

Boochland County Public Schools

Grade 5 History

Marking Period 1

USI.1 a-g,i The student will demonstrate skills for historical and geographical analysis, including the ability to identify and interpret primary and secondary source documents, make connections between the past and the present, sequence events in United States history from pre-Columbian times to 1865, interpret ideas and events from different historical perspectives, analyze and interpret maps to explain relationships among landforms, water features, climatic characteristics, and historical events, distinguish between parallels of latitude and meridians of longitude, and identify the cost and benefits of specific choices.

USI.2 The student will use maps, globes, photographs, pictures, or tables to locate and describe the seven continents and five oceans, location of the geographical regions of North America, the water features important to the early history of the United States, and the key geographical features on maps, diagrams, and photos.

USI.3 The student will demonstrate knowledge of how early cultures developed in North America by recognizing evidence from ancient settlements, locating where the American Indians settled, and describing how the American Indians used their environment to obtain food, clothing, and shelter.

USI.4 The student will demonstrate knowledge of European exploration in North America and West Africa by describing the motivations, obstacles, and accomplishments of the Spanish, French, Portuguese, and English explorations, describing cultural and economic interactions between Europeans and American Indians that led to cooperation and conflict, and identifying the location and describing the characteristics of West African societies and their interactions with traders.

Marking Period 2

USI.1 a-g,i and **USI.2** (See Marking Period 1 for details.)

USI.5 The student will demonstrate knowledge of the factors that shaped colonial America by describing the religious and economic events and conditions that led to the colonization of America, comparing and contrasting life in the New England, Mid-Atlantic, and Southern colonies, describing colonial life in America from the perspectives of large landowners, farmers, artisans, women, indentured servants, and enslaved African Americans, and identifying the political and economic relationships between the colonies and Great Britain.

USI.6 The student will demonstrate knowledge of the causes and results of the American Revolution by identifying the issues of dissatisfaction that led to the American Revolution, identifying how political ideas shaped the revolutionary movement in America and led to the Declaration of Independence, describing key events and the roles of key individuals in the American Revolution, and explaining reasons why the colonies were able to defeat Britain.

Marking Period 3

USI.1 a-g,i and **USI.2** (See Marking Period 1 for details.)

USI.1 h The student will develop skills for historical and geographical analysis, including the ability to interpret patriotic slogans and excerpts from notable speeches and documents.

USI.7 The student will demonstrate knowledge of the challenges faced by the new nation by identifying the weaknesses of the government established by the Articles of Confederation, describing the historical development of the Constitution and the United States, and describing the major accomplishments of the first five presidents of the United States;

USI.8 The student will demonstrate knowledge of westward expansion and reform in American by describing territorial expansion and how it affected the political map of the United States, identifying the geographic and economic factors that influenced westward movement, describing the impact of inventions on life in America, and identifying the main ideas of the abolitionist and suffrage movements.

