

# Helping at Home

## Terms to Know

### Exploration

harvested economic venture  
 sod terrain  
 inhabited jagged coastline  
 interior  
 grasslands  
 resources  
 forested  
 shelter  
 navigational tools  
 enslaved  
 christianity  
 farming technique  
 manufactured  
 adequate  
 territories

### Geography

directional  
 elevation  
 lowland  
 Eurasia

### Revolution

Loyalist liberty  
 Patriot Colonial  
 British rights  
 unalienable parliament  
 derives natural right  
 Western Hemisphere democratic  
 Colonial Governors July 4, 1776  
 violates Legislatures  
 First Continental Congress  
 Declaration of Independence

### Colonization

port cities  
 reformers  
 diverse  
 indentured servants  
 artisans  
 proprietor  
 settlements



### People to Know

- ♦ **Francisco Coronado** – claimed southwest United States for Spain
- ♦ **Samuel de Champlain** – established the French settlement of Quebec
- ♦ **Robert La Salle** – claimed the Mississippi River Valley
- ♦ **John Cabot** – explored eastern Canada
- ♦ **King George III** – British king during the Revolutionary era
- ♦ **Lord Cornwallis** – British general who surrendered at Yorktown
- ♦ **John Adams** – championed the cause for independence
- ♦ **George Washington** – commander of the Continental Army
- ♦ **Thomas Jefferson** – major author of the Declaration of Independence
- ♦ **Patrick Henry** – Out spoken member of the House of Burgesses - “Give me liberty or give me death” speech

### People to Know

- ♦ **Benjamin Franklin** – prominent member of Continental Congress, helped frame the Declaration of Independence
- ♦ **Thomas Paine** – journalist, author of *Common Sense*
- ♦ **Phyllis Wheatley** – former slave who wrote poems and plays supporting American independence
- ♦ **Paul Revere** – patriot who made a daring ride to warn colonists of British arrival; cried “The British are coming!”
- ♦ **James Madison** – created the Virginia Plan and author of the Bill of Rights
- ♦ **Alexander Hamilton** – leader of Federalists
- ♦ **James Monroe** – wrote the Monroe Doctrine warning European nations not to interfere in the Western Hemisphere

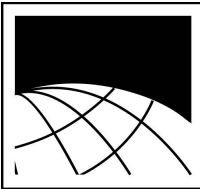
### Literature Connections

- ♦ **Indians of the Four Corners** by Alice Marriott
- ♦ **Stranded at Plimoth Plantation 1626** by Gary Bowen
- ♦ **American Sisters 1630 Voyage to Free Land** by Laurie Lawlor
- ♦ **... If You Lived at the Time of the American Revolution** by Kay Moore
- ♦ **Encounter** by Jane Yolen
- ♦ **George Washington's Socks** by Elvira Woodruff



### Places to Visit

- ♦ Jamestown
- ♦ Fort McHenry, Baltimore Harbor
- ♦ National Constitution Center, Philadelphia
- ♦ Yorktown
- ♦ James Monroe Museum
- ♦ Mount Vernon
- ♦ Monticello



# Prince William County

PUBLIC SCHOOLS

*Providing A World-Class Education*

## Social Studies: 5<sup>th</sup> Grade Curriculum Overview

### Essential Skills: USI.1

Students will learn and practice the following skills in social studies.

- ▶ Analyze and interpret maps
- ▶ Identify and interpret primary and secondary sources
- ▶ Sequence events
- ▶ Interpret ideas and events from different historical perspectives
- ▶ Distinguish between parallels of latitude and meridians of longitude
- ▶ Make connections between the past and the present
- ▶ Interpret patriotic slogans and excerpts from notable speeches and documents
- ▶ Analyze and interpret maps to explain relationships among landforms, water features, climate, and historical events

## 5th

**OVERVIEW:** Fifth grade students will use skills of historical and geographical analysis to explore the early history of the United States and understand ideas and events that strengthened the union. The students will learn about the history of the United States from pre-Columbian times until 1877. Students will learn concepts in civics, economics, and geography as they study United States history in chronological sequence and learn about change and continuity in our history. They also will study documents and speeches that laid the foundation of American ideals and institutions and will examine the everyday life of people at different times in the country's history through.

### Geography

**USI.2 Skills:** Maps, globes and tables to identify, locate and describe the: 7 continents, Coastal Plain, Appalachian Mountains, Canadian Shield, Interior Lowlands, Great Plains, Rocky Mountains, Basin and Range, and Coastal Range, Great Lakes, Mississippi River, Missouri River, Ohio River, Columbia River, Colorado River, Rio Grande, Atlantic Ocean, Pacific Ocean, and Gulf of Mexico

### Exploration to Revolution: Pre-Columbian Times to the 1770s

**USI.3** Locating and describing where the American Indians settled, and how they obtained food, clothing and shelter with emphasis on the Arctic (Inuit), Northwest (Kwakiutl), Plains (Sioux), Southwest (Pueblo), Eastern Woodlands (Iroquois)

**USI.4 a)** Describe the motivations, obstacles, and accomplishments of the Spanish, French, Portuguese, and English. **b)** Describe cultural interactions between Europeans and American Indians that led to cooperation and conflict. **c)** Identify the location and describe the characteristics of West African societies (Ghana, Mali, and Songhai) and their interactions with traders.

**USI.5 a)** Describe the religious and economic events and conditions that led to the colonization of America. **b)** Compare and contrast life in New England, Mid-Atlantic, and Southern colonies, with emphasis on how people interacted with their environment. **c)** Describe colonial life in America from the perspectives of large landowners, farmers, artisans, women, indentured servants, and slaves. **d)** Identify the political and economic relationship between the colonies and England.

### The American Revolution

**USI.6 a)** Identify the issues of dissatisfaction that led to the American Revolution. **b)** Identify how political ideas shaped the revolutionary movement in America and led to the Declaration of Independence, with emphasis on the ideas of John Locke. **c)** Describe key events and the roles of key individuals in the American Revolution, with emphasis on George Washington, Benjamin Franklin, Thomas Jefferson, Patrick Henry, and Thomas Paine. **d)** Explain reasons why the colonies were able to defeat Britain.