

Fifth Grade U.S. History Overview

Social Studies

First Semester

Early navigation and exploration
Mayflower Compact
Map making
Colonial life in North America
Taxation without representation
American Revolution
U.S. Constitution

Second Semester

Westward expansion
Indian Removal Act
Native American leaders
U.S. Civil War
Abolition and the Underground Railroad
Women in U.S. history

Grade 5

United States History

Teacher Manual



Oak Meadow

Oak Meadow, Inc.

Post Office Box 615

Putney, Vermont 05346

oakmeadow.com



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Introduction

This teacher manual is intended to help you support your student's learning. In addition to factual answers to assignment questions, you will find suggestions for ways to guide your student's learning and tips on how to assess their responses. Along with the learning assessments found in each lesson of the coursebook (which highlight learning goals for each lesson), these tools will help you evaluate, track, and document your student's progress.

You are encouraged to use a weekly planner and the assignment checklist in each lesson. Help your student learn to use these organizational tools as well. Time management is an essential skill for students to learn and will be useful for their entire lives.

In this teacher manual, you will find the full text for all assignments. The activities and experiments are listed without the text. Teacher manual answers are shown in **orange**. If more information is needed about any assignment, you can refer to the full text and reading material in the student's coursebook.

For obvious reasons, it is best not to share this teacher manual with your student. Each student should be encouraged to come up with their own answers, and sometimes a student might go beyond what is required for the assignment. This is to be encouraged! When a student gets a factual answer wrong, you can share the correct answer. The focus should always be on the learning process rather than on a sense of judgment. Several incorrect answers related to a particular topic point to an area the student will benefit from revisiting.

If you notice a student's answers matching those of the teacher manual word for word, initiate a discussion about plagiarism and the importance of doing original work. Students in fifth grade are just beginning to learn about this concept, and any discussion about it should be approached as a learning opportunity. The issue of plagiarism and properly attributing sources is addressed in the English course.

We encourage you and your student to explore the topics introduced this year in active, experiential ways. We believe a real understanding and appreciation of the wonder of the world and the joy of learning only comes about when you and your student are fully participating in it.

Lesson

1

Early Explorers

Reading

Read “Early Settlers in North America” (found in Reading Selections at the end of this lesson).

Assignments

1. After reading “Early Settlers in North America,” look up the Bering Strait on a globe or world map to get an idea of the area being discussed. It is between Asia and North America, from Siberia to Alaska. Find Norway, Iceland, and Greenland on the globe.

Draw a picture of a globe and divide it into the four hemispheres. Mark each hemisphere. In which hemisphere do you live?

Your student may notice that it is challenging to draw the four hemispheres on a globe since the spherical shape means you will only be showing one side at a time. The main objective is to clarify the dividing lines (equator and prime meridian), and show where they are located on the globe. Make sure each hemisphere is labeled.

2. Choose one of these writing assignments.
 - a. Read about Marco Polo’s adventures in an encyclopedia, library book, or online source. Afterward, write a page or two about what you learned. If you enjoy creative writing, you might prefer composing a scene that could have occurred between Marco Polo and the great ruler Kublai Khan in China.

Look for your student to include specific details based on research, and to write in complete sentences, using paragraphs to organize information into topics. If a story is written, the factual research should be evident in the story.

Below is an overview of Marco Polo’s life.

ASSIGNMENT SUMMARY

- ☐ Read “Early Settlers in North America.”
- ☐ Choose a writing assignment about early explorers.
- ☐ Make a shadow stick and data chart.
- ☐ Find the North Star.
- ☐ Write a poem about the night sky.

Marco Polo (1254–1324) was born in Venice to a merchant family. His father and uncle traveled to China to trade soon after he was born, and his mother died. He was raised by an uncle and aunt and educated to be a merchant. When his father and uncle came home, they took Marco (age 17) with them to meet the great Mongolian emperor of China, Kublai Khan, who they had befriended. They sailed to Palestine, and then rode camels across Asia. It took them three years to get to China.

Marco was valued by the Khan for knowing languages, and he was sent on many official missions throughout the Chinese empire. It became evident the Khan did not want the Polos to leave. However, the Polos were able to leave when they offered to accompany the Chinese bride being sent to Persia to marry the Khan's great-nephew, who was the emperor of Persia.

Marco returned to Venice, bringing back ivory, jade, porcelain, silk, and jewels. However, Venice was being conquered by the city-state of Genoa, and Marco was jailed. While in jail, Marco decided to pass the time by writing *Description of the World*, describing China as advanced and prosperous in comparison with Europe. The book had a great influence, and is credited with having inspired the trade and culture of the late Middle Ages and the Renaissance. Nobody knows how much of Marco Polo's story was true—some of it was quite fanciful, so it seems likely that he liberally embellished his travels.