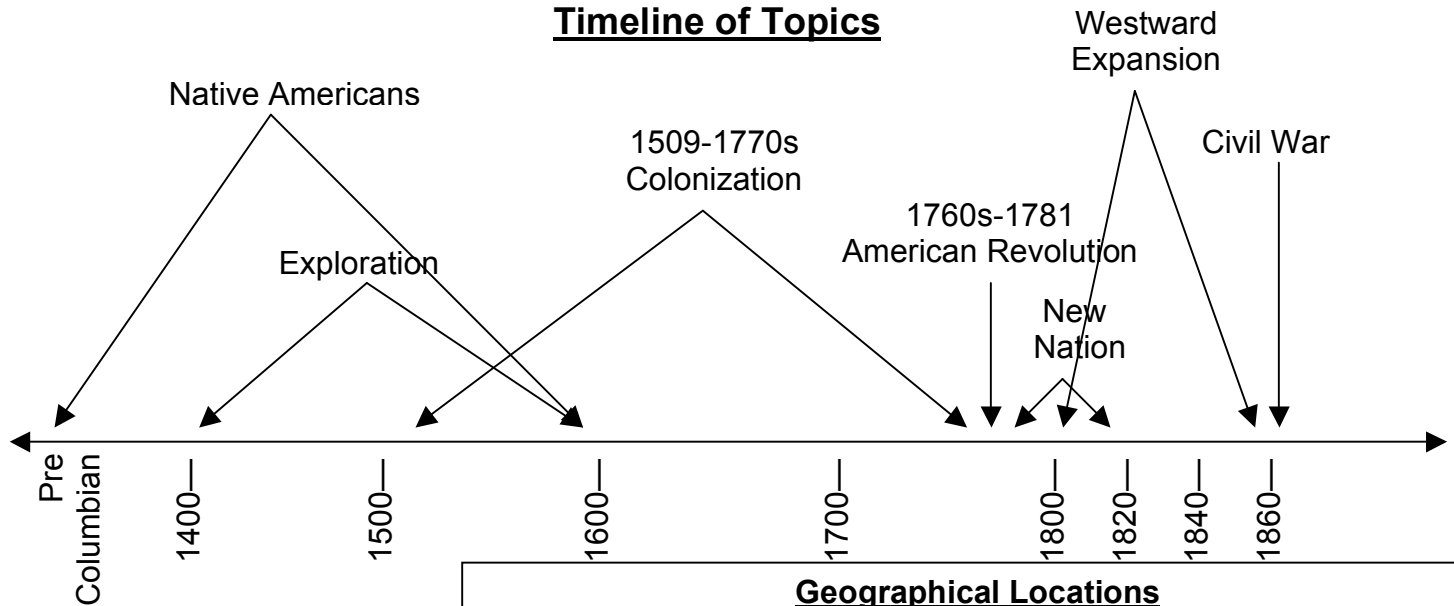
Marking Period 4

USI.1 a-i and **USI.2** (See Marking Period 1 and 3 for details.)

USI.9 The student will demonstrate knowledge of the causes, major events, and effects of the Civil War by describing the cultural, economic, and constitutional issues that divided the nation, explaining how the issues of states' rights and slavery increased sectional tensions, identifying on a map the states that seceded from the Union and those that remained in the Union, describing the roles of Lincoln, Davis, Grant, Lee, Jackson, and Douglass in events leading to and during the war, using maps to explain critical developments, such as major battles, in the war, and describing the effects of the war from the perspectives of Union and Confederate soldiers, women, and enslaved African Americans.

Grade 5 History

Timeline of Topics



Historical Figures

Kwakiutl Indians
 Inuit Indians
 Pueblo Indians
 Lakota Indians
 Iroquois Indians
 John Cabot
 Francisco Coronado
 Samuel de Champlain
 Robert le Salle
 George Washington
 Benjamin Franklin
 Thomas Jefferson
 Patrick Henry
 Phillis Wheatley
 Lord Cornwallis
 King George III
 Paul Revere
 James Madison
 John Adams
 James Monroe
 Isabella (Sojourner) Truth
 Susan B. Anthony
 Elizabeth Cady Stanton
 Abraham Lincoln
 Jefferson Davis
 Ulysses S. Grant
 Robert E. Lee
 Thomas "Stonewall" Jackson
 Frederick Douglass
 Robert Smalls
 Clara Barton

Geographical Locations

Asia	Africa	Australia
North America	South America	Europe
Antarctica	Atlantic Ocean	Pacific Ocean
Arctic Ocean	Indian Ocean	Southern Ocean
Gulf of Mexico	Coastal Plain	Canadian Shield
Appalachian Highlands	Interior Lowlands	Great Plains
Rocky Mountains	Basin and Range	Coastal Range
Ohio River	Mississippi River	Columbia River
St. Lawrence River	Colorado River	Missouri River
Rio Grande River	Great Lakes	Cactus Hill
West Africa	England/Great Britain	France
Spain	Portugal	

Key Vocabulary

Geographic
 Topography
 Environment
 Motivation
 Obstacle
 Accomplishment
 Cultural
 Latitude
 Longitude
 Colonization
 Economic
 Principles
 Emerge
 Factors
 Impact
 Secede
 Suffrage
 Abolition

Historical Document

Declaration of Independence
 Articles of Confederation
 Constitution
 Bill of Rights
 Monroe Document
 Emancipation Proclamation

Suggested Parent Activities

Ask your child:

- to describe the major regions of the United States including major rivers, mountains, and oceans, and support their opinion for which region is the best to live in.
- identify the major contributions of each historical figure on the history of the United States.