

Kindergarten, Unit 1

Lesson 1 Why do we follow rules?

Following Rules handout (p. 4T3)

- Row 1: Child should circle the picture on the left.
- Row 2: Child should circle the picture on the right.
- Row 3: Child should circle the picture on the left.

Our Classroom Rules Rubric (p. 4T4)

Use the following rubric to score children’s work:

4	Child actively participates in the class discussion. Child writes some words independently. Child dictates complete thoughts related to the topic.
3	Child participates in the class discussion. Child attempts to write some words independently. Child dictates complete thoughts.
2	Child participates, with encouragement, in the class discussion. Child dictates mostly complete thoughts.
1	Child participates minimally the in class discussion. Child dictates words or phrases that are not always related to the topic.

Lesson 2 Who are good citizens?

I Will! Rubric (p. 8T4)

Use the following rubric to score children’s work:

4	Child actively participates in the class discussion. Child writes some words independently. Child dictates complete thoughts related to the topic.
3	Child participates in the class discussion. Child attempts to write some words independently. Child dictates complete thoughts.
2	Child participates, with encouragement, in the class discussion. Child dictates mostly complete thoughts.
1	Child participates minimally in the class discussion. Child dictates words or phrases that are not always related to the topic.

Kindergarten, Unit 1 (continued)

Lesson 3 What can we learn from stories?

Actions and Consequences handout (p. 12T3)

- Child should draw a line from the top left picture to the middle right picture.
- Child should draw a line from the middle left picture to the bottom right picture.
- Child should draw a line from the bottom left picture to the top right picture.

Stick Puppets Rubric (p. 12T4)

Use the following rubric to score children's work:

4	Child completes the stick puppets and actively and appropriately uses them during the retelling of <i>Goldilocks and the Three Bears</i> .
3	Child completes the stick puppets and uses them during the retelling of <i>Goldilocks and the Three Bears</i> .
2	Child makes an effort to complete the stick puppets and uses them during the retelling of <i>Goldilocks and the Three Bears</i> with encouragement.
1	Child requires assistance to complete the stick puppets and uses them minimally during the retelling of <i>Goldilocks and the Three Bears</i> .

Kindergarten, Unit 2

Lesson 1 What are symbols?

Symbols in Our Lives handout (p.16T3)

Row 1: Child should circle and color the Statue of Liberty.

Row 2: Child should circle and color the Liberty Bell.

Row 3: Child should circle and color the bald eagle.

Row 4: Child should circle and color the United States flag.

National and State Symbols Rubric (p. 16T4)

Use the following rubric to score children’s work:

4	Child actively participates in all elements of the activity. Child correctly identifies all symbols as national or state symbols.
3	Child participates in most elements of the activity. Child identifies most symbols as national or state symbols.
2	Child participates, with encouragement, in some elements of the activity. Child identifies some symbols as national or state symbols.
1	Child participates minimally in the activity. Child is unable to identify symbols as national or state symbols.

Kindergarten, Unit 3

Lesson 1 What jobs do people do?

Community Workers Past and Present Rubric (p. 20T3)

Students should make the following matches:

Occupation	Past	Present
Teacher	<i>Row 2, Column 3</i>	<i>Row 1, Column 1</i>
Police Officer	<i>Row 2, Column 4</i>	<i>Row 1, Column 2</i>
Delivery Person	<i>Row 3, Column 1</i>	<i>Row 1, Column 3</i>
Fire Person	<i>Row 3, Column 2</i>	<i>Row 1, Column 4</i>
Doctor	<i>Row 3, Column 3</i>	<i>Row 2, Column 1</i>
Farmer	<i>Row 3, Column 4</i>	<i>Row 2, Column 2</i>

Use the following rubric to score children’s work:

4	Child actively participates in all elements of the activity. Child easily matches all of the “past” and “present” pairs of workers.
3	Child participates in most elements of the activity. Child matches most of the “past” and “present” pairs of workers.
2	Child participates, with encouragement, in some elements of the activity. Child matches some of the “past” and “present” pairs of workers.
1	Child participates minimally in the activity. Child matches few of the “past” and “present” pairs of workers.

What Work Do I Do? handout (p. 20T4)

- Child should draw a line from the first left picture to the second right picture.
- Child should draw a line from the second left picture to the fifth right picture.
- Child should draw a line from the third left picture to the first right picture.
- Child should draw a line from the fourth left picture to the third right picture.
- Child should draw a line from the fifth left picture to the fourth right picture.

Kindergarten, Unit 4

Lesson 1 How can you find things?

House and Tree handout (p. 24T4)

- Child should draw a flower near the tree.
- Child should draw a ball far away from the house.
- Child should draw a cat to the right of the tree.
- Child should draw a car to the left of the house.
- Child should draw a boy in front of the house.
- Child should draw a girl behind the tree.

Lesson 2 Is it land or water?

Balloon Globe Rubric (p. 28T2)

Use the following rubric to score children's work:

4	Child actively participates in all elements of the activity. Child easily identifies which areas of Earth are land and which are water.
3	Child participates in most elements of the activity. Child identifies which areas of Earth are land and which are water.
2	Child participates, with encouragement, in some elements of the activity. With some assistance, child identifies which areas of Earth are land and which are water.
1	Child participates minimally in the activity. Child is not able to identify which areas of Earth are land and which are water without full assistance.

Kindergarten, Unit 4 (continued)

Lesson 3 What symbols do you know?

Traffic Signs Rubric (p. 32T3)

Use the following rubric to score children's work:

4	Child actively participates in all elements of the activity. Child quickly holds up the appropriate traffic sign as each is reviewed.
3	Child participates in most elements of the activity. Child holds up the appropriate traffic sign as each is reviewed.
2	Child participates, with encouragement, in some elements of the activity. With encouragement, child holds up the appropriate traffic sign as each is reviewed.
1	Child participates minimally in the activity. Child does not hold up the appropriate traffic sign as each is reviewed.

Map Master handout (p. 32T4)

- Child should draw a car on the road.
- Child should draw a fish in the water.
- Child should color the land green.
- Child should color the water blue.
- Child should add a symbol for Big City.

Lesson 4 How can we show a neighborhood?

Neighborhood Model Rubric (p. 36T2)

Use the following rubric to score children's work:

4	Child actively participates in all elements of the activity. Child easily explains the concept of a neighborhood model.
3	Child participates in most elements of the activity. Child is able to talk about the concept of a neighborhood model.
2	Child participates, with encouragement, in some elements of the activity. Child is able to talk about some elements of a neighborhood model.
1	Child participates minimally in the activity. Child is unable to talk about any elements of a neighborhood model.

Kindergarten, Unit 4 (continued)

Lesson 5 What happens at school?

School Worker Interview Rubric (pp. 40T3–T4)

Use the following rubric to score children’s work:

4	Child actively participates in the brainstorming session. Child records most of the information on the interview handout and description sheet.
3	Child participates in the brainstorming session. Child records some of the information on the interview handout and description sheet.
2	Child participates, with encouragement, in the brainstorming session. Child records limited information for the interview handout and description sheet.
1	Child participates minimally in the brainstorming session. Child is unable to record any information for the interview handout and description sheet.

Kindergarten, Unit 5

Lesson 1 How can we show time?

Days and Months Rubric (pp. 44T3–T4)

Children should color and cut out the cars from the *Days of the Week Train* handout (p. 44T3) before placing them in the correct order. Use the following rubric to score children’s work:

4	Child’s work is neat. Child easily places the days of the week and the months of the year in the correct order.
3	Child’s work is mostly neat. Child places the days of the week and the months of the year in the correct order with some prompting.
2	Child’s work is somewhat neat. With assistance, child places the days of the week and the months of the year in the correct order.
1	Child’s work is not neat. Child is unable to place the days of the week and the months of the year in the correct order without full assistance.

Kindergarten, Unit 6

Lesson 1 What is a holiday?

Holiday Calendar Rubric (p. 48T2)

Children should follow teacher instructions on how to properly arrange the months of the year on the construction paper. Use the following rubric to score children's work:

4	Child actively participates in all elements of the activity. Child easily matches the holiday images with the appropriate months of the year. Child's work is neat.
3	Child participates in most elements of the activity. Child matches most of the holiday images with the appropriate months of the year. Child's work is generally neat.
2	Child participates, with encouragement, in some elements of the activity. Child matches some of the holiday images with the appropriate months of the year. Child's work is somewhat neat.
1	Child participates minimally in the activity. Child is unable to match the holiday images with the appropriate months of the year. Child's work is not neat.

Lesson 2 Who are people in history?

Famous Americans Rubric (p. 52T2)

Use the following rubric to score children's work:

4	Child actively participates in all elements of the activity and shares many facts about the historical figure.
3	Child participates in most elements of the activity and shares sufficient facts about the historical figure.
2	Child participates, with encouragement, in some elements of the activity and shares minimal facts about the historical figure.
1	Child participates minimally in the activity and is unable to remember any facts about the historical figure.

Kindergarten, Unit 6 (continued)

Lesson 3 How have things changed?

Children should be able to verbally describe the changes they see in the “past” and “present” card pictures.

Grade 1, Unit 1

Lesson 1 How do we make rules?

Rule Making Rubric (p. 4T4)

Student should be able to explain that citizens either directly vote on rules (direct democracy) or choose representatives to vote on rules (representative democracy). Use the following rubric to score children’s work:

4	Child actively participates in all elements of the activity and is cooperative and helpful when working with others.
3	Child participates in most elements of the activity and is generally cooperative and helpful when working with others.
2	Child participates, with encouragement, in some elements of the activity and may have difficulty cooperating when working with others.
1	Child participates, in few or no elements of the activity and has difficulty cooperating when working with others.

Lesson 2 How do we show respect?

Poster Rubric (p. 8T2)

Children’s posters should illustrate respect, good sportsmanship, fair play, or the Golden Rule. Use the following rubric to score children’s work:

4	Child actively participates in the class discussion. The illustration is highly detailed and relates to the child’s selected concept. The poster title is related to the selected concept.
3	Child participates in the class discussion. The illustration is detailed and relates to the child’s selected concept. The poster title is related to the selected concept.
2	Child participates, with encouragement, in the class discussion. The illustration includes some detail mostly relates to the child’s selected concept. The poster title is somewhat related to the selected concept.
1	Child participates minimally in the class discussion. The illustration lacks detail does not relate to the child’s selected concept. The poster title is not related to the selected concept.

Grade 1, Unit 2

Lesson 1 How can we use maps and globes?

World Map handout (p. 12T3)

The following should be correctly labeled on the map:

- Atlantic Ocean
- Pacific Ocean
- Arctic Ocean
- Indian Ocean
- North America
- South America
- Australia
- Asia
- Africa
- Europe
- Antarctica
- United States of America

North America Map handout (p. 12T4)

The following should be labeled on the map:

- Arctic Ocean
- Atlantic Ocean
- Pacific Ocean
- North America
- United States of America
- California
- “My community” (Children should place a dot near their city or town.)

Grade 1, Unit 2 (continued)

Lesson 2 What does a model show?

Classroom Model Rubric (p. 16T2)

Children should be able to tell how the classroom model and their classroom maps are alike and different and should demonstrate a clear understanding of how both are representations of actual objects. Use the following rubric to score children's work:

4	Child actively participates in all elements of the activity. Child's work is neat.
3	Child participates in most elements of the activity. Child's work is generally neat.
2	Child participates, with encouragement, in some elements of the activity. Child's work is somewhat neat.
1	Child participates in few or no elements of the activity. Child's work is not neat.

Lesson 3 How can you make a map?

Map Making Rubric (p. 20T2)

Children should be able to explain how they showed directions on their playground maps. They should also be able to discuss the symbols they used in their map legends. Use the following rubric to score children's work:

4	Child actively participates in all elements of the playground map activity. Child easily follows oral directions.
3	Child participates in most elements of the playground map activity. Child follows oral directions.
2	Child participates, with encouragement, in some elements of the playground map activity. Child may have difficulty following oral directions.
1	Child participates minimally in the playground map activity. Child has difficulty following oral directions.

Grade 1, Unit 2 (continued)

Lesson 4 Where do you live?

Four Areas of California Rubric (p. 24T3–T4)

Children’s descriptions should describe the location, weather, and physical environment of the area of California selected, as well as tell about the area’s food, clothing, shelter, transportation, and recreation. Use the following rubric to score children’s work:

4	Description is clearly organized and well focused, and includes many accurate, vivid details. There are very few spelling, capitalization, or punctuation errors. Child actively participates in the class discussion.
3	Description is organized and focused, and includes interesting, accurate details. There are some spelling, capitalization, or punctuation errors. Child participates in the class discussion.
2	Description may lack organization and focus, and includes limited or inaccurate details. There are several spelling, capitalization, or punctuation errors. Child participates, with encouragement, in the class discussion.
1	Description lacks organization and focus, and includes few or no accurate details. There are many spelling, capitalization, or punctuation errors. Child participates minimally in the class discussion.

Grade 1, Unit 3

Lesson 1 How do we honor our country?

