Grade 5, Unit 1

Lesson 1  How did geography and climate affect how early people lived?

*Note-Taking Chart 1 and 2 handouts (pp. 10T3–T4)*
Information from student research may include the following:

**Pacific Northwest Region (Tlingit)**
- *Geography:* Land stretching up the Pacific Coast from northwest California to southern Alaska
- *Climate:* Long winters, heavy precipitation
- *Shelter:* Multifamily houses made of wooden planks
- *Tools and Utensils:* Woodcarving tools to build and shape canoes and household containers; dishes and spoons made of animal horns
- *Food:* Fish, especially salmon; berries
- *Clothing:* Thick clothing made from animal skins and fur

**Desert Southwest Region (Hopi)**
- *Geography:* Between the Rocky Mountains and the Mexican Sierra Madre, around present-day Arizona and New Mexico
- *Climate:* Desert
- *Shelter:* Villages of large stone and adobe dwellings known as pueblos
- *Tools and Utensils:* Looms for making textiles; pottery
- *Food:* Corn and beans; game such as deer, antelope, and rabbit
- *Clothing:* Breechcloths made of cotton, with deerskin leggings and moccasins (men); wraparound dresses made of cotton, and deerskin moccasins (women)

**Great Plains Region (Crow, Cheyenne)**
- *Geography:* Between the Mississippi River and the Rocky Mountains, stretching north into Canada
- *Climate:* Temperate, with four seasons
- *Shelter:* Tepees (Crow); Earth lodges (Cheyenne)
- *Tools and Utensils:* Bows and arrows
- *Food:* Large game such as bison, deer, elk, and antelope; sometimes traded for corn
- *Clothing:* Shirts, leggings, and moccasins made from deer or bison skin (men); dresses of deerskin and moccasins (women)
Grade 5, Unit 1 (continued)

Eastern Woodlands Region (Iroquois)

Geography: Present-day eastern United States, from Lake Superior to the Atlantic Coast
Climate: Temperate climate with four seasons
Shelter: Longhouses made from a tree frame and bark walls; other Eastern Woodlands used wigwams
Tools and Utensils: Some stone blades; wood utensils such as ladles and bowls; pottery
Food: Crops such as beans, squash, and most importantly, corn; men fished and hunted deer and birds
Clothing: Deerskin clothing, including moccasins, sewn with thread made from deer sinew (shredded fibers of tendon)

Journal Entry Rubric (p. 10T2)
Journal entries should creatively incorporate facts about the shelter, food, clothing, and tools of the region and should be written from the perspective of an American Indian. Use the following rubric to score students’ work:

<table>
<thead>
<tr>
<th>Score</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>4</td>
<td>Journal entry is well focused, clearly organized, and provides many accurate, vivid details. Spelling and grammar are correct.</td>
</tr>
<tr>
<td>3</td>
<td>Journal entry is focused, organized, and provides accurate details. Spelling and grammar are mostly correct.</td>
</tr>
<tr>
<td>2</td>
<td>Journal entry may lack focus and organization and provides minimal or inaccurate details. There are some spelling and grammatical errors.</td>
</tr>
<tr>
<td>1</td>
<td>Journal entry is lacks focus and organization and provides few or no accurate details. There are numerous spelling and grammatical errors.</td>
</tr>
</tbody>
</table>
**Lesson 2** What common ways of life developed among American Indian cultures?

*Customs and Traditions Worksheet Rubric (p. 14T4)*

Students’ drawings should be accurate and demonstrate an understanding of the importance of the custom or tradition to the American Indian group. Use the following rubric to score students’ work:

<table>
<thead>
<tr>
<th>Score</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>4</td>
<td>Drawing is neat, accurate, and colorful. Presentation contains many interesting factual details and clearly explains the significance of the custom or tradition.</td>
</tr>
<tr>
<td>3</td>
<td>Drawing is mostly neat, accurate, and colorful. Presentation contains factual details and explains the significance of the custom or tradition.</td>
</tr>
<tr>
<td>2</td>
<td>Drawing is somewhat neat, may be inaccurate, and lacks color or detail. Presentation provides minimal details and does not clearly explain the significance of the custom or tradition.</td>
</tr>
<tr>
<td>1</td>
<td>Drawing is inaccurate and not neat. Presentation lacks details and fails to explain the significance of the custom or tradition.</td>
</tr>
</tbody>
</table>

**Lesson 3** How did American Indian groups work together?

*American Indian Groups Graphic Organizer handout (p. 18T4)*

Information from student research may include the following:

**Kwakiutl**

*Government:* Highly stratified society with no single leader; power shared among spiritual leaders, warriors, and high-ranking households.

*Trade:* Food, tobacco, and wooden crafts were traded among groups, often in ceremonies called potlatches, which marked important events such as births, deaths, and marriages.

**Hopi**

*Government:* Villages were the centers of power. Each village had a village chief who served as an elder and resolved disputes, and a war chief who was considered the village’s best warrior. The two chiefs’ power extended within their village.

*Trade:* Grew crops such as corn, beans, and squash and made finished products such as baskets, pottery, and cotton clothing. Villages were generally self-sufficient and had limited interaction with other villages.
**Grade 5, Unit 1 (continued)**

**Cheyenne**
*Government:* The Cheyenne instituted a sophisticated system of tribal government, with eleven bands sending four representatives each. Representatives were chosen informally, based on their leadership and wisdom. The leaders gave rulings on inter-band disputes as well as issues of defense.

*Trade:* Plains Indians such as the Cheyenne were dependent on big-game hunting, especially the hunting of bison, for subsistence rather than trade. Groups sometimes traded for agricultural products, including corn.

**Iroquois League**
*Government:* Historians believe the Iroquois League dates back to the fifteenth century. A sixth nation, the Tuscarora, was added to the League in 1722. While not every nation sent an equal number of representatives, each nation had equal representation. The League handled civil matters only, not matters of warfare.

*Trade:* Iroquois villages were large and mostly self-sufficient, minimizing the need to trade goods. The Iroquois traded wampum, not as currency but to legitimize an agreement. Beginning in the sixteenth century with European contact, the Iroquois entered the fur trade. This introduced them to metal tools such as axes and fishhooks.

**American Indian Community Poster Rubric (p. 18T2)**
Students’ posters should describe how their assigned American Indian group was governed and what kind of economy and natural resources the group used. Posters should include a title, drawing, and informative captions. Use the following rubric to score students’ work:

<table>
<thead>
<tr>
<th>Score</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>4</td>
<td>Student works cooperatively within his or her group. Poster is neatly organized and colorful. Drawing(s) and captions include many accurate, vivid details. Spelling and grammar are correct.</td>
</tr>
<tr>
<td>3</td>
<td>Student works cooperatively within his or her group. Poster is organized and colorful. Drawing(s) and captions include accurate details. Spelling and grammar are mostly correct.</td>
</tr>
<tr>
<td>2</td>
<td>Student works cooperatively, with encouragement, within his or her group. Poster is somewhat difficult to follow and lacks color or detail. Drawing(s) and captions include minimal or inaccurate details. There are some spelling and grammatical errors.</td>
</tr>
<tr>
<td>1</td>
<td>Student has difficulty cooperating when working with others. Poster is not neat. Drawing(s) and captions include few or no accurate details. There are numerous spelling and grammatical errors.</td>
</tr>
</tbody>
</table>
Lesson 1  Why did Europeans sail to new places?

Role Play Rubric (p. 24T2)
Students’ role plays should demonstrate an understanding of the entrepreneurial characteristics of early explorers and sponsors. Use the following rubric to score students’ work:

<table>
<thead>
<tr>
<th>Score</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>4</td>
<td>Role play is persuasive and convincing. All information presented is factual and accurate. Student works cooperatively within his or her group.</td>
</tr>
<tr>
<td>3</td>
<td>Role play is persuasive and convincing. Most information presented is factual and accurate. Student works cooperatively within his or her group.</td>
</tr>
<tr>
<td>2</td>
<td>Role play has elements that are persuasive and convincing. Some information presented is factual and accurate. Student works cooperatively, with encouragement, within his or her group.</td>
</tr>
<tr>
<td>1</td>
<td>Role play is not persuasive or convincing. Information presented is not factual or accurate. Student does not work cooperatively within his or her group.</td>
</tr>
</tbody>
</table>

Lesson 2  Who were the explorers and what did they find?

Student Note-Taking handout (p. 30T3)
Student information may include the following:

Christopher Columbus
1. Point of Departure: Spain
2. Destination: San Salvador, though he was hoping to reach the East Indies
3. Method of Transportation: ship
4. Purpose: to find a western trade route by sea to Asia
5. Accomplishments: His voyage started the exploration of the Americas.

Amerigo Vespucci
1. Point of Departure: Spain
2. Destination: the coast of South America
3. Method of Transportation: ship
4. Purpose: to find new lands
5. Accomplishments: He realized that the Americas were not Asia and called these lands a “New World.”
Grade 5, Unit 2 (continued)

Vasco Nuñez de Balboa
1. Point of Departure: Spain
2. Destination: Isthmus of Panama
3. Method of Transportation: ship and by foot
4. Purpose: to find gold
5. Accomplishments: He was the first European to see the Pacific Ocean.

Samuel de Champlain
1. Point of Departure: France
2. Destination: northeastern North America
3. Method of Transportation: ship
4. Purpose: to find a Northwest Passage to Asia
5. Accomplishments: He founded Quebec, the first permanent French settlement in North America.

Henry Hudson
1. Point(s) of Departure: England and the Netherlands
2. Destination: northeastern North America
3. Method of Transportation: ship
4. Purpose: to find a Northwest Passage to Asia
5. Accomplishments: His voyages led to the Hudson Bay and Hudson River being named after him.

Francisco Pizarro
1. Point of Departure: Panama
2. Destination: present-day Peru
3. Method of Transportation: ship and by foot
4. Purpose: to conquer the Inca
5. Accomplishments: He conquered the Inca Empire and founded the city of Lima.

Hernando Cortés
1. Point of Departure: Cuba
2. Destination: present-day Mexico
3. Method of Transportation: ship and by foot
4. Purpose: to find riches
5. Accomplishments: He conquered the Aztecs and gained control of their lands.

Ferdinand Magellan
1. Point of Departure: Spain
2. Destination: the coast of South America and the islands that are now called the Philippines
3. Method of Transportation: ship
4. Purpose: to prove that the Spice Islands belonged to Spain, not Portugal
5. Accomplishments: His expedition was the first to circumnavigate the globe.
Grade 5, Unit 2 (continued)

Recruiting Brochure Rubric (p. 30T4)
Recruiting brochures should creatively incorporate facts about the specific voyage and be persuasive in nature. Brochures should include all elements indicated in the directions. Use the following rubric to score students’ work:

<table>
<thead>
<tr>
<th>Score</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>4</td>
<td>All information is factual. Brochure is neat and highly detailed with colorful illustrations. Persuasive paragraph contains a clear position statement and many accurate supporting arguments. Map is neatly done and accurate.</td>
</tr>
<tr>
<td>3</td>
<td>All or most information is factual. Brochure is neat and detailed with colorful illustrations. Persuasive paragraph contains a position statement and accurate supporting arguments. Map is neatly done and mostly accurate.</td>
</tr>
<tr>
<td>2</td>
<td>Information contains factual errors. Brochure is somewhat neat with few illustrations. Persuasive paragraph does not give a clear position statement or lacks accurate supporting arguments. Map may be inaccurate.</td>
</tr>
<tr>
<td>1</td>
<td>Information is incorrect. Brochure is poor, with few or no illustrations. Persuasive paragraph does not give a clear position statement and contains few or no accurate supporting arguments. Map is incomplete and inaccurate.</td>
</tr>
</tbody>
</table>

Lesson 3 What explorations were made by land?

Explorer Biography Sheet handout (p. 34T3)
Student information may include the following:

Juan Ponce de León
1. Juan Ponce de León
2. 1460–1521
3. Spain
4. Spain
5. to find gold
6. present-day Florida
7. He discovered Florida, which he named.
8. Though he did not find the riches he was looking for, he did map part of the coast of present-day Florida.
Hernando de Soto
1. Hernando de Soto
2. 1496?–1542
3. Spain
4. Spain
5. to find riches
6. He explored land in what is today the southeastern United States.
7. He led a group that was the first Europeans to see the Mississippi River.
8. Though he did not find the riches he was looking for, he claimed much of the
land in what is today the southeastern United States for Spain.

Robert La Salle
1. Robert La Salle
2. 1643–1687
3. France
4. France
5. to strengthen French land claims to secure the fur trade along the Mississippi
River
6. the length of the Mississippi River
7. traced the Mississippi River to its mouth in the Gulf of Mexico
8. He was successful because he claimed lands for France, giving France control
of a large portion of North America.

**Atlantic Trade Map handout (p. 34T4)**
Use the maps on pp. 33–34 for reference.

**Explorer Biography Presentation Rubric (p. 34T2)**
Students’ presentations should accurately represent the accomplishments of the assigned
explorer and all the questions found in the Explorer Biography Sheet should be
mentioned. Use the following rubric to score students’ work:

<table>
<thead>
<tr>
<th>Score</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>4</td>
<td>All information presented is factual. Group clearly states why it believes their explorer was or was not successful. Student participates actively in the presentation and works cooperatively within his or her group.</td>
</tr>
<tr>
<td>3</td>
<td>All or most information presented is factual. Group states why it believes their explorer was or was not successful. Student participates in the presentation and works cooperatively within his or her group.</td>
</tr>
<tr>
<td>2</td>
<td>Information presented contains factual errors. Group states why it believes their explorer was or was not successful. Student participates, with encouragement, in the presentation and may have difficulty working cooperatively within his or her group.</td>
</tr>
<tr>
<td>1</td>
<td>Information presented is incorrect. Group does not state why it believes their explorer was or was not successful. Student does not participate in the presentation and has difficulty cooperating within his or her group.</td>
</tr>
</tbody>
</table>

Grade 5, Unit 2 (continued)
Lesson 4  Where in the Americas did European countries claim land?

**Activity Step 3 Teacher Background Information (p. 38T2)**

**Which country claimed the most land?**
Spain claimed the largest amount of land in the Americas.

**Which country claimed the least land?**
Sweden claimed the least amount of land in the Americas.

**Which country claimed land on two continents?**
Spain claimed land on both North and South America. Based on research, students may also find that France and the Netherlands also claimed land in both North and South America (France in present-day French Guiana, the Netherlands in present-day Guyana and Suriname).

**Early European Land Claims handout (p. 38T4)**
Use the map on p. 37 for reference.
Grade 5, Unit 3

Lesson 1  Why did European nations and American Indians compete in North America?

*Nations Chart Teacher Background Information (p. 44T3)*

**France**
The French went to war with the English in 1754 due to their competing land claims in the resource-rich Ohio and Mississippi River Valleys. The French also competed with the Dutch for control of the lucrative North American fur trade.

**Spain**
The Spanish competed with English and French settlers to keep them from moving south into present-day Florida. The Spanish also competed with American Indians, who forced them out of present-day New Mexico in what today is know as the Pueblo Revolt.

**England**
The English competed with the Dutch and took over the Dutch colony of New Netherland in 1664. The English also competed with the French over claims to the Ohio and Mississippi River Valleys.

**Netherlands**
The Dutch competed with the French for control of the North American fur trade. The Dutch also competed with the English, who took control of the Dutch colony of New Netherland in 1664.

*North America and Central America Map handout (p. 44T4)*
The colors in students’ legends should correspond to the following areas for each country:

**France**
Area on map that includes the Mandan, Lakota, Dakota, Ojibwa, and Huron

**Spain**
Area on map that includes the Hopi, Navajo, Chumash, and Aztec

**England**
Area on map that includes the Pequot, Iroquois, Powhatan, Shawnee, Cherokee, Creek, and Choctaw
**Grade 5, Unit 3 (continued)**

Netherlands
Area on map that includes the Iroquois (small area of land that leads north from present-day New York City along the Hudson River)

**Lesson 2** How did colonists and American Indians cooperate?

*Cooperation in North America handout (p. 48T3)*
Answers may include the following:

**Squanto and the Plymouth Colony**
Type of cooperation?
Squanto and the settlers at Plymouth Colony established a relationship in which they helped each other in different ways.

*How did this help Europeans?*
Squanto showed the settlers at Plymouth Colony where to hunt and fish and how to grow crops.

*How would this help American Indians?*
Squanto and the Wampanoag’s solid relationship with the settlers provided protection against attacks from their rivals.

**John Smith and the Powhatan**
Type of cooperation?
John Smith and the settlers at Jamestown traded with the Powhatan.

*How did this help Europeans?*
Smith and the Jamestown settlers received food from the Powhatan that aided their survival.

*How would this help American Indians?*
The Powhatan received European items they did not make themselves, such as beads and metal pots.

**Samuel de Champlain and the Huron**
Type of cooperation?
The Huron traded beaver furs with Champlain and the French.

*How did this help Europeans?*
Champlain formed alliances with the Huron that helped expand the French fur trade.

*How would this help American Indians?*
The Huron received European goods such as cloth and metal tools in exchange for furs.
Grade 5, Unit 3 (continued)

Cooperation in North America Rubric (p. 48T2)
Students’ illustrations should show cooperation between American Indians and colonists based on one of the stories. Illustrations should include a caption. Use the following rubric to score students’ work:

<table>
<thead>
<tr>
<th>Score</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>4</td>
<td>Handout and illustration include many accurate details. Spelling and grammar are correct.</td>
</tr>
<tr>
<td>3</td>
<td>Handout and illustration include accurate details. Spelling and grammar are mostly correct.</td>
</tr>
<tr>
<td>2</td>
<td>Handout and illustration include limited or inaccurate details. There are some spelling and grammatical errors.</td>
</tr>
<tr>
<td>1</td>
<td>Handout and illustration include few or no accurate details. There are numerous spelling and grammatical errors.</td>
</tr>
</tbody>
</table>

Lesson 3 What major conflicts did European colonists and American Indians have?

Activity Step 2 Teacher Background Information (p. 52T2)
For whom is the student reporting?

The Powhatan Wars
The Powhatan Wars—Report One: Reporting for the English
The Powhatan Wars—Report Two: Reporting for the Powhatan

The Pequot War
Pequot War—Report One: Reporting for the Pequot
Pequot War—Report Two: Reporting for the English

King Philip’s War
King Philip’s War—Report One: Reporting for the five American Indian groups
King Philip’s War—Report Two: Reporting for the English
**Grade 5, Unit 3 (continued)**

**French and Indian War News Story Rubric (p. 52T2)**
Students’ news stories should include facts that support the point of view from which they are writing. Use the following rubric to score students’ work:

<table>
<thead>
<tr>
<th>Score</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>4</td>
<td>Student actively participates in the discussion and the completion of the class chart. News story is well focused, clearly organized, and provides many factual, vivid details. Spelling and grammar are correct.</td>
</tr>
<tr>
<td>3</td>
<td>Student participates in the discussion and the completion of the class chart. News story is focused, organized, and provides factual details. Spelling and grammar are mostly correct.</td>
</tr>
<tr>
<td>2</td>
<td>Student participates, with encouragement, in the discussion and the completion of the class chart. News story is not focused, may lack organization, and provides limited or inaccurate details. There are some spelling and grammatical errors.</td>
</tr>
<tr>
<td>1</td>
<td>Student does not participate in the discussion and the completion of the class chart. News story is poorly focused, lacks organization, and provides few accurate details. There are numerous spelling and grammatical errors.</td>
</tr>
</tbody>
</table>

**Lesson 4  How were American Indians forced off their lands?**

**Situation Card Rubric (p. 56T2)**
Students’ statements should summarize the information learned from the Situation Cards handouts (pp. 56T3–T4). Use the following rubric to score students’ work:

<table>
<thead>
<tr>
<th>Score</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>4</td>
<td>Student works cooperatively within his or her group. Student provides four to five accurate statements that fully summarize the assigned situation.</td>
</tr>
<tr>
<td>3</td>
<td>Student works cooperatively within his or her group. Student provides four to five mostly accurate statements that adequately summarize the assigned situation.</td>
</tr>
<tr>
<td>2</td>
<td>With encouragement, student works cooperatively within his or her group. Student may provide less than four accurate statements. Student’s statements partially summarize the assigned situation.</td>
</tr>
<tr>
<td>1</td>
<td>Student has difficulty working cooperatively within his or her group. Student provides less than three accurate statements. Student’s statements do not summarize the assigned situation.</td>
</tr>
</tbody>
</table>
Grade 5, Unit 3 (continued)

Lesson 5  What conflicts occurred among American Indians?

American Indian Conflict Poem Rubric (p. 60T2)
Students’ poems should identify the name of the group (line 1), a description of who was involved in the conflict (line 2), a description of the conflict (lines 3 and 4), and a possible outcome of the conflict (line 5). Use the following rubric to score students’ work:

<table>
<thead>
<tr>
<th>Score</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>4</td>
<td>Poem is creative, factually accurate, and contains five lines. Spelling and grammar are correct.</td>
</tr>
<tr>
<td>3</td>
<td>Poem is factually accurate and contains five lines. Spelling and grammar are mostly correct.</td>
</tr>
<tr>
<td>2</td>
<td>Poem may contain some inaccuracies and may be less than five lines. There are some spelling and grammatical errors.</td>
</tr>
<tr>
<td>1</td>
<td>Poem contains numerous inaccuracies and does not contain five lines. There are numerous spelling and grammatical errors.</td>
</tr>
</tbody>
</table>

Lesson 6  Who were the leaders in the struggle for American Indian lands?

Significant Leaders 1 and 2 handouts (pp. 64T3–T4)
Student information may include the following:

Chief Logan

What happened during this event?
In 1774 Chief Logan, an Iroquois, sent a message to a council of settlers, detailing the initial peace agreement between American Indians and settlers. His message called for an end to hostilities.

What is important about this event?
Logan made a plea for peace between American Indians and European settlers, which won the respect of many, including Thomas Jefferson.

Joseph Brant

What happened during this event?
Joseph Brant, a Mohawk chief, convinced four of the six Iroquois League nations to fight on the British side, attacking several colonial outposts in New York and Pennsylvania.

What is important about this event?
Brant’s decision to side with the British reflected frustration with the actions of American colonists (broken treaties, land and trade disputes, etc.).
Chief Tecumseh

What happened during this event?
Chief Tecumseh, a Shawnee, had successfully formed alliances with other American Indian groups to oppose westward expansion by the United States. While attempting to recruit southern American Indian groups, his forces were defeated by William Henry Harrison at the Battle of Tippecanoe in 1811. Tecumseh aided the British during the War of 1812. He was killed in battle in 1813.

What is important about this event?
Tecumseh’s skill in making alliances with other American Indian groups was unprecedented. His defeat at the Battle of Tippecanoe effectively ended these large-scale alliances.

Black Hawk

What happened during this event?
Black Hawk, a leader of the Sauk, opposed white settlements on land in present-day Illinois. Following years of opposition (including siding with the British during the War of 1812), the so-called Black Hawk War of 1832 was put down by the U.S. military and new settlers to Illinois.

What is important about this event?
The Black Hawk War signaled the deep conflicts between American Indian groups and westward-moving settlers and the inability of treaties to enforce peace.

Sequoyah

What happened during this event?
Sequoyah translated his native Cherokee language into a writing system, which was subsequently used in education.

What is important about this event?
His development of Cherokee as a written language helped preserve and transmit Cherokee culture.

Andrew Jackson

What happened during this event?
President Jackson instituted the forced removal of American Indians east of the Mississippi River. This drastic move resulted in large-scale removals such as the Cherokee in the “Trail of Tears” and the resettlement of the Seminole to present-day Oklahoma.

What is important about this event?
The Indian Removal Act permanently moved southeastern American Indian groups westward onto less desirable land, disrupting their lives and political and social organization.
**John Marshall**

**What happened during this event?**
In the Supreme Court decision *Worcester v. Georgia* (1832), Chief Justice Marshall ruled that only the federal government, not individual states, had jurisdiction over American Indian affairs. This ruling essentially made the Indian Removal Act unconstitutional and defied President Jackson, who was a defender of “states’ rights.”

**What is important about this event?**
President Jackson ignored the Supreme Court’s decision, setting the stage for the 1838 removal of the Cherokee from Georgia to present-day Oklahoma.

**Winfield Scott**

**What happened during this event?**
After years of negotiations, legal challenges, and threats, the Cherokee agreed to move westward following the Choctaw, the Chickasaw, and the Creek. Winfield Scott was given command of 7,000 troops, who forced the Cherokee off their ancestral land in Georgia in 1838. On the 116-day march, about one-quarter of the Cherokee nation (approximately 4,000 people) died.

**What is important about this event?**
The “Trail of Tears” was the final result of the Indian Removal Act. Scott was appointed commander of the U.S. Army three years later, where he served until 1861.

**Chief Osceola**

**What happened during this event?**
Chief Osceola led a group of young American Indians opposed to the Seminole chiefs’ agreement to move west under the Indian Removal Act (1830) and the Treaty of Payne’s Landing (1832).

**What is important about this event?**
Though unsuccessful, the guerilla warriors under Osceola’s command from 1835 to 1837 demonstrated opposition to both forced American Indian removal and group leaders’ concessions to the United States.
**Grade 5, Unit 3 (continued)**

**John Ross**

*What happened during this event?*

Elected principal chief of the Cherokee in 1828, he led his people westward on the “Trail of Tears” in 1838. His attempts at diplomacy with President Andrew Jackson were largely ignored. Once settled in present-day Oklahoma, Ross helped draft the Constitution for the Cherokee Nation.

*What is important about this event?*

Ross’s diplomatic efforts were at odds with the coercion and military might that fueled American Indian removal under President Jackson.

**Significant Leaders Rubric (p. 64T2)**

Students’ time line cards should include an illustration of their assigned leader and answer the questions from the *Significant Leaders* handout (pp. 64T3–T4). Use the following rubric to score students’ work:

<table>
<thead>
<tr>
<th>Score</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>4</td>
<td>Student works cooperatively with his or her partner. Presentation provides many accurate, vivid details. Time line card is accurate and has detailed answers to the handout questions.</td>
</tr>
<tr>
<td>3</td>
<td>Student works cooperatively with his or her partner. Presentation provides accurate details. Time line card is accurate and has reasonable answers to the handout questions.</td>
</tr>
<tr>
<td>2</td>
<td>Student works cooperatively, with encouragement, with his or her partner. Presentation provides limited or inaccurate details. Time line card may be inaccurate and answers only one handout question.</td>
</tr>
<tr>
<td>1</td>
<td>Student does not work cooperatively with his or her partner. Presentation provides few or no accurate details. Time line card is inaccurate and does not answer the handout questions.</td>
</tr>
</tbody>
</table>
Lesson 1 What influenced where Europeans settled in North America?

*Map of the Thirteen Colonies handout (p. 70T3)*
Use the map on p. 72 for reference.

*Character Cards handout (p. 70T4)*

Card 1
- Region: Southern
- Possible American Indian group interactions: Powhatan, Pamlico, Cherokee, Creek

Card 2
- Region: Middle
- Possible American Indian group interactions: Lenape

Card 3
- Region: New England
- Possible American Indian group interactions: Wampanoag, Narragansett, Pequot

Card 4
- Region: Middle or Southern
- Possible American Indian group interactions: Lenape; Powhatan, Pamlico, Cherokee, Creek

Card 5
- Region: New England
- Possible American Indian group interactions: Wampanoag, Narragansett, Pequot

Card 6
- Region: New England or Middle
- Possible American Indian group interactions: Wampanoag, Narragansett, Pequot; Lenape

Card 7
- Region: Southern
- Possible American Indian group interactions: Powhatan, Pamlico, Cherokee, Creek

Card 8
- Region: Middle
- Possible American Indian group interactions: Lenape
Grade 5, Unit 4 (continued)

Card 9
Region: New England
Possible American Indian group interactions: Wampanoag, Narragansett, Pequot

Lesson 2  Who founded the colonies and why?

Colonial Founders Fact Sheet handout (p. 76T3)
Students’ information may include the following:

Thomas Hooker
In 1636 Puritan minister Thomas Hooker left Massachusetts with about 100 followers and founded Hartford. Hooker was seeking a place of greater religious and political freedom and in 1639, the area would become the colony of Connecticut.

James Oglethorpe
In 1732 English leader James Oglethorpe was granted a charter to the land south of the Carolinas by King George II. Oglethorpe named the new colony Georgia and established it as a place where debtors could begin a new life.

John Smith
In 1607 John Smith helped found Jamestown, the first permanent English colony in the Americas. The area would later become part of the colony of Virginia.

Roger Williams
Roger Williams was forced to leave Massachusetts because he thought that people should not be punished for what they believe. In 1636 he founded the settlement of Providence as a place where people could practice religion freely. This was the start of the colony that would become Rhode Island.

William Penn
William Penn received a large portion of land from King Charles II as a payment he owed to Penn’s father. In 1682 Penn used this land to establish the colony of Pennsylvania as a place where people from different nations and of all religions could live in peace.

Lord Baltimore
In 1634 Lord Baltimore founded Maryland as a place where Catholics, who were persecuted in England, could practice their religion freely.

William Bradford
William Bradford was a Separatist, or a person who wanted to separate from the Church of England. In 1620 he was among a group of Separatists that left England and landed in what is today Massachusetts. This first group of New England settlers became known as Pilgrims, and Bradford was elected leader of the colony they founded, Plymouth.
**Grade 5, Unit 4 (continued)**

**John Winthrop**
In 1630 John Winthrop led a group of Puritans, or people who wanted to “purify” the Church of England, to New England. Winthrop and the Puritans founded the Massachusetts Bay Colony and its main settlement, Boston.

**The Thirteen Colonies handout (p. 76T4)**
Students’ maps should be labeled (from top to bottom) in the following order:

- **Massachusetts (MA):** William Bradford and John Winthrop
- **Rhode Island (RI):** Roger Williams
- **Connecticut (CT):** Thomas Hooker
- **Pennsylvania (PA):** William Penn
- **Delaware (DE):** William Penn
- **Maryland (MD):** Lord Baltimore
- **Virginia (VA):** John Smith
- **Georgia (GA):** James Oglethorpe

**Colonial Founders Comparison Paragraph Rubric (p. 76T2)**
Students’ paragraphs should compare and contrast two colonial founders. Use the following rubric to score students’ work:

<table>
<thead>
<tr>
<th>Score</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>4</td>
<td>Paragraph is well focused, clearly organized, and makes many interesting and accurate comparisons. Spelling and grammar are correct.</td>
</tr>
<tr>
<td>3</td>
<td>Paragraph is focused and organized and makes accurate comparisons. Spelling and grammar are mostly correct.</td>
</tr>
<tr>
<td>2</td>
<td>Paragraph may lack focus and organization, and makes limited or inaccurate comparisons. There are some spelling and grammatical errors.</td>
</tr>
<tr>
<td>1</td>
<td>Paragraph lacks focus and organization and makes few or no accurate comparisons. There are numerous spelling and grammatical errors.</td>
</tr>
</tbody>
</table>

**Lesson 3** How did religion affect the founding of the colonies?

**Role of Religion Summary (p. 80T2)**
Students’ summaries should include that many colonies were founded for religious purposes. Students may differentiate that some colonies were founded to provide a haven for specific religious groups, whereas some colonies were founded to provide a place for people of all religions and backgrounds.
Lesson 4  How did the First Great Awakening affect the colonies?

Great Awakening Narrative Rubric (p. 84T2)
Students’ narratives should take on the point of view of an audience member hearing George Whitefield preach and should include details such as how many people were present, where Whitefield preached, and what effect he had on his audience. Use the following rubric to score students’ work:

<table>
<thead>
<tr>
<th>Score</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>4</td>
<td>Student actively participates in the class discussion. Narrative is well focused, clearly organized, and provides many accurate, vivid details. Spelling and grammar are correct.</td>
</tr>
<tr>
<td>3</td>
<td>Student participates in the class discussion. Narrative is focused, organized, and provides accurate details. Spelling and grammar are mostly correct.</td>
</tr>
<tr>
<td>2</td>
<td>Student participates, with encouragement, in parts of the class discussion. Narrative may lack focus and organization, and provides limited or inaccurate details. There are some spelling and grammatical errors.</td>
</tr>
<tr>
<td>1</td>
<td>Student does not participate in the class discussion. Narrative lacks focused and organization, and provides few or no accurate details. There are numerous spelling and grammatical errors.</td>
</tr>
</tbody>
</table>

Lesson 5  What systems developed in the colonies?

English Colonial System Role Play Teacher Background Information (p. 88T2)
After conducting the role play activity, card counts for each group should be the following:

- English Parliament and the King: 20
- Small Farmer: 3
- Plantation Owner: 3
- Storekeeper: 2
- Carpenter: 4
- Cooper: 3
- English Merchant: 11
- Apothecary: 4
- Miller: 3
- Printer: 4
- Shoemaker: 3
**Grade 5, Unit 4 (continued)**

**English Colonial System Rubric (p. 88T2)**

Students’ paragraphs should explain why they feel the English colonial system is fair or unfair. Use the following rubric to score students’ work:

<table>
<thead>
<tr>
<th>Score</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>4</strong></td>
<td>Persuasive paragraph contains a clear position statement and many accurate supporting arguments. Map is neatly done and accurate.</td>
</tr>
<tr>
<td><strong>3</strong></td>
<td>Persuasive paragraph contains a position statement and accurate supporting arguments. Map is neatly done and mostly accurate.</td>
</tr>
<tr>
<td><strong>2</strong></td>
<td>Persuasive paragraph does not give a clear position statement or may lack accurate supporting arguments. Map may be inaccurate.</td>
</tr>
<tr>
<td><strong>1</strong></td>
<td>Persuasive paragraph does not give a clear position statement and contains few or no accurate supporting arguments. Map is incomplete and inaccurate.</td>
</tr>
</tbody>
</table>

**Lesson 6 What was the role of slavery in colonial America?**

**Proponents and Opponents of Slavery Venn Diagram (p. 92T2)**

Students’ Venn diagrams should have few or no details in the middle section. Students’ information in the Proponents and Opponents sections should demonstrate an understanding of the differences between these two viewpoints.

**Lesson 7 What brought on democratic ideas in colonial America?**

**Colonial Government Rubric (p. 96T2)**

Students’ writing should demonstrate an understanding of at least three things that Americans learned about government during the colonial period. Use the following rubric to score students’ work:

<table>
<thead>
<tr>
<th>Score</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>4</strong></td>
<td>Student actively participates in class activity and discussion. Student writes at least three accurate statements. Spelling and grammar are correct.</td>
</tr>
<tr>
<td><strong>3</strong></td>
<td>Student participates in class activity and discussion. Student writes at least three accurate statements. Spelling and grammar are mostly correct.</td>
</tr>
<tr>
<td><strong>2</strong></td>
<td>Student participates, with encouragement, in class activity and discussion. Student writes less than three accurate statements. There are some spelling and grammatical errors.</td>
</tr>
<tr>
<td><strong>1</strong></td>
<td>Student participates minimally in class activity and discussion. Student’s written response is incomplete and does not demonstrate an understanding of colonial government. There are numerous spelling and grammatical errors.</td>
</tr>
</tbody>
</table>
Lesson 1  What events led to the American Revolution?

*Time Line Card Rubric (p. 106T4)*
Groups’ time line cards should clearly identify the causes and effects of the assigned event from the *Events Leading to the American Revolution* handout (p. 106T3). Use the following rubric to score students’ work:

<table>
<thead>
<tr>
<th>Score</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>4</td>
<td>Student works cooperatively within his or her group and actively participates in the class discussion. Information in the group presentation is detailed and accurate.</td>
</tr>
<tr>
<td>3</td>
<td>Student works cooperatively within his or her group and participates in the class discussion. Information in the group presentation is complete and mostly accurate.</td>
</tr>
<tr>
<td>2</td>
<td>With encouragement, student works cooperatively within his or her group and participates in the class discussion. Information in the group presentation may be incomplete or inaccurate.</td>
</tr>
<tr>
<td>1</td>
<td>Student has difficulty working cooperatively within his or her group and participates minimally in the class discussion. Information in the group presentation is incomplete and inaccurate.</td>
</tr>
</tbody>
</table>

Lesson 2  How did the colonists work together?

*Colonial Meetings Summary Teacher Background Information (p. 110T2)*
Students’ information may include the following:

**Albany Plan (1754)**
*Colonies:* (7 colonies) New Hampshire, Massachusetts, Rhode Island, Connecticut, New York, Pennsylvania, and Maryland. An Iroquois delegation was also present.

*Important Issues:* Iroquois grievances, especially stolen land and the threat of French settlers to British colonial rule

*Significance:* Though never officially enacted, the Albany Plan (drafted in large part by Benjamin Franklin) was the first to propose a central government for the colonies, acting under the king, to address American Indian affairs, pass laws, and raise taxes.
Grade 5, Unit 5 (continued)

Stamp Act Congress (1765)
Colonies: (9 colonies) Massachusetts, Rhode Island, Connecticut, New York, Pennsylvania, New Jersey, Delaware, Maryland, and South Carolina.

Important Issues: To request from Parliament a repeal of the Stamp Act and to protest taxation without representation

Significance: A majority of the colonies banded together for the first time to protest taxation by Britain and British colonial rule. The Stamp Act was repealed in March 1766.

First Continental Congress (1774)

Important Issues: To draw up a list of grievances against Great Britain on issues of personal freedom and taxation and to plan the formation of state militias and a boycott of British goods

Significance: The Congress was an organized response to a series of punitive acts against the colonies, such as the closing of the port of Boston. Formation of the Congress strengthened cooperation between the colonies and set the stage for the sentiments expressed in the Declaration of Independence.

Second Continental Congress (1775–1781)

Important Issues: To respond to the outbreak of war by declaring independence, overseeing the Continental army, raising money, and creating a workable central government.

Significance: The Declaration of Independence asserted both individual rights and the sovereignty of the former colonies. To a certain extent, the Second Continental Congress laid the foundation for a central government.
**Grade 5, Unit 5 (continued)**

**Colonial Meetings Summary Rubric (p. 110T2)**
Groups’ summaries should detail what issues were considered at each meeting and whether or not their assigned colony sent representatives. Use the following rubric to score students’ work:

<table>
<thead>
<tr>
<th>Score</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>4</td>
<td>Student works cooperatively within his or her group. Summary is highly detailed and accurate.</td>
</tr>
<tr>
<td>3</td>
<td>Student works cooperatively within his or her group. Summary is detailed and mostly accurate.</td>
</tr>
<tr>
<td>2</td>
<td>Student may have difficulty working cooperatively within his or her group. Summary may be incomplete and may contain inaccuracies.</td>
</tr>
<tr>
<td>1</td>
<td>Student has difficulty working cooperatively within his or her group. Summary is incomplete and inaccurate.</td>
</tr>
</tbody>
</table>

**Lesson 3  Why did the colonists declare independence?**

**Flap Book Rubric (p. 114T2)**
Students’ flap books should be neatly constructed and demonstrate an understanding of the significance of each section of the Declaration of Independence. Use the following rubric to score students’ work:

<table>
<thead>
<tr>
<th>Score</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>4</td>
<td>Illustrations are neat and colorful. Writing clearly explains what each section means. Spelling and grammar are correct.</td>
</tr>
<tr>
<td>3</td>
<td>Illustrations are mostly neat and colorful. Writing explains what each section means. Spelling and grammar are mostly correct.</td>
</tr>
<tr>
<td>2</td>
<td>Illustrations are somewhat neat and may lack color. Writing may not clearly explain the meaning of some sections. There are some spelling and grammatical errors.</td>
</tr>
<tr>
<td>1</td>
<td>Illustrations are untidy and inaccurate. Writing fails to explain the meaning of most or all sections. There are numerous spelling and grammatical errors.</td>
</tr>
</tbody>
</table>
**Grade 5, Unit 5 (continued)**

**Lesson 4** Who caused change in the colonies?

**Biographical Plate Teacher Background Information (p. 118T2)**

**Abigail Adams**

*Date of birth:* November 22, 1744  
*Date of death:* October 28, 1818  
*Where was the person born?* Weymouth, Massachusetts  
*Where was the person living when the Revolution started?* Braintree, Massachusetts  

*Explain the person’s beliefs:* Supported American independence, as well as a visible role for women in the young republic

*Name two important things this person did.* Answers will vary but may include:  
- Served as First Lady; urged her husband John Adams to “remember the ladies” during the Continental Congress; maintained correspondence with her husband as well as important figures like Thomas Jefferson and Mercy Otis Warren, advocating education for young women and opposing slavery.  
- *How did this person affect the history of the United States?* Influenced her powerful husband; early advocate for women’s rights

*Patriot or Loyalist?* Patriot

**John Adams**

*Date of birth:* October 30, 1735  
*Date of death:* July 4, 1826  
*Where was the person born?* Braintree, Massachusetts  
*Where was the person living when the Revolution started?* Braintree, Massachusetts  

*Explain the person’s beliefs:* Strongly opposed British rule, especially in the area of taxation; advocated a complete break from Great Britain

*Name two important things this person did.* Answers will vary but may include:  
- Second President of the United States; Vice-President under George Washington; nominated George Washington to be commander-in-chief of the Continental Army; leader of the Continental Congress; helped secure French assistance during the American Revolution; largely responsible for the creation of the U.S. Navy; negotiated the Treaty of Paris, which ended the American Revolution.  
- *How did this person affect the history of the United States?* Adams was a visible and outspoken Patriot before, during, and after the Revolution. Many of his efforts helped to bring about American independence.

*Patriot or Loyalist?* Patriot
**Grade 5, Unit 5 (continued)**

**Samuel Adams**
- **Date of birth:** September 27, 1722
- **Date of death:** October 2, 1803
- Where was the person born? Boston, Massachusetts
- Where was the person living when the Revolution started? Boston, Massachusetts
- Explain the person’s beliefs: Adams was one of the first public figures to urge complete independence from Britain.
- Name two important things this person did. Answers will vary but may include: spearheaded the Boston Tea Party; wrote anti-British propaganda; founded the Committee of Correspondence in Boston; member of the First and Second Continental Congresses; delegate to the Constitutional Convention; lieutenant governor and governor of Massachusetts
- How did this person affect the history of the United States? Outspoken advocate for American independence and self-government
- Patriot or Loyalist? Patriot

**Crispus Attucks**
- **Date of birth:** c. 1723
- **Date of death:** March 5, 1770
- Where was the person born? Unknown
- Where was the person living when the Revolution started? Attucks was killed before the Revolution started.
- Explain the person’s beliefs: Though his participation in the Boston Massacre certainly suggests he opposed the British, his exact political beliefs are undocumented.
- Name two important things this person did. Answers will vary but may include: one of the first Americans to lose his life in the cause for American independence; symbol of Revolutionary spirit
- How did this person affect the history of the United States? Attucks’ death became a symbol of British oppression, making him a hero.
- Patriot or Loyalist? Probably Patriot

**Edmund Burke**
- **Date of birth:** January 1, 1729
- **Date of death:** July 9, 1797
- Where was the person born?: Dublin, Ireland
- Where was the person living when the Revolution started? London, England
- Explain the person’s beliefs: As a member of Parliament, Burke attempted to persuade King George III and Parliament to work with the colonies on the issues of sovereignty and taxation. Though loyal to the king, he disagreed with Great Britain’s arrogant treatment of the colonies.
- Name two important things this person did. Answers will vary but may include: gave speeches in Parliament requesting changes in the taxation of the colonies; opposed the Stamp Act and the Declaratory Act; wrote about political issues
Grade 5, Unit 5 (continued)

How did this person affect the history of the United States? Many historians believe that, if instituted, Burke’s plans would have delayed American independence.

Patriot or Loyalist? Loyalist

John Murray, Earl of Dunmore

Date of birth: 1730
Date of death: February 25, 1809

Where was the person born? Taymount, Perthshire, Scotland
Where was the person living when the Revolution started? Williamsburg, Virginia

Explain the person’s beliefs: As the Royal Governor of the colony of Virginia, Lord Dunmore was charged with following royal orders and putting down rebellions.

Name two important things this person did. Answers will vary but may include: appointed Royal Governor of Virginia; led soldiers in battle against American Indians in “Lord Dunmore’s War”; dissolved the Virginia House of Burgesses twice for its anti-British stance; moved ammunition out of Williamsburg’s Powder Magazine

How did this person affect the history of the United States? Demonstrated how ineffective royally appointed governors were in putting down rebellions

Patriot or Loyalist? Loyalist

Benjamin Franklin

Date of birth: January 17, 1706
Date of death: April 17, 1790

Where was the person born? Boston, Massachusetts
Where was the person living when the Revolution started? Philadelphia, Pennsylvania

Explain the person’s beliefs: Though once loyal to Britain, he opposed the king’s taxation of the colonies

Name two important things this person did. Answers will vary but may include: created the Albany Plan; delegate to the Second Continental Congress; signer of the Declaration of Independence and the Treaty of Paris; diplomat to France; political thinker; inventor

How did this person affect the history of the United States? His skills as a writer and thinker, combined with his personal charm, made him a worldwide symbol of American independence.

Patriot or Loyalist? Patriot

General Thomas Gage

Date of birth: 1721
Date of death: April 2, 1787

Where was the person born? Firle, Sussex, England
Where was the person living when the Revolution started? Boston, Massachusetts
Grade 5, Unit 5 (continued)

Explain the person’s beliefs: As a high-ranking general in the British army and military governor of Massachusetts (1774–1775), Gage swore complete loyalty to King George III.

Name two important things this person did. Answers will vary but may include: commanded British forces during the French and Indian War; enforced the Coercive Acts and the Intolerable Acts, which closed the port of Boston; advisor to King George III; military governor of Massachusetts during the Battles of Lexington and Concord

How did this person affect the history of the United States? His unwavering opposition to the growing Patriot movement likely intensified the violence of the early skirmishes in Massachusetts.

Patriot or Loyalist? Loyalist

John Hancock

Date of birth: January 12, 1737
Date of death: October 9, 1793
Where was the person born? Braintree, Massachusetts
Where was the person living when the Revolution started? Lexington, Massachusetts

Explain the person’s beliefs: Strongly believed in American independence

Name two important things this person did: Answers will vary but may include: leader of Massachusetts Patriots; chairman of the Boston Committee protesting the Boston Massacre; President of the Second Continental Congress; first signer of the Declaration of Independence; governor of Massachusetts after the Revolutionary War

How did this person affect the history of the United States? He was a bold advocate for independence.

Patriot or Loyalist? Patriot

Patrick Henry

Date of birth: May 29, 1736
Date of death: June 6, 1799
Where was the person born? Hanover County, Virginia
Where was the person living when the Revolution started? Virginia

Explain the person’s beliefs: Henry strongly believed that the colonies should be allowed to defend themselves, make their own laws, and collect their own taxes.

Name two important things this person did. Answers will vary but may include: gave the famous “Give Me Liberty or Give Me Death” speech; member of the Virginia Committee of Correspondence; member of the First Continental Congress; helped draft the Virginia Constitution; governor of Virginia; advocate for the Bill of Rights

How did this person affect the history of the United States? Henry was a fiery leader in the movement toward American independence.

Patriot or Loyalist? Patriot
Grade 5, Unit 5 (continued)

Thomas Jefferson
Date of birth: April 2, 1743  
Date of death: July 4, 1826  
Where was the person born? Shadwell, Virginia  
Where was the person living when the Revolution started? Albemarle County, Virginia  
Explain the person’s beliefs: Jefferson believed that the king and Parliament had violated their agreements with the American colonies, and that the colonies must declare independence to assert their rights.  
Name two important things this person did. Answers will vary but may include: Drafted and signed the Declaration of Independence; member of the Second Continental Congress; governor of Virginia; minister to France; third President of the United States; purchased the Louisiana Territory; political philosopher  
How did this person affect the history of the United States? Jefferson expressed in articulate language the individual’s right to freedom.  
Patriot or Loyalist? Patriot

King George III
Date of birth: June 4, 1738  
Date of death: January 19, 1820  
Where was the person born? London, England  
Where was the person living when the Revolution started? London, England  
Explain the person’s beliefs: King George III believed that America was and should remain under British rule. He fully supported Parliament’s attempts to tax the colonies.  
Name two important things this person did. Answers will vary but may include: supported tariffs such as the Stamp Act and the Townshend Acts; British monarch during the Seven Years’ War and the American Revolution  
How did this person affect the history of the United States? Became the object of patriotic scorn during the American Revolution  
Patriot or Loyalist? Loyalist

James Otis
Date of birth: February 5, 1725  
Date of death: May 23, 1783  
Where was the person born? West Barnstable, Massachusetts  
Where was the person living when the Revolution started? Andover, Massachusetts  
Explain the person’s beliefs: He believed in natural human rights and “no taxation without representation.”  
Name two important things this person did. Answers will vary but may include: Challenged British writs of assistance (search warrants) in court; coined the phrase “no taxation without representation”; wrote patriotic pamphlets; served on the Stamp Act Congress
Grade 5, Unit 5 (continued)

How did this person affect the history of the United States? One of the first people
to openly challenge British rule and cite natural law as the basis for
American freedom.
Patriot or Loyalist? Patriot

Thomas Paine
Date of birth: January 29, 1737
Date of death: June 8, 1809
Where was the person born? Norfolk, England
Where was the person living when the Revolution started? Philadelphia,
Pennsylvania
Explain the person’s beliefs: Believed the American Revolution should be fought
over personal freedom, not just taxation.
Name two important things this person did. Answers will vary but may include:
author of Common Sense, The Crisis, The Rights of Man, and The Age of
Reason; opponent of slavery; secretary to the Committee for Foreign
Affairs during the American Revolution; fundraiser for the Continental
Army
How did this person affect the history of the United States? His writings,
especially Common Sense, paved the way for the Declaration of
Independence and strongly influenced colonists’ support of American
independence.
Patriot or Loyalist? Patriot

William Pitt (also known as William Pitt the Elder)
Date of birth: November 15, 1708
Date of death: May 11, 1778
Where was the person born? London, England
Where was the person living when the Revolution started? Hayes, England
Explain the person’s beliefs: A former member of Parliament, Pitt called for fair
treatment of, but not independence for, the American colonies.
Name two important things this person did. Answers will vary but may include:
called for fairer treatment of the colonies; questioned measures like the
Stamp Act; opposed King George III’s treatment of the colonies
How did this person affect the history of the United States? Though not a Patriot,
Pitt offered an alternative to the king’s suppression of the colonies.
Patriot or Loyalist? Loyalist

Mercy Otis Warren
Place of birth: September 25, 1728
Place of death: October 19, 1814
Where was the person born? Barnstable, Massachusetts
Where was the person living when the Revolution started? Massachusetts
Explain the person’s beliefs: Believed in American independence and increased
opportunities for women
Grade 5, Unit 5 (continued)

Name two important things this person did. Answers will vary but may include: poet, dramatist, and historian of the American Revolution; early advocate of women’s rights; friend of John and Abigail Adams; sister of James Otis.

How did this person affect the history of the United States? She wrote several first-hand accounts of life during the American Revolution.

Patriot or Loyalist? Patriot

George Washington
Place of birth: February 22, 1732
Place of death: December 14, 1799
Where was the person born? Westmoreland County, Virginia
Where was the person living when the Revolution started? Fairfax County, Virginia

Explain the person’s beliefs: Opposed British taxation but was initially unwilling to fight for independence

Name two important things this person did. Answers will vary but may include: commander-in-chief of the Continental army; member of the Continental Congress; President of the Constitutional Convention; first President of the United States

How did this person affect the history of the United States? His heroic stature as “Father of Our Country” was as important to the country as were his military victories and political leadership.

Patriot or Loyalist? Patriot

Biographical Plate Rubric (p. 118T2)
Students’ plates should include a portrait of their selected leader and a biographical paragraph that includes the leader’s important contributions and how he or she affected the history of the United States. Use the following rubric to score students’ work:

<table>
<thead>
<tr>
<th>Score</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>4</td>
<td>Portrait is detailed and colorful. Paragraph is well focused, clearly organized, and contains many accurate details. Spelling and grammar are correct.</td>
</tr>
<tr>
<td>3</td>
<td>Portrait is mostly detailed and colorful. Paragraph is focused, organized, and contains accurate details. Spelling and grammar are mostly correct.</td>
</tr>
<tr>
<td>2</td>
<td>Portrait is somewhat detailed and colorful. Paragraph may lack focus and organization, and contains limited or inaccurate details. There are some spelling and grammatical errors.</td>
</tr>
<tr>
<td>1</td>
<td>Portrait lacks detail and color. Paragraph lacks focus and organization, and contains few or no accurate details. There are numerous spelling and grammatical errors.</td>
</tr>
</tbody>
</table>
Lesson 1  How did the American colonies defeat Great Britain?

