps (DOK 1-2)

E.1 Government and market structures influence financial institutions  
Priority Standard: E.1.b Identify governmental activities that affect financial institutions and the economy at the local, state, and national level (DOK 1)

E.2. Use of financial institutions to manage personal finances  
Priority Standard: E.2.a Identify different financial institutions (DOK 1)

C.1 The foundations of citizenship in the United States  
Priority Standard: C.1.b Give examples of group and individual actions that illustrate the civic ideals in the founding of the United States. Ideals to include, but not limited to are freedom, rules of law, equality, civility, cooperation, respect, responsibility, and civic participation (DOK 1-3)
**Inquiry Question(s):**

**Geography:**
Why do we need different versions of geographical maps and how do we use each one?
How have places and regions in the United States been influenced by the physical geography of North America over time?

**Economics:**
How does our market economy influence the choices we make in our society?
What risks and benefits are associated with spending versus saving and investing?

**Civics:**
What is the role of citizens in the United States government?
How does government meet its responsibilities to citizens?

---

**Key Concepts and Vocabulary**

**Essential Vocab:** The following vocabulary will serve as a foundation for students to communicate their understanding of conceptual themes addressed throughout the year. While these terms should be developed at an introductory level or as a review during this unit, students will have multiple opportunities to apply their understanding of these terms as they investigate the development of our society over time.

<table>
<thead>
<tr>
<th>Geography</th>
<th>Economics</th>
<th>Government</th>
</tr>
</thead>
<tbody>
<tr>
<td>Compass rose</td>
<td>Consumers</td>
<td>Representative democracy</td>
</tr>
<tr>
<td>Map Key</td>
<td>Demand</td>
<td>Constitution</td>
</tr>
<tr>
<td>Scale</td>
<td>Supply</td>
<td>Separation of powers</td>
</tr>
<tr>
<td>Latitude</td>
<td>Scarcity</td>
<td>Checks and balances</td>
</tr>
<tr>
<td>Longitude</td>
<td>Opportunity Cost</td>
<td></td>
</tr>
<tr>
<td>Locator Map</td>
<td>Bank Account</td>
<td></td>
</tr>
<tr>
<td>Political Maps</td>
<td>Free Market</td>
<td></td>
</tr>
<tr>
<td>Physical Map</td>
<td>Competition</td>
<td></td>
</tr>
<tr>
<td>Relief</td>
<td>Interest</td>
<td></td>
</tr>
<tr>
<td>Elevation Map</td>
<td>Credit card</td>
<td></td>
</tr>
<tr>
<td>Elevation</td>
<td>Trade agreement</td>
<td></td>
</tr>
<tr>
<td>Region</td>
<td>Import</td>
<td></td>
</tr>
</tbody>
</table>

Students can begin to show their understanding of the geographic terms by explaining how they relate to the Five Themes of Geography (Location, place, human/environment interaction, movement, region).
### Generalizations

**My students will Understand that...**

- Geographers use various geographic tools and sources to answer questions about the influence of geography on the development of the United States.
- Government and market structures influence financial institutions and personal financial decisions.
- The structure and functions of the United States government allows for and is dependent on civic participation.

### Critical Content:

**My students will Know...**

- Why we need different versions of geographical maps and how we use each one.
- Our market economy influences the choices we make in our society.
- The governmental system of the United States depends on good citizenship.

### Key Skills:

**My students will be able to (Do)...**

- Use various geographic tools and sources to answer questions about the geography of the United States.
  - G.1.b (DOK 1-3)
- Locate resources in the United States and describe the influence of access on the development of local and regional communities.
  - G.1.c (DOK 1-3)
- Define a capitalist market economy.
  - E.1.a (DOK 1)
- Explain the origins, structure, and functions of the three branches of the United States government and the relationships among them.
  - C.2.c (DOK1-2)
- Give examples of group and individual actions that illustrate civic ideals of the United States. Ideals to include but not limited to freedom, rules of law, equality, civility, cooperation, respect, responsibility, and civic participation.
  - C.1.b (DOK1-3)
<table>
<thead>
<tr>
<th>Assessments</th>
<th>Essential Content</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Geography:</strong></td>
<td><strong>Big Question: How can we use various types of maps to answer questions about regions?</strong></td>
</tr>
<tr>
<td>• Culminating Activity - Jigsaw activity: Groups of students will each be assigned a specific type of map. They will analyze their map, answer teacher provided questions about the map, and synthesize its purpose. Each group will report their finding to the rest of the class.</td>
<td>By understanding the Five Themes of Geography and learning how to identify basic map elements, students will begin to understand how to use various geographic tools to answer questions about the geography of the United States. Development of these skills and understandings will allow students to begin to understand the role physical geography has played influencing the location and development of various civilizations across the United States over time. Work text pages SSH 10-19 can provide information to develop foundational understandings. The listed culminating activities on the left can provide students opportunities to apply their skill development and concept understandings.</td>
</tr>
<tr>
<td>• Culminating Activity - Provide the purpose and definition of each map and small copy of each type of map. Students will match up the purpose/definitions with the correct map. (This can be a group activity).</td>
<td></td>
</tr>
<tr>
<td><strong>Economics:</strong></td>
<td><strong>Big Question: How does our economy meet our needs and wants?</strong></td>
</tr>
<tr>
<td>• Culminating Activity - Host a mini-society in your classroom mirroring the same ideals as a market economy.</td>
<td>By developing an understanding of the role that supply and demand play in our free market economy, students will be able to understand how to apply the concepts of scarcity and opportunity cost when making personal financial decisions. Students will learn the importance of incomes and how to make responsible economic decisions. Development of these skills and understandings will allow students to begin to understand the economic transformations that have shaped U.S. society from pre-historic times to the Revolutionary War. Work text pages SSH 20-27 can provide information to develop foundational understandings. The listed culminating activities on the left can provide students opportunities to apply their skill development and concept understandings.</td>
</tr>
<tr>
<td>• Culminating Activity - <a href="http://www.educationworld.com/a_lesson/02/lp287-02.shtml">Link</a> - students will discover how we rely on our global neighbors by collecting data about where goods we use every day are produced. See link for lesson plan.</td>
<td></td>
</tr>
<tr>
<td><strong>Civics:</strong></td>
<td><strong>Big Question: What is the purpose of government?</strong></td>
</tr>
<tr>
<td>• Culminating Activity - Provide character education and PBiS lessons that connect with citizenship in and outside the classroom community.</td>
<td>By developing an understanding of representative democracy and the principles of the United States Constitution, students will be able to explain the basic elements of the political concepts of the United States and the importance of active civic participation. Development of these skills and understandings will allow students to begin to understand how democracy has evolved in the United States through domestic struggles and a changing global role. Additionally, in understanding the changing definition of citizenship over time, students will begin to understand how the gathering of diverse groups of people have continued to transform U.S. society.</td>
</tr>
<tr>
<td>• Culminating Activity – Students will choose a current event they are passionate about. They will need to find a news article and write a proposal about what citizens can do at the local, state, and/or national level to help promote awareness of the event or cause.</td>
<td></td>
</tr>
</tbody>
</table>

*These are suggested activities for additional practice. They are not required.*
Work text pages SSH 28-35 can provide information to develop foundational understandings. The listed culminating activities on the left can provide students opportunities to apply their skill development and concept understandings.