“America” Poster Rubric (p. 28T2)

Children should be able to recite the Pledge of Allegiance and sing “America.” Use the following rubric to score children’s work:

4	Child actively participates in all elements of the activity, and is cooperative and helpful when working with others. The illustration is highly detailed and relates to the topic.
3	Child participates in most elements of the activity, and is generally cooperative and helpful when working with others. The illustration is detailed and relates to the topic.
2	With encouragement, child participates in some elements of the activity, and may have difficulty cooperating when working with others. The illustration includes some detail and mostly relates to the topic.
1	Child participates in few or no elements of the activity, and has difficulty cooperating when working with others. The illustration lacks detail does not relate to the topic.

Lesson 2 How do we honor heroes?

Hero Rubric (p. 32T2)

Children’s letters should demonstrate understanding of what it means to be a hero. Use the following rubric to score children’s work:

4	Child actively participates in the class discussion and presentation. The letter is complete, well focused, and includes interesting details. There are very few spelling, capitalization, or punctuation errors.
3	Child participates in the class discussion and presentation. The letter is complete, focused, and includes some details. There are some spelling, capitalization, or punctuation errors.
2	Child participates, with encouragement, in the class discussion and presentation. The letter may lack focus, is incomplete, and includes limited details. There are several spelling, capitalization, or punctuation errors.
1	Child participates minimally in the class discussion and presentation. The letter lacks focus, is incomplete, and includes few or no details. There are many spelling, capitalization, or punctuation errors.

Grade 1, Unit 3 (continued)

Lesson 3 What are symbols of America?

Matching Game Handouts 1 and 2 (pp. 36T3–T4)

Children should be able to identify most of the American symbols provided after playing the matching game.

Class Constitution Rubric (p. 36T2)

Children should brainstorm ideas for a class constitution. Use the following rubric to score children’s work:

4	Child actively participates in all elements of the activity.
3	Child participates in most elements of the activity.
2	Child participates, with encouragement, in some elements of the activity.
1	Child does not participate in the activity.

Grade 1, Unit 4

Lesson 1 What was life like long ago?

“In the Past” and “Now” Folder Rubric (p. 40T2)

Children should be able to describe the differences between their “In the Past” and “Now” scenes to the class. Use the following rubric to score children’s work:

4	Child actively participates in the class discussion. The folder is very neatly done and includes two scenes or items that are related.
3	Child participates in the class discussion. The folder is neatly done and includes two scenes or items that are mostly related.
2	Child participates, with encouragement, in the class discussion. The folder may be incomplete and includes two scenes or items that are somewhat related.
1	Child participates minimally in the class discussion. The folder is incomplete and does not contain two scenes or items that are related.

Lesson 2 How has travel changed?

Transportation Mobile Rubric (p. 44T2)

Children should have older forms of transportation higher on their mobiles and the newer forms lower. Children should also be able to discuss transportation and how it has changed over the years. Use the following rubric to score children’s work:

4	Child actively participates in all elements of the activity and is cooperative and helpful when working with others. Mobile is very neat and accurate.
3	Child participates in most elements of the activity and is generally cooperative and helpful when working with others. Mobile is mostly neat and accurate.
2	Child participates, with encouragement, in some elements of the activity and may have difficulty cooperating when working with others. Mobile is somewhat neat and may be inaccurate.
1	Child participates in a few or no elements of the activity and has difficulty cooperating when working with others. Mobile is not neat and only somewhat accurate.

Grade 1, Unit 4 (continued)

Lesson 3 How can we learn about the past?

Quilt Square Rubric (p. 48T2)

Children should demonstrate the ability to match and associate “past” and “now” activities. Use the following rubric to score children’s work:

4	Child actively participates in all elements of the activity. The quilt square is highly detailed, neat, and relates to the child’s selected time period.
3	Child participates in most elements of the activity. The quilt square is detailed, neat, and mostly relates to the child’s selected time period.
2	Child participates, with encouragement, in some elements of the activity. The quilt square has limited detail, is somewhat neat, and loosely relates to the child’s selected time period.
1	Child participates in few or no elements of the activity. The quilt square has few or no details, is not neat, and does not relate to the child’s selected time period.

Grade 1, Unit 5

Lesson 1 How are we alike?

Family Tradition Picture Rubric (p. 52T2)

Children should be able to tell what is alike and what is different in their family tradition pictures. Use the following rubric to score children's work:

4	Child actively participates in all elements of the activity and is cooperative and helpful when working with others. The picture is highly detailed, colorful, and neat.
3	Child participates in most elements of the activity and is generally cooperative and helpful when working with others. The picture is detailed, colorful, and neat.
2	Child participates, with encouragement, in some elements of the activity and may have difficulty cooperating when working with others. The picture has limited detail and may lack color and neatness.
1	Child participates in few or no elements of the activity and has difficulty cooperating when working with others. The picture has little or no detail and lacks color and neatness.

Grade 1, Unit 5 (continued)

Lesson 2 Who came before us?

Cultural Item Illustration Rubric (p. 56T2)

Children should be able to tell how their cultural item is important and identify from what cultural group it comes. Use the following rubric to score children’s work:

4	Child actively participates in class discussion. The illustrations are highly detailed and relate to the items selected from the list. The sentence is complete and accurate. There are very few spelling, capitalization, or punctuation errors.
3	Child participates in class discussion. The illustrations are detailed and mostly relate to the items selected from the list. The sentence is mostly complete and accurate. There are some spelling, capitalization, or punctuation errors.
2	Child participates, with encouragement, in class discussion. The illustrations have limited detail and loosely relate to the items selected from the list. The sentence may be incomplete or inaccurate. There are several spelling, capitalization, or punctuation errors.
1	Child does not participate in class discussion. The illustrations have little or no detail and do not relate to the items selected from the list. The sentence is incomplete and inaccurate. There are many spelling, capitalization, or punctuation errors.

Lesson 3 How do we learn about others?

My Family Custom Scrapbook Rubric (p. 60T4)

Children should tell about the custom or ceremony shown on their scrapbook page. Use the following rubric to score children’s work:

4	The writing is well focused and includes many vivid details. There are very few spelling, capitalization, or punctuation errors. The illustration relates to the topic.
3	The writing is focused and includes details. There are some spelling, capitalization, or punctuation errors. The illustration mostly relates to the topic.
2	The writing may lack focus includes limited detail. There are several spelling, capitalization, or punctuation errors. The illustration somewhat relates to the topic.
1	The writing lacks focus and includes few or no details. There are many spelling, capitalization, or punctuation errors. The illustration does not relate to the topic.

Grade 1, Unit 6

Lesson 1 How do people use money?

Goods or Services? handout (p. 64T3)

Row 1: Left image should be underlined. Right image should be circled.

Row 2: Left image should be circled. Right image should be underlined.

Row 3: Left image should be circled. Right image should be circled.

Row 4: Left image should be circled. Right image should be circled.

Exchange Booklet Rubric (p. 64T4)

Children should be able to review the contents of their booklets and share the illustrations they created with the class. Use the following rubric to score children's work:

4	Illustrations are highly detailed, colorful, neat, and relate to each of the four sentences. Child works cooperatively within his or her group.
3	Illustrations are detailed, colorful, neat, and relate to each of the four sentences. Child works cooperatively within his or her group.
2	Illustrations have limited detail, may lack color and neatness, and loosely relate to each of the four sentences. Child works cooperatively, with encouragement, within his or her group.
1	Illustrations have little or no detail, lack color and neatness, and do not relate to each of the four sentences. Child has difficulty working cooperatively within his or her group.

Grade 1, Unit 6 (continued)

Lesson 2 How do goods get to people?

Poster Rubric (p. 68T2)

Children should be able explain, in their own words, the steps involved in making, transporting, and marketing wool cloth in colonial times. Use the following rubric to score children's work:

4	Images are neatly arranged in sequential order. Child is able to explain all steps.
3	Images are arranged in sequential order. Child is able to explain most steps.
2	Images are mostly arranged in the correct order. With assistance, child is able to explain some steps.
1	Images are not arranged in the correct order. Child is not able to explain the steps without full assistance.

Grade 2, Unit 1

Lesson 1 How do we learn family history?

All About My Ancestor Rubric (p. 4T4)

Use the following rubric to score children's work:

4	Child actively participates in the activity. Child successfully completes all of the questions on the interview handout.
3	Child participates in most of the activity. Child completes most of the questions on the interview handout.
2	Child participates, with encouragement, in the activity. Child completes some of the questions on the interview handout.
1	Child participates minimally in the activity. Child completes a few of the questions on the interview handout.

Lesson 2 How is life different today?

When You Were My Age... Booklet Rubric (p. 8T3)

Children's booklets should compare and contrast the activities, likes, and dislikes of the adult they interviewed with their own. Use the following rubric to score children's work:

4	Child actively participates in activity. Child successfully completes the questions and the interview in the booklet and draws detailed illustrations related to the topics. The overall quality of the booklet is excellent.
3	Child participates in activity. Child completes the questions and the interview in the booklet and draws illustrations related to the topics. The overall quality of the booklet is good.
2	Child participates, with encouragement, in activity. Child completes most of the questions and the interview in the booklet and draws illustrations somewhat related to the topics. The overall quality of the booklet is fair.
1	Child participates minimally in activity. Child completes a few of the questions and some of the interview in the booklet and draws illustrations unrelated to the topics. The overall quality of the booklet is poor.

Grade 2, Unit 1 (continued)

Lesson 3 How can we put events in order?

Major Events of My Life Time Line Rubric (p. 12T3–T4)

Use the following rubric to score children's work:

4	Child actively participates in all elements of the activity. Child successfully completes the handout and accurately plots his or her life events on a time line.
3	Child participates in most elements of the activity. Child completes the handout and accurately plots his or her life events on a time line with minimal assistance.
2	Child participates, with encouragement, in some elements of the activity. Child partially completes the handout and accurately plots his or her life events on a time line with assistance.
1	Child participates minimally in the activity. Child does not complete the handout and is unable to accurately plot his or her life events on a time line without full assistance.

Grade 2, Unit 2

Lesson 1 How can we locate places?

Community Grid handout (p. 16T4)

School: C-3

Hospital: D-4

Fire Station: B-2

Grocery Store: E-3

Police Station: A-1

Gas Station: D-1

Bakery: A-4

Lesson 2 What does a map show?

North America Map handout (p. 20T3)

Children's maps should include the following labels, as well as the map legend and compass rose:

- United States
- Canada
- Mexico
- Pacific Ocean
- Atlantic Ocean
- Lake Ontario
- Rocky Mountains
- Appalachian Mountains
- Lake Huron
- Lake Michigan
- Arctic Ocean
- Columbia River
- Colorado River
- Mississippi River
- Missouri River
- Ohio River
- Rio Grande
- Lake Superior
- Lake Erie

Grade 2, Unit 2 (continued)

Lesson 3 Where did my family come from?

My Family Rubric (p. 24T4)

Children should use responses from the *Family Interview Questions* handout (p. 24T3) to complete the information handout. Use the following rubric to score children's work:

4	Child actively participates in the activity. Child accurately completes all the questions on the handout.
3	Child participates in the activity. Child accurately completes most of the questions on the handout.
2	Child participates, with encouragement, in the activity. Child accurately completes some of the questions on the handout.
1	Child participates minimally in the activity. Child accurately completes few or none of the questions on the interview handout.

Lesson 4 How do people use land?

Flip Book Rubric (p. 28T2)

Children's flip books should include written clues about urban, suburban, and rural environments, and include an illustration of each. Use the following rubric to score children's work:

4	Child actively participates in all elements of the activity. Child easily follows teacher directions. The flip book is accurate, colorful, and neat.
3	Child participates in most elements of the activity. Child follows teacher directions. The flip book is mostly accurate and neat.
2	Child participates in some elements of the activity. Child somewhat follows teacher directions. The flip book is somewhat accurate and neat.
1	Child participates, with encouragement, in a few elements of the activity. Child has difficulty following teacher directions. The flip book is inaccurate and not neat.

Grade 2, Unit 3

Lesson 1 What do governments do?

Three Branches of Government handout (p. 32T4)

Children’s collages should have labels placed near the following buildings:

Capitol Building (left-hand image)

*Congress works here.
We make laws.
The House of Representatives
The Senate*

White House (center image)

*The President works here.
We use the laws to lead the country.
The Vice-President*

Supreme Court Building (right-hand image)

*The Supreme Court works here.
We judge the laws.*

The Branches of Our Government Collage Rubric (p. 32T4)

Use the following rubric to score children’s work:

4	Child places all of the word box labels near the appropriate buildings.
3	Child places most of the word box labels near the appropriate buildings.
2	Child places some of the word box labels near the appropriate buildings.
1	Child places a few or none of the word box labels near the appropriate buildings.

Grade 2, Unit 3 (continued)

Lesson 2 How do people solve problems?

How Nations Act Together handout (p. 36T3)

Children's labels should be placed in the following rows:

Trade

Other countries import coffee from Mexico.
Oil is imported from the United Arab Emirates.
The local grocery store sells cheese imported from France.

Arts and Entertainment

The Vienna (Austria) Boys Choir sings at several concerts in the United States.
The Moscow (Russia) Ballet visits the United States.
An exhibit of paintings from the Louvre museum (Paris, France) travels worldwide.

Treaties

The United States and Japan sign a trade agreement.
Several countries agree to use the same form of money.
Countries involved in space exploration agree not to use space for military use.

