

WDS

5th Grade history Curriculum

World Geography

a. Spatial Sense (Working with Maps, Globes, and Other Geographic Tools)

- i. Read maps and globes using longitude and latitude, coordinates, degrees.
- ii. Tropic of Cancer and Tropic of Capricorn: relation to seasons and temperature
- iii. Climate zones: Arctic, Tropical, Temperate
- iv. Time zones (review from Grade 4): Prime Meridian (0 degrees) Greenwich, England; 180° Line (International Date Line)
- v. Arctic Circle (imaginary lines and boundaries) and Antarctic Circle
- vi. From a round globe to a flat map: Mercator projection, conic and plane projections

b. Great Lakes of the World

- i. Eurasia: Caspian Sea
- ii. Asia: Aral Sea
- iii. Africa: Victoria, Tanganyika, Chad
- iv. North America: Superior, Huron, Michigan, Erie, Ontario
- v. South America: Maracaibo, Titicaca

Early American Civilizations

a. Geography

i. Identify and locate Central America and South America on maps and globes.

1. Largest countries in South America: Brazil and Argentina

ii. Amazon River

iii. Andes Mountains

b. Maya, Aztec, and Inca Civilizations

i. The Mayas

1. Ancient Mayas lived in what is now southern Mexico and parts of Central America; their descendants still live there today.

2. Accomplishments as architects and artisans: pyramids and temples

3. Development of a system of hieroglyphic writing

4. Knowledge of astronomy and mathematics; development of a 365-day calendar; early use of concept of zero.

ii. The Aztecs. A warrior culture, at its height in the 1400s and early 1500s, the Aztec empire covered much of what is now central Mexico.

b. The Island city of Tenochtitlan: aqueducts, massive temples, etc.

c. Moctezuma (also spelled Montezuma)

d. Ruler-priests; practice of human sacrifice

2. The Inca

a. Ruled an empire stretching along the Pacific coast of South America

b. Built great cities (Machu Picchu, Cuzco) high in the Andes, connected by a system of roads

c. Spanish Conquerors

i. Conquistadors: Cortés and Pizarro

1. Advantage of Spanish weapons (guns, cannons)

2. Diseases devastate native peoples

European Exploration, Trade, and the Clash of Cultures

- a. Background
 - i. Beginning in the 1400s Europeans set forth in a great wave of exploration and trade.
 - ii. European motivations
 - 1. Muslims controlled many trade routes.
 - 2. Profit through trade in goods such as gold, silver, silks, sugar, and spices
 - 3. Spread of Christianity: missionaries
 - iii. Geography of the spice trade
 - 1. The Moluccas, also called the "Spice Islands": part of present-day Indonesia
 - 2. Locate: the region known as Indochina, the Malay Peninsula, the Philippines
 - 3. Definition of "archipelago"
 - 4. "Ring of Fire": earthquakes and volcanic activity
- b. European Exploration, Trade, and Colonization
 - i. Portugal
 - 1. Prince Henry the Navigator, exploration of the West African coast
 - 2. Bartolomeu Dias rounds the Cape of Good Hope
 - 3. Vasco da Gama: spice trade with India, exploration of East Africa
 - 4. Portuguese conquer East African Swahili city-states
 - 5. Cabral claims Brazil
 - ii. Spain
 - 1. Two worlds meet: Christopher Columbus and the Tainos
 - 2. Bartolomé de las Casas speaks out against enslavement and mistreatment of native peoples
 - 3. Treaty of Tordesillas between Portugal and Spain
 - 4. Balboa reaches the Pacific
 - 5. Magellan crosses the Pacific, one of his ships returns to Spain, making the first round-the-world voyage
 - iii. England and France
 - 1. Search for Northwest Passage (review from grade 3)
 - 2. Colonies in North America and West Indies
 - 3. Trading posts in India
 - iv. Holland (The Netherlands)
 - 1. The Dutch take over Portuguese trade routes and colonies in Africa and the East Indies
 - 2. The Dutch in South Africa, Cape
 - 3. Town The Dutch in North America: New Netherland (review from grade 3), later lost to England

European Exploration, Trade, and the Clash of Cultures

c. Trade and Slavery

i. The sugar trade

1. African slaves on Portuguese sugar plantations on islands off West African coast, such as São Tomé
2. Sugar plantations on Caribbean islands
3. West Indies: Cuba, Puerto Rico, Bahamas, Dominican Republic, Haiti, Jamaica

ii. Transatlantic slave trade: the “triangular trade” from Europe to Africa to colonies in the Caribbean and the Americas