- b. Compose a short story or newspaper article about what terrible monsters and other hazards might await anyone who tries to sail around the world. Illustrate your story with vivid and colorful drawings.

Old maps can be a source of how the people of the time envisioned the monsters that they believed lurked in the sea. A common image was a sea serpent with a dragon's head and a long snakelike body that went up and down over the surface of the water. The student is expected to use their imagination when describing sea monsters in text and illustrations. In addition to sea monsters, other ideas may include monsters that lived in the wind and caused storms, or those that caused heavy darkness to fall. Look for a creative and descriptive project.

3. Make a shadow stick. Find a flat, sunny spot and put a stick straight into the ground. Have someone help you measure the length of its shadow at 10 AM, 12 noon, and again at 2 PM. Write down each measurement, carefully noting the time. How does the shadow differ in length between these two-hour increments? In which direction does the shadow point at noon?

Create a chart to record the changes in the length of your stick's shadow once a week for six weeks. Measure the shadow at 12 noon on the same day each week. If this time is not convenient, choose another time, but stay consistent from week to week, always measuring at the same time of day.

At the end of six weeks, look at your shadow data. You will be able to tell whether the sun is higher or lower in the sky now than it was six weeks ago according to how the length of the shadow has changed over time. When the sun is lowest in the sky, the shadow will be longer. In the Northern Hemisphere, the sun is at its lowest point in the sky on December 21. When the sun is highest in the sky, the shadow will be very short. In the Northern Hemisphere, the sun is highest in the sky on June 21 (reverse these dates for the Southern Hemisphere).

The results of this experiment will vary, depending on the location of the student's home. The main goal of this exercise is for the student to become aware of the movement of the sun across the sky and experience firsthand an ancient way of measuring time. In addition, your student is expected to record data over time, accurately keeping track of measurements in an organized form. You may want to help your student create a chart and devise a system for taking regular measurements.

4. On a clear night this week, go outdoors and look for the North Star. Did you find it? If your skies are cloudy this week, try again when they're clear.

The North Star is often one of the first stars to be seen at night. Those living close to the equator or in the Southern Hemisphere will have a harder time finding it, if they can at all. The Southern Cross is the constellation used by navigators as a benchmark in the Southern Hemisphere. Check with a local observatory or stargazer if there is difficulty in determining where the North Star is.

5. The next day after you look at the night sky, close your eyes and imagine what it looks like. Were the stars twinkling? Was the moon shining? How does the air feel? Was it chilly? Warm and moist? How did you feel when you looked into this huge expanse? Did you think about how quiet or how big the sky is? What do you think might lie a million miles away in space?

Jot down a few key words that contain strong visual images or intense feelings, and use these ideas to write a poem about the night sky.

After composing your poem, write it neatly on an unlined piece of paper and illustrate it with pictures or an artistic border, or paint your page lightly with a watercolor wash.

The intent of this assignment is to provide students with an opportunity to recognize and express their own feelings about the night sky. It may be that they will be able to connect the wonder of the night sky with the daring of those who mapped and used it to guide them into the complete unknown. The poem should relate to the stars somehow and be presented in thoughtful, artistic form.

Lesson

2

Christopher Columbus

Reading

Read “European Explorers” (in Reading Selections at the end of this lesson).

Assignments

1. Look at a globe or world map and trace the way from Portugal and Spain around the tip of Africa to India. This is where Días and da Gama went.

Now look west from Europe. This is where Columbus went. Look at a map and identify the area where Columbus traveled and explored. What islands do you see in the Caribbean?

An important concept is to understand the two different directions the early explorers took. Encourage your student to discuss the different experiences these travelers had, based on where they went.

2. Choose two of the following questions and write at least a full page in response to each of them. If, as one option, you would like to draw a series of relevant cartoon pictures that tell a story, you may do so.
 - a. Christopher Columbus claimed land that was already inhabited by Indigenous groups. What do you think about this? Do you think you would have handled the situation this way? What would you have done differently? What do you think made Columbus treat the Indigenous people the way he did?

This asks for the student to view historical events from varying perspectives, including their own. Here are some possible reasons that may be cited for Columbus’s behavior:

- Columbus was expecting to find the rich, great culture of China and Asia that Europeans had located before, and instead found more “primitive” societies, so considered them inferior.