Diplomacy

A country sends diplomats to other countries.
An embassy helps people travel among countries.
The United Nations is asked to help with a disagreement between two countries.

Military Force

Our country sends its tanks and soldiers into another country.
World War II
One country uses its planes, ships, and submarines to close another country's harbors.

Nations Chart Rubric (p. 36T2)

Use the following rubric to score children's work:

4	Child actively participates in the class discussion. Child places all of the labels in the correct rows.
3	Child participates in the class discussion. Child places most of the labels in the correct rows.
2	Child participates, with encouragement, in the class discussion. Child is able to place some of the labels in the correct rows with assistance.
1	Child participates minimally in the class discussion. Child is not able to place the labels in the correct rows without full assistance.

Grade 2, Unit 4

Lesson 1 How do people grow and use food?

Chart and Diagram Rubric (p. 40T2)

Use the following rubric to score children's work:

4	Child actively participates in all elements of the activity.
3	Child participates in most elements of the activity.
2	Child participates in some elements of the activity.
1	Child participates in few or no elements of the activity.

Lesson 2 Who are buyers and sellers?

Producer and Consumer Rubric (p. 44T2)

Children should be able to explain their reasons for buying or not buying the products and services. Use the following rubric to score children's work:

4	Child actively participates in all elements of the activity and is cooperative and helpful when working with others.
3	Child participates in most elements of the activity and is generally cooperative and helpful when working with others.
2	Child participates, with encouragement, in some elements of the activity and may have difficulty cooperating when working with others.
1	Child participates in few or no elements of the activity and has difficulty cooperating when working with others.

Grade 2, Unit 4 (continued)

Lesson 3 How do people use resources?

Impact of Insufficient Resources Rubric (p. 48T4)

Children's charts should demonstrate an understating of the impact of insufficient resources on producers and consumers. Use the following rubric to score children's work:

4	Child actively participates in the brainstorming sessions. Child's chart includes many accurate examples.
3	Child participates in the brainstorming sessions. Child's chart includes accurate examples.
2	Child participates, with encouragement, in the brainstorming sessions. Child's chart includes minimal or inaccurate examples.
1	Child participates minimally in the brainstorming sessions. Child's chart includes few or no accurate examples.

Grade 2, Unit 5

Lesson 1 How do heroes make a difference?

Hero Word Web Rubric (p. 52T3)

Children’s word webs should demonstrate an understanding of the attributes of heroes.
Use the following rubric to score children’s work:

4	Child actively participates in all elements of the activity. Word web includes many accurate details.
3	Child participates in most elements of the activity. Word web includes accurate details.
2	Child participates in some elements of the activity. Word web includes minimal or inaccurate details.
1	Child participates, with encouragement, in a few elements of the activity. Word web includes few or no accurate details.

Grade 3, Unit 1

Lesson 1 What are the land and water like in your area?

California Salt Dough Relief Map Rubric (p. 8T2)

Students' maps should be painted according to the legend on the *California Regions* handout (p. 8T3). Use the following rubric to score students' work:

4	Relief map is neat and accurate. Student works cooperatively with his or her partner.
3	Relief map is mostly neat and accurate. Student works cooperatively with his or her partner.
2	Relief map is generally neat but may contain inaccuracies. Student may have difficulty working cooperatively with his or her partner.
1	Relief map is not neat and is inaccurate. Student has difficulty working cooperatively with his or her partner.

Lesson 2 How have people used the land in your region?

Local Watershed Report Rubric (p. 14T2)

Students' reports should follow the format provided in the *Local Watershed Report Questions* handout (p. 14T4). Use the following rubric to score students' work:

4	Student actively participates in class discussion. Report answers all of the questions on the handout. Spelling and grammar are correct.
3	Student participates in class discussion. Report answers most of the questions on the handout. Spelling and grammar are mostly correct.
2	Student participates, with encouragement, in class discussion. Report answers some of the questions on the handout. There are some spelling and grammatical errors.
1	Student participates minimally in class discussion. Report answers few or none of the questions on the handout. There are numerous spelling and grammatical errors.

Grade 3, Unit 2

Lesson 1 How are California Indians in your region alike and different?

Legend Rubric (p. 28T2)

Students' illustrations or stories should accurately relate to the assigned legend. Use the following rubric to score students' work:

4	Student actively participates in all elements of the activity. Story or illustration is highly detailed and relates to the assigned legend.
3	Student participates in most elements of the activity. Story or illustration is detailed and relates to the assigned legend.
2	Student participates, with encouragement, in some elements of the activity. Story or illustration may lack detail and is loosely related to the assigned legend.
1	Student participates in few or no elements of the activity. Story or illustration lacks detail and is not related to the assigned legend.

Lesson 2 How have California Indians lived in their environment?

Meeting Our Needs Web handout (p. 40T3)

Answers will vary depending on the city or town in which students live.

Information Sheet handout (p. 40T4)

Answers will vary depending on which California Indian group the teacher selects.

Bubble Rubric (p. 40T2)

Groups' information should address how the assigned topic demonstrates adaptation to the environment. Use the following rubric to score students' work:

4	Student actively participates in all elements of the activity. Bubble includes many accurate, vivid details about the assigned topic.
3	Student participates in most elements of the activity. Bubble includes accurate details about the assigned topic.
2	Student participates, with encouragement, in some elements of the activity. Bubble includes limited or inaccurate details about the assigned topic.
1	Student participates in few or no elements of the activity. Bubble includes few or no accurate details about the assigned topic.

Grade 3, Unit 2 (continued)

Lesson 3 How do California Indian groups function?

Activity Step 1 Teacher Background Information (p. 52T2)

Information for comparing and contrasting government systems may include the following:

Governing Body	Membership	Duties	Economy
Tribal Council	Small body (3–7) of elected officials; size varies	Settles matters important to the group, such as making laws for the community, providing police to enforce laws, and serving as judges.	Tribal government supports tribal members to build businesses, find jobs, and buy services from non-tribal businesses.
General Council	Large body (size varies, as many as 240 members). Members must be at least 18 years of age.	Settles matters important to the group, such as making laws for the community, providing police to enforce laws, and serving as judges.	Tribal government supports tribal members to build businesses, find jobs, and buy services from non-tribal businesses.
Federal Government (United States)	Senate and House of Representatives (legislative branch), President and Cabinet (executive branch), and Supreme and U.S. Circuit Courts (judicial branch).	Settles matters for the United States, including making laws, establishing treaties with other nations, providing for national defense, and serving as judges.	Encourages the growth of businesses and increase of jobs across the nation and encourages and regulates trade with other nations.
State Government (California)	Senate and Assembly (legislative branch), Governor and Lieutenant Governor (executive branch), and Municipal, Superior, Courts of Appeal, and Supreme Courts (judicial branch).	Settles matters for the state of California, including making laws, providing police to enforce the laws, serving as judges, and overseeing the education of the state’s youth.	Encourages the growth of businesses and increase of jobs in the state.

Grade 3, Unit 2 (continued)

General Council Paragraph Rubric (p. 52T2)

Paragraphs should reflect how the General Council worked together and should articulate that it gave thoughtful and fair consideration to each of the issues. Use the following rubric to score students' paragraphs:

4	Student actively participates in the General Council. Paragraph clearly answers all four of the questions posed. Spelling and grammar are correct.
3	Student participates in the General Council. Paragraph answers at least three of the questions posed. Spelling and grammar are mostly correct.
2	Student participates, with encouragement, in the General Council. Paragraph answers at least two of the questions posed. There are some spelling and grammatical errors.
1	Student participates minimally in the general council. Paragraph is unclear and does not answer any of the questions posed. There are numerous spelling and grammatical errors.

Lesson 4 How did Europeans change life for California Indians?

A to Z Chart Rubric (p. 64T4)

Students' answers will vary depending on the read-aloud selection. *A to Z Charts* should include detailed notes based on the read-aloud book. Use the following rubric to score students' work:

4	Student actively participates in all elements of the activity. Handout includes many accurate details.
3	Student participates in most elements of the activity. Handout includes accurate details.
2	Student participates, with encouragement, in some elements of the activity. Handout includes limited or inaccurate details.
1	Student does not participate in the activity. Handout includes few or no accurate details.

Grade 3, Unit 3

Lesson 1 Who has come to your region?

My Research Report handout (p. 72T4)

Students' information may include the following:

Juan Rodríguez Cabrillo

Name of person: Juan Rodríguez Cabrillo

When did he come to California? 1542

Why did he settle in this region? He did not settle; he died during his expedition, but his men returned to New Spain (Mexico) in early 1543.

What religious or cultural traditions did he bring? He opened the way for Spanish settlement. Spanish missionaries who followed brought Roman Catholicism and Spanish language and culture.

How has he helped shape the region today? He named many places, such as San Diego, Santa Cruz, Catalina, and San Miguel Island and opened the way for Spanish settlement. Spanish missionaries brought Roman Catholicism and Spanish language and culture.

Francis Drake

Name of person: Francis Drake

When did he come to California? 1579

Why did he settle in this region? He did not settle; he sailed around the world and claimed lands in the name of England's ruler, Queen Elizabeth I.

What religious or cultural traditions did he bring? None; he did not stay long enough for his traditions to be established.

How has he helped shape the region today? Drake's Bay, north of San Francisco, is named after him.

Gold Rush miner

Name of person: A Gold Rush miner

When did he or she come to California? 1848, 1849, 1850

Why did he or she settle in this region? To find gold or "strike it rich."

What religious or cultural traditions did he or she bring? Most miners were of European ancestry and brought language and culture reflecting their specific ancestry.

How has he or she helped shape the region today? He or she used the gold they found to buy goods and services and helped build California's economy.

Grade 3, Unit 3, Lesson 1 (continued)

Chinese railroad worker

Name of person: A Chinese railroad worker

When did he or she come to California? 1860s

Why did he or she settle in this region? To work on the transcontinental railroad

What religious or cultural traditions did he or she bring? Chinese culture, language, foods, and traditions.

How has he or she helped shape the region today? He or she helped build California's railroad and farms or businesses and brought Chinese (Asian) culture to the state.

Military person

Answers will vary depending on the person selected.

Hollywood actor or actress

Answers will vary depending on the person selected.

Local political leader

Answers will vary depending on the person selected.

Report and Present Rubric (p. 72T2)

Students' reports should describe why their assigned individual came to California, when he or she came, what religious and cultural traditions he or she brought, and how he or she helped shape California today. Use the following rubric to score students' work:

4	Student actively participates in all elements of the activity and is cooperative and helpful when working with others. Report includes many accurate, vivid details.
3	Student participates in most elements of the activity and is generally cooperative and helpful when working with others. Report includes accurate details.
2	Student participates, with encouragement, in some elements of the activity and may have difficulty cooperating when working with others. Report includes limited or inaccurate details.
1	Student participates minimally in the activity and has difficulty cooperating when working with others. Report includes few or no accurate details.

Class Quiz (p. 72T2)

Answers will vary based on the teacher-created quiz.

Grade 3, Unit 3 (continued)

Lesson 2 How did early settlers affect your region's economy?

Activity Step 1 Teacher Background Information (p. 76T2)

The following are possible businesses to be used for activity learning stations:

Long Ago	Today
General stores	Malls
Family farms/ranches	Agri-business
Tradespeople	Factories
Apothecary	Modern drug store
Doctors	Hospitals
Traditional miners	Large-scale machine mining
People who fished	Commercial fishing fleets
Local newspaper	Regional/national presses
Livery stables	Rental car businesses
Family restaurants/diners	Chain restaurants

Economy Chart handout (p. 76T3)

1. Answers will vary depending on the classroom learning stations.
2. *Good*: thing that is made or grown and then sold
Service: paid job that someone does for others
Economy: way things are bought and sold in a place
Property: thing someone owns
Ownership: have something that belongs only to you
Laborer: worker

Jobs of Past and Present Categorizing Activity (p. 76T2)

Students should be able to categorize jobs as being from the past, the present, or both.

Grade 3, Unit 3 (continued)

Lesson 3 How have people helped places in your region grow?

The House on Maple Street Chronology Cards handout (p. 82T3)

The following is the order of events from *The House on Maple Street*:

1. Three hundred years ago, there was no house here or even a street. There was only a forest and a bubbling spring where animals came to drink.
2. A wagon train passed by, heading for California. The settlers stopped beside the stream for a night.
3. The man cut down trees and made a house. He pulled up stumps left from the fire and planted his crops.
4. Now the schoolteacher and his family live on the farm. They sold much of the land to other people.
5. They hired carpenters and masons to build a cozy red brick home with white trim.

Bulletin Board Rubric (p. 82T2)

Students' bulletin board sections should include a paragraph and an illustration that demonstrate an understanding of how the community has changed over time. Use the following rubric to score students' work.

4	Student actively participates in all elements of the activity and is cooperative and helpful when working with others. Bulletin board section is accurate and reflects a strong understanding of the assigned topic.
3	Student participates in most elements of the activity and is cooperative and helpful when working with others. Bulletin board section is mostly accurate and reflects a general understanding of the assigned topic.
2	Student participates, with encouragement, in some elements of the activity and may have difficulty cooperating when working with others. Bulletin board section reflects a basic understanding of the assigned topic.
1	Student participates, with encouragement, in a few elements of the activity and is has difficulty cooperating when working with others. Bulletin board section does not reflect an understanding of the assigned topic.

