

**5<sup>th</sup> Grade Social Studies**  
**The TEKS Explained**  
**2008-2009**

**First Nine Weeks** August 25 – October 17

**Week One: States, Capitals and Regions of the US** TEKS 6A, 7ABC, 8BC

- Understand the term region: large area that has common features that set it apart from other areas. (p24-25)
- Identify and describe the regions of the United States – Southeast, Southwest, Northeast, Midwest, and West; know how each region is different. (p26-27)
- Locate and identify the states and capitals on a U.S. map.
- IFA 7-8, 20, 30, 24

**Week Two: Interpret and Construct Maps** TEKS 6AB

- Identify features of a map and understand purpose of each. (pH12)
  - Map title – tells what map is about
  - Legend or key – tells what the symbols on a map stand for
  - Symbol – small drawing or a color that stands for something on the map
  - Compass rose – a pointer that shows the cardinal directions; may also show intermediate directions
  - Cardinal directions – north, south, east, and west
  - Intermediate directions – northeast, northwest, southeast, and southwest
  - Scale – helps measure distances on a map
  - Grid system – pattern of horizontal and vertical lines that can help find locations on a map
- Use the map features to interpret maps and construct maps.
- IFA1-4, 10

- Compare and contrast Native American groups in North America before European exploration
  - how their environment determined the ways they lived and survived
  - their economic patterns
  - celebrations, customs, and traditions
  - significant leaders and contributions
- Use a graphic organizer (such as a chart or table, a sort, a Venn diagram, or foldables), to record this information.
  
- Eastern Woodlands (p76-80)
  - Iroquois – worked as a league or group to govern themselves
  - Used resources from their environment: forests – wood for houses; animals for food; animal skins for clothing; water and fish from rivers and lakes; grew crops such as corn and beans
  - Shelter – longhouses; living area for as many as 12 families
  - Wampum – highly valued by Iroquois (p79)
  
- Great Plains (p82-85)
  - Cheyenne
  - Followed herds of buffalo; some Plains Indians farmed
  - Used buffalo for many things: food, clothing, blankets, tepees; carved buffalo horns into bowls; used buffalo stomachs, hung from four poles, as cooking pots
  - Horses – made it much easier to hunt buffalo; easier to move their settlements. Cheyenne became skilled riders.
  
- Southwest (p88-91)
  - Pueblo – a village life based on farming; developed irrigation to grow crops
  - Hopi – villages on top of high mesas; men governed their villages; women owned all the property; kachina dolls (used to educate young children about their religion)
  
- Northwest (p94-97)
  - Kwakiutl
  - Hunters and gathers – animals from the forests; fish, seals, and whales from the coastal waters; provided meat for food, furs for clothing, and oil for lamps and heating
  - Potlach (p94)
  - Displaying wealth and generosity was important in Kwakiutl culture.
  - Totem poles – carved posts with animals or other images representing a person’s ancestors; a way of showing wealth
  - Shelter – log houses
  - Shaman (p96)
  
- IFA 11-14, 16-18, 15

***(Refer to Celebrate Freedom! Unit for this week's lessons.)***

- What is the Preamble and what does it do?
  - the introduction to the Constitution
  - explains the purposes of the U.S. Constitution
    - ✓ to form a more perfect union
    - ✓ to establish justice
    - ✓ to ensure peace
    - ✓ to defend the nation
    - ✓ to protect the people's well-being and liberty

“We the people of the United States, in order to form a more perfect Union, establish justice, insure domestic tranquility, provide for the common defense, promote the general welfare, and secure the blessings of liberty to ourselves and out posterity, do ordain and establish this Constitution for the United States of America.”