ASSIGNMENT SUMMARY

- ☐ Read “European Explorers.”
- ☐ Trace travel routes on globe or world map.
- ☐ Write about the travels of Columbus.
- ☐ Continue to record data on the sun’s movement.
- ☐ Activity: Build a Sailboat

- **Europeans were already using African slaves, and felt the African cultures were inferior, so they considered the Native Americans to be of the same cultural level.**
- **Native Americans were not Christian, and were considered “heathens,” an inferior ranking in the minds of Europeans.**
- **Frustrated at not being able to find the riches he expected, Columbus took whatever wealth seemed available, including people and their belongings.**

It may be useful for the student to be reminded that although we are sometimes more respectful of other cultures these days, there are still instances where indigenous people are treated as inferior. Today there are cultures that are still being treated with disrespect, such as the Chiapas in Mexico, the Aborigines in Australia, and the Kaiapo, Guarani, Guajajara, and Kaiwa of the Amazon rain forest.

- b. **Imagine you were an early inhabitant of the Caribbean who saw Columbus and his ships arriving off the coast of your home. How would these people have appeared to you? How might you have felt? Would you feel welcoming or would you be frightened? How might you and your family prepare to meet these strangers?**

There are any number of possible feelings one might have, such as thinking these people were gods, and worshipping them; thinking they were wonderful new friends, and welcoming them; thinking they were frightening, alien creatures, and being afraid; or believing they posed a threat and should be treated as enemies. It is possible to have a mixture of feelings.

- c. **What do you think we would do today if someone from another planet landed near our home and claimed our property? How would you feel about this?**

This assignment is designed to challenge students to put themselves in the place of the Native Americans when white people arrived and claimed the land for themselves. The difference, however, may be in attitudes toward ownership of land. Many Native Americans felt that land was meant to be shared by all, and not “owned” as in our cultural concept. As such, they may have been less concerned about this action than we might be today if aliens were to arrive and claim ownership of what we feel is “ours.”

- d. **What if you had to convince someone to fund a long, expensive, and dangerous journey? Where would your expedition go? Why? Who would you try to get to support you? How would you convince them?**

There was very little knowledge about what Columbus was proposing to explore, and something that is unknown is often the most feared. The student is encouraged to imagine the challenges of trying to convince someone to support a journey that seems impossible. A combination of convincing facts, the ability to persuade, imagination, and a passion for adventure are all strategies that would be effective.

- e. Visit a ship the size of the *Niña*, the *Pinta*, or the *Santa Maria*. Write about what the experience of traveling so far in a ship that size might have been like. You might like to compose this as a story or diary.

Each of the ships was just about 100 feet long, and there were 100 men total on the 3 ships. If a ship the size of the *Nina*, *Pinta*, or *Santa Maria* is not available, it may be possible to draw out a life-size outline of the ship using sidewalk chalk on a large empty parking lot or by setting up stakes in a field or large lawn. Hopefully the student will be able to recognize the challenges of making a dangerous, uncertain journey while living in such cramped, uncomfortable quarters.

- f. Imagine being a crew member with Columbus. Compose a diary or ship's log for five days of the journey, citing any birds or sea creatures seen, weather, fears and concerns of the crew, and anything else you think might be relevant. You are welcome to include some drawings of what you might have seen and experienced.

Columbus made four voyages to the Indies, and each was quite different in nature. The attitudes and fears of the crew may vary by voyage and what the student feels are important concerns. In your student's response, look for both emotion and realistic historical detail.

- g. Compose a conversation between Columbus, Ferdinand, and Isabela. What kinds of things might they have said to each other? See the guidelines for punctuating dialogue in the section called "Direct Quotations" in your English manual at the back of this book. We will work more on punctuating dialogue later.

This exercise is designed to bring awareness to the people involved in history, and how in any situation, each person might express different concerns, ideas, and goals. Here are some ways each person might have acted differently:

- **Columbus: Very confident, very certain in tone.**
- **Ferdinand: Uncertain, doubtful, and fearful.**
- **Isabella: Curious, excited, and interested in the possibilities.**

One interesting conversation would be between Isabella and Ferdinand. How would she persuade Ferdinand to release the necessary funds? Would she use ridicule, anger, and threats? Would she use pleading and arguing, or perhaps be loving and positive?

3. Check your shadow stick this week and make a note of the length of the shadow. Write down the measurement on your data chart. Make sure to note the date and time of the measurement.

You might want to check your student's chart to make sure data is being recorded accurately and consistently. Are the unit labels included in the measurement (inches, a.m. or p.m., etc.)?

Activity

Build a Sailboat

Directions for this project are in the coursebook. Students who have other ideas or skills for making a sailboat should feel free to use them.

Lesson

6

Colonial Living

Reading

Read “Colonial Living” (see Reading Selections).

