



TEKS Clarification

Social Studies

Grade 5
2014 - 2015

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GRADE 5

§113.10. Implementation of Texas Essential Knowledge and Skills for Social Studies, Elementary, Beginning with School Year 2011-2012.

The provisions of §§113.11-113.16 of this subchapter shall be implemented by school districts beginning with the 2011-2012 school year.

Source: The provisions of this §113.10 adopted to be effective August 23, 2010, 35 TexReg 7232; amended to be effective October 17, 2011, 36 TexReg 6946.

§113.16. Social Studies, Grade 5, Beginning with School Year 2011-2012.

5.Intro.1 In Grade 5, students survey the history of the United States from 1565 to the present. Historical content includes the colonial period, the American Revolution, the establishment of the U.S. Constitution and American identity, westward expansion, the Civil War and Reconstruction, immigration and industrialization, and the 20th and 21st centuries. Students study a variety of regions in the United States that result from physical features and human activity and identify how people adapt to and modify the environment. Students explain the characteristics and benefits of the free enterprise system and describe economic activities in the United States. Students identify the roots of representative government in this nation as well as the important ideas in the Declaration of Independence and the U.S. Constitution. Students study the fundamental rights guaranteed in the Bill of Rights. Students examine the importance of effective leadership in a constitutional republic and identify important leaders in the national government. Students recite and explain the meaning of the Pledge of Allegiance to the United States Flag. Students describe the cultural impact of various racial, ethnic, and religious groups in the nation and identify the accomplishments of notable individuals in the fields of science and technology. Students explain symbols, traditions, and landmarks that represent American beliefs and principles. Students use critical-thinking skills to sequence, categorize, and summarize information and to draw inferences and conclusions.

5.Intro.2 To support the teaching of the essential knowledge and skills, the use of a variety of rich primary and secondary source material such as documents, biographies, novels, speeches, letters, poetry, songs, and artworks is encouraged. Motivating resources are available from museums, historical sites, presidential libraries, and local and state preservation societies.

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5.Intro.3	The eight strands of the essential knowledge and skills for social studies are intended to be integrated for instructional purposes. Skills listed in the social studies skills strand in subsection (b) of this section should be incorporated into the teaching of all essential knowledge and skills for social studies. A greater depth of understanding of complex content material can be attained when integrated social studies content from the various disciplines and critical-thinking skills are taught together. Statements that contain the word "including" reference content that must be mastered, while those containing the phrase "such as" are intended as possible illustrative examples.
5.Intro.4	Students identify the role of the U.S. free enterprise system within the parameters of this course and understand that this system may also be referenced as capitalism or the free market system.
5.Intro.5	Throughout social studies in Kindergarten-Grade 12, students build a foundation in history; geography; economics; government; citizenship; culture; science, technology, and society; and social studies skills. The content, as appropriate for the grade level or course, enables students to understand the importance of patriotism, function in a free enterprise society, and appreciate the basic democratic values of our state and nation as referenced in the Texas Education Code (TEC), §28.002(h).
5.Intro.6	Students understand that a constitutional republic is a representative form of government whose representatives derive their authority from the consent of the governed, serve for an established tenure, and are sworn to uphold the constitution.
5.Intro.7	State and federal laws mandate a variety of celebrations and observances, including Celebrate Freedom Week.
5.Intro.8	Students identify and discuss how the actions of U.S. citizens and the local, state, and federal governments have either met or failed to meet the ideals espoused in the founding documents.
<u>5.1</u>	<i>History. The student understands the causes and effects of European colonization in the United States beginning in 1565, the founding of St. Augustine. The student is expected to:</i>
<u>5.1A</u>	<p>Explain when, where, and why groups of people explored, colonized, and settled in the United States, including the search for religious freedom and economic gain.</p> <p>Explain</p> <p>WHEN, WHERE, AND WHY GROUPS OF PEOPLE EXPLORED, COLONIZED, AND SETTLED IN THE UNITED STATES</p> <p>Including, but not limited to:</p> <ul style="list-style-type: none"> • Exploration of the New World by Europeans in the 16th and 17th centuries was fueled by the search for gold (and raw materials and new markets), the desire to bring glory to themselves and their king by conquering new lands, and a desire to bring Christianity to peoples of the New World (God, gold, glory)

- Colonization by Europeans in the 17th and 18th centuries was meant to create a foothold in new lands during a period of expansion by European powers (France, Spain, Great Britain, Portugal, also the Dutch). European countries were highly competitive and intent on control of land and its resources.
- Spanish – conquered much of western South America, Central America, and Mexico, overthrowing the Aztec (Cortes) and Inca (Pizarro)
 - 1565 – St. Augustine (Florida), the first permanent European settlement in what is now the continental United States, was founded by Spain in 1565. The area was earlier explored by both France and Spain (Ponce de Leon). To discourage French colonization, Pedro Menéndez de Avilés was sent to establish a colony. St. Augustine remained the sole European settlement in the continental United States for many decades.
- French – settled Newfoundland, Canada, much of what is now the central area of continental United States, south to New Orleans
- English – early settlements in Virginia (e.g., Roanoke and Jamestown) and New England (e.g., Plymouth Colony)
- Settlement – once colonies were established, settlement by Europeans was driven by a search for religious freedom and economic gain.
- Colonies settled in search of economic gain: Virginia (Roanoke and Jamestown), New York, Delaware, North Carolina, South Carolina, New Jersey
- Colonies settled in search of religious freedom (though profit was also a motivator): Massachusetts (Plymouth), New Hampshire, Maryland, Pennsylvania, Connecticut

5.1B

Describe the accomplishments of significant individuals during the colonial period, including William Bradford, Anne Hutchinson, William Penn, John Smith, John Wise, and Roger Williams.

Describe

ACCOMPLISHMENTS OF COLONIAL LEADERS

Including, but not limited to:

- William Bradford – an exemplary leader and writer, a Puritan and governor of the Plymouth colony. Accomplishments include the contributions he made to the Mayflower Compact, leadership of the Plymouth colony, building relationships with the American Indian tribes, and celebrating the first Thanksgiving.
- Anne Hutchinson – a proponent of religious freedom and tolerance, her religious views caused controversy and eventually she was banished from the Massachusetts Bay Colony and fled to Rhode Island
- William Penn – a Quaker who settled the colony of Pennsylvania and allowed for freedom of worship
- John Smith – ensured survival of Jamestown with his leadership qualities
- John Wise – minister in Massachusetts who led a protest against taxes imposed by the British government

- Roger Williams – founded the colony of Rhode Island and secured religious freedom for members of his community

5.2

History. The student understands how conflict between the American colonies and Great Britain led to American independence. The student is expected to:

5.2A

Identify and analyze the causes and effects of events prior to and during the American Revolution, including the French and Indian War and the Boston Tea Party.

Identify

CAUSES AND EFFECTS OF EVENTS PRIOR TO AND DURING THE AMERICAN REVOLUTION

Including, but not limited to:

- French and Indian War
 - French and English settlers both made claims to land in the Ohio River Valley resulting in tensions and fighting in the region. The war was referred to as the French and Indian War in North America, because of the alliances made between the American Indian tribes and the French during the fighting. In Europe the war known as the Seven Years War and was a continuation of previous struggles between England and France.
 - Fighting between 1754-1763 – The English victory doubled the colonial territory since France ceded much of its North American claims, but the cost of the war left the British treasury depleted. In order to gain money to repay war debts and reassert authority over British colonies, the British government passed laws and taxes that were unpopular in the American colonies. Tension over these policies led to the American Revolution.
- Sugar Act, Stamp Act, Townshend Acts: British laws that placed taxes on almost everything that colonists needed or used in their daily lives
- Boston Tea Party – in 1773, a band of American colonists led by Samuel Adams and the Sons of Liberty boarded British ships (East India Company) and dumped tea into Boston Harbor to protest the Tea Act. As a result, Boston port was closed and town meetings were banned. The Tea Party led to a crackdown by the British government, including the punitive Intolerable Acts (e.g., the Boston Port Act that closed the Port of Boston, the Massachusetts Government Act that essentially put the Massachusetts colonial government directly under British control and limited town meetings, the Administration of Justice Act that allowed trials to Great Britain, the Quartering Act that allowed British governor to house soldiers in private homes).
- Declaration of Independence – in 1776, Jefferson wrote that when a form of government destroys the rights of people it governs, they have a right to abolish that government. A declaration for the independence of the American colonies from Great Britain was written, which led to a war between the colonists and Great Britain.

5.2B

Identify the Founding Fathers and Patriot heroes, including John Adams, Samuel Adams, Benjamin Franklin, Nathan Hale, Thomas Jefferson, the Sons of Liberty, and George Washington, and their motivations and contributions during the revolutionary period.

