

# Grade 5 State Goal 14

**State Goal 14: Understand political systems, with an emphasis on the United States.**

**ILLINOIS LEARNING STANDARDS: STATE GOAL 14: GRADE 5**

LEARNING STANDARD/OUTCOME	SAMPLE ASSESSMENT	CONNECTIONS
<p><b>Critical to Understand and Master at Grade 5:</b>                      5.14.01                      Tell why the Declaration of Independence is important and identify its key political concepts. (14A)</p>	<p>Imagine that it is 1776. Write a letter to the local newspaper. Tell why you do or do not support independence for the 13 colonies. Include evidence that supports your argument.</p>	<p>Language Arts: Look at a photograph of the Declaration of Independence. Compare John Hancock’s signature to those of the other signers. Then write a sentence about why the signing of the Declaration of Independence was important.</p>
<p>5.14.02                      Understand that the Constitution is the basic law of the United States. (14A)</p>	<p>Write a paragraph explaining the meaning of the Constitution in your own words.</p>	<p>Language Arts: Read the book <i>The United States Constitution and You</i> by Syl Sobel, Barron’s Educational Series, 2001. After reading, discuss how the Constitution affects you.</p>
<p>5.14.03                      Explain the purpose of the Constitution. (14A)</p>	<p>Make a two-column chart. In the first column, list reasons why the Constitution was necessary when it was written. In the second column, list why the Constitution is necessary today.</p>	<p>Language Arts: Write a set of classroom rules that illustrates the ideas in the Constitution.</p>
<p>5.14.04                      Explain the key rights guaranteed in the Bill of Rights. (14A)</p>	<p>Examine the Illinois Constitution and its bill of rights. Then write an essay analyzing how its provisions compare to those of the United States Constitution.</p>	<p>Religion: In its guarantee of religious freedom, the First Amendment protects religious belief. Write an essay about your beliefs and how the Bill of Rights protects them.</p>

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<p>5.14.05 Compare the powers and functions of the three branches of government. (14B)</p>	<p>Use a graphic organizer to compare the three branches of government. Include information about the function of each branch of government and the main group or official in each branch.</p>	<p>Art: Use the Internet or library resources to research the electoral college and the way it works. Then make a poster about your findings.</p>
<p>5.14.06 Identify the principles of a constitutional government. (14B)</p>	<p>Make a flowchart that shows how each branch of government checks the others.</p>	<p>Language Arts: Write an essay about separation of powers.</p>
<p>5.14.07 Distinguish between the powers and responsibilities of local, state, and federal government. (14B)</p>	<p>Make a table that identifies the specific responsibilities of local, state, and federal government.</p>	<p>Language Arts: Use the Internet or library resources to research how your local government is organized, who its leaders are, and some of the ways it serves the community. Make a pamphlet that describes your community's government.</p>
<p>5.14.08 Understand that the United States Constitution lists the rights that Americans have. (14C)</p>	<p>Write a summary of how the Constitution guarantees individual rights and freedoms.</p>	<p>Language Arts: Write an essay in which you give examples of how citizens could be treated unjustly if all people were not treated equally under the law.</p>

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<p>5.14.09 Understand who the Patriots who signed the Declaration of Independence were. (14D)</p>	<p>Name the Patriots who signed the Declaration of Independence. Write a paragraph about why they are important to the formation of the United States.</p>	<p>Art: If possible, visit a statue, monument, or memorial of a person who fought, like the Patriots, to change an injustice in the United States. If a visit is not possible, look at photographs of local memorials. Discuss why the people remembered in the memorials are honored.</p>
<p>5.14.10 Learn how the authority of a democracy comes from its people. (14D)</p>	<p>Write an essay about the idea of popular sovereignty.</p>	<p>Theater: Identify the type of local government in your community. Imagine the government is debating whether to build a new park. Write a dialogue between local government representatives, citizens who oppose the park, and park supporters. Note that the citizens elect local government representatives.</p>
<p>5.14.11 Identify the reasons behind the struggle for civil rights. (14D)</p>	<p>Complete a chart that lists reasons why the Civil Rights movement was necessary and important.</p>	<p>Art: Imagine that you are working for civil rights in the 1950s. Make a poster supporting the end of school segregation or the bus boycott in Alabama. Then share and discuss your poster with the class.</p>

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<p>5.14.12 Examine ways that people can use their Constitutional rights to reform laws and work for change. (14D)</p>	<p>Give examples of situations in which people have worked for equal treatment under the law.</p>	<p>Language Arts: Identify a local cause you support. Then write a persuasive letter to the editor of a school or local paper. In the letter, describe the issue you support and why. Provide at least three details to support your main idea</p>
<p>5.14.13 Examine the leadership role of the United States in international settings. (14E)</p>	<p>Write a paragraph examining the leadership role of the United States in international settings.</p>	<p>Art: The Statue of Liberty was dedicated in 1886, near the time period when the United States was beginning to become a world power. Write a brief essay describing how the Statue of Liberty might symbolize the United States as a world leader.</p>
<p>5.14.14 Summarize how nations interact to avoid conflict, e.g., diplomacy, trade, treaties. (14E)</p>	<p>Complete a graphic organizer in which you summarize how nations interact to avoid conflict, e.g., diplomacy, trade, treaties.</p>	<p>Language Arts: Trade agreements such as the North American Free Trade Agreement (NAFTA) have increased free trade and created interdependent relationships among nations. Write a letter to the editor of a newspaper explaining the advantages and disadvantages of NAFTA.</p>

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<p>5.14.15 Examine the creation of the United Nations and the relationship of the United States to other countries in the fight against communism. (14E)</p>	<p>Write a paragraph explaining the creation of the United Nations and the relationship of the United States to other countries in the fight against communism.</p>	<p>Language Arts: Discuss how the United Nations is a place where nations can discuss their differences. Write a short essay on why having a place to discuss differences is important for peace.</p>
<p>5.14.16 Describe the New England economy, the Middle Passage, and its impact on slavery. (14F)</p>	<p>Make a map that shows the triangular trade routes and the Middle Passage that colonists used to transport goods and people.</p>	<p>Language Arts: Write an essay in which you explain how the Middle Passage brought about the widespread practice of slavery in North America.</p>
<p>5.14.17 Describe how the desire for freedoms, including freedom of religion and freedom of speech, affected the Middle Colonies. (14F)</p>	<p>Find details that support the following main idea: William Penn established governments that provided important rights and freedoms to colonists.</p>	<p>Art: Make a museum display about the founding of the Middle Colonies. Be sure to include information about individual freedoms that colonists were granted.</p>
<p>5.14.18 Discuss how slavery influenced daily life in the Southern Colonies. (14F)</p>	<p>Write a summary about how the practice of slavery was the backbone of the Southern economy.</p>	<p>Language Arts: Read the book Building a New Land: African Americans in Colonial America by James Haskins and Kathleen Benson, HarperCollins, 2005. After reading, write a summary describing how slavery influenced people in Colonial America.</p>

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<p>5.14.19 Explain why the colonists refused to accept the new laws passed by Parliament. (14F)</p>	<p>Make a cause-and-effect chart about the Coercive Acts and the colonists' responses. Include details.</p>	<p>Language Arts: Imagine that you are a colonist who is against British tax laws. Write a pamphlet that informs colonists why the British laws are unfair.</p>
<p>5.14.20 Evaluate how the Declaration of Independence changed views on slavery. (14F)</p>	<p>Write brief descriptions of the different points of view people had after the Revolutionary War concerning slavery.</p>	<p>Language Arts: Imagine that you are a reporter covering the Elizabeth Freeman court case. Write an article about the jury's decision.</p>
<p>5.14.21 Explain the importance of the Great Compromise and its effect on slavery. (14F)</p>	<p>Write a narrative account of the Constitutional Convention that describes the important compromises made there.</p>	<p>Language Arts: Imagine that you are a delegate at the Constitutional Convention. Write a letter to your family explaining the role of compromise in your work.</p>
<p>5.14.22 Explain the Indian Removal Act and the Trail of Tears. (14F)</p>	<p>Write a report about the Indian Removal Act and the Trail of Tears.</p>	<p>Art: Study paintings and illustrations that portray the Cherokee along the Trail of Tears. Describe how the Cherokee might have felt about the Indian Removal Act.</p>

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<p>5.14.23 Describe the concept of manifest destiny and how it led to the United States acquiring more lands after the Mexican-American War. (14F)</p>	<p>Make a time line from 1840 to 1860, showing important dates that occurred as the United States tried to expand its territory.</p>	<p>Language Arts: Imagine that the year is 1846. Stage a debate about whether the United States should go to war with Mexico. Have one side present arguments against going to war and the other side present arguments for going to war with Mexico.</p>
<p>5.14.24 Analyze sectional differences and events leading to the Civil War. (14F)</p>	<p>Make a two-column chart that shows some of the differences between the Northern states and the Southern states in the 1800s.</p>	<p>Math: To understand why tariffs angered Southern states, figure out the dollar amount of a 10 percent tariff on \$200 worth of imported goods (<math>.10 \times \\$200 = \\$20</math>). Then figure out the amount of the tariff on \$150 worth of goods if the tariff is 5 percent (<math>.05 \times \\$150 = \\$7.50</math>).</p>
<p>5.14.25 Describe legislative acts that dealt with slavery. (14F)</p>	<p>Explain why lawmakers tried to maintain the balance of slave states and free states.</p>	<p>Language Arts: Summarize the conflicts between Northern and Southern states. Be sure to identify two laws Congress passed that worsened the conflict between Northern and Southern states.</p>



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<p>5.14.26 Explain how the Kansas-Nebraska Act led to conflict. (14F)</p>	<p>Write a paragraph explaining how the Kansas-Nebraska Act changed the rules of the Missouri Compromise.</p>	<p>Language Arts: People moved to Kansas to try to sway the territory into becoming either a free state or a slave state. Write a short essay that describes the tension that existed in the territory at that time.</p>
<p>5.14.27 Analyze how the Dred Scott decision affected the United States. (14F)</p>	<p>Write a biography about Dred Scott, and include information about how he resisted slavery.</p>	<p>Language Arts: Write an editorial about the Dred Scott decision.</p>
<p>5.14.28 Analyze what happened to Native Americans as people moved west. (14F)</p>	<p>Imagine that you are a Native American living in the West in the late 1800s. Write about the changes in your life, including moving to a reservation or resisting the move.</p>	<p>Language Arts: Imagine that you plan to become a homesteader. Write a list of questions that you would want to ask a homesteader already living on the Great Plains.</p>
<p>5.14.29 Explain how prejudice against immigrants led to regulations on immigration. (14F)</p>	<p>Summarize the Chinese Exclusion Act and what it meant for Chinese people.</p>	<p>Language Arts: Make up quotations to illustrate immigrants' feelings about the challenges they faced as they moved to the United States.</p>
<p>5.14.30 Understand the goals of the woman's suffrage movement. (14F)</p>	<p>Make a time line of events in the early 1900s that led to women winning the right to vote.</p>	<p>Art: Make a banner or a sign that could have been carried in a woman's suffrage parade in the early 1900s.</p>

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<p>5.14.31 Discuss the results of the Civil Rights movement. (14F)</p>	<p>Summarize the Civil Rights Act of 1964.</p>	<p>Language Arts: Read the book <i>Harvesting Hope: The Story of Cesar Chavez</i> by Kathleen Krull, Harcourt Children’s Books, 2003. After reading, write a paragraph describing how Chavez fought for his civil rights.</p>
<p><b>Significant to Develop at Grade 5:</b> 5.14.32 Compare the powers granted to citizens, the federal government, and the states. (14B)</p>	<p>Write an article explaining how democracy and checks and balances help protect individual liberty.</p>	<p>Theater: Work in groups to write and perform a skit involving one or more of the three levels of government. Skits may be about state or local representatives trying to pass a law or about citizens trying to influence their lawmakers.</p>
<p>5.14.33 Describe the Civil Rights movement and how it grew during the 1950s and 1960s. (14C)</p>	<p>Construct a time line of significant events in the Civil Rights movement.</p>	<p>Language Arts: Write a monologue that discusses the importance of civil rights and protection under the law.</p>
<p>5.14.34 Explain the importance of the Committees of Correspondence. (14D)</p>	<p>Imagine that you are a colonist who is angry with the Stamp Act. Make a piece of artwork aimed at persuading others to protest the Stamp Act.</p>	<p>Language Arts: Write a letter from a member of the Committee of Correspondence in Boston to leaders in other colonies to tell them about the Boston Tea Party.</p>