Assignments

1. Look at the map you drew last week. Shade the New England colonies orange, the middle colonies green, and the southern colonies pink. Color the water blue. Label the Atlantic Ocean and the Pacific Ocean. If you have included the Great Lakes on your map, label those as well.

Your student is asked to color in the map made in the last lesson. The New England colonies are Connecticut, Massachusetts, Rhode Island, and New Hampshire. The middle colonies are New York, New Jersey, Pennsylvania, and Delaware. The southern colonies are Maryland, Virginia, North and South Carolina, Georgia, Louisiana, and Florida. (Actually, Florida was not an English colony but a Spanish territory, Louisiana was a French territory, and New Hampshire and New Jersey were not colonies until later, but go ahead and have your student add them to the map.)

The original 13 British colonies were New Hampshire, which included parts of Maine and Vermont; New York, which did not yet stretch out to the Great Lakes; Massachusetts, which also included part of Maine; Rhode Island and Connecticut, almost the same as they are today; New Jersey and Pennsylvania, which did not stretch as far west as they do now; Virginia, including West Virginia; and North Carolina, South Carolina, and Georgia. Everything west of these, as far as the Mississippi River, was Louisiana (held by France) or “Indian territory.” Unless your student has done additional research, they are not likely to know many of these details. Feel free to share them with your student to help them create a more accurate map.

ASSIGNMENT SUMMARY

- ☐ Read “Colonial Living.”
- ☐ Draw and label areas on the map of North America.
- ☐ Consider the reason for the placement of the early colonies.
- ☐ Create a study chant.
- ☐ Draw a family tree.
- ☐ Record final data and interpret it.
- ☐ Activity: Johnny Cake

2. Which area had the most colonies? Why do you think this was? Give more than one possible reason. Write your answer in complete sentences.

The areas with the most colonies are along the northeastern seaboard in the areas where the earliest colonists settled. Possible reasons are below.

- **Early colonists were more interested in establishing settlements than in exploration, so they tended not to travel very far from where they first landed.**
 - **Many different countries were sending settlers at the same time to about the same places, so the land got divided up into smaller pieces to accommodate numerous people.**
 - **Harsh conditions and disagreements between people meant that they had to move away quickly and found colonies elsewhere.**
 - **Colonists did not claim big chunks of land at first because they did not have enough people to work a large area of land. This meant land was divided into fairly small colonies at first.**
3. After reading “Colonial Living,” make up your own chant or verse to learn something you are studying in school. This might relate to math, spelling, or any other area. It might be fun to record your chant on audio or video. Otherwise, just write it down.

This can be a lot of fun. Possibilities are chanting the names of all the states and state capitals or multiplication tables. Some students might also want to make up movements or rhymes to go with their verse.

4. It was common in colonial days for families to record important events on a family tree, which was added to with each marriage and birth. A family tree was a record of all the relatives on both sides of the family.

On a piece of poster board or sturdy art paper, create your own family tree (if your ancestors are unknown, you may want to create a family tree for a friend or other loved one). Go back as far in your family’s history as you want. Perhaps there is a record of your great-grandparents, or even further back!

You might like to design your family tree like an actual tree with branches and make it a real work of art instead of the more traditional example shown. Use colored pencils, and decorate the edges of the paper with artistic designs. Consider making it on large poster board so it’s big enough to decorate beautifully.

Your student should feel free to present this material as they wish. Sometimes a family tree is shown with oneself at the bottom, like a trunk, and the ancestors stretching out along the branches above. Siblings, aunts, uncles, and cousins may be added, although it may take more planning to accommodate them all. If a student or family prefers to follow a family tree other than the student’s, that is fine as well.

5. Record your final measurements with your shadow stick. Has there been any change in the placement of the sun in the sky during the six weeks you have been measuring the shadow cast by your stick? Write one or two sentences describing what your data shows.

The data chart should include accurate measurements and indicate consistent data collection. Hopefully the student will notice a pattern to the data and be able to make a connection between the movement of the sun and the passage of time or season.

Activity

Johnny Cake

The recipe included in the coursebook can be baked like a cake or you can thin the batter with a little extra milk and fry the Johnny cakes like pancakes.

Lesson

17

The U.S. Constitution

Reading

Read “After the War” (found in Reading Selections).

Assignments

1. Write a letter to a friend as if you were a colonial woman whose husband was fighting in the revolution. Tell about some of the hardships you face, and the extra work you have to do each day. Be specific; don't just say, “I have to do all my husband's work.” Describe your day as you imagine it might have been.

The student is asked to think about taking on the work of two people in terms of survival. Even though people helped each other out, everyone had to work hard at physical labor in order to have enough to eat and stay warm and dry. A husband's work might include clearing and plowing fields, sowing seeds, watering, harvesting, and storing crops, chopping and stacking firewood, building and fixing fences, caring for and feeding animals, building and repairing homes and barns, digging wells, hunting for food, and protecting family and livestock from wild animals.

2. Why do you think it was so important for the United States to have a Constitution? What do you think might have happened if there hadn't been one? What kinds of rules do you think are the most important ones for a country to have? Answer the first two questions with a few sentences, and then make a list of important rules.

When the United States gained its independence, it needed to create a government under which the people were willing to be governed, and decide the limits of that government and what kinds of laws could be made.

ASSIGNMENT SUMMARY

- ☐ Read “After the War.”
- ☐ Write from the perspective of a woman during the Revolutionary War.
- ☐ Consider what to include in a Constitution.
- ☐ Plan how to furnish a house on a budget.
- ☐ Write a conversation between George and Martha Washington.
- ☐ Add to your map.

Here are a few examples of what might happen without a Constitution:

- **The most forceful or powerful people might take over, create whatever laws they wanted, and make people obey them**
- **Each state might decide to make up its own government completely independent of the other states, and the different kinds of governments might fight each other with the more physically powerful states taking over other states**
- **There might be a lot of disagreement over the laws and what they mean, causing further conflict**

The rules the student might identify as important for a country will vary, but may address issues of how people can live in harmony together and what to do in case of conflicts.

3. Go to a furniture store or scan through magazines, newspaper, or online ads to see how much elegant furniture you can buy for \$3,000. Imagine if you had to furnish the president's mansion on \$3,000 today! In those days it was quite a lot of money. How much do you think it would cost today to furnish just one room elegantly?

The student may not be able to furnish even a simple, ordinary living room today with \$3,000. In estimating the cost of furnishing one elegant room today, the student may consider wallpaper, paint, draperies, lamps, vases, shelves, mirrors, pictures, flooring, rugs, and fixtures such as curtain rods, light switch plates, chandeliers, etc., as well as the furniture itself.

4. Imagine how George Washington might have felt as he rode home after his last day as the first American president. What do you think he would have done with his time during those first few weeks home at Mount Vernon? Write a conversation George and Martha Washington might have had on this journey as they look ahead to their lives as common citizens. Use proper punctuation for dialogue (refer to the appendix if necessary).

George Washington was lucky to have the opportunity to actually put into practice the ideals for which he fought. One of these ideals was that all men (people) are created equal. This is an opportunity for the student to think about the transition from war hero to ordinary citizen, an experience that some people today have, and how one remains an ordinary citizen despite their heroism. Writing their thoughts as a conversation allows the student to practice dialogue punctuation and to show how George and Martha may have had different points of view about the situation.

5. Add New York City and Washington, D.C., to your map.

Lesson

23

The Indian Removal Act

Reading

Read “Andrew Jackson” (see Reading Selections).

Assignments

1. After completing the reading selection, choose one of these assignments.
 - a. What options do you think Andrew Jackson should have considered, other than taking over the land of the native people and sending them west? Use creative problem-solving to design a plan under which the Native Americans and the white settlers might have lived side-by-side, each getting what they needed to thrive. Take into account their differing ways of life, sources of food, community organization, etc. Give specific examples of how your plan satisfies the needs of both groups. Write at least two pages.

The student is asked to combine both imagination and pragmatism to recognize the problems of the Native Americans who had white settlers push them out of their land, and come up with solutions for white people and Native Americans living together. Alternative options to Andrew Jackson’s plan may include buying the land at a fair price, but only if the Indigenous groups are willing to sell, dividing up the land between Native Americans and white settlers according to population, or asking the Native Americans for their opinions on how to solve the issue and share the land.

- b. Compose a short play which includes dialogue between one or more white settlers and one or more Native Americans who are being forced to move. Show the ideas and points of view of each person. Set the scene by telling a little about the characters, the location of the play, and anything else you consider important. Use correct punctuation for dialogue. Write at least two pages. Feel free to act out your play afterwards. (You might want to record it.)

This exercise allows students to consider both sides of the issue from a personal point of view. The characters in the play should clearly express their feelings about what is

ASSIGNMENT SUMMARY

- ☐ Read “Andrew Jackson.”
- ☐ Reflect and write about the forced relocation of Native Americans.
- ☐ Activity: Making a Bead Loom

happening. Although the conversation is written in play form, the student is asked to use correct punctuation for dialogue.

Activity

Making a Bead Loom

The student will be making a small loom this week and stringing it in preparation for next week's weaving project. There are many good videos online if more instruction is needed.