Identify

CONTRIBUTIONS OF SIGNIFICANT INDIVIDUALS DURING THE REVOLUTIONARY PERIOD

Including, but not limited to:

- Founding Fathers – political leaders and statesmen instrumental in founding the United States. They signed the Declaration of Independence, participated in the American Revolution, helped establish the United States Constitution, or contributed in some other important way. The term usually refers to Benjamin Franklin, George Washington, John Adams, Thomas Jefferson, John Jay, James Madison, and Alexander Hamilton.
- John Adams – significant leader in advocating a growing movement to declare independence from Great Britain.
- Samuel Adams – political activist and organizer of the rebellion against British policies. He spoke and wrote articles against British restrictions in Massachusetts and was a leader of the Boston Tea Party. He attended the First Continental Congress and signed the Declaration of Independence.
- Benjamin Franklin – a Founding Father, statesman and diplomat during the American revolutionary period, intimately involved in writing the Declaration of Independence and Constitution and instrumental in forging an alliance between the colonies and France that helped win the war. In 1783, he was one of the negotiators of the Treaty of Paris that ended the American Revolution.
- Nathan Hale – lieutenant in the Continental Army and American patriot who was caught by the British behind enemy lines while out of uniform (spying). Condemned as a spy, Hale was hanged by the British for treason. Captain Montresor, witness to Hale's execution, quoted Hale's last words on the gallows as, "I only regret that I have but one life to lose for my country."
- Thomas Jefferson – Founding Father and principal author of Declaration of Independence; early and effective leader in the American Revolution
- Sons of Liberty – workers and tradesmen who originally banded together to undermine the Stamp Act; they were the driving force behind the Boston Tea Party. Their motto became, "No taxation without representation."
- George Washington – commander in Chief of the Continental Army during the American Revolution; led the colonies to independence when the British surrendered at the Battle of Yorktown

Identify

MOTIVATIONS DURING THE REVOLUTIONARY PERIOD

Including, but not limited to:

- These significant leaders were motivated by deeply-held beliefs that they were willing to stand behind with words and actions.

Many were motivated by Enlightenment principles such as popular sovereignty and democratic governance.

5.2C

Summarize the results of the American Revolution, including the establishment of the United States and the development of the U.S. military.

Summarize

RESULTS OF THE AMERICAN REVOLUTION

Including, but not limited to:

- A treaty (Treaty of Paris, 1783), was signed by Great Britain, and ratified by the United States Congress of the Confederation. In the treaty, Great Britain acknowledged sovereignty for the colonies, recognizing the United States as an independent nation and ceding all claimed territory between the Appalachian Mountains and the Mississippi River to the United States.
- The Articles of Confederation was the first written constitution of the United States, which specified how the national government would operate.
- The Continental Army, with George Washington as its commander, was formed by the Continental Congress in 1775. The army, along with state militia forces, made up the colonial revolutionary forces. Because of a pervasive distrust of permanent (or "standing") armies, the Continental Army was quickly disbanded after the Revolution. The Congress of the Confederation officially created the United States Army after the end of the revolutionary war to replace the disbanded Continental Army. Threats from Barbary Coast pirates led to the reestablishment of the U.S. Navy in 1794 with the order to construct six frigates, with one being the USS *Constitution*.

5.3

History. The student understands the events that led from the Articles of Confederation to the creation of the U.S. Constitution and the government it established. The student is expected to:

5.3A

Identify the issues that led to the creation of the U.S. Constitution, including the weaknesses of the Articles of Confederation.

Identify

ISSUES THAT LED TO THE CREATION OF THE UNITED STATES CONSTITUTION

Including, but not limited to:

- Articles of Confederation
 - Designed as a confederation of powerful states united by a weak national government that was capable of making war, negotiating diplomatic agreements, and resolving issues regarding the western territories, but where the states retained

sovereignty over all governmental functions not specifically relinquished to the national government. There was no president, no executive agency, no judiciary, and no taxes (therefore no way to pay off state and national debts from the war).

- Weaknesses included a unicameral legislature with no separation of powers, a weak central (federal) government where most power lay with the states, a Congress that did not have the power to tax or enforce laws or regulate commerce, and an awkward amendment process that required unanimous approval of the states and 9 of 13 states approval to pass major laws. It also lacked an executive branch and a national court system.

5.3B

Identify the contributions of individuals, including James Madison, and others such as George Mason, Charles Pinckney, and Roger Sherman who helped create the U.S. Constitution.

Identify

CONTRIBUTIONS OF INDIVIDUALS WHO HELPED CREATE THE U.S. CONSTITUTION

Including, but not limited to:

- James Madison – called the Father of the Constitution, formulated many of the ideas included in the Constitution such as the three branches of government. His Virginia Plan (based on the Virginia Constitution he helped develop) served as the basis for the Constitution. He argued for a strong central government.
- George Mason – a leading anti-federalist, he opposed having a strong national government and feared that it would overrule state decisions. Fought for addition of individual and states’ rights in the Constitution to balance increased federal powers. He did not sign the Constitution because he thought it gave the federal government too much power and because he opposed slavery, which was not directly addressed in the Constitution. Instrumental in adding the Bill of Rights to the Constitution.
- Charles Pinckney – American statesman and signer of the U.S. Constitution, represented South Carolina at the Constitutional Convention and was a strong supporter of a strong national government. His ideas and wording make up a good portion of the U.S. Constitution, including the statement in Article VI that states, “no religious test shall ever be required as a qualification to any office or public trust under the authority of the United States.” He also served as a lieutenant in the Continental Army, in the Continental Congress, and the South Carolina state legislature. He was governor of South Carolina and a member of the U.S. Senate and House of Representatives.
- Roger Sherman – represented Connecticut, a small state, at the Constitutional Convention, and was largely known for his contributions towards bicameralism, where there would be equity between large and small states relevant to representation in the national government (The Great Compromise)

5.4

History. The student understands political, economic, and social changes that occurred in the United States during the 19th century. The student is expected to:

5.4A**Describe the causes and effects of the War of 1812.**

Describe

CAUSES AND EFFECTS OF THE WAR OF 1812

Including, but not limited to:

- Causes
 - British impressment of American sailors. In 1807, while Britain was at war with France, a British ship fired upon and then boarded an American ship, carrying off four seamen. This act infuriated the American public.
 - Trying to keep the United States from trading with its enemy, the British blockaded U.S. ports.
 - Nationalism or a renewed sense of American patriotism
 - Trouble with American Indians who were incited by British to harass U.S. interests and desire to conquer territory in (British) Canada
- Effects
 - Treaty of Ghent in 1814 ended the war
 - The United States, a young nation, gained confidence and faith in the ability of its military, ushering in the “era of good feelings.”
 - The United States gained international respect for managing to withstand the British Empire.
 - The Capitol and the president’s mansion were burned by the British during the war, which led to a rebuilding of Washington D.C.
 - Francis Scott Key was inspired to write a poem, “The Star Spangled Banner,” and in 1931, Congress designated it as the national anthem.

5.4B**Identify and explain how changes resulting from the Industrial Revolution led to conflict among sections of the United States.**

Identify, Explain

HOW CHANGES RESULTING FROM THE INDUSTRIAL REVOLUTION LED TO CONFLICT AMONG SECTIONS OF THE UNITED STATES

Including, but not limited to:

- Changes resulting from the Industrial Revolution
 - The North – industrialization, immigration and overpopulation of cities
 - The South – the invention of the cotton gin (cleaned cotton faster and cheaper) encouraged southern planters to increase

- cotton production, resulting in a greater demand for enslaved people as labor
- The West – national roads, canals and steamboats contributed to a mass movement westward
- Changes leading to conflict
 - Sectionalism – regional loyalties gave rise to intense differences over national policies, such as slavery and tariff issues
 - Major disagreements revolved around states' rights

5.4C

Identify reasons people moved west.

Identify

REASONS PEOPLE MOVED WEST

Including, but not limited to:

- Economic opportunity – land was available, jobs building railroads were available, discovery of gold in California
- Territorial expansion – new lands added to the United States needed to be occupied
- Manifest Destiny – a belief that the mission of the United States was to expand across the entire North American continent

5.4D

Identify significant events and concepts associated with U.S. territorial expansion, including the Louisiana Purchase, the expedition of Lewis and Clark, and Manifest Destiny.

Identify

EVENTS AND CONCEPTS ASSOCIATED WITH U.S. TERRITORIAL EXPANSION

Including, but not limited to:

- Louisiana Purchase – in 1803, President Thomas Jefferson approved the purchase of the Louisiana Territory from France, doubling the size of the United States
- Lewis and Clark Expedition – an expedition sponsored by Congress and designed to explore lands west of the Mississippi
- Manifest Destiny – the belief that the United States was destined to secure territory from “sea to sea” or from the Atlantic Ocean to the Pacific Ocean

5.4E

Identify the causes of the Civil War, including sectionalism, states' rights, and slavery, and the effects of the Civil War, including Reconstruction and the 13th, 14th, and 15th amendments to the U.S. Constitution.

Identify

CAUSES AND EFFECTS OF THE CIVIL WAR

Including, but not limited to:

- Causes of Civil War
 - Sectionalism – political, economic, and social divisions based on regional differences
 - States’ Rights – southerners argued that the federal government’s powers under the Constitution were limited and should not have the power to make slavery illegal
 - Slavery – many compromises were passed so that non-slave states and slave states could be appeased; however, the compromises were successful only for a short time period.
 - Secession of southern states from the Union to form the Confederacy: the Confederate States of America
- Effects of Civil War
 - Established federal supremacy
 - Practice of enslaving people made illegal in the United States
 - Signing of the Emancipation Proclamation and granting legal rights and citizenship for former enslaved people (Reconstruction Amendments)
 - Continued regional tension and division fueled by the war and Reconstruction
 - Reconstruction – in the post-Civil War period, from 1865 to 1877, the United States wrestled with the problems of re-admitting the southern states to the Union and integrating the formerly enslaved people into society.
 - 13th Amendment – abolishes slavery in the United States
 - 14th Amendment – declares that all persons born in the United States are citizens; states that all citizens are guaranteed equal protection of the laws
 - 15th Amendment – states that citizens cannot be denied the right to vote because of “race, color, or previous condition of servitude”

5.4F

Explain how industry and the mechanization of agriculture changed the American way of life.