<table>
<thead>
<tr>
<th>Potential Resources</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Geography</strong></td>
</tr>
<tr>
<td><a href="http://geography.mrdonn.org/5themes-definitions.html">http://geography.mrdonn.org/5themes-definitions.html</a> - Provides additional resources for teaching the 5 themes of geography.</td>
</tr>
<tr>
<td><a href="http://education.nationalgeographic.com/education/map-skills-elementary-students/">http://education.nationalgeographic.com/education/map-skills-elementary-students/</a> - Map skills for elementary students</td>
</tr>
<tr>
<td><strong>Economics</strong></td>
</tr>
<tr>
<td>Junior Achievement – Have a volunteer come to your classroom. For information contact Joy Nyenhuis <a href="mailto:jnyenhuis@jacolorado.org">jnyenhuis@jacolorado.org</a></td>
</tr>
<tr>
<td><a href="http://www.kathimitchell.com/econ.htm">http://www.kathimitchell.com/econ.htm</a> - Website of economics for kids, but also includes links to several other good websites.</td>
</tr>
<tr>
<td><strong>Civics</strong></td>
</tr>
<tr>
<td><a href="http://ourdocuments.gov">http://ourdocuments.gov</a> – Many Primary sources related to our early governmental documents.</td>
</tr>
<tr>
<td><a href="http://constitutioncenter.org">http://constitutioncenter.org</a> - This website includes several links to reading sources that support Civics standards.</td>
</tr>
</tbody>
</table>
5th Grade *myWorld Social Studies*  
**AT A Glance**

**BIG QUESTION:** How does the environment shape how we live?  
Introduction: myStory Spark: *Ancient Farmers* myStory Video; Introduce and discuss big question

<table>
<thead>
<tr>
<th>Lesson</th>
<th>Text</th>
<th>Text Structure</th>
<th>Text Feature</th>
<th>Target Reading Objective</th>
<th>Connected Reading Skills</th>
<th>Check for Understanding</th>
</tr>
</thead>
</table>
| 1      | Ancient American Civilizations     | Sequence       | Photographs and captions | Compare and contrast       | Draw Conclusions         | *Question 6 pg. 9*  
*Question 5 pg.9* |
| 2      | Adapting To Different Places       | Description    | Chart                 | Compare and Contrast        | Summarize                | *Question 5 pg.16*  
*Question 6 pg.17* |
| 3      | Native American Cultures           | Description    | Types of Print and Bullets | Compare and Contrast       | Draw Inferences          | *Question 5 pg. 25*  
*Question 6 pg. 25* |

**21st Century Skill: Collaboration and Creativity**

**Unit Review**  
Closure of Big Question. Review and assessment (at the discretion of the teacher); possible opportunity to teach academic language, model and practice test taking skills, and check for understanding of chapter objectives.

**FIELD TRIP/PRESENTATION SUGGESTIONS (see principal for fieldtrip guidelines):**  
*Denver Museum Nature Science, Greeley History Museum*

*Red Questions* indicate *Social Studies Content*  
*Blue Question* indicate *Literacy Content*
## Unit:
**First Americans**

## Timeline:
2-3 Weeks/60 minute sessions

## Enduring Concepts:
The environment shapes how we live.

### Central Historical Conceptual Understandings

Economic and technological development of human societies has resulted from humankind’s increasing control of the environment, in the quest to sustain and improve the quality of life. In North American history, economic and technological transformation has shaped society over time.

People’s quest for meaning as they confront the great questions of human existence leads to the development of cultural expression. In North American history, American culture, thought and education, and religious and moral values have experienced change and continuity over time.

### Grade Level Expectations (GLE):

**H.2** The historical eras, individuals, groups, ideas, and themes in North America from 1491 through the founding of the United States government

**Priority Standard: H.2.b** Identify and describe the significant individuals and groups of Native Americans.

**G.2** Causes and consequences of movement

**Priority Standard: G.2.e** Give examples of the influence of geography on the history of the United States (DOK 1-2)

### Inquiry Question(s):

- How did historical events and individuals contribute to diversity in the United States?
- How has the movement of people and their belongings affected the environment, both positively and negatively?
- How does environment affect the way of life of people in a community?

### Key Concepts and Vocabulary

**Essential Vocab:** Migrate, agriculture, hunter-gather, irrigation, adapt, bison, economy, nomad, government, council, league
### Generalizations

**My students will Understand that...**

Native Americans both shaped and adapted to their environment, creating thriving civilizations throughout the Americas.

Native Americans thrived by creating diverse ways of life, adapting to the climate, resources, and other environmental factors.

Native Americans developed rich cultural traditions, creating societies with complex economies, governments, languages, arts, and technologies.

### Critical Content:

**My students will Know...**

The migration and settlement of ancient Americans across the Americas contributed to the diversity of North America.

Native American tribes have modified their environment to meet basic needs as influenced by the physical geography of their region. The need to use local resources to survive influenced modifications across different regions.

The geographic regions of North America lead to the development of diverse cultures of Native American tribes.

### Key Skills:

**My students will be able to (Do)...**

- **Identify and describe** the significant individuals and groups of Native Americans. H.1.b (DOK 1)
- **Identify and describe** the significant individuals and groups of Native Americans. H.1.b (DOK 1)
- **Identify** variables associated with discovery, exploration, and migration G.2.a (DOK 1-2)
- **Explain** migration, trade, and cultural patterns that result from interactions G.2.b (DOK 1-2)
- **Describe and analyze** how specific physical and political features influenced historical events, movements, and adaptation to the environment G.2.c (DOK 1-3)
### Performance Tasks:

- **Culminating Activity**: Illustrate and write about the effects of people in your community and how they have adapted to the environment.
- **Culminating Activity**: Students will write Short Constructed Response about the Bering Strait located in your Extension Activities packet.
- **Culminating Activity**: Mind Mirror: Choose an early civilization (Mayan, Aztec, Puebloan, Inuit, Mound Builders, etc.) to create a mind mirror. Use what you have learned to portray their cultural aspects and way of life including: 2 quotes from the text, 2+ original words or phrases, 2+ symbols or pictures (see district rubric in extension activities packet).
- **Culminating Activity**: Create a double entry journal comparing and contrasting two concepts (i.e. hunter gatherers VS agricultural societies, roles of women VS men, etc.)
- **MyStory Book**: WT Page 29

*These are suggested activities for additional practice. They are not required.*

### Big Question: How does the environment shape how we live?

#### Inquiry Question: How did historical events and individuals contribute to diversity in the United States?

The migration of ancient civilizations into North America lead to the development of diverse settlements as groups of people began to adapt to their environment to sustain and improve their quality of life. By examining the physical geography of the regional ancient tribes of North America, students will begin to see how development of societies are influenced by their surroundings. When we look at the ancient societies through a geographic lens, we begin to see why tribal societies made very different developmental decisions across North America. A development of these conceptual understandings will help students understand the differences of later Native American societies and America colonies.

Work text pages 4-9 can provide information to develop foundational understandings. The listed culminating activities on the left can provide students opportunities to apply their skill development and concept understandings.

#### Inquiry Questions: How has the movement of people and their belongings affected the environment, both positively and negatively?

The development of Native American societies across diverse geographic regions of North America were highly influenced by the availability of local resources to survive and improve quality of life. Development of unique societies were a direct result of modifications of local environments to meet basic needs. This continued investigation of Native American societies through a geographic lens will require students to begin to apply their geographic literacy skills developed in the previous unit. Students must be able to use physical geography maps and compare them to regional tribal maps to begin to understand this relationship between physical geography and development of societies. Including a climatic map in a geographic investigation will further develop deep understandings of the impact of physical geography and decisions Native Americans made in the development of their society.

Work text pages SSH 12-17 can provide information to develop foundational understandings. The listed culminating activities on the left can provide students opportunities to apply their skill development and concept understandings.
Inquiry Questions: How does environment affect the way of life of people in a community?

While many of the cultural characteristics of Native American societies were similar, distinct differences often resulted from geographic influences. For example, distinct differences in the roles of men and women existed between nomadic tribes compared to agrarian based tribes. While these roles tended to differ between societies, basic structures were similar across the tribes. Students will begin to understand that the different roles and responsibilities that were present for men, women, and children were a result of needing to meet the tribe’s basic needs and the influencing factors of the physical environment.

Work text pages SSH 18-25 can provide information to develop foundational understandings. The list culminating activities on the left can provide students opportunities to apply their skill development and concept understandings.

Potential Resources

Resources:
- **Pearson Resources**: Leveled Readers; myWorld Activities card; myWorldsocialstudies.com
- Mesa Verde Kids and Youth Website- [http://nps.gov/meve/learn/kidsyouth/index.htm](http://nps.gov/meve/learn/kidsyouth/index.htm)
- Living Maya Time- [http://maya.nmai.si.edu/maya](http://maya.nmai.si.edu/maya)
- History Channel website: [http://www.history.com/topics/native-american-history/native-american-cultures](http://www.history.com/topics/native-american-history/native-american-cultures)
### BIG QUESTION: Why do people explore?