1. The “Slave Coast” in West Africa
2. The Middle Passage

The Renaissance and the Reformation

a. The Renaissance

- i. Islamic scholars translate Greek works and so help preserve classical civilization.
- ii. A “rebirth” of ideas from ancient Greece and Rome
- iii. New trade and new wealth
- iv. Italian city states: Venice, Florence, Rome
- v. Patrons of the arts and learning
 - 1. The Medici Family and Florence
 - 2. The Popes and Rome
- vi. Leonardo da Vinci, Michelangelo
- vii. Renaissance ideals and values as embodied in
 - 1. The Courtier by Castiglione: the “Renaissance man”
 - 2. The Prince by Machiavelli: real-world politics

b. The Reformation

- i. Gutenberg’s printing press: the Bible made widely available
- ii. The Protestant Reformation
 - 1. Martin Luther and the 95 Theses
 - 2. John Calvin
- iii. The Counter-Reformation
- iv. Copernicus and Galileo: Conflicts between science and the church Ptolemaic (earth-centered) vs. sun-centered models of the universe

England from the Golden Age to the Glorious Revolution

- a. England in the Golden Age
 - i. Henry VIII and the Church of England
 - ii. Elizabeth I
 - iii. British naval dominance
 - 1. Defeat of the Spanish Armada
 - 2. Sir Francis Drake
 - 3. British exploration and North American settlements
- b. From The English Revolution to the Glorious Revolution
 - i. The English Revolution
 - 1. King Charles I, Puritans and Parliament
 - 2. Civil War: Cavaliers and Roundheads
 - 3. Execution of Charles I
 - 4. Oliver Cromwell and the Puritan regime
 - 5. The Restoration (1660): Charles II restored to the English throne, many Puritans leave England for America
 - ii. The “Glorious Revolution” (also called the Bloodless Revolution)
 - 1. King James II replaced by William and Mary
 - 2. Bill of Rights: Parliament limits the power of the monarchy

Russia: Early Growth and Expansion

a. Geography

- i. Moscow and St. Petersburg
- ii. Ural Mountains, Siberia, steppes
- iii. Volga and Don Rivers
- iv. Black, Caspian, and Baltic Seas
- v. Search for a warm-water port

b. History and Culture

- i. Russia as successor to Byzantine Empire: Moscow as new center of Eastern Orthodox Church and of Byzantine culture (after the fall of Constantinople in 1453)
- ii. Ivan III (the Great), czar (from the Latin "Caesar")
- iii. Ivan IV (the Terrible)
- iv. Peter the Great: modernizing and "Westernizing" Russia
- v. Catherine the Great
- 1. Reforms of Peter and Catherine make life even harder for peasants

Feudal Japan

- a. Geography
 - i. Pacific Ocean, Sea of Japan
 - ii. Four main islands: Hokkaido, Honshu (largest), Shikoku, Kyushu
 - iii. Tokyo
 - iv. Typhoons, earthquakes
 - v. The Pacific Rim
- b. History and Culture
 - i. Emperor as nominal leader, but real power in the hands of shoguns
 - ii. Samurai, code of Bushido
 - iii. Rigid class system in feudal Japanese society
 - iv. Japan closed to outsiders
 - v. Religion
 - 1. Buddhism: the four Noble Truths and the Eightfold Path, Nirvana
 - 2. Shintoism: reverence for ancestors, reverence for nature, kami

Westward Expansion Before the Civil War

a. Geography

- i. Rivers: James, Hudson, St. Lawrence, Mississippi, Missouri, Ohio, Columbia, Rio Grande
- ii. Erie Canal connecting the Hudson River and Lake Erie
- iii. Appalachian and Rocky Mountains
- iv. Continental Divide and the flow of rivers: east of Rockies to the Arctic or Atlantic Oceans, west of Rockies to the Pacific Ocean
- v. Great Plains stretching from Canada to Mexico

b. Early exploration of the west

- i. Daniel Boone, Cumberland Gap, Wilderness Trail Lewis and Clark, Sacagawea
- ii. "Mountain men," fur trade Zebulon Pike, Pike's Peak

c. Pioneers

- i. Getting there in wagon trains, flatboats, steamboats
- ii. Many pioneers set out from St. Louis (where the Missouri and Mississippi Rivers meet).
- iii. Land routes: Santa Fe Trail and Oregon Trail
- iv. Mormons (Latter-day Saints) settle in Utah, Brigham Young, Great Salt Lake
- v. Gold Rush, '49ers