Explain

HOW INDUSTRY AND MECHANIZATION OF AGRICULTURE CHANGED THE AMERICAN WAY OF LIFE

Including, but not limited to:

- Mechanization of agriculture increased production and lowered costs
 - McCormick’s reaper decreased the amount of labor needed to harvest crops, cutting the number of farm workers needed to bring in the crop. The decreased need for labor in rural areas led to people moving from rural to urban areas looking for employment.

- John Deere’s steel plow allowed westward expansion of productive farming endeavors. The prairie soil would stick to the wooden plows used before, making it difficult and extremely time consuming to plow fields for crops. The prairie soil did not stick to Deere’s steel plow, thereby easing the process of plowing so larger fields could be developed, increasing productivity, and opening the prairie to further expansion.
- The cotton gin (interchangeable parts) increased cotton production so that cotton became America’s leading crop. Slavery also spread. Since the cotton gin allowed more cotton to be cleaned for sale, more land could be used for cotton production, and enslaved people were forced to plant and pick the cotton.
- Industry, especially the expansion of use of machines to produce goods, led to the mass production of goods and the growth of factories. This, in turn, led to the growth of cities (urbanization)
 - Examples include industries such as the textile industry (cloth production)
 - American life was changed in many ways. People moved from rural to urban areas in search for jobs. Mass production of goods made things more affordable and accessible.
 - The increase for job opportunities lured many immigrants to urban areas, making cities multicultural.

5.4G

Identify the challenges, opportunities, and contributions of people from various American Indian and immigrant groups.

Identify

CHALLENGES, OPPORTUNITIES AND CONTRIBUTIONS OF PEOPLE

Including, but not limited to:

- Challenges (immigrant groups)
 - Working for lower wages
 - Child labor
 - Language barriers
 - Prejudice
 - Crowded housing
- Opportunities (immigrant groups)
 - Job opportunities
 - Ownership of land
 - Escape from persecution
- Contributions (immigrant groups)
 - Multiculturalism, different perspectives
 - New traditions, customs and holidays

- Inventiveness
- Labor
- Challenges (members of American Indian groups)
 - Indian Removal Act
 - Forced assimilation
 - Persecution and prejudice
- Opportunities (members of American Indian groups)
 - Access to education and healthcare
- Contributions (members of American Indian groups)
 - Art work
 - Ecology (appreciation for the land and its conservation)
 - Language and culture

5.5

History. The student understands important issues, events, and individuals in the United States during the 20th and 21st centuries. The student is expected to:

5.5A

Analyze various issues and events of the 20th century such as industrialization, urbanization, increased use of oil and gas, the Great Depression, the world wars, the civil rights movement, and military actions.

Analyze

VARIOUS ISSUES AND EVENTS OF THE 20TH CENTURY

Including, but not limited to:

- Industrialization – growth of factories, which prompted the growth of labor unions; availability of manufactured goods brought about consumerism
- Urbanization – move from rural to urban life and growth of cities with accompanying problems such as crowded housing, sanitation and sewage, contaminated drinking water, nativism
- Increased use of oil and gas – with the growth of the car industry, U.S. oil companies such as Rockefeller’s Standard Oil Company flourished; tourism grew, suburbs came to be, highway system was built, plastic and other petroleum products changed the way people live.
- World War I (1914-1918) – nationalism and a web of alliances in Europe led to war beginning in 1914. The United States got involved in 1917, siding with the Allies (Great Britain and France). The war ended in 1918 with the Treaty of Versailles.
- Great Depression – in the U.S., this was a time of economic hardship characterized by high unemployment, which began in 1929 and lasted until World War II.
- World War II – growth of dictatorships in Europe, Nazi aggression in Europe, and Japanese aggression in Asia were major

causes of the Second World War. U.S. involvement lasted from 1941-1945, drawn in by the attack at Pearl Harbor and ending with the dropping of the atomic bombs over Japan.

- Civil Rights Movement – movement toward equal rights for African Americans, Mexican Americans, American Indians and women, included landmark cases that ended racial segregation in public schools and other public places
- Military Actions
 - Cold War (1946-1989) – the United States and the Soviet Union (Union of Soviet Socialist Republics/USSR) emerged as superpowers following World War II and tensions between the two lasted for most of the second half of the twentieth century. The two nations never went to war directly, but stockpiled nuclear warheads in preparation for a third world war.
 - Korean Conflict (1950-1953) – a cold war conflict. Korea had been ruled by Japan; the end of World War II resulted in drawing a line along the 38th parallel for administration purposes, the North being administered by the USSR and the South by the United States. The North developed a communist government and then attacked the South in an attempt to reunify the sections under a communist government with the help of communist China and the USSR. The United States and United Nations came to the aid of South Korea in what was called a “police action”; war was not declared. An armistice halted the conflict, but there has been no official end to the conflict; enmity continues and North and South Korea remain two separate nations.
 - Vietnam War (1955-1975) – a cold war military conflict. Since the 1860’s, Vietnam had been a French territory; when the French left in 1955, a communist regime took hold in the North while the South formed the Republic of Vietnam. China and the USSR backed the North Vietnamese in an effort to control the whole country. The United States backed the South Vietnamese in an effort to stop the spread of communism (Domino Theory) following the policy of “containment.” Direct U.S. military involvement ended in 1973. After a military offensive by forces of North Vietnam, the United States left Vietnam in 1975 after the fall of Saigon. Vietnam today, officially the Socialist Republic of Vietnam, is now united under a communist government.

5.5B

Analyze various issues and events of the 21st century such as the War on Terror and the 2008 presidential election.

Analyze

VARIOUS ISSUES AND EVENTS OF THE 21ST CENTURY

Including, but not limited to:

- War on Terror – on September 11, 2001, a group of terrorists hijacked and crashed four U.S. passenger planes into the World Trade Center (New York City) and the Pentagon. With the deaths of thousands of Americans, President George W. Bush declared a War on Terror.
- 2008 Presidential Election – a turning point in U.S. history because for the first time, an African American was elected as president of the United States.

5.5C

Identify the accomplishments of individuals and groups such as Jane Addams, Susan B. Anthony, Dwight Eisenhower, Martin Luther King Jr., Rosa Parks, Cesar Chavez, Franklin D. Roosevelt, Ronald Reagan, Colin Powell, the Tuskegee Airmen, and the 442nd Regimental Combat Team who have made contributions to society in the areas of civil rights, women's rights, military actions, and politics.

Identify

ACCOMPLISHMENTS OF NOTABLE INDIVIDUALS IN THE AREAS OF CIVIL RIGHTS, WOMEN'S RIGHTS, MILITARY ACTIONS, AND POLITICS

Including, but not limited to:

- Jane Addams – the first woman to win the Nobel Peace Prize (1931), Jane Addams is more widely known for her role in the establishment of Hull House in Chicago in 1889 and the Settlement House movement in the United States.
- Susan B. Anthony – was a prominent American civil rights leader who played a pivotal role in the 19th century women's rights movement to introduce women's suffrage into the United States
- Dwight D. Eisenhower – commander of the Allied forces in World War II, NATO commander, President of the United States during the Korean conflict and Cold War. President during the beginning of the civil rights movement; upheld the laws to integrate schools
- Martin Luther King, Jr. – Civil Rights leader known for leading the Montgomery Bus Boycott, March on Washington, promoting non-violent civil disobedience, "I Have a Dream" speech
- Rosa Parks – refused to give up her seat on a bus, which led to the Montgomery bus boycott; became an icon and a leader in the Civil Rights Movement
- Cesar Chavez – migrant farm worker who sought to improve the lives of other migrant workers. He called for non-violent struggles for justice and used strikes, boycotts, and other forms of civil disobedience to improve conditions for migrant workers.
- Franklin D. Roosevelt – elected President of the United States for four terms; led the United States through the Great Depression, New Deal, and World War II
- Ronald Regan – 40th President of the United States (1981-1989), known as "The Great Communicator." Legislation passed during his term of office stimulated economic growth, curbed inflation, increased employment, and strengthened national defense. His term ushered in a time of political conservatism and saw the end of the Cold War with the breakup of the USSR and the destruction of the Berlin Wall.
- Colin Powell – American statesman, four-star general of the U.S. Army who was the first African American to serve as Chairman of the Joint Chiefs of Staff (1989-1993, George H.W. Bush). He also served as Secretary of State (2001-2004, George W. Bush) and National Security Advisor (1987-1989, Ronald Reagan).
- Tuskegee Airmen – the Tuskegee Airmen were dedicated, determined young men who enlisted to become America's first

group of African American military airmen at a time when there were many people who thought that African American men were incapable.

- 442nd Infantry Regiment – formerly the 442nd Regimental Combat Team of the United States Army; was an Asian American unit composed of mostly Japanese Americans who fought in Europe during World War II. The families of many of these soldiers were held in internment camps in the United States.

5.6

Geography. The student uses geographic tools to collect, analyze, and interpret data. The student is expected to:

5.6A

Apply geographic tools, including grid systems, legends, symbols, scales, and compass roses, to construct and interpret maps.

Apply

GEOGRAPHIC TOOLS TO CONSTRUCT AND INTERPRET MAPS

Including, but not limited to:

- Grid systems – network of horizontal and vertical lines used to locate points on a map or a chart by means of coordinates
- Latitude/longitude –the vertical and horizontal lines on a map or globe used to mark absolute location
- Legends – an explanatory list of the symbols appearing on a chart or map is a legend. Sometimes, this is called a key because it is key to understanding what a map is saying.
- Symbols – something which stands for or suggests something else. It can be a visible sign of something which is intangible.
- Scales – an indication of the relationship between the distances on a map, chart, or plan and the corresponding actual distances
- Compass roses – circle or similar design on a map that shows true directions; includes graduated degrees or quarter points (intermediate directions)

5.6B

Translate geographic data into a variety of formats such as raw data to graphs and maps.

Translate

GEOGRAPHIC DATA INTO A VARIETY OF FORMATS

Including, but not limited to:

- Types of geographic data
- Election results
- Census data

- Life expectancy
- Literacy rates
- Infant mortality rates
- Demographic distribution (gender and age)

5.7 *Geography. The student understands the concept of regions in the United States. The student is expected to:*

5.7A Describe a variety of regions in the United States such as political, population, and economic regions that result from patterns of human activity.

Describe

VARIETY OF REGIONS IN THE UNITED STATES THAT RESULT FROM PATTERNS OF HUMAN ACTIVITY

Including, but not limited to:

- Political regions – (e.g., states, counties, cities)
- Population regions – (e.g., ethnic enclaves, megalopolis)
- Economic regions – (e.g., Silicon Valley, Wall Street, oil fields, “breadbasket”)

5.7B Describe a variety of regions in the United States such as landform, climate, and vegetation regions that result from physical characteristics such as the Great Plains, Rocky Mountains, and Coastal Plains.

Describe

VARIETY OF REGIONS IN THE UNITED STATES

Including, but not limited to:

- Atlantic Coastal Plain – area along the Gulf of Mexico and the east coast of the United States is characterized by rich farmland, wetlands, and swamps
- Appalachian Mountains – forest covered mountain range west of the Atlantic Coastal Plain
- Central Lowlands – generally flat land west of the Appalachian mountain range extending to the edge of the Great Plains characterized by rich soil and many farms
- Great Plains – area of sloping rising land west of the Central Lowlands that is covered in grasslands with few trees; home to many farms and ranches
- Rocky Mountains and Coastal Mountain Ranges – ranges of the highest mountains in the North America, including the Rocky Mountains, Sierra Nevada range and the Cascades; area is heavily forested and runs the length of the western portion of the

United States

- Intermountain Region – area between the Rocky Mountains and the western coastal mountains; characterized by a dry climate, plateaus, basins and deserts; home to cattle and sheep ranches
- Landform regions – Appalachian Mountains, Rocky Mountains, Great Lakes, Coastal Plains, Great Plains, Mississippi River Valley, Red River Valley, Missouri River Valley, Mohave Desert, Grand Canyon, Cascade Mountains
- Climate regions – temperate, tropical, sub-tropical, desert, polar
- Vegetation regions – forests, rainforests, grasslands, desert, tundra

5.7C

Locate on a map important political features such as the ten largest urban areas in the United States, the 50 states and their capitals, and regions such as the Northeast, the Midwest, and the Southwest.

Locate

IMPORTANT POLITICAL FEATURES

Including, but not limited to:

- European Exploration and Colonization
 - Large urban areas
 - Philadelphia, New York, Boston
 - Geographic regions
 - Northern colonies
 - Mid-Atlantic colonies
 - Southern colonies
 - Colonial boundaries
- The American Identity
 - Geographic Regions
 - Northwest Territory
 - Louisiana Purchase
 - Spanish Territory
- Westward Expansion
 - Large urban areas
 - Boston, New York, Philadelphia, Baltimore, Washington D.C., Chicago, St. Louis, San Francisco
 - Geographic Regions
 - Texas

- Oregon Territory
- Utah Territory
- California
- New Mexico Territory
- Florida Cession
- Slave states
- Free states
- The United States Today
 - Large urban areas
 - New York-Newark-Jersey City
 - Los Angeles-Long Beach-Anaheim
 - Chicago-Naperville-Elgin
 - Dallas-Fort Worth-Arlington
 - Houston-The Woodlands-Sugar Land
 - Philadelphia-Camden-Wilmington
 - Washington, D.C.-Arlington-Alexandria
 - Miami-Fort Lauderdale-West Palm Beach
 - Atlanta-Sandy Springs-Roswell
 - Boston-Cambridge-Newton
 - Location of 50 states and capitals
 - Location of geographic regions of the United States
 - West
 - Midwest
 - South
 - Northeast
 - Southwest
 - Pacific Northwest

5.7D

Locate on a map important physical features such as the Rocky Mountains, Mississippi River, and Great Plains.

Locate

IMPORTANT PHYSICAL FEATURES

Including, but not limited to:

GRADE 5

- Location of Rocky Mountains, Appalachian Mountains, Cascades, Sierra Nevada
- Location of Mississippi River, Columbia River, Missouri River, Rio Grande River, Ohio River
- Location of Great Plains
- Location of Grand Canyon
- Location of the Great Lakes, Great Salt Lake, Lake Okeechobee
- Location of the Chesapeake Bay, San Francisco Bay, Puget Sound

5.8

Geography. The student understands the location and patterns of settlement and the geographic factors that influence where people live. The student is expected to:

5.8A

Identify and describe the types of settlement and patterns of land use in the United States.

Identify, Describe

TYPES OF SETTLEMENT AND PATTERNS OF LAND USE IN THE UNITED STATES

Including, but not limited to:

- Types of settlement
 - Urban
 - Suburban
 - Rural
- Patterns of land use
 - Farming
 - Ranching
 - Industry
 - Urbanization

5.8B

Explain the geographic factors that influence patterns of settlement and the distribution of population in the United States, past and present.

Explain

GEOGRAPHIC FACTORS THAT INFLUENCE PATTERNS OF SETTLEMENT AND DISTRIBUTION OF POPULATION IN THE UNITED STATES, PAST AND PRESENT

Including, but not limited to:

- Access to water and transportation routes
- Availability of economic opportunities and/or land
- Proximity to trade routes
- Favorable climate conditions
- Location of similar immigrant populations

5.8C

Analyze the reasons for the location of cities in the United States, including capital cities, and explain their distribution, past and present.

Analyze

REASONS FOR LOCATION OF CITIES IN THE UNITED STATES, PAST AND PRESENT

Explain

DISTRIBUTION OF CITIES, PAST AND PRESENT

Including, but not limited to:

- Cities and capital cities
- Climate
- Water (fresh or salty)
- Fertile soil
- Natural resources
- Transportation hubs
- Natural harbors

5.9

Geography. The student understands how people adapt to and modify their environment. The student is expected to:

5.9A

Describe how and why people have adapted to and modified their environment in the United States, past and present, such as the use of human resources to meet basic needs.

Describe

HOW AND WHY PEOPLE HAVE ADAPTED TO AND MODIFIED THEIR ENVIRONMENT IN THE UNITED STATES, PAST AND PRESENT

Including, but not limited to:

- People have adapted to and modified their environments to meet their basic needs, especially responding to the need for energy sources that has grown over time. Additionally people have modified the environment to address transportation needs including building canals, railroads, and roads.
- Colonial American
 - Colonists settled where natural resources were available, including access to fresh water, fertile soil, vegetation and other natural resources. They modified by building shelters conducive to the climate, cleared forests for timber, raised livestock, planted crops, fished, hunted whales etc.
- Westward Expansion
 - Farming practices with westward expansion that led to the Dust Bowl
 - Settlers built sod homes and cleared land to farm
 - Railroads and wagon trails modified the environment
- The United States Today
 - Technological innovations have allowed people to modify the environment, building dams, solar power plants, wind-powered plants and eco-friendly vehicles. Water conservation and recycling are methods used to adapt to the environment.
 - New farming practices implemented to counteract the Dust Bowl and keep it from happening again

5.9B

Analyze the positive and negative consequences of human modification of the environment in the United States, past and present.

Analyze

CONSEQUENCES OF HUMAN MODIFICATION OF THE ENVIRONMENT

Including, but not limited to:

- Urban sprawl
- Pollution
- Access to needed resources
- Enclosing land
- Depletion of resources
- Introduction of non-native species
- Need for conservation

5.10

Economics. The student understands the basic economic patterns of early societies in the United States. The student is expected to:

5.10A**Explain the economic patterns of early European colonists.**

Explain

ECONOMIC PATTERNS OF EARLY EUROPEAN COLONISTS

Including, but not limited to:

- Mercantilism – economic theory under which a nation's wealth is based on its supply of capital (e.g., the amount of gold and silver bullion in its treasury). Under this theory, one party may benefit only at the expense of another. In a mercantilist system, government played a central role in regulating trade by imposing restrictions on trade. American colonies provided raw materials to and markets for English manufacturers who sold finished products to colonists, but colonial trade was limited to Britain only. This closed process provided the British with a profitable market, free from competition. At the same time, regulations were enacted to discourage colonial manufacturing and marketing to other countries, especially in industries that would be competitive with the British.
- Trade (Columbian Exchange) – comingling of Old World, and New World plants, animals, people, and bacteria. (e.g., maize, potatoes, and tomatoes introduced to Old World; horses, sugar cane, and smallpox introduced to New World)
- Triangular Trade – pattern of colonial commerce in which enslaved people, rum, sugar, and molasses were bought and traded between the African gold coast, New England, and the West Indies. Tobacco, cotton, and enslaved people to work the fields in the southern colonies, were transported along this route.
- Cottage industries – in a subsistence economic system, small-scale production of goods for sale in markets is termed cottage industry. It usually involves producing a good by hand or with low technology at home or in a small village cooperative.

5.10B**Identify major industries of colonial America.**

Identify

MAJOR INDUSTRIES OF COLONIAL AMERICA

Including, but not limited to:

- Shipbuilding
- Fishing
- Trade
- Agriculture
- Subsistence farming

5.11***Economics. The student understands the development, characteristics, and benefits of the free enterprise system in the***

United States. The student is expected to:

5.11A

Describe the development of the free enterprise system in colonial America and the United States.

Describe

DEVELOPMENT OF THE FREE ENTERPRISE SYSTEM IN COLONIAL AMERICA

Including, but not limited to:

- Free enterprise – the freedom of private businesses to operate competitively for profit with minimal government regulation
- A free enterprise system is based on a market economy. The system is characterized by four ideas: economic freedom, voluntary exchange, private property, profit motive. In a free enterprise system, people and businesses make their own decisions, own the factors of production, decide what to buy, what to make, and what to sell.
- In the British colonies, British law played a large role in the colonial economy. British laws limited what colonists could produce, and colonists were not free to trade with everyone. Britain discouraged American colonies from trading with other countries since that would provide competition for British goods, diminishing profits. The colonists were required to do much of their trading with the British under a mercantile system where the purpose of colonies was to provide raw materials for the benefit of British companies and provide markets for British finished goods. As long as the system worked, the colonists were left alone to meet their needs through local industries such as sawmills and gristmills, as long as they did not interfere with international trade and the profits of British companies. When Britain needed more money for its war debt as a result of long conflict with the French, trade restrictions were tightened through legislation such as the Intolerable Acts, which pushed the colonists to declare independence.

5.11B

Describe how the free enterprise system works in the United States.

Describe

HOW THE FREE ENTERPRISE SYSTEM WORKS

Including, but not limited to:

- Citizens have the economic freedom to create a business, decide what to make, how much to produce, what price to charge, relatively free from government regulation.
- A voluntary exchange of goods and services allows for consumer choice, competition and creation of wealth.

5.11C

Give examples of the benefits of the free enterprise system in the United States.

Give

EXAMPLES OF THE BENEFITS OF THE FREE ENTERPRISE SYSTEM

Including, but not limited to:

- New products are developed in response to consumer demand allowing for specialization in the market
- Creation of individual financial worth and wealth
- Limited government interference and regulations that ultimately lead to more opportunities for individuals
- Ownership of private property – individuals, not the government, own the business,
- Provides wide variety of choices for consumers
- Competition that results in lower prices
- Opportunities for private investment

[5.12](#)

Economics. The student understands the impact of supply and demand on consumers and producers in a free enterprise system. The student is expected to:

[5.12A](#)

Explain how supply and demand affects consumers in the United States.

Explain

HOW SUPPLY AND DEMAND AFFECTS CONSUMERS

Including, but not limited to:

- Supply is the amount of a good or service available in the market. Demand is the amount of the good or service that buyers want to purchase.
- Demand has an effect on supply. Increased demand results in increased supply. Decreases in demand result in decreases in supply.
- Price has a significant effect on demand. As price increases demand decreases.
- By limiting the supply of a product that is in great demand (console game during Christmas time), it is expected that the price will increase.

[5.12B](#)

Evaluate the effects of supply and demand on business, industry, and agriculture, including the plantation system, in the United States.

Evaluate

EFFECTS OF SUPPLY AND DEMAND

Including, but not limited to:

- Supply and demand drives trading. If the demand is high, business and/or industry will produce more.
- If the demand is high for cotton or tobacco, the agricultural industry will grow more of these products. This made the plantation system thrive and led to a higher demand for labor from enslaved people.

5.13

Economics. The student understands patterns of work and economic activities in the United States. The student is expected to:

5.13A

Compare how people in different parts of the United States earn a living, past and present.

Compare

HOW PEOPLE IN DIFFERENT PARTS OF THE UNITED STATES EARN A LIVING, PAST AND PRESENT

Including, but not limited to:

- Past
 - New England Colonies – fishing and shipbuilding
 - Middle Colonies – agriculture: the “breadbasket”
 - Southern Colonies – agriculture: indigo and then tobacco and cotton
- Present
 - Great Plains (Midwest) – farming
 - East Coast – banking, finance, major industries, shipping
 - West Coast – technology, shipping
 - Southeast – farming, industry, tourism, shipping

5.13B

Identify and explain how geographic factors have influenced the location of economic activities in the United States.

Identify, Explain

HOW GEOGRAPHIC FACTORS HAVE INFLUENCED THE LOCATION OF ECONOMIC ACTIVITIES IN THE UNITED STATES

Including, but not limited to:

- Proximity to natural resources
 - Factories were located near waterways, because water was used as a source for power and waterways were used as transportation routes.

- Steel mills were built in western Pennsylvania to be near sources of coal needed in the production of steel.
- Mining, timber, fishing, ranching, farming industries all developed where there was access to resources.
- Near infrastructure
 - Railroad hubs and railroad stops became a prime location for economic activities.
 - Cities such as Chicago, Kansas City and Denver developed industries dependent on the railroads.
 - Airports and ports are also prime locations for export industries.
- Climate
 - Climate largely influences where agricultural activities.
 - Climate affects where people choose to live and thereby influences access to consumers and labor for businesses.
 - The invention of air conditioning allowed for the relocation of large companies in the United States from northern to southern in the 1970s.
- Access to human resources
 - Businesses and industries locate in areas that can provide labor and consumers.
 - Locations near colleges and universities maybe necessary for a business to have access to skilled workers.

5.13C

Analyze the effects of immigration, migration, and limited resources on the economic development and growth of the United States.

Analyze

EFFECTS OF IMMIGRATION, MIGRATION, AND LIMITED RESOURCES ON THE ECONOMIC DEVELOPMENT AND GROWTH OF THE UNITED STATES

Including, but not limited to:

- Traditionally immigrants have supplied labor for the economic development of the United States, including immigrants building the transcontinental railroad and working in industrialized areas of the eastern United States in the 19th century.
- Forced migration of enslaved Africans to the southern United States supplied labor for the plantation economy to expand rapidly.
- Westward migration helped to settle the frontier regions of the United States.

5.13D

Describe the impact of mass production, specialization, and division of labor on the economic growth of the United States.

Describe

IMPACT OF MASS PRODUCTION, SPECIALIZATION AND DIVISION OF LABOR ON THE ECONOMIC GROWTH OF THE UNITED STATES

Including, but not limited to:

- Impact of mass production
 - Production increased
 - Made products more affordable
 - Created more jobs
- Impact of specialization and division of labor:
 - Artisans were replaced by specialized workers assigned to do a particular task as part of a process, mostly referred to as the assembly line.
 - Created more jobs

5.13E

Explain the impact of American ideas about progress and equality of opportunity on the economic development and growth of the United States.

Explain

IMPACT OF AMERICAN IDEAS ABOUT PROGRESS AND EQUALITY OF OPPORTUNITY

Including, but not limited to:

- Inventiveness
- Competition
- Constant need to improve the quality of what is being produced
- The historical evolution and goal towards equality of opportunities for success

5.14

Government. The student understands the organization of governments in colonial America. The student is expected to:

5.14A

Identify and compare the systems of government of early European colonists, including representative government and monarchy.

Identify

SYSTEMS OF GOVERNMENT OF EARLY EUROPEAN COLONISTS

Including, but not limited to:

- Representative government – government based on the belief that power is held by the people and exercised through the efforts of their elected representatives.
- Monarchy – an example of rule by one. In a monarchy, a single ruler controls government and claims the responsibility due to divine or hereditary right. Either birth or God determines who will rule, the people do not.
- Limited government – the power of the king or government is limited

5.14B

Identify examples of representative government in the American colonies, including the Mayflower Compact and the Virginia House of Burgesses.

Identify

EXAMPLES OF REPRESENTATIVE GOVERNMENT IN THE AMERICAN COLONIES

Including, but not limited to:

- Mayflower Compact – governing document written aboard the Mayflower that set out rules that those onboard agreed to follow. It was a form of government written by and agreed to by the people to be governed. Primary principles included the good of the settlement and will of the majority. (November, 1620)
- Virginia House of Burgesses – Virginia Company set up the House of Burgesses, which was a governing body for the colony of Virginia; it was made up of elected representatives. It was the first representative government set up in the American colonies; it met first in 1619. It served as a model for other colonies.

5.15

Government. The student understands important ideas in the Declaration of Independence, the U.S. Constitution, and the Bill of Rights. The student is expected to:

5.15A

Identify the key elements and the purposes and explain the importance of the Declaration of Independence.

Identify, Explain

KEY ELEMENTS, PURPOSES, IMPORTANCE OF THE DECLARATION OF INDEPENDENCE

Including, but not limited to:

- Key Elements
 - Preamble
 - Statement of belief in human rights
 - Charges against human rights
 - List of complaints (charges against the King)

- Statement of separation
- Signatures
- Purposes – written as an open letter, the Declaration was written to:
 - Explain the colonists' position on the purpose of government
 - List the colonists' grievances against King George III to show the legitimacy of their actions to others
 - Engender sympathy and monetary support
 - Encourage reluctant colonists and British subjects to join the cause
 - Encourage foreign nations to assist the colonists
- Importance
 - Set out the founding principles upon which the United States came to be built
 - Began a nation by declaring the answer to the questions, “Who are we?” and “What do we believe?” that have set the standard for freedom around the world
 - Key ideas outlined
 - All men are created equal
 - Unalienable rights include: life, liberty, pursuit of happiness
 - Governments are instituted by men deriving their just powers from the consent of the governed
 - Right of the people to alter or abolish government
 - These united colonies are, and of right ought to be free and independent states
 - “The colonies are” absolved from all allegiance to the British Crown

5.15B

Explain the purposes of the U.S. Constitution as identified in the Preamble.

Explain

PURPOSES OF THE U.S. CONSTITUTION IDENTIFIED IN THE PREAMBLE

Including, but not limited to:

- Purposes identified in the Preamble
 - To form a more perfect union (to join together the colonies)
 - To establish justice (define and protect the rule of law)
 - To insure domestic tranquility (to prevent conflicts within or between the states)
 - To provide for the common defense (a united power opposing any attacks)
 - To promote the general welfare (safeguard human rights and a stable society)
 - To secure the blessings of liberty (insure that the concept of freedom endures)
- Purpose of the Constitution in general

- Define and limit the powers of the government
- Establish the framework for the government of the United States (3 branches: Congress as a bicameral legislative branch, President as head of executive branch, Supreme Court as judicial branch)

The Preamble – "We the People of the United States, in Order to form a more perfect Union, establish Justice, insure domestic Tranquility, provide for the common defence, promote the general Welfare, and secure the Blessings of Liberty to ourselves and our Posterity, do ordain and establish this Constitution for the United States of America."

5.15C

Explain the reasons for the creation of the Bill of Rights and its importance.

Explain

REASONS FOR THE CREATION OF THE BILL OF RIGHTS AND ITS IMPORTANCE

Including, but not limited to:

- Reasons for creation of Bill of Rights
 - Delineate individual rights that are fully protected by law
 - Reach a compromise to ensure ratification by gaining support from the Anti-Federalists
- Importance of Bill of Rights
 - Ensures individual human rights protections

5.16

Government. The student understands the framework of government created by the U.S. Constitution of 1787. The student is expected to:

5.16A

Identify and explain the basic functions of the three branches of government.

Identify, Explain

BASIC FUNCTIONS OF THE THREE BRANCHES OF GOVERNMENT

Including, but not limited to:

- Executive Branch (President, Vice-President, and Cabinet) – carry out (execute) the laws and recommend new ones
- Legislative Branch (Congress, i.e., the House of Representatives and the Senate) – make laws
- Judicial Branch (Supreme Court) – interpret the Constitution, review laws, and decide cases involving states' rights

5.16B

Identify the reasons for and describe the system of checks and balances outlined in the U.S. Constitution.

Identify, Describe

REASONS FOR SYSTEMS OF CHECKS AND BALANCES IN THE U.S. CONSTITUTION

Including, but not limited to:

- Reasons for system of checks and balances
 - Limit powers of each branch, so that no branch will become too powerful
- System of checks and balances
 - Relative to making laws
 - Executive branch can veto or approve laws
 - Legislative makes the laws or can override Presidential veto
 - Judicial decides if laws are constitutional
 - Relative to official appointments
 - President nominates Supreme Court Justices
 - The Senate approves of the nomination

5.16C

Distinguish between national and state governments and compare their responsibilities in the U.S. federal system.

Distinguish between, Compare

NATIONAL AND STATE GOVERNMENTS AND THEIR RESPONSIBILITIES IN THE U.S. FEDERAL SYSTEM

Including, but not limited to:

- Governments are set up to make society a better, more orderly place to live. They do so by providing rules for conduct, by providing punishments for disobeying the rules, and by providing services to the people.
- National (federal) government
 - To lay and collect import duties
 - To pay the debts of the U.S. government
 - To regulate immigration
 - To coin money
 - To provide and regulate postal services
 - To establish protection for intellectual property, including patent, copyright, and trademark rights
 - To declare war

- To raise, support, and regulate the armed forces
- To guarantee a republican form of government to the states
- To enter into a treaty
- To admit new states into the Union
- State government
- Amendment 10 – “The powers not delegated to the United States by the Constitution, nor prohibited by it to the States, are reserved to the States respectively, or to the people.” This has come to include:
 - Ratify amendments
 - Manage public health and safety
 - Oversee trade within the state
 - Make and enforce laws (power shared with national government)
 - Levy taxes (power shared with national government)
 - Borrow money (power shared with national government)
 - Enforce and execute laws of the national government
 - Provide public education
 - Build state highways
- Article 4
 - Extradite criminals to the state where they committed the crime

[5.17](#)

Citizenship. The student understands important symbols, customs, celebrations, and landmarks that represent American beliefs and principles and contribute to our national identity. The student is expected to:

[5.17A](#)

Explain various patriotic symbols, including Uncle Sam, and political symbols such as the donkey and elephant.

Explain

VARIOUS PATRIOTIC SYMBOLS AND LANDMARKS

Including, but not limited to:

- Uncle Sam – national personification of the United States and sometimes more specifically of the American government (first used during War of 1812)
- Symbols – Donkey (Democratic party); Elephant (Republican party)

[5.17B](#)

Sing or recite "The Star-Spangled Banner" and explain its history.

Sing/Recite, Explain

STAR-SPANGLED BANNER

Including, but not limited to:

- “The Star-Spangled Banner” was officially made the national anthem by Congress in 1931, although it already had been adopted as such by the army and the navy.
- Background – Francis Scott Key, a lawyer, visited the British fleet in Chesapeake Bay to secure the release of Dr. William Beanes, who had been captured after the burning of Washington, D.C. The release was secured, but Key was detained on ship overnight. In the morning, he was so delighted to see the American flag still flying over the fort that he began a poem to commemorate the occasion. That poem became the lyrics to the Star-Spangled Banner; the music was a popular British song.

5.17C

Recite and explain the meaning of the Pledge of Allegiance to the United States Flag.

Recite, Explain

MEANING OF THE PLEDGE OF ALLEGIANCE

Including, but not limited to:

- "I pledge allegiance to the flag of the United States of America, and to the republic for which it stands, one nation under God, indivisible, with liberty and justice for all."
- “Under God” was added in 1954.

5.17D

Describe the origins and significance of national celebrations such as Memorial Day, Independence Day, Labor Day, Constitution Day, Columbus Day, and Veterans Day.

Describe

ORIGINS AND SIGNIFICANCE OF NATIONAL CELEBRATIONS

Including, but not limited to:

- Memorial Day – day of remembrance for those who have died in service to the nation. First observed after the Civil War when flowers were placed on the graves of Union and Confederate soldiers at Arlington National Cemetery. Originally called Decoration Day; first observed May 30, 1868.
- Independence Day – honors the birthday of the United States of America and the adoption of the Declaration of Independence on July 4, 1776. It is generally celebrated as a day of picnics and patriotic parades, a night of concerts and fireworks, and by

displaying and flying the American flag.

- Labor Day – celebrated the first Monday in September. A creation of the labor movement, it is dedicated to the social and economic achievements of American workers. It constitutes a yearly national tribute to the contributions workers have made to the strength, prosperity, and well-being of the country. The first Labor Day holiday was celebrated on Tuesday, September 5, 1882, in New York City, in accordance with the plans of the Central Labor Union.
- Constitution Day – Constitution Day commemorates the signing of the U.S. Constitution on September 17, 1787, by members of the Constitutional Convention.
- Columbus Day – celebrates Columbus’ arrival in the Americas, opening the New World to Europe; celebrated the second Monday of October. The first recorded celebration of Columbus Day in the United States took place on October 12, 1792, and was organized by The Society of St. Tammany to commemorate the 300th anniversary of Columbus's landing.
- Veterans Day – an annual United States holiday honoring military veterans. It is a federal holiday observed on November 11, the anniversary of the cessation of fighting during World War I – in 1918, at the 11th hour of the 11th day of the 11th month.

5.17E

Explain the significance of important landmarks, including the White House, the Statue of Liberty, and Mount Rushmore.

Explain

SIGNIFICANCE OF IMPORTANT LANDMARKS

Including, but not limited to:

- White House – official home of the United States President and family. Recognized as the symbol of the United States, the President and the President’s administration the White House also houses offices of the executive branch and is the location of official State receptions and dinners.
- Statue of Liberty – officially titled “Liberty Enlightening the World,” the sculpture that stands on Liberty Island in New York Harbor was a gift from the people of France on the 100th anniversary of the American Revolution. Designed by sculptor Frédéric Bartholdi, it was dedicated on October 28, 1886. The statue has become an iconic symbol of freedom, and the poem by Emma Lazarus on its base includes the famous lines, “Give me your tired, your poor, your huddled masses yearning to breathe free.”
- Mount Rushmore – carved into the granite face of Mount Rushmore near Keystone, South Dakota, Mount Rushmore features 60-foot sculptures of the heads of United States presidents (in order from left to right) George Washington, Thomas Jefferson, Theodore Roosevelt, and Abraham Lincoln. The monument is a reminder of the leadership and contributions to the nation made by these men.

5.18

Citizenship. The student understands the importance of individual participation in the democratic process at the local,

state, and national levels. The student is expected to:

5.18A

Explain the duty individuals have to participate in civic affairs at the local, state, and national levels.

Explain

HOW INDIVIDUALS CAN PARTICIPATE IN CIVIC AFFAIRS AT THE LOCAL, STATE, AND NATIONAL LEVELS

Including, but not limited to:

- Be informed about issues
- Run for elected office
- Hold public officials to their word
- Vote
- Participate in volunteer civic activities

5.18B

Explain how to contact elected and appointed leaders in local, state, and national governments.

Explain

HOW TO CONTACT ELECTED AND APPOINTED LEADERS IN THE NATIONAL GOVERNMENT

Including, but not limited to:

- Letters of petition
- Political websites
- Action polls
- Phone, email, personal letters

5.19

Citizenship. The student understands the importance of effective leadership in a constitutional republic. The student is expected to:

5.19A

Explain the contributions of the Founding Fathers to the development of the national government.

Explain

CONTRIBUTIONS OF THE FOUNDING FATHERS TO THE DEVELOPMENT OF THE NATIONAL GOVERNMENT

Including, but not limited to:

- George Washington

- Commander in Chief of the Continental forces
- Headed the Virginia delegation to the Constitutional Convention in Philadelphia and was unanimously elected presiding officer
- Unanimously elected president in 1789 and reelected in 1792
- Set precedent by not running for a third term
- Thomas Jefferson
 - Wrote the majority of the Declaration of Independence, which explained the reasons the colonies sought their own government. These grievances were later addressed in the U.S. Constitution.
 - Doubled the size of the United States with the purchase of the Louisiana Territory.
- James Madison
 - Known as “the Father of the Constitution,” he supported a strong central government and wrote a bulk of the Constitution as well as the first 12 amendments of which 10 were ratified.
- Alexander Hamilton
 - Served as Chief of Staff for George Washington. A leading federalist favored a strong central government and supported a national bank.

5.19B

Identify past and present leaders in the national government, including the president and various members of Congress, and their political parties.

Identify

PAST AND PRESENT LEADERS IN THE NATIONAL GOVERNMENT

Including, but not limited to:

- Presidents
 - George Washington (1st President – no party) was president from 1789-1797.
 - John Adams (2nd President – Federalist) was president 1797-1801. Thomas Jefferson was his vice president.
 - Thomas Jefferson (3rd President – Democratic-Republican) was president 1801-1809.
 - Abraham Lincoln (16th President- Republican)
 - Lyndon Baines Johnson (36th President – Democrat)
 - George H.W. Bush (41st President – Republican)
 - George W. Bush (43rd President – Republican)
 - President Barack Obama (44th President – Democrat)

- Texas members of Congress
- Local Representatives, Senators
- Other key members of Congress
- Speaker of the House
- Senate Majority Leader

5.19C

Identify and compare leadership qualities of national leaders, past and present.

Identify, Compare

LEADERSHIP QUALITIES OF NATIONAL LEADERS, PAST AND PRESENT

Including, but not limited to:

- Examples of leadership qualities
 - Honesty, integrity
 - Forward-looking, visionary
 - Dedicated
 - Competent
 - Courageous
 - Decision-making abilities
- Compare leaders noted in the TEKS and other significant individuals

5.20

Citizenship. The student understands the fundamental rights of American citizens guaranteed in the Bill of Rights and other amendments to the U.S. Constitution. The student is expected to:

5.20A

Describe the fundamental rights guaranteed by each amendment in the Bill of Rights, including freedom of religion, speech, and press; the right to assemble and petition the government; the right to keep and bear arms; the right to trial by jury; and the right to an attorney.

Describe

FUNDAMENTAL RIGHTS GUARANTEED BY EACH AMENDMENT IN THE BILL OF RIGHTS

Including, but not limited to:

- First Amendment – freedom of religion, speech, and press, right to assemble and petition the government

- Second Amendment – the right to keep and bear arms
- Third Amendment – prohibits, in peacetime, the quartering of soldiers in private homes without the owner's consent
- Fourth Amendment – guards against unreasonable searches and seizures
- Fifth Amendment – provides for “due process” to protect against abuse of government authority in a legal procedure
- Sixth Amendment – the right to an attorney; right to a speedy and public trial
- Seventh Amendment – the right to trial by jury in civil cases
- Eighth Amendment – prohibits excessive bail, excessive fines, and cruel and unusual punishment
- Ninth Amendment – because it would be impossible to list all rights, this amendment assures that there are rights not specifically listed that are also protected
- Tenth Amendment – explicitly states the Constitution's principle of federalism by providing that powers not granted to the federal government nor prohibited to the states by the Constitution are reserved, respectively, to the states or the people

5.20B

Describe various amendments to the U.S. Constitution such as those that extended voting rights of U.S. citizens.

Describe

VARIOUS AMENDMENTS TO THE U.S. CONSTITUTION

Including, but not limited to:

- Amendments that extended voting rights of U.S. citizens
- 15th Amendment – prohibits each government in the United States from denying a citizen the right to vote based on that citizen's "race, color, or previous condition of servitude" (i.e., slavery). It was ratified on February 3, 1870.
- 19th Amendment – “The right of citizens of the United States to vote shall not be denied or abridged by the United States or by any State on account of sex.”; gave voting rights to women
- 23rd Amendment – permits citizens in the District of Columbia to vote for Electors for President and Vice President. The amendment was proposed by Congress on June 17, 1960, and ratified by the states on March 29, 1961. The first Presidential election for which it was in effect was the presidential election of 1964 (Lyndon Johnson).
- 26th Amendment – gives 18-year-olds the right to vote

5.21

Culture. The student understands the relationship between the arts and the times during which they were created. The student is expected to:

5.21A

Identify significant examples of art, music, and literature from various periods in U.S. history such as the painting American Progress, "Yankee Doodle," and "Paul Revere's Ride".

Identify

SIGNIFICANT EXAMPLES OF ART, MUSIC, AND LITERATURE

Including, but not limited to:

- “American Progress” – John Gast’s painting (1872)
- “Yankee Doodle” – song from Seven-Years’ War era (French-Indian War) originally sung by British to mock the colonial "Yankees" (“doodle” from the German dudel or dödél, meaning "fool" or "simpleton")
- “Paul Revere’s Ride” – Longfellow poem that recounts a historical event, though exaggerates Revere’s role since others also rode that night; published in 1861
- *Poor Richard’s Almanack* – Benjamin Franklin’s publication from 1732-1758 offered humor, advice, and weather forecasts to colonial readers
- “Washington Crossing the Delaware” – Emanuel Gottlieb (1851) commemorates Washington’s leadership in the Revolutionary War

5.21B

Explain how examples of art, music, and literature reflect the times during which they were created.

Explain

HOW EXAMPLES OF ART, MUSIC, AND LITERATURE REFLECT THE TIMES

Including, but not limited to:

- Colonial America
 - “On Being Brought from Africa to America” – (1773) poem by Phillis Wheatley, an enslaved African women brought to the colonies at the age of seven, reflects the social condition in colonial America
 - *Poor Richard’s Almanack* – first published in 1732 by Benjamin Franklin reflects the colonial lifestyle of the time, with offerings of puzzles, quotes, weather forecasts and practical household information to readers.
- American Identity
 - In the early nineteenth century the emerging national spirit was reflected by a significant flourishing of literary and artistic works, including those of authors such as Washington Irving author of *The Headless Horseman*, James Fenimore Cooper, and Herman Melville.
 - The Hudson River School was founded in 1825 by Thomas Cole. He and other artists of the Hudson River School produced works depicting natural landscapes, reflecting the significance the American wilderness played in the art of this time period.
 - *Birds of America* by John James Audubon, contained life-sized portraits of birds. Audubon’s work reflected America’s vast biodiversity and he was responsible for improving the scientific understanding of the anatomy of birds. Audubon also drew pictures of plants, mammals and other subjects in nature.
 - Songs such as “Oh! Susana” (1848) by Stephen Foster reflected a unique American culture that blended influences from

Africans and Europeans. The song was extremely popular as over 100,000 copies of the song were sold at the time.

- A Nation Divided
- “When Johnny Comes Marching Home” – popular song during the American Civil War which reflected the desire of families to reunite during a time of war.
- “Paul Revere’s Ride” – poem by Henry Wadsworth Longfellow, published in 1861 reflected the sectional divisions of the time. The poem harkened to the common history of the American people. Wadsworth hoped the poem would be a call to action in the north.
- Post-Civil War America
- The post-civil war period was marked by a focus on the American west reflected in art, such as “American Progress” by John Gast’s (1872), and the works of Frederick Remington. The literary works of Mark Twain who wrote about life on the Mississippi also reflected this post-Civil War focus on expansion and the West.

5.22

Culture. The student understands the contributions of people of various racial, ethnic, and religious groups to the United States. The student is expected to:

5.22A

Identify the similarities and differences within and among various racial, ethnic, and religious groups in the United States.

Identify

SIMILARITIES AND DIFFERENCES WITHIN AND AMONG VARIOUS RACIAL, ETHNIC, AND RELIGIOUS GROUPS

Including, but not limited to:

- Many racial, ethnic and religious groups in the United States have similarly adopted American democratic ideals about freedom and equality of opportunity as a cultural value.
- Many racial, ethnic and religious groups immigrated to the United States for similar reasons, seeking opportunities and escaping oppression.
- All racial, ethnic and religious groups have contributed to the traditions and culture of the United States, though each in differing ways.
- Many groups from European descent share common cultural traditions such as decorating a Christmas tree.
- Many groups from Latin America share common cultural and linguistic traditions.
- Christians, Jews and Muslims each practice monotheism.