Grade 3, Unit 3 (continued)

Community Letter Rubric (p. 82T2)

Students' letters should be written from the point of view of someone explaining to a friend why their community is a great place to visit. Use the following rubric to score students' work:

4	Letter is well focused, clearly organized, and provides many accurate, vivid details about the community. Spelling and grammar are correct.
3	Letter is focused, organized, and provides accurate details about the community. Spelling and grammar are mostly correct.
2	Letter may lack focus and organization, and provides limited or inaccurate details about the community. There are some spelling and grammatical errors.
1	Letter lacks focus and organization, and there are few or no accurate details about the community. There are numerous spelling and grammatical errors.

Grade 3, Unit 4

Lesson 1 How do rules and laws help people live together?

Vocabulary Words handout (p. 88T3)

Answers may include the following:

Citizen: a person who is part of a community

Right: something that a person can do

Responsibility: something that a person should do

Obey: to do what someone tells you to

Let's Learn About the U.S. Constitution handout (p. 88T4)

Row 1: The Constitution includes the “rules” for our government.

Row 2: Delegates to the Constitutional Convention wrote the Constitution.

Row 3: The Constitution was written in 1787.

Row 4: The Constitution was written in Philadelphia.

Row 5: Answers may vary, but should include that the Constitution was written because the United States needed a stronger national government (after the Articles of Confederation failed).

California Helmet Law Discussion Rubric (p. 88T2)

Students should demonstrate an understanding that rules and laws are meant to protect citizens and to allow citizens to live and work together peacefully. Use the following rubric to score students’ work:

4	Student actively participates in class discussion.
3	Student participates in class discussion.
2	Student participates, with encouragement, in class discussion.
1	Student participates minimally in class discussion.

Lesson 2 Why is being a good citizen important?

How Do You Practice Being a Good Citizen? handout (p. 92T4)

Students’ answers will vary depending on the read-aloud selection.

“Good Citizenship”/ “Poor Citizenship” Activity (p. 92T2)

Students should be able to identify and highlight the words *vote*, *volunteer*, and *taxes* in the local newspaper and identify any related pictures. Students should be able to place accurate examples from the newspaper on poster board under the headings, “Good Citizenship” and “Poor Citizenship.”

Grade 3, Unit 4 (continued)

Lesson 3 What brings our communities and country together?

Symbols and Landmarks handout (p. 98T3)

Answers may include the following:

Symbol or Landmark	Where is it?	What does it represent?	How does it bring us together?
U.S. Constitution	Washington, D.C.	Rights of citizens, laws of our country	It protects the rights of all citizens.
Declaration of Independence	Washington, D.C.	Freedom, independence	Many celebrate our independence on the 4th of July with parades and fireworks.
California State Seal	Answers will vary.	The history and geography of California	It reminds us of the things that helped form our state.
Golden Gate Bridge	San Francisco, California	Hard work, courage	When we see it, we feel proud.
Uncle Sam	Answers will vary.	The United States	It stands for the government and people of our country.
Bald Eagle	Answers will vary.	Strength, freedom	When we see it, we feel proud.
American Flag	Answers will vary.	Thirteen original colonies and fifty states	It makes us all feel part of one country.
Statue of Liberty	Liberty Island in New York Harbor	Friendship between France and the United States and their shared belief in liberty	It makes people proud of our country. For many immigrants, it was the first thing they saw when arriving in the United States.
White House	Washington, D.C.	Where the President lives and works	The President is the leader of our country.
Pledge of Allegiance	Answers will vary.	The American flag	It reminds us that we are united and “indivisible.”

Grade 3, Unit 4 (continued)

Lesson 4 How does government work?

Three Branches of Government handout (p. 102T3)

1. legislative, executive, and judicial
2. legislative
3. executive
4. judicial

For the tree branch section of the handout:

Legislative Branch

- Congress establishes taxes.
- The Senate must approve presidential appointments.
- Congress can declare war.

Executive Branch

- The President commands the armed forces.
- The President appoints Supreme Court justices and other federal judges.
- The President can sign or veto laws that Congress has passed.

Judicial Branch

- The judicial branch decides what laws mean and if they follow the Constitution.
- The judicial branch can overturn laws it finds go against the Constitution.
- The judicial branch can overturn the President's actions if it finds them to go against the Constitution.

Local Government Structure handout (p.102T4)

Students' answers will vary depending on their local government.

Community Issue Letter Rubric (p. 102T2)

Students' letters should describe a community issue (such as traffic or litter) and explain to a local official or governing body why it needs to be addressed. Use the following rubric to score students' work:

4	Letter is well focused and includes many relevant details. The letter includes all of the components of a formal letter. Spelling and grammar are correct.
3	Letter is focused and includes some relevant details. The letter has most of the components of a formal letter. Spelling and grammar are mostly correct.
2	Letter may lack focus and includes limited relevant details. The letter has some components of a formal letter. There are some spelling and grammatical errors.
1	Letter lacks focus and includes few or no relevant details. The letter is missing most or all of the components of a formal letter. There are numerous spelling and grammatical errors.

Grade 3, Unit 4 (continued)

Lesson 5 How do states, American Indians, and our country’s government work together?

A to Z Chart Rubric (p. 106T4)

Students’ answers will vary depending on which U.S. states the teacher selects. Use the following rubric to score students’ work:

4	Student actively participates in all elements of the activity. Student completes the entire chart.
3	Student participates in most elements of the activity. Student completes most of the chart.
2	Student participates, with encouragement, in some elements of the activity. Student completes some of the chart.
1	Student participates in few or no elements of the activity. Student needs assistance in completing the chart.

Lesson 6 How have people worked for freedom?

American Hero Biography (p. 114T3)

Use the *American Hero Rubric* handout (p. 114T4) to score students’ work.

Grade 3, Unit 5

Lesson 1 What kinds of resources do we use?

Resources Worksheet handout (p. 122T4)

The following should be listed under the *Natural Resources* column:

Answers from pictures: wheat field, river, cow

Possible school resources: grass, trees, soil

The following should be listed under the *Human Resources* column:

Answers from pictures: baker, people who fish, farmer

Possible school resources: teacher, custodian, principal

The following should be listed under the *Capital Resources* column:

Answers from pictures: flour mill, boat, tractor

Possible school resources: school building, school equipment, bus

Resources Rubric (p. 122T2)

Students should correctly categorize the resources on their worksheets and should demonstrate, through class discussion, an understanding of local resources and how they have been used in the past and in the present. Use the following rubric to score students' work:

4	Student actively participates in class discussion. Student correctly categorizes all of the resources.
3	Student participates in class discussion. Student correctly categorizes most of the resources.
2	Student participates, with encouragement, in class discussion. Student may need assistance to correctly categorize some of the resources.
1	Student participates minimally in class discussion. Student needs assistance to correctly categorize most of the resources.

Grade 3, Unit 5 (continued)

Lesson 2 Where are goods made?

Import Paragraph Rubric (p. 126T2)

Students' paragraphs should describe where their selected product came from, how it traveled to their classroom, and how it is used. Use the following rubric to score students' work:

4	Paragraph is clearly organized, well focused, and includes a topic sentence with many supporting details. Spelling and grammar are correct.
3	Paragraph is organized, focused, and includes a topic sentence with some supporting details. Spelling and grammar are mostly correct.
2	Paragraph may lack organization and focus and includes a weak topic sentence with limited details. There are spelling and grammatical errors.
1	Paragraph lacks organization and focus, does not include a topic sentence, and provides few or no details. There are numerous spelling and grammatical errors.

Lesson 3 How do we decide what we want?

My Spending Worksheet handout (p. 130T4)

Students' answers will vary depending on the needs and wants they selected from the list.

Lesson 4 How does your work in school help you?

Interview Rubric (p. 134T2)

Students should complete both interview worksheets (pp. 134T3–T4). Use the following rubric to score students' work:

4	Student actively participates in all elements of the activity. Student is cooperative and helpful when working with others. Student interview worksheets are complete with many accurate details.
3	Student participates in most elements of the activity. Student is generally cooperative and helpful when working with others. Student interview worksheets are complete with accurate details.
2	Student participates, with encouragement, in some elements of the activity. Student may have difficulty cooperating when working with others. Student interview worksheets are incomplete and include limited or inaccurate details.
1	Student participates in few or no elements of the activity. Student has difficulty cooperating when working with others. Student interview worksheets are incomplete and include few or no accurate details.

Grade 4, Unit 1

Lesson 1 How do you locate places on Earth?

World Map handout (p. 6T3)

New Orleans, United States: 30°N, 90°W; Mt. Everest, Nepal: 30°N, 90°E; Cairo, Egypt: 30°N, 30°E; Maseru, Lesotho: 30°S, 30°E; Lake Chad, Chad: 15°N, 15°E; Santa Fe, Argentina: 30°S, 60°W

California Map handout (p. 6T4)

Santa Rosa Island: 34°N, 120°W; Lake Tahoe: 39°N, 120°W; Hopland Rancheria: 39°N, 123°W; Thompson Peak: 41°N, 123°W; Escondido: 33°N, 117°W; Point Reyes: 38°N, 123°W

Lesson 2 How is Earth divided?

World Hemispheres handout (p. 10T3)

First Globe (from top to bottom): Northern [Hemisphere]; North Pole; Tropic of Cancer; Equator, Tropic of Capricorn; South Pole; Southern [Hemisphere]

Second Globe (from left to right, counterclockwise): Western [Hemisphere]; Eastern [Hemisphere]; Prime Meridian

World Locations handout (p. 10T4)

Use the *Student Atlas* for reference.

Grade 4, Unit 1 (continued)

Lesson 3 How are the areas of California different?

Brochure Rubric (p. 18T2)

Students' brochures should be creatively done and focus on encouraging people to move to or visit the assigned region. Use the following rubric to score students' work:

4	Brochure is clearly organized, neat, and contains many interesting and accurate details. Pictures are colorfully done and spelling and grammar are correct.
3	Brochure is organized, mostly neat, and contains interesting and accurate details. Spelling and grammar are mostly correct.
2	Brochure may lack organization and neatness, and contains limited or inaccurate details. There are some spelling and grammatical errors.
1	Brochure lacks organization, is not neat, and contains few or no accurate details. There are numerous spelling and grammatical errors.

Lesson 4 How have California's landforms and water affected settlement?

Outline Map of California handout (p. 22T3)

Use the map on p. 20 for reference.

Cause and Effect Discussion (p. 22T2)

Students' cause-and-effect statements should demonstrate an understanding of the impact of landforms and water on settlement.

Lesson 5 How are California's communities alike and different?

Quiz Ball Rubric (p. 28T2)

Students' review questions and oral responses should demonstrate an understanding of California's population density and land use. Use the following rubric to score students' work:

4	Student actively participates in the game. Student writes accurate review questions and is able to answer the review questions.
3	Student participates in the game. Student writes accurate review questions and is able to answer most of the review questions.
2	Student participates, with encouragement, in the game. Student may have difficulty both in writing and answering the review questions.
1	Student participates minimally in the game. Student has difficulty or does not write or answer review questions.

Grade 4, Unit 2**Lesson 1** How did early people live in California?***California Indians Graphic Organizer handout (p. 36T4)*****Chumash**

Shelter: thatched, dome-shaped houses with willow pole frames covered with woven grass

Food: fish, shellfish, whales, and seabirds; inland plants and animals of the region, including acorns

Clothing: deerskin and plant fiber in warm weather; might have worn animal hides for warmth in cold weather

Religion: gathered for ceremonies that honored the Earth and the sun

Land/sea use: made tools from whalebone and used clam shells as money when trading; seafaring plank canoes helped for transportation of goods; baskets made from plants allowed for food and water storage

Miwok

Shelter: dirt-covered houses built halfway underground for warmth in winter; redwood bark houses above ground to keep cool in summer

Food: fish and shellfish; acorns and game; seeds and roots; insects such as grasshoppers

Clothing: deerskin loincloth (both men and women); deerskin apron (women)

Religion: ceremonies were primarily sacred dances

Land/sea use: bone and deer antlers for a variety of tools; bows and arrows made from oak, willow, or other wood

Cahuilla

Shelter: type of thatched reed house called a kish

Food: hunted antelope and small mammals; gathered plants and seeds, including acorns

Clothing: most clothing was made from buckskin or woven fiber; rabbit skin robes might be worn in winter

Religion: song cycles (epic poems), which took several days to recite, provided guidelines for community behavior

Land/sea use: learned to recognize seasonal patterns to adapt to food needs; many tools made from stones and plants; baskets made from reeds and grasses for food storage

Grade 4, Unit 2 (continued)

Hupa

Shelter: rectangular homes made of cedar wood planks, the bottom halves of which were built underground

Food: primarily salmon and acorns; hunted elk and deer; fished for eel, trout, and sturgeon

Clothing: made from deerskin and skins of small animals

Religion: held ceremonies to prevent famine, disease, or other disasters, as well as ceremonies to revitalize the world for the coming year

Land/sea use: cedars were important for construction of homes and eating utensils

California Indian Poster Rubric (p. 36T2)

Students' posters should include information about the shelter, food, clothing, religion, and land/sea use of the California Indian group being presented. Use the following rubric to score students' posters:

4	Poster is neatly organized, clearly labeled, and colorful. Information is complete and accurate. Spelling and grammar are correct.
3	Poster is organized, labeled, and colorful. Information is mostly complete and accurate. Spelling and grammar are mostly correct.
2	Poster may lack organization, color, or detail. Information may be missing or contain inaccuracies. There are some spelling and grammatical errors.
1	Poster is not neat and lacks organization. Information is incomplete and contains inaccuracies. There are numerous spelling and grammatical errors.