Westward Expansion Before the Civil War

- d. Native American resistance
 - i. More and more settlers move onto Native American lands, treaties made and broken
 - ii. Tecumseh (Shawnee): attempted to unite tribes in defending their land
 - iii. Battle of Tippecanoe
 - iv. Osceola, Seminole leader
- e. "Manifest Destiny" and conflict with Mexico
 - i. The meaning of "manifest destiny"
 - ii. Early settlement of Texas: Stephen Austin
 - iii. General Antonio Lopez de Santa Anna Battle of the Alamo ("Remember the Alamo"), Davy Crockett, Jim Bowie
- f. The Mexican-American War
 - i. General Zachary Taylor ("Old Rough and Ready")
 - ii. Some Americans strongly oppose the war, Henry David Thoreau's "Civil Disobedience"
 - iii. Mexican lands ceded to the United States (California, Nevada, Utah, parts of Colorado, New Mexico, Arizona)

Westward Expansion After the Civil War

- a. Homestead Act (1862), many thousands of Americans and immigrants start farms in the West
- b. "Go west, young man" (Horace Greeley's advice)
- c. Railroads, Transcontinental Railroad links east and west, immigrant labor
- d. Cowboys, cattle drives
- e. The "wild west," reality versus legend: Billy the Kid, Jesse James, Annie Oakley, Buffalo Bill
- f. "Buffalo Soldiers," African American troops in the West
- g. U. S. purchases Alaska from Russia, "Seward's folly"
- h. 1890: the closing of the American frontier (as acknowledged in the U. S. Census), the symbolic significance of the frontier

The Civil War: Causes, Conflicts, Consequences

- a. Toward the Civil War
 - i. Abolitionists: William Lloyd Garrison and The Liberator, Frederick Douglass
 - ii. Slave life and rebellions
 - iii. Industrial North versus agricultural South
 - iv. Mason-Dixon Linev. Controversy over whether to allow slavery in territories and new states
 - 1. Missouri Compromise of 1820
 - 2. Dred Scott decision allows slavery in the territories
 - vi. Importance of Harriet Beecher Stowe's Uncle Tom's Cabin
 - vii. John Brown, Harper's Ferry
 - viii. Lincoln: "A house divided against itself cannot stand."
 - 1. Lincoln-Douglas debates
 - 2. Lincoln elected president, Southern states secede
- b. The Civil War
 - i. Fort Sumter
 - ii. Confederacy, Jefferson Davis
 - iii. Yankees and Rebels, Blue and Gray
 - iv. First Battle of Bull Run

The Civil War: Causes, Conflicts, Consequences

- v. Robert E. Lee and Ulysses S. Grant
- vi. General Stonewall Jackson
- vii. Ironclad ships, battle of the USS Monitor and the CSS Virginia (formerly the USS Merrimack)
- viii. Battle of Antietam Creek
- ix. The Emancipation Proclamation
- x. Gettysburg and the Gettysburg Address
- xi. African-American troops, Massachusetts Regiment led by Colonel Shaw
- xii. Sherman's march to the sea, burning of Atlanta
- xiii. Lincoln re-elected, concluding words of the Second Inaugural Address ("With malice toward none, with charity for all. . .")
- xiv. Richmond (Confederate capital) falls to Union forces
- xv. Surrender at Appomattox
- xvi. Assassination of Lincoln by John Wilkes Booth
- c. Reconstruction
 - i. The South in ruins
 - ii. Struggle for control of the South, Radical Republicans vs. Andrew Johnson, impeachment
 - iii. Carpetbaggers and scalawags
 - iv. Freedmen's Bureau, "40 acres and a mule"
 - v. 13th, 14th, and 15th Amendments to the Constitution
 - vi. Black Codes, the Ku Klux Klan and "vigilante justice"
 - vii. End of Reconstruction, Compromise of 1877, all federal troops removed from the South

Native Americans: Cultures and Conflicts

- a. Culture and life
 - i. Great Basin (for example, Nez Perce)
 - ii. Plateau (for example, Shoshone and Ute)
 - iii. Plains (for example, Arapaho, Cheyenne, Lakota [Sioux], Blackfeet, Crow)
 - 1. Extermination of buffalo (review from grade 2)
 - iv. Pacific Northwest (for example, Chinook, Kwakiutl, Yakima)
- b. American Government Policies
 - i. Bureau of Indian Affairs
 - ii. Forced removal to reservations
 - iii. Attempts to break down tribal life, assimilation policies, Carlisle School
- c. Conflicts
 - i. Sand Creek Massacre
 - ii. Little Big Horn: Crazy Horse, Sitting Bull, Custer's Last Stand
 - iii. Wounded Knee
 - 1. Ghost Dance

U.S. Geography

- a. Locate: Western Hemisphere, North America, Caribbean Sea, Gulf of Mexico
- b. The Gulf Stream, how it affects climate
- c. Regions and their characteristics: New England, Mid-Atlantic, South, Midwest, Great Plains, Southwest, West, Pacific Northwest
- d. Fifty states and capitals