

Tunkhannock Area School District
Grade 5_U. S. History
Curriculum Map

September

Targeted Standard(s): Common Core

- 8.1 Historical Analysis and Skills Development
- 8.2 Pennsylvania History
- 8.3 United States History
- 8.4 World History

Reading

- RI.5.1 quote accurately when explaining what the text says explicitly and when drawing inferences
- RI.5.2 determine two or more main ideas and explain how they are supported by details/summarize
- RI.5.4 determine the meaning of general academic and domain-specific words and phrases
- RI.5.6 analyze multiple accounts of the same even or topic
- RI.5.7 draw on information from print and digital sources to locate answers or solve problems
- RI.5.10 read and comprehend informational texts

Writing

- CC.1.4.5.A Write informative/ explanatory texts to examine a topic and convey ideas and information clearly.
- CC.1.4.5.D Group related information logically linking ideas within and across categories of information using words, phrases, and clauses; provide a concluding statement or section; include formatting when useful to aiding comprehension.
- CC.1.4.5.S Draw evidence from literary or informational texts to support analysis, reflection, and research, applying grade-level reading standards for literature and informational texts.

Enduring Understandings:

- A brief review of how America came to be the country it is today.
- Knowledge of how and why the first Americans came to the Western Hemisphere.

Essential Questions:

- Where did we come from?
- What is the role of a U.S. citizen?
- What are the main geographical regions of the United States?
- How and why did ancient people come here?
- What were their ways of life?
- How did cultures in the early Americas differ?

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Core Content/Objectives		Instructional Actions	
Concepts What students will know	Competencies What students will be able to do	Activities/Strategies Learning Activities/Differentiation Interdisciplinary Connections	Assessment How Learning Will Be Assessed
<ul style="list-style-type: none"> • How immigrants came to the United States. • Rights and roles citizens have. • The different geographical regions of the United States. • The theory of the earliest Americans crossing the Bering Land Bridge. Where these people settled and how their different cultures developed. 	<ul style="list-style-type: none"> • Identify where we came from and how we arrived. • Identify the roles citizens play in making decisions in this country. • Identify on a map the different geographical regions of the United States. • Explain why and how early people migrated from Asia to the Americas. • Describe how these people lived during the Ice Age. • Identify the differences in these cultures and how they developed differently due to their environment. • Explain the development of the Mayan, Aztec, and Inca civilizations. 	<ul style="list-style-type: none"> • Discussion/Lecture • Streaming Video • Review Guides • Review Games, • Vocabulary Journals, • Projects, • Guided Reading Activities • John Collins 10% summary utilized in current event writing and presentations • John Collins Type One implemented to review chapter events • John Collins Type Three used as part of the chapter assessment 	<ul style="list-style-type: none"> • Projects, • Tests, • Quizzes, • Homework, • Teacher Observation

Materials/Resources/Technology
<ul style="list-style-type: none"> • Projector, Textbook, Discovery Video Streaming, TAMS Library, Internet

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October

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Enduring Understandings:

- Knowledge of Native American culture regions and how they differ.
- Knowledge of early explorers and the challenges they faced.

Essential Questions:

- How and why did different tribes and culture regions live differently?
- What type of shelter did each culture region use?
- What type of food did each culture region eat?
- How did each culture region get their food?
- What are some unique customs of each culture region?
- What was the importance of the Silk Road?
- What were the major trading kingdoms of West Africa?

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- How did Prince Henry’s effort affect exploration?
- Who were the first Europeans to discover the America’s?

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<ul style="list-style-type: none"> • How each culture used its natural resources differently. • How each culture obtained its food. • How different climates and geography affected how tribes lived. • How some customs are still being used today. • What the importance of the Silk Road was. • What the three major trading kingdoms of Africa were. • How Prince Henry was important to the Exploration Community. • Who Leif Ericcson was and what he did. • What the significance of Marco Polo’s journey was. 	<ul style="list-style-type: none"> • Identify 4 different culture regions. • Identify similarities and differences between the different culture regions. • Identify important natural resources for each culture region. • Explain how their shelters were built and what was used to build them. • Identify what countries the silk road went through. • Identify the three major kingdoms of Africa were. • Explain how Prince Henry’s school was important. • Identify the importance of Leif Ericcson and his journey. • Identify who was the first to sail around Africa and land in India. 	<ul style="list-style-type: none"> • Discussion/Lecture • Streaming Video • Review Guides • Review Games, • Vocabulary Journals, • Projects • Guided Reading Activities • John Collins 10% summary utilized in current event writing and presentations • John Collins Type One implemented to review chapter events • John Collins Type Three used as part of the chapter assessment 	<ul style="list-style-type: none"> • Projects, • Tests, • Quizzes, • Homework, • Teacher Observation

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Materials/Resources/Technology
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November

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Enduring Understandings:

- The Americas and their early explorers.
- How were the natives treated by early explorers?
- Knowledge of where the first colonies in the Americas were located.
- Understanding how these colonists survived.