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<p>5.14.35 Examine the life of Patrick Henry and his views and impact during the Revolutionary War. (14D)</p>	<p>Read Patrick Henry’s famous quotation, “I know not what course others may take: but as for me, give me liberty or give me death!” Then write how the quotation influenced colonists to work together and fight for freedom.</p>	<p>Language Arts: Write a one-page essay explaining how Patrick Henry’s service in Virginia’s House of Burgesses, in the Continental Congress, and as governor of Virginia demonstrated his patriotism.</p>
<p>5.14.36 Define lobbying. (14D)</p>	<p>Write a paragraph explaining how lobbying is used to influence public opinion or legislative decisions.</p>	<p>Language Arts: Identify a local cause. Then write a public service announcement trying to persuade the public to support the cause.</p>
<p><b>Useful to Work on at Grade 5:</b> 5.14.37 Explain how English settlers developed ways to govern themselves, including the Mayflower Compact. (14A)</p>	<p>Use a dictionary to look up words and phrases that are unfamiliar in the Mayflower Compact. Then write a summary of the document.</p>	<p>Language Arts: Write a speech that gives reasons why Pilgrims should or should not sign the Mayflower Compact.</p>
<p>5.14.38 Identify ways that citizens serve the common good. (14C)</p>	<p>Make a list of ways that citizens can serve the common good.</p>	<p>Language Arts: Make a pamphlet that encourages citizens to be involved in their democracy. Themes may include voting, writing to leaders, and helping with elections.</p>

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<p>5.14.39 Examine the ways that citizens continue to defend freedom. (14C)</p>	<p>Complete a word web in which you identify ways in which people today defend the rights and freedoms of the United States.</p>	<p>Art: Many people today defend freedom in the United States by serving in the military. We honor these people with holidays, including Veterans Day and Memorial Day. Look at photographs of people celebrating these holidays and compare the activities.</p>
<p>5.14.40 Explain how the United States tried to move ahead by building weapons and exploring space. (14E)</p>	<p>Write a journal entry about the beginning of the space race. You may want to write about the launching of <i>Sputnik I</i>, <i>Sputnik II</i>, or <i>Explorer I</i>.</p>	<p>Language Arts: Imagine that you are living in the years of the Cold War. Write a letter to a friend explaining some of the fears people had at the time and what the United States government was doing about them.</p>
<p>5.14.41 Describe how President Reagan’s policies affected the economy and contributed to ending the Cold War. (14E)</p>	<p>Explain in a paragraph how President Reagan’s meeting with Mikhail Gorbachev led to the end of the Cold War.</p>	<p>Language Arts: Imagine that it is 1991. The Cold War has just ended. Write a diary entry about your feelings.</p>
<p>5.14.42 Describe how terrorism has affected the United States. (14E)</p>	<p>Write an essay about terrorism in the new century and the American response to it.</p>	<p>Language Arts: Write three newspaper headlines that summarize important events early in the new century.</p>

# Grade 5 State Goal 15

**State Goal 15: Understand economic systems, with an emphasis on the United States.**

**ILLINOIS LEARNING STANDARDS: STATE GOAL 15: GRADE 5**

LEARNING STANDARD/OUTCOME	SAMPLE ASSESSMENT	CONNECTIONS
<p><b>Critical to Understand and Master at Grade 5:</b>                      5.15.01                      Describe the free enterprise economy of the United States and explain how it answers the questions of what the United States will produce, how it will produce it, and who it will produce it for. (15A)</p>	<p>Write a paragraph describing the free enterprise economy in action. Discuss why prices change, what role scarcity plays, and how competition affects the market.</p>	<p>Art: Make a poster explaining the three fundamental economic questions and how producers decide what to produce.</p>
<p>5.15.02                      Analyze how scarcity affects what goods are produced and consumed. (15A)</p>	<p>Make a flowchart that shows how scarce resources affect the production and consumption of goods.</p>	<p>Language Arts: Write a paragraph that describes how the Great Depression affected the ways that businesses could produce goods and how people could acquire them.</p>
<p>5.15.03                      Describe the Great Depression and its effect on unemployment. (15A)</p>	<p>Write a short narrative that shows what life may have been like for people trying to take care of their families after they had lost their jobs because of the Great Depression.</p>	<p>Language Arts: Use the Internet or library resources to research how the Great Depression affected your community.</p>

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LEARNING STANDARD/OUTCOME	SAMPLE ASSESSMENT	CONNECTIONS
<p>5.15.04 Identify factors that affect consumer choices, such as price, supply, demand, and scarce resources. (15B)</p>	<p>Choose an advertisement from a magazine. Write a paragraph that describes factors that affect consumer choices about whether to buy the item in the advertisement.</p>	<p>Art: Imagine that you are a business owner. Choose a good or service that you would like to produce for your community. Use the Internet or library resources to research the current price of the good or service. Make an advertisement for the good or service that you would like to produce, adding any factors that you think would make it valuable to consumers. Be sure to include pictures and phrases that would make consumers choose your product, such as price or quality.</p>
<p>5.15.05 Explain how supply and demand can affect the prices consumers pay for goods. (15B)</p>	<p>Draw a diagram that illustrates what happens to the price of a good as supply and demand rises and falls.</p>	<p>Language Arts: Write a 10-question quiz about how supply and demand affect price and trade it with a partner.</p>
<p>5.15.06 Describe how scarcity helps consumers decide what they will buy. (15B)</p>	<p>Complete a K-W-L chart about how people deal with the problem of scarcity.</p>	<p>Language Arts: Part of managing scarce resources is keeping a budget. Create a weekly budget of expenses.</p>

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LEARNING STANDARD/OUTCOME	SAMPLE ASSESSMENT	CONNECTIONS
<p>5.15.07 Identify trade-offs and opportunity costs of various economic choices. (15B)</p>	<p>Find a newspaper article that describes an economic choice, such as a government-spending program. Identify the goal of the choice, the available options, the effects of each choice, and the opportunity costs of each choice. Then write the option that you think would work best and why.</p>	<p>Language Arts: Imagine that you want to buy either a birthday present for a friend or a video game for yourself. Explain to a partner the expected trade-offs and opportunity costs of each of your choices.</p>
<p>5.15.08 Compare and contrast a market economy to a command economy. (15C)</p>	<p>Make a table that categorizes countries with market economies and those with command economies. Include details about each country's economy.</p>	<p>Language Arts: Use the Internet or library resources to research command economies. Then create an outline that lists details about command economies. Be sure to mention the problems that can occur in command economies and how those problems are addressed in market economies.</p>
<p>5.15.09 Explain why Britain, France, and Spain competed to control North America. (15C)</p>	<p>Complete a graphic organizer that illustrates why Britain and France each wanted the land in the Ohio Valley.</p>	<p>Math: In Europe, the French and Indian War was called the Seven Years' War because the war started in Europe in 1756 and ended in 1763. Use subtraction to find out how many years the French and Indian War lasted in North America. (9 years [1763-1754])</p>



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<p>5.15.10 Recognize that the goal of exploration in the 1400s and 1500s was trade routes and wealth. (15D)</p>	<p>Make a table of various European explorers and their reasons for embarking on their expeditions. Then write a generalization based on your table.</p>	<p>Theater: Work in groups of three to write a scene in which Christopher Columbus asks King Ferdinand and Queen Isabella to support his expedition. Have Columbus provide reasons why the king and queen should support him. Let the king and queen argue against his reasons. Perform the scene for the class.</p>
<p>5.15.11 Explain why people in the New England Colonies traded with the other English colonies and England. (15D)</p>	<p>Write a paragraph in which you explain why leaders in England would want the New England colonies to trade only with them.</p>	<p>Language Arts: Write a one-page essay in which you explain what made the New England colonies a good place to become involved with fishing and trading.</p>
<p>5.15.12 Explain factors that affect productivity. (15D)</p>	<p>Complete a graphic organizer that categorizes the factors of production.</p>	<p>Language Arts: Write an essay that explains how specialization, division of labor, interdependence among workers, and productivity are related.</p>
<p><b>Significant to Develop at Grade 5:</b> 5.15.13 Define <i>diverse economy</i> and compare the Northern states' economy with the Southern states' economy in the mid-1800s. (15A)</p>	<p>Write a definition of <i>diverse economy</i>. Make a chart comparing the Northern states' economy with the Southern states' economy in the mid-1800s.</p>	<p>Language Arts: Imaging that you are a European visitor traveling through the United States in the 1850s. Write a letter to family members in Europe describing differences between Northern and Southern states.</p>

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<p>5.15.14 Identify the Middle Passage and tell how it was important to the economy of the Southern colonies. (15A)</p>	<p>Write a paragraph identifying the Middle Passage and tell how it was important to the economy of the Southern colonies.</p>	<p>Language Arts: Use the Internet or library resources to research more information about the Middle Passage. Write an essay describing the conditions aboard ships during the Middle Passage.</p>
<p>5.15.15 Describe how the American economy has changed over the country’s history to become a free market economy. (15A)</p>	<p>Make a flowchart to show how the American economy has changed over time to become a free market economy.</p>	<p>Art: Make a collage that demonstrates the size and diversity of the American economy.</p>
<p>5.15.16 Explain how supply and demand can affect the price producers set for goods. (15C)</p>	<p>Write a paragraph that explains what a business would have to do if there is a low demand for its product and a high supply.</p>	<p>Language Arts: Write scenarios that tell what kind of price producers can ask for goods. For example, imagine that on a hot day, there is only one ice cream cone for sale in a city. Will the seller be able to charge a high price for it? Why or why not?</p>

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<p>5.15.17 Analyze why producers will offer more goods and services at higher prices and fewer at lower prices. (15C)</p>	<p>Imagine that the cost of making a bicycle stays the same, but the price of buying a bicycle doubles. Analyze why producers will sell more bicycles at the higher price. Write a paragraph about your analysis.</p>	<p>Art: Make two newspaper advertisements for a pair of jeans. In the first advertisement, set the price of the jeans very high. In the second advertisement, make the price very low. Then write a paragraph telling why producers will produce more pairs of jeans at higher prices and fewer at lower prices.</p>
<p>5.15.18 Define competition in an economic context. (15C)</p>	<p>Make a graph that illustrates how competition interacts with supply and demand. Write a brief description of what is shown on your graph.</p>	<p>Math: A manufacturer of a computer game lowers the price from \$200 to \$150. Explain how the manufacturer is being competitive.</p>
<p>5.15.19 Discuss how competition within industries can affect price. (15C)</p>	<p>Write a journal entry about a time when you benefited from competition among producers of a single product.</p>	<p>Theater: In a group, write a skit about how competition affects the prices that producers set for goods. Skits should center on business owners as they decide what prices to set.</p>
<p>5.15.20 Identify the characteristics of effective entrepreneurs. (15C)</p>	<p>Use a word web to help you organize your thoughts about entrepreneurs. In the center circle write Characteristics of an Effective Entrepreneur. In the outer circles, write characteristics of entrepreneurs.</p>	<p>Language Arts: Use the Internet or library resources to research the life of a successful Illinois entrepreneur. Write a brief report, telling what characteristics made the entrepreneur effective.</p>

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<p>5.15.21 Illustrate the relationship between planters and brokers in the Southern Colonies. (15D)</p>	<p>Complete a Venn diagram that compares the roles of planters and brokers.</p>	<p>Language Arts: Imagine that you are a broker working for a planter. Compose a trade journal of what you are exchanging for the planter. Be sure to mention how both you and the planter are benefiting.</p>
<p>5.15.22 Define broker and interdependence as related to United States and world economics. (15D)</p>	<p>Use a Venn diagram to compare a broker in the Southern Colonies to a contemporary broker.</p>	<p>Language Arts: Write a paragraph in which you explain how brokers are an example of interdependence in economics.</p>
<p>5.15.23 Understand that the federal government provides the public with goods and services. (15E)</p>	<p>Make a list of the goods and services that the federal government provides to the public.</p>	<p>Language Arts: Write a newspaper article about a new government good or service that will be available to the public. Explain how the government will implement the new good or service.</p>
<p>5.15.24 Recognize that state governments provide public goods and services to their citizens. (15E)</p>	<p>Complete a comparison chart in which you illustrate the responsibilities that the federal government and state governments have to their citizens.</p>	<p>Language Arts: Write an editorial that states why you think public goods and services are important.</p>