Introduction: myStory Spark: **Alvar Nunez Cabeza de Vaca**; myStory Video; Introduce and discuss big question

<table>
<thead>
<tr>
<th>Lesson</th>
<th>Text Structure</th>
<th>Text Feature</th>
<th>Target Reading Objective</th>
<th>Connected Reading Skills</th>
<th>Check for Understanding</th>
</tr>
</thead>
</table>
| 1      | Technology Shapes Exploration | Cause and Effect | Charts and Tables | Draw Conclusions | Draw Inferences | Question 6 pg. 39  
Question 9 pg. 41 |
| 2      | Explorers for Spain | Description | Headings | Draw Conclusions | Make Comparisons | Question 8 pg. 51  
Question 7 pg. 51 |
| 3      | Columbian Exchange | Compare and Contrast | Maps | Draw Conclusions | Predict Consequences | Question 4 pg. 57  
Question 5 pg. 57 |

**21st Century Skill: Use Timelines**

**Unit Review** Closure of Big Question. Review and assessment (at the discretion of the teacher); possible opportunity to teach academic language, model and practice test taking skills, and check for understanding of chapter objectives.

**CULMINATING ACTIVITY: List details about an unusual place you have explored and describe your adventure.**

**FIELD TRIP/PRESENTATION SUGGESTIONS** (see principal for fieldtrip guidelines):

**Red Questions** indicate Social Studies Content  
**Blue Questions** indicate Literacy Content
### Unit: Age of Exploration

<table>
<thead>
<tr>
<th>Timeline:</th>
<th>Enduring Concepts:</th>
</tr>
</thead>
<tbody>
<tr>
<td>2-3 weeks/60 minute sessions</td>
<td>Trade spurred European explorers in fifteenth and sixteenth centuries to seek new opportunities, some of which had unexpected results.</td>
</tr>
<tr>
<td></td>
<td>Columbus's voyage launched a period of interaction and exchange among Europe, Africa, and the Americas, which resulted in both beneficial and tragic results, and long-lasting effects.</td>
</tr>
</tbody>
</table>

#### Central Historical Conceptual Understandings

The gathering of diverse groups of people have made up and are continuing to transform U.S. society.

Economic and technological developments have resulted in the quest to sustain and improve life across human societies.

#### Grade Level Expectations (GLE):

H.2. The historical eras, individuals, groups, ideas, and themes in North America from 1491 through the founding of the United States government

**Priority Standard: H.2.a** Identify and explain cultural interactions between 1491 and the American Revolution. Topics to include but not limited to the Columbian Exchange, the interactions between Europeans and native Americans in the 17th and 18th centuries, and the developing relationship between Europeans and enslaved Africans (DOK 1-2)

G.2 Causes and consequences of movement

**Priority Standard: G.2.e** Give examples of the influence of geography on the history of the United States (DOK 1-2)

#### Inquiry Question(s):

- In what ways did technology influence European exploration?
- What forces of change resulted from European exploration?
- What long term consequences resulted from the Columbian Exchange?

#### Key Concepts and Vocabulary

**Essential Vocab:** merchant, navigation, expeditions, patron, conquistador, empire, circumnavigate, colony, Columbian Exchange

**Supplemental Vocab:** astrolabe, caravel, slave trade, devastation, epidemic
### Generalizations

**My students will Understand that...**

Innovations and European leaders inspired and allowed for an age of exploration.

European explorations would change the way people lived in Europe, Africa, and North America.

The exchange of cultures and goods between Europe, Africa, and North America would result in both positive and negative consequences.

### Critical Content:

**My students will Know...**

Innovations such as improved maps, safer ships, and navigation devices along with ambitious rulers and adventurous explorers brought about an age of exploration.

A desire to increase the wealth of European nations and expansion of worldly influence eventually lead to the discovery and conquest of North America and the native inhabitants of the New World.

The exchange of cultures, ideas, and goods practiced through the Columbian Exchange would have lasting impacts, positive and negative, on European, African, and North American societies

<table>
<thead>
<tr>
<th>Key Skills:</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>My students will be able to (Do)...</strong></td>
</tr>
<tr>
<td>Identify variables associated with discovery, exploration, and migration G.2.a (DOK 1-2)</td>
</tr>
<tr>
<td>Describe and analyze how specific physical and political features influenced historical events, movements, and adaptation to the environment G.2.c (DOK 1-3)</td>
</tr>
<tr>
<td>Identify and explain cultural interactions between 1491 and the American Revolution. Topics to include but not limited to the Columbian Exchange, the interactions between Europeans and native Americans in the 17th and 18th centuries, and the developing relationship between Europeans and enslaved Africans. H.2.a (DOK 1-2)</td>
</tr>
</tbody>
</table>
### Assessments
- **Culminating Activity** - Create an explorer’s journal. Draw your expected route of travel from Europe to the New World on a map. Write a letter explaining what tool/s you will use and how they will help you on your journey.
- **Culminating Activity** - Use the text in Lesson 2 (p.44-51) to help you fill out the Early European Explorers Chart. (Located in the Extension Activities packet). Make sure to pay attention to similarities and differences between each explorer.
- **Culminating Activity** - Using p. 42 of your Social Studies text, create a graphic (pictorial) timeline of an explorer of your choice. Be sure to include dates, captions, and illustrations.
- **Culminating Activity** - Interacting with Primary Sources- Journal from Christopher Columbus. (Located in the Extension Activities packet).
- **myStory Book** - WT Page 61

*These are suggested activities for additional practice. They are not required.*

### Essential Content

**Big Question:** Why do people explore?

**Inquiry Question:** In what ways did technology influence European exploration?

The age of exploration was a result of several forces of change that worked simultaneously to reshape the path of North American history. Scientific innovations made exploration more feasible and safer allowing individuals to travel farther and more accurately map their conquests for others to follow. The inclusion of economic conquest to these conditions would rapidly change large geographic areas. Ambitious rulers like Prince Henry pushed exploration to India and increase the value of establishing trade networks to strengthen economic influence.

Work text pages 34-41 can provide information to develop foundational understandings. The listed culminating activities on the left can provide students opportunities to apply their skill development and concept understandings.

**Inquiry Question:** What forces of change resulted from European exploration?

King Ferdinand and Queen Isabella aspired to match profits of exploration that Portugal was able to establish through their trade routes to Asia. Portugal, however, claimed exclusive rights to routes along the African coast. These factors pushed Spanish exploration west across the Atlantic to find an alternate route to Asia. This conquest opened the door for Christopher Columbus. Sailing for Spain, Columbus discovered new lands that he originally thought to be Asia. This discovery forever changed life of the native people of the new world. Not only would Spain explore the lands for resources, Spanish conquistadors sought to conquer native peoples to spread Christianity. Spanish colonies and missions soon sprang up throughout New Spain.

Work text pages 44-51 can provide information to develop foundational understandings. The listed culminating activities on the left can provide students opportunities to apply their skill development and concept understandings.

**Inquiry Question:** What long term consequences resulted from the Columbian Exchange?

Following Christopher Columbus’s discovery of a new world, an interchange of...
cultures and goods between Europeans, Native Americans, and Africans developed. The Columbian Exchange would have both positive and negative impacts. While Europe gained access to new resources, native people were exploited as slaves. European diseases had crippling effects on native tribes who had no immunity to the foreign infections. The exchange of plants and animals would forever change diets of Europe, Africa, and North America. The mix of many cultures in North America began a development of diverse societies resembling a combination of cultural aspects that continue to exist today.

Work text pages 52-57 can provide information to develop foundational understandings. The listed culminating activities on the left can provide students opportunities to apply their skill development and concept understandings.