Lesson 2 How did early Europeans come to California?

West Coast of North America Map handout (p. 40T4)

Use the details in the *Explorer Descriptions* handout (p. 40T3) to score students' maps. Routes should include the following:

Juan Cabrillo: Use the map on p. 40T5 for reference.

Sebastián Vizcaíno: Route should trace north along the coast from San Diego to present-day Cape Mendocino (around 150 miles north of San Francisco).

Vitus Bering: Route for his 1728 expedition should trace in a northerly direction along the Siberian coast into the present-day Bering Strait. Route for his 1741 expedition should trace east into the Gulf of Alaska and back west along the Aleutian Islands.

Grade 4, Unit 2 (continued)

Lesson 3 How did the Spanish change how California Indians lived?

Reasons for California Missions handout (p. 44T3)

Students' answers will vary. Some students may suggest opposing points of view for the different groups. Encourage students to provide factual support for their suggested points of view. Possible answers are listed below:

Missionaries

Reasons the expedition should have happened from the point of view of missionaries should include the importance of spreading Catholicism.

Soldiers

Reasons the expedition should have happened from the point of view of soldiers should include allegiance and loyalty to the king (Carlos III) and protecting the missions.

California Indians

Reasons the expedition should not have happened from the point of view of California Indians should include being forced to give up their ways of life, freedom, and religion, and possible death from diseases introduced by Europeans.

Lesson 4 What was Spain's influence in California?

Interview Rubric (p. 48T2)

Students' interviews should clearly follow the guidelines presented on the *Interview Guidelines* handout (p. 48T4). Students should demonstrate effective oral communication strategies. Use the following rubric to score students' interviews:

4	Interview is creative and follows a clear and logical pattern. Questions and responses demonstrate a strong understanding of the points of view of the selected individuals.
3	Interview is creative and follows a clear pattern. Questions and responses demonstrate an understanding of the points of view of the selected individuals.
2	Interview may lack a clear pattern. Questions and responses demonstrate a minimal understanding of the points of view of the selected individuals.
1	Interview lacks a clear pattern. Questions and responses demonstrate a lack of understanding of the points of view of the selected individuals.

Grade 4, Unit 2 (continued)

Lesson 5 What was life like in Spanish and Mexican California?

Missions, Presidios, Pueblos, and Ranchos Graphic Organizer handout (p. 52T3)

Students' information may vary but should include the following:

Mission

Purpose: to teach religion and other ways of life to native people

Inhabitants: Spanish Catholic missionaries, California Indians

Example: San Diego de Alcalá, San Juan Capistrano, San Francisco de Solano

Presidio

Purpose: to protect the areas occupied by the Spanish

Inhabitants: Spanish soldiers and Spanish settlers living in the area

Example: San Diego, Santa Barbara, San Francisco

Pueblo

Purpose: growing crops, primarily to grow food for soldiers living in presidios

Inhabitants: Spanish settlers and workers

Example: San José de Guadalupe, Los Angeles, Villa de Branciforte

Rancho

Purpose: for raising livestock and growing crops

Inhabitants: Mexicans who were already living in or moving to California

Example: Rancho Los Encino, Rancho Buena Vista, Rancho Petaluma

Poster Rubric (p. 52T2)

Groups' posters should accurately illustrate the daily lives of the people who lived in the assigned region. Use the following rubric to score students' work:

4	Poster is neatly organized, clearly labeled, and colorful. Information is complete and accurate. Spelling and grammar are correct.
3	Poster is organized, labeled, and colorful. Information is mostly complete and accurate. Spelling and grammar are mostly correct.
2	Poster may lack organization, color, or detail. Information is limited and may contain inaccuracies. There are some spelling and grammatical errors.
1	Poster lacks organization and is not neat. Information is incomplete and contains inaccuracies. There are numerous spelling and grammatical errors.

Grade 4, Unit 2 (continued)

Lesson 6 How did California’s early economy change?

Graphic Organizer Rubric (p. 56T2)

Students’ graphic organizers should make direct cause-and-effect relationships between the hunter-gatherer and agricultural economies of the California Indians. Use the following rubric to score students’ work:

4	Graphic organizer is neatly created and labeled, and pictures are colorful. Information is detailed and accurate. Spelling and grammar are correct.
3	Graphic organizer contains the appropriate labels and pictures. Information is detailed and accurate. Spelling and grammar are mostly correct.
2	Graphic organizer may be missing one or more elements, and pictures and writing may be untidy. Information may be incomplete or inaccurate. There are some spelling and grammatical errors.
1	Graphic organizer is missing elements, and pictures and writing are untidy. Information is incomplete and inaccurate. There are numerous spelling and grammatical errors.

Lesson 7 How did the Mexican War for Independence affect California?

Persuasive Letter Rubric (p. 60T2)

Students’ letters should be written from the point of view of California Indians, incorporate appropriate vocabulary, and be supported by factual arguments. Use the following rubric to score students’ work:

4	Letter states a clear position, includes strong supporting arguments, and follows appropriate format. Spelling and grammar are correct.
3	Letter states a position, includes some supporting arguments, and follows appropriate format. Spelling and grammar are mostly correct.
2	Letter may state an unclear position, includes only a few supporting arguments, and contains errors in format. There are some spelling and grammatical errors.
1	Letter lacks a clear position and offers few or no supporting arguments. Format is incorrect, and there are numerous spelling and grammatical errors.

Grade 4, Unit 2 (continued)

Lesson 8 How did Mexican rule affect California?

Activity Options handout (p. 64T4)

Column 1

- From their research, students should identify the locations of the twenty-one missions and accurately show the locations on a map of California. Use the map on p. 48T3 for reference.
- From their research, students should identify the locations of the four presidios (San Diego, Santa Barbara, San Francisco, and Monterey) and four pueblos (San José de Guadalupe, Los Angeles, Villa de Branciforte, and Sonoma) and accurately show the locations on a map of California.
- The skit should demonstrate the student's understanding of a specific aspect of life on a rancho, such as the power rancho owners gained in their areas or the lives of California Indians working on the ranchos.

Column 2

- Students' newspaper articles should explain that the Mexican government gave land grants to citizens of Alta California because it could then collect taxes on the property.
- Students' letters should explain that after Mexico took over the missions from Spain, the priests lost their power and control over the area, while rancho owners began to act as the government of their areas.
- Content of students' poems will vary but may emphasize that livestock and crops were central to life on the ranchos, rancho owners gained power in their areas, or California Indians, as they had on the missions, often served as laborers on the ranchos.

Column 3

- Students' poster advertisements should be persuasive in nature, address the appropriate audience, and emphasize the Mexican government's desire to have people settle in California.
- Students' drawings should represent the decline of the mission system and their writing should explain the priests' loss of power in California.
- Students' picture maps should accurately represent the various components of the California ranchos.

Grade 4, Unit 2 (continued)

Mexican Rule Rubric (p. 64T4)

Students' work should demonstrate an understanding of Mexican land grants, the changing role of the missions, and life on a rancho. One activity from each column should be completed. Use the following rubric to score students' work:

4	Work includes many accurate, vivid details. Student demonstrates a clear understanding of life in California under Mexican rule. All activity components are completed.
3	Work includes accurate details. Student demonstrates an understanding of life in California under Mexican rule. All activity components are completed.
2	Work includes limited or inaccurate details. Student demonstrates a basic understanding of life in California under Mexican rule. One activity component may be missing.
1	Work includes few or no accurate details. Student demonstrates a limited understanding of life in California under Mexican rule. More than one activity component is missing.

Grade 4, Unit 3**Lesson 1** Where were California's settlements?**Activity Step 3 Teacher Background Information (p. 70T2)****Ivan Kuskov**

Kuskov worked for the Russian-American Company, a fur trapping and trading company owned by the Russian government that had several outposts and colonies in North America. In 1812 the company sent a group of Russian and native Alaskan fur trappers, led by Kuskov, to a place north of San Francisco. They selected a site for a new settlement, which they named Fort Ross.

John Sutter

Sutter established a settlement along the Sacramento River after being granted nearly 48,000 acres of land by the Mexican government. In 1841 he built Sutter's Fort, where he sold supplies to people passing through the area. In 1848 gold was discovered on his property. As gold-seekers rushed west, his property was overrun. By 1852 he was bankrupt.

Compare and Contrast Essay Rubric (p. 70T2)

Students' information may include the following:

Possible comparisons

- Most Mexican settlements were established along the coast, as was Fort Ross.
- All settlements were good locations; the Mexican settlements and Fort Ross because they were on the coast, Sutter's Fort because it was the first place many settlers from the East came to after they crossed the mountains.
- All land was granted by the government.

Possible Contrasts

- Sutter's Fort was located inland, whereas most Mexican settlements and Fort Ross were located near the coast.
- Many Mexican settlements were used for farming, while Fort Ross was a trading post.

Grade 4, Unit 3 (continued)

Students' essays should demonstrate an understanding of how location and resources influenced settlement in California. Use the following rubric to score students' work:

4	Essay is well focused, clearly organized, and makes many interesting and accurate comparisons. Spelling and grammar are correct.
3	Essay is focused and organized and makes interesting and accurate comparisons. Spelling and grammar are mostly correct.
2	Essay may lack focus and organization and makes limited or inaccurate comparisons. There are some spelling and grammatical errors.
1	Essay lacks focus and organization and makes few or no accurate comparisons. There are numerous spelling and grammatical errors.

Lesson 2 How and why did people travel to California?

Outline Map of the Western United States handout (p. 74T3)

Colors for routes will vary. Routes on the map should correspond to the following explorers:

James Beckwourth: Short, solid route leading from Nevada to the Sacramento area

John Bidwell: dashed route from Independence, Missouri, to San Francisco

John C. Fremont: dashed route from Colorado into the Sacramento and San Francisco areas, looping north into Oregon and doubling back into California

Pio Pico: short, dotted route from the Los Angeles area into Mexico

California Travelers Graphic Organizer handout (p. 74T4)

Key points for each of the four travelers should include relevant information from the biography cards. Students' answers may include the following:

James Beckwourth

- Worked with fur traders in the 1820s
- Lived with Crow Indians for about six years
- Established a route through the Sierra Nevada
- Led settlers to California after the Gold Rush

John Bidwell

- Helped organize the first wagon train of settlers to California from Independence, Missouri, in 1841
- Discovered gold during the Gold Rush in 1848
- Bought a large ranch north of Sacramento and became a leader in agriculture

Grade 4, Unit 3 (continued)

John C. Fremont

- Made maps of the West for the U.S. government and pioneers
- Led U.S. troops in California's Bear Flag Revolt
- Became wealthy during the Gold Rush and in 1850 was elected one of California's first two senators

Pio Pico

- Became governor of California in 1845
- Served as last governor of California under Mexican rule
- Escaped to Mexico during the Mexican-American War
- Returned to Los Angeles in 1848 and became a business leader and member of the city council

Lesson 3 How did the discovery of gold affect California?

Gold Rush Quotes Graphic Organizer handout (p. 80T4)

Students' answers may include the following:

Louise Clapp

What happened to this person?

Described the scarcity of food in the mining town in which she lived, as well as the establishment of both rental housing and cheap shelters such as tents and hovels.

What does this quote tell about the Gold Rush?

Towns developed quickly during the Gold Rush. In some cases, towns did not have enough resources for everyone, so people had to survive with what they had. Some entrepreneurs quickly built housing to accommodate the increasing population.

Daniel Woods

What happened to this person?

He left the mining town where he had worked for many months. The sources of water in his mining town were ruined, and the mine was in poor condition.

What does this quote tell about the Gold Rush?

Not everyone who came to California to search for gold stayed. Many mining towns were ruined just as quickly as they were built and had unhealthy living conditions.

Grade 4, Unit 3 (continued)

John Sutter

What happened to this person?

He was robbed of nearly all of his livestock

What does this quote tell about the Gold Rush?

Very few people found gold. In some such cases, people became desperate, and sometimes this led to stealing other people's property.

Gold Rush Quotes Graphic Organizer Rubric (p. 84T4)

Students' answers should reflect their understanding of how the Gold Rush affected settlements, daily life, politics, and/or the environment.

4	Student actively participates in all elements of the activity. Handout is complete and includes many accurate details.
3	Student participates in most elements of the activity. Handout is complete and includes accurate details.
2	Student participates, with encouragement, in some elements of the activity. Handout is partially complete and includes limited or inaccurate details.
1	Student participates in few or no elements of the activity. Handout is incomplete and includes few or no accurate details.

Lesson 4 How did women help California grow?