Essential Questions:

- Why did Columbus sail to the Americas?
- What was the impact of Columbus's voyage?
- What allowed Cortez to defeat the Aztec's?
- What were the effects of the Spanish conquest on native people?
- What were the beliefs of the Spanish on slavery?

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- Who were the Conquistadors of the Americas and what did they do?
- How did the Spanish colonize the New World?
- What did New Spain supply to Spain?
- Why did the Spanish begin to colonize what is now California?

Core Content/Objectives		Instructional Actions	
Concepts What students will know	Competencies What students will be able to do	Activities/Strategies Learning Activities/Differentiation Interdisciplinary Connections	Assessment How Learning Will Be Assessed
<ul style="list-style-type: none"> • Why Columbus sailed to the Americas. • What the significance of his discovery was. • What were the Spanish goals when they returned to America? • What areas of the United States did Spanish conquistadors explore? • What land did New Spain consist of? • How the lives of natives affected by the Spanish colonization. • What the colony of New Spain sent back to Spain. • Why the Spanish began to colonize the west coast of what is now America instead of the east coast first. 	<ul style="list-style-type: none"> • Identify Columbus’s three ships. • Understand why finding the -New World was an important discovery. • Identify the importance of the slave trade to the Spanish. • Understand how the Spanish conquest began. • Understand how Cortez was able to defeat the Aztecs. • Identify important conquistadors and what they did. • Identify important native civilizations and who they were conquered by. • Understand the importance of what was sent back to the homeland. 	<ul style="list-style-type: none"> • Discussion/Lecture • Streaming Video • Review Guides • Review Games • Vocabulary Journals • Projects • Guided Reading Activities • John Collins 10% summary utilized in current event writing and presentations • John Collins Type One implemented to review chapter events • John Collins Type Three used as part of the chapter assessment 	<ul style="list-style-type: none"> • Projects • Tests • Quizzes • Homework • Teacher Observation

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December

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Enduring Understandings:

- The beginning of the colonization of the 13 Colonies.
- The search for a Northwest Passage led to the founding of French and Dutch colonies in North America.
- In search of religious freedom, English settlers established colonies in New England.
- By 1733 England had established 13 colonies in the new world.

Essential Questions:

- What was the first English colony?
- Why did Spain attack England?
- How would colonization in the new world be different if the English had lost the Battle of the Spanish Armada?
- Why was John Smith important to Jamestown?
- Why did indentured servants leave home to come to Jamestown?

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- Which explorer had a body of water named after him?
- How did Native Americans help the Pilgrims?
- What were some of the difficulties the Pilgrims faced?
- How did the Puritans use the prior experiences of the Pilgrims and others to plan their trip to the New World?
- What affect did dissenters play in the colonization of New England?
- What were the names of the 13 colonies?
- What were their similarities and differences?

Core Content/Objectives		Instructional Actions	
Concepts What students will know	Competencies What students will be able to do	Activities/Strategies Learning Activities/Differentiation Interdisciplinary Connections	Assessment How Learning Will Be Assessed
<ul style="list-style-type: none"> • What the first English colony was and where it was located. • How the Battle of the Spanish Armada effected the future colonization of North America. • How John Smith’s leadership helped Jamestown to survive. • Who explored New England and what countries claimed as theirs because of these explorers. • What some of the difficulties the Pilgrims faced, and how the natives helped them to survive. • How the Puritans planned differently for their voyage. 	<ul style="list-style-type: none"> • Explain why the English founded a colony on Roanoke Island. • Understand why the colonists of Jamestown had problems and how they solved them. • Describe what impact the search for a Northwest Passage had on the colonization of North America. • Describe the reasons for the Pilgrims and Puritans leaving England. • Summarize the difficulties both the Pilgrims and Puritans had when they reached the New World. • Explain how the Puritans applied experiences of earlier English colonists to the growth of the Mass. Bay Colony. • Compare and contrast the geography of the three colonial regions. • Understand how religion had a large impact on the founding of the New England Colonies. 	<ul style="list-style-type: none"> • Discussion/Lecture • Streaming Video • Review Guides • Review Games • Vocabulary Journals • Projects • Guided Reading Activities • John Collins 10% summary utilized in current event writing and presentations • John Collins Type One implemented to review chapter events • John Collins Type Three used as part of the chapter assessment 	<ul style="list-style-type: none"> • Projects • Tests • Quizzes • Homework • Teacher Observation