<table>
<thead>
<tr>
<th>Potential Resources</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Resources:</strong></td>
</tr>
<tr>
<td>▪ Pearson Resources: Leveled Readers; myWorld Activities card; myWorldsocialstudies.com</td>
</tr>
<tr>
<td>▪ Additional Resources: <a href="http://www.biography.com">www.biography.com</a> for short biographies of the explorers</td>
</tr>
<tr>
<td>▪ History Channel website: <a href="http://www.history.com/topics/exploration">http://www.history.com/topics/exploration</a></td>
</tr>
<tr>
<td>▪ <em>Encounter</em> by Jane Yolen - a book about Christopher Columbus's arrival in the New World in 1492 as told from a young Taino boy’s point of view.</td>
</tr>
</tbody>
</table>
5th Grade *myWorld Social Studies*

**AT A GLANCE**

**BIG QUESTION:** Why do people leave their homelands?

Introduction: myStory Spark: *Jamestown Settlement*; myStory Video; Introduce and discuss big question

<table>
<thead>
<tr>
<th>Lesson</th>
<th>Text</th>
<th>Text Structure</th>
<th>Text Feature</th>
<th>Target Reading Objective</th>
<th>Connected Reading Skills</th>
<th>Check for Understanding</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>The Spanish Colony in the Americas</td>
<td>Problem and Solution</td>
<td>Charts, Tables and Graphs</td>
<td>Categorize</td>
<td>Making Comparisons</td>
<td>Question 5 pg. 71</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Question 6 pg. 71</td>
</tr>
<tr>
<td>2</td>
<td>The English Colonies in Virginia</td>
<td>Sequence</td>
<td>Diagram and Label</td>
<td>Categorize</td>
<td>Cause and Effect</td>
<td>Question 6 pg. 77</td>
</tr>
<tr>
<td></td>
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<td></td>
<td></td>
<td>Question 8 pg. 79</td>
</tr>
<tr>
<td>3</td>
<td>Pilgrims and Puritans in New England</td>
<td>Description</td>
<td>Photographs</td>
<td>Categorize</td>
<td>Make Judgments</td>
<td>Question 7 pg. 87</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Question 8 pg. 87</td>
</tr>
<tr>
<td>4</td>
<td>The French and Dutch in North America</td>
<td>Compare and Contrast</td>
<td>Text Boxes</td>
<td>Categorize</td>
<td>Make Comparisons</td>
<td>Question 6 pg. 95</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Question 7 pg. 95</td>
</tr>
</tbody>
</table>

**21st Century Skill: Make Decisions**

Unit Review: Closure of Big Question. Review and assessment (at the discretion of the teacher); possible opportunity to teach academic language, model and practice test taking skills, and check for understanding of chapter objectives.

**CULMINATING ACTIVITY:** Create a map labeling where Spanish, English, French, and Dutch colonists came from and settled in America.

**FIELD TRIP/PRESENTATION SUGGESTIONS** (see principal for fieldtrip guidelines): *Centennial Village*

*Red Questions* indicate Social Studies Content

*Blue Questions* indicate Literacy Content
### Central Historical Conceptual Understandings

The gathering of diverse groups of people have made up and are continuing to transform U.S. society.

Economic and technological transformation has shaped United States society from colonial days to the present.

Democracy has evolved in the United States through domestic struggles and a changing global role.

<table>
<thead>
<tr>
<th>Unit: Settlements Take Root</th>
<th>Timeline: 2 weeks/60 Minute Sessions</th>
<th>Enduring Concepts:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>Immigrants leave their homelands due to political and economic problems and to seek economic opportunities and religious freedom.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Colonization of the Americas had unintended and sometimes devastating consequences.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>When people from different cultures first meet, there are opportunities for cooperation and compromise as well as for conflict.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Europeans and Native Americans often had differing points of view.</td>
</tr>
</tbody>
</table>
Key Concepts and Vocabulary

**Essential Vocab:** Monarch, ecomienda, class structure, missionary, investor, cash crop, representative, Pilgrim, Indentured Servant, Puritan, commerce

**Supplemental Vocab:** Drought, Northwest Passage, Mayflower Compact, House of Burgess,

Generalizations

*My students will Understand that...*

The European colonies that took hold in North America varied greatly in their motives and choices made for survival that were influenced physical geography.

The hardships and internal tensions that were a direct result of the struggle to establish a foothold in North America would provide the building blocks of representative government, an entrepreneurial spirit that incorporated the values of private property and a “Protestant work ethic,” and the foundations of religious freedom with a formation of denominations.
Critical Content:
My students will Know...

The introduction of the Spanish economic activities and religious practices in North America had lasting consequences on Native American life.

The geographic location of English colonies would force their settlers to make very different economic, religious, and governing decisions to ensure survival.

The economic competition among Europeans in North America resulted in diverse colonial structures and relationships with Native Americans.

Key Skills:
My students will be able to (Do)...

Identify and describe the significant individuals and groups of Native Americans and European colonists.
H.2.b (DOK 1-2)

Identify variables associated with discovery, exploration, and migration.
G.2.a (DOK 1-2)

Analyze how cooperation and conflict among people contribute to political, economic, and social divisions in the United States.
G.2.d (DOK 2-3)

Assessments

- **Culminating Activity**- Create a map labeling where Spanish, English, French, and Dutch colonists came from and where they settled in America.
- **Culminating Activity**- Create a double entry journal comparing and contrasting the successes and struggles of developing a colony in the new world. Write an SCR describing what makes a colony successful.
- **Culminating Activity**- Take a virtual field trip to the Plymouth Plantation at this website: [http://www.plimoth.org/learn/just-kids/thanksgiving-virtual-field-trip](http://www.plimoth.org/learn/just-kids/thanksgiving-virtual-field-trip)
  Then re-read pages 80-85. Write a letter from the point of view of a Pilgrim settling at the Plymouth Plantation. You can write from the POV of a child, mother, father, or actual person (like Bradford). Give a vivid description of what life is like in the New World and especially on the Plymouth Plantation. Exchange your letter (maybe with someone in another class) and write a response to that letter (from the POV of someone who is still living in England).
- **Culminating Activity**- Take the Jamestown virtual adventure at this website:

Essential Content

**Big Question: Why do people leave their homelands?**

**Inquiry Question:** What impact would Spanish colonization have on Native American tribes?

Arrival of the Spanish would forever reshape life in the southern regions of North America. The introduction of economic activities like ecomiendas, ranches, and mines would benefit from forced labor of Native American people. Native Americans soon found themselves at the bottom of the class structure of new colonies. The resulting relationship among the Spanish and Native Americans would be filled with periods of cooperation and conflict that created a deep division between the two societies.

Work text pages 66-71 can provide information to develop foundational understandings. The listed culminating activities on the left can provide students opportunities to apply their skill development and concept understandings.

**Inquiry Question:** How would the geographic location of English colonies influence decisions made by colonists to guarantee survival?

The location of initial English colonies forced colonists to make very different decision for survival. Finding a safe a protected location was the first priority for settlement along the eastern coast of North America. Just as important, the location needed to have potential in...
http://www.historyglobe.com/jamestown/ 
Print out your results and compare it to the actual results of the Jamestown colonists. Write an SCR discussing what was similar and what was different in your decisions.

• myStory Book- WT Page 99

*These are suggested activities for additional practice. They are not required.*

first providing enough benefits for survival with the hope of someday producing a profit to support a healthy settlement. The first colonists of Jamestown and Plymouth found that settling in the right spot would be the difference between life and death. Decisions around economics activities, religious practices, and governing approaches that both groups of colonists would make to secure their survival would pave the way for the development of what would become the United States of America.

Work text pages 72-87 can provide information to develop foundational understandings. The listed culminating activities on the left can provide students opportunities to apply their skill development and concept understandings.

Inquiry Question: How would the development of colonies and relationships with Native Americans differ as a result of economic competition between Europeans?

Colonists from different European countries had very different economic motivations. These differing motivations led to diverse colonial communities and relationships established with Native American tribes. Whether the motivation was to claim land for agricultural purposes or using natural resources, the desired goal was to establish a trading network with Europe to guarantee a healthy settlement. Native American tribes would soon find themselves caught in between the economic competition between the European colonies. Some Native American tribes first benefited from trade with Europeans only to later loose possession of their lands.

Work text pages 90-95 can provide information to develop foundational understandings. The listed culminating activities on the left can provide students opportunities to apply their skill development and concept understandings.
<table>
<thead>
<tr>
<th>Potential Resources</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Pearson Resources:</strong> Leveled Readers; myWorld Activities card; myWorldsocialstudies.com</td>
</tr>
<tr>
<td><strong>Additional Resources:</strong> <a href="http://13colonies.mrdonn.org/jamestown.html">http://13colonies.mrdonn.org/jamestown.html</a> - Includes various links to activities that teach about Jamestown, the development of the New World, and the 13 colonies.</td>
</tr>
<tr>
<td><a href="http://sheg.stanford.edu/mapping-new-world">http://sheg.stanford.edu/mapping-new-world</a> - A sample primary source based lesson from the Stanford History Education Group that leads students through an investigation of how the English perspective on land and relations with Native Americans changed over time by studying two 17th century maps of Virginia.</td>
</tr>
<tr>
<td><a href="http://sheg.stanford.edu/puritans">http://sheg.stanford.edu/puritans</a> - A sample primary source based lesson from the Stanford History Education Group that leads students through an investigation of the motivations of the Puritans through speeches from John Winthrop and John Cotton.</td>
</tr>
<tr>
<td><a href="http://sheg.stanford.edu/examining-passenger-lists">http://sheg.stanford.edu/examining-passenger-lists</a> - A sample primary source based lesson from the Stanford History Education Group that leads students through an investigation of English colonial life in the 1630s by critically examining the passenger lists of ships headed to New England and Virginia.</td>
</tr>
</tbody>
</table>
5th Grade myWorld Social Studies
AT A GLANCE