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<p>5.15.25 Name some of the public goods and services that state governments provide. (15E)</p>	<p>Complete a graphic organizer in which you show the various public goods and services that are provided by state governments.</p>	<p>Language Arts: One of the services that state governments provide is public education. Identify public schools in your area and tell why they are important.</p>
<p><b>Useful to Work on at Grade 5:</b> 5.15.26 Learn how the Virginia Colony was settled and how the colony supported itself by deciding what to produce. (15A)</p>	<p>Answer <i>Who, Where, When, Why, and How</i> questions regarding the Virginia colonists and cash crops.</p>	<p>Language Arts: Write a biography about John Rolfe. Include details about his connection to the tobacco plant and its use in the Virginia Colony.</p>
<p>5.15.27 Describe the main global and national challenges of the 1970s, including unemployment. (15A)</p>	<p>Write a paragraph explaining how rising prices can lead to a slowing economy and how a slowing economy can lead to unemployment. Use details to support your ideas.</p>	<p>Art: Draw an editorial cartoon that shows how people felt about the events in the 1970s. Include words and phrases such as <i>gas prices, unemployment, difficult, and money.</i></p>
<p>5.15.28 Explain why consumer demand for goods increased after World War II. (15B)</p>	<p>Make an anticipation guide that focuses on why the economy expanded in the 1950s.</p>	<p>Art: Make a collage of items that consumers bought in the 1950s. Include those that were in high demand.</p>

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LEARNING STANDARD/OUTCOME	SAMPLE ASSESSMENT	CONNECTIONS
<p>5.15.29 Understand the economic concept of supply and demand in relation to the Dutch and the fur trade. (15B)</p>	<p>Explain how supply and demand led to the founding of New Netherland.</p>	<p>Language Arts: Imagine that you are a fur trader. The demand for furs in Europe is high, but the supply there is low. However, you know that you can get more furs in North America. Explain what you will do to increase the amount of furs you have to sell.</p>
<p>5.15.30 Describe how people supported World War II through their choices as consumers. (15B)</p>	<p>Write a paragraph that explains how rationing supported the war effort.</p>	<p>Language Arts: Use the Internet or library resources to research how consumer consumption changed during World War II. Write a report about your findings.</p>
<p>5.15.31 Describe the competition between France and the Netherlands in the fur trade of North America in the 1600s. (15C)</p>	<p>Draw a map showing European land claims in North America in the 1600s. Use the map to describe how this affected competition.</p>	<p>Language Arts: Write a one-page essay that compares how the French worked with Native Americans living in North America to acquire furs to how the Dutch worked with Native Americans.</p>

**ILLINOIS LEARNING STANDARDS: STATE GOAL 15: GRADE 5**

LEARNING STANDARD/OUTCOME	SAMPLE ASSESSMENT	CONNECTIONS
<p>5.15.32 Define how early explorers were entrepreneurs. (15C)</p>	<p>Work in small groups to plan a business for your community. Emphasize that businesses should supply goods or services that meet a demand in the community, such as dog walking or yard work. Estimate the costs of starting the business and the possible benefits from it.</p>	<p>Language Arts: Being an explorer was risky. Often explorers had to persuade others that the costs to achieve something were worth the risk of an expedition. Imagine that you are an explorer. Write a letter to someone whom you hope will financially endorse your expedition.</p>
<p>5.15.33 Recognize how the Eastern Woodlands people employed division of labor. (15D)</p>	<p>Complete a comparison chart that illustrates division of labor in the cultures of the Eastern Woodlands peoples.</p>	<p>Language Arts: Write a paragraph that shows how the Eastern Woodlands people used division of labor to produce goods.</p>

# Grade 5 State Goal 16

**State Goal 16: Understand events, trends, individuals and movements shaping the history of Illinois, the United States and other nations.**



**ILLINOIS LEARNING STANDARDS: STATE GOAL 16: GRADE 5**

LEARNING STANDARD/OUTCOME	SAMPLE ASSESSMENT	CONNECTIONS
<p><b>Critical to Understand and Master at Grade 5:</b> 5.16.01 Understand the goals and accomplishments of Christopher Columbus and the hardships he and his crew faced on their 1492 expedition by reading Columbus's journals. (16A)</p>	<p>Imagine that you are Christopher Columbus. Describe and illustrate the journal entries you have read.</p>	<p>Language Arts: Read the book <i>You Wouldn't Want to Sail with Christopher Columbus! Uncharted Waters You'd Rather Not Cross</i> by Fiona Macdonald, Scholastic, 2004. Summarize what the book says about Christopher Columbus' journey.</p> <p>Language Arts: Study the journal entries closely and then write a story about an encounter between Christopher Columbus and a member of the ship's crew who is frightened about being so far from land. Use dialogue and description to show the points of view of both Columbus and the crew member.</p>

**ILLINOIS LEARNING STANDARDS: STATE GOAL 16: GRADE 5**

LEARNING STANDARD/OUTCOME	SAMPLE ASSESSMENT	CONNECTIONS
<p>5.16.02 Read historical stories to understand how abolitionists hid runaway enslaved people. (16A)</p>	<p>Levi Coffin worked on behalf of African Americans before, during, and after the Civil War. Use the Internet or library resources to research his life. Then write a description of the kinds of things people can do to put their beliefs into action.</p>	<p>Language Arts: Read the book <i>Under the Quilt of Night</i> by Deborah Hopkinson, Aladdin, 2005. After reading, write a paragraph describing how quilts helped runaway enslaved people.</p> <p>Language Arts: Read the book <i>Growing Up in the Civil War, 1861-1865</i> by Duane Damon, Lerner Publishing Group, 2002. After reading, discuss how life was like when the Underground Railroad was operational.</p>
<p>5.16.03 Read historical fiction to understand how women worked to gain the right to vote. (16A)</p>	<p>Do library research to search for articles about the woman’s suffrage movement. Prepare an oral report based on your findings and present it to your class.</p>	<p>Language Arts: Read the story <i>A Long Way to Go</i>, by Zibby Oneal, Puffin, 1992. Then write a journal entry from Lila’s perspective that takes place after she went home from the parade.</p> <p>Language Arts: Write a story about a young man or woman working to get lawmakers to change laws regarding woman’s suffrage. Let the main character suffer an adversity, which makes him or her more determined than ever to continue.</p>

**ILLINOIS LEARNING STANDARDS: STATE GOAL 16: GRADE 5**

LEARNING STANDARD/OUTCOME	SAMPLE ASSESSMENT	CONNECTIONS
<p>5.16.04 Identify European countries that sent explorers to Illinois. (US) (16B)</p>	<p>Make a table that lists the countries that sent explorers to Illinois, whom was sent, in what year the explorers were sent, what regions the explorers traveled, and if and how any colonies were founded in those regions.</p>	<p>Language Arts: Imagine that you are traveling with La Salle. Write a journal entry that tells where your group is traveling and the people you meet.</p>
<p>5.16.05 Describe how European nations struggled for control of North America in the 1600s. (US) (16B)</p>	<p>Explain what each nation hoped to gain by controlling North America in the 1600s.</p>	<p>Math: Use subtraction to find how many years passed between the year the Dutch founded New Amsterdam and the following events:                      - New Sweden is founded (12 years [1638-1626])                      - Peace treaty between colonists and Native Americans is signed (9 years [1645-1626])</p>
<p>5.16.06 Identify the people who founded the Middle Colonies. (US) (16B)</p>	<p>Make a list of the people who founded the Middle Colonies and why they are important.</p>	<p>Language Arts: Choose one of the Middle Colonies to research. Write a short report about the founding of the colony, its founders, and the reason(s) for its settlement.</p>

**ILLINOIS LEARNING STANDARDS: STATE GOAL 16: GRADE 5**

LEARNING STANDARD/OUTCOME	SAMPLE ASSESSMENT	CONNECTIONS
<p>5.16.07 Explain how the Southern Colonies were founded. (US) (16B)</p>	<p>Write a biographical sketch of James Oglethorpe. Your sketch should answer the following question: <i>What kind of person was James Oglethorpe?</i> State your opinion, and support it with facts.</p>	<p>Art: Use the Internet or library resources to research everyday life in the backcountry. Then make a mural with captions to show what you learned.</p>
<p>5.16.08 Identify the laws that caused conflicts in the colonies. (US) (16B)</p>	<p>Design two posters that might have been displayed in the colonies in 1765. One poster should support the British government and the new tax laws. The other should urge colonists to join a boycott to protest them.</p>	<p>Language Arts: Imagine that you are a colonist who is upset about the Stamp Act and the Townshend Acts. Write an editorial that would convince others to protest these new laws.</p>
<p>5.16.09 Explain why the colonists refused to accept the new laws passed by Parliament. (US) (16B)</p>	<p>Make a chart that shows the causes and effects of the Coercive Acts.</p>	<p>Language Arts: Imagine that you are a colonist in Boston. Write a letter to a friend that tells how the Coercive Acts and the colonists' reaction affected trade in your city.</p>
<p>5.16.10 Describe why fighting broke out at Lexington and Concord. (US) (16B)</p>	<p>Analyze the following quotation by Minutemen leader John Parker: "Don't fire unless fired upon, but if they mean to have war, let it begin here." Write why the colonists would have been ready for war to begin.</p>	<p>Language Arts: Write a short poem about the events at the Battles of Lexington and Concord. Use details to describe the battle scenes.</p>

**ILLINOIS LEARNING STANDARDS: STATE GOAL 16: GRADE 5**

LEARNING STANDARD/OUTCOME	SAMPLE ASSESSMENT	CONNECTIONS
<p>5.16.11 Explain the significance of the Second Continental Congress. (US) (16B)</p>	<p>Complete a word web about the Second Continental Congress. Include such ideas and phrases as <i>George Washington, commander in chief, war with Britain, Continental Army, and continentals.</i></p>	<p>Language Arts: Imagine that you are a reporter who has been asked to interview General Washington. Write a list of questions to ask and answers Washington might give.</p>
<p>5.16.12 Understand the importance of the Battle of Bunker Hill. (US) (16B)</p>	<p>Summarize the importance of the Battle of Bunker Hill and what it meant to the Americans.</p>	<p>Language Arts: Imagine that you are a colonial soldier who fought at the Battle of Bunker Hill. Write a letter to your family describing the battle.</p>
<p>5.16.13 Understand Illinois' role in the Revolutionary War. (US) (16B)</p> <p>5.16.14 Understand the people and events associated with the Declaration of Independence. (US) (16B)</p>	<p>Draw a map of the Illinois country, labeling the forts George Rogers Clark took over and the route he followed.</p> <p>Draft biographies for John Adams, Richard Henry Lee, Thomas Jefferson, Benjamin Franklin, John Hancock, and John Dickinson. Conduct research to find out important facts about each person.</p>	<p>Language Arts: Write a biography about George Rogers Clark and his role in the Revolutionary War.</p> <p>Language Arts: Read the book <i>The Signers: The 56 Stories Behind the Declaration of Independence</i> by Dennis B. Hope, Walker, 2002. Discuss the lives of the signers of the Declaration of Independence.</p>
<p>5.16.15 Describe the personal and economic effects of the war. (US) (16B)</p>	<p>Write an essay in which you compare life before the Revolutionary War to life during the Revolutionary War.</p>	<p>Language Arts: Write a conversation between a Patriot and a Loyalist. Make sure each speaker supports his or her position with evidence.</p>

**ILLINOIS LEARNING STANDARDS: STATE GOAL 16: GRADE 5**

LEARNING STANDARD/OUTCOME	SAMPLE ASSESSMENT	CONNECTIONS
<p>5.16.16 Identify the early battles, campaigns, and turning points of the Revolutionary War. (US) (16B)</p>	<p>Make a table in which you list the early battles in the Revolutionary War. In additional columns, state who led the battle, which side won the battle, and other important details.</p>	<p>Math: Historians estimate that about 10,000 American soldiers fought in the Battle of Long Island. Still, the Americans were outnumbered 4 to 1 in the battle. Use this ratio to estimate the number of British soldiers facing Washington's army (<i>about 40,000 [4 x 10,000]</i>).</p>
<p>5.16.17 Examine the roles of American and British leaders. (US) (16B)</p>	<p>Complete a table in which you list leaders who helped the Americans and those who helped the British.</p>	<p>Language Arts: The winter at Valley Forge was difficult, and many soldiers did not want to go on. Imagine that you are camped with the soldiers. Write a speech that George Washington could have given to lift the soldiers' spirits.</p>
<p>5.16.18 Identify the major battles and campaigns of the Revolutionary War. (US) (16B)</p>	<p>Make a map of the 13 colonies. Label the major battles of the Revolutionary War and the years in which they took place.</p>	<p>Language Arts: Briefly summarize the major battles of the Revolutionary War and the results of each.</p>
<p>5.16.19 Describe the development of political parties in the United States government. (US) (16B)</p>	<p>Make two word webs. In each word web, write ideas and beliefs that each political party held at the time of the ratification of the Constitution.</p>	<p>Language Arts: Explain how the ratification of the Constitution led to the development of political parties.</p>

**ILLINOIS LEARNING STANDARDS: STATE GOAL 16: GRADE 5**

LEARNING STANDARD/OUTCOME	SAMPLE ASSESSMENT	CONNECTIONS
<p>5.16.20 Explain the formation of the democratic party in the 1790s. (US) (16B)</p>	<p>Compare and contrast the beliefs held by the Federalists and those held by the Anti-Federalists, including those related to the Constitution.</p>	<p>Language Arts: James Madison was one of the authors of the Federalist Papers, a series of articles supporting the ratification of the Constitution. Research the Federalist Papers and write why you think that James Madison followed democratic thinking.</p>
<p>5.16.21 Describe Abraham Lincoln’s political career, including his role as the first Republican President. (US) (16B)</p>	<p>Explain the development of the republican party in the mid-1800s. Mention how the formation of the party helped Lincoln become elected in the 1860 presidential election.</p>	<p>Theater: Work in groups of three to perform interviews with Abraham Lincoln and Stephen A. Douglas. Be sure to write three questions and answers for each interview. Perform the interviews for the class.</p>
<p>5.16.22 Examine Franklin D. Roosevelt’s presidency and determine how it shaped the democratic party. (US) (16B)</p>	<p>Write a paragraph that describes Franklin D. Roosevelt’s New Deal program and how it relates to democratic thinking.</p>	<p>Language Arts: Imagine that you live during Franklin D. Roosevelt’s presidency and the New Deal acts. Write two journal entries, one before the New Deal acts and one after the New Deal acts. Compare how Roosevelt’s New Deal legislation affected your life.</p>

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LEARNING STANDARD/OUTCOME	SAMPLE ASSESSMENT	CONNECTIONS
<p>5.16.23 Describe the adoption of the United States Constitution. (US) (16B)</p>	<p>Complete a concept web to illustrate what went into the drafting and adopting of the United States Constitution.</p>	<p>Math: Only 12 of the 13 states sent representatives to the Constitutional Convention. Rhode Island did not want to change the Articles of Confederation. Calculate what percentage of the states were represented at the convention (<i>92 percent</i>).</p>
<p>5.16.24 Explain why President Jefferson agreed to buy Louisiana. (US) (16B)</p>	<p>Summarize the events that led to the Louisiana Purchase, and explain how the purchase increased the size of the United States.</p>	<p>Language Arts: Imagine that you are a farmer in the western United States in 1803. Write a letter to a friend in the East that tells how the new Louisiana Purchase might affect farmers in the West.</p>
<p>5.16.25 Describe the expedition to explore the lands that Thomas Jefferson had bought in the Louisiana Purchase. (US) (16B)</p>	<p>Imagine that you are Meriwether Lewis or William Clark. Write journal entries describing your expedition, noting what you see and whom you meet.</p>	<p>Art: Lewis and Clark were honored on a postage stamp and Sacagawea was honored on a \$1 coin. The Lewis and Clark expedition was honored on a series of nickels. Design a Lewis, Clark, Sacagawea, or Corps of Discovery stamp or coin.</p>



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LEARNING STANDARD/OUTCOME	SAMPLE ASSESSMENT	CONNECTIONS
<p>5.16.26 Describe the events of the War of 1812. (US) (16B)</p>	<p>Write newspaper headlines for the events of the War of 1812. For each event, write two headlines—one for an American newspaper of the time and one for a British newspaper of the time.</p>	<p>Music: Read the lyrics to “The Star Spangled Banner.” Identify specific words that show how Francis Scott Key felt about the United States. Use a dictionary as necessary to understand the lyrics. Then explain in your own words what the song means.</p>
<p>5.16.27 Describe how pioneers traveled west on the Oregon and Mormon Trails. (US) (16B)</p>	<p>Imagine that you are traveling on the Oregon Trail. Write a diary entry that describes your journey and what you will do when you arrive.</p>	<p>Math: Use a map that shows the western trails to estimate the length of the Oregon Trail (<i>about 2,000 miles</i>). If it took six months to complete this journey, estimate the distance pioneers traveled each month, week, and day (<i>about 333 miles [2,000/6] per month; about 83 miles [333/4] per week; about 12 miles [83/7] per day</i>).</p>
<p>5.16.28 Analyze the presidential election of 1860. (US) (16B)</p>	<p>Write a paragraph describing the presidential election of 1860 and how it affected the nation, including Illinois.</p>	<p>Language Arts: Write two newspaper headlines, one for a Northern newspaper and one for a Southern newspaper, as they would have appeared the day after Abraham Lincoln won the presidential election of 1860.</p>

**ILLINOIS LEARNING STANDARDS: STATE GOAL 16: GRADE 5**

LEARNING STANDARD/OUTCOME	SAMPLE ASSESSMENT	CONNECTIONS
<p>5.16.29 Describe the events at Fort Sumter that began the Civil War. (US) (16B)</p>	<p>Make a four-column table with the headings <i>Date</i>, <i>Event</i>, <i>Results</i>, and <i>People</i>. List the events that led to the battle at Fort Sumter and the beginning of the Civil War, giving the date, the event, the result, and the people involved.</p>	<p>Language Arts: Imagine that you are a Confederate leader. Write a letter to your family explaining why you decided to attack Fort Sumter when you did.</p>
<p>5.16.30 Discuss the Emancipation Proclamation and describe its effects. (US) (16B)</p>	<p>Write a three-paragraph essay stating how the Emancipation Proclamation affected the Union and Confederate armies.</p>	<p>Language Arts: Perform library research to research what Abraham Lincoln’s approval of the Emancipation Proclamation meant to the people in Illinois. Then write a paragraph including the information you find.</p>
<p>5.16.31 Identify major battles of the Civil War and their results. (US) (16B)</p>	<p>Make a time line that illustrates the major battles of the Civil War and their results.</p>	<p>Language Arts: The Civil War inspired the writing of many patriotic American poems. Write a poem to honor the soldiers who fought in the Civil War.</p>
<p>5.16.32 Analyze the Gettysburg Address and its impact on the Civil War. (US) (16B)</p>	<p>Complete a graphic organizer that shows facts leading to a generalization about Abraham Lincoln’s Gettysburg Address.</p>	<p>Language Arts: Read the Gettysburg Address. Analyze what Abraham Lincoln said about the Battle of Gettysburg and the soldiers who died in the battle. Write a paragraph that describes the effect the speech had on the remainder of the Civil War.</p>

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LEARNING STANDARD/OUTCOME	SAMPLE ASSESSMENT	CONNECTIONS
<p>5.16.33 Describe the surrender of General Robert E. Lee to General Ulysses S. Grant at the Appomattox Court House. (US) (16B)</p>	<p>Write a report about the Confederate defeat and General Lee’s surrender. Include specific events, general statements, and analysis of how specific events were related.</p>	<p>Language Arts: Research and write a short report on the life of either Robert E. Lee or Ulysses S. Grant.</p>
<p>5.16.34 Describe how the Magna Carta influenced the United States Constitution. (W) (16B)</p>	<p>Write a paragraph about the Magna Carta. Explain how the ideas in the document changed the lives of nobles in England.</p>	<p>Language Arts: Write an outline about the development of governments in the Western world. Fill in your outline with a short description of major developments.</p>
<p>5.16.35 Explain how Common Law in Great Britain impacted judicial review in the United States. (W) (16B)</p>	<p>Make a chart that compares and contrasts the principles of Common Law and judicial review.</p>	<p>Language Arts: Use the Internet or library resources to research Chief Justice John Marshall and his ruling in the court case <i>Marbury v. Madison</i>. Summarize the final ruling and what it means to the judicial system.</p>
<p>5.16.36 Describe how indentured servitude and slavery was used to promote the economy of the Virginia Colony. (US) (16C)</p>	<p>Summarize how the economy of the Virginia Colony depended on the work of indentured servants and enslaved people.</p>	<p>Language Arts: Write a paragraph explaining why you think people agreed to become indentured servants.</p>

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LEARNING STANDARD/OUTCOME	SAMPLE ASSESSMENT	CONNECTIONS
<p>5.16.37 Understand how New England colonists sold enslaved people to support their economy. (US) (16C)</p>	<p>Complete a graphic organizer that shows how New England colonists sold enslaved people to support their economy.</p>	<p>Language Arts: Enslaved Africans who remained in the West Indies worked mostly on plantations where cash crops of sugar, coffee, or rice were grown. Many of those who were brought to the English colonies worked for families or business owners. Write a paragraph that explains how slavery helped develop the early economy of the United States.</p>
<p>5.16.38 Identify the major industries in the Southern Colonies, including slavery. (US) (16C)</p>	<p>Write a journal entry that reveals whether you think slavery would have grown the way it did if there had been no cash crops in the Southern Colonies.</p>	<p>Language Arts: Read <i>In the Southern Colonies</i> by Deborah Kent, Benchmark, 1999. After reading, write a summary describing life in the Southern Colonies and its economy.</p>
<p>5.16.39 Examine how John Deere’s invention of the steel plow helped farmers. (US) (16C)</p>	<p>Make a word web that shows how the steel plow made work easier for farmers.</p>	<p>Art: Make an advertisement for John Deere’s steel plow. Be sure to include pictures and phrases that promote how Deere’s invention revolutionized the farming industry.</p>

**ILLINOIS LEARNING STANDARDS: STATE GOAL 16: GRADE 5**

LEARNING STANDARD/OUTCOME	SAMPLE ASSESSMENT	CONNECTIONS
<p>5.16.40 Describe how new inventions led to the Industrial Revolution. (US) (16C)</p>	<p>Make a table that organizes information about some of the inventions in transportation, industry, and farming. Include details about each invention.</p>	<p>Art: Imagine that you are living during the Industrial Revolution. Make a poster advertising one of the new inventions. Include both words and pictures.</p>
<p>5.16.41 Explain how the inventions of canals, steamboats, and railroads improved transportation and shipping. (US) (16C)</p>	<p>Write a paragraph about how the invention of canals, steamboats, and railroads revolutionized how people travel.</p>	<p>Science: Use the Internet or library resources to find out how a steam engine works. Then write a paragraph about your findings.</p>
<p>5.16.42 Identify how the population grew and changed after the Civil War. (US) (16C)</p>	<p>Write a paragraph that describes the wave of immigration that occurred following the Civil War. Be sure to include the treatment of immigrants once they arrived in the United States.</p>	<p>Language Arts: Imagine that you are a child in an immigrant family. You are about to land in New York City after your journey across the ocean. Write a diary entry about your hopes and dreams for your new life.</p>
<p>5.16.43 Explain the stock market crash of 1929 and describe the Great Depression. (US) (16C)</p>	<p>Make note cards of historical facts about the 1920s and 1930s and categorize them as belonging to <i>the Good Times of the 1920s</i> or <i>the Hard Times of the 1930s</i>.</p>	<p>Language Arts: Read <i>Christmas After All: The Great Depression Diary of Minnie Swift, Indianapolis, Indiana, 1932</i> by Kathryn Lasky, Scholastic, 2001. After reading, describe how the Great Depression was represented in the book.</p>

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LEARNING STANDARD/OUTCOME	SAMPLE ASSESSMENT	CONNECTIONS
<p>5.16.44 Describe how the Industrial Revolution changed the world economy. (W) (16C)</p>	<p>Summarize the changes that the Industrial Revolution brought to the world.</p>	<p>Art: Make a collage that illustrates the many different items that were made during the Industrial Revolution. Use your own artwork or clippings from magazines or from newspapers.</p>
<p>5.16.45 Describe the rise of capitalism. (W) (16C)</p>	<p>Complete a graphic organizer about various kinds of service industries.</p>	<p>Language Arts: Write an essay that details how the economy has changed from a bartering/agrarian economy to one that is based on manufactured goods and service industries.</p>
<p>5.16.46 Discuss the growth of high-tech industries and communication methods and their impact on the economy. (W) (16C)</p>	<p>Make a cause-and-effect chart that details how inventions can affect the economy.</p>	<p>Science: Think of the high-tech devices you use. Write a paragraph that explains how those devices have become important to your everyday life.</p>
<p>5.16.47 Learn how and why people settled and lived in the Plymouth Colony. (US) (16D)</p>	<p>Make a picture glossary to help you understand the cooperation that existed between the Plymouth colonists and their Native American neighbors. Use the Internet or library resources for help.</p>	<p>Language Arts: Imagine that you are one of the Pilgrims who arrived on the <i>Mayflower</i>, and write a journal entry about your experience.</p>

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LEARNING STANDARD/OUTCOME	SAMPLE ASSESSMENT	CONNECTIONS
<p>5.16.48 Describe the religious beliefs and practices of the Puritans and how they influenced settlement in colonial America. (US) (16D)</p>	<p>Write a paragraph that explains what made the Puritans want to move to colonial America.</p>	<p>Physical Education: Puritan children played tag, kickball, and hopscotch. Play these games together as a class.</p>
<p>5.16.49 Explain why the Southern Colonies were founded. (US) (16D)</p>	<p>Do research on the Calverts and write a biographical sketch on the family.</p>	<p>Religion: Explain the role religion played in the founding of Maryland.</p>
<p>5.16.50 Understand the significance of land policies that followed the Revolutionary War and how they impacted settlement. (US) (16D)</p>	<p>Make a chart that identifies multiple causes and effects of the increase in settlement in western regions after the Revolutionary War ended.</p>	<p>Math: The Northwest Ordinance divided the Northwest Territory into sections of land called townships. Each township measured 36 square miles. Ohio has an area of 40,953 square miles. Use division to calculate approximately how many townships were in Ohio (<i>about 1,137</i>).</p>

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LEARNING STANDARD/OUTCOME	SAMPLE ASSESSMENT	CONNECTIONS
<p>5.16.51 Examine why many people moved West in the late 1800s. (US) (16D)</p>	<p>Write a paragraph to explain why people moved West. Then explain what challenges people had to face when they got there.</p>	<p>Math: Compute the total amount of money that homesteaders paid to acquire land. A homesteader had to pay a \$10 filing fee and a \$2 land agent fee. After five years, the homesteader would pay another \$6 to receive the title for the land (<math>\\$10 + \\$2 + \\$6 = \\$18</math>). Consider the cost per acre [plot of 160 acres] (<math>18 / 160 = \text{about } \\$0.11</math>).</p>
<p>5.16.52 Identify Native Americans as the first group of people to live in Illinois. (US) (16D)</p>	<p>Complete a graphic organizer about the culture of the Illiniwek people.</p>	<p>Language Arts: Explain why so many place names in Illinois and the United States come from Native American words.</p>
<p>5.16.53 Examine the contributions of women to the antislavery movement. (US) (16D)</p>	<p>Complete a concept web based around the following phrase: <i>Women made important contributions to the antislavery movement.</i></p>	<p>Art: Make a poster that tells about the women in the antislavery movement.</p>
<p>5.16.54 Discuss how Harriet Tubman helped people escape on the Underground Railroad. (US) (16D)</p>	<p>Harriet Tubman once said, "I never lost a passenger." Explain what that quotation says about her work.</p>	<p>Language Arts: Write an antislavery editorial that might have appeared in newspaper in the mid-1800s. The editorial should include specific reasons for opposing slavery and tell what can be done to end slavery.</p>



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LEARNING STANDARD/OUTCOME	SAMPLE ASSESSMENT	CONNECTIONS
<p>5.16.55 Understand the key individuals in the woman’s suffrage movement. (US) (16D)</p>	<p>Make a list of the key individuals in the woman’s suffrage movement and their accomplishments.</p>	<p>Language Arts: Elizabeth Cady Stanton, Lucretia Mott, Carrie Chapman Catt, and Susan B. Anthony were some of those who helped women gain the right two vote. Choose one of the women, and write a biographical sketch about her.</p>
<p>5.16.56 Examine the ways that Dr. Martin Luther King, Jr., worked for civil rights. (US) (16D)</p>	<p>Use a word web to examine the ways that Dr. Martin Luther King, Jr., worked for civil rights.</p>	<p>Music: Read and analyze the lyrics to “We Shall Overcome” and the spiritual “Free at Last.” Write a paragraph describing the reasons songs such as these helped give African Americans a sense of unity and the courage to continue their struggle for civil rights.</p>
<p>5.16.57 Describe the roles of Illiniwek men and women in early Illinois history. (W) (16D)</p>	<p>Complete a Venn diagram that shows the individual and shared roles of Illiniwek men and women.</p>	<p>Language Arts: Imagine that you live in an Illiniwek community. Write a narrative about activities you see occurring in your settlement.</p>
<p>5.16.58 Describe Theodore Roosevelt’s role in conservation and the national park system. (US) (16E)</p>	<p>When Theodore Roosevelt was President, he declared five natural areas to be national parks. Write a paragraph stating why this act was important.</p>	<p>Language Arts: President Roosevelt declared the Grand Canyon and 17 other places national monuments. Choose one of those monuments, and write a short report about it.</p>

**ILLINOIS LEARNING STANDARDS: STATE GOAL 16: GRADE 5**

LEARNING STANDARD/OUTCOME	SAMPLE ASSESSMENT	CONNECTIONS
<p>5.16.59 Discuss how the canals and water routes helped develop transportation and trade in Illinois. (US) (16E)</p>	<p>Summarize how the construction of the Erie Canal led to increased trade in Illinois.</p>	<p>Language Arts: The St. Lawrence Seaway helped connect the Atlantic Ocean to Great Lakes port cities, such as Chicago. Use the Internet or library resources to research the St. Lawrence Seaway, and write a one-page report about it.</p>
<p>5.16.60 Describe the inventions in the Industrial Revolution that influenced environmental history. (W) (16E)</p>	<p>Make a time line that shows the inventors and their inventions, such as James Watts and the steam engine, which influenced environmental history.</p>	<p>Language Arts: Imagine that you are a newspaper editor writing about the Industrial Revolution. Write an editorial that supports or opposes the building of more factories. Include reasons for your position.</p>
<p>5.16.61 Examine the inventions of the late 1800s and how they affected the environment. (W) (16E)</p>	<p>Write a paragraph that states how the inventions of the late 1800s, such as Alfred Nobel's invention of dynamite or Thomas Edison's invention of the light bulb, would have affected the environment.</p>	<p>Science: Before Edwin Drake drilled an oil well, oil was collected as ground seepage. Wells drilled for water and salt occasionally also had petroleum in them. This convinced Drake that it was possible to collect oil in large quantities by drilling. Write a paragraph in which you determine the effect of oil drilling on the environment.</p>

**ILLINOIS LEARNING STANDARDS: STATE GOAL 16: GRADE 5**

LEARNING STANDARD/OUTCOME	SAMPLE ASSESSMENT	CONNECTIONS
<p><b>Significant to Develop at Grade 5:</b> 5.16.62 Read historical stories of the Eastern Woodlands people. (16A)</p>	<p>Listen to a recording of an Iroquois story about Hiawatha. Then list adjectives that describe Hiawatha based on the story.</p>	<p>Language Arts: Imagine that you are Hiawatha. Write and deliver a speech to try to persuade Iroquois leaders to join the Iroquois League. Include good reasons for working together.</p>
<p>5.16.63 Analyze the difference between primary and secondary sources in historical and modern contexts. (16A)</p>	<p>Make a chart that lists primary and secondary sources. Then describe their differences. Tell how these sources help understand history.</p>	<p>Language Arts: Look through your textbook for examples of primary and secondary sources. Define what makes each source you selected either a primary source or a secondary source.</p>
<p>5.16.64 Distinguish fact from fiction in historical fiction. (16A)</p>	<p>Read a historical document and a historical fiction story about the same event. Write a paragraph in which you compare the two writings.</p>	<p>Language Arts: Conduct research in nonfiction sources and then write a narrative and draw illustrations based on those sources.</p>
<p>5.16.65 Analyze plans for the Reconstruction of the United States. (US) (16B)</p>	<p>Identify the inconsistencies with Reconstruction plans and how they were carried out in the South.</p>	<p>Language Arts: Write a paragraph that summarizes the differences between President Johnson’s plan for Reconstruction and Congress’s plan.</p>

**ILLINOIS LEARNING STANDARDS: STATE GOAL 16: GRADE 5**

LEARNING STANDARD/OUTCOME	SAMPLE ASSESSMENT	CONNECTIONS
<p>5.16.66 Identify the effects of World War I. (US) (16B)</p>	<p>Write a paragraph about the effects of World War I, including the establishment of the League of Nations and Woodrow's Wilson's role in its creation.</p>	<p>Art: Create a booklet about World War I and its effects. Include a paragraph for each topic.</p>
<p>5.16.67 Identify Franklin D. Roosevelt's New Deal programs and describe their effects. (US) (16B)</p>	<p>Summarize Franklin D. Roosevelt's New Deal Program. State whether you think the programs helped people and how.</p>	<p>Language Arts: Research some of President Roosevelt's New Deal programs using the Internet or library resources. Write a short report about the programs.</p>
<p>5.16.68 Determine how the writers of the Constitution were influenced by ideas that emerged during the Enlightenment. (W) (16B)</p>	<p>Complete a K-W-L chart about some of the ideas that were developed during the Enlightenment.</p>	<p>Math: One of the principle ideas of the Enlightenment was that reason was the basis for all authority. Scientist and mathematician Isaac Newton helped develop this idea. Use the Internet and library resources to find out information about the some of Newton's ideas. Write a report about your findings.</p>
<p>5.16.69 Locate the lands in North America claimed by Spain. (US) (16B)</p>	<p>Using a historical map, point out the lands in North America that were claimed by Spain.</p>	<p>Language Arts: Research and write a short report about why Spain set up missions.</p>

**ILLINOIS LEARNING STANDARDS: STATE GOAL 16: GRADE 5**

LEARNING STANDARD/OUTCOME	SAMPLE ASSESSMENT	CONNECTIONS
<p>5.16.70 Explain the new laws passed after the French and Indian War. (US) (16B)</p>	<p>Write an imagined dialogue to illustrate the different opinions the British government, Native Americans, and American colonists had about the Proclamation of 1763 and the Sugar Act.</p>	<p>Language Arts: Imagine you are a news reporter in 1763. Write a newspaper story describing colonists' concerns about the Proclamation of 1763.</p>
<p>5.16.71 Describe how individuals and other nations contributed to the Revolutionary War's outcome. (US) (16B)</p>	<p>Write newspaper headlines for some of the events that led to the end of the war, including the British surrender at the Battle of Yorktown.</p>	<p>Art: Draw a medal of honor for one of the Patriot heroes. Be sure that the medal shows the hero's contribution.</p>
<p>5.16.72 Discuss how Thomas Edison's invention of the light bulb brought change to people in the United States. (US) (16C)</p>	<p>Complete a K-W-L chart about the life of Thomas Edison and his invention of the light bulb.</p>	<p>Language Arts: Thomas Edison held more than 1,300 United States and foreign patents. His workshops were forerunners of modern industrial research laboratories where teams of workers systematically work on a given project. Imagine that you are working in one of Edison's laboratories. Write a journal entry about a day at your job.</p>

**ILLINOIS LEARNING STANDARDS: STATE GOAL 16: GRADE 5**

LEARNING STANDARD/OUTCOME	SAMPLE ASSESSMENT	CONNECTIONS
<p>5.16.73 Examine the inventions of the late 1800s that changed the way people lived. (US) (16C)</p>	<p>Write the statement <i>The late 1800s were a time of rapid change in the way people lived</i>. Then list the inventors and their inventions in the late 1800s that support the generalization.</p>	<p>Science: Research inventions of your choice. Choose something that you use in your daily life, such as an electric toothbrush or a toaster. Present your findings to the class in an oral report.</p>
<p>5.16.74 Identify how Henry Ford’s use of the assembly line changed the manufacturing business. (US) (16C)</p>	<p>Write an anticipation guide that speculates how Henry Ford’s assembly line revolutionized the manufacturing industry. After reading about the assembly line, return to your paragraph and write about how accurate your guess was.</p>	<p>Language Arts: Write a description of how an assembly line works. Then list products that could be made on an assembly line.</p>
<p>5.16.75 Describe how the American economy has changed over the country’s history. (US) (16C)</p>	<p>Write a paragraph that describes the rise of service industries in the United States.</p>	<p>Language Arts: Write a letter to the editor of a newspaper that explains the rise of high-tech industries.</p>
<p>5.16.76 Describe how pioneers met the challenges of frontier life. (US) (16D)</p>	<p>Describe the pioneer life many people experienced as they traveled along the Wilderness Road to get to the West. Tell how life was different from life back east.</p>	<p>Language Arts: Explain the wave of immigration that occurred in the late 1700s and early 1800s. Note the ways many immigrants moved to the West, and how those places became states.</p>

**ILLINOIS LEARNING STANDARDS: STATE GOAL 16: GRADE 5**

LEARNING STANDARD/OUTCOME	SAMPLE ASSESSMENT	CONNECTIONS
<p>5.16.77 Interpret the roles of men and women in the Middle Colonies. (W) (16D)</p>	<p>Make a table that lists the roles of men and women who lived in the Middle Colonies.</p>	<p>Language Arts: Write a paragraph about the roles of men and women in today's society and how they differ from those in the Middle Colonies.</p>
<p>5.16.78 Explain the roles of women, African Americans, and Native Americans during the Revolutionary War. (W) (16D)</p>	<p>Write a patriotic poem about the roles women played in the Revolutionary War.</p>	<p>Language Arts: Use the Internet or library resources to research the roles Native Americans and African Americans played in the Revolutionary War. Use your research to write brief biographies on some of the people whom you read about.</p>
<p>5.16.79 Discuss how the roles of men, women, and children in past cultures have changed over time. (W) (16D)</p>	<p>Complete a two-column table in which you compare the roles of women in early American history with those of women today.</p>	<p>Art: Draw pictures of men, women, and children at different points in American history. Discuss how people's roles have changed over time.</p>
<p>5.16.80 Explain how Marjory Stoneman Douglas worked to tell people about the Everglades and to protect them. (US) (16E)</p>	<p>Marjory Stoneman Douglas wrote the following statement: "There are no other Everglades in all the world." Write a paragraph that explains why that statement would influence people to protect the Everglades.</p>	<p>Art: Make a collage based on Marjory Stoneman Douglas's life and her achievements.</p>

**ILLINOIS LEARNING STANDARDS: STATE GOAL 16: GRADE 5**

LEARNING STANDARD/OUTCOME	SAMPLE ASSESSMENT	CONNECTIONS
<p>5.16.81 Explain how early peoples in the Americas used the resources available to them. (W) (16E)</p>	<p>Bows and arrows allowed hunters to kill animals from a greater distance than other weapons allowed. Discuss the advantages of the tools—for example, increased safety and the ability to make surprise attacks.</p>	<p>Language Arts: Some early people lived in caves. Write a paragraph that explains why caves would have made good shelters.</p>
<p>5.16.82 Recognize how early Native Americans in Illinois adapted to their environment. (W) (16E)</p>	<p>Explain how the Mound Builders used the resources found in their environment to express their culture.</p>	<p>Language Arts: The Illiniwek people both farmed and hunted. Write about how these people employed both methods to obtain food and used the resources around them to survive in Illinois.</p>
<p><b>Useful to Work on at Grade 5:</b> 5.16.83 Use primary sources to analyze the technological innovations that made sea exploration possible. (16A)</p>	<p>Write a paragraph that explains the problems sailors might have if they did not have navigational tools.</p>	<p>Language Arts: Research primary sources for information about other navigational tools. Then choose a primary source, and write a description of the object; who used it; where, when, and why it was used; and what it tells about the time period.</p>



**ILLINOIS LEARNING STANDARDS: STATE GOAL 16: GRADE 5**

LEARNING STANDARD/OUTCOME	SAMPLE ASSESSMENT	CONNECTIONS
<p>5.16.84 Examine the artifacts used during the Revolutionary War. (16A)</p>	<p>Design a brochure for a museum that has artifacts from the Revolutionary War. Include text about artifacts such as a powder horn, a shot mold, or a wooden canteen, and what they can tell you about the daily life of a Continental Army soldier.</p>	<p>Language Arts: Imagine that you are a Continental soldier. Write a letter to a family member that discusses some of the tools that you have to use.</p>
<p>5.16.85 Examine the technological innovations that make space exploration possible. (16A)</p>	<p>Write a narrative that describes a space mission and includes details shown in primary sources.</p>	<p>Health: Food used in the space program must be precooked, need no refrigeration, and be ready to eat as is or by adding water. Research the kinds of foods that astronauts eat in space and make a poster about your findings. Share your poster with the class.</p>
<p>5.16.86 Describe how alliances between Native Americans and colonists affected the French and Indian War. (US) (16B)</p>	<p>Complete a cause-and-effect chart that illustrates the events of the French and Indian War, including its eventual effect on the Revolutionary War.</p>	<p>Language Arts: Write a biography about George Washington and his role in the French and Indian War.</p>

**ILLINOIS LEARNING STANDARDS: STATE GOAL 16: GRADE 5**

LEARNING STANDARD/OUTCOME	SAMPLE ASSESSMENT	CONNECTIONS
<p>5.16.87 Describe the economic boom that occurred in the 1950s. (W) (16C)</p>	<p>Make a flowchart that explains the economic boom that took place in the 1950s. Be sure to include the end of World War II and increased consumerism.</p>	<p>Language Arts: Americans fell in love with television in the 1950s. By the late 1950s, American’s best-selling magazine had become <i>TV Guide</i>. Conduct library research to find out what some of the most popular television programs were. Share your findings with the class in an oral report.</p>
<p>5.16.88 Explain how early peoples in the Americas farmed. (W) (16C)</p>	<p>Explain how people planting seeds in the Americas around 3,000 B.C. began the practice of agriculture.</p>	<p>Language Arts: Write a one-page essay that discusses the beginning of agriculture and how the practice would grow to become an important part of the world’s economy.</p>
<p>5.16.89 Explain the roles of individual pioneers as they traveled west. (W) (16D)</p>	<p>Use the Internet or library resources to find pictures of pioneer life. Then write a one-page essay in which you describe the roles each member of a pioneer family had to play in the West.</p>	<p>Language Arts: Read the book <i>Next Spring an Oriole</i> by Gloria Whelan, Random House, 2004. After reading, write a brief description of pioneer life.</p>

**ILLINOIS LEARNING STANDARDS: STATE GOAL 16: GRADE 5**

LEARNING STANDARD/OUTCOME	SAMPLE ASSESSMENT	CONNECTIONS
5.16.90 Identify how men and women in the United States supported the troops overseas during World War II. (W) (16D)	Summarize where the jobs held by men in the United States went when they went to fight in World War II.	Art: Look at posters that call for Americans to support the military during World War II. Draw your own poster that asks Americans to plant victory gardens or ration goods.

# Grade 5 State Goal 17

**State Goal 17: Understand world geography and the effects of geography on society, with an emphasis on the United States.**

**ILLINOIS LEARNING STANDARDS: STATE GOAL 17: GRADE 5**

LEARNING STANDARD/OUTCOME	SAMPLE ASSESSMENT	CONNECTIONS
<p><b>Critical to Understand and Master at Grade 5:</b>                      5.17.01                      Analyze the relationship between geography and culture using a cultural map. (17A)</p>	<p>Write questions about various cultures based on a cultural map. Trade your questions with a partner and try to answer the questions.</p>	<p>Language Arts: Identify two cultural groups that lived in different climate regions, and describe how these differences may have resulted in cultural differences.</p>
<p>5.17.02                      Interpret and use information given on an elevation map. (17A)</p>	<p>Using an elevation map, identify the elevations at which groups of people, such as Native Americans, lived.</p>	<p>Art: Use an elevation map to plan a route for Hernando de Soto that might have taken him along an easier way through the areas he explored.</p>
<p>5.17.03                      Collect, analyze, and compare information given on historical maps. (17A)</p>	<p>Use a historical map to write about the changes in land claims caused by major events, such as the French and Indian War.</p>	<p>Language Arts: Use the Internet or library resources to find out which country or countries once claimed all or part of what is now Illinois. Write a one-page essay that speculates how those claims are reflected in Illinois today, such as in place names or in languages spoken.</p>
<p>5.17.04                      Compare and analyze maps with different scales. (17A)</p>	<p>Look at a small-scale map of Illinois. Imagine that you are taking a trip to one of the cities shown on the map. Use the map to find the distance from your hometown to that city.</p>	<p>Language Arts: Analyze both a large-scale map of a place and a small-scale map of a place. Then write a paragraph explaining when and why each map would be useful.</p>

**ILLINOIS LEARNING STANDARDS: STATE GOAL 17: GRADE 5**

LEARNING STANDARD/OUTCOME	SAMPLE ASSESSMENT	CONNECTIONS
<p>5.17.05 Analyze and interpret a time zone map. (17A)</p>	<p>Make up two questions about a time zone map. Write your questions on the front of a sheet of paper. Write the answers on the back. Then exchange papers with a classmate.</p>	<p>Math: Identify a state located in each of the six time zones in the United States. Choose a time for one of those states and then calculate the time in each of the other five states.</p>
<p>5.17.06 Explain how the climate of the Eastern Woodlands region affected the Native Americans who lived there. (17C)</p>	<p>Write a description of how the Algonquian people acquired food. Explain how the climate affected their method of obtaining important food staples.</p>	<p>Language Arts: Write a summary of the various ways in which the Eastern Woodlands peoples used trees.</p>
<p>5.17.07 Explain how the climate of the Plains region affected the Native Americans who lived there. (17C)</p>	<p>Plains people hunted and gathered, farmed, and traded. Explain in a paragraph why it was necessary for the Plains people to employ these different methods of acquiring resources at different times of the year.</p>	<p>Art: Draw a picture of a Native American community in the Plains. Show people taking part in various activities. Be sure to take into account how the climate of the Plains affected people's actions.</p>
<p>5.17.08 Explain how climate of the Southwest and West regions affected the Native Americans who lived there. (17C)</p>	<p>In a paragraph, explain why it was especially important for people of the Southwest to be able to adapt to the climate of their environment.</p>	<p>Language Arts: The Nez Perce, who lived along the Columbia Plateau, built movable shelters to use while fishing. Use the Internet or library resources to research why the Nez Perce did this. Write a summary of your findings.</p>

**ILLINOIS LEARNING STANDARDS: STATE GOAL 17: GRADE 5**

LEARNING STANDARD/OUTCOME	SAMPLE ASSESSMENT	CONNECTIONS
<p>5.17.09 Explain how climate of the Pacific Northwest and the Arctic regions affected the Native Americans who lived there. (17C)</p> <p>5.17.10 Locate the Spanish claims along the borderlands, and explain why Spain set up colonies in North America. (17C)</p>	<p>Write a short essay explaining why the Aleut had different homes during different times of the year.</p> <p>Complete a graphic organizer that illustrates the various reasons why Spain established colonies in North America.</p>	<p>Theater: Write a skit involving Native Americans who are meeting at The Dalles to trade. Be sure to include details about how the traders arrived at The Dalles and what they are trading there.</p> <p>Language Arts: Summarize the plantation system set up by the Spanish.</p>
<p>5.17.11 Explain how the success of the Virginia Colony brought more people to North America. (17C)</p>	<p>Make a cause-and-effect chart that shows how economic activities in the Virginia Colony caused the population to increase. Include several causes and effects.</p>	<p>Language Arts: John Smith played an important role in the success of Jamestown. Write a biographical sketch about his life and his work in Jamestown and the Americas.</p>
<p>5.17.12 Analyze the value of the lands gained in purchases and cessions, such as in that of the Louisiana Purchase, the Oregon Territory, the Mexican Cession, and the Gadsden Purchase. (17C)</p>	<p>Make a time line about land acquisitions between 1840 and 1860. Label the time line with details about each event.</p>	<p>Language Arts: Write a summary of the advantages the United States received by taking control of the lands it acquired in the mid-1800s.</p>

**ILLINOIS LEARNING STANDARDS: STATE GOAL 17: GRADE 5**

LEARNING STANDARD/OUTCOME	SAMPLE ASSESSMENT	CONNECTIONS
<p>5.17.13 Describe how the physical and human features that were present in California in 1849 during the Gold Rush affected the United States. (17C)</p>	<p>Write a paragraph in which you explain the relationship between location of natural resources and the economic activities of miners and other entrepreneurs.</p>	<p>Language Arts: Use the Internet or library resources to research the dynamics of mining in the United States in terms of its affects on population growth and economic activity. Present an oral report based on your findings.</p>
<p>5.17.14 Analyze the changes in transportation in the United States during the early 1800s and their effects on population centers. (17C)</p>	<p>Draw a picture that illustrates how the creation of the National Road improved trade and transportation.</p>	<p>Math: The construction of the Erie Canal greatly cut the cost of shipping goods. Business owners had to pay \$10 instead of \$100 to send their goods from Buffalo to New York City. Use subtraction to determine how much money business owners saved with the Erie Canal (<math>\\$100 - \\$10 = \\$90</math>). Write a statement about why business owners would have preferred to ship goods using the Erie Canal.</p>
<p>5.17.15 Explain the importance of the Transcontinental Railroad in terms of transportation to the West, trade among the states, and communication among people. (17C)</p>	<p>Explain how the Transcontinental Railroad changed transportation and communication in the United States.</p>	<p>Language Arts: Write an essay explaining how railroads helped support the economy of the time.</p>



**ILLINOIS LEARNING STANDARDS: STATE GOAL 17: GRADE 5**

LEARNING STANDARD/OUTCOME	SAMPLE ASSESSMENT	CONNECTIONS
<p>5.17.16 Describe the relationship between the Great Migration and economic activity. (17C)</p>	<p>Write an outline that depicts reasons why African Americans in the early 1900s would have wanted to leave the South and what they were seeking in the North.</p>	<p>Language Arts: The <i>Chicago Defender</i> was a newspaper in Illinois that encouraged African Americans in the South to migrate to the North. Write an editorial urging African Americans of the South to move to the North.</p>
<p>5.17.17 Describe the natural resources available in the northern United States that contributed to economic changes during World War I. (17C)</p>	<p>Make a flowchart that includes events that depict how World War I boosted the economy.</p>	<p>Art: During World War I, many citizens bought war bonds in exchange for money, which was used to pay for the war. Look at some images of posters that advertised war bonds. Then design your own poster.</p>
<p>5.17.18 Describe the environmental challenges that result from population growth in the United States. (17C)</p>	<p>Explain some of the things that happen to the environment when the population in an area grows.</p>	<p>Art: Make a poster that shows people in urban areas how to help protect the environment.</p>
<p>5.17.19 Describe how the wise use of resources could help the environment. (17C)</p>	<p>Complete a K-W-L chart about the sensible use of renewable and nonrenewable resources.</p>	<p>Language Arts: Use the Internet to research wise ways to use resources in your community. Then prepare and present an oral report based on your findings.</p>

**ILLINOIS LEARNING STANDARDS: STATE GOAL 17: GRADE 5**

LEARNING STANDARD/OUTCOME	SAMPLE ASSESSMENT	CONNECTIONS
<p>5.17.20 Describe how the physical characteristics of a place influence people's point of view and the decisions they make over time. (17D)</p>	<p>Study a photograph that shows resources being made or traded in your community. Create a word web about the resources in the photograph. Write ideas and details about the physical characteristics in your region of Illinois that were used in the decision to make or trade the goods in the photograph.</p>	<p>Theater: In small groups, write a skit about people who live in different regions of the United States. Have each group member discuss how the physical characteristics of their region affect the decisions they make, including using water in dry places, mining resources in mountainous areas, and logging forested land in forested regions. Then perform your skit for the class.</p>
<p>5.17.21 Identify possible explanations of how people came to live in the Americas. (17D)</p>	<p>Make a table that organizes the different theories about how people arrived in the Americas.</p>	<p>Art: Do library research on the land routes of early people in North America. Then draw a map of those routes.</p>
<p>5.17.22 Identify how the physical characteristics of the Southwest helped the Pueblo people construct their culture. (17D)</p>	<p>Write a paragraph that explains the relationship between the Pueblo people's homes and their culture.</p>	<p>Language Arts: Read the book <i>Lost World of the Anasazi: Exploring the Mysteries of Chaco Canyon</i> by Peter Lourie, Boyds Mills Press, 2003. After reading the book, write a description of the physical characteristics of Chaco Canyon.</p>

**ILLINOIS LEARNING STANDARDS: STATE GOAL 17: GRADE 5**

LEARNING STANDARD/OUTCOME	SAMPLE ASSESSMENT	CONNECTIONS
<p>5.17.23 Identify how the physical characteristics of the Arctic influenced the cultures of the Arctic peoples. (17D)</p>	<p>Complete a word web that lists natural resources that were important to shaping the culture of the Arctic peoples. Then explain how these resources helped shape Arctic cultures.</p>	<p>Language Arts: Imagine that you are part of an Inuit tribe. Write a journal entry about the connection between your environment and your culture.</p>
<p>5.17.24 Describe how the environment in North America influenced the culture of the first English settlers. (17D)</p>	<p>Complete a graphic organizer that illustrates details about the following main idea: <i>The early settlers at Jamestown faced many hardships.</i></p>	<p>Language Arts: John Smith helped instill ideas about working hard and perseverance in the first English settlers. Write a speech that he might have given to the settlers to encourage them to plant food and build shelters.</p>
<p>5.17.25 Identify physical features and resources that aided the settlement of the 13 colonies. (17D)</p>	<p>Make a table that categorizes the physical features and resources found in the New England, Middle, and Southern colonies. Include details about how those physical features and resources influenced human activity.</p>	<p>Art: Make a map of the 13 colonies. Label the physical features and resources that people in each colony had available to them.</p>

**ILLINOIS LEARNING STANDARDS: STATE GOAL 17: GRADE 5**

LEARNING STANDARD/OUTCOME	SAMPLE ASSESSMENT	CONNECTIONS
<p><b>Significant to Develop at Grade 5:</b>                      5.17.26                      Describe how natural events, such as Hurricane Katrina, change the landscape. (17A)</p>	<p>Compare and contrast the land and water of New Orleans before and after Hurricane Katrina.</p>	<p>Language Arts: Write a paragraph that explains how Hurricane Katrina the damaged physical characteristics of New Orleans.</p>
<p>5.17.27                      Collect, analyze, and interpret information such as latitude and longitude from maps. (17A)</p>	<p>Give the absolute locations of cities. Also write how you found the exact locations.</p>	<p>Language Arts: Write a list of ten cities, then trade those lists with a partner. Find the absolute locations of those cities.</p>
<p>5.17.28                      Use geographic tools, including legends, to interpret maps, such as population maps. (17A)</p>	<p>Choose five cities shown on a population map. List the population density of each city. Make a bar graph comparing the population densities of the five cities.</p>	<p>Language Arts: Look at a current population map and a historical population map of the United States. Then write five questions about the map and five questions about how the twp maps compare. Write your answers on another sheet on paper.</p>
<p>5.17.29                      Analyze how erosion affects Earth and settlement patterns. (17B)</p>	<p>Write a paragraph that compares the Rocky Mountains to the Appalachian Mountains. Be sure to include how erosion has affected the Appalachian Mountains.</p>	<p>Science: Use the Internet or library resources to research the effects erosion can have on human activities, including farming. Write a one-page essay about your findings.</p>

**ILLINOIS LEARNING STANDARDS: STATE GOAL 17: GRADE 5**

LEARNING STANDARD/OUTCOME	SAMPLE ASSESSMENT	CONNECTIONS
<p>5.17.30 Explain how physical features affect human settlement patterns. (17B)</p>	<p>Make a table that categorizes physical features that encourage human settlement and those that do not.</p>	<p>Language Arts: Write a short report that explains why people would need to live near natural or human-made transportation routes.</p>
<p>5.17.31 Describe the effects of the growth of the American population. (17B)</p>	<p>Complete a graphic organizer that illustrates the positive and negative effects of urban sprawl.</p>	<p>Language Arts: Organize a class debate about the benefits and costs of development, such as bridges, highways, dams, and irrigation.</p>
<p>5.17.32 Describe the various ecosystems found in the United States. (17B)</p>	<p>Imagine that you are traveling across the United States. Write a description of the various ecosystems you drive through, such as forest, plain, prairie, desert, and tundra.</p>	<p>Science: Use the Internet or library resources to research animals that live in the Central Plains, the Interior Plains, the Rocky Mountains, or the Intermountain regions. Share your findings with the class in an oral report.</p>
<p>5.17.33 Describe the vegetation that exists in different ecosystems. (17B)</p>	<p>Complete a graphic organizer to show what kind of vegetation exists in different ecosystems, such as forest, plain, prairie, desert, and tundra.</p>	<p>Language Arts: Write a paragraph that explains the relationship between the climate of an ecosystem and the kinds of vegetation found there.</p>

**ILLINOIS LEARNING STANDARDS: STATE GOAL 17: GRADE 5**

LEARNING STANDARD/OUTCOME	SAMPLE ASSESSMENT	CONNECTIONS
<p>5.17.34 Explain why many cities in the United States are located near rivers. (17C)</p>	<p>Complete a word web that illustrates why people would want to live close to a water source and what resources they could attain.</p>	<p>Art: Find out what river is located nearest to where you live. Make a poster showing the river and its surrounding landforms. Consider how these physical features affect the culture of your community.</p>
<p>5.17.35 Describe ways that people use and change the land. (17C)</p>	<p>Make an illustration of a fictional community that shows how people use and modify the environment.</p>	<p>Art: Draw a picture of ways of life in Illinois. Include at least two images of different ways of making use of the land, such as by farming or by manufacturing.</p>
<p><b>Useful to Work on at Grade 5:</b> 5.17.36 Describe the five regions of the United States. (17A)</p>	<p>Complete a Venn Diagram in which you compare and contrast your region with another region of your choosing.</p>	<p>Language Arts: Identify the region of which Illinois is a part. Then identify characteristics of that region.</p>
<p>5.17.37 Identify and describe the landform regions of the United States. (17A)</p>	<p>Write a paragraph in which you compare and contrast the Atlantic Coast and the Pacific Coast.</p>	<p>Art: Use photographs and illustrations to differentiate landforms such as <i>mountain, hill, plateau, and plain</i>. Then draw pictures of the landforms and label them.</p>
<p>5.17.38 Describe the climate regions of the United States. (17A)</p>	<p>Make a table of the climate regions in the United States.</p>	<p>Language Arts: Write a poem about the climate and vegetation of the region in which you live.</p>

**ILLINOIS LEARNING STANDARDS: STATE GOAL 17: GRADE 5**

LEARNING STANDARD/OUTCOME	SAMPLE ASSESSMENT	CONNECTIONS
<p>5.17.39 Describe the environment of the Eastern Woodlands. (17A)</p>	<p>Look at photographs of the Eastern Woodlands. Write a description of what you see.</p>	<p>Language Arts: Write a report about how the Native Americans who lived in the Eastern Woodlands adapted to their environment.</p>
<p>5.17.40 Describe the Plains and how the Plains people adapted to the environment. (17A)</p>	<p>Write a paragraph that explains how sod is related to a Plains Indian lodge.</p>	<p>Art: Give step-by-step instructions to build a tepee. Illustrate each step and include a list of materials, using what you know about Plains people's tepees.</p>
<p>5.17.41 Describe how the Pueblo people adapted to the environment of the Southwest. (17A)</p>	<p>Write a one-page essay that explains how location and the environment affected the types of shelters built by people of the Southwest and the West.</p>	<p>Language Arts: Imagine that you are a Pueblo Indian. Write a narrative about life in a southwestern pueblo.</p>
<p>5.17.42 Describe how the peoples of the Pacific Northwest adapted to the environment and used the area's resources to meet their needs. (17A)</p>	<p>Compare the construction and structure of the homes of the Makah to those of the Iroquois.</p>	<p>Language Arts: Write a poem about the life of a Native American family living in the Northwest.</p>

**ILLINOIS LEARNING STANDARDS: STATE GOAL 17: GRADE 5**

LEARNING STANDARD/OUTCOME	SAMPLE ASSESSMENT	CONNECTIONS
<p>5.17.43 Understand how the peoples of the Arctic survived in a cold climate with limited resources. (17A)</p>	<p>Make a four-column chart with <i>Natural Resources</i> as the left-most head. The three columns to the right should be labeled <i>Food, Clothing, and Shelter</i>. List the resources found in the Arctic and sub-Arctic in the left-hand column. In the three right-hand columns, check off each category in which a particular resource is used.</p>	<p>Language Arts: Summarize the ways in which the geography and climate of the Arctic included the cultures of the peoples who lived there.</p>
<p>5.17.44 Learn how agriculture became important in the founding of the Southern colonies. (17B)</p>	<p>Make a table that compares the resources that affected human activities in the New England, Middle, and Southern colonies.</p>	<p>Language Arts: Imagine that you are Eliza Lucas Pinckney. Write a diary entry about your experiments with indigo and what you hope to accomplish.</p>
<p>5.17.45 Recognize how climate can affect human activities. (17C)</p>	<p>Identify the activities that people can participate in within your climate region. Then make a Venn Diagram in which you compare those activities to those in another climate region. Then draw a conclusion based on your results.</p>	<p>Art: Draw pictures of activities that people enjoy in various climates.</p>



**ILLINOIS LEARNING STANDARDS: STATE GOAL 17: GRADE 5**

LEARNING STANDARD/OUTCOME	SAMPLE ASSESSMENT	CONNECTIONS
5.17.46 Compare maps of the United States showing landforms, climate, and natural vegetation regions to maps that show population distribution and identify the relationship between settlement and physical features. (17D)	Look at several maps of the United States. Observe the landforms, climate, and natural regions that surround major cities in the country. Make a Venn Diagram to illustrate the relationship between settlement and physical features.	Theater: Imagine that you are a citizen of Canada who wants to immigrate to the United States. Choose a city that you would like to live in, based upon the climate and landforms in that region. With a partner act out activities you would do if you lived in that community, such as going to the beach in Miami.

# Grade 5 State Goal 18

**State Goal 18: Understand social systems, with an emphasis on the United States.**

**ILLINOIS LEARNING STANDARDS: STATE GOAL 18: GRADE 5**

LEARNING STANDARD/OUTCOME	SAMPLE ASSESSMENT	CONNECTIONS
<p><b>Critical to Understand and Master at Grade 5:</b>                      5.18.01                      Explain how Luci Tapahonso helps preserve traditional Navajo culture. (18A)</p>	<p>Write a paragraph that explains how Luci Tapahonso's writing helps preserve traditional Navajo culture.</p>	<p>Language Arts: Review illustrations or paintings that depict life in the desert Southwest. Write short poems describing the region or the peoples that first lived there.</p>
<p>5.18.02                      Understand ways that enslaved Africans tried to preserve their culture in the colonies. (18A)</p>	<p>Research some of the writings enslaved Africans created. Then write a summary based on your findings.</p>	<p>Music: Listen to recordings of songs that were sung by enslaved workers. Describe what these songs tell you about the lives of enslaved people, about the people themselves, and about their heritage.</p>
<p>5.18.03                      Examine how Phillis Wheatley's poetry reflected the patriotic spirit of her time. (18A)</p>	<p>Write a paragraph that explains how you think being enslaved affected Wheatley's point of view about the Patriot's fight for freedom.</p>	<p>Language Arts: Read Phillis Wheatley's poem about George Washington being named commander in chief of the Continental Army. Understand that the name <i>Columbia</i> is used in the poem as a female personification of the United States. Write a paragraph that analyzes the following two lines of the poem:  <i>Fix'd are the eyes of nations on the scales/                      For in their hope Columbia's arm prevails.</i></p>

**ILLINOIS LEARNING STANDARDS: STATE GOAL 18: GRADE 5**

LEARNING STANDARD/OUTCOME	SAMPLE ASSESSMENT	CONNECTIONS
<p>5.18.04 Understand the influence of Sequoyah’s writing system on Cherokee culture. (18A)</p>	<p>Practice the art of storytelling. Think about a recent event or tradition in which you participated. Describe the event as an oral story. You can make a brief outline to help you tell your story, but you should not simply read a written version.</p>	<p>Art: Create a time capsule to celebrate the cultures in your community. Be sure to include creative expressions such as literature, music, and other artistic creations.</p>
<p>5.18.05 Describe the importance of new art forms in the 1920s. (18A)</p>	<p>Write a biographical sketch on a jazz musician from the 1920s, such as Louis Armstrong or Duke Ellington.</p>	<p>Music: Play a jazz recording and describe the mood of the music. Tell how the mood of the music might reflect the mood of the country during the 1920s.</p>
<p>5.18.06 Describe differing points of view about the United States Constitution. (18B)</p>	<p>Write a report in which you explain how the views of two leaders at the Constitutional Convention were different.</p>	<p>Language Arts: Look in local newspapers or on city websites to find issues on which people have different opinions and points of view. Choose two of these viewpoints and stage a debate in which both sides are presented and rebutted.</p>

**ILLINOIS LEARNING STANDARDS: STATE GOAL 18: GRADE 5**

LEARNING STANDARD/OUTCOME	SAMPLE ASSESSMENT	CONNECTIONS
<p>5.18.07 Identify important abolitionists and describe their work. (18B)</p>	<p>Identify people who have resisted slavery. Describe what they did to fight against slavery.</p>	<p>Language Arts: Read the book <i>Freedom Struggle: The Anti-Slavery Movement 1830-1865</i> by Ann Rossi, National Geographic, 2005. Write a summary describing the work of the abolitionists covered in the book.</p>
<p>5.18.08 Analyze the reactions of both Southerners and Northerners to Reconstruction efforts. (18B)</p>	<p>Southern states seceded from the Union because they believed they had a right to disobey a federal law. Summarize how that changed after the Civil War.</p>	<p>Language Arts: Write a report about the economic, social, and political challenges the South faced during Reconstruction.</p>
<p>5.18.09 Analyze how new industries and work demands led to the formation of unions. (18B)</p>	<p>Write a summary that explains how collective bargaining allowed workers and employers to come to agreements about concerns in the workplace.</p>	<p>Language Arts: Imagine that you are living in the late 1800s. Write a newspaper article about a strike that occurred at a local factory.</p>
<p>5.18.10 Examine the life of Jane Addams and understand how she helped immigrants and those who are poor (18B).</p>	<p>Write a summary of how Jane Addams and other reformers of the late 1800s worked to help immigrants.</p>	<p>Language Arts: Imagine that you are a newspaper reporter in 1931, and Jane Addams has just won the Nobel Peace Prize. Compose questions and answers that might have been part of an interview with her.</p>

**ILLINOIS LEARNING STANDARDS: STATE GOAL 18: GRADE 5**

LEARNING STANDARD/OUTCOME	SAMPLE ASSESSMENT	CONNECTIONS
<p>5.18.11 Understand how people can take part in government to change laws, such as in the woman’s suffrage movement. (18B)</p>	<p>Write a short essay in which you explain how people fought to change the law to grant women suffrage.</p>	<p>Language Arts: Use the Internet or library resources to research Edna Purtell, and write a biographical sketch about her.</p>
<p>5.18.12 Describe the role the government in the New England Colonies played in the everyday lives of Puritans. (18B)</p>	<p>Make a two-column chart that compares your community with a Puritan community of the 1600s. Label one side <i>differences</i> and the other <i>similarities</i>.</p>	<p>Language Arts: Write a paragraph that illustrates the importance Puritans placed on education.</p>
<p>5.18.13 Understand the significance of the Freedmen’s Bureau. (18B)</p>	<p>Part of the efforts of the Freedmen’s Bureau included building schools and hiring teachers. Write a paragraph that explains why you think educating former enslaved people was considered an important goal.</p>	<p>Language Arts: Do library research on the various acts of the Freedmen’s Bureau. Write a report that tells how the Freedmen’s Bureau helped freed African Americans start new lives after the Civil War.</p>
<p>5.18.14 Describe the conflicts in the early 1700s between settlers and Native Americans over land use. (18C)</p>	<p>Write a paragraph that explains why Native Americans in the backcountry would have planted crops close to their homes.</p>	<p>Language Arts: Write a paragraph that discusses the similarities in the conflicts between colonists and Native Americans in New England and the South and the results of those conflicts.</p>

**ILLINOIS LEARNING STANDARDS: STATE GOAL 18: GRADE 5**

LEARNING STANDARD/OUTCOME	SAMPLE ASSESSMENT	CONNECTIONS
<p>5.18.15 Analyze how the Industrial Revolution changed the lives of people in the United States. (18C)</p>	<p>Write an explanation for why many immigrants would have moved near railroads at the start of the Industrial Revolution.</p>	<p>Language Arts: Use the Internet or library resources to research child labor during the Industrial Revolution. Write a report based on your findings.</p>
<p>5.18.16 Understand how the end of the Civil War affected former enslaved people in the South. (18C)</p>	<p>Make a chart in which you compare the lives of former enslaved people to their lives after they were freed.</p>	<p>Language Arts: Imagine that you are a sharecropper. Write a journal entry regarding how you feel about sharecropping compared to being enslaved workers.</p>
<p>5.18.17 Describe how the rise of consumer goods in the 1920s changed the lives of many Americans. (18C)</p>	<p>Write a description of Henry Ford's assembly line and its importance to the mass production of consumer goods.</p>	<p>Language Arts: Imagine that you are living in the 1920s. Your family has just bought its first car. Write a letter to a friend explaining how the car has changed your family's life.</p>
<p><b>Significant to Develop at Grade 5:</b> 5.18.18 Compare the lifestyles of the different Eastern Woodlands peoples. (18C)</p>	<p>The Iroquois built longhouses that could hold up to 50 people. Tell why the Iroquois would have needed to build such homes. Also identify any structures that are similar today.</p>	<p>Language Arts: Some Eastern Woodlands peoples developed confederations such as the Iroquois League to deal with issues. Write a narrative about a dispute within the Iroquois League and how it was settled.</p>

**ILLINOIS LEARNING STANDARDS: STATE GOAL 18: GRADE 5**

LEARNING STANDARD/OUTCOME	SAMPLE ASSESSMENT	CONNECTIONS
<p>5.18.19 Compare and contrast the ways of life of the different Plains groups. (18C)</p>	<p>Complete a Venn diagram that compares and contrasts lodges and tepees.</p>	<p>Language Arts: Write a paragraph that explains why Plains people had to build shelters that were easy to move.</p>
<p>5.18.20 Identify the lifestyles of other peoples of the Southwest and the West. (18C)</p>	<p>Explain the importance of trade networks to peoples of the Southwest and the West.</p>	<p>Art: Draw a pueblo, showing the various activities in which the Pueblo peoples took part.</p>
<p>5.18.21 Understand the lifestyles of the people of the Pacific Northwest and the Arctic. (18C)</p>	<p>Tell why the peoples of the Arctic used kayaks and how they affected the ways in which the peoples lived.</p>	<p>Language Arts: Write an essay that compares the ways in which the peoples of the Pacific Northwest and the peoples of the Arctic obtained food.</p>