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<ul style="list-style-type: none">• How some colonies were established by dissenters.• The names and locations of the 13 colonies.• The comparisons and contrasts of the colonies			
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Materials/Resources/Technology
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Enduring Understandings:

- People of the 13 Colonies produced a wide variety of goods and developed thriving trade routes.
- Knowledge of life in the English Colonies.
- Benjamin Franklin and his importance to the colonies.
- The diversity of the 13 Colonies.
- Slavery expanded rapidly in the English colonies during the 1700's.
- The Spanish move north.
- French explore the Mississippi River and start new colonies in North America.
- The French and Indian War.

Essential Questions:

- What was the triangle trade route?

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- What was traded on this route?
- What was the importance of Benjamin Franklin?
- How was life different in town compared to on a farm?
- Why was there religious diversity in the colonies?
- What skills did enslaved people bring to the colonies?
- How was slavery resisted in the colonies?
- Where are the northern most Spanish colonies located?
- What is the importance of French control of the Mississippi River?
- Why did the French and Indian War break out, and who participated in it?

Core Content/Objectives		Instructional Actions	
Concepts What students will know	Competencies What students will be able to do	Activities/Strategies Learning Activities/Differentiation Interdisciplinary Connections	Assessment How Learning Will Be Assessed
<ul style="list-style-type: none"> • The stops on the Triangle trade route. • What was traded on this route. • Why Ben Franklin was considered so important in the colonies. • How life in town differed from life on a farm. • How and why the colonies became religiously diversified. • The skills brought to the colonies by the slaves. • How some people resisted slavery. 	<ul style="list-style-type: none"> • Identify important stops on the triangle trade route, and what was traded at each stop • Identify the importance of Benjamin Franklin to the colonies. • Identify how life was different in towns compared to on farms. • Identify what skills the slaves brought to the colonies • Understand different ways slavery was resisted in the colonies. • Identify Spanish colonies in what is now the United States • How the French fur trade opened up the interior of North America for exploration. • Identify different reasons for the French and Indian War being fought. • Identify who took part in the war as well as what side each group allied itself with. 	<ul style="list-style-type: none"> • Discussion/Lecture • Streaming Video • Review Guides • Review Games, • Vocabulary Journals, • Projects, • Guided Reading Activities • John Collins 10% summary utilized in current event writing and presentations • John Collins Type One implemented to review chapter events • John Collins Type Three used as part of the chapter assessment 	<ul style="list-style-type: none"> • Projects, • Tests, • Quizzes, • Homework, • Teacher Observation

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<ul style="list-style-type: none">• How the Spanish developed more colonies in what is now the United States.• The importance of French exploration of the interior of North America.• Factors that led to the French and Indian War.	<ul style="list-style-type: none">• Who won the French and Indian War and why.• The role George Washington played in the French and Indian War.		
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Materials/Resources/Technology
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Enduring Understandings:

- British taxes lead to greater cooperation among colonies.
- Events in Boston brought Britain and the colonies closer to war.
- The American Revolution began with the battles of Lexington and Concord.
- The American colonies declared independence from Britain in July 1776.
- The contributions of a wide variety of people helped the Continental Army win important battles.
- With help from France and Spain, the Continental Army won the American Revolution.

Essential Questions:

- How did British taxes lead to greater cooperation among the colonies?
- What were some significant contributions by individuals during the revolutionary period?
- What effect did colonial protesting have?

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- What are some major causes of the American Revolution?
- Name individuals who were very important to the war effort.
- Identify key events in the America Revolution.
- Analyze and interpret maps of the era.
- Describe important decisions made by the second Continental Congress.
- What is the main argument in the Declaration of Independence?
- Why was signing the Declaration very dangerous?
- Explain how Washington was able to force the British out of Boston.
- What are some contributions African Americans made in the war?
- How did women support the Revolution?
- How did other nations help the Continental Army?
- Explain how Washington was able to trap the British in Yorktown.
- Why was the victory in Yorktown important?
- Identify contributions made by John Paul Jones, George Rogers Clark, and Francis Marion.