- Learn and recite the Preamble to the Constitution of the United States
  
- Identify (by sight) and explain significance of selected patriotic symbols and landmarks of the United States
  - Understand meaning of symbol: an object that stands for, or represents, something else
  - Understand that the United States flag, the bald eagle, the Liberty Bell, and Uncle Same are all symbols of the United States
  - Name and identify (by sight) these symbols that stand for the United States
  - American flag
    - ✓ red, white, and blue
    - ✓ stars stand for each of the 50 states
    - ✓ stripes stand for the original 13 colonies
  - bald eagle
    - ✓ symbol of America
    - ✓ our national bird
    - ✓ native to America
  - Liberty Bell
    - ✓ celebrates our freedom
    - ✓ on display in Philadelphia, Pennsylvania
    - ✓ was rung on several occasions such as the signing of the Declaration of Independence
    - ✓ has a large crack up the front of the bell

- Uncle Sam
  - ✓ portrayed as a tall, bearded, white-haired man dressed in a red, white, and blue suit and wearing a top hat
  - ✓ His name has the same initials as the United States, and he is a symbol of our country.
  - ✓ May be based on a real man named Sam Wilson who inspected meat for the U.S. Army and stamped U.S. (United States) on each barrel of meat.
  - ✓ Sam Wilson was called Uncle Sam as a nickname.
  - ✓ Soon people began saying that meat or anything with U.S. marked on it came from Uncle Sam.
  
- Understand meaning of landmark: a building or place that is important or interesting
- Name and identify (by sight) selected United States landmarks and explain why they are significant
- Understand that the White House, the Capitol Building, and the Statue of Liberty are all important landmarks
- the White House
  - ✓ where the President and his family live
  - ✓ located at 1600 Pennsylvania Avenue in Washington, D.C.
- the Capitol Building
  - ✓ where Congress meets to make laws for our country
  - ✓ located on Capitol Hill in Washington, D.C.
- Statue of Liberty
  - ✓ stands on Liberty Island in New York Harbor
  - ✓ a symbol of freedom
  - ✓ a gift from the people of France to the people of the United States
  
- Understand meaning of monument: a building or statue that honors a person or event
- Name and identify (by sight) selected U.S. monuments and explain why they are important
- Understand that the Lincoln Memorial and the Washington Monument are monuments that honor two of our past presidents
- Lincoln Memorial
  - ✓ located in Washington, D.C.
  - ✓ honors President Abraham Lincoln
  - ✓ looks like an ancient Greek temple
  - ✓ A 19-foot statue of the president sitting in a chair is inside the Lincoln Memorial.
- Washington Monument
  - ✓ honors first President George Washington
  - ✓ tallest building in Washington, D.C. (555 feet, 5 inches)
  - ✓ built in the shape of an obelisk, a 4-sided pillar that ends in a point

- Describe the contributions of Benjamin Banneker
  - an inventor, mathematician, and astronomer
  - the son of a freed slave
  - surveyed the land on which Washington, D.C. is built
  
- Explain the meaning of the Pledge of Allegiance
  - Understand meanings of unfamiliar words in the Pledge
    - ✓ pledge – promise
    - ✓ allegiance – loyalty
    - ✓ indivisible – not able to be divided
    - ✓ liberty – freedom
    - ✓ justice – fairness, integrity
  
- IFA 60-62, 19

## **Week Five: European Exploration in the United States**

TEKS 8A, 11A

- Compare and contrast explorers to North America.
  - Christopher Columbus – p135-138
  - Ponce De Leon – p147
  - Henry Hudson – p. 165-166
  - Robert La Salle – p242
- Record information on a graphic organizer, or by conducting a “Gallery Walk” of the explorers and completing a notecard on each.
  - Native country
  - Country that funded or sponsored their journey
  - Reasons for exploring
  - When and where they explored
  - Significant results
- Create a timeline of the explorers.
- Identify explorers’ routes on maps.
- IFA 21-22, 29

## **Week Six: Early Colonial Period**

TEKS 1AB, 15AB

- Why did European countries want to establish colonies in the Americas? (p157)
  - to find gold
  - for the natural resources
  - to establish a claim to the land
- Roanoke Island (p156-157)
  - England’s first attempt at a permanent settlement in the Americas
  - off the coast of what is now North Carolina
  - 1585 – first attempt failed; starving English returned home
  - 1587 – second attempt
  - John White, the leader
  - Colony struggled and White returned to England for supplies.
  - England was at war and could not spare a ship to send supplies; White unable to return to Roanoke until 1590
  - When he arrived, everyone had disappeared.
  - The word “CROATOAN” was carved into a tree; Croatoan was the name of an Indian group near the island.
  - No one knows what happened to the colonists.
  - known as the “The Lost Colony”

