

CORRELATION OF

DoDEA SOCIAL STUDIES STANDARDS

AND

ADVENTURES IN TIME AND PLACE

Grade 5

McGRAW-HILL

SCHOOL DIVISION

Grade Five

US History—Pre-Columbian to the Present

SS1—Citizenship

- Discuss the value of participation in community organizations.
- Demonstrate that different situations call for different forms of action.
- Give examples of citizens' rights and responsibilities.

GRADE FIVE

Chapter 1, Lesson 2: pp. 12-15

Examine some of the rights and responsibilities of United States citizens.

Activities:

- p. 13: Field Trip (Government)—Visit a session of a governing body, the mayor's office, or school board meeting.
- p. 14: Curriculum Connection (Art)—Make a mural showing the relationship between the rights and responsibilities of citizens.
- p. 15: Meeting Individual Needs—(Language Arts)—Make a chart that lists rights and responsibilities. Create a journal entry as one of the signers of the Declaration of Independence. Poll other classes about the responsibilities of citizens and the role of the government.

Chapter 2, Lesson 3: pp. 42-48

Predict how people might find ways to conserve resources in the future.

Activities:

- p. 46: Curriculum Connection (Science)—Research examples of chemicals harming the food chain.
- p. 47: Curriculum Connection (Art)—Draw a picture inspired by listening to the lyrics of "America the Beautiful."
- p. 48: Meeting Individual Needs (Science)—Classify natural resources from this lesson as renewable or nonrenewable. Make posters showing as many different wood products as possible. Research how oil is drilled and transported to refineries.

Chapter 2, Citizenship: p. 49

Appreciate that many American citizens create ways to conserve natural resources.

Activities:

- p. 49: Citizenship (Environment)—Design a neighborhood garden.

Chapter 15, Citizenship: p. 415

Explain how volunteers work together with scientists to watch a river for pollution.

Activities:

- p. 415: Citizenship (Environment)—Form a plan for reducing a pollution problem. Create posters, write letters.

Chapter 17, Citizenship: p. 499

Describe how young people have learned to mediate their disputes instead of fight.

Activities:

- p. 419: Citizenship (Communication)—Practice peer mediation. Invite a professional mediator for sharing.

Chapter 21, Citizenship: p. 637

Explain how empathy can help communication between disabled people and nondisabled people.

Activities:

- p. 637: Citizenship (Communication)—Compile lists, make recommendations in letters to the editor for improvements in the community for disabled persons.

- Locate, access, and organize information to draw conclusions, form hypotheses, make judgments and form opinions to solve community issues.

GRADE FIVE

Thinking Skills:

Decision Making: 16-17

Identifying Cause and Effect: 108-109

Distinguishing Fact from Opinion: pp. 172-173

Making Conclusions: pp. 270-271

Recognizing Point of View: pp. 352-353

Making Generalizations: pp. 486-487

Determining the Credibility of a Source: pp. 606-607

Activities:

- p. 16: Citizenship (Government)—Evaluate alternatives, list criteria for choosing a candidate.
- p. 108: Curriculum Connection (Physical Education)—Identify cause and effect relationships in the Iroquois sport, *snowsake*.
- p. 270: Curriculum Connection (Reading/Art)—Paint or draw a scene from the Mississippi expedition.

Study Skills:

Reading Time Lines: 70-71
Reading Line and Circle Graphs: 118-119
Reading Climographs: 242-243
Reading Political Cartoons: 298-299
Using Reference Sources: 426-427
Reading a Newspaper: 458-459
Using Primary and Secondary Sources: 558-559
Writing an Outline: 622-623

Activities:

- p. 71: Meeting Individual Needs (Time Lines)—Make time lines that show important events in the past school year.
- p. 118: Citizenship (Current Events)—Make a circle graph showing the results of an opinion poll of a current event.
- p. 118: Curriculum Connection (Math)—Use the data from the circle graph on p. 119 to calculate percentages.
- p. 242: Curriculum Connection (Math)—Make a graph of the average rainfall.
- p. 298: Curriculum Connection (Art)—Draw political cartoons.
- p. 426: Curriculum Connection (Reading)—Read historical novels or nonfiction books about the people from Chapter 15.
- p. 458: Curriculum Connection (Language Arts)—Publish a newspaper containing articles about school.
- p. 558: Curriculum Connection (Language Arts)—Interview an older person about his/her life, interesting events.
- p. 622: Curriculum Connection (Reading)—Write an outline of a biography and prepare a report.
- Explain the key ideals of a democratic form of government.
 - Participate as a responsible and involved citizen.

GRADE FIVE**Chapter 1, Lesson 2: pp. 12-15**

Describe the form of government in the United States.
Compare the roles of federal, state, and local governments.
Examine some of the rights and responsibilities of United States citizens.

Activities:

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Chapter 11, Lesson 1: pp. 286-291

Describe the structure of colonial governments.

Show how the trial of John Peter Zenger won support for the right of free speech.

Activities:

- p. 288: Field Trip—Visit a National Guard Armory or invite a speaker from the Guard.
- p. 289: Citizenship (Current Events)—Visit a polling place to see how voters actually vote and how the ballots are kept secret.
- p. 291: Meeting Individual Needs (Government)—Chart the various forms of self-government in the colonies. Write a description of the conflict between royal governors and the colonial assemblies. Create a poem or song expressing the ideas and feelings of a colonial-time enslaved person, a woman, or an indentured servant.

Chapter 12, Lesson 1: pp. 308-317

Analyze the events that led to the writing of the Declaration of Independence.

Summarize the main points of the Declaration of Independence.

Activities:

- p. 312: Curriculum Connection (Art)—Make a political cartoon based on one of the events described in this lesson.
- p. 317: Meeting Individual Needs (Language Arts)—Write a paragraph explaining how *Common Sense* affected the cause of independence. Make a chart showing the cause-and-effect relationship between the events that led to the Declaration of Independence. Write a letter to Thomas Jefferson pointing out the contradictions in his position on slavery.

Chapter 13, Lesson 1: pp. 342-345

Analyze the effect of the Articles of Confederation on relations between states.

Explain why the Northwest Ordinance encouraged settlement of the Northwest Territory.

Activities:

- p. 344: Curriculum Connection (Art)—Make an illustration that shows the changes in the Northwest Territory.
- p. 345: Meeting Individual Needs (Geography)—Locate the Northwest Territory on a map and name the present-day states. Describe the problems caused by the Articles of Confederation's placement of government power. Label different coins and currency used in the 1700's on a map.

Chapter 13, Lesson 2: pp. 346-351

Describe the basic structure of the Constitution.

Discuss the process of compromise in the creation of the Constitution.

Activities:

- p. 350: Curriculum Connection (Language Arts)—Set up debates as the delegates to the Constitutional Convention.
- p. 351: Meeting Individual Needs (Language Arts)—Write a paragraph that describes the basic structure of government set by the Constitution. Make an outline of the Great Compromise. Research delegates to the convention to find out his background to write the Constitution, and his stands and feelings.

Chapter 13, Lesson 3: pp. 354-357

Describe the basic structure of the Constitution.

Analyze the system of checks and balances.

Activities:

- p. 355: Field Trip (History)—Visit Philadelphia to see Independence Hall or make drawings and a narrative of the tour.
- p. 356: Curriculum Connection (Science)—Research an environment to learn how plants and animals live together.
- p. 357: Meeting Individual Needs (Government)—Write an explanation of why our government is a federal system of government. Make a mural showing the 3 branches of government providing checks and balances. Compare and contrast the British government to the United States government.

Chapter 13, Lesson 4: pp. 358-363

Analyze the debate over ratifying the Constitution.

Describe the Bill of Rights.

Activities:

- p. 360: Citizenship (Government)—Rewrite the Bill of Rights in the form of a petition. Gather signatures, discuss people’s responses to the petition.
- p. 362: Curriculum Connection (Current Events)—Research who joins the two major political parties.
- p. 363: Meeting Individual Needs (Government)—Create posters for the Federalist and Democratic-Republican Party. Write a constitution for the class. Research one of the authors of the Federalist Papers.

SS2—Culture

- Evaluate the cause and effects of immigration and migration.

GRADE FIVE

Chapter 1, Lesson 1: pp. 8-11

Explain why the United States is considered a diverse country.

Analyze the role of immigration in shaping the United States.

Describe some important basic beliefs of the people of the U.S.

Activities:

- p. 9: Curriculum Connection (Math)—Use the bar graph on p. 11 to make up math problems.
- p. 11: Meeting Individual Needs (Language Arts/Music)—Write a paragraph about a census (p. 10). Write the meaning of the phrase, “liberty and justice for all.” Write a song that could be used as a national anthem.

Chapter 19, Lesson 2: pp. 546-551

Explain why immigrants came to the United States in the late 1800s.

Describe the living conditions for immigrants in cities.

Describe the beginning of settlement houses and the services they provided.

Activities:

- p. 551: Meeting Individual Needs (Art/Language Arts)—Make a poster that welcomes immigrants to the United States. Write a poem describing the feelings of an immigrant child who can attend school for the first time. Write reports about the community helping immigrants.

Chapter 20, Lesson 1: pp. 578-583

Describe the Great Migration of African Americans from the South and North.

Activities:

- p. 583: Meeting Individual Needs (Language Arts)—Write a newspaper headline and article about the sinking of the *Lusitania*. Describe the causes and effects of the Great Migration. Research the League of Nations and the United Nations.
- p. 583: Curriculum Connection (Reading/Art)—Read in unison “Trees” by Joyce Kilmer, who died in World War I.

- Compare commonalities and differences among cultures.
- Describe alternatives and analyze historical alternatives for dealing with social tensions and issues.
- Identify the contributions of people of various racial, ethnic, and religious groups to the United States.

GRADE FIVE

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Chapter 3, Lesson 1: pp. 60-63

Explain what makes a culture a civilization.

Analyze the role of farming in the development of a civilization.

Evaluate the achievements of the Maya.

Activities:

- p. 61: Curriculum Connection (Art)—Make a model of a Tikal temple.
- p. 63: Meeting Individual Needs (Language Arts/Art)—Draw a diagram of the terraces that the Maya built for farming. Write a paragraph explaining how farming is related to the development of civilization. Create a journal entry written by an archaeologist on the discovery of a ruined Maya city in a rain forest.

Chapter 3, Lesson: pp. 64-69

Analyze the development of the Aztec empire.

Evaluate the achievements of the Aztec civilization.

Activities:

- p. 67: Curriculum Connection (Art)—Create a picture of the Aztec market on market day.
- p. 67: Curriculum Connection (Physical Education)—Play the Aztec game *tlachtli*, or a similar “hacky sack.”
- p. 69: Meeting Individual Needs (Geography/Language Arts)—Label major landmarks of Tenochtitlan. Make a chart showing the development of the Aztec civilization. Write a poem expressing a feeling of the Aztecs.

Chapter 4, Lesson 1: pp. 82-87

Analyze the effects of the Northwest environment on the Tlingit culture.

Evaluate the technology, art, and social ceremonies of the Tlingit.

Activities:

- p. 84: Curriculum Connection (Science)—Create a poster about the salmon run.
- p. 87: Meeting Individual Needs (Culture)—Name different climates and Native American people in the West Region. Write why the Tlingit were able to develop technology and art. Research totem poles.

Chapter 4, Lesson 2: pp. 90-94

Identify the major Native American groups living in the Southwest.

Compare the cultures of the major Southwestern Native American groups.

Evaluate the importance of art and tradition in Hopi life.

Activities:

- p. 92: Curriculum Connection (Art)—Make a collage of Pueblo life.
- p. 93: Field Trip (Art)—Visit a museum to look at examples of Hopi or Pueblo artifacts or make art books or brochures.
- p. 94: Meeting Individual Needs (Language Arts)—Find where Native Americans lived (*Infograph* p. 76). Write a paragraph about how the Hopi farmed in a very dry climate. Paint a picture of the Hopi poem on p. 91.

Chapter 4, Citizenship: p. 95

Evaluate the role of traditional language in keeping a culture alive.

Activities:

- p. 95: Citizenship (History)—Debate the importance of retaining traditional languages and customs.

Chapter 4, Lesson 4: pp. 102-107

Describe the most prevalent way of life among the Eastern Woodland people.

Activities:

- p. 105: Citizenship (Current Events)—Bring in news articles about recent conflicts over territory and resources.
- p. 106: Curriculum Connection (Language Arts)—Write a speech using powerful language as Hiawatha did.
- p. 107: Meeting Individual Needs (Language Arts/Art)—List the common features of Native Americans of the Eastern Woodlands. Make a model of a longhouse. Role play a council similar to the Great Council of the Iroquois.

Chapter 5, Lesson 1: pp. 114-117

Compare the growth of the Aztec and Inca empires with the growth of the Chinese empire during the 1400s.

Activities:

- p. 116: Curriculum Connection (Science)—Make a magnetic compass that will point toward the north.
- p. 117: Meeting Individual Needs (Geography/Language Arts)—List the geographic formations that protected China from the rest of the world. Write a paragraph about how the Chinese used the compass and astrolabe. Write a letter as a trader on Silk Road describing the area.

Chapter 6, Lesson 1: pp. 138-145

Identify the Taino's way of life in 1492.

Activities:

- p. 139: Curriculum Connection (Reading)—Read and report on *Morning Girl*, which describes a Taino girl's life.
- p. 140: Curriculum Connection (Math)—Solve math problems related to Columbus' journey to the Americas.
- p. 145: Meeting Individual Needs (Language Arts)—Write headlines of major events during the Columbian exchange. Label parts of the Columbian exchange on the Outline Map of the World: Political. Research one of the voyages of Columbus, using the map, p. 142, to trace the voyage.

Chapter 18, Lesson 4: pp. 530-535

Explain why the government tried to force Native Americans onto reservations.

Describe how Native Americans struggled to save their way of life.

Activities:

- p. 535: Meeting Individual Needs (Language Arts)—Write an essay about the conflicts that led to the Plains Wars.

Chapter 19, Lesson 2: pp. 546-551

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Describe the living conditions for immigrants in cities.

Describe the beginning of settlement houses and the services they provided.

Activities:

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Activities:

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- p. 583: Curriculum Connection (Reading/Art)—Read in unison “Trees” by Joyce Kilmer, who died in World War I.

Chapter 20, Lesson 2: pp. 584-589

Explain how the automobile and other inventions changed life in America.

Describe how the media affected U.S. culture during the 1920s.

Activities:

- p. 585: Curriculum Connection (Music)—Listen to jazz, an American musical legacy.
- p. 586: Curriculum Connection (Math)—Compute simple interest for car payments.
- p. 587: Curriculum Connection (Math)—Compare 1920’s movies with those of today.

Chapter 20, Lesson 5: pp. 608-611

Describe how life changed in the United States during the 1950s.

Activities:

- p. 609: Curriculum Connection (Reading)—Research the period just following the end of World War II.

Special Section, Part 1: pp. 652-655

Identify different regions of Canada and the people who live in them.

Activities:

- p. 653: Curriculum Connection (Reading/Art)—Create a collage about a landform or region of Canada.
- p. 655: Meeting Individual Needs (Language Arts/Art)—Write a paragraph about why many Canadians live in the St. Lawrence lowlands. Make a travel poster of an aspect of Canada. Research the province of Quebec.

Special Section, Part 2: pp. 656-659

Explain how the Mexican culture combines elements of Indian and Spanish cultures.

Activities:

- p. 657: Curriculum Connection (Art)—Find examples of art by Mexicans such as those of O’Gorman, p. 656. Paint a mural of a region of the United States.
- p. 659: Meeting Individual Needs (Geography/Art)—Create maps of major landforms, cities and oceans of Mexico. Make a travel brochure to attract tourists to Mexico. Research the Day of the Dead.

Special Section, Part 3: pp. 660-663

Locate Central America and the Caribbean and describe their geography. Describe the cultural heritages represented in the region.

Activities:

- p. 661: Curriculum Connection (Reading)—Read *The Cay* by Theodore Taylor to get a sense of the climate and landscape of a deserted Caribbean island.
- p. 662: Curriculum Connection (Music)—Listen to the differences and similarities between music from the Caribbean and from Central America.
- p. 663: Meeting Individual Needs (Geography/Language Arts)—Locate places in Central America and the Caribbean on the map, p. 661. Research recent events and prepare broadcasts. Prepare reports about the people, geography, culture, and economy of Central America or the Caribbean.

Special Section, Part 4: pp. 664-667 Locate South America and describe its geography.

Locate South America and describe its geography.

Identify the cultures and resources of modern South America.

Activities:

- p. 665: Curriculum Connection (Science)—Research the effects of the clearing of the rain forests of the Amazon.

p. 667: Meeting Individual Needs (Geography)—Find the elevations of locations in South America. Show where the various crops and resources are on maps of South America. Write a report on one of the countries of South America.

- Analyze the impact of slavery and discrimination on the development of the nation.

GRADE FIVE

Chapter 9, Lesson 3: pp. 236-241

Evaluate the effect of slave codes on the lives of African captives.

Analyze how the plantation system affected the development of slavery.

Activities:

- p. 239: Curriculum Connection (Music)—Listen to and relate the lyrics of African American music to life in the colonies for enslaved people.
- p. 241: Meeting Individual Needs (Language Arts)—Explain “the day never really ended” for enslaved people. List people on the plantation and their occupation. Write a newspaper report about a slave uprising.

Chapter 16, Lesson 1: pp. 444-449

Analyze the differences between the North and the South.

Describe how some enslaved people fought against slavery.

Identify the difficulties faced by free African Americans.

Activities:

- p. 449: Meeting Individual Needs (Language Arts/Drama)—Write and perform a skit that features Douglass’s Independence Day Speech.

Chapter 16, Lesson 2: pp. 452-457

Identify leading abolitionists and describe their fight against slavery.

Describe the Underground Railroad.

Explain how the movement for women's rights began.

Activities:

- p. 457: Meeting Individual Needs (Language Arts)—Give oral reports about biographies. Write a newspaper editorial as William Lloyd Garrison or Frederick Douglass stating why he supported women’s rights.

Chapter 16, Lesson 3: pp. 460-466

Describe the compromises over slavery that temporarily prevented the South's secession.

Analyze the reasons that the Southern states seceded.

Compare and analyze contrasting points of view about secession.

Activities:

- p. 463: Curriculum Connection (Music)—Listen to “John Brown’s Body” and talk about the lyrics.
- p. 465: Meeting Individual Needs (Art/Government)—Make 2 campaign posters of Lincoln and Douglas’s stand on slavery. Chart the opposing points of

view of the South and the North. Report on instances in which politicians took moderate courses and if the politician did the right thing.

Chapter 17, Lesson 1: pp. 472-477

Describe how the Civil War began.

Compare and contrast the strengths of each side.

Explain how technology changed the way wars were fought.

Activities:

- p. 473: Curriculum Connection (Math)—Rewrite the bar graphs on p. 473 as circle graphs.
- p. 477: Meeting Individual Needs (Language Arts/History)—Write a sentence defining each Vocabulary word. Make a chart showing new weapons and other technological advances of the Civil War. Compare the attitudes of the North and South in the Civil War with those of Great Britain and the colonies in 1775.

Chapter 17, Lesson 2: pp. 478-485

Analyze the effect of the Emancipation Proclamation on both North and South.

Describe how women on both sides supported the war effort.

Activities:

- p. 481: Curriculum Connection (Music)—Listen to and discuss the lyrics to Civil War songs such as “Dixie.” Write songs about the Civil War.
- p. 485: Meeting Individual Needs (Geography/Art)—Mark on a map the places where the events in this lesson took place. Make a drawing or painting of one of the people or events in this lesson. Research one of the persons in this lesson.

Chapter 17, Lesson 3: pp. 488-493

Evaluate the effects of the war in the North and South.

Describe Sherman's march.

Describe Lee's surrender at Appomattox.

Activities:

- p. 493: Meeting Individual Needs (Art/Language Arts)—Create a mural depicting scenes from the Civil War. Debate whether “total war” is ever justified. Write a set of questions to ask a returning Union soldier or a returning Confederate soldier.

Chapter 17, Lesson 4: pp. 494-499

Evaluate Andrew Jackson's plan for Reconstruction

Explain how Reconstruction affect blacks and whites in the South.

Describe what happened after the end of Reconstruction.

Activities:

- p. 498: Meeting Individual Needs (Language Arts/Government)—Compare Johnson's plans and Congress's plans for reconstruction. Explain why Congress disagreed with President Johnson's plan for Reconstruction.

Compare the Supreme Court decision to desegregate schools to Reconstruction.

SS3—Time, Continuity, and Change

- Trace changes over time in the history of the United States and identify reasons for the change.

GRADE FIVE

Time Lines: pp. 58, 60, 64, 70, 71, 72, 78, 80, 82, 90, 96, 102, 110, 112, 114, 124, 128, 136, 138, 148, 156, 164, 166, 168, 174, 178, 186, 194, 202, 204, 210, 216, 220, 222, 224, 228, 236, 244, 252, 254, 256, 264, 272, 276, 284, 286, 292, 300, 306, 308, 310, 320, 328, 338, 340, 342, 346, 354, 358, 364, 372, 374, 378, 386, 394, 400, 402, 404, 410, 416, 422, 428, 434, 442, 444, 452, 460, 468, 470, 472, 478, 488, 494, 500, 504, 508, 510, 518, 524, 530, 536, 538, 540, 546, 554, 560, 568, 576, 578, 584, 592, 598, 608, 612, 614, 616, 624, 630, 638, 644, R40

- Explain when, where, and why groups of people colonized and settled in the United States.

GRADE FIVE

Chapter 7, Lesson 1: pp. 168-171

Identify early European settlements.

Describe the rivalry between Spain and England in North America.

Explain how the defeat of the Armada affected both Spain and England.

Activities:

- p. 170: Curriculum Connection (Language Arts)—Write a poem, play, or movie script about the mystery of the lost colony of Roanoke.
- p. 171: Meeting Individual Needs (Language Arts)—Explain why England and Spain were rivals in the Americas. Write a report of the adventures of Sir Walter Raleigh or Sir Francis Drake. Generate questions and answers for an interview with one of the Roanoke colonists.

Chapter 7, Lesson 2: pp. 174-177

Define the Northwest Passage.

Identify the explorers of the north Atlantic coast.

Activities:

- p. 176: Curriculum Connection (Science)—Research undersea volcanoes and the life forms they support.
- p. 177: Meeting Individual Needs (Geography/Language Arts)—Note the routes and country of each explorer on p. 176-177. Write a letter from Hudson to the Dutch East India Company describing the Hudson River exploration. Role-play one of the explorers on a talk-show being interviewed about his expedition.

Chapter 7, Lesson 3: pp. 178-185

Describe the beginning of Jamestown.

Analyze the roles played by important people in the founding of Jamestown, such as Powhatan and John Smith.

Activities:

- p. 185: Meeting Individual Needs (Language Arts)—Write headlines for newspaper articles describing events from the early years of the Jamestown colony. Make oral reports about the importance of tobacco in Jamestown. Write an explanation that Openchancanough might have made for his attack on the colonists. Write a statement by a colonist after the attack.

Chapter 7, Lesson 4: pp. 186-191

Explain who the Pilgrims were and why they left England.

Explain why and with whom the Pilgrims held a Thanksgiving feast.

Activities:

- p. 189: Curriculum Connection (Science)—Compare common nutrients found in fish, used by Native Americans, and modern fertilizers, used by farmers today.
- p. 191: Meeting Individual Needs (Art/Language Arts)—Create a mural showing the feast shared by the Pilgrims at Wampanoag. Write a letter from a Pilgrim to a relative in England about the voyage or life in Plymouth. Write a dialog between Squanto and members of Wampanoag.

Chapter 8, Lesson 1: pp. 204-209

Describe the New England colonies.

Activities:

- p. 207: Curriculum Connection (Language Arts)—Make up rhymes like those in the primer, about rules at school.
- p. 209: Meeting Individual Needs (Language Arts)—Write an explanation of why the Puritans left England. Describe the differences between the Puritans and Roger Williams, Anne Hutchinson, and Thomas Hooker. Write about the religious conflict among the Puritans.

Chapter 8, Lesson 2: pp. 210-213

Compare the Middle Colonies with the New England colonies in terms of diversity and religious tolerance.

Activities:

- p. 212: Curriculum Connection (Math)—Solve problems using population figures for Philadelphia in the 1700's.
- p. 213: Meeting Individual Needs (Geography)—Label state and colony on outline maps of the United States. Write and illustrate travel brochures to areas of settlement areas in Pennsylvania. Make a chart showing the relationship between George Fox's beliefs and Penn's laws.

Chapter 8, Lesson 3: pp. 216-219

Analyze the reasons that the English founded Maryland and Georgia.
Evaluate the geographical advantages of the Southern Colonies.

Activities:

- p. 219: Curriculum Connection (Math)—Solve problems using information about how Oglethorpe planned the first settlement in Georgia.
- p. 219: Meeting Individual Needs (Geography)—Locate and identify the five Southern Colonies on the map, p. 218. Create a chart of vital information of each of the five colonies. Write biographical sketches.

Chapter 9, Lesson 1: pp. 224-227

Analyze why Europeans came to the English colonies.

Activities:

- p. 225: Curriculum Connection (Science)—Research the kinds of whales seen in the Atlantic Ocean on the voyage from England to the colonies and their migratory patterns.
- p. 227: Meeting Individual Needs (Language Arts)—Write reasons why people came to America. Explain why indentured servants left home, agreements they made, and work they did. Compare the two primary sources in this lesson and how and why their lives were so different.

Chapter 10, Lesson 1: pp. 256-261

Explain the purposes of the Spanish missions.

Analyze the conflict between the Pueblo peoples and the Spaniards.

Activities:

- p. 258: Curriculum Connection (Art)—Make a drawing or painting of a scene from a Spanish mission.
- p. 261: Meeting Individual Needs (Geography)—Locate and identify the Spanish missions and El Camino Real on the map, p. 260. Describe the physical layout of a typical Spanish mission, the people, and their activities. Read biographies of Father Junipero Serra and tell how he treated the Native Americans.

Chapter 10, Lesson 2: pp. 264-269

Describe French exploration and settlement in North America.

Explain how the fur trade became a source of wealth for France.

Analyze French relations with Native Americans.

Activities:

- p. 269: Meeting Individual Needs (Geography)—Compare maps that show the parts of North America that once were New France. Mark the boundaries of New France. Explain how the fur trade became the primary source of income in New France. Write a report about one of the French explorers from this lesson.
- Describe the changing concept of freedom in the historical development of the United States.

GRADE FIVE

Chapter 7, Lesson 4: pp. 186-191

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Chapter 11, Lesson 1: pp. 286-291

Describe the structure of colonial governments.

Show how the trial of John Peter Zenger won support for the right of free speech.

Activities:

- p. 288: Field Trip—Visit a National Guard Armory or invite a speaker from the Guard.
- p. 289: Citizenship (Current Events)—Visit a polling place to see how voters actually vote and how the ballots are kept secret.
- p. 291: Meeting Individual Needs (Government)—Chart the various forms of self-government in the colonies. Write a description of the conflict between royal governors and the colonial assemblies. Create a poem or song expressing the feelings of a colonial-time enslaved person, a woman, or an indentured servant.

Chapter 11, Lesson 2: pp. 292-297

Analyze the effects that British taxes had on the colonists' attitude toward Great Britain.

Activities:

- p. 297: Meeting Individual Needs (Government)—List the events in this lesson in chronological order. Write descriptions of the members of the

Committees of Correspondence and their effect on the colonies. Write why the colonist's protests were or were not acts of treason.

Chapter 11, Lesson 3: pp. 300-305

Analyze the outcome of the First Continental Congress.

Describe the first battles of the American Revolution.

Activities:

- p. 304: Curriculum Connection (Health)—Make posters showing how to treat minor cuts and how to prevent infections, information unknown to the doctors during the Revolutionary War.
- p. 305: Meeting Individual Needs (Language Arts)—Explain who the minutemen were and why they were formed. Describe the capture of Fort Ticonderoga and its importance. Write as a 10-year-old colonist, a description of the events on the night of April 18 and the day of April 19. Make a graphic timeline.

Chapter 12, Lesson 1: pp. 310-317

Analyze the events that led to the writing of the Declaration of Independence.

Summarize the main points of the Declaration of Independence.

Activities:

- p. 312: Curriculum Connection (Art)—Make a political cartoon based on one of the events described in this lesson.
- p. 317: Meeting Individual Needs (Language Arts)—Write a paragraph explaining how *Common Sense* affected the cause of independence. Make a chart showing the cause-and-effect relationship between the events that led to the Declaration of Independence. Write a letter to Thomas Jefferson pointing out the contradictions in his position on slavery.

Chapter 12, Legacy: pp. 318-319

Compare different ways of celebrating the Fourth of July.

Activities:

- p. 319: Meeting Individual Needs (Language Arts/Music)—Write a description of community celebrations of the Fourth of July. Write a new patriotic song. Write news articles about Fourth of July celebrations.

Chapter 13, Lesson 1: pp. 342-345

Analyze the effect of the Articles of Confederation on relations between states.

Explain why the Northwest Ordinance encouraged settlement of the Northwest Territory.

Activities:

- p. 344: Curriculum Connection (Art)—Make an illustration that shows the changes in the Northwest Territory.
- p. 345: Meeting Individual Needs (Geography)—Locate the Northwest Territory on a map and name the present-day states. Describe the problems caused

by the Articles of Confederation's placement of government power. Label different coins and currency used in the 1700's on a map.

Chapter 13, Lesson 2: pp. 346-351

Describe the basic structure of the Constitution.

Discuss the process of compromise in the creation of the Constitution.

Activities:

- p. 350: Curriculum Connection (Language Arts)—Set up debates as the delegates to the Constitutional Convention.
- p. 351: Meeting Individual Needs (Language Arts)—Write a paragraph that describes the basic structure of government set by the Constitution. Make an outline of the Great Compromise. Research delegates to the convention to find out his background to write the Constitution, and his stands and feelings.

Chapter 13, Lesson 3: pp. 354-357

Describe the basic structure of the Constitution.

Analyze the system of checks and balances.

Activities:

- p. 355: Field Trip (History)—Visit Philadelphia to see Independence Hall or make drawings and a narrative of the tour.
- p. 356: Curriculum Connection (Science)—Research an environment to learn how plants and animals live together.
- p. 357: Meeting Individual Needs (Government)—Write an explanation of why our government is a federal system of government. Make a mural showing the 3 branches of government providing checks and balances. Compare and contrast the British government to the United States government.

Chapter 13, Lesson 4: pp. 358-363

Analyze the debate over ratifying the Constitution.

Describe the Bill of Rights.

Evaluate George Washington's presidency.

Activities:

- p. 360: Citizenship (Government)—Rewrite the Bill of Rights in the form of a petition. Gather signatures, discuss people's responses to the petition.
- p. 362: Curriculum Connection (Current Events)—Research who joins the two major political parties.
- p. 363: Meeting Individual Needs (Government)—Create posters for the Federalist and Democratic-Republican Party. Write a constitution for the class. Research one of the authors of the Federalist Papers.

Chapter 20, Lesson 1: pp. 578-583

Explain why the U.S. entered the World War I and the effects of the war on the country.

Describe the Great Migration of African Americans from the South and North.

Activities:

- p. 583: Meeting Individual Needs (Language Arts)—Write a newspaper headline and article about the sinking of the *Lusitania*. Describe the causes and effects of the Great Migration. Research the League of Nations and the United Nations.
- p. 583: Curriculum Connection (Reading/Art)—Read in unison “Trees” by Joyce Kilmer, who died in World War I.

Chapter 20, Lesson 4: pp. 598-605

Explain the causes of World War II.

Locate the battles of World War II.

Identify the effects of the war in the United States and around the world.

Activities:

- p. 605: Meeting Individual Needs (History)—Make a time line of the events leading up to World War II. Write a newspaper article of a significant event of World War II. Organize panel discussions about women in the work force during World War II.

Chapter 21, Lesson 1: pp. 616-621

Describe the growth and achievements of the civil rights movement.

Analyze the rise of Martin Luther King, Jr., as a national leader for civil rights.

Activities:

- p. 617: Curriculum Connection (Music)—Find examples of songs sung during the Civil War.
- p. 621: Meeting Individual Needs (Civil Rights)—Write how the Plessy vs. Ferguson and Brown vs. Board of Education cases are related. Write an account of the rise of Martin Luther King Jr. Research present-day civil rights leaders.

- Identify factors which transform the development of the United States economy.

GRADE FIVE

Chapter 3, Lesson 1: pp. 60-63

Analyze the role of farming in the development of a civilization.

Activities:

- p. 61: Curriculum Connection (Art)—Make a model of a Tikal temple.
- p. 63: Meeting Individual Needs (Language Arts/Art)—Draw a diagram of the terraces that the Maya built for farming. Write a paragraph explaining how farming is related to the development of civilization. Create a journal entry written by an archaeologist on the discovery of a ruined Maya city in a rain forest.

Chapter 5, Lesson 1: pp. 114-117

Evaluate the extent of Chinese trade and exploration during the 1400s.

Activities:

- p. 116: Curriculum Connection (Science)—Make a magnetic compass that will point toward the north.
- p. 117: Meeting Individual Needs (Geography/Language Arts)—List the geographic formations that protected China from the rest of the world. Write a paragraph about how the Chinese used the compass and astrolabe. Write a letter as a trader on Silk Road describing the area.

Chapter 5, Lesson 2: pp. 120-123

Analyze the role of trade in the development of Songhai.

Activities:

- p. 122: Curriculum Connection (Science)—Research information about malaria.
- p. 123: Meeting Individual Needs (Geography)—Use the map, p. 121, to locate places in Africa. Write important facts about each. Explain how the geographical location of Songhai affected its position in trade. Research the African gold trade at the time of the Songhai kingdom.

Chapter 5, Lesson 3: pp. 124-127

Analyze the effect that the desire to trade with Asia had on European exploration.

Activities:

- p. 125: Curriculum Connection (Art)—Compare the subjects and styles of Renaissance art.
- p. 127: Meeting Individual Needs (Geography)—Trace the sea routes to Asia taken by Dias and da Gama, p. 126. Compare these routes with the overland Silk Road. Write about the role that spices played in the development of the sea route to Asia. Analyze the Portuguese influence on the Congo and other places in Africa. Create maps that show areas of Africa that were influenced by the Portuguese.

Chapter 9, Lesson 2: pp. 228-233

Analyze the English control of colonial trade.

Explain the growth of the colonial economy in each region.

Analyze triangular trade in the 1700s.

Activities:

- p. 230: Curriculum Connection (Art)—Draw or paint colonial New England fishing scenes.
- p. 233: Meeting Individual Needs (Geography)—Identify on p. 222, the crops or goods exported from regions of the colonies. Explain why the sea was important to the New England colonies. Create maps that show the triangular trade.

Chapter 10, Lesson 2: pp. 264-269

Explain how the fur trade became a source of wealth for France.

Activities:

- p. 269: Meeting Individual Needs (Geography)—Compare maps that show the parts of North America that once were New France. Mark the boundaries of New France. Explain how the fur trade became the primary source of income in New France. Write a report about one of the French explorers from this lesson.

Chapter 15, Lesson 1: pp. 404-409

Analyze the effect of the cotton gin on the Southern economy.

Describe the growth of factories and the daily life of workers.

Explain how new machinery made farming more efficient.

Activities:

- p. 407: Curriculum Connection (Science)—Experiment with gears and make detailed drawings of how gears mesh and enable a vertical shaft to power a horizontal drive shaft.
- p. 409: Meeting Individual Needs (Science)—List the steps by which raw cotton was turned into cloth in the 1800's. Write descriptions about the machines in this lesson. Find out more about Eli Whitney's life.

Chapter 18, Lesson 2: pp. 518-521

Analyze the effect of the cattle industry on the West.

Explain how the railroad affected the cattle industry.

Activities:

- p. 519: Curriculum Connection (Art/Language Arts)—Write a movie scenario based on one of the images of Frederic Remington's paintings and sculptures of the "Old West."
- p. 521: Meeting Individual Needs (Language Arts)—Write about how the cattle industry grew after the Civil War. Write accounts of working a cattle drive. Research information about rodeos.

Chapter 19, Lesson 1: pp. 540-545

Analyze the effects of new inventions on life in the United States.

Describe the development of large corporations in the U.S.

Explain the growth of labor unions.

Activities:

- p. 541: Curriculum Connection (Science)—Practice observation skills by brainstorming ways to use a raw potato.
- p. 545: Meeting Individual Needs (Science)—List the major inventions in this lesson and how they affected American life. Explain why workers organized labor unions. Report on Samuel Gompers.

Chapter 19, Lesson 4: pp. 560-565

Explain how the government reformed unfair business practices and fought for conservation of natural resources.

Activities:

- p. 562: Curriculum Connection (Health)—Find out about malaria and yellow fever and how Dr. Gorgas fought them.
- p. 563: Curriculum Connection (Science)—Make drawings about how wings are shaped and other factors that give an aircraft lift.

Special Section, Part 2: pp. 656-659

Evaluate the Mexican economy.

Activities:

- p. 657: Curriculum Connection (Art)—Find examples of art by Mexicans such as those of O’Gorman, p. 656. Paint a mural of a region of the United States.
- p. 659: Meeting Individual Needs (Geography/Art)—Create maps of major landforms, cities and oceans of Mexico. Make a travel brochure to attract tourists to Mexico. Research the Day of the Dead.

Economic concepts, 44, 48, 228, 229, 230, 231, 232, 233, 234, 235, 252, 253, 521, 525, 592, 594

SS4—Space and Place

- Summarize how geography and location affect historical events.
- Use maps, globes, charts, graphs, technology, geographic tools, maps, and symbols to gather and interpret data and to draw conclusions about American regions.
- Discuss the geography of an era in terms of location, human-environmental interaction, place, movement, and region.
- Summarize the relationship between physical features, natural resources, and land use.
- Describe how people in the United States adapted and modified their environment.

GRADE FIVE

Graphs, Charts, and Diagrams: 10, 11, 25, 38, 43, 44, 51, 67, 79, 99, 105, 111, 118, 119, 129, 144, 165, 187, 195, 207, 221, 225, 239, 242, 243, 253, 258, 277, 287, 307, 339, 348, 356, 365, 401, 405, 407, 412, 435, 445, 469, 473, 497, 501, 537, 548, 549, 569, 583, 595, 613, 621, 632, 645, 669, R48

Map and Globe Skills: pp. G5-G11, 6, 26, 29, 30, 31, 32, 33, 34, 37, 40, 41, 58, 61, 65, 74, 76, 80, 104, 112, 116, 121, 126, 136, 139, 142, 150, 152, 154, 155, 157, 161, 166, 169, 176, 179, 188, 202, 205, 212, 214, 218, 222, 231, 232, 248, 254, 260, 266, 274, 284, 299, 308, 332, 336, 337, 340, 344, 372, 375, 376, 381, 392, 393, 398, 402, 413, 424, 430, 442, 454, 461,

462, 470, 474, 490, 508, 515, 521, 522, 534, 538, 550, 556, 562, 576, 593, 602, 609, 614, 628, 648, 653, 657, 661, 665, R5, R6, R7, R8, R10, R12, R14

Chapter 2, Lesson 1: pp. 28-35

Analyze how geographers study and learn about a place.

Define region and speculate on the different kinds of regions that exist.

Describe the land and water of the five regions of the U.S.

Activities:

- p. 28: Curriculum Connection (Current Events)—Find current events articles about different regions of the United States.
- p. 30: Curriculum Connection (Science)—Learn how the Hawaiian Islands were formed and are still being formed.
- p. 31: Curriculum Connection (Art)—Write reports about Georgia O’Keeffe’s paintings of the Southwest.

Chapter 2, Lesson 2: pp. 36-39

Identify the factors that affect temperature.

Analyze the differences between Arid America and Human America.

Explain how climate affects people's lives.

Activities:

- p. 37: Curriculum Connection (Science)—Write a report on one of the animals that lives in the Sonora Desert.
- p. 39: Meeting Individual Needs (Geography)—Identify climates of different locations using the map, p. 37. List clothes needed for a vacation in a certain region of the United States, during summer or winter. Graph climate information.

Chapter 2, Geography Skills: pp. 40-41

Use lines of latitude and longitude to find places on a map or globe.

Activities:

- p. 40: Curriculum Connection (Math)—Estimate approximate latitudes for certain places using the map, p.41.
- p. 41: Meeting Individual Needs (Geography)—Find the latitudes and longitudes of locations in the United States. Find the nearest latitudes and longitudes to the boundaries of Arid and Humid America. Plan an ocean voyage around the world.

Chapter 2, Lesson 3: pp. 42-48

Appreciate the value of our natural resources and the methods used to conserve them.

Analyze the importance of forests to our national economy.

Predict how people might find ways to conserve resources in the future.

Activities:

- p. 46: Curriculum Connection (Science)—Research examples of chemicals harming the food chain.
- p. 47: Curriculum Connection (Art)—Draw a picture inspired by listening to the lyrics of “America the Beautiful.”
- p. 48: Meeting Individual Needs (Science)—Classify natural resources from this lesson as renewable or nonrenewable. Make posters showing as many different wood products as possible. Research how oil is drilled and transported to refineries.

Chapter 3, Lesson 3: pp. 72-77

Analyze the effects that geography had on the Native Americans.

Activities:

- p. 75: Curriculum Connection (Art)—Write about the process of etching.
- p. 77: Meeting Individual Needs (Culture)—Chart the eight major cultural areas for Native Americans and 5 groups of each. Chart the characteristics and environments of the Mound Builders and Anasazi. Describe a day in the life of a young member of the Mound Builders or the Anasazi.

Chapter 4, Lesson 1: pp. 82-87

Analyze the effects of the Northwest environment on the Tlingit culture.

Activities:

- p. 84: Curriculum Connection (Science)—Create a poster about the salmon run.
- p. 87: Meeting Individual Needs (Culture/Art)—Name different climates and Native Americans in the West Region. Explain why the Tlingit were able to develop technology and art. Research the function and significance of the animals on totem poles.

Chapter 6, Geography Skills: pp. 154-155

Read and interpret an historical map.

Activities:

- p. 155: Meeting Individual Needs (History/Mapping)—Apply the *Helping Yourself* steps, p. 155, to reading historical maps in this chapter. Create a historical map of an important event. Create a historical map of an expedition of an explorer.

Chapter 8, Geography Skills: pp. 214-215

Interpret elevation and relief maps.

Activities:

- p. 214: Curriculum Connection (Science)—Make an elevation map of the Adirondack or the Catskills Mountains.
- p. 215: Meeting Individual Needs (Mapping)—Read elevation information from the map of the Middle Colonies, p. 215. Identify areas of high relief on the physical map of the United States, pp. R10-R11. Identify steep and flat terrain on a topographic map.

Chapter 8, Lesson 3: pp. 216-219

Evaluate the geographical advantages of the Southern Colonies.

Activities:

- p. 219: Curriculum Connection (Math)—Solve problems using information about how Oglethorpe planned the first settlement in Georgia.
- p. 219: Meeting Individual Needs (Geography)—Locate and identify the five Southern Colonies on the map, p. 218. Create a chart of vital information of each of the five colonies. Write bibliographical sketches.

Chapter 12, Geography Skills: pp. 336-337

Compare maps of different scales.

Activities:

- p. 336: Curriculum Connection (Math)—Use each map in this lesson to make up and answer math questions.
- p. 337: Meeting Individual Needs (Mapping)—Make a chart comparing large-scale maps with small-scale maps. Write when General Washington would have used a small-scale map or a large-scale map. Make a small scale map of a fictitious place.

Chapter 14, Geography Skills: pp. 392-393

Compare two maps to get information that is not found on either one.

Activities:

- p. 392: Curriculum Connection (Reading/Art)—Create maps for the setting of a story.
- p. 393: Meeting Individual Needs (Mapping)—Identify 3 types of maps and the best use for each. Find landforms on the map, p. 392. Create map problems.

Chapter 18, Geography Skills: pp. 522-523

Read a time zone map.

Activities:

- p. 523: Meeting Individual Needs (Mapping)—Create a time zone map for the entire United States. Fill in the 24 time zones on the Outline Map of the World and a clock showing the time for each zone. Make up world time-zone problems

Special Section, Part 1: pp. 652-655

Describe the geography of Canada.

Identify different regions of Canada and the people who live in them.

Activities:

- p. 653: Curriculum Connection (Reading/Art)—Create a collage about a landform or region of Canada.
- p. 655: Meeting Individual Needs (Language Arts/Art)—Write a paragraph about why many Canadians live in the St. Lawrence lowlands. Make a travel poster of an aspect of Canada. Research the province of Quebec.

Special Section, Part 2: pp. 656-659

Locate Mexico and describe its geography.

Activities:

- p. 657: Curriculum Connection (Art)—Find examples of art by Mexicans such as those of O’Gorman, p. 656. Paint a mural of a region of the United States.
- p. 659: Meeting Individual Needs (Geography/Art)—Create maps of major landforms, cities and oceans of Mexico. Make a travel brochure to attract tourists to Mexico. Research the Day of the Dead.

Special Section, Part 3: pp. 660-663

Locate Central America and the Caribbean and describe their geography.

Activities:

- p. 661: Curriculum Connection (Reading)—Read *The Cay* by Theodore Taylor to get a sense of the climate and landscape of a deserted Caribbean island.
- p. 662: Curriculum Connection (Music)—Listen to the differences and similarities between music from the Caribbean and from Central America.
- p. 663: Meeting Individual Needs (Geography/Language Arts)—Locate places in Central America and the Caribbean on the map, p. 661. Research recent events and prepare broadcasts. Prepare reports about the people, geography, culture, and economy of Central America or the Caribbean.

Special Section, Part 4: pp. 664-667 Locate South America and describe its geography.

Explain how the nations of South America won their independence. Identify the cultures and resources of modern South America.

Activities:

- p. 665: Curriculum Connection (Science)—Research the effects of the clearing of the rain forests of the Amazon.
- p. 667: Meeting Individual Needs (Geography)—Find the elevations of locations in South America. Show where the various crops and resources are on maps of South America. Write a report on one of the countries of South America.

SS5—Individual Development and Identity

- Analyze how a person’s connection to a geographic place influences attributes, perceptions, values, and beliefs and molds personal identity.
- Discuss how social, racial, cultural, economic, and religious status influence an individual.

GRADE FIVE

Chapter 1, Lesson 1: pp. 8-11

Explain why the United States is considered a diverse country.

Analyze the role of immigration in shaping the United States.
Describe some important basic beliefs of the people of the U.S.

Activities:

- p. 9: Curriculum Connection (Math)—Use the bar graph on p. 11 to make up math problems.
- p. 11: Meeting Individual Needs (Language Arts/Music)—Write a paragraph about a census (p. 10). Write the meaning of the phrase, “liberty and justice for all.” Write a song that could be used as a national anthem.

Chapter 3, Lesson 1: pp. 60-63

Explain what makes a culture a civilization.
Analyze the role of farming in the development of a civilization.
Evaluate the achievements of the Maya.

Activities:

- p. 61: Curriculum Connection (Art)—Make a model of a Tikal temple.
- p. 63: Meeting Individual Needs (Language Arts/Art)—Draw a diagram of the terraces that the Maya built for farming. Write a paragraph explaining how farming is related to the development of civilization. Create a journal entry written by an archaeologist on the discovery of a ruined Maya city in a rain forest.

Chapter 3, Lesson: pp. 64-69

Analyze the development of the Aztec empire.
Evaluate the achievements of the Aztec civilization.

Activities:

- p. 67: Curriculum Connection (Art)—Create a picture of the Aztec market on market day.
- p. 67: Curriculum Connection (Physical Education)—Play the Aztec game *tlachtli*, or a similar “hacky sack.”
- p. 69: Meeting Individual Needs (Geography/Language Arts)—Label major landmarks of Tenochtitlan. Make a chart showing the development of the Aztec civilization. Write a poem expressing a feeling of the Aztecs.

Chapter 4, Lesson 1: pp. 82-87

Analyze the effects of the Northwest environment on the Tlingit culture.
Evaluate the technology, art, and social ceremonies of the Tlingit.

Activities:

- p. 84: Curriculum Connection (Science)—Create a poster about the salmon run.
- p. 87: Meeting Individual Needs (Culture)—Name different climates and Native American people in the West Region. Write why the Tlingit were able to develop technology and art. Research totem poles.

Chapter 4, Lesson 2: pp. 90-94

Identify the major Native American groups living in the Southwest.
Compare the cultures of the major Southwestern Native American groups.
Evaluate the importance of art and tradition in Hopi life.

Activities:

- p. 92: Curriculum Connection (Art)—Make a collage of Pueblo life.
- p. 93: Field Trip (Art)—Visit a museum to look at examples of Hopi or Pueblo artifacts or make art books or brochures.
- p. 94: Meeting Individual Needs (Language Arts)—Find where Native Americans lived (*Infograph* p. 76). Write a paragraph about how the Hopi farmed in a very dry climate. Paint a picture of the Hopi poem on p. 91.

Chapter 4, Citizenship: p. 95

Evaluate the role of traditional language in keeping a culture alive.

Activities:

- p. 95: Citizenship (History)—Debate the importance of retaining traditional languages and customs.

Chapter 4, Lesson 4: pp. 102-107

Describe the most prevalent way of life among the Eastern Woodland people.

Activities:

- p. 105: Citizenship (Current Events)—Bring in news articles about recent conflicts over territory and resources.
- p. 106: Curriculum Connection (Language Arts)—Write a speech using powerful language as Hiawatha did.
- p. 107: Meeting Individual Needs (Language Arts/Art)—List the common features of Native Americans of the Eastern Woodlands. Make a model of a longhouse. Role play a council similar to the Great Council of the Iroquois.

Chapter 5, Lesson 1: pp. 114-117

Compare the growth of the Aztec and Inca empires with the growth of the Chinese empire during the 1400s.

Activities:

- p. 116: Curriculum Connection (Science)—Make a magnetic compass that will point toward the north.
- p. 117: Meeting Individual Needs (Geography/Language Arts)—List the geographic formations that protected China from the rest of the world. Write a paragraph about how the Chinese used the compass and astrolabe. Write a letter as a trader on Silk Road describing the area.

Chapter 6, Lesson 1: pp. 138-145

Identify the Taino's way of life in 1492.

Activities:

- p. 139: Curriculum Connection (Reading)—Read and report on *Morning Girl*, which describes a Taino girl's life.
- p. 140: Curriculum Connection (Math)—Solve math problems related to Columbus' journey to the Americas.

- p. 145: Meeting Individual Needs (Language Arts)—Write headlines of major events during the Columbian exchange. Label parts of the Columbian exchange on the Outline Map of the World: Political. Research one of the voyages of Columbus, using the map, p. 142, to trace the voyage.

Chapter 18, Lesson 4: pp. 530-535

Explain why the government tried to force Native Americans onto reservations.

Describe how Native Americans struggled to save their way of life.

Activities:

- p. 535: Meeting Individual Needs (Language Arts)—Write an essay about the conflicts that led to the Plains Wars.

Chapter 19, Lesson 2: pp. 546-551

Explain why immigrants came to the United States in the late 1800s.

Describe the living conditions for immigrants in cities.

Describe the beginning of settlement houses and the services they provided.

Activities:

- p. 551: Meeting Individual Needs (Art/Language Arts)—Make a poster that welcomes immigrants to the United States. Write a poem describing the feelings of an immigrant child who can attend school for the first time. Write reports about the community helping immigrants.

Chapter 20, Lesson 1: pp. 578-583

Describe the Great Migration of African Americans from the South and North.

Activities:

- p. 583: Curriculum Connection (Reading/Art)--
- p. 583: Meeting Individual Needs (Language Arts)—Write a newspaper headline and article about the sinking of the *Lusitania*. Describe the causes and effects of the Great Migration. Research the League of Nations and the United Nations.
- p. 583: Curriculum Connection (Reading/Art)—Read in unison “Trees” by Joyce Kilmer, who died in World War I.

Chapter 20, Lesson 2: pp. 584-589

Explain how the automobile and other inventions changed life in America.

Describe how the media affected U.S. culture during the 1920s.

Activities:

- p. 585: Curriculum Connection (Music)—Listen to jazz, an American musical legacy.
- p. 586: Curriculum Connection (Math)—Compute simple interest for car payments.
- p. 587: Curriculum Connection (Math)—Compare 1920’s movies with those of today.

Chapter 20, Lesson 5: pp. 608-611

Describe how life changed in the United States during the 1950s.

Activities:

- p. 609: Curriculum Connection (Reading)—Research the period just following the end of World War II.

Special Section, Part 1: pp. 652-655

Identify different regions of Canada and the people who live in them.

Activities:

- p. 653: Curriculum Connection (Reading/Art)—Create a collage about a landform or region of Canada.
- p. 655: Meeting Individual Needs (Language Arts/Art)—Write a paragraph about why many Canadians live in the St. Lawrence lowlands. Make a travel poster of an aspect of Canada. Research the province of Quebec.

Special Section, Part 2: pp. 656-659

Explain how the Mexican culture combines elements of Indian and Spanish cultures.

Activities:

- p. 657: Curriculum Connection (Art)—Find examples of art by Mexicans such as those of O’Gorman, p. 656. Paint a mural of a region of the United States.
- p. 659: Meeting Individual Needs (Geography/Art)—Create maps of major landforms, cities and oceans of Mexico. Make a travel brochure to attract tourists to Mexico. Research the Day of the Dead.

Special Section, Part 3: pp. 660-663

Locate Central America and the Caribbean and describe their geography. Describe the cultural heritages represented in the region.

Activities:

- p. 661: Curriculum Connection (Reading)—Read *The Cay* by Theodore Taylor to get a sense of the climate and landscape of a deserted Caribbean island.
- p. 662: Curriculum Connection (Music)—Listen to the differences and similarities between music from the Caribbean and from Central America.
- p. 663: Meeting Individual Needs (Geography/Language Arts)—Locate places in Central America and the Caribbean on the map, p. 661. Research recent events and prepare broadcasts. Prepare reports about the people, geography, culture, and economy of Central America or the Caribbean.

Special Section, Part 4: pp. 664-667 Locate South America and describe its geography.

Locate South America and describe its geography.

Identify the cultures and resources of modern South America.

Activities:

- p. 665: Curriculum Connection (Science)—Research the effects of the clearing of the rain forests of the Amazon.
- p. 667: Meeting Individual Needs (Geography)—Find the elevations of locations in South America. Show where the various crops and resources are on maps of South America. Write a report on one of the countries of South America.

SS6—Individuals, Groups, and Institutions

- Explain the need for social institutions in providing safety, security, and order.
- Describe how groups and institutions promote the common good.
- Identify how reform movement affects existing values to all members of society through institutions and practices.

GRADE FIVE**Chapter 1, Lesson 2: pp. 12-15**

Describe the form of government in the United States.

Compare the roles of federal, state, and local governments.

Examine some of the rights and responsibilities of United States citizens.

Activities:

- p. 13: Field Trip (Government)—Visit a session of a governing body, the mayor’s office, or school board meeting.
- p. 14: Curriculum Connection (Art)—Make a mural showing the relationship between the rights and responsibilities of citizens.
- p. 15: Meeting Individual Needs—(Language Arts)—Make a chart that lists rights and responsibilities. Create a journal entry as one of the signers of the Declaration of Independence. Poll other classes about the responsibilities of citizens and the role of the government.

Chapter 21, Lesson 1: pp. 616-621

Describe the growth and achievements of the civil rights movement.

Analyze the rise of Martin Luther King, Jr., as a national leader for civil rights.

Activities:

- p. 617: Curriculum Connection (Music)—Find examples of songs sung during the Civil War.
- p. 621: Meeting Individual Needs (Civil Rights)—Write how the Plessy vs. Ferguson and Brown vs. Board of Education cases are related. Write an account of the rise of Martin Luther King Jr. Research present-day civil rights leaders.

SS7—Production, Distribution, and Consumption

- Define barter, mercantilism, tariff, national debt, taxation, duties, and credit.
- Describe how inventions have influenced the development of United States economy.

- Identify the impact of consumerism on the United States economy.
- Apply the concept of supply and demand to a historical event.

GRADE FIVE

Chapter 3, Lesson 1: pp. 60-63

Analyze the role of farming in the development of a civilization.

Activities:

- p. 61: Curriculum Connection (Art)—Make a model of a Tikal temple.
- p. 63: Meeting Individual Needs (Language Arts/Art)—Draw a diagram of the terraces that the Maya built for farming. Write a paragraph explaining how farming is related to the development of civilization. Create a journal entry written by an archaeologist on the discovery of a ruined Maya city in a rain forest.

Chapter 5, Lesson 1: pp. 114-117

Evaluate the extent of Chinese trade and exploration during the 1400s.

Activities:

- p. 116: Curriculum Connection (Science)—Make a magnetic compass that will point toward the north.
- p. 117: Meeting Individual Needs (Geography/Language Arts)—List the geographic formations that protected China from the rest of the world. Write a paragraph about how the Chinese used the compass and astrolabe. Write a letter as a trader on Silk Road describing the area.

Chapter 5, Lesson 2: pp. 120-123

Analyze the role of trade in the development of Songhai.

- Activities:** p. 122: Curriculum Connection (Science)—Research information about malaria.
- p. 123: Meeting Individual Needs (Geography)—Use the map, p. 121, to locate places in Africa. Write important facts about each. Explain how the geographical location of Songhai affected its position in trade. Research the African gold trade at the time of the Songhai kingdom.

Chapter 5, Lesson 3: pp. 124-127

Analyze the effect that the desire to trade with Asia had on European exploration.

Activities:

- p. 125: Curriculum Connection (Art)—Compare the subjects and styles of Renaissance art.
- p. 127: Meeting Individual Needs (Geography)—Trace the sea routes to Asia taken by Dias and da Gama, p. 126. Compare these routes with the overland Silk Road. Write about the role that spices played in the development of the sea route to Asia. Analyze the Portuguese influence on the Congo and other places in Africa. Create maps that show areas of Africa that were influenced by the Portuguese.

Chapter 9, Lesson 2: pp. 228-233

Analyze the English control of colonial trade.

Explain the growth of the colonial economy in each region.

Analyze triangular trade in the 1700s.

Activities:

- p. 230: Curriculum Connection (Art)—Draw or paint colonial New England fishing scenes.
- p. 233: Meeting Individual Needs (Geography)—Identify on p. 222, the crops or goods exported from regions of the colonies. Explain why the sea was important to the New England colonies. Create maps that show the triangular trade.

Chapter 10, Lesson 2: pp. 264-269

Explain how the fur trade became a source of wealth for France.

Activities:

- p. 269: Meeting Individual Needs (Geography)—Compare maps that show the parts of North America that once were New France. Mark the boundaries of New France. Explain how the fur trade became the primary source of income in New France. Write a report about one of the French explorers from this lesson.

Chapter 15, Lesson 1: pp. 404-409

Analyze the effect of the cotton gin on the Southern economy.

Describe the growth of factories and the daily life of workers.

Explain how new machinery made farming more efficient.

Activities:

- p. 407: Curriculum Connection (Science)—Experiment with gears and make detailed drawings of how gears mesh and enable a vertical shaft to power a horizontal drive shaft.
- p. 409: Meeting Individual Needs (Science)—List the steps by which raw cotton was turned into cloth in the 1800's. Write descriptions about the machines in this lesson. Find out more about Eli Whitney's life.

Chapter 18, Lesson 2: pp. 518-521

Analyze the effect of the cattle industry on the West.

Explain how the railroad affected the cattle industry.

Activities:

- p. 519: Curriculum Connection (Art/Language Arts)—Write a movie scenario based on one of the images of Frederic Remington's paintings and sculptures of the "Old West."
- p. 521: Meeting Individual Needs (Language Arts)—Write about how the cattle industry grew after the Civil War. Write accounts of working a cattle drive. Research information about rodeos.

Chapter 19, Lesson 1: pp. 540-545

Analyze the effects of new inventions on life in the United States.
Describe the development of large corporations in the U.S.
Explain the growth of labor unions.

Activities:

- p. 541: Curriculum Connection (Science)—Practice observation skills by brainstorming ways to use a raw potato.
- p. 545: Meeting Individual Needs (Science)—List the major inventions in this lesson and how they affected American life. Explain why workers organized labor unions. Report on Samuel Gompers.

Chapter 19, Lesson 4: pp. 560-565

Explain how the government reformed unfair business practices and fought for conservation of natural resources.

Activities:

- p. 562: Curriculum Connection (Health)—Find out about malaria and yellow fever and how Dr. Gorgas fought them.
- p. 563: Curriculum Connection (Science)—Make drawings about how wings are shaped and other factors that give an aircraft lift.

Special Section, Part 2: pp. 656-659

Evaluate the Mexican economy.

Activities:

- p. 657: Curriculum Connection (Art)—Find examples of art by Mexicans such as those of O’Gorman, p. 656. Paint a mural of a region of the United States.
- p. 659: Meeting Individual Needs (Geography/Art)—Create maps of major landforms, cities and oceans of Mexico. Make a travel brochure to attract tourists to Mexico. Research the Day of the Dead.

SS8—Power, Authority and Governance

- Explain how and why laws and governments have changed.
- Distinguish the differences among privileges, obligations, rights and duties.
- Define legislation, executive, and judicial functions at the national level.
- Identify key leaders of the national government in a given historical period.

GRADE FIVE

Chapter 1, Lesson 2: pp. 12-15

Describe the form of government in the United States.
Compare the roles of federal, state, and local governments.
Examine some of the rights and responsibilities of United States citizens.

Activities:

- p. 13: Field Trip (Government)—Visit a session of a governing body, the mayor’s office, or school board meeting.

- p. 14: Curriculum Connection (Art)—Make a mural showing the relationship between the rights and responsibilities of citizens.
- p. 15: Meeting Individual Needs—(Language Arts)—Make a chart that lists rights and responsibilities. Create a journal entry as one of the signers of the Declaration of Independence. Poll other classes about the responsibilities of citizens and the role of the government.

Chapter 11, Lesson 1: pp. 286-291

Describe the structure of colonial governments.

Show how the trial of John Peter Zenger won support for the right of free speech.

Activities:

- p. 288: Field Trip—Visit a National Guard Armory or invite a speaker from the Guard.
- p. 289: Citizenship (Current Events)—Visit a polling place to see how voters actually vote and how the ballots are kept secret.
- p. 291: Meeting Individual Needs (Government)—Chart the various forms of self-government in the colonies. Write a description of the conflict between royal governors and the colonial assemblies. Create a poem or song expressing the ideas and feelings of a colonial-time enslaved person, a woman, or an indentured servant.

Chapter 12, Lesson 1: pp. 308-317

Analyze the events that led to the writing of the Declaration of Independence.

Summarize the main points of the Declaration of Independence.

Activities:

- p. 312: Curriculum Connection (Art)—Make a political cartoon based on one of the events described in this lesson.
- p. 317: Meeting Individual Needs (Language Arts)—Write a paragraph explaining how *Common Sense* affected the cause of independence. Make a chart showing the cause-and-effect relationship between the events that led to the Declaration of Independence. Write a letter to Thomas Jefferson pointing out the contradictions in his position on slavery.

Chapter 13, Lesson 1: pp. 342-345

Analyze the effect of the Articles of Confederation on relations between states.

Explain why the Northwest Ordinance encouraged settlement of the Northwest Territory.

Activities:

- p. 344: Curriculum Connection (Art)—Make an illustration that shows the changes in the Northwest Territory.
- p. 345: Meeting Individual Needs (Geography)—Locate the Northwest Territory on a map and name the present-day states. Describe the problems caused

by the Articles of Confederation's placement of government power. Label different coins and currency used in the 1700's on a map.

Chapter 13, Lesson 2: pp. 346-351

Describe the basic structure of the Constitution.

Discuss the process of compromise in the creation of the Constitution.

Activities:

- p. 350: Curriculum Connection (Language Arts)—Set up debates as the delegates to the Constitutional Convention.
- p. 351: Meeting Individual Needs (Language Arts)—Write a paragraph that describes the basic structure of government set by the Constitution. Make an outline of the Great Compromise. Research delegates to the convention to find out his background to write the Constitution, and his stands and feelings.

Chapter 13, Lesson 3: pp. 354-357

Describe the basic structure of the Constitution.

Analyze the system of checks and balances.

Activities:

- p. 355: Field Trip (History)—Visit Philadelphia to see Independence Hall or make drawings and a narrative of the tour.
- p. 356: Curriculum Connection (Science)—Research an environment to learn how plants and animals live together.
- p. 357: Meeting Individual Needs (Government)—Write an explanation of why our government is a federal system of government. Make a mural showing the 3 branches of government providing checks and balances. Compare and contrast the British government to the United States government.

Chapter 13, Lesson 4: pp. 358-363

Analyze the debate over ratifying the Constitution.

Describe the Bill of Rights.

Activities:

- p. 360: Citizenship (Government)—Rewrite the Bill of Rights in the form of a petition. Gather signatures, discuss people's responses to the petition.
- p. 362: Curriculum Connection (Current Events)—Research who joins the two major political parties.
- p. 363: Meeting Individual Needs (Government)—Create posters for the Federalist and Democratic-Republican Party. Write a constitution for the class. Research one of the authors of the Federalist Papers.

SS9—Science, Technology, and Society

- Describe how science and technology influence the economy and government.
- Predict problems that arise when scientific advancements and social standards or mores come into conflict.

- Explain the need for laws and policies to regulate scientific and technological applications.

GRADE FIVE

Chapter 1, Lesson 3, pp. 18-21

Understand the importance of studying history.

Analyze the effect that perspectives have on the interpretation of history.

Activities:

- p. 19: Curriculum Connection (Reading)—Read historical novels to obtain a feeling for the past.
- p. 20: Curriculum Connection (Music)—Give examples of music that is considered typically American.
- p. 21: Meeting Individual Needs (History)—Create a photo-history mural of themselves. Write a history of the fourth grade. Write an account of a current event as a future historian.

Chapter 4, Lesson 1: pp. 82-87

Analyze the effects of the Northwest environment on the Tlingit culture.

Evaluate the technology, art, and social ceremonies of the Tlingit.

Activities:

- p. 84: Curriculum Connection (Science)—Create a poster about the salmon run.
- p. 87: Meeting Individual Needs (Culture)—Name different climates and Native American people in the West Region. Write why the Tlingit were able to develop technology and art. Research totem poles.

Chapter 15, Lesson 1: pp. 404-409

Analyze the effect of the cotton gin on the Southern economy.

Describe the growth of factories and the daily life of workers.

Explain how new machinery made farming more efficient.

Activities:

- p. 407: Curriculum Connection (Science)—Experiment with gears and make detailed drawings of how gears mesh and enable a vertical shaft to power a horizontal drive shaft.
- p. 409: Meeting Individual Needs (Science)—List the steps by which raw cotton was turned into cloth in the 1800's. Write descriptions about the machines in this lesson. Find out more about Eli Whitney's life.

Chapter 15, Lesson 2: pp. 410-414

Describe new forms of transportation in the 1800s.

Describe how the Erie Canal was built and how canals work.

Show how steam engines were used to power boats and railroads.

Activities:

- p. 411: Curriculum Connection (Math)—Calculate problems about the speed of steamboats.

- p. 414: Meeting Individual Needs (Art/Math)—Draw or paint a steamboat. Mark the transportation developments by 1860 on a map of the United States. Research engineering problems solved by the Erie Canal builders.

Chapter 17, Lesson 1: pp. 472-477

Explain how technology changed the way wars were fought.

Activities:

- p. 473: Curriculum Connection (Math)—Rewrite the bar graphs on p. 473 as circle graphs.
- p. 477: Meeting Individual Needs (Language Arts/History)—Write a sentence defining each Vocabulary word. Make a chart showing new weapons and other technological advances of the Civil War. Compare the attitudes of the North and South in the Civil War with those of Great Britain and the colonies in 1775.

Chapter 19, Lesson 1: pp. 540-545

Analyze the effects of new inventions on life in the United States.

Describe the development of large corporations in the U.S.

Explain the growth of labor unions.

Activities:

- p. 541: Curriculum Connection (Science)—Practice observation skills by brainstorming ways to use a raw potato.
- p. 545: Meeting Individual Needs (Science)—List the major inventions in this lesson and how they affected American life. Explain why workers organized labor unions. Report on Samuel Gompers.

Chapter 19, Lesson 4: pp. 560-565

Identify new inventions.

Activities:

- p. 562: Curriculum Connection (Health)—Find out about malaria and yellow fever and how Dr. Gorgas fought them.
- p. 563: Curriculum Connection (Science)—Make drawings about how wings are shaped and other factors that give an aircraft lift.

Chapter 20, Lesson 2: pp. 584-589

Explain how the automobile and other inventions changed life in America.

Describe how the media affected U.S. culture during the 1920s.

Activities:

- p. 586: Curriculum Connection (Math)—Compute simple interest of car payments.
- p. 587: Curriculum Connection (Art)—View videos of films from the 1920's and compare with films made today.
- p. 589: Meeting Individual Needs (History)—List steps that led to women's suffrage. Make a poster showing aspects of the Roaring Twenties. Find out more about a figure of the Harlem Renaissance.

Chapter 20, Lesson 5: pp. 608-611

Describe how life changed in the United States during the 1950s.

Activities:

- p. 611: Meeting Individual Needs (History)—Make before-and-after charts showing the changes in the U.S. from the 1940's to the 1950's. Show the division of Europe during the years just after World War II. Research ways in which European countries rebuilt themselves.

Chapter 21, Lesson 4: pp. 638-643

Define the space race and describe some of its major events.

Explain how advances in technology have helped Americans and other people throughout the world.

Activities:

- p. 639: Curriculum Connection (Science)—Research technological advances to which experimentation in space might lead.
- p. 641: Field Trip (Science)—Visit a local planetarium, natural history museum, or star-viewing session.

SS10—Global Connections

- Explain how language, art, music, literature, belief systems, and other cultural elements can both connect people and cause misunderstandings.
- Identify factors that contribute to cooperation among societies.
- Explore global issues.

A variety of activities from diverse cultures is found in every grade. Special features such as "Legacies," "Making a Difference," and "Many Voices" introduce students to songs, stories, and biographies. These features foster class discussions that will develop insights into the historical and cultural aspects of the unit being studied. In addition, students are given opportunities to discuss current events and global issues.