5.22B

Describe customs and traditions of various racial, ethnic, and religious groups in the United States.

Describe

CUSTOMS AND TRADITIONS OF GROUPS IN THE UNITED STATES

Including, but not limited to:

- Christmas, Easter
- Ramadan, Mawlid al-Nabi (Muhammad’s birthday)
- Diwali, Holi
- Buddhist New Year, Vesak (Buddha Day)
- Guru Gobind Singh's Birthday, Diwali
- Hanukkah, Yom Kippur
- Kwanza
- Cinco de Mayo
- Juneteenth
- St. Patrick’s Day

5.22C

Summarize the contributions of people of various racial, ethnic, and religious groups to our national identity.

Summarize

CONTRIBUTIONS OF PEOPLE OF SELECTED RACIAL, ETHNIC, AND RELIGIOUS GROUPS TO OUR NATIONAL IDENTITY

Including, but not limited to:

- National identity – the way the people of a country and other countries perceive the characteristics of that country, encompassing its culture, traditions, language, and politics. Americans define themselves by their common values and belief in individual freedom. They respect the concept of the self-made man where individuals can overcome obstacles and gain success, embrace the idea of America as a nation of immigrants who come to America looking for freedom and opportunity, and they see themselves as a positive and innovative people who are moving toward the future. They respect the rights and freedom of others to live as they choose. People of all racial, ethnic, and religious groups are part of this pluralistic society and contribute to its success, becoming part of the idea of “E pluribus unum,” out of many, one, and that Americans are “One nation under God.”
- During the colonial period, people from various racial, ethnic, and religious groups who contributed to our national identity included William Bradford, Anne Hutchinson, William Penn, John Smith, John Wise and Roger Williams, Benjamin Franklin

5.23

Science, technology, and society. The student understands the impact of science and technology on society in the United States. The student is expected to:

5.23A

Identify the accomplishments of notable individuals in the fields of science and technology, including Benjamin Franklin, Eli Whitney, John Deere, Thomas Edison, Alexander Graham Bell, George Washington Carver, the Wright Brothers, and Neil Armstrong.

Identify

ACCOMPLISHMENTS OF NOTABLE INDIVIDUALS IN THE FIELDS OF SCIENCE AND TECHNOLOGY

Including, but not limited to:

- Benjamin Franklin – a gifted scientist and statesman who proved that lightning was a form of electricity. He also invented bifocal glasses, lightning rods, and the Franklin stove.
- Eli Whitney – American inventor, pioneer, mechanical engineer, and manufacturer. Eli Whitney is best remembered as the inventor of the cotton gin.
- John Deere – developed the first American cast steel plow
- Thomas Edison – the inventor known for the phonograph, light bulb and motion picture camera
- Alexander Graham Bell – best known for perfecting the telephone to transmit vocal messages using electricity. The telephone began a new age in communications technology.
- George Washington Carver – a botanist, educator, agricultural chemist, and inventor who found ways to use crops such as sweet potatoes and peanuts as alternatives to cotton and tobacco, so that poor farmers could grow food and have access to markets for their goods.
- Wright Brothers – the American aviation pioneers Wilbur and Orville Wright were the first to accomplish manned, powered flight in a heavier-than-air machine.
- Neil Armstrong – astronaut; commanded Apollo 11 mission, completing the first manned lunar landing in history; first man to walk on the moon, July 20, 1969

5.23B

Identify how scientific discoveries, technological innovations, and the rapid growth of technology industries have advanced the economic development of the United States, including the transcontinental railroad and the space program.

Identify

HOW SCIENTIFIC DISCOVERIES AND TECHNOLOGICAL INNOVATIONS HAVE ADVANCED THE ECONOMIC DEVELOPMENT OF THE UNITED STATES

Including, but not limited to:

- Transcontinental Railroad – linked west and east coasts; vital link for trade, commerce, and travel

- Innovations and advancements from military applications in war time have found their way to the mainstream economy by peacetime application in many industries, including medicine, communications, and transportation.
- Space program – response to Sputnik transformed education and technology. The U.S. was first on the moon and the first to use reusable spacecraft (Space Shuttle).

5.23C

Explain how scientific discoveries and technological innovations in the fields of medicine, communication, and transportation have benefited individuals and society in the United States.

Explain

HOW SCIENTIFIC DISCOVERIES AND TECHNOLOGICAL INNOVATIONS HAVE BENEFITED INDIVIDUALS AND SOCIETY

Including, but not limited to:

- Through scientific discoveries and innovations, humans solve problems and improve their quality of life. These discoveries and innovations often open whole new industries and markets.
- Medicine – examples include the development of germ theory (Pasteur), discovery of penicillin, the Polio vaccine (Salk)
- Communication – examples of discoveries and innovations that made life easier and benefited society have included the telephone (Bell), the phonograph (Edison) which led to the recording industry, the motion picture camera (Edison) which led to the movie industry, cell phones, and satellites, as well as the Post Roads (Franklin), and the Pony Express (Westward Expansion).
- Transportation –examples of advances in transportation have included steamships (Fulton), airplanes (Wright brothers), automobiles (Ford), trains (Transcontinental Railroad)

5.23D

Predict how future scientific discoveries and technological innovations could affect society in the United States.

Predict

HOW FUTURE SCIENTIFIC DISCOVERIES AND TECHNOLOGICAL INNOVATIONS AFFECT LIFE

Including, but not limited to:

- Examples of areas where future scientific discoveries and innovations could affect society include:
 - Nano-technology, cloning (e.g., stem cell research), hybrid cars, alternative fuel sources, robotics
 - Medicine, communication, transportation

[5.24](#)

Social studies skills. The student applies critical-thinking skills to organize and use information acquired from a variety of valid sources, including electronic technology. The student is expected to:

[5.24A](#)

Differentiate between, locate, and use valid primary and secondary sources such as computer software; interviews; biographies; oral, print, and visual material; documents; and artifacts to acquire information about the United States.

Differentiate, Locate, Use

PRIMARY AND SECONDARY SOURCES TO ACQUIRE INFORMATION ABOUT THE UNITED STATES

Including, but not limited to:

- Computer software
- Interviews
- Biographies
- Oral, print, and visual material
- Documents
- Artifacts

[5.24B](#)

Analyze information by sequencing, categorizing, identifying cause-and-effect relationships, comparing, contrasting, finding the main idea, summarizing, making generalizations and predictions, and drawing inferences and conclusions.

Analyze

INFORMATION

Including, but not limited to:

- Sequencing
- Categorizing
- Identifying cause-and-effect relationships
- Comparing
- Contrasting
- Finding the main idea
- Summarizing
- Making generalizations
- Making predictions

- Drawing inferences
- Drawing conclusions

5.24C

Organize and interpret information in outlines, reports, databases, and visuals, including graphs, charts, timelines, and maps.

Organize, Interpret

INFORMATION

Including, but not limited to:

- Outlines
- Reports
- Databases
- Visuals
 - Graphs
 - Charts
 - Timelines
 - Maps

5.24D

Identify different points of view about an issue, topic, or current event.

Identify

POINTS OF VIEW

Including, but not limited to:

- Issue
- Topic
- Current event

5.24E

Identify the historical context of an event.

Identify

HISTORICAL CONTEXT

Including, but not limited to:

- Political, social, cultural, and economic setting for a particular idea or event

5.25

Social studies skills. The student communicates in written, oral, and visual forms. The student is expected to:

5.25A

Use social studies terminology correctly.

Use

SOCIAL STUDIES TERMINOLOGY CORRECTLY

5.25B

Incorporate main and supporting ideas in verbal and written communication.

Incorporate

MAIN AND SUPPORTING IDEAS

Including, but not limited to:

- Verbal communication
- Written communication

5.25C

Express ideas orally based on research and experiences.

Express

IDEAS ORALLY

Including, but not limited to:

- Based on research
- Based on experience

5.25D

Create written and visual material such as journal entries, reports, graphic organizers, outlines, and bibliographies.

Create

WRITTEN AND VISUAL MATERIAL

Including, but not limited to:

- Journal entries
- Reports
- Graphic organizers
- Outlines
- Bibliographies

[5.25E](#)

Use standard grammar, spelling, sentence structure, and punctuation.

Use

STANDARD GRAMMAR, SPELLING, SENTENCE STRUCTURE AND PUNCTUATION

[5.26](#)

Social studies skills. The student uses problem-solving and decision-making skills, working independently and with others, in a variety of settings. The student is expected to:

[5.26A](#)

Use a problem-solving process to identify a problem, gather information, list and consider options, consider advantages and disadvantages, choose and implement a solution, and evaluate the effectiveness of the solution.

Use

PROBLEM-SOLVING PROCESS

Including, but not limited to:

- Identify a problem
- Gather information
- List and consider options
- Consider advantages and disadvantages
- Choose and implement a solution
- Evaluate the effectiveness of the solution

[5.26B](#)

Use a decision-making process to identify a situation that requires a decision, gather information, identify

options, predict consequences, and take action to implement a decision.

Use

DECISION-MAKING PROCESS

Including, but not limited to:

- Identify situation
- Gather information
- Identify options
- Predict consequences
- Take action to implement a decision

Knowledge and Skills Statement (TEKS); **Student Expectation (TEKS)**

Blue text: Supporting information / Clarifications from TCMPC (Specificity)

Black text: Texas Education Agency (TEA)