

# 5<sup>th</sup> Grade Social Studies

## The TEKS Explained

### 2008-2009

#### Second Nine Weeks October 20 – December 19

#### Week One: Events Prior to the American Revolution

- French and Indian War (p247-250)
  - Background: Britain, France, and Spain often fought one another to gain more territory around the world. In North America, Britain and France both claimed the Ohio River Valley. The British wanted to farm the rich soil there. The French wanted to trap beavers so that they could trade their furs. (Note: France based their claim to the area on the explorations of Robert La Salle.) The dispute turned into a war in 1754.
  - Lasted almost 10 years.
  - Most Native Americans fought on the French side, but some fought with the British.
  - Europeans called the Native Americans “Indians,” so the British called the war the French and Indian War.
  - George Washington fought in the first battles of the French and Indian War.
  - At first, Britain lost many battles; by 1762, the French were asking for peace.
  - War officially ended when Britain and France signed the Treaty of Paris in 1763.
  - Effects of the French and Indian War: 1) Britain gained control of land between the Appalachian Mountains and the Mississippi River. (*Have students locate this area on a map.*) 2) The lands of many Native American groups now belonged to Britain, and settlers wanted to move onto this land. 3) Britain was left with huge debts.
  
- Proclamation of 1763 (p251)
  - Native Americans were afraid settlers would destroy their way of life.
  - Attacked forts and houses
  - Britain (King George III) issued the Proclamation of 1763.
  - Stated that colonists could not move west of the Appalachian Mountains
  - Colonists disliked the law; some ignored it; tensions began to grow between the colonists and Britain.

- Stamp Act (p. 269-270)
  - King George III – king of Britain during the American Revolution
  - Parliament – Britain’s law-making assembly
  - After fighting the F and I War, Britain needed money to pay its debts.
  - Parliament passed the Stamp Act in 1765 – colonists would have to pay a tax on printed materials such as legal documents, newspapers, and playing cards.
  - Colonists were angry: did not want to pay more money for things they used every day; were even angrier because they had no say in making the law (“taxation without representation”).
  - Protested the Stamp Act by: refusing to buy stamps; threatening and attacking the stamp collectors; protests in the streets.
  - Parliament repealed (cancelled) the law in 1766.
  
- Patrick Henry (p. 274-275, 281)
  - Virginia Patriot and lawyer
  - known for his bold and inspiring speeches
  - famous for his brave speeches in defense of colonists’ rights
  - one of the first to speak out against the Stamp Act
  - believed that the Virginia colonists were the ones who should decide what taxes they should pay
  - In 1775, he warned that war was coming in his most famous speech. It ended with these words: “I know what course others may take; but as for me, give me liberty or give me death!”
  
- IFA 40-42, 48

**Week Two: Events Prior to the American Revolution**

TEKS 2AB

- Townshend Acts (p. 272)
  - Britain still needed money, so they passed the Townshend Acts the next year.
  - Placed a tariff – a tax on imported goods – that the colonists imported from Britain.
  - By passing this law, the British government showed it still believed that Parliament still had the right to make laws for the colonists
  - Caused new protests in the colonies
  - Colonists decided to boycott (refuse to buy) British imports.
  - Boycott hurt British business.
  - Britain took stronger action: sent British warships to Boston Harbor.

- Boston Massacre (p.276-277)
  - Background: Colonists still angry that British soldiers were living in their towns; soldiers took jobs away from them by working for lower pay in their spare time. Soldiers were unhappy about being far from home.
  - Relationship between colonists and soldiers became especially tense in Boston: fist fights and name calling (“lobsterbacks”)
  - Violence erupted on March 5, 1770, in Boston. (*Analyze the picture of the Boston Massacre using the FIT strategy.*)
  - Crowd began to gather around 9:00 at night in front of the Customs House where a soldier was standing guard; people insulted the soldiers, calling them names and throwing stones and snowballs; Captain Thomas Preston and seven other soldiers hurried to the area; soldiers loaded their muskets.
  - No one is sure exactly what happened next: Some said that the Captain ordered his soldiers not to fire their guns. One soldier said that he heard the command to fire, and he shot his gun into the crowd; then other soldiers fired their rifles. Within minutes, five people lay dead or dying, and six more were wounded.
  
- (<http://bostonhistory.org/bostonmassacre/>)
 

This interactive game allows students to enter a code name to be used in a secret mission to discover the truth behind the Boston Massacre. While in this virtual field trip students need to discover if sources related to the massacre are reliable, if primary documents help or hinder the truth, and if there really was a massacre. An interactive timeline and trial notes help the “agent” discover the truth behind key events in American history.
  
- Tea Act (p279)
  - Background: Following the Boston Massacre, Britain repealed all of the unpopular taxes on the colonists, except the tax on tea. Many colonists refused to buy tea from Britain, and the largest tea company in Britain, the British East India Company, was losing money. So Parliament passed the Tea Act.
  - Tea Act stated that the British East India Company was the only company that could sell tea to the colonies.
  - Colonists angry because it was another unfair law passed without their approval; colonists protested and refused to buy tea.
  
- Boston Tea Party (p279)
  - December 16, 1773; Boston
  - Members of the Sons of Liberty dressed up as Native Americans and climbed aboard the tea ships in Boston Harbor.
  - Dumped hundreds of boxes of tea into the water, being careful not to damage anything except the tea.
  - Afterward, colonists called this incident the Boston Tea Party.
  - In England, King George was furious.

- Samuel Adams (p. 270-271, 278, 287)
  - Boston Patriot
  - organized the Sons of Liberty
  - formed the Committees of Correspondence
  
- Mercy Otis Warren (p. 273, 307)
  - Patriot writer
  - wrote plays and articles in support of American independence
  - helped lead boycotts against British tea
  
- Crispus Attucks (p277)
  - an African American Patriot and former slave was killed in the Boston Massacre.
  
- Paul Revere (p278, 284-285, 286-287)
  - an “express rider” for the colonies; a silversmith; pictured the Boston Massacre in an engraving which shows soldiers firing at a peaceful crowd.
  
- IFA 44

**Week Two (continued): National Election and Branches of Government**  
 TEKS 17AB, 19ABD, 20AB

- Discuss how leaders are chosen and the importance of participation in the democratic process.
- Responsibilities of citizens
  - Citizens 18 years old and older have the right to vote.
  - important to participate in the process of choosing leaders and making laws
  - other key responsibilities: obeying the laws, respecting the rights of others, going to school
- Explain political symbols such as the donkey and elephant.
  - Two main political parties: the Democratic Party and the Republican Party
  - Republican Party symbol – the elephant
  - Democratic Party symbol – the donkey
  - **Background information:** Cartoonist Thomas Nast introduced the elephant as the Republican Party symbol in an 1874 cartoon in *Harper’s Weekly*. Andrew Jackson first used the donkey as a Democratic Party symbol after his opponents called him a “jackass” in the 1828 election. Some years later, after Nast used the symbol of the donkey for the Democratic Party in a cartoon, it became widely associated with the Democratic Party.

- Branches of government (pages 348-349)
  - Legislative Branch
    - ✓ Congress – Senate and House of Representatives
    - ✓ makes laws
  - Executive Branch – President
    - ✓ makes sure laws are carried out
    - ✓ commander of the armed forces
  - Judicial Branch – Supreme Court
    - ✓ interprets laws – decides what laws mean
    - ✓ decides if laws follow the Constitution
  - separation of powers: each branch has different powers
  - system of checks and balances: purpose – to prevent any one branch from becoming too powerful
  - veto: to reject; to refuse to sign into law
- IFA 64-65, 53

### **Week Three: National Election and Branches of Government**

TEKS 17AB, 19ABD, 20AB

- Leaders and leadership
  - Name current President of the United States: George W. Bush; born in Connecticut; home state-Texas
  - Discuss leadership qualities
    - ✓ What makes a leader a good leader?
    - ✓ What traits does a leader need?
    - ✓ What traits does a president need in order to run a country?
    - ✓ Compare the leadership qualities of George Washington and George W. Bush.
- National and state governments
  - There are certain powers that only the national government has.
    - ✓ make laws about trade with other countries
    - ✓ produce coins and paper money
  - There are certain powers that only state governments have.
    - ✓ managing education and elections
  - The national government and state governments share some powers.
    - ✓ passing tax laws
    - ✓ managing roads
- IFA 67

### **Week Three (continued): Events Prior to the American Revolution TEKS 2AB**

- Intolerable Acts (p280)
  - Parliament decided to punish the colonists after the Boston Tea Party.
  - Passed several harsh laws: 1) closed Boston Harbor; 2) colonists were ordered to house and feed the soldiers; 3) Massachusetts was put under control of a British general.
  - Colonists said that they could not tolerate (accept) the laws; called the laws the Intolerable Acts.
- First Continental Congress (p281)
  - September 1774
  - Philadelphia
  - Leaders from 12 of the 13 colonies met to discuss how to oppose the Intolerable Acts.
  - Voted to stop all trade with Britain until Intolerable Acts were repealed.
  - Agreed to begin training militias (volunteer armies)
  - Agreed to meet again in one year if situation had not improved
- George Washington (p281, 283)
  - wealthy farmer; member of the House of Burgesses
  - represented Virginia at the First Continental Congress
  - was ready to fight against the British if necessary
  
- IFA 45-46, 58

### **Week Four: Events during the American Revolution TEKS 2AB, 16A**

- Analyze and sequence events during the American Revolution
  - Paul Revere's ride (p. 286-287)
    - ✓ April 18, 1775
    - ✓ British soldiers were marching from Boston to Concord to “seize and destroy” Patriot military supplies; wanted their march to be a secret
    - ✓ There were rumors that the British were also going to arrest Patriot leaders Samuel Adams and John Hancock.
    - ✓ Paul Revere learned about the secret plans and decided to warn the militias in Lexington and Concord.
    - ✓ Paul Revere and William Dawes (a shoemaker) rode toward Lexington and Concord spreading the warning; joined by Samuel Prescott (a young doctor).
    - ✓ They were noticed by British soldiers, and Revere was captured; Dawes escaped; Prescott rode on to Concord and warned the militia.

- Battle of Lexington (p. 288-289)
  - ✓ first battle of the American Revolution; April 19, 1775 (the next day after Paul Revere's ride)
  - ✓ a British victory
  - ✓ came to be known as "the shot heard round the world"
  - ✓ Refer to map on p. 288.
  
- Battle of Concord (p. 289)
  - ✓ The British celebrated their victory at Lexington and marched on to Concord.
  - ✓ Militia men had poured into Concord, and Patriots had the advantage.
  - ✓ British suffered heavy losses and retreated to Boston.
  - ✓ Refer to map on p. 288.
  
- Battle of Bunker Hill (p. 290-291)
  - ✓ Charlestown, Massachusetts; across Boston Harbor from Boston; June 1775
  - ✓ Costly victory for the British
  - ✓ Fighting actually took place on Breed's Hill, but battle is known as Battle of Bunker Hill
  - ✓ The quote – "Don't fire until you see the whites of their eyes." – is from this battle.
  - ✓ Refer to map on p. 290.
  
- Second Continental Congress
  - ✓ began meeting in May of 1775 in Philadelphia, Pennsylvania
  - ✓ formed a Continental Army and chose George Washington to be the leader of the army
  - ✓ John Hancock served as president of the Congress
  - ✓ made one last attempt to avoid war by sending the Olive Branch Petition to King George III; King George refused to even read it
  - ✓ A committee was formed to draft the Declaration of Independence.
  - ✓ committee members: Benjamin Franklin, John Adams, Roger Sherman, Robert Livingston, and Thomas Jefferson
  - ✓ committee chose Jefferson to write the Declaration of Independence; spent the next two weeks writing it
  - ✓ Congress approved the Declaration of Independence on July 4, 1776.
  - ✓ Delegates knew that signing the document was an act of treason; punishment for treason was death.
  - ✓ Ben Franklin: "Yes, we must indeed all hang together, or most assuredly we shall all hang separately."

- Olive Branch Petition
  - ✓ a letter sent to King George III from members of the Second Continental Congress in an attempt to avoid war
  - ✓ told the king that colonists were still loyal to Britain
  - ✓ said that war could be avoided if the king would give colonists more freedom to govern themselves
  - ✓ King George III refused to read the petition.
- *Common Sense*
  - ✓ a pamphlet written and published by Thomas Paine
  - ✓ argued that it was “time to part” with Britain
  - ✓ convinced many colonists that it was time to declare independence
- Declaration of Independence
  - ✓ document declaring the thirteen colonies independent from Great Britain
  - ✓ written mainly by Thomas Jefferson during the Second Continental Congress
  - ✓ adopted on July 4, 1776, by the Second Continental Congress
- Identify the purposes and explain the importance of the Declaration of Independence
  - explains why the colonists felt it was necessary to write the document
  - describes the rights all people should have: “We hold these truths to be self-evident, that all men are created equal, that they are endowed by their Creator with certain unalienable rights, that among these are life, liberty and the pursuit of happiness.”
  - explains why governments are established
  - describes citizens’ rights if the government acts unfairly
  - presents a general complaint against the British king
  - declares the colonies’ independence
- Analyze the events listed above by sequencing and organizing in a timeline
- Identify significant contributions of Patriot leaders (relative to the events above)
  - Paul Revere
    - ✓ Patriot express rider and silversmith
    - ✓ created a famous engraving of the Boston Massacre (p. 285)
    - ✓ rode from Boston to Lexington on the night of April 18, 1775, warning colonists that British soldiers were coming
  - John Adams
    - ✓ Patriot leader

- ✓ member of Second Continental Congress
- George Washington
  - ✓ member of Second Continental Congress
  - ✓ chosen to be the Commander-in-Chief of the Continental Army
- John Hancock
  - ✓ Patriot leader
  - ✓ president of the Second Continental Congress
  - ✓ first person to (boldly) sign the Declaration of Independence
  - ✓ His signature became so famous that to this day people call their signature a “John Hancock.”
- Thomas Paine
  - ✓ recent immigrant (came from Britain to America in 1774)
  - ✓ published a pamphlet called *Common Sense*
  - ✓ strongly in favor of independence
- Benjamin Franklin
  - ✓ member of the Second Continental Congress
  - ✓ helped write the Declaration of Independence
  - ✓ a writer, printer, inventor, and scientist
  - ✓ A citizen of Philadelphia, he helped to establish a library, a hospital, and a college.
  - ✓ He was the colonies’ representative to the British government in England from 1757-1775.
  - ✓ He had a talent for staying calm when others were angry.
- Thomas Jefferson
  - ✓ member of the Second Continental Congress
  - ✓ main writer of the Declaration of Independence
  - ✓ thirty-three years old; from Virginia
  - ✓ already known as a fine writer and thinker
  - ✓ Benjamin Franklin and John Adams asked him to write the first draft of the colonies’ declaration of independence.
  - ✓ In his room in Philadelphia, he wrote and rewrote for two weeks.
  - ✓ Adams and Franklin made only a few changes to the document.
- IFA 47, 49-52

## **Week Five: Events during and after the American Revolution**

TEKS 2AB, 16A, 19C, 25ABCDE

- Analyze and sequence events during and after the American Revolution
  - Battle of Saratoga
    - ✓ American victory over the British troops in 1777
    - ✓ the turning point in the American Revolution
    - ✓ showed the world that the Continental Army could win the war
    - ✓ convinced France to join the Americans in the fight against Britain
    - ✓ See map on p. 317.
  - the winter at Valley Forge
    - ✓ during the winter of 1777-1778
    - ✓ Washington's army camped in the snow at Valley Forge, Pennsylvania.
    - ✓ Soldiers were tired, starving, freezing, didn't have warm clothing, and many didn't have shoes.
    - ✓ More than 2,500 men died that winter, but the army refused to give up.
  - Battle of Yorktown
    - ✓ British army set up camp at Yorktown, Virginia
    - ✓ Washington's army and the French trapped the British in the port of Yorktown
    - ✓ After a week of fighting, the British surrendered.
    - ✓ last big battle of the war – October 1781
    - ✓ See map on p. 317.
  - Treaty of Paris
    - ✓ officially ended the American Revolution - 1783
    - ✓ Great Britain recognized the United States of America as an independent nation.
- Summarize the results of the American Revolution
  - Treaty of Paris of 1783
    - ✓ ended the American Revolution
    - ✓ Britain recognized the United States of America as an independent nation
    - ✓ signed by Americans Benjamin Franklin, John Adams, and John Jay
- Identify the contributions of significant individuals (relative to the events above)
  - George Washington
    - ✓ Commander-in-Chief of the Continental Army during the American Revolution

- General Cornwallis
  - ✓ commanding general of the British forces that were defeated at Yorktown in 1781, ending the American Revolution
- IFA 54, 68

**Week Six: Thanksgiving Break**

**Week Seven: Constitutional Convention and Bill of Rights TEKS 3AB, 21ABC**

- Summarize the events that led to the creation of the U.S. Constitution
  - weaknesses of the Articles of Confederation (pages 338-340)
    - ✓ no strong central government
    - ✓ set up a central government with only one branch – a legislative branch that passes laws
    - ✓ no executive branch to carry out and enforce the laws  
(Examples: could not pass and enforce laws to collect taxes to run the government; could not pass and enforce laws making rules for trade with other countries)
    - ✓ no leader
    - ✓ no judicial branch, or court system, to interpret the laws
  - Shays' Rebellion (page 341)
    - ✓ revolt of Massachusetts farmers
    - ✓ led by Daniel Shays, a farmer and Revolutionary War veteran
    - ✓ Since Massachusetts had borrowed money to fight the Revolutionary War, it now tried to pay off its debt by taxing its citizens and their property.
    - ✓ Farmers were hit especially hard.
    - ✓ Daniel Shays became a leader in a movement demanding lower taxes.
    - ✓ Shays led an attack on the federal arsenal at Springfield to secure weapons and ammunition for their rebellion.
    - ✓ The attack was unsuccessful, but it gave Americans more reason to strengthen the national government.

- Constitutional Convention (pages 344-350)
  - State House in Philadelphia, Pennsylvania
  - May – September, 1787
  - original goal was to revise the Articles of Confederation
  - would end up replacing the Articles with a new Constitution
  - decided to work in secret – nailed windows shut and placed guards at the doors
  
- What is the Constitution?
  - a written document that contains the main laws of our country
  
- What does the Constitution do?
  - explains how our government is organized
  - explains how someone may become president
  - explains how the branches of government are organized
  - explains important rights of people in the United States
  
- Identify contributions of individuals who helped create the U.S. Constitution
  - James Madison (See biography on page 351)
    - ✓ from Virginia
    - ✓ member of the Continental Congress
    - ✓ one of the main writers of the Constitution
    - ✓ wrote the first 12 amendments to the Constitution, ten of which were ratified as the Bill of Rights
    - ✓ His day-to-day notes are the most complete record of the Constitutional Convention.
    - ✓ considered the “Father of the Constitution”
  
  - Roger Sherman
    - ✓ member of the Continental Congress
    - ✓ member of the committee that drafted the Declaration of Independence
    - ✓ helped draft the Articles of Confederation
    - ✓ member of the Constitutional Constitution
    - ✓ During debates over competing plans at the Convention, he suggested a compromise which came to be known as the Great Compromise.
  
  - George Washington
    - ✓ from Virginia
    - ✓ a surveyor, farmer, soldier, member of Continental Congress, commander-in-chief of Continental Army
    - ✓ unanimously elected to be the leader of the convention
  
- IFA 55-57, 59, 66, 71, 78

## **Week Seven (continued): Bill of Rights**

TEKS 21ABC

- Bill of Rights (p. 354)
  - Why was Bill of Rights added? (to guarantee freedoms by placing specific limits on government)
  - What is the Bill of Rights? (first ten amendments to the Constitution)
  - What is an amendment? (a change or addition to the Constitution)
  - Understand and be able to explain important individual rights:
    - ✓ What is meant by freedom of religion? freedom of speech? freedom of the press? right to assemble peacefully? right to voice complaints to the government?
    - ✓ Give an example of each of the rights mentioned above.
    - ✓ Describe important due process rights: right to a trial by a jury and the right to a lawyer
  
- IFA 69-70, 72-73

## **Week Eight: Review and Reteach for District Assessment #2**

## **Week Nine: Holiday Celebrations and Campus Holiday Activities**