*Major Battles of the American Revolution handout (p. 128T3)*
Students’ charts should be filled out with the following information:

1. Thomas Gage
2. Long Island
3. George Washington
4. October 1777
5. Benedict Arnold
6. Savannah
7. Henry Clinton
8. Horatio Gates
9. October 1781
10. Charles Cornwallis

*Revolutionary War Battle Sites handout (p. 128T4)*
(from top to bottom) Battle of Bunker Hill (1775), Battle of Saratoga (1777), Battle of Long Island (1776), Battle of Trenton (1776), Battle of Yorktown (1781), Battle of Camden (1780), Battle of Charleston (1780), Battle of Savannah (1778)

*Battles of the Revolution Rubric (p. 128T2)*
Students’ worksheets and presentations should demonstrate an understanding of the major battles of the Revolutionary War. Use the following rubric to score students’ work:

<table>
<thead>
<tr>
<th>Score</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>4</td>
<td>Student works cooperatively within his or her group and actively participates in the group presentation. Group completes research for its assigned battle. Student accurately completes both handouts.</td>
</tr>
<tr>
<td>3</td>
<td>Student works cooperatively within his or her group and participates in the group presentation. Group completes research for its assigned battle. Student completes both handouts, possibly with some minor inaccuracies.</td>
</tr>
<tr>
<td>2</td>
<td>With encouragement, student works within his or her group and participates in the group presentation. Group partially completes research for its assigned battle. Student completes both handouts with some notable inaccuracies.</td>
</tr>
<tr>
<td>1</td>
<td>Student has difficulty working cooperatively within his or her group and participates minimally in the group presentation. Group completes little or no research for its assigned battle. Student does not complete either handout.</td>
</tr>
</tbody>
</table>
Lesson 2  How did other nations help the Patriots?

American Revolution Crossword Puzzle (pp. 132T3–T4)

Students’ clues may include the following:

1. *France*: Joined the war against Britain in 1778.
4. *[Comte de] Rochambeau*: French general who played a major role in defeating the British at Yorktown, Virginia.
5. *[Benjamin] Franklin*: Sought financial and military assistance from France during the American Revolution. He was also one of the three American commissioners who drafted the Treaty of Paris that ended the war.
8. *[Marquis de] Lafayette*: French nobleman who served as a major general in the Continental army at the battle of Brandywine and the siege of Yorktown.
10. *French Navy*: Weakened the British navy and helped the American cause through privateering and blockades.
11. *[Casimir] Pulaski*: Polish army officer who, after being recommended by Benjamin Franklin, served in the Continental Army under George Washington. He was killed during the battle of Savannah in 1778.
14. *Spain*: Joined the war against Britain in 1779.
15. *Netherlands*: Joined the war against Britain in 1780.
Grade 5, Unit 6 (continued)

Lesson 3  What role did women play in the Revolutionary War?

Biography Information handout (p. 136T3)
Student information may include the following:

Sybil Ludington
1. When was she born? 1761
2. When did she die? 1839
3. What was her family background? Her father was a New York militia officer.
4. Was she a Loyalist or Patriot? Patriot
   How do you know? She alerted militia members to the planned British attack on Danbury, Connecticut.
5. What contribution did she make? She is remembered as the “female Paul Revere.”

Molly Pitcher (Mary Ludwig Hays)
1. When was she born? 1754
2. When did she die? 1832
3. What was her family background? Unknown
4. Was she a Loyalist or Patriot? Patriot
   How do you know? She served at the Battle of Monmouth.
5. What contribution did she make? She became a symbol of women’s efforts during the American Revolution.

Deborah Sampson
1. When was she born? 1760
2. When did she die? 1827
3. What was her family background? She was an indentured servant.
4. Was she a Loyalist or Patriot? Patriot
   How do you know? She assumed a man’s identity and volunteered to serve in the Continental Army.
5. What contribution did she make? She served in the Continental army and later spoke about her experiences during the war.

Phillis Wheatley
1. When was she born? 1753(?)
2. When did she die? 1784
3. What was her family background? Born in Senegal, she was kidnapped and sold in Boston as a house slave to the Wheatley family.
4. Was she a Loyalist or Patriot? Probably Patriot
   How do you know? Before the war, she wrote poems praising King George III. But by 1775, she began writing poems praising the new commanding general, George Washington.
5. What contribution did she make? Some believe she was the first female African American poet.
**Grade 5, Unit 6 (continued)**

**Abigail Adams**
1. When was she born? 1744
2. When did she die? 1818
3. What was her family background? Her father was a minister. She was educated and well read.
4. Was she a Loyalist or Patriot? Patriot
   *How do you know?* In letters to her husband, she expressed a desire to break free from Britain.
5. What contribution did she make? She strongly supported American independence and the rights of women.

**Martha Washington**
1. When was she born? 1731
2. When did she die? 1802
3. What was her family background? Virginia plantation owners.
4. Was she a Loyalist or Patriot? Patriot
   *How do you know?* She visited her husband, George, at the Continental Army’s winter quarters and encouraged other women to contribute to the cause.
5. What contribution did she make? She encouraged women to support the Continental Army.

**Mercy Otis Warren**
1. When was she born? 1728
2. When did she die? 1814
3. What was her family background? Wealthy and politically connected.
4. Was she a Loyalist or Patriot? Patriot
   *How do you know?* Her letters and writings were extremely patriotic.
5. What contribution did she make? She wrote first-person histories of the events and people surrounding the American Revolution.

**Women of the Revolution Poster Rubric (p. 136T2)**

Students’ posters should demonstrate an understanding of the role their assigned woman played during the Revolutionary War. Use the following rubric to score students’ work:

<table>
<thead>
<tr>
<th>Score</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>4</td>
<td>Poster is neatly organized and colorful. Paragraph is well focused, clearly organized, and contains many interesting and accurate details. Spelling and grammar are correct.</td>
</tr>
<tr>
<td>3</td>
<td>Poster is organized and colorful. Paragraph is focused, organized, and contains interesting and accurate details. Spelling and grammar are mostly correct.</td>
</tr>
<tr>
<td>2</td>
<td>Poster lacks organization, color, and detail. Paragraph may lack focus and organization and contains limited or inaccurate details. There are some spelling and grammatical errors.</td>
</tr>
<tr>
<td>1</td>
<td>Poster is not neat. Paragraph is lacks focus and organization and contains few or no accurate details. There are numerous spelling and grammatical errors.</td>
</tr>
</tbody>
</table>
**Grade 5, Unit 6 (continued)**

*Women of the Revolution Scavenger Hunt handout (p. 136T4)*

1. Sybil Ludington
2. Molly Pitcher
3. Deborah Sampson
4. Phillis Wheatley
5. Abigail Adams
6. Martha Washington
7. Mercy Otis Warren

**Lesson 4  What was life like in the colonies during the Revolution?**

**Life During the Revolution Rubric (p. 140T2)**

Students’ narratives should demonstrate an understanding of the hardships faced by colonists during the Revolution. Use the following rubric to score students’ work:

<table>
<thead>
<tr>
<th>Score</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>4</td>
<td>Student works cooperatively within his or her group and actively participates in the board game activity. Narrative is well focused, clearly organized, and provides many accurate, vivid details. Spelling and grammar are correct.</td>
</tr>
<tr>
<td>3</td>
<td>Student works cooperatively within his or her group and participates in the board game activity. Narrative is focused, organized, and provides accurate details. Spelling and grammar are mostly correct.</td>
</tr>
<tr>
<td>2</td>
<td>Student works cooperatively, with encouragement, within his or her group and participates minimally in the board game activity. Narrative may lack focus and organization, and provides limited or inaccurate details. There are some spelling and grammatical errors.</td>
</tr>
<tr>
<td>1</td>
<td>Student does not work cooperatively within his or her group and does not participate in the board game activity. Narrative lacks focus and organization, and provides few or no accurate details. There are numerous spelling and grammatical errors.</td>
</tr>
</tbody>
</table>
Lesson 5 How did the American Revolution affect the creation of state governments?

Revolutionary Ideals Rubric (p. 144T2)
Students’ illustrations and paragraphs should demonstrate an understanding of the ideals that helped shape state governments. Use the following rubric to score students’ work:

<table>
<thead>
<tr>
<th>Score</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>4</td>
<td>Student’s illustration is detailed and colorful. Paragraph is focused, well organized, and clearly expresses which ideal he or she feels is most important. Spelling and grammar are correct.</td>
</tr>
<tr>
<td>3</td>
<td>Student’s illustration is mostly detailed and colorful. Paragraph is focused, organized, and expresses which ideal he or she feels is most important. Spelling and grammar are mostly correct.</td>
</tr>
<tr>
<td>2</td>
<td>Student’s illustration may lack detail and color. Paragraph may lack focus and organization and partially expresses which ideal he or she feels is most important. There are some spelling and grammatical errors.</td>
</tr>
<tr>
<td>1</td>
<td>Student’s illustration lacks detail and color. Paragraph lacks focus and organization and does not express which ideal he or she feels is most important. There are numerous spelling and grammatical errors.</td>
</tr>
</tbody>
</table>

Lesson 6 How did the United States move into western lands?

Northwest Territory Study Sheet handout (p. 148T4)
1. H
2. J
3. D
4. A
5. F
6. I
7. C
8. B
9. G
10. E
Lesson 7  How did people’s views on slavery change after independence?

Abolishment of Slavery Rubric (p. 152T2)

Students’ persuasive paragraphs should demonstrate an understanding of the reasons why people thought slavery should be abolished. Use the following rubric to score students’ work:

<table>
<thead>
<tr>
<th>Score</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>4</td>
<td>Persuasive paragraph contains a clear position statement and strong supporting details. Spelling and grammar are correct.</td>
</tr>
<tr>
<td>3</td>
<td>Persuasive paragraph contains a clear position statement and supporting details. Spelling and grammar are mostly correct.</td>
</tr>
<tr>
<td>2</td>
<td>Persuasive paragraph contains a position statement that is unclear and includes limited supporting details. There are some spelling and grammatical errors.</td>
</tr>
<tr>
<td>1</td>
<td>Persuasive paragraph does not give a position statement and includes few or no supporting details. There are numerous spelling and grammatical errors.</td>
</tr>
</tbody>
</table>
## Grade 5, Unit 7

**Lesson 1** What problems did the new United States government face?

**Limits of the Articles of Confederation Rubric** (p. 158T2)

Students’ paragraphs should provide facts and draw a conclusion about the limitations of the government formed by the Articles of Confederation. Use the following rubric to score students’ work:

<table>
<thead>
<tr>
<th>Score</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>4</td>
<td>Student actively participates in the role-play activity. Student’s paragraph provides numerous facts and draws a clear conclusion about the government established by the Articles of Confederation. Spelling and grammar are correct.</td>
</tr>
<tr>
<td>3</td>
<td>Student participates in the role-play activity. Student’s paragraph provides facts and draws a conclusion about the government established by the Articles of Confederation. Spelling and grammar are mostly correct.</td>
</tr>
<tr>
<td>2</td>
<td>With encouragement, student participates in the role-play activity. Student’s paragraph provides limited facts and may draw an unclear conclusion about the government established by the Articles of Confederation. There are some spelling and grammatical errors.</td>
</tr>
<tr>
<td>1</td>
<td>Student participates minimally in the role-play activity. Student’s paragraph contains few or no facts and does not draw a conclusion about the government established by the Articles of Confederation. There are numerous spelling and grammatical errors.</td>
</tr>
</tbody>
</table>
**Grade 5, Unit 7 (continued)**

**Lesson 2**  How did the United States create a constitution?

**Federalist vs. Antifederalist Rubric (p. 162T2)**
Students’ posters should demonstrate an understanding of the Federalist or Antifederalist point of view. Use the following rubric to score students’ work:

<table>
<thead>
<tr>
<th>Score</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>4</td>
<td>Student actively participates in the group discussion. Poster is clearly organized, colorful, and accurately supports a point of view. Spelling and grammar are correct.</td>
</tr>
<tr>
<td>3</td>
<td>Student participates in the group discussion. Poster is organized, colorful, and supports a point of view. Spelling and grammar are mostly correct.</td>
</tr>
<tr>
<td>2</td>
<td>Student participates, with encouragement, in the group discussion. Poster is somewhat difficult to follow, may lack color or detail, and does not clearly support a point of view. There may be some factual errors. There are some spelling and grammatical errors.</td>
</tr>
<tr>
<td>1</td>
<td>Student participates minimally in the group discussion. Poster is not neat, does not illustrate a point of view, and contains factual errors. There are numerous spelling and grammatical errors.</td>
</tr>
</tbody>
</table>

**Lesson 3**  What are the rights of U.S. citizens?

**Anytown, U.S.A. Questions handout (p. 166T4)**

1. First Amendment
2. Sixth Amendment
3. First Amendment
4. Fourth Amendment

Student responses to “How is this amendment important to you?” will vary.
**Lesson 4**  What is the role of government?

**Checks and Balances Rubric (p. 170T2)**
Students’ diagrams should demonstrate an understanding of the system of checks and balances. Use the following rubric to score students’ work:

<table>
<thead>
<tr>
<th>Score</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>4</td>
<td>Diagram is neatly organized, includes many accurate details, and demonstrates a clear understanding of how a law is passed.</td>
</tr>
<tr>
<td>3</td>
<td>Diagram is organized, includes accurate details, and demonstrates an understanding of how a law is passed.</td>
</tr>
<tr>
<td>2</td>
<td>Diagram may lack organization, includes limited or inaccurate details, and demonstrates a basic understanding of how a law is passed.</td>
</tr>
<tr>
<td>1</td>
<td>Diagram lacks organization, contains few or no accurate details, and does not demonstrate an understanding of how a law is passed.</td>
</tr>
</tbody>
</table>

**Lesson 5**  How do citizens help protect liberty?

**You Have a Voice! Rubric (p. 174T4)**
Students’ projects should clearly express their selected opinion. Use the following rubric to score students’ work:

<table>
<thead>
<tr>
<th>Score</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>4</td>
<td>Student works cooperatively within his or her group and actively participates in the class discussion. Group project is creative, well presented, and expresses a strong, clear opinion regarding the selected issue.</td>
</tr>
<tr>
<td>3</td>
<td>Student works cooperatively within his or her group and participates in the class discussion. Group project is well presented and expresses an opinion regarding the selected issue.</td>
</tr>
<tr>
<td>2</td>
<td>Student works within his or her group, with encouragement, and is minimally involved in the class discussion. Group project expresses an unclear opinion regarding the selected issue.</td>
</tr>
<tr>
<td>1</td>
<td>Student has difficulty working cooperatively within his or her group and participates minimally in the class discussion. Group project is off topic and does not express a clear opinion regarding the selected issue.</td>
</tr>
</tbody>
</table>
Lesson 6  How does music express American ideals?

**Patriotic Song Poster Rubric (p. 178T2)**

Use the *Teacher Background: Patriotic Song List* handout (p. 178T4) to check the accuracy of students’ information. Students’ posters should demonstrate an understanding of the American ideals that are expressed in their assigned patriotic song. Use the following rubric to score students’ work:

<table>
<thead>
<tr>
<th>Score</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>4</td>
<td>Student works cooperatively within his or her group. Group poster is clearly organized, colorfully illustrated, and includes all required elements. Group presentation provides many interesting, accurate details and clearly explains the song’s meaning.</td>
</tr>
<tr>
<td>3</td>
<td>Student works cooperatively within his or her group. Group poster is organized, colorful, and includes all required elements. Group presentation provides accurate details and explains the song’s meaning.</td>
</tr>
<tr>
<td>2</td>
<td>With encouragement, student works within his or her group. Group poster may lack organization, contains few illustrations, and is missing some required elements. Group presentation provides limited or inaccurate details and provides a basic explanation of the song’s meaning.</td>
</tr>
<tr>
<td>1</td>
<td>Student has difficulty working cooperatively within his or her group. Group poster lacks organization and illustrations and does not include the required elements. Group presentation provides few or no accurate details and does not explain the song’s meaning.</td>
</tr>
</tbody>
</table>
Lesson 1  How did people reach lands west of the Appalachians?

Westward Movement Diary Rubric (p. 184T2)
Students’ diary entries should be written from the point of view of immigrants traveling west in early nineteenth-century America. Entries should also include details about the factors that caused immigrants to move and the modes of transportation they used. Use the following rubric to score students’ work:

<table>
<thead>
<tr>
<th>Score</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>4</td>
<td>Diary entry is well focused, clearly organized, and provides many vivid, accurate details about the lives of immigrants traveling west. Spelling and grammar are correct.</td>
</tr>
<tr>
<td>3</td>
<td>Diary entry is focused, organized, and provides accurate details about the lives of immigrants traveling west. Spelling and grammar are mostly correct.</td>
</tr>
<tr>
<td>2</td>
<td>Diary entry may lack focus and organization and provides minimal or inaccurate details about the lives of immigrants traveling west. There are some spelling and grammatical errors.</td>
</tr>
<tr>
<td>1</td>
<td>Diary entry lacks focus and organization and provides few or no accurate details about the lives of immigrants traveling west. There are numerous spelling and grammatical errors.</td>
</tr>
</tbody>
</table>
Grade 5, Unit 8 (continued)

Lesson 2  What were the geographic features of western lands?

States and Territories Postcard Rubric (p. 188T2)
Students’ illustrations and paragraphs should demonstrate an understanding of the major geographic features of their assigned state or territory. Use the following rubric to score students’ work:

<table>
<thead>
<tr>
<th>Score</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>4</td>
<td>Postcard is visually appealing and contains a detailed, accurate illustration. Letter is clearly organized and contains many accurate details about the geographic features of the state or territory. Spelling and grammar are correct.</td>
</tr>
<tr>
<td>3</td>
<td>Postcard is mostly appealing and contains an accurate illustration. Letter is organized and contains accurate details about the geographic features of the state or territory. Spelling and grammar are mostly correct.</td>
</tr>
<tr>
<td>2</td>
<td>Postcard may lack neatness and contains an illustration with minimal detail. Letter may lack organization and provides limited or inaccurate details about the geographic features of the state or territory. There are some spelling and grammatical errors.</td>
</tr>
<tr>
<td>1</td>
<td>Postcard is not neat and contains an illustration with few or no accurate details. Letter is disorganized and provides few or no accurate details about the geographic features of the state or territory. There are numerous spelling and grammatical errors.</td>
</tr>
</tbody>
</table>

Lesson 3  What were the major explorations of western lands?

Wax Museum Checklist Teacher Background Information (p. 192T3)
Students’ information may include the following:

Lewis and Clark Expedition (Group 1)
Tell who ordered the expedition.
President Thomas Jefferson
List the leaders of the expedition.
Meriwether Lewis and William Clark
Find out the purpose of the expedition.
To find a water route to the Pacific Ocean; to establish trade and relationships with American Indian groups; to gather detailed scientific information about the plants, animals, and other natural resources in the Louisiana Territory
Give background information on the members.
Lewis was a private secretary for Jefferson. Clark had served in the army.
Give the starting date and location of the expedition.
May 14, 1804, near St. Louis, Missouri
Tell the location where the expedition ended.
St. Louis, Missouri
**Grade 5, Unit 8 (continued)**

**Lewis and Clark Expedition (Group 2)**

Find out what areas were explored during the expedition.
From St. Louis, up the Missouri River, through the Louisiana Territory to the Pacific Ocean

Describe the contributions of important members of the expedition.
Lewis studied botany and zoology; Clark was a mapmaker; Toussaint Charbonneau and his wife Sacagawea were interpreters and emissaries to American Indian groups they encountered during the expedition.

Discuss the scientific findings (such as plants and animals) unfamiliar to members of the expedition.

Students’ answers will vary. The expedition encountered dozens of unfamiliar plants and animals. Correct responses may include plants and trees such as: bitterroot, prairie apple, American Indian tobacco, whitebark pine, lodgepole pine, ponderosa pine, sitka alder, sitka spruce, grand fir. Animals may include: prairie dog, grizzly bear, elk, pronghorn antelope, bobcat, Rocky Mountain bighorn sheep, mountain beaver, common nighthawk, golden eagle, sage grouse, pileated woodpecker, rattlesnake, short-horned lizard, painted turtle, steelhead trout, sockeye salmon, king salmon.

Describe geographical features and weather encountered by the expedition.
The group encountered mountains, rivers, and harsh weather such as blizzards, thunderstorms, and extreme heat.

Describe any difficulties the expedition faced along the way.
Unfamiliar surroundings, sickness, near-starvation, conflict with some American Indian groups, encounters with dangerous animals such as bears

Describe methods of travel used on the expedition.
On foot, on horseback, in canoes

Give the date and a description of the conclusion of the expedition.
September 23, 1806. The group was welcomed home in St. Louis.

**Pike Expedition (Group 1)**

Tell who ordered the expedition.
General James Wilkinson, governor of the U.S. territory of Louisiana (without the permission or knowledge of the President or U.S. War Department).

List the leaders of the expedition.
Zebulon Pike

Find out the purpose of the expedition.
To explore the headwaters of the Arkansas and Red Rivers and reconnoiter Spanish settlements in New Spain.

Give background information on the members.
Pike was a captain in the U.S. Army and had been authorized in the past to negotiate with American Indians.
Give the starting date and location of the expedition.
July 15, 1806, Fort Bellefontaine, Missouri (Note: Pike led two expeditions; the expedition to the American Southwest was the second one.)

Tell the location where the expedition ended.
Natchitoches, Louisiana, where the men who had been captured by Spanish officials were released on July 1, 1807. The men had been captured near present-day Alamosa, Colorado, and taken through Santa Fe, Mexico, and Texas.

Pike Expedition (Group 2)

Find out what areas were explored during the expedition.
The Rocky Mountains, and present-day Colorado, New Mexico, and Texas

Describe the contributions of important members of the expedition.
Pike was the sole leader of the expedition and was charged with spying by Spain.

Discuss the scientific findings (such as plants and animals) unfamiliar to members of the expedition.
Pike noted, but did not explore or name, a mountain he called Grand Peak, now known as Pike’s Peak. Pike’s expedition did not result in new scientific knowledge or discoveries.