- Jamestown (p159-163, 181)
  - first permanent English colony in North America
  - located in eastern Virginia
  - founded in 1607
  - John Smith, the leader
  - The men searched for gold instead of planting crops and building houses.
  - Smith ordered: “He that will not work, shall not eat.”
  - Settler named John Rolfe raised tobacco – soon became Virginia’s first cash crop
  - LA integration: “Digging Up the Past” – a *Time for Kids* article – 5<sup>th</sup> grade *McGraw-Hill Reading* (pages 244-249)
  
- House of Burgesses (p162)
  - first law-making assembly in an English colony
  - met for the first time in 1619
  - self-government
  - all members white male landowners
  
- New Amsterdam (p165, 167, 181)
  - Dutch colony
  - later taken over by the English and given a new name
  - known today as New York City
  
- Plymouth (p168-171, 181)
  - settled by a group of Separatists – separated from the Church of England – wanted to worship as they pleased – were persecuted for their beliefs
  - became known as Pilgrims
  - William Bradford, the leader
  - sailed on the *Mayflower* in 1620
  - wrote Mayflower Compact – a plan of government to establish “just and equal laws” for their colony – before landing the ship
  - Samoset and Squanto – Native Americans who helped the Pilgrims
  - Pilgrims invited the Wampanoag to their “thanksgiving” celebration.
  
- Massachusetts Bay (p172-173, 181)
  - settled by a group of Puritans – in search of religious freedom – were persecuted for their beliefs
  - 1630
  - John Winthrop, the leader
  - named their main settlement Boston
  - towns carefully planned – meetinghouse at center of each town – where town meetings and religious services were held
  - education important – built the first public school in the colonies
  
- IFA 31, 35-36, 38-39

## **Week Seven: Comparing the New England, Middle, and Southern Colonies**

TEKS 1AB, 7ABC, 9AB, 10B, 12A

- Remind students that states had not been formed yet and that the areas of land in which these first people lived were called colonies.
- A colony may be defined as “a region or area ruled by a faraway government.”
- Explain that in the case of most of the American colonies the government that ruled from far away was England (or Great Britain).
- Locate England (or Great Britain) on a classroom world map and then trace across the Atlantic Ocean to the eastern coast of the United States to show the area of the colonies.
- Complete a Graphic Organizer comparing the Southern, Middle, and New England Colonies (*Refer to textbook pages 177-182 and 205.*)
  - reasons for founding
  - geography and climate
  - significant people
  - jobs/economy
  - government
- Label on a map the Southern, Middle, and New England areas by assigning a specific color to each region.
- Identify and name the colonies in each area.
- Create a map key with symbols that stand for the major industries in the colonies; draw the symbols on the map in the appropriate areas.
- Understand the term free enterprise: economic system in which people are free to start their own businesses and own their own property.
  
- Roger Williams (p178, 184-185)
  - Puritan minister in Salem, Massachusetts
  - a dissenter – a person whose views differ from those held by most people
  - believed that the government should not punish people for what they believe
  - Puritan leaders forced Williams to leave Massachusetts.
  - Williams founded a settlement he named Providence – would later be called Rhode Island.
  - first English colony in North America to offer complete religious freedom to its settlers
  
- Anne Hutchinson (p178, 184-185)
  - Puritan leader in Massachusetts – held religious discussions in her Boston home
  - a dissenter – believed that a person’s own faith was more important than the rules of the church
  - was forced to leave Massachusetts because of her beliefs
  - moved to Rhode Island

- William Penn (p179, 183)
  - a Quaker who founded the colony of Pennsylvania
  - Pennsylvania means “Penn’s Woods.”
  - Quakers opposed war and believed that people could worship God without going to church or following religious leaders.
  - He wanted people from different nations and religions to live together in peace.
  - Named the main settlement Philadelphia, which means “city of brotherly love”
  
- IFA 32-33, 37, 43

**Week Eight: Review and Reteach for DA#1**