Famous California Women Activity Rubric (p. 84T2)

Students' graphic organizers should include information from the *Biography Cards* handout (p. 84T3) and may include additional information from the *Biography Cards* (pp. 88T25–88T26). Use the following rubric to score students' work:

4	Student works cooperatively with his or her partner and actively participates in all elements of the activity. Handout is complete and includes many accurate details.
3	Student works cooperatively with his or her partner and participates in all elements of the activity. Handout is complete and includes accurate details.
2	Student may have difficulty working cooperatively with his or her partner and participates, with encouragement, in some elements of the activity. Handout is partially complete and includes limited or inaccurate details.
1	Student has difficulty working cooperatively with his or her partner and participates in few or no elements of the activity. Handout is incomplete and includes few or no accurate details.

Grade 4, Unit 3 (continued)

Lesson 5 How did California’s government change?

Forms of Government Teacher Background Information (p. 84T2)

Students’ responses will vary but should include the following:

Monarchy

Type of Government: Monarchy

Person or Groups in Charge: King or queen who is given authority based on family lineage.

Citizens’ Influence: Can make requests of government but have no official influence.

Democracy

Type of Government: Democracy

Person or Groups in Charge: Officials elected by citizens.

Citizens’ Influence: Elect representatives in government. Write letters and petitions to their representatives to tell them what kinds of laws they would like passed.

Forms of Government Activity Rubric (p. 84T2)

Students’ responses within the class discussion should reflect their ability to describe the forms of government, including both similarities and differences. Use the following rubric to score students’ work:

4	Student works cooperatively within his or her group and participates actively in all elements of the activity.
3	Student works cooperatively within his or her group and participates in all elements of the activity.
2	Student may have difficulty working cooperatively within his or her group and participates, with encouragement, in some elements of the activity.
1	Student has difficulty working cooperatively within his or her group and participates in few or no elements of the activity.

Grade 4, Unit 4**Lesson 1** How did the movement of people and ideas change in California?**Outline Map of the Western United States handout (p. 96T3)**

Use the map on p. 93 for reference.

Coast-to-Coast Connections Presentation Teacher Background Information**Overland Mail Service**

What? Provided mail service by stagecoach.

Where? Service extended from towns near the Mississippi River (St. Louis and Tipton, Missouri) to San Francisco.

Impact? Mail took an average of 24 days to travel about 2,800 miles. Mail traveled twice weekly in both directions.

When? September 15, 1858–March 1, 1861

Pony Express

What? Provided a mail service system in which a rider carried mail, changing horses every 10–15 miles. Riders switched after riding 75–100 miles, the expected distance for one rider per day.

Where? Service extended from St. Joseph, Missouri, to Sacramento, California. (Some mail then traveled by boat to San Francisco.)

Impact? Mail traveled an average of 200 miles per day and arrived in California in about 10 days.

When? April 1860–October 1861 (The last delivery was not completed until November 1861.)

Western Union Telegraph Company

What? Allowed messages to travel by telegraph line across North America

Where? Service extended from the East Coast to the West Coast.

Impact? Fastest communication from the East Coast to the West Coast, putting the Pony Express out of business

When? Began transcontinental service in 1861

Transcontinental Railroad

What? Allowed for railroad service across North America

Where? Line extended from Omaha, Nebraska, to Sacramento, California.

Impact? Vastly increased the speed at which people and goods could be transported across the continent

When? Completed in 1869

Grade 4, Unit 4 (continued)

Coast-to-Coast Connections Presentation Rubric (p. 96T4)

Students' presentations should clearly demonstrate an understanding of how their assigned service helped improve communication at the time it was provided. Use the following rubric to score students' work:

4	All components of the presentation are complete. Each component is interesting and accurate. Spelling and grammar are correct.
3	All components of the presentation are complete. Most components are interesting and accurate. Spelling and grammar are mostly correct.
2	Components of the presentation are missing. Some components lack detail or may be inaccurate. There are some spelling and grammatical errors.
1	Numerous components of the presentation are missing. Many or all components lack detail and contain inaccuracies. There are numerous spelling and grammatical errors.

Lesson 2 How did the Gold Rush change California's economy?

Narrative Rubric (p. 102T2)

Students' narratives should demonstrate, from the perspective of the individual on their *Identity Cards* (pp. 102T3–T4), how the Gold Rush impacted California's economy and the lives of people in California. Use the following rubric to score students' work:

4	Narrative is well focused, clearly organized, and provides many accurate, descriptive details. Spelling and grammar are correct.
3	Narrative is focused, organized, and provides accurate details. Spelling and grammar are mostly correct.
2	Narrative may lack focus and organization, and provides limited or inaccurate details. There are some spelling and grammatical errors.
1	Narrative lacks focus and organization, and provides few or no accurate details. There are numerous spelling and grammatical errors.

Grade 4, Unit 4 (continued)

Lesson 3 How did different people coming to California affect our state?

California Immigration and Migration, 1845–1900 handout (p. 106T3)

Students' information will vary but should include the following:

Gold Rush (1849)

Entire Population: There was a rapid increase in California's population. In the 1840s, California's population was approximately 15,000, plus California Indians. By 1860 the population was approximately 380,000. During this time, employment opportunities for all parts of society increased, particularly any businesses that serviced miners (e.g., boardinghouses, laundry services, supply stores, restaurants).

Immigrants: The Chinese and Irish became California's two largest immigrant groups. There were also masses of immigrants from South America, Europe, and Asia. Many existing California residents were pushed off their land by "squatters."

Mexicans: As Americans moved into the region, Mexican political power in California declined.

American Indians: Mining changed patterns of American Indian land use (rivers were polluted, land was torn up, etc.). The California Indian population decreased as a result of disease and violence on the part of prospectors.

African Americans: Some Southerners brought enslaved Africans with them to California to work as laborers digging for gold.

Construction of the Transcontinental Railroad (1863–1869)

Entire Population: California's population continued to increase rapidly. Many parts of society were impacted by the changes in population and the economy.

Immigrants: Chinese (Central Pacific) and Irish workers (Union Pacific) provided much of the labor needed to construct the railroad. Chinese workers did much of the most dangerous work, laying track in the Sierra Nevada and using explosives to blast through mountain areas.

American Indians: The railroad increased the flow of homesteaders, resulting in American Indians being pushed off their land even faster than before.

Chinese Exclusion Act (1882)

Asian Immigrants: This exclusion law was passed because Chinese workers were willing to work for lower pay and, as a result, they were viewed as a threat to other workers. Similar limitations were placed on immigrants from other Asian countries after 1882.

Grade 4, Unit 4 (continued)

Lesson 4 How have immigration and settlement helped California grow?

Characteristics of Four Major California Cities handout (p. 110T3)

(from top to bottom) Los Angeles, San Francisco, Sacramento, San Diego

Lesson 5 What was California's role in the twentieth century?

California Story Teacher Background Information

Great Depression

- Many people chose or were forced to move to California in search of better opportunities. However, work was scarce in California, too.
- Franklin D. Roosevelt's New Deal created some work opportunities with public work projects.
- America's entry into WWII and the need for military supplies caused an increase in new jobs.

Dust Bowl

- Drought in parts of the Midwest and Southwest, especially parts of Colorado, Kansas, New Mexico, Oklahoma, and Texas, forced residents to search for work. More than one million people moved to California from other parts of the country.
- Thousands of Dust Bowl families searched for work in California. Many were able to find work only as migrant workers harvesting crops for low pay.

Women in Factories During WWII

- Large numbers of men were involved in the war overseas. As a result, many women entered the workforce.
- California's importance to aircraft and ship construction and repair drew many women into the workforce.
- There was a notable social change and a shift in gender roles for American families.
- The influx of workers caused overcrowding in California schools, supply shortages, and a rise in inflation.

Japanese American Internment Camps

- Some saw Japanese Americans as a threat to national security. Approximately 120,000 Japanese and Japanese-Americans were sent to internment camps.
- Ten internment camps were constructed in California, Arizona, and Utah.
- Many Japanese Americans lost their homes, farms, businesses, and possessions.
- In 1990 the U.S. government issued a formal apology and offered compensation to internment camp survivors and their families.

Grade 4, Unit 4 (continued)

California Story Rubric (p. 116T2)

Students' songs, poems, or plays should adequately explain the effects of the assigned event and should address all of the questions on the *Project Planning* handout (p. 116T4). Use the following rubric to score students' work:

4	Presentation is creative and provides many vivid, accurate details. Information for all components is complete and accurate.
3	Presentation is creative and provides accurate details. Information for most components is complete and accurate.
2	Presentation may lack creativity and provides limited details. Information for some components may be incomplete or inaccurate.
1	Presentation lacks creativity and provides few or no accurate details. Information is incomplete and inaccurate.

Lesson 6 What new industries came to California in the twentieth century?

Business Card Rubric (p. 120T2)

Students' business cards should include a company logo, address, number, Web site address, and slogan. The back should include facts about the business. Use the following rubric to score students' work:

4	Business card includes all of the required elements and is very neatly done. Design and organization of the card are appealing. Facts are detailed and accurate. Spelling and grammar are correct.
3	Business card includes most of the required elements and is neatly done. Design and organization of the card are interesting. Facts are mostly detailed and accurate. Spelling and grammar are mostly correct.
2	Business card is missing more than one element and lacks neatness. Design and organization of the card are basic. Facts are limited and may be inaccurate. There are some spelling and grammatical errors.
1	Business card is missing numerous elements and is not neat. There is a lack of design and organization. There are few or no accurate facts. There are numerous spelling and grammatical errors.

Grade 4, Unit 4 (continued)

Lesson 7 How did California’s water system develop?

California Rivers and Water Projects Map handout (p. 124T3)

Northern

Students’ northern regions should be labeled “Northern” and stretch roughly from the Northern California border to San Francisco Bay. The following bodies of water and water projects should be within this region:

- Central Valley Project (north)
- Sacramento River
- Lake Tahoe
- San Francisco Bay

Central

Students’ central regions should be labeled “Central” and stretch roughly from San Francisco Bay to the intersection of the Los Angeles and California Aqueducts. The following bodies of water and water projects should be within this region:

- San Francisco Bay
- San Joaquin River
- Hetch Hetchy Aqueduct
- Mono Lake
- Central Valley Project (central)
- California Aqueduct (northern extent)
- Los Angeles Aqueduct (northern extent)

Southern

Students’ southern regions should be labeled “Southern” and stretch roughly from the intersection of the Los Angeles and California Aqueducts to the Southern California border. The following bodies of water and water projects should be within this region:

- California Aqueduct (southern extent)
- Los Angeles Aqueduct (southern extent)
- Colorado River Aqueduct
- Salton Sea

Grade 4, Unit 4 (continued)

California Rivers and Water Projects Map Rubric (p. 124T2)

Students' maps should include all of the required landforms, water sources, and water projects for their region, based on the map on p. 124T3. Use the following rubric to score students' work:

4	Map is neatly colored, completely labeled, and accurate. Spelling is correct.
3	Map is colored, completely labeled, and accurate. Spelling is mostly correct.
2	Map is lacking color, may be missing labels, and may contain inaccuracies. There are some spelling errors.
1	Map is not colored, is missing labels, and is inaccurate. There are numerous spelling errors.

Lesson 8 How did California's education system develop?

My Opportunities handout (p. 128T4)

Assessment is based on participation in the class discussion and completion of the handout. Use the following rubric to score students' work:

4	Student actively participates in class discussion. Handout is complete and includes many accurate details.
3	Student participates in class discussion. Handout is complete and includes accurate details.
2	Student participates, with encouragement, in class discussion. Handout is partly complete and contains limited or inaccurate details.
1	Student participates minimally in class discussion. Handout is incomplete and includes few or no details.

Grade 4, Unit 4 (continued)

Lesson 9 How have Californians made our state unique?

Biography Board Rubric (p. 132T2)

Students' biography boards should include all of the required information from the *Biography Board Planning Guide* handout (p. 132T3). Use the following rubric to score students' work:

4	Biography board is neatly organized, clearly labeled, and colorful. Information is complete and accurate. Spelling and grammar are correct.
3	Biography board is organized, labeled, and colorful. Information is complete and mostly accurate. Spelling and grammar are mostly correct.
2	Biography board is somewhat organized and may lack color or detail. Information is limited and may contain inaccuracies. There are some spelling and grammatical errors.
1	Biography board is not neat and lacks organization. Information is incomplete and contains inaccuracies. There are numerous spelling and grammatical errors.

Grade 4, Unit 5

Lesson 1 Why was the United States Constitution created?

U.S. Constitution Collage (p. 138T2)

Students' collages should be neatly done and accurately illustrate one provision of the U.S. Constitution. Use the following rubric to score students' work:

4	Collage is neat, detailed, and strongly relates to the selected provision.
3	Collage is neat and relates to the selected provision.
2	Collage is generally neat and loosely relates to the selected provision.
1	Collage is not neat and does not relate to the selected provision.

Lesson 2 How does the California Constitution affect you?