Describe geographical features and weather encountered by the expedition.
High mountain ranges, extreme winter weather for which the party was unprepared.

Describe any difficulties the expedition faced along the way.
Lack of supplies, poor planning, harsh weather, dangerous animals, hostility from some American Indian groups, and possible capture by the Spanish.

Describe methods of travel used on the expedition.
On foot, on horseback, in boats

Give the date and a description of the conclusion of the expedition.
The group was captured by the Spanish on Feb. 26, 1807 near present-day Alamosa, Colorado. They were taken through Santa Fe, Chihuahua (Mexico), and present-day Texas to Natchitoches, Louisiana, arriving July 1, 1807. The men were released a few at a time, some of them up to two years after their capture.

Fremont Expedition (Group 1)

Tell who ordered the expedition.
U.S. War Department

List the leaders of the expedition.
John C. Fremont, with guides Thomas Fitzpatrick and later Kit Carson

Find out the purpose of the expedition.
To survey a southerly route through the Rockies, to scout the headwaters of the Columbia, Colorado, Missouri, Yellow, and Platte Rivers
Give background information on the members.
Fremont was a U.S. Army officer and a skilled mapmaker and explorer. This was the second of five expeditions that he led. Carson and Fitzpatrick were frontiersmen.

Give the starting date and location of the expedition.
Westport, Missouri, 1843 (Note: Fremont led five expeditions. This was his second expedition as a leader.)

Tell the location where the expedition ended.
Westport, Missouri, 1844

Fremont Expedition (Group 2)

Find out what areas were explored during the expedition.
Land between the Rocky Mountains and Pacific Ocean, present-day California, Oregon, Nevada, Colorado, and Utah

Describe the contributions of important members of the expedition.
Fremont mapped the unfamiliar territory.

Discuss the scientific findings (such as plants and animals) unfamiliar to members of the expedition.
Fremont’s maps illustrated the geography of the new territory.

Describe geographical features and weather encountered by the expedition.
Mountains, extreme winter weather, heat

Describe any difficulties the expedition faced along the way.
Lack of supplies, near-starvation, resistance from Mexican authorities, hostility from some American Indian groups, dangerous animals.

Describe methods of travel used on the expedition.
On foot, on horseback, in boats

Give the date and a description of the conclusion of the expedition.
Returned to Westport, Missouri, in October 1844, after a harsh winter in the Sierra Nevada
Grade 5, Unit 8 (continued)

Wax Museum Rubric (p. 192T2)
Students’ role-playing should demonstrate an understanding of the responsibilities and roles of expedition members. Use the following rubric to score students’ work:

<table>
<thead>
<tr>
<th>Grade</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>4</td>
<td>Student works cooperatively within his or her group and actively participates in the role-play activity. Group thoroughly researches its expedition and presents an informative, historically accurate skit. Student completes the graphic organizer with highly detailed notes.</td>
</tr>
<tr>
<td>3</td>
<td>Student works cooperatively within his or her group and participates in the role-play activity. Group adequately researches its expedition and presents a historically accurate skit. Student completes the graphic organizer with detailed notes.</td>
</tr>
<tr>
<td>2</td>
<td>With encouragement, student works cooperatively within his or her group and plays a limited part in the role-play activity. Group researches its expedition and presents a skit with some historical inaccuracies. Student completes the graphic organizer with limited or inaccurate details.</td>
</tr>
<tr>
<td>1</td>
<td>Student has difficulty working cooperatively within his or her group and participates minimally in the role-play activity. Group does not adequately research its expedition and presents a historically inaccurate skit. Student’s graphic organizer is incomplete and contains few or no accurate details.</td>
</tr>
</tbody>
</table>

Lesson 4 What was life like on the overland trails?

Western Trails, 1840s handout (p. 196T3)
Students’ information may include the following:

Oregon Trail

*Destination:* Oregon  
*Purpose for going:* Seeking farmland  
*Terrain:* Rough, with many mountain passes  
*Rivers:* Platte, Snake, Columbia  
*Animals:* Answers will vary but may include American bison, elk, pronghorn antelope, salmon, and freshwater clams  
*Vegetation:* Answers will vary but may include prairie grasses, cottonwood, hawthorn, sage, dwarf pine, and cedar trees  
*Climate:* Harsh winters, hot summers  
*Dangers:* Diseases (especially cholera), exhaustion, possible American Indian attack, difficult terrain, extreme weather
**California Trail**

*Destination:* Central Valley of California  
*Purpose for going:* Seeking gold and farmland  
*Terrain:* Rough with many mountain passes  
*Rivers:* Sweetwater, Snake, Humboldt  
*Animals:* Answers will vary but may include sage grouse (also called prairie hens), prairie dogs, American bison, rattlesnakes, elk, and pronghorn antelope  
*Vegetation:* Answers will vary but may include prairie grasses, sagebrush, pine trees, and cedar trees  
*Climate:* Harsh winters and hot, dry summers  
*Dangers:* Disease, exhaustion, possible American Indian attack, difficult terrain, extreme weather

**Mormon Trail**

*Destination:* Present-day Utah  
*Purpose for going:* Religious freedom, land  
*Terrain:* Rough, with many mountain passes  
*Rivers:* Missouri, Platte  
*Animals:* Answers will vary but may include American bison, elk, and antelope  
*Vegetation:* Answers will vary but may include sage and prairie grasses  
*Climate:* Harsh winters  
*Dangers:* Disease, exhaustion, possible American Indian attack, difficult terrain, extreme weather

**Santa Fe Trail**

*Destination:* Santa Fe, New Mexico  
*Purpose for going:* Trade route  
*Terrain:* Desert  
*Rivers:* Arkansas, Kansas, Cimarron  
*Animals:* Answers will vary but may include prairie dogs, American bison, pronghorn antelope, and elk  
*Vegetation:* Answers will vary but may include prairie grasses, oak trees, ash trees, walnut trees, and cottonwood trees  
*Climate:* Temperate Midwest, Desert Southwest  
*Dangers:* Heat, exhaustion, disease, possible American Indian attack, difficult terrain, extreme weather
Old Spanish Trail

**Destination:** Los Angeles, California  
**Purpose for going:** Trade route  
**Terrain:** Desert  
**Rivers:** Rio Grande, Colorado  
**Animals:** Answers will vary but may include sidewinders, rattlesnakes, ground squirrel, bighorn sheep, coyote, horned lizard, and tarantula  
**Vegetation:** Answers will vary but may include: yucca, Joshua trees, grass (though forage for animals was scarce), cactus, desert willow, prickly poppy, and desert dandelion  
**Climate:** Hot and dry  
**Dangers:** Heat, disease, exhaustion, possible American Indian attack, difficult terrain, extreme weather

**Overland Trails Rubric (p. 196T2)**

Students’ posters should demonstrate an understanding of the geographic features of their assigned trail, as well as the difficulties settlers may have encountered. Use the following rubric to score students’ work:

<table>
<thead>
<tr>
<th></th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>4</td>
<td>Student works cooperatively within his or her group and actively participates in the group presentation. Group thoroughly researches its assigned trail and creates a neat, detailed poster. Student completes the handout with highly detailed notes.</td>
</tr>
<tr>
<td>3</td>
<td>Student works cooperatively within his or her group and participates in the group presentation. Group adequately researches and presents its assigned trail and creates a visually appealing poster. Student completes the handout with detailed notes.</td>
</tr>
<tr>
<td>2</td>
<td>With encouragement, student works cooperatively within his or her group and somewhat participates in the group presentation. Group partially completes the research for its assigned trail and creates a poster that provides limited detail. Student completes the handout with limited or inaccurate details.</td>
</tr>
<tr>
<td>1</td>
<td>Student has difficulty working cooperatively within his or her group and participates minimally in the group presentation. Group does not adequately complete the research for its assigned trail and creates a poster that is not neat and includes minimal detail. Student’s handout is incomplete and contains few or no accurate details.</td>
</tr>
</tbody>
</table>
**Lesson 5** Why did Mexican settlers migrate into the West and Southwest?

**Mexican Settlers Rubric (p. 200T2)**
Students’ letters should demonstrate an understanding of the experiences of Mexican settlers in the Southwest, including circumstances that made their trip possible and what problems they faced. Use the following rubric to score students’ work:

<table>
<thead>
<tr>
<th>Score</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>4</td>
<td>Student works cooperatively within his or her group. Letter is highly detailed and accurate. Spelling and grammar are correct.</td>
</tr>
<tr>
<td>3</td>
<td>Student works cooperatively within his or her group. Letter is detailed and accurate. Spelling and grammar are mostly correct.</td>
</tr>
<tr>
<td>2</td>
<td>With encouragement, student works cooperatively within his or her group. Letter contains limited or inaccurate details. There are some spelling and grammatical errors.</td>
</tr>
<tr>
<td>1</td>
<td>Student has difficulty working cooperatively within his or her group. Letter is incomplete and contains few or no accurate details. There are numerous spelling and grammatical errors.</td>
</tr>
</tbody>
</table>

**Lesson 6** How did the United States expand in the 1800s?

**Western Expansion Rubric (p. 204T2)**
Students’ illustrative maps should demonstrate an understanding of how western lands became states. Use the following rubric to score students’ work:

<table>
<thead>
<tr>
<th>Score</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>4</td>
<td>Illustrative map is visually appealing and properly constructed. Illustrations are highly detailed and informative. Information on western land includes many accurate details.</td>
</tr>
<tr>
<td>3</td>
<td>Illustrative map is neat and properly constructed. Illustrations are detailed and informative. Information on western land includes accurate details.</td>
</tr>
<tr>
<td>2</td>
<td>Illustrative map is neat but is constructed improperly. Illustrations contain limited detail and may be inaccurate. Information on western land includes limited or inaccurate details.</td>
</tr>
<tr>
<td>1</td>
<td>Illustrative map is incomplete and improperly constructed. Illustrations contain minimal detail and are inaccurate. Information on western land includes few or no accurate details.</td>
</tr>
</tbody>
</table>
Lesson 1  What are the fifty states and capitals?

“I Am…” Game Rubric (p. 210T2)
Students should demonstrate knowledge of the fifty state capitals. Use the following rubric to score students’ work:

<table>
<thead>
<tr>
<th>Score</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>4</td>
<td>Student actively participates in the “I am…” question game. Student quickly identifies the correct capital when his or her state name is read aloud.</td>
</tr>
<tr>
<td>3</td>
<td>Student participates in the “I am…” question game. Student identifies the correct capital when his or her state name is read aloud.</td>
</tr>
<tr>
<td>2</td>
<td>Student participates, with encouragement, in the “I am…” question game. Student may incorrectly identify the capital when his or her state name is read aloud.</td>
</tr>
<tr>
<td>1</td>
<td>Student participates minimally in the “I am…” question game. Student is unable to identify the capital when his or her state name is read aloud.</td>
</tr>
</tbody>
</table>