

General Resources:

<http://www.americaslibrary.gov/cgi-bin/page.cgi> - Library of Congress has brief summaries of United States History events on level of 5th graders – GREAT RESOURCE !!

<http://streaming.discoveryeducation.com/index.cfm> – Discovery Streaming – sign up as an educator to have access to wonderful videos on every aspect of history along with many lesson plans and blackline masters.

<http://www.sfsocialstudies.com/g5/index.html> - brief readings and interactive activities to go with each Fifth Grade Standard. (great for center or station activities at a computer station to reinforce teachings!)

Fifth Grade Standard I: Students will understand how the exploration and colonization of North America transformed human history.

Objective 1: Describe and explain the growth and development of the early American colonies.

Indicators:

a. Using maps -- including pre-1492 maps -- and other geographic tools, locate and analyze the routes used by the explorers.

<http://www.mrnussbaum.com/exploreroutemaps.htm> - Explorer Route Maps

b. Explain how advances in technology lead to an increase in exploration (e.g. ship technology)

<http://www.esd.k12.ca.us/matsumoto/tm30/history/Explorers/etools.html> - Explorer tools, pictures and explanations of these tools.

c. Identify explorers who came to the Americas and the nations they represented.

<http://www.snowcrest.net/jmike/explor.html> - links to Explorers

<http://www.stemnet.nf.ca/CITE/explorer.htm> - lists of links to European Explorers

<http://library.thinkquest.org/4034/timeline2.html> - links to Explorers by century

<http://questgarden.com/47/95/5/070507082634/index.htm> - webquest to examine why explorers left, what qualities they had, and the results of their exploration.

d. Determine reasons for the exploration of North America (e.g., religious, economic, political).

<http://library.thinkquest.org/J002678F/why.htm> - Why Explorers Explored

e. Compare the geographic and cultural differences between the New England, Middle, and Southern colonies (e.g., religious, economic, political).

<http://www.socialstudiesforkids.com/articles/ushistory/13colonies2.htm> - compares characteristics of the colonies

<http://oncampus.richmond.edu/academics/education/projects/webquests/america/index.html> - webquest where students research the different aspects of the New England, Middle, and Southern colonies to sell real estate.

f. Analyze contributions of American Indian people to the colonial settlements.

<http://www.plimoth.org/education/olc/navigation.html> - excellent interactive site helps students correct misconceptions of the role of Native Americans in Plymouth.

http://www.scholastic.com/scholastic_thanksgiving/daily_life/index.htm - compares and contrasts lifestyles of natives and colonists

http://www.providenceri.com/NarragansettBay/indians_and_colonists.html - describes things learned from the Native Americans by the colonists.

Objective 2: Assess the global impact of cultural and economic diffusion as a result of colonization.

Indicators:

a. Describe the cultural and economic impacts that occurred as a result of trade between North America and other markets (e.g., arts, language, ideas, the beginning and expansion of the slave trade, new agricultural markets).

http://www.mce.k12tn.net/revolutionary_war/american_revolution.htm - Lesson 1 - Conflict has background information and then a link to an activity to act out the triangle trade with your class.

b. Analyze and explain the population decline in American Indian populations (i.e. disease, warfare, displacement).

<http://www.ah.dcr.state.nc.us/edu-outrch/historyday/explore.pdf> - Good for background information and brief journal entries which highlight the introduction of disease to the natives by explorers.

Objective 3: Distinguish between the rights and responsibilities held by different groups of people during the colonial period.

Indicators:

a. Compare the varying degrees of freedom held by different groups (e.g. American Indians, landowners, women, indentured servants, enslaved people).

<http://oncampus.richmond.edu/academics/education/projects/webquests/colonial/index.html> - webquest where students experience role of slaves, farmers, women, and artisans in the colonies.

b. Explain how early leaders established the first colonial governments (e.g. Mayflower compact, charters).

<http://members.aol.com/calebj/compact.html> - text and explanation of the Mayflower Compact

<http://web.ccsd.k12.wy.us/techcurr/Social%20Studies/05/0101jamestownhistory.html> - a brief history of Jamestown, good for background information.

c. Describe the basic principles and purposes of the Iroquois Confederacy.

http://www.ghsd-curriculum.com/inquiry/projects/iroquois_curators/index.html - excellent webquest with links to many resources about the Iroquois Confederacy.

http://www.nisd.net/ward/Staff/gt_page/hotlist_governments/hotlist_governments_index.html#Iroquois – great sight for different types of government and examples with links to further explain Iroquois Confederacy.

Fifth Grade

Standard II: Students will understand the chronology and significance of key events leading to self-government.

Objective 1: Describe how the movement toward revolution culminated in a Declaration of Independence.

http://www.archives.gov/exhibits/charters/declaration_join_the_signers.html - Students can sign the Declaration and learn about its creations and its signers.

Indicators:

a. Explain the role of events that led to declaring independence (e.g., French and Indian War, Stamp Act, Boston Tea Party).

http://www.pbs.org/ktca/liberty/road_q1.html - The Road To Revolution interactive site from PBS – great tool.

http://www.mce.k12tn.net/revolutionary_war/american_revolution.htm - Lesson 2 -The King Tries to Tighten His Control has a brief description of the Stamp Act, etc. with a link to activity for your class on impact of the taxes by the King.

<http://oncampus.richmond.edu/academics/education/projects/webquests/amrevwar/index.htm> - webquest where students research the results of the Kings taxes on citizens of the colonies.

http://www.americaslibrary.gov/cgi-bin/page.cgi/jb/revolut/boston_1 - brief description of Boston Massacre for fifth graders.

b. Analyze arguments both for and against declaring independence using primary sources from Loyalist and patriot perspectives.

c. Explain the content and purpose for the Declaration of Independence.

<http://www.ushistory.org/declaration/index.htm> - Links to all aspects of the document including signers, explanation, and scanned document.

<http://www.whitehouse.gov/kids/games/index.html> - Click on fun quiz on the Declaration – also great quizzes on other historical documents and topics.

Objective 2: Evaluate the Revolutionary War's impact on self-rule.

Indicators:

a. Plot a time line of the key events of the Revolutionary War.

http://www.pbs.org/ktca/liberty/chronicle_timeline.html - PBS timeline of the revolution (site also has great resources for all aspects of the War).

b. Profile citizens who rose to greatness as leaders.

<http://oncampus.richmond.edu/academics/education/projects/webquests/patriot/index.html> - webquest where students research Thomas Jefferson, George Washington, and Patrick Henry by reading a letter to their wives and researching events in which they participated. They then write a newspaper article and complete a timeline.

<http://www.georgewashington.si.edu/kids/teacherguide.html> - wonderful lesson plans to teach about George Washington, his life, and his impact on the founding of our country.

c. Assess how the Revolutionary War changed the way people thought about their own rights.

d. Explain how the winning of the war set in motion a need for a new government that would serve the needs of the new states.

Fifth Grade Standard III: Students will understand the rights and responsibilities guaranteed in the United States Constitution and Bill of Rights.

General Resource for this Standard: We the People textbook. Available for free from Bill Spence, Alpine School District., state coordinator for civic education. Training and books available from “We the People Elementary Summer Institute” at James Madison University. **This seminar and the classroom books are available for free!!!!** Apply online.

Objective 1: Assess the underlying principles of the US Constitution.

Indicators:

a. Recognize ideas from documents used to develop the Constitution (*e.g.* Magna Carta, Iroquois Confederacy, Articles of Confederation, Virginia Plan).

<http://medievaleurope.mrdonn.org/magnacarta.html> - Great summary of the Magna Carta with other links including the primary document.

<http://www.mrnussbaum.com/history/conc.htm> - Great summary of the Great Compromise made during the Constitutional Convention and a description of the Virginia Plan.

<http://www.usconstitution.net/constkids4.html> - Constitution of Kids – great summary for fifth graders to read – colorful and brief.

<http://www.usconstitution.net/constconart.html> - kid friendly page comparing the Articles of Confederation with the Constitution.

<http://www.eduplace.com/ss/hmss/5/unit/act2.1.html> - Lesson Plan and links for teaching the Mayflower Compact.

b. Analyze goals outlined in the Preamble.

<http://www.school-house-rock.com/Prea.html> - Schoolhouse Rock Preamble Song and Text to song.

http://www.civiced.org/index.php?page=elementary_school – Lessons for Civic Education – Click on the lesson on the meaning of the Preamble.

c. Distinguish between the role of the Legislative, Executive, and Judicial branches of the government.

<http://bensguide.gpo.gov/3-5/government/branches.html> - kid friendly graphics and explanations of the three branches.

d. Explain the process of passing a law.

<http://bensguide.gpo.gov/6-8/lawmaking/index.html> - kid friendly explanation of how a law comes to be.

e. Describe the concept of checks and balances.

http://www.usconstitution.net/consttop_cnb.html - Great list of checks and balances of each branch on each other.

f. Discover the basis for the patriotic and citizenship traditions we have today (*i.e.* Pledge of Allegiance, flag etiquette, voting).

http://www.cortlandschools.org/buildings/barry/Webquests/webquests/American%20Symbols/American_symbols.html - great webquest for students to make a brochure on patriotic symbols, but also contains great links for these symbols.

<http://pbskids.org/democracy/vote/index.html> - The Democracy Project – interactive kids’ site on voting and democracy.

<http://resources.ciconline.org/elections/elections.htm> - Cable in the classroom lets the students interactively run for president.

Objective 2: Assess how the US Constitution has been amended and interpreted over time, and the impact these amendments have had on the rights and responsibilities of citizens of the United States.

Indicators:

a. Explain the significance of the Bill of Rights.

<http://www.constitutioncenter.org/explore/ForKids/index.shtml> - Help Save the Bill of Rights interactive game.

<http://www.liberty.k12.mo.us/~svaughan/webquest/intro.html> - Great webquest for students to research the Bill of Rights and connect them to themselves.

b. Identify how the rights of selected groups have changed and how the Constitution reflects those changes (*e.g.* women, enslaved people).

<http://usgovinfo.about.com/blinstst.htm> - Sample questions and answers for the U.S. Citizenship test.

<http://whchapmanelementary.org/suffragewq/Webquest%20for%20Women's%20Suffrage.htm> – webquest about Woman’s suffrage movement with great links to primary documents. Higher level but adaptable.

http://www.slaveryinamerica.org/history/hs_lp_ugrr.htm - Three lesson plans to teach about slavery and the underground railroad, before and after the Emancipation Proclamation.

<http://www.nationalgeographic.com/railroad/j1.html> - National Geographic interactive Underground Railroad.

c. Analyze the impact of the Constitution on their lives today (*e.g.* freedom of religion, speech, press, assembly, petition).

<http://www.constitutioncenter.org/constitution/> - interactive Constitution – very user friendly.

Fifth Grade Standard IV: Students will understand that the 19th century was a time of incredible change for the United States, including geographic expansion, constitutional crisis, and economic growth.

Objective 1: Investigate the significant events during America’s expansion and the roles people played.

<http://www.angelfire.com/sc3/kbuice/wqintro.htm> - Exploring Westward Expansion webquest for 5th graders.

<http://www.suffolk.lib.ny.us/youth/jcsswest.html> - lists of links for Westward Expansion.

Indicators:

a. Identify key reasons why people move and the traits necessary for survival.

b. Examine causes and consequences of important events in the United States expansion (*e.g.* Louisiana Purchase, Lewis and Clark expedition, treaties with American Indians, Homestead Act, Trail of Tears, California Gold Rush).

http://www.archives.gov/exhibits/american_originals/loupurch.html - Actual Louisiana Purchase document and explanation of document.

<http://www.nationalgeographic.com/west/main.html> - Go West with Lewis and Clark in this National Geographic interactive game.

<http://www.mrnussbaum.com/lcflash.htm> - Great site for all kinds of maps, explanations, and games for the Corps of Discovery.

<http://www.mrnussbaum.com/history/trail.htm> - Trail of Tears map and summary.

<http://www.uen.org/Lessonplan/preview?LPid=379> – UEN lesson plans for Trail of Tears unit with downloadable map and links to other websites.

<http://www.hbschool.com/mapskills/gold/timelinea.html> - Interactive California Gold Rush timeline.

c. Compare the trails that were important during westward expansion (*e.g.* Oregon, Mormon, Spanish, California).

<http://www.isu.edu/~trinmich/Oregontrail.html> - Interactive site of the Oregon trail

<http://overlandtrails.lib.byu.edu/trailmap.html> - Mormon Trail map.

d. Assess the impact of expansion on native inhabitants of the west.

<http://www.pbs.org/weta/thewest/program/episodes/seven/> - New Perspectives on the West – good for background information and first person accounts of displaced Natives along with photographs.

Objective 2: Assess the geographic, cultural, political, and economic divisions between regions that contributed to the Civil War.

Indicators:

a. Describe the impact of physical geography on the cultures of the northern and southern regions (*e.g.* industrial resources, agriculture, climate).

http://library.thinkquest.org/CR0215469/sectional_division.htm - Great elementary page explaining the sectional differences of the north and south before the Civil War.

b. Compare how cultural and economic differences of the North and South led to tensions.

c. Identify the range of individual responses to the growing political conflicts between the North and South (*e.g.* states rights advocates, abolitionists, slaveholders, enslaved people).

http://library.thinkquest.org/CR0215469/before_the_civil_war.htm - Great links to summaries of political conflicts before the war for elementary students.

Objective 3: Evaluate the course of events of the Civil War and its impact both immediate and long-term.

<http://www.runet.edu/~sbisset/civilwar.htm> - Civil War for 5th graders with links to various resources and brief charts and summaries.

Indicators:

a. Identify the key ideas, events, and leaders of the Civil War using primary sources (e.g. Gettysburg Address, Emancipation Proclamation, news accounts, photographic records, diaries).

http://www.readwritethink.org/lessons/lesson_view.asp?id=885 – Lesson plan for teaching the Gettysburg Address with links to the primary document as well as the only picture of Lincoln at Gettysburg.

http://www.historynow.org/12_2005/lp3.html - Lesson plan for teaching the Emancipation Proclamation with links (on page 2) to primary document as well as contemporary letters responding to it and a painting of the original reading of it.

<http://www.civilwarphotos.net/> - hundreds of photographs of the Civil War.

b. Contrast the impact of the war on individuals in various regions (e.g. North, South, West).

http://teacher.scholastic.com/activities/our_america/civil_war/ - Scholastic “Our America” with points of views from different children during the Civil War.

http://teacher.scholastic.com/activities/bhistory/underground_railroad/index.htm - Underground Railroad Escape to Freedom game with additional links for students and teachers. (Scholastic)

c. Explain how the Civil War helped forge ideas of national identity.

d. Examine the difficulties of reconciliation within the nation.

http://www.mce.k12tn.net/civil_war/reconstruction.htm - a brief summary of Reconstruction.

Objective 4: Understand the impact of major economic forces at work in the post-Civil War.

Indicators:

a. Assess how the free-market system in the United States serves as an engine of change and innovation.

<http://www.kyrene.k12.az.us/schools/brisas/sunda/inventor/main.htm> - very readable biographies of many inventors.

b. Describe the wide-ranging impact of the Industrial Revolution (e.g. inventions, industries, innovations).

<http://library.thinkquest.org/4132/info.htm> - A summary of the Industrial Revolution with links to inventions and industries.

c. Evaluate the roles new immigrants played in the economy of this time.

<http://www.historyplace.com/unitedstates/childlabor/index.html> - Photographs of child labor

<http://teacher.scholastic.com/activities/immigration/index.htm> - Scholastic site with stories of immigrants along with links to other immigration information including a tour of Ellis Island.

Fifth Grade Standard V: Students will address the causes, consequences and implications of the emergence of the United States as a world power.

Objective 1: Describe the role of the United States during World War I, The Great Depression, and World War II.

Indicators:

a. Review the impact of World War I on the United States.

<http://tqe.siu.edu/wwi/> - basic facts about World War I with several links for maps, timeline, etc.

<http://www.davison.k12.mi.us/DHS/staff/Hewitt/webquests/wwi/WWI.htm> - WWI webquest with some excellent links – a little advanced for some fifth graders, but can be modified.

b. Summarize the consequences of the Great Depression on the United States (e.g. mass migration, the New Deal).

<http://home.centurytel.net/mr-h/dustbowl/introduction.html> - Dust Bowl webquest with links to Great Depression and the New Deal.

http://teacher.scholastic.com/activities/our_america/great_depression/ - Scholastic links to “Our America” series with children’s points of view and links to activities about the Depression.

c. Analyze how the United States’ involvement in World War II led to its emergence as a superpower.

<http://www.ccsd.edu/link/LMS/ww2/titleWWII.htm> - excellent WWII webquest that uses primary documents to teach students about the effects of WWII. Excellent links!

http://teacher.scholastic.com/activities/our_america/civil_war/ -Scholastic links to “Our America” series with children’s points of view and links to activities about the Civil War.

Objective 2: Assess the impact of social and political movements in recent United States history.

Indicators:

a. Identify major social movements of the 20th century (*e.g.* the women's movement, the civil rights movement, child labor reforms).

<http://teacher.scholastic.com/activities/suffrage/> - Scholastic page with description and photos of women's suffrage movement with additional links.

<http://teacher.scholastic.com/researchtools/researchstarters/civilrights/> - Scholastic site to help elementary students learn about, research, and write about the Civil Rights Movement with great links.

b. Identify leaders of social and political movements

<http://tstrong.com/mlking/Martin2005.htm> - Grade level webquest on Martin Luther King Jr. with excellent links including his "I Have A Dream" speech, his views on civil rights, and his thoughts on nonviolent protest.

<http://americanhistory.mrdonn.org/RosaParks.html> - a brief summary of Rosa Parks' story and other links to study her impact on the Civil Rights Movement.

Objective 3: Evaluate the role of the United States as a world power.

http://teacher.scholastic.com/scholasticnews/indepth/one_world/index.asp - Scholastic site which encourages students to look at their impact on the world around them. Links to lesson plans and ideas for ways students can be involved in world issues.

Indicators:

a. Assess differing points of view on the role of the US as a world power (*e.g.* influencing the spread of democracy, supporting the rule of law, advocating human rights, promoting environmental stewardship).

b. Identify a current issue facing the world and propose a role the United States could play in being part of a solution (*e.g.* genocide, child labor, civil rights, education, public health, environmental protections, suffrage, economic disparities).

http://www2.scholastic.com/browse/scholasticNews.jsp?FromBrowseMod=true&Ns=Pub_Date_Sort|1&CurrPage=scholasticNews.jsp&TopicValue=Scholastic%20News – Scholastic News Online for Kids with news stories and links for students to give their opinions about current issues.