**BIG QUESTION: What does it take to build a new society?**

Introduction: myStory Spark: **Benjamin Franklin**; myStory Video; Introduce and discuss big question

<table>
<thead>
<tr>
<th>Lesson</th>
<th>Text</th>
<th>Text Structure</th>
<th>Text Feature</th>
<th>Target Reading Objective</th>
<th>Connected Reading Skills</th>
<th>Check for Understanding</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>New England, Middle, and Southern Colonies</td>
<td>Description</td>
<td>Timelines</td>
<td>Main Idea and Details</td>
<td>Cause and Effect</td>
<td>Question 4 pg. 109 Question 7 pg. 111</td>
</tr>
<tr>
<td>2</td>
<td>Daily Life in the Colonies</td>
<td>Problem/Solution</td>
<td>Special Diagrams</td>
<td>Main Ideas and Details</td>
<td>Draw Conclusions</td>
<td>Question 6 pg. 117 Question 8 pg. 119</td>
</tr>
<tr>
<td>3</td>
<td>Slavery in the Colonies</td>
<td>Compare/Contrast</td>
<td>Photographs</td>
<td>Main Ideas and Details</td>
<td>Make Comparisons</td>
<td>Question 2 pg. 123 Question 5 pg. 127</td>
</tr>
<tr>
<td>4</td>
<td>The French and Indian War</td>
<td>Sequence</td>
<td>Headings</td>
<td>Main Ideas and Details</td>
<td>Comprehension/Monitor and Clarify</td>
<td>Question 4 pg. 133 Question 6 pg. 135</td>
</tr>
</tbody>
</table>

**21st Century Skill: Compare Viewpoints**

**Unit Review** Closure of Big Question. Review and assessment (at the discretion of the teacher); possible opportunity to teach academic language, model and practice test taking skills, and check for understanding of chapter objectives.

**FIELD TRIP/PRESENTATION SUGGESTIONS** (see principal for fieldtrip guidelines): [Denver Museum of Nature and Science, Joe Foss Institute – American History Speaker](#)

**Red Questions** indicate Social Studies Content

**Blue Questions** indicate Literacy Content
### Unit: Life in the Colonies

<table>
<thead>
<tr>
<th>Timeline: 3 weeks/60 minute sessions</th>
<th>Enduring Concepts:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Environment and location influence where people live and what they do there.</td>
<td></td>
</tr>
<tr>
<td>People adapt and modify the world around them to better suit their needs.</td>
<td></td>
</tr>
<tr>
<td>Trade and technology promote economic growth and help provide people with jobs.</td>
<td></td>
</tr>
<tr>
<td>Varied systems of labor—including indentured servitude, family labor, and slavery—were factors in the propensity of colonial America.</td>
<td></td>
</tr>
<tr>
<td>As people and nations interact, they shape cultural and political institutions in new ways.</td>
<td></td>
</tr>
</tbody>
</table>

### Central Historical Conceptual Understandings

- The gathering of diverse groups of people have made up and are continuing to transform U.S. society.
- Economic and technological transformation has shaped United States society from colonial days to the present.
- Democracy has evolved in the United States through domestic struggles and a changing global role.

### Grade Level Expectations (GLE):

**H.2** The historical eras, individuals, groups, ideas, and themes in North America from 1491 through the founding of the United States government (DOK 1-2)

**Priority Standard:** H.2.a Identify and explain cultural interactions between 1491 and the American Revolution. Topics to include but not limited to the Columbian Exchange, the interactions between Europeans and Native Americans in the 17th and 18th centuries, and the developing relationship between Europeans and enslaved Africans.

**G.2** Causes and consequences of movement (DOK 1-2)

**Priority Standard:** G.2.e Give examples of the influence of geography on the history of the United States.

### Inquiry Question(s):

- What human and physical characteristics have motivated, prevented, or impeded migration and immigration over time?
- How did historical events and individuals contribute to diversity in the United States?
- Why do you think that landowners came to depend on slavery?
### Key Concepts and Vocabulary

**Essential Vocab:** climate, proprietor, barter, export, import, raw materials, mercantilism, Triangular trade, artisan, class, Middle Passage, ally

**Supplemental Vocab:** uprising, slavery, property, King Philip’s, Pontiac’s Rebellion, Proclamation of 1763

### Generalizations

**My students will Understand that...**

North American colonies during the 18th century experienced widespread population growth that resulted in an increasingly diverse group of settlers.

North America colonies experienced rapid economic expansion in agriculture and commerce that supported a rise in commercial centers like Boston, Philadelphia, and New York.

A transformation of the colonial labor system experienced a rapid rise of slavery to support the agricultural economy of the South and a merchant class in the commercial economy of the North.

The development of constitutional ideas would establish the foundations for national political institutions and ideals.

### Critical Content:

**My students will Know...**

- Physical geography would play an influencing factor on the development of economic systems, religious practices, and governmental structures in the New England, Middle, and Southern colonies.

- The triangular trade route would influence economic systems established in the colonies which would give rise to social structures that included apprentices, artisans, farmers, and enslaved Africans. These systems would vary based on the physical environment and the ability of colonists to alter or adapt to their environment.

- High demand for resources found in the colonies of North America lead to the development of a complex system of slavery that would result in productive contributions and injustices.

- Overseas conflicts between France and England would spill over to North American European colonies that would result in widespread conflicts.

### Key Skills:

**My students will be able to (Do)...**

- Describe and analyze how specific physical and political features influenced historical events, movements, and adaptation to the environment.  
  G.2.c (DOK 1-3)

- Explain the development of political, social and economic institutions in the British American colonies.  
  H.2.c (DOK 1-2)

- Analyze how cooperation and conflict among people contribute to political, economic, and social divisions in the United States.  
  H.2.d (DOK 2-3)
between French colonists, British colonists, and Native Americans. Disputes and alliances developed during these conflicts would have lasting effects for all groups involved.

### Assessments

<table>
<thead>
<tr>
<th>Assessment</th>
<th>Essential Content</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Culminating Activity</strong> - Identify the three geographic regions of the colonies on a map. Include a key with your map. Compare how the geographical location affected the colonist’s use of resources. (Map is included in Extensions Activity Packet).</td>
<td><strong>Big Question</strong>: What does it take to build a new society?</td>
</tr>
<tr>
<td><strong>Culminating Activity</strong> - Write an essay comparing and contrasting your modern life to colonial life. Be sure to include food, clothing, housing, daily activities, and education.</td>
<td><strong>Inquiry Question</strong>: What role did geography play in the settling and development of the English colonies?</td>
</tr>
<tr>
<td><strong>Culminating Activity</strong> - With a partner write a script where a local reporter is interviewing a slave on a plantation. You will each play one of those roles. The interviewer would develop questions that ask the slave to describe their life. The slave should be prepared to respond using details and events gained through reading and discussion throughout the chapter.</td>
<td>The physical geography of the North American colonies influenced the establishment of three very different types of settlements. The New England, Middle, and Southern colonies each developed very unique economic systems, religious practices, and governmental systems. The establishment of these characteristics of civilizations were directly a result of altering or adapting to the physical environment to sustain or improve life of the colonies.</td>
</tr>
<tr>
<td><strong>Culminating Activity</strong> - Create a timeline showing the events leading to, during, and following the French and Indian War. Use your text to help you. Be sure to include these elements: Dates clearly marking each event, a caption describing each event, and an illustration showing some element of the event.</td>
<td>Work text pages 104-111 can provide information to develop foundational understandings. The listed culminating activities on the left can provide students opportunities to apply their skill development and concept understandings.</td>
</tr>
<tr>
<td><strong>Culminating Activity</strong> - Critical Thinking: Compare Viewpoints - Work text p. 128-129.</td>
<td><strong>Inquiry Question</strong>: How did historical events and individuals contribute to diversity in the United States?</td>
</tr>
</tbody>
</table>

Life in the colonies varied greatly as different economic systems developed. The triangular trade route provided diverse life styles through the use and distribution of resources. Life styles that developed across different regions were a direct result of environmental influences. Throughout the colonies, a complex class system developed. The agricultural based economic system of the Southern colonies and portions of the Middle colonies supported a demand for raw materials with cash crops and the establishment of a land owning gentry class. The distribution of raw materials and finished goods in the Northern colonies to European markets supported a middle class that consisted of artisans and merchants. A lower class of laborers and servants generally provided labor to meet the demands of these economic systems. Additionally, a lower class of people, slaves, were used to provide a low cost labor force. Work text pages 112-119 can provide information to develop foundational understandings. The listed culminating activities on the left can provide students opportunities to apply their skill development and concept understandings. **Inquiry Question**: Why do you think landowners came to depend on slavery? A rapid expansion of profitable cash crops, mainly in the Southern colonies, created demand for...
a large and cheap labor force. These influencing factors supported the development of a complex system of slavery in the colonies. Even though every colony practiced slavery at some point in time, slavery in the South developed at a more rapid pace compared to the North. The economic prosperity of Southern colonists was enhanced by the enslavement of Africans. These enslaved people would develop a rich culture that blended aspects of their African homelands and the cultures the European colonists, producing an African American culture that would have a long lasting impact. Over time, people would begin to question the legitimacy of slavery and in some cases act out in uprisings and rebellions. Even so, slavery would continue to play an influencing factor in the success of economic practices in America for nearly 200 years.

Work text pages 120-127 can provide information to develop foundational understandings. The listed culminating activities on the left can provide students opportunities to apply their skill development and concept understandings.

**Inquiry Question:** Why is it important to understand the historical context of events?

Interaction between diverse cultures of North American colonists and Native Americans resulted in times of both cooperation and conflict. The European conflict known as the 7 Years War, referred to as The French and Indian War in North America, would test the strength and expose the weaknesses of alliances formed between Native American tribes and English or French colonies. Through the duration of the conflict, alliances would shift between Native tribes and the colonists as each side tried to gain an advantage. The British victory would spell doom for many Native tribes as the Britain would look to expand into their newly acquired lands to build additional settlements.

Work text pages 130-135 can provide information to develop foundational understandings. The listed culminating activities on the left can provide students opportunities to apply their skill development and concept understandings.

**Potential Resources**

**Pearson Resources:** Leveled Readers; myWorld Activities card; myWorldsocialstudies.com

http://13colonies.mrdonn.org/index.html - Includes various links to activities that teach about Jamestown, the development of the New World, and the 13 colonies.


http://www.bbc.co.uk/bitesize/ks3/history/industrial_era/the_slave_trade/revision/1/ - Explore the slavery through triangular trade routes.
<table>
<thead>
<tr>
<th>Resource</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td><a href="http://sheg.stanford.edu/king-philips-war">http://sheg.stanford.edu/king-philips-war</a></td>
<td>A sample primary source based lesson from the Stanford History Education Group that leads students through an investigation of the causes of King Philip’s War. Students will also consider how the perspectives of authors may have affected their accounting of events.</td>
</tr>
</tbody>
</table>
### BIG QUESTION: What is worth fighting for?

Introduction: myStory Spark: **Samuel Adams**; myStory Video; Introduce and discuss big question

<table>
<thead>
<tr>
<th>Lesson</th>
<th>Text</th>
<th>Text Structure</th>
<th>Text Feature</th>
<th>Target Reading Objective</th>
<th>Connected Reading Skills</th>
<th>Check for Understanding</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Tensions With Britain</td>
<td>Sequence</td>
<td>Speech Bubbles</td>
<td>Cause and Effect</td>
<td>Predict</td>
<td>Question 4 pg. 147</td>
</tr>
<tr>
<td></td>
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<td></td>
<td>Question 6 pg. 149</td>
</tr>
<tr>
<td>2</td>
<td>Colonists Rebel</td>
<td>Sequence</td>
<td>Maps</td>
<td>Cause and Effect</td>
<td>Draw Inferences</td>
<td>Question 6 pg. 157</td>
</tr>
<tr>
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<td></td>
<td>Question 8 pg. 159</td>
</tr>
<tr>
<td>3</td>
<td>Declaring Independence</td>
<td>Description</td>
<td>Headings</td>
<td>Cause and Effect</td>
<td>Summarize (Main idea/ Details)</td>
<td>Question 6 pg. 164</td>
</tr>
<tr>
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<td>Question 8 pg. 165</td>
</tr>
<tr>
<td>4</td>
<td>On the Battlefield and at Home</td>
<td>Problem/Solution</td>
<td>Sidebars</td>
<td>Cause and Effect</td>
<td>Draw Conclusions</td>
<td>Question 7 pg. 173</td>
</tr>
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<td>Question 8 pg. 173</td>
</tr>
<tr>
<td>5</td>
<td>Winning Independence</td>
<td>Cause and Effect</td>
<td>Captions</td>
<td>Cause and Effect</td>
<td>Draw Conclusions</td>
<td>Question 4 pg. 178</td>
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<td>Question 6 pg. 179</td>
</tr>
</tbody>
</table>

#### 21st Century Skill: Reading Primary Sources

**Unit Review**

Closure of Big Question. Review and assessment (at the discretion of the teacher); possible opportunity to teach academic language, model and practice test taking skills, and check for understanding of chapter objectives.
<table>
<thead>
<tr>
<th>Unit:</th>
<th>Timeline:</th>
<th>Enduring Concepts:</th>
</tr>
</thead>
</table>
| The American Revolution | 3-4 Weeks/60 minute sessions | People can stand up for what they believe.  
People who share ideals can accomplish common goals.  
Political change can have costs and benefits for different groups.  
There are universal rights that all people share. |

**Central Historical Conceptual Understandings**

American culture, thought and education, and religious and moral values have experienced change and continuity over time.

Democracy has evolved in the United States through domestic struggles and a changing global role.

**Grade Level Expectations (GLE):**

- **H.1** Develop an understanding of how people view, construct, and interpret history  
  **Priority Standard:** H.1 Analyze historical sources from multiple points of view to develop an understanding of historical context

- **H.2.** The historical eras, individuals, groups, ideas, and themes in North America from 1491 through the founding of the United States government  
  **Priority Standard:** H.2.a Identify and explain cultural interactions between 1491 and the American Revolution. Topics to include but not limited to the Columbian Exchange, the interactions between Europeans and native Americans in the 17th and 18th centuries, and the developing relationship between Europeans and enslaved Africans (DOK 1-2)

- **G.2.** Causes and consequences of movement  
  **Priority Standard:** G.2.e Give examples of the influence of geography on the history of the United States (DOK 1-2)

**Inquiry Question(s):**

- Were colonists justified in resisting British policies after the French and Indian War?
- How did important documents shape American beliefs and values?
- Why did colonists fight so hard for independence?
- To what extent did individuals and their ideas contribute to the foundation of the United States government?
### Key Concepts and Vocabulary

**Essential Vocab:** Congress, repeal, boycott, tariff effigy, quarter, martial law, neutral, militia, petition, rights, treason, mercenary, enlist, alliance,

**Supplemental Vocab:** Debt, massacre, Continental army, retreat, morale, strategy, peninsula, negotiate, Treaty of Paris

### Generalizations

**My students will Understand that...**

- The American Revolution severed the colonial relationship to England and legally created the United States.
- The revolution formulated the political philosophy and laid foundations for the system of government we live by today.
- The revolution was inspired by ideas concerning natural rights and political authority.
- The ideas of natural rights would call into question long established social and political relationships that would lead reform efforts in America throughout history.

### Critical Content:

**My students will Know...**

Actions of the Parliament led colonists to protest British rule in the form of boycotts. British actions to these protest would drive colonists to work with each other in resistance.

Actions led by Patriot and British leaders would lead to turning point events like the Boston Massacre and the Boston Tea Party. These events would lead to the formation of a Continental Congress whose decisions would forever change the relationship between America and England.

The Second Continental Congress would declare independence from British rule. The Declaration of Independence would publically announce reasons for separation and American ideals.

Both sides of the American Revolution would benefit and struggle through advantages and disadvantages faced through the course of the war.

Colonists would benefit from alliances with other nations that would contribute to victory.

### Key Skills:

**My students will be able to (Do)...**

- Explain important political, social, economic, and military developments leading to and during the American Revolution.
  - H.2.d (DOK 1-2)

- Describe and analyze how specific physical and political features influenced historical events, movements, and adaption to the environment.
  - G.2.c (DOK 1-3)

- Analyze how cooperation and conflict among people contribute to political, economic, and social divisions in the United States.
  - G.2.d (DOK 2-3)
### Assessments

- **Culminating Activity** - Create a foldable or chart identifying the strengths and weaknesses of the British and Continental armies. (See Primary Source articles in Extensions Activity Packet).
- **Culminating Activity** - Students will role play a taxation game to understand the colonist’s anger with British taxation policies. (See full lesson plan in Extensions Activity Packet).
- **Culminating Activity** - Summarize: In your own words, what is the main idea of each section in the Declaration of Independence? Use these sentence frames for each section: The main idea of the first section is________. I know this because it says, "____________." Reread p. 163-164 to help you formulate your thoughts. Be sure to cite evidence from the text.
- **SCR** - How did the Declaration of Independence shape American beliefs and values?
- **Culminating Activity** - In pairs create American Revolution Battle trading cards. Use your textbook, books provided by the teacher, and the computer to help you with your research. The front of the card should include a map of the battle that is carefully illustrated. (See Extension Activities Packet for template + rubric).
- **Culminating Activity** - Write a newspaper article from Ben Franklin’s Point of view that supports the Patriot’s cause. Include all of the words and phrases in the Word Bank. Be sure to use a newspaperman’s format: who, what, when, where, why, how. Make sure to use your text to support your details. (See Extension Activity Packet for lesson + Word Bank).
- **myStory Book** - WT Page 183

*These are suggested activities for additional practice. They are not required.*

### Essential Content

#### Big Question: What does it take to build a new society?

**Inquiry Question:** Were colonists justified in resisting British policies after the French and Indian War?

Life in the British colonies following the French and Indian War was filled with tension and frustration. The cost of war left the British crown with a large debt to pay and a need to generate revenue quickly. Parliament decided that colonist would need to pay their fair share of the debt considering a good portion was the result of needing more troops to protect the large amounts of land gain as a result of winning the war. Money raised in taxing colonists would ease the burden. Colonist protested raising taxes arguing that Parliament had no right to tax the colonist unless the colonies were allowed to have representation in Parliament to have their voices heard. Colonial protests and boycotts would eventually lead to the repeal of many of the acts passed by Parliament. However, tensions felt between the colonists and Britain did not ease.

Work text pages 144-149 can provide information to develop foundational understandings. The listed culminating activities on the left can provide students opportunities to apply their skill development and concept understandings.

**Inquiry Question:** Why did the colonists believe they might have to fight the British?

Tensions between colonists and the British crown would boil over and result in open conflict with one another. Boston played host to two key events that would send Britain and its colonies spiraling towards war. Even though Parliament repealed some of its acts and taxes, British troops remained stationed in key cities to maintain order. The people of Boston in particular resented the presence of British troops during times of peace. Deep anger towards the troops and talk of rebellion would lead towards a series of cause and effect events known as the Boston Massacre and Boston Tea Party. In response to the violent rebellion experienced in Boston, King George III responded with force and issued a series of acts that came to be known as the Intolerable Acts in the colonies. Founding leaders of the rebellion, known as patriots, became a top priority. The search for these leaders would place the British army and colonial militia against each other in the small towns of Lexington and Concord.

Work text pages 152-159 can provide information to develop foundational understandings. The listed culminating activities on the left can provide students opportunities to apply their skill development and concept understandings.
Inquiry Question: How did important documents shape American beliefs and values?

Seeing that a peaceful agreement could not be reached between Britain and the colonies, the Second Continental Congress was formed to create an army and draft an official declaration of independence. Members of the Second Continental Congress determined that in their declaration they must not only explain why a separation is necessary, they must also outline the rights all citizens have naturally and the responsibility of government to protect those rights.

Work text pages 160-165 can provide information to develop foundational understandings. The listed culminating activities on the left can provide students opportunities to apply their skill development and concept understandings.

Inquiry Question: Why did the colonists fight so hard for independence?

Even though the Continental army suffered from many disadvantages like lack of training and experience, fewer supplies, and overall numbers, they were able to take advantage several key moments that caught the British armies by surprise and turned the path of the war. Lead by general George Washington, the Continental Army won turning point battles of Ticonderoga, Trenton, and Saratoga. These victories would provide the French the proof they needed to feel the colonist had a real chance of winning the war and join the effort as a much needed ally.

Work text pages 166-173 can provide information to develop foundational understandings. The listed culminating activities on the left can provide students opportunities to apply their skill development and concept understandings.

Inquiry Question: To what extent did individuals and their ideas contribute to the foundation of the United States government?

While the French were the first allies to join the colonists in their struggle against Great Britain, the Dutch and the Spanish would also join in fighting to push the advantage toward the colonists. Involvement of other European countries would stop the British from focusing their efforts and begin to spread their forces out. George Washington and the Continental Army were able to take advantage of their new found strength and eventually bring the war to an end at Yorktown.
Many individuals from diverse backgrounds would play key roles to securing victory for the colonists. By signing the treaty of Paris, Great Britain would recognize the independence of American.

Work text pages 174-179 can provide information to develop foundational understandings. The listed culminating activities on the left can provide students opportunities to apply their skill development and concept understandings.

**Potential Resources**

**Pearson Resources:** Leveled Readers; myWorld Activities card; myWorldsocialstudies.com

**Additional Resources:**
- [http://www.history.com/topics/american-revolution/american-revolution-history](http://www.history.com/topics/american-revolution/american-revolution-history) - Includes various videos and information on the American Revolution.
- [http://sheg.stanford.edu/stamp-act](http://sheg.stanford.edu/stamp-act) - A sample primary source based lesson from the Stanford History Education Group that leads students through a historical thinking lesson that requires them to explore the question: Why was a rather small tax so fiercely resented?
- [http://sheg.stanford.edu/lexington](http://sheg.stanford.edu/lexington) - A sample primary source based lesson from the Stanford History Education Group that leads students through an investigation of who fired the first shot of the Revolutionary War.
- [http://sheg.stanford.edu/loyalists](http://sheg.stanford.edu/loyalists) - A sample primary source based lesson from the Stanford History Education Group that leads students through an examination of two documents written by loyalists to answer questions of: Who were loyalists? Why did the oppose independence?
- [http://sheg.stanford.edu/declaration-independence](http://sheg.stanford.edu/declaration-independence) - A sample primary source based lesson from the Stanford History Education Group that leads students through an investigation of contrasting interpretations to answer the question: Why did the Founders write the Declaration of Independence?
**5th Grade myWorld Social Studies**

**AT A GLANCE**

**BIG QUESTION:** What is the purpose of government?

Introduction: myStory Spark: Capitol Visitor Center; myStory Video; Introduce and discuss big question

<table>
<thead>
<tr>
<th>Lesson</th>
<th>Text</th>
<th>Text Structure</th>
<th>Text Feature</th>
<th>Target Reading Object</th>
<th>Connected Reading Skills</th>
<th>Check for Understanding</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Articles of Confederation</td>
<td>Compare and Contrast</td>
<td>Illustrations</td>
<td>Summarize</td>
<td>Inferences</td>
<td>Teacher Guide p. 138/draw inferences Question 4 pg. 193</td>
</tr>
<tr>
<td>2</td>
<td>Creating the Constitution</td>
<td>Sequence</td>
<td>Diagrams and Labels</td>
<td>Summarize</td>
<td>Compare/Contrast</td>
<td>Question 5 pg. 202 Question 7 pg. 203</td>
</tr>
<tr>
<td>3</td>
<td>The Bill of Rights</td>
<td>Cause and Effect</td>
<td>Timeline</td>
<td>Summarize</td>
<td>Draw conclusions</td>
<td>Question 4 pg. 208 Question 6 pg. 209</td>
</tr>
<tr>
<td>4</td>
<td>Key Concepts of the Constitutions</td>
<td>Compare and Contrast</td>
<td>Photographs</td>
<td>Summarize</td>
<td>Making Comparisons</td>
<td>Question 3 pg. 213 Question 8 pg. 217</td>
</tr>
</tbody>
</table>

**Chapter 6**

2-3 Weeks

**21st Century Skill:** Search for information on the Internet

**Unit Review**

Closure of Big Question. Review and assessment (at the discretion of the teacher); possible opportunity to teach academic language, model and practice test taking skills, and check for understanding of chapter

**FIELD TRIP/PRESENTATION SUGGESTIONS** (see principal for fieldtrip guidelines): [Denver State Capitol](#)

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**Red Questions** indicate Social Studies Content

**Blue Question** indicate Literacy Content
<table>
<thead>
<tr>
<th>Unit:</th>
<th>Timeline:</th>
<th>Enduring Concepts:</th>
</tr>
</thead>
<tbody>
<tr>
<td>A New Nation (This Lesson is optional-but strongly recommended since it covers the foundation of our government-which covers our Civics standards)</td>
<td>2 weeks/60 minute sessions</td>
<td>The U.S. Constitution guarantees the rights of citizens and the structure and responsibilities of our government.</td>
</tr>
</tbody>
</table>

**Central Historical Conceptual Understandings**

Democracy has evolved in the United States through domestic struggles and a changing global role.

**Grade Level Expectations (GLE):**

**H.2** The historical eras, individuals, groups, ideas, and themes in North America from 1491 through the founding of the United States government

**Priority Standard: H.2.a** Identify and explain cultural interactions between 1491 and the American Revolution. Topics to include but not limited to the Columbian Exchange, the interactions between Europeans and native Americans in the 17th and 18th centuries, and the developing relationship between Europeans and enslaved Africans (DOK 1-2)

**C.2** The origins, structure, and functions of the United States government

**Priority Standard: C.2.b** Explain the historical foundation and the events that led to the formation of the United States constitutional government. Topics to include but not limited to the colonial experience, the Declaration of Independence, and the Articles of Confederation (DOK 1-2)

**Inquiry Question(s):**

How have historical documents defined and distributed power?

How do the different branches of government work together?

How might the United States be different without a Bill of Rights?

How does the Constitution affect our lives on a daily basis?

**Key Concepts and Vocabulary**

**Essential Vocab:** Ratify, delegate, constitution, compromise, veto, Preamble, separation of powers, checks and balances, Bill of Rights, amendment, due process, popular sovereignty, rule of law, judicial review

**Supplemental Vocab:** Articles of Confederation, inflation, ordinance, Federalist, Anti-Federalist, civic responsibility
### Generalizations

**My students will Understand that...**

- The fundamental ideas and specific provisions of the Constitution which established the nation’s federal system of representative government.

- The major factors leading to the Constitutional Convention and the weaknesses of the Articles of Confederation in dealing with major problems confronting the nation.

- The principal participants of the Constitutional Convention, the major issues they debated, and the compromises they reached, through the interplay of the political ideals and principles they believed in and the need to satisfy the deeply-rooted practical interests of the localities they represented.

- The ratification debates in the states between the Federalists and Anti-Federalists.

- The role the Constitution and Bill of Rights plays in establishing, protecting, and guiding civic rights and responsibilities.

### Critical Content:

**My students will Know...**

<table>
<thead>
<tr>
<th>Key Skills: My students will be able to (Do)...</th>
</tr>
</thead>
</table>
| Identify political principles of American democracy and how the Constitution and Bill of Rights reflect and preserve these principles.

- C.2.a (DOK 1-2)

<table>
<thead>
<tr>
<th>C.2.b (DOK 1-2)</th>
</tr>
</thead>
</table>
| Explain the historical foundation and the events that led to the formation of the United States constitutional government. Topics to include but not limited to the colonial experience, the Declaration of Independence, and the Articles of Confederation.

<table>
<thead>
<tr>
<th>C.2.c (DOK 1-2)</th>
</tr>
</thead>
</table>
| Explain the origins, structure, and functions of the three branches of the United States government and the relationship among them.

<table>
<thead>
<tr>
<th>C.2.d (DOK 1-2)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Describe how the decisions of the national government affect local and state government.</td>
</tr>
</tbody>
</table>
**Assessments**

- **Culminating Activity** - Compare and contrast the main differences between the Articles of Confederation and the United States Constitution. Include in your answer how powers are shared and branches are divided under each plan for government. Include all of the words and phrases in the Word Bank. Make sure to use your text to support your details.
  
  **WORD BANK:** Articles of Confederation, US Constitution, power(s), money/currency, taxes, separation of powers, legislative branch, executive branch, judicial branch, government, checks and balances, federal, veto, states, Preamble, ratify, military

- **Culminating Activity** - Have groups think of an amendment they would like to see added to the Constitution. Create a proposal to share with the class with a detailed argument outlining why your amendment should be added. Have the class hold a vote to determine which amendments should be added. Each amendment must pass with 2/3 approval of votes.

- **myStory Book** - WT Page 221

*These are suggested activities for additional practice. They are not required.*

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**Essential Content**

**Big Question:** What is the purpose of government?

**Inquiry Question:** How have historical documents defined and distributed power?

The Articles of Confederation provided the first structured plan of government for the United States. The new nation would quickly learn that the weaknesses of the articles would require modifications to provide a secure and efficient government. The lack of a national currency and ability to collect taxes would limit the new nation’s ability to pay off large war debts and strengthen the economy. Challenges like Shays Rebellion would expose the potential weakness the new government had in executing federal laws. This challenge along with a need to organize the new lands gained through the Treaty of Paris would push for modifications to the structure of the new government.

Work text pages 188-193 can provide information to develop foundational understandings. The listed culminating activities on the left can provide students opportunities to apply their skill development and concept understandings.

**Inquiry Question:** How do the different branches of government work together?

The weaknesses of the Articles of Confederation exposed a need to modify the original structure of the U.S. Government. To accomplish the goal of creating a stronger national government, a Constitutional Convention was called to either strengthen the Articles of Confederation or completely construct a new plan. The delegates of the Constitution Convention came with a wide set of ideals and ideas of how to provide for the needs of the states they represented. This varied collection of mindsets would push for a new plan of government and would require several compromises along the way. The resulting plan would establish a government that included a system of checks and balances to separate the power of three branches of government and would define the separate but equal powers of the national and state governments.

Work text pages 196-203 can provide information to develop foundational understandings. The listed culminating activities on the left can provide students opportunities to apply their skill development and concept understandings.

**Inquiry Question:** How might the United States be different without a Bill of Rights?

The creation of the U.S. Constitution created a division in the country between those who supported the Constitution (Federalists) and those who did not support the Constitution (Anti-Federalists). The resulting debate would begin to threaten
the possibility of ratification of the Constitution. Anti-Federalists would insist adding amendments that guaranteed the protection of citizen’s basic rights. The resulting 10 amendments, known as the Bill of Rights, would allow for ratification.

Work text pages 204-209 can provide information to develop foundational understandings. The listed culminating activities on the left can provide students opportunities to apply their skill development and concept understandings.

**Inquiry Question:** How does the Constitution affect our lives on a daily basis?

The Constitution serves as the highest law in the United States. Its lasting legacy, as outlined in the Preamble, has provided a more perfect union to establish justice, ensure domestic tranquility, provide for the common defense, and promote the general welfare. These basic principles have played a critical role defining the rights and responsibilities of citizens throughout the nation’s history that continues on today.

Work text pages 210-217 can provide information to develop foundational understandings. The listed culminating activities on the left can provide students opportunities to apply their skill development and concept understandings.
## Potential Resources

**Pearson Resources:** Leveled Readers; myWorld Activities card; myWorldsocialstudies.com

**Additional Resources:**

- [http://ourdocuments.gov](http://ourdocuments.gov) - Many Primary sources related to our early governmental documents.
- [http://billofrightsinstitute.org](http://billofrightsinstitute.org) - Resources for students and teachers.
- [www.icivics.org](http://www.icivics.org) - Resources for students and teachers.
- [http://constitutioncenter.org](http://constitutioncenter.org) - This website includes several links to reading sources that support Civics standards.
- [http://sheg.stanford.edu/federalists-antifederalists](http://sheg.stanford.edu/federalists-antifederalists) - A sample primary source based lesson from the Stanford History Education Group that has students read Federalist and Anti-Federalists positions from the New York State Convention to explore the different sides of the debate and to understand who stood on each side.
- [http://sheg.stanford.edu/slavery-constitution](http://sheg.stanford.edu/slavery-constitution) - A sample primary source based lesson from the Stanford History Education Group that has students consider the positions of delegates to the Constitutional Convention along with historians’ interpretations to understand why slavery was included in the Constitution when the Declaration of Independence stated, “All men are created equal.”
- [http://sheg.stanford.edu/shays-rebellion](http://sheg.stanford.edu/shays-rebellion) - A sample primary source based lesson from the Stanford History Education Group that leads students through an exploration of Shays Rebellion by analyzing a textbook account and a letter by Thomas Jefferson.
References