Core Content/Objectives		Instructional Actions	
Concepts What students will know	Competencies What students will be able to do	Activities/Strategies Learning Activities/Differentiation Interdisciplinary Connections	Assessment How Learning Will Be Assessed
<ul style="list-style-type: none"> • How British taxation led the colonies towards war. • How important individuals and their actions had a direct effect on what was going on. • How British actions towards colonial protestors angered colonists. • The many reasons for the Revolutionary War. • The key events before and during the war. 	<ul style="list-style-type: none"> • Understand why colonists were upset with British taxation • Identify important individuals of the time period and the role they played in the Revolutionary time period. • Explain how the British angered the colonists. • Identify the many reasons for the Revolutionary War finally taking place. • Understand the meaning of the Declaration of Independence and what it says. • Identify contributions made by both women and African Americans during the Revolutionary War time period. 	<ul style="list-style-type: none"> • Discussion/Lecture • Streaming Video • Review Guides • Review Games, • Vocabulary Journals, • Projects, • Guided Reading Activities • John Collins 10% summary utilized in current event writing and presentations 	<ul style="list-style-type: none"> • Projects, • Tests, • Quizzes, • Homework, • Teacher Observation

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<ul style="list-style-type: none"> • What the Declaration of Independence really meant. • Contributions made by both women and African Americans during the war. • Important battles of the war and their significance. • What other nations did to help the Continental Army. • Why the Yorktown victory was so important. • Contributions made by John Paul Jones, George Rogers Clark, and Francis Marion. 	<ul style="list-style-type: none"> • Identify important battles of the war and why they were important • Identify how Spain and France helped the Americans to win the war. • Identify the importance of the victory at Yorktown. • Summarize the contributions of John Paul Jones, George Rogers Clark, and Francis Marion. 	<ul style="list-style-type: none"> • John Collins Type One implemented to review chapter events • John Collins Type Three used as part of the chapter assessment 	
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Materials/Resources/Technology
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Enduring Understandings:

- The new nation struggled to govern itself under the Articles of Confederation
- At the Constitutional Convention, a group of leaders wrote the Constitution.
- After a long debate, the states ratify the U.S. Constitution.
- George Washington became the nation's first President and organized the new government.
- The new nation doubles in size and moves westward.
- The U.S. fought Great Britain in the War of 1812.

Essential Questions:

- What struggles did the new government have to overcome to survive?
- Who wrote the U.S. Constitution?
- Why did it take so long for everyone to agree on the Constitution?

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- Why was the selection of the first President of the United States so important?
- Why was George Washington the right choice for the job?
- How did the nation expand?
- What were the causes of the War of 1812?
- What were the affects of the victory over the British?

Core Content/Objectives		Instructional Actions	
Concepts What students will know	Competencies What students will be able to do	Activities/Strategies Learning Activities/Differentiation Interdisciplinary Connections	Assessment How Learning Will Be Assessed
<ul style="list-style-type: none"> • What were the major problems with our new government and how were they solved. • Who wrote the United States Constitution. • What the major problems were with the new document and how those problems were solved. • Why it was important to select the right person to be the First President of the United States. • Why George Washington was the correct choice. • How the new nation expanded. • Why the U.S. fought against Britain in the War of 1812. 	<ul style="list-style-type: none"> • Identify the major problems the new country faced, and how they were solved. • Identify the people that wrote the U.S. Constitution. • Summarize the problems with the new document and explain how they were solved. • Understand the importance of picking the right person for the job. • Identify the reasons George Washington was the right person for the job. • Identify different ways the new nation grew in size. • Understand why the British invaded the U.S. • Identify why a victory for the U.S. was important. 	<ul style="list-style-type: none"> • Discussion/Lecture • Streaming Video • Review Guides • Review Games, • Vocabulary Journals, • Projects, • Guided Reading Activities • John Collins 10% summary utilized in current event writing and presentations • John Collins Type One implemented to review chapter events • John Collins Type Three used as part of the chapter assessment 	<ul style="list-style-type: none"> • Projects, • Tests, • Quizzes, • Homework, • Teacher Observation

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<ul style="list-style-type: none">• Why it was important that the United States was victorious.			
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Materials/Resources/Technology
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Enduring Understandings:

- The United States expanded in the 1820's and 1830's.
- Andrew Jackson created laws to protect all people including the poor.
- The Industrial Revolution dramatically changed the way Americans lived and worked.
- Many political changes were happening during the 1830's.
- Frederick Douglas led the fight for an end to slavery.
- There was a push for reforms like women's suffrage and the abolition of slavery.
- The revolution in Texas and war with Mexico expanded U.S. borders.
- Using a network of trails, people moved west to make a better life for themselves.
- The Gold Rush led to rapid settlements of the west.

Essential Questions:

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- How did the U.S. expand during this time period?
- How did laws passed by Andrew Jackson help all Americans?
- In what ways did the Industrial Revolution change the United States both at work and at home?
- What were some of the more significant political changes during this time period?
- How did Frederick Douglas fight to end slavery?
- Who pushed for women’s rights?
- How did the U.S. expand from the Texas revolution?
- What trails were used to move west?
- Why were people so eager to look for gold?

Core Content/Objectives		Instructional Actions	
Concepts What students will know	Competencies What students will be able to do	Activities/Strategies Learning Activities/Differentiation Interdisciplinary Connections	Assessment How Learning Will Be Assessed
<ul style="list-style-type: none"> • What the Monroe Doctrine was used for. • The political changes happened for certain reasons. • The causes and effects of the Indian Removal Act. • How the Industrial Revolution increased production of both manufactured and farm goods. • How groups influenced the early development of the U.S.. • How the U.S. gained land from Mexico. 	<ul style="list-style-type: none"> • Identify the Monroe Doctrine and what was used for. • Identify the political changes that happened in the new country. • Identify the cause and effects of the Indian Removal Act. • List ways production was increased in the both factories and on farms. • Identify how unions and other groups influenced political parties. • Describe what land was gained by the U.S.. • Describe why settlers wanted to be independent from Mexico. • Describe why settlers wanted to be independent from Mexico. • Describe why people moved west. • Identify different things that happened on the Oregon Trail. 	<ul style="list-style-type: none"> • Discussion/Lecture • Streaming Video • Review Games, • Vocabulary Journals, • Projects, • Guided Reading Activities • John Collins 10% summary utilized in current event writing and presentations • John Collins Type One implemented to review chapter events • John Collins Type Three used as part of the chapter assessment 	<ul style="list-style-type: none"> • Projects, • Tests, • Quizzes, • Homework, • Teacher Observation

**Tunkhannock Area School District
Grade 5_U. S. History
Curriculum Map**

<ul style="list-style-type: none">• Why U.S. settlers in Texas wanted independence from Mexico.• The events that led to the U.S. victory in the war with Mexico.• The different reasons people moved west.• Describe life on the Oregon Trail.• Identify the main trails leading west.	<ul style="list-style-type: none">• List the main trails used in the westward movement.		
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Materials/Resources/Technology
<ul style="list-style-type: none">• Projector, Textbook, Discovery Video Streaming, TAMS Library, Internet

Tunkhannock Area School District
Grade 5_U. S. History
Curriculum Map

May

Targeted Standard(s): Common Core

- 8.1 Historical Analysis and Skills Development
- 8.2 Pennsylvania History
- 8.3 United States History
- 8.4 World History

Reading

- RI.5.1 quote accurately when explaining what the text says explicitly and when drawing inferences
- RI.5.2 determine two or more main ideas and explain how they are supported by details/summarize
- RI.5.4 determine the meaning of general academic and domain-specific words and phrases
- RI.5.6 analyze multiple accounts of the same even or topic
- RI.5.7 draw on information from print and digital sources to locate answers or solve problems
- RI.5.10 read and comprehend informational texts

Writing

- CC.1.4.5.A Write informative/ explanatory texts to examine a topic and convey ideas and information clearly.
- CC.1.4.5.D Group related information logically linking ideas within and across categories of information using words, phrases, and clauses; provide a concluding statement or section; include formatting when useful to aiding comprehension.
- CC.1.4.5.S Draw evidence from literary or informational texts to support analysis, reflection, and research, applying grade-level reading standards for literature and informational texts.

Enduring Understandings:

- Differences between the North and South led to growing tensions between the two regions.
- Enslaved African Americans resisted slavery in many different ways.
- Eventually 11 Southern states seceded from the United States.
- In the beginning both sides worked for a quick victory.
- A series of Northern victories led to the end of the Civil War by 1865.
- The country faced many changes after the Civil War.

Essential Questions:

- What were the major differences between the North and South that led to the war?
- How did slaves resist slavery?
- What states seceded from the United States?

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- How did both sides go for a quick victory?
- What were some of the major battles in the war and how did they affect the outcome?
- What were some of the changes that the country faced after the war ended?

Core Content/Objectives		Instructional Actions	
Concepts What students will know	Competencies What students will be able to do	Activities/Strategies Learning Activities/Differentiation Interdisciplinary Connections	Assessment How Learning Will Be Assessed
<ul style="list-style-type: none"> • The major reasons that the country split and went to war? • Different ways slaves resisted their masters and tried to escape? • What states seceded from the union? • What were some strategies for ending the war quickly? • What were the most important battles of the war? • How did the outcome of these battles affect the outcome of the war? • What were some of the changes the faced the country? 	<ul style="list-style-type: none"> • List the main reasons for the Civil War. • Identify the different ways slaves resisted their masters. • List the Confederate States of America. • Identify several battle strategies for the war. • Identify major battles of the war and where they took place. • Describe how these battles affected the outcome of the war. • Identify different changes in the country. • List concessions made or forced on the southern states for reconstruction. 	<ul style="list-style-type: none"> • Discussion/Lecture • Streaming Video • Review Guides • Review Games, • Vocabulary Journals, • Projects, • Guided Reading Activities • John Collins 10% summary utilized in current event writing and presentations • John Collins Type One implemented to review chapter events • John Collins Type Three used as part of the chapter assessment 	<ul style="list-style-type: none"> • Projects, • Tests, • Quizzes, • Homework, • Teacher Observation

Tunkhannock Area School District
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Curriculum Map

Materials/Resources/Technology
<ul style="list-style-type: none">• Projector, Textbook, Discovery Video Streaming, TAMS Library, Internet
June
Targeted Standard(s): Common Core <ul style="list-style-type: none">• 8.1 Historical Analysis and Skills Development• 8.2 Pennsylvania History• 8.3 United States History• 8.4 World History
<u>Reading</u> <ul style="list-style-type: none">• RI.5.1 quote accurately when explaining what the text says explicitly and when drawing inferences• RI.5.2 determine two or more main ideas and explain how they are supported by details/summarize• RI.5.4 determine the meaning of general academic and domain-specific words and phrases• RI.5.6 analyze multiple accounts of the same even or topic• RI.5.7 draw on information from print and digital sources to locate answers or solve problems• RI.5.10 read and comprehend informational texts
<u>Writing</u> <ul style="list-style-type: none">• CC.1.4.5.A Write informative/ explanatory texts to examine a topic and convey ideas and information clearly.• CC.1.4.5.D Group related information logically linking ideas within and across categories of information using words, phrases, and clauses; provide a concluding statement or section; include formatting when useful to aiding comprehension.• CC.1.4.5.S Draw evidence from literary or informational texts to support analysis, reflection, and research, applying grade-level reading standards for literature and informational texts.
Enduring Understandings: <ul style="list-style-type: none">• First railroad was completed in 1869.• Following the Civil War, cowboys and farmers helped develop the plains region.• During the 1860's and 1870's, many Native American groups fought to maintain control of their homelands.
Essential Questions: <ul style="list-style-type: none">• Who was responsible for getting the railroad across America both financially and physically?• How did cowboys and farmers affect the plains region?• How were Native Americans forced from their homelands?

**Tunkhannock Area School District
Grade 5_U. S. History
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- Where were they forced to go?

Core Content/Objectives		Instructional Actions	
Concepts What students will know	Competencies What students will be able to do	Activities/Strategies Learning Activities/Differentiation Interdisciplinary Connections	Assessment How Learning Will Be Assessed
<ul style="list-style-type: none"> • How the railroad was built. • The importance of the trans-continental railroad. • Who worked on the railroad • What effect farming and ranching had on the plains region. • Why natives fought to keep their homeland. 	<ul style="list-style-type: none"> • Identify the different nationalities of people who labored on the railroad. • List several reasons the railroad was important. • List several effects the trans-continental railroad had on our economy. • List ways farming and ranching both helped and hurt the plains region. • List reasons the natives fought the U.S. Cavalry 	<ul style="list-style-type: none"> • Discussion/Lecture • Streaming Video • Review Guides • Review Games, • Vocabulary Journals, • Projects, • Guided Reading Activities • John Collins 10% summary utilized in current event writing and presentations • John Collins Type One implemented to review chapter events • John Collins Type Three used as part of the chapter assessment 	<ul style="list-style-type: none"> • Projects, • Tests, • Quizzes, • Homework, • Teacher Observation

Materials/Resources/Technology
<ul style="list-style-type: none"> • Projector, Textbook, Discovery Video Streaming, TAMS Library, Internet