California Constitution handout (pp. 142T3–T4)

Students' comparisons between the California Constitution and the U.S. Constitution may include the following:

Similarities between the U.S. Constitution and the California Constitution:

- Both the California Constitution and the U.S. Constitution have an introduction, or Preamble.
- Article 1 of the California Constitution lists rights of citizens, similar to the first ten amendments (the Bill of Rights) to the U.S. Constitution.
- Both Article 4 of the California Constitution and Article 1 of the U.S. Constitution establish the legislative branch.
- Both Article 5 of the California Constitution and Article 2 of the U.S. Constitution establish the executive branch.
- Both Article 6 of the California Constitution and Article 3 of the U.S. Constitution establish the judicial branch.

Differences between the U.S. Constitution and the California Constitution:

- Having an article (Article 1) that identifies the rights of citizens was a part of the original California Constitution. The rights of citizens were not identified in the original U.S. Constitution; rather, they were added as the first ten amendments, or the Bill of Rights.
- Article 1, Section 6 of the California Constitution prohibits slavery. Slavery was not officially prohibited in the U.S. Constitution until the Thirteenth Amendment was ratified in 1865.

Grade 4, Unit 5 (continued)

California Constitution Article Rubric (p. 142T2)

Students' paragraphs should clearly explain why the articles they selected are important. Use the following rubric to score students' work:

4	Paragraph is well focused, clearly organized, and provides a clear and well-supported explanation. Spelling and grammar are correct.
3	Paragraph is focused and organized and provides a clear explanation with some supporting evidence. Spelling and grammar are mostly correct.
2	Paragraph may lack focus and organization and provides an explanation with limited supporting evidence. There are some spelling and grammatical errors.
1	Paragraph lacks focus and organization and provides little explanation with limited or no supporting evidence. There are numerous spelling and grammatical errors.

Lesson 3 How are federal, state, and local governments alike and different?

Government Issues handout (p. 146T4)

Students' answers will vary depending on the article they have selected. Students should demonstrate an understanding of which level of government has jurisdiction over the issue.

Lesson 4 What does our state government do for us?

Who Does This Job? handout (p. 150T4)

1. Secretary of State
2. State Superintendent of Education
3. Senator or Assembly Representative
4. Attorney General
5. Governor
6. Board of Equalization
7. Insurance Commissioner
8. State Superintendent of Public Education

Grade 4, Unit 5 (continued)

Lesson 5 How are California's communities governed?

California Government Structure (p. 154T4)

Students should place the cards from the *Situation Cards* handout (p. 154T3), identified by column number and row number, in the following places:

Column 1, Row 1: Should be placed in the "Judicial" column of the "Counties" row (Court)

Column 1, Row 2: Should be placed in the "Executive" column of the "School Districts" row (Superintendent)

Column 1, Row 3: Should be placed in the "Executive" column of the "Cities/Towns" row (Mayor)

Column 2, Row 1: Should be placed in the "Judicial" column of the "Reservations/Rancherias" row (Tribunal)

Column 2, Row 2: Should be placed in the "Legislative" column of the "Reservations/Rancherias" row (Tribal Council)

Column 2, Row 3: Should be placed in the "Legislative" column of the "Counties" row (Board of Supervisors)

Column 3, Row 1: Should be placed in the "Legislative" column of the "School Districts" row (School Board)

Column 3, Row 2: Should be placed in the "Judicial" column of the "Cities/Towns" row (Court)

Column 3, Row 3: Should be placed in the "Legislative" column of the "Cities/Towns" row (City Council)

Grade 5, Unit 1

Lesson 1 How did geography and climate affect how early people lived?

Note-Taking Chart 1 and 2 handouts (pp. 10T3–T4)

Information from student research may include the following:

Pacific Northwest Region (Tlingit)

Geography: Land stretching up the Pacific Coast from northwest California to southern Alaska

Climate: Long winters, heavy precipitation

Shelter: Multifamily houses made of wooden planks

Tools and Utensils: Woodcarving tools to build and shape canoes and household containers; dishes and spoons made of animal horns

Food: Fish, especially salmon; berries

Clothing: Thick clothing made from animal skins and fur

Desert Southwest Region (Hopi)

Geography: Between the Rocky Mountains and the Mexican Sierra Madre, around present-day Arizona and New Mexico

Climate: Desert

Shelter: Villages of large stone and adobe dwellings known as pueblos

Tools and Utensils: Looms for making textiles; pottery

Food: Corn and beans; game such as deer, antelope, and rabbit

Clothing: Breechcloths made of cotton, with deerskin leggings and moccasins (men); wraparound dresses made of cotton, and deerskin moccasins (women)

Great Plains Region (Crow, Cheyenne)

Geography: Between the Mississippi River and the Rocky Mountains, stretching north into Canada

Climate: Temperate, with four seasons

Shelter: Tepees (Crow); Earth lodges (Cheyenne)

Tools and Utensils: Bows and arrows

Food: Large game such as bison, deer, elk, and antelope; sometimes traded for corn

Clothing: Shirts, leggings, and moccasins made from deer or bison skin (men); dresses of deerskin and moccasins (women)

Grade 5, Unit 1 (continued)

Eastern Woodlands Region (Iroquois)

Geography: Present-day eastern United States, from Lake Superior to the Atlantic Coast

Climate: Temperate climate with four seasons

Shelter: Longhouses made from a tree frame and bark walls; other Eastern Woodlands used wigwams

Tools and Utensils: Some stone blades; wood utensils such as ladles and bowls; pottery

Food: Crops such as beans, squash, and most importantly, corn; men fished and hunted deer and birds

Clothing: Deerskin clothing, including moccasins, sewn with thread made from deer sinew (shredded fibers of tendon)

Journal Entry Rubric (p. 10T2)

Journal entries should creatively incorporate facts about the shelter, food, clothing, and tools of the region and should be written from the perspective of an American Indian. Use the following rubric to score students' work:

4	Journal entry is well focused, clearly organized, and provides many accurate, vivid details. Spelling and grammar are correct.
3	Journal entry is focused, organized, and provides accurate details. Spelling and grammar are mostly correct.
2	Journal entry may lack focus and organization and provides minimal or inaccurate details. There are some spelling and grammatical errors.
1	Journal entry is lacks focus and organization and provides few or no accurate details. There are numerous spelling and grammatical errors.

Grade 5, Unit 1 (continued)

Lesson 2 What common ways of life developed among American Indian cultures?

Customs and Traditions Worksheet Rubric (p. 14T4)

Students' drawings should be accurate and demonstrate an understanding of the importance of the custom or tradition to the American Indian group. Use the following rubric to score students' work:

4	Drawing is neat, accurate, and colorful. Presentation contains many interesting factual details and clearly explains the significance of the custom or tradition.
3	Drawing is mostly neat, accurate, and colorful. Presentation contains factual details and explains the significance of the custom or tradition.
2	Drawing is somewhat neat, may be inaccurate, and lacks color or detail. Presentation provides minimal details and does not clearly explain the significance of the custom or tradition.
1	Drawing is inaccurate and not neat. Presentation lacks details and fails to explain the significance of the custom or tradition.

Lesson 3 How did American Indian groups work together?

American Indian Groups Graphic Organizer handout (p. 18T4)

Information from student research may include the following:

Kwakiutl

Government: Highly stratified society with no single leader; power shared among spiritual leaders, warriors, and high-ranking households.

Trade: Food, tobacco, and wooden crafts were traded among groups, often in ceremonies called potlatches, which marked important events such as births, deaths, and marriages.

Hopi

Government: Villages were the centers of power. Each village had a village chief who served as an elder and resolved disputes, and a war chief who was considered the village's best warrior. The two chiefs' power extended within their village.

Trade: Grew crops such as corn, beans, and squash and made finished products such as baskets, pottery, and cotton clothing. Villages were generally self-sufficient and had limited interaction with other villages.

Grade 5, Unit 1 (continued)

Cheyenne

Government: The Cheyenne instituted a sophisticated system of tribal government, with eleven bands sending four representatives each. Representatives were chosen informally, based on their leadership and wisdom. The leaders gave rulings on inter-band disputes as well as issues of defense.

Trade: Plains Indians such as the Cheyenne were dependent on big-game hunting, especially the hunting of bison, for subsistence rather than trade. Groups sometimes traded for agricultural products, including corn.

Iroquois League

Government: Historians believe the Iroquois League dates back to the fifteenth century. A sixth nation, the Tuscarora, was added to the League in 1722. While not every nation sent an equal number of representatives, each nation had equal representation. The League handled civil matters only, not matters of warfare.

Trade: Iroquois villages were large and mostly self-sufficient, minimizing the need to trade goods. The Iroquois traded wampum, not as currency but to legitimize an agreement. Beginning in the sixteenth century with European contact, the Iroquois entered the fur trade. This introduced them to metal tools such as axes and fishhooks.

American Indian Community Poster Rubric (p. 18T2)

Students' posters should describe how their assigned American Indian group was governed and what kind of economy and natural resources the group used. Posters should include a title, drawing, and informative captions. Use the following rubric to score students' work:

4	Student works cooperatively within his or her group. Poster is neatly organized and colorful. Drawing(s) and captions include many accurate, vivid details. Spelling and grammar are correct.
3	Student works cooperatively within his or her group. Poster is organized and colorful. Drawing(s) and captions include accurate details. Spelling and grammar are mostly correct.
2	Student works cooperatively, with encouragement, within his or her group. Poster is somewhat difficult to follow and lacks color or detail. Drawing(s) and captions include minimal or inaccurate details. There are some spelling and grammatical errors.
1	Student has difficulty cooperating when working with others. Poster is not neat. Drawing(s) and captions include few or no accurate details. There are numerous spelling and grammatical errors.

Grade 5, Unit 2

Lesson 1 Why did Europeans sail to new places?

Role Play Rubric (p. 24T2)

Students' role plays should demonstrate an understanding of the entrepreneurial characteristics of early explorers and sponsors. Use the following rubric to score students' work:

4	Role play is persuasive and convincing. All information presented is factual and accurate. Student works cooperatively within his or her group.
3	Role play is persuasive and convincing. Most information presented is factual and accurate. Student works cooperatively within his or her group.
2	Role play has elements that are persuasive and convincing. Some information presented is factual and accurate. Student works cooperatively, with encouragement, within his or her group.
1	Role play is not persuasive or convincing. Information presented is not factual or accurate. Student does not work cooperatively within his or her group.

Lesson 2 Who were the explorers and what did they find?

Student Note-Taking handout (p. 30T3)

Student information may include the following:

Christopher Columbus

1. *Point of Departure:* Spain
2. *Destination:* San Salvador, though he was hoping to reach the East Indies
3. *Method of Transportation:* ship
4. *Purpose:* to find a western trade route by sea to Asia
5. *Accomplishments:* His voyage started the exploration of the Americas.

Amerigo Vespucci

1. *Point of Departure:* Spain
2. *Destination:* the coast of South America
3. *Method of Transportation:* ship
4. *Purpose:* to find new lands
5. *Accomplishments:* He realized that the Americas were not Asia and called these lands a "New World."

Grade 5, Unit 2 (continued)

Vasco Nuñez de Balboa

1. *Point of Departure:* Spain
2. *Destination:* Isthmus of Panama
3. *Method of Transportation:* ship and by foot
4. *Purpose:* to find gold
5. *Accomplishments:* He was the first European to see the Pacific Ocean.

Samuel de Champlain

1. *Point of Departure:* France
2. *Destination:* northeastern North America
3. *Method of Transportation:* ship
4. *Purpose:* to find a Northwest Passage to Asia
5. *Accomplishments:* He founded Quebec, the first permanent French settlement in North America.

Henry Hudson

1. *Point(s) of Departure:* England and the Netherlands
2. *Destination:* northeastern North America
3. *Method of Transportation:* ship
4. *Purpose:* to find a Northwest Passage to Asia
5. *Accomplishments:* His voyages led to the Hudson Bay and Hudson River being named after him.

Francisco Pizarro

1. *Point of Departure:* Panama
2. *Destination:* present-day Peru
3. *Method of Transportation:* ship and by foot
4. *Purpose:* to conquer the Inca
5. *Accomplishments:* He conquered the Inca Empire and founded the city of Lima.

Hernando Cortés

1. *Point of Departure:* Cuba
2. *Destination:* present-day Mexico
3. *Method of Transportation:* ship and by foot
4. *Purpose:* to find riches
5. *Accomplishments:* He conquered the Aztecs and gained control of their lands.

Ferdinand Magellan

1. *Point of Departure:* Spain
2. *Destination:* the coast of South America and the islands that are now called the Philippines
3. *Method of Transportation:* ship
4. *Purpose:* to prove that the Spice Islands belonged to Spain, not Portugal
5. *Accomplishments:* His expedition was the first to circumnavigate the globe.

Grade 5, Unit 2 (continued)

Recruiting Brochure Rubric (p. 30T4)

Recruiting brochures should creatively incorporate facts about the specific voyage and be persuasive in nature. Brochures should include all elements indicated in the directions. Use the following rubric to score students' work:

4	All information is factual. Brochure is neat and highly detailed with colorful illustrations. Persuasive paragraph contains a clear position statement and many accurate supporting arguments. Map is neatly done and accurate.
3	All or most information is factual. Brochure is neat and detailed with colorful illustrations. Persuasive paragraph contains a position statement and accurate supporting arguments. Map is neatly done and mostly accurate.
2	Information contains factual errors. Brochure is somewhat neat with few illustrations. Persuasive paragraph does not give a clear position statement or lacks accurate supporting arguments. Map may be inaccurate.
1	Information is incorrect. Brochure is poor, with few or no illustrations. Persuasive paragraph does not give a clear position statement and contains few or no accurate supporting arguments. Map is incomplete and inaccurate.

Lesson 3 What explorations were made by land?

Explorer Biography Sheet handout (p. 34T3)

Student information may include the following:

Juan Ponce de León

1. Juan Ponce de León
2. 1460–1521
3. Spain
4. Spain
5. to find gold
6. present-day Florida
7. He discovered Florida, which he named.
8. Though he did not find the riches he was looking for, he did map part of the coast of present-day Florida.

Grade 5, Unit 2 (continued)

Hernando de Soto

1. Hernando de Soto
2. 1496?–1542
3. Spain
4. Spain
5. to find riches
6. He explored land in what is today the southeastern United States.
7. He led a group that was the first Europeans to see the Mississippi River.
8. Though he did not find the riches he was looking for, he claimed much of the land in what is today the southeastern United States for Spain.

Robert La Salle

1. Robert La Salle
2. 1643–1687
3. France
4. France
5. to strengthen French land claims to secure the fur trade along the Mississippi River
6. the length of the Mississippi River
7. traced the Mississippi River to its mouth in the Gulf of Mexico
8. He was successful because he claimed lands for France, giving France control of a large portion of North America.

Atlantic Trade Map handout (p. 34T4)

Use the maps on pp. 33–34 for reference.

Explorer Biography Presentation Rubric (p. 34T2)

Students’ presentations should accurately represent the accomplishments of the assigned explorer and all the questions found in the Explorer Biography Sheet should be mentioned. Use the following rubric to score students’ work:

4	All information presented is factual. Group clearly states why it believes their explorer was or was not successful. Student participates actively in the presentation and works cooperatively within his or her group.
3	All or most information presented is factual. Group states why it believes their explorer was or was not successful. Student participates in the presentation and works cooperatively within his or her group.
2	Information presented contains factual errors. Group states why it believes their explorer was or was not successful. Student participates, with encouragement, in the presentation and may have difficulty working cooperatively within his or her group.
1	Information presented is incorrect. Group does not state why it believes their explorer was or was not successful. Student does not participate in the presentation and has difficulty cooperating within his or her group.

Grade 5, Unit 2 (continued)

Lesson 4 Where in the Americas did European countries claim land?

Activity Step 3 Teacher Background Information (p. 38T2)

Which country claimed the most land?

Spain claimed the largest amount of land in the Americas.

Which country claimed the least land?

Sweden claimed the least amount of land in the Americas.

Which country claimed land on two continents?

Spain claimed land on both North and South America. Based on research, students may also find that France and the Netherlands also claimed land in both North and South America (France in present-day French Guiana, the Netherlands in present-day Guyana and Suriname).

Early European Land Claims handout (p. 38T4)

Use the map on p. 37 for reference.

Grade 5, Unit 3**Lesson 1** Why did European nations and American Indians compete in North America?**Nations Chart Teacher Background Information (p. 44T3)****France**

The French went to war with the English in 1754 due to their competing land claims in the resource-rich Ohio and Mississippi River Valleys. The French also competed with the Dutch for control of the lucrative North American fur trade.

Spain

The Spanish competed with English and French settlers to keep them from moving south into present-day Florida. The Spanish also competed with American Indians, who forced them out of present-day New Mexico in what today is known as the Pueblo Revolt.

England

The English competed with the Dutch and took over the Dutch colony of New Netherland in 1664. The English also competed with the French over claims to the Ohio and Mississippi River Valleys.

Netherlands

The Dutch competed with the French for control of the North American fur trade. The Dutch also competed with the English, who took control of the Dutch colony of New Netherland in 1664.

North America and Central America Map handout (p. 44T4)

The colors in students' legends should correspond to the following areas for each country:

France

Area on map that includes the Mandan, Lakota, Dakota, Ojibwa, and Huron

Spain

Area on map that includes the Hopi, Navajo, Chumash, and Aztec

England

Area on map that includes the Pequot, Iroquois, Powhatan, Shawnee, Cherokee, Creek, and Choctaw

Grade 5, Unit 3 (continued)

Netherlands

Area on map that includes the Iroquois (small area of land that leads north from present-day New York City along the Hudson River)

Lesson 2 How did colonists and American Indians cooperate?

Cooperation in North America handout (p. 48T3)

Answers may include the following:

Squanto and the Plymouth Colony

Type of cooperation?

Squanto and the settlers at Plymouth Colony established a relationship in which they helped each other in different ways.

How did this help Europeans?

Squanto showed the settlers at Plymouth Colony where to hunt and fish and how to grow crops.

How would this help American Indians?

Squanto and the Wampanoag's solid relationship with the settlers provided protection against attacks from their rivals.

John Smith and the Powhatan

Type of cooperation?

John Smith and the settlers at Jamestown traded with the Powhatan.

How did this help Europeans?

Smith and the Jamestown settlers received food from the Powhatan that aided their survival.

How would this help American Indians?

The Powhatan received European items they did not make themselves, such as beads and metal pots.

Samuel de Champlain and the Huron

Type of cooperation?

The Huron traded beaver furs with Champlain and the French.

How did this help Europeans?

Champlain formed alliances with the Huron that helped expand the French fur trade.

How would this help American Indians?

The Huron received European goods such as cloth and metal tools in exchange for furs.

Grade 5, Unit 3 (continued)

Cooperation in North America Rubric (p. 48T2)

Students' illustrations should show cooperation between American Indians and colonists based on one of the stories. Illustrations should include a caption. Use the following rubric to score students' work:

4	Handout and illustration include many accurate details. Spelling and grammar are correct.
3	Handout and illustration include accurate details. Spelling and grammar are mostly correct.
2	Handout and illustration include limited or inaccurate details. There are some spelling and grammatical errors.
1	Handout and illustration include few or no accurate details. There are numerous spelling and grammatical errors.

Lesson 3 What major conflicts did European colonists and American Indians have?

Activity Step 2 Teacher Background Information (p. 52T2)

For whom is the student reporting?

The Powhatan Wars

The Powhatan Wars—Report One: Reporting for the English

The Powhatan Wars—Report Two: Reporting for the Powhatan

The Pequot War

Pequot War—Report One: Reporting for the Pequot

Pequot War—Report Two: Reporting for the English

King Philip's War

King Philip's War—Report One: Reporting for the five American Indian groups

King Philip's War—Report Two: Reporting for the English

Grade 5, Unit 3 (continued)

French and Indian War News Story Rubric (p. 52T2)

Students' news stories should include facts that support the point of view from which they are writing. Use the following rubric to score students' work:

4	Student actively participates in the discussion and the completion of the class chart. News story is well focused, clearly organized, and provides many factual, vivid details. Spelling and grammar are correct.
3	Student participates in the discussion and the completion of the class chart. News story is focused, organized, and provides factual details. Spelling and grammar are mostly correct.
2	Student participates, with encouragement, in the discussion and the completion of the class chart. News story is not focused, may lack organization, and provides limited or inaccurate details. There are some spelling and grammatical errors.
1	Student does not participate in the discussion and the completion of the class chart. News story is poorly focused, lacks organization, and provides few accurate details. There are numerous spelling and grammatical errors.

Lesson 4 How were American Indians forced off their lands?

Situation Card Rubric (p. 56T2)

Students' statements should summarize the information learned from the *Situation Cards* handouts (pp. 56T3–T4). Use the following rubric to score students' work:

4	Student works cooperatively within his or her group. Student provides four to five accurate statements that fully summarize the assigned situation.
3	Student works cooperatively within his or her group. Student provides four to five mostly accurate statements that adequately summarize the assigned situation.
2	With encouragement, student works cooperatively within his or her group. Student may provide less than four accurate statements. Student's statements partially summarize the assigned situation.
1	Student has difficulty working cooperatively within his or her group. Student provides less than three accurate statements. Student's statements do not summarize the assigned situation.

Grade 5, Unit 3 (continued)

Lesson 5 What conflicts occurred among American Indians?

American Indian Conflict Poem Rubric (p. 60T2)

Students' poems should identify the name of the group (line 1), a description of who was involved in the conflict (line 2), a description of the conflict (lines 3 and 4), and a possible outcome of the conflict (line 5). Use the following rubric to score students' work:

4	Poem is creative, factually accurate, and contains five lines. Spelling and grammar are correct.
3	Poem is factually accurate and contains five lines. Spelling and grammar are mostly correct.
2	Poem may contain some inaccuracies and may be less than five lines. There are some spelling and grammatical errors.
1	Poem contains numerous inaccuracies and does not contain five lines. There are numerous spelling and grammatical errors.

Lesson 6 Who were the leaders in the struggle for American Indian lands?

Significant Leaders 1 and 2 handouts (pp. 64T3–T4)

Student information may include the following:

Chief Logan

What happened during this event?

In 1774 Chief Logan, an Iroquois, sent a message to a council of settlers, detailing the initial peace agreement between American Indians and settlers. His message called for an end to hostilities.

What is important about this event?

Logan made a plea for peace between American Indians and European settlers, which won the respect of many, including Thomas Jefferson.

Joseph Brant

What happened during this event?

Joseph Brant, a Mohawk chief, convinced four of the six Iroquois League nations to fight on the British side, attacking several colonial outposts in New York and Pennsylvania.

What is important about this event?

Brant's decision to side with the British reflected frustration with the actions of American colonists (broken treaties, land and trade disputes, etc.).

Grade 5, Unit 3 (continued)

Chief Tecumseh

What happened during this event?

Chief Tecumseh, a Shawnee, had successfully formed alliances with other American Indian groups to oppose westward expansion by the United States. While attempting to recruit southern American Indian groups, his forces were defeated by William Henry Harrison at the Battle of Tippecanoe in 1811. Tecumseh aided the British during the War of 1812. He was killed in battle in 1813.

What is important about this event?

Tecumseh's skill in making alliances with other American Indian groups was unprecedented. His defeat at the Battle of Tippecanoe effectively ended these large-scale alliances.

Black Hawk

What happened during this event?

Black Hawk, a leader of the Sauk, opposed white settlements on land in present-day Illinois. Following years of opposition (including siding with the British during the War of 1812), the so-called Black Hawk War of 1832 was put down by the U.S. military and new settlers to Illinois.

What is important about this event?

The Black Hawk War signaled the deep conflicts between American Indian groups and westward-moving settlers and the inability of treaties to enforce peace.

Sequoyah

What happened during this event?

Sequoyah translated his native Cherokee language into a writing system, which was subsequently used in education.

What is important about this event?

His development of Cherokee as a written language helped preserve and transmit Cherokee culture.

Andrew Jackson

What happened during this event?

President Jackson instituted the forced removal of American Indians east of the Mississippi River. This drastic move resulted in large-scale removals such as the Cherokee in the "Trail of Tears" and the resettlement of the Seminole to present-day Oklahoma.

What is important about this event?

The Indian Removal Act permanently moved southeastern American Indian groups westward onto less desirable land, disrupting their lives and political and social organization.

Grade 5, Unit 3 (continued)

John Marshall

What happened during this event?

In the Supreme Court decision *Worcester v. Georgia* (1832), Chief Justice Marshall ruled that only the federal government, not individual states, had jurisdiction over American Indian affairs. This ruling essentially made the Indian Removal Act unconstitutional and defied President Jackson, who was a defender of “states’ rights.”

What is important about this event?

President Jackson ignored the Supreme Court’s decision, setting the stage for the 1838 removal of the Cherokee from Georgia to present-day Oklahoma.

Winfield Scott

What happened during this event?

After years of negotiations, legal challenges, and threats, the Cherokee agreed to move westward following the Choctaw, the Chickasaw, and the Creek. Winfield Scott was given command of 7,000 troops, who forced the Cherokee off their ancestral land in Georgia in 1838. On the 116-day march, about one-quarter of the Cherokee nation (approximately 4,000 people) died.

What is important about this event?

The “Trail of Tears” was the final result of the Indian Removal Act. Scott was appointed commander of the U.S. Army three years later, where he served until 1861.

Chief Osceola

What happened during this event?

Chief Osceola led a group of young American Indians opposed to the Seminole chiefs’ agreement to move west under the Indian Removal Act (1830) and the Treaty of Payne’s Landing (1832).

What is important about this event?

Though unsuccessful, the guerilla warriors under Osceola’s command from 1835 to 1837 demonstrated opposition to both forced American Indian removal and group leaders’ concessions to the United States.

Grade 5, Unit 3 (continued)

John Ross

What happened during this event?

Elected principal chief of the Cherokee in 1828, he led his people westward on the “Trail of Tears” in 1838. His attempts at diplomacy with President Andrew Jackson were largely ignored. Once settled in present-day Oklahoma, Ross helped draft the Constitution for the Cherokee Nation.

What is important about this event?

Ross’s diplomatic efforts were at odds with the coercion and military might that fueled American Indian removal under President Jackson.

Significant Leaders Rubric (p. 64T2)

Students’ time line cards should include an illustration of their assigned leader and answer the questions from the *Significant Leaders* handout (pp. 64T3–T4). Use the following rubric to score students’ work:

4	Student works cooperