

5th Grade Social Studies
The TEKS Explained
2009-2010

Third Nine Weeks January 5 - March 12 (47 days)

Week One: Constitutional Convention and U.S. Constitution

TEKS 3AB

To the Teacher: Use the following United Streaming video to **review** the events and individuals of the American Revolution. There is a video quiz at the end.

United Streaming

"The American Revolution: From Colonies to Constitution: The War for Independence"
- 15 minutes

- Summarize the events that led to the creation of the U.S. Constitution
 - Weaknesses of the Articles of Confederation (p338-340)
 - ✓ no strong central government: no leader; only one branch of government - 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 judicial branch, or court system, to interpret the la
 - 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, and 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 (p344-350)
 - 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

United Streaming

"The Almost Painless Guide: U.S. Constitution" - 10 segments - each 1-3 $\frac{1}{2}$ minutes

See the following segment:

- "The Constitutional Convention" - 1:41

- What is the Constitution?
 - a written document that contains the main laws of our country
 - 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

United Streaming

"The Almost Painless Guide: U.S. Constitution" - 10 segments - each 1-3 $\frac{1}{2}$ minutes

See the following segments:

- "An Introduction to the U.S. Constitution" - 3:32
- "Field Trip to Philadelphia" - 1:54
- "The Almost Painless Review of the U.S. Constitution" - 1:28
- "Video Quiz: The U.S. Constitution" - 2:00
- "The Preamble" - 1:29
- "Checks and Balances" - 2:40

- 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 Convention
 - ✓ 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, 82

**Week Two: Branches of Government
Bill of Rights**

TEKS 17AB
TEKS 21ABC

- 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

United Streaming

"The Almost Painless Guide: U.S. Constitution" - 10 segments - each 1-3 ½ minutes

See the following segment:

- "Checks and Balances" - 2:40
- IFA 64-65, 67
- Bill of Rights (p354)
 - 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, 87

United Streaming

"The Almost Painless Guide: U.S. Constitution" - 10 segments - each 1-3 $\frac{1}{2}$ minutes

See the following segments:

- "The Bill of Rights" - 3:04
- "Amending the Constitution" - 2:00

- Understand meaning of term: territorial expansion (The country was growing and spreading out.)
- Identify examples of U.S. territorial expansion such as the Louisiana Purchase (p373)
 - Thomas Jefferson - President of the United States
 - French leader Napoleon sold the United States the entire Louisiana Territory for \$15 million in 1803.
 - Doubled the size of the United States from the Mississippi River to the Rocky Mountains
 - Locate the area of the Louisiana Purchase on a map; name the present-day states included in the Louisiana Purchase

United Streaming

"Crossing the Mississippi: The Louisiana Purchase" - 3:32

- Lewis and Clark Expedition (p374-375; 377)
 - Thomas Jefferson was curious about the lands in the West.
 - Sent an expedition into the Louisiana Territory
 - Jefferson chose Meriwether Lewis, an army captain, to lead the expedition.
 - Lewis chose William Clark, also an army captain, to share the command.
 - Jefferson's goals for the expedition:
 - ✓ search for an all-water route to the Pacific Ocean (a Northwest Passage)
 - ✓ establish peaceful relationships with the Native Americans
 - ✓ map the territory and keep written records of the land, plants, animals, minerals, and climate

- Expedition left St. Louis, Missouri, on May 14, 1804, with more than 40 men including soldiers, river boatmen, hunters, and York, Clark's slave
- Hired a French Canadian fur trapper and his Shoshone wife, Sacagawea during the first winter
 - ✓ Sacagawea acted as guide and interpreter.
 - ✓ Sacagawea helped Lewis and Clark establish good relations with Native Americans along the way.
- Reached the Pacific Ocean in November 1805
- Returned to St. Louis, Missouri, in 1806 - 28 months later
- Results of the expedition:
 - ✓ did not find an all-water route to the Pacific Ocean
 - ✓ recorded and described thousands of varieties and plants and animals
 - ✓ mapped the area
 - ✓ encouraged future exploration and new settlers
- Locate and trace the Lewis and Clark journey on maps.
- Create timelines of significant events of the expedition.
- Identify primary and secondary sources (print and visual material) about the expedition. (*Have students read some of the journal entries written by members of the expedition.*)
- IFA 79-80, 91

United Streaming

"The Expedition of Lewis and Clark: 1804-1806" - 10 segments - 16 minutes

Segments include:

- "Introduction" - 1:23
- "The West" - 1:11
- "Meriwether Lewis" - 1:38
- "Expectations" - 1:28
- "Along the Route" - 1:00
- "Sacagawea and the Nez Perce" - 1:40
- "Supplies" - 49 seconds
- "Staying the Winter" - 1:32
- "The Journey Home" - 40 seconds
- "Back at Home" - 1:05

War of 1812

- Sing or recite *The Star-Spangled Banner* and explain its history
- Understand and explain significant events and persons of the War of 1812
 - Britain and France were at war during the early 1800s. Both countries interfered with United States ships because neither country wanted the other to receive supplies from the United States.
 - The British attacked U.S. ships, seized United States sailors, and forced them to work on British ships. The British also took the goods carried by the ships.
 - President Jefferson wanted the United States to remain neutral and not take the side of either the French or the British.
 - James Madison became President in 1809; also wanted to stay out of a war with Britain.
 - In June of 1812, President Madison asked Congress to declare war on Britain.
 - Dramatic battles at sea
 - ✓ American warship *Constitution* defeated British warship; *Constitution* nicknamed "Old Ironsides" because cannonballs seemed to bounce off the ship; still part of the U.S. Navy and is the Navy's oldest ship
 - ✓ Fort McHenry at Baltimore, Maryland
 - British ships began bombarding the fort with cannon fire on September 13, 1814.
 - At dawn, the U.S. flag still flew over the fort, and the British gave up their attempt to capture Baltimore.
 - Francis Scott Key, a young Washington lawyer, watched and described what he saw; his poem was later set to music and became known as *The Star-Spangled Banner*.

United Streaming

"The Star-Spangled Banner" - 2:30

- Effects of the War of 1812 were few: Britain and France no longer interfered with the U.S. ships; U.S. showed the world that it would defend itself on land and at sea.
- IFA 81

Monroe Doctrine - statement issued by President James Monroe warning European nations not to interfere in the Western Hemisphere (p403)

Indian Removal Act - law passed in 1830 forcing American Indians living in the Southeast to be moved west of the Mississippi River (p405)

United Streaming

"Introducing Andrew Jackson" - 1:45

"The Indian Removal Act, 1830" - 2:10

Trail of Tears - the forced march of 15,000 Cherokee from the southeastern United States to Indian Territory in present-day Oklahoma (p.406)

United Streaming

"The Cherokee Trail of Tears" - 5:25

- IFA 84, 96

Week Five: Westward Movement

TEKS 4B, 9A

- Locate and identify the western trails on maps (p440)
- Identify reasons people moved west
 - To make a better life (p439)
 - Fur trappers (p439)
 - Missionaries hoping to teach Native Americans about the Christian religion (p439)
 - Religious freedom (Mormons) (p441)
 - Discovery of gold (p442-445)
 - Free land - Homestead Act of 1862 (p547)
- **Class Discussion:** Understand how and why people modified the environment and the consequences of that modification.
 - Fur trappers
 - Mining for gold
 - Settlers and farmers
 - Transcontinental railroad (p539-541)
- IFA 83, 85-86, 101

United Streaming

"The Oregon Trail" - 16 minutes - 7 segments

Segments include:

- "The Story Begins" - 1:08
- "Manifest Destiny" - 1:12
- "Reasons to Head West" - 1:23
- "Getting There" - 2:24
- "Life on the Trail" - 3:16
- "Meeting with Indians" - 1:44
- "The Trail" - 2:51

Week Six: Industrial Revolution

TEKS 4AF, 24AC

- Identify changes in society resulting from the Industrial Revolution and understand how they affected the American way of life. (p401, 408-413, 562-563, 565)
 - What was the Industrial Revolution?
 - a change in the way goods were produced, from handmade goods to goods made by machine
 - the historical period when hand tools were replaced by powered machinery and large-scale production
 - When did the Industrial Revolution happen?
 - began in England in the middle 1700s
 - spread throughout Europe and then the United States
 - What were some of the effects of the Industrial Revolution?
 - The invention of machines helped businesses manufacture goods faster and cheaper than before.
 - People who had always worked in their homes or private shops had to find jobs in city factories.
 - New forms of transportation and communication were invented.
 - New materials and energy sources were developed.
 - The new industries brought pollution, child labor, low wages, and crowded cities.
 - Inventions and Inventors
 - ✓ Eli Whitney - invented the cotton gin in 1793 - separated cotton seeds from fiber - could clean 50 times as much cotton a day as could be done by hand
 - ✓ Cyrus McCormick - developed a mechanical reaper in 1831 - could harvest wheat more easily
 - ✓ Robert Fulton - built the first successful steamboat
- IFA 88-90, 156-157, 106

Week Seven: Comparing the North and the South before the Civil War

TEKS 4D, 25BCDE

- Compare the North and the South before the Civil War (p465-467)

	North	South
Way of life	<ul style="list-style-type: none"> → Urban → Still had large farms but more people began to move to cities 	<ul style="list-style-type: none"> → Rural → Lived and worked on farms and plantations and in small towns
Economy	<ul style="list-style-type: none"> → Industrial → Manufacturing → More people began to work in cities. 	<ul style="list-style-type: none"> → Agricultural → Depended on farming (crops such as cotton, tobacco, and rice) → Used slave labor on farms and plantations
Population	<ul style="list-style-type: none"> → Had more large cities → Larger population 	<ul style="list-style-type: none"> → Had few large cities → Smaller population
Issues	Slavery (p467) States' rights (p477) Tariffs (p465)	

- **Vocabulary:** urban, rural, industrial, agricultural, plantations, slavery
- IFA 92-95, 97-99, 110

- What were some of the significant events leading up to the Civil War?

- **Missouri Compromise (p476-477)**

Summary: In 1819, the United States was evenly balanced between slave states and free states. There were eleven slave states and eleven free states. Missouri applied to be admitted to the Union as a slave state. This caused many debates in Congress.

Finally, Congress reached an agreement called the Missouri Compromise in 1820. The Missouri Compromise allowed Missouri to be admitted as a slave state; to balance that, Maine was also admitted to the Union as a free state. In addition, Congress drew an imaginary line from east to west across the territories. It was agreed that all lands north of this line (except Missouri) would be free, and all lands south of the line would be allowed to own slaves. The line that was drawn is known as the Mason-Dixon line.

- **Fugitive Slave Law (p478)**

Summary: The Fugitive Slave Law passed as part of the Compromise of 1850. This law made it tougher on slaves who ran away and demanded stricter punishment for those helping slaves run away. The law stated that in future any federal marshal who did not arrest an alleged runaway slave could be fined \$1,000. People suspected of being a runaway slave could be arrested without warrant and turned over to a claimant on nothing more than his sworn testimony of ownership. A suspected slave could not ask for a jury trial nor testify on his or her behalf. Any person aiding a runaway slave by providing shelter, food or any other form of assistance was liable to six months' imprisonment and a \$1,000 fine. Those officers capturing a fugitive slave were entitled to a fee.

- **Compromise of 1850** (p478)

Summary: The Compromise of 1850 was composed of five parts: California was admitted as a free state; slave trade in the District of Columbia was abolished; the territories of Utah and New Mexico were organized without restrictions on slavery; a boundary was established between Texas and the United States; and the Fugitive Slave Law was amended.

- **Kansas-Nebraska Act** (p479)

Summary: The Kansas-Nebraska Act of 1854 repealed the Missouri Compromise and introduced the idea that citizens of newly formed territories could decide when they applied for statehood whether slavery would be allowed in their new state.

→ Explain why and how Kansas became known as "bleeding Kansas."

- Significant individuals

- Henry Clay: U.S. senator nicknamed "The Great Compromiser" for helping to work out important compromises such as the Missouri Compromise and the Compromise of 1850

- Vocabulary: compromise, abolish, fugitive

- IFA 100, 112

- What were some of the significant events leading up to the Civil War?
 - Publication of *Uncle Tom's Cabin*
 - A novel by Harriet Beecher Stowe
 - Described the cruelties of slavery
 - Caused many more people in the North to want to abolish slavery.
 - Case of Dred Scott
 - Dred Scott was an enslaved African American from Missouri whose owner had taken him into free territories and then back to Missouri.
 - When his owner died, Scott went to court claiming that he was free because he had lived in a free state.
 - His case went all the way to the U.S. Supreme Court, but the Court said that he had no rights because African Americans were not citizens.
 - Many Americans were outraged by the Supreme Court's decision.
 - Raid on Harpers Ferry

Summary: In 1859, prior to the onset of the American Civil War, a Massachusetts man named John Brown (an abolitionist) led a group of 21 men in a raid to steal weapons from Harpers Ferry to fight against slavery. He wanted to free the slaves and create a state free from the institution of slavery. The raid became violent, Brown was arrested, and in November, 1859, John Brown's case was put to trial in Charlestown, Virginia. His crusade against slavery was one of the sparks that helped ignite the Civil War.
- IFA 102-103, 105, 117

- What were some of the significant events leading up to the Civil War?
 - Election of Abraham Lincoln
 - In the election of 1860, Abraham Lincoln won the election without any Southern support.
 - Southerners were afraid that Lincoln would try to end slavery.
 - Southerners worried that they would have no voice in the new government.
 - Many Southerners believed that the South should secede from the Union.
 - Secession of southern states
 - South Carolina was the first state to secede from the Union - in December 1860, two months after the election of Lincoln.
 - By the spring of 1861, eleven states had seceded. (*See map on p486.*)
 - Southern states formed their own government called the Confederate States of America, or Confederacy.
 - They adopted a constitution (that supported slavery and states' rights) and elected Jefferson Davis as their president.
- Vocabulary: secede (to break away from)
- IFA 104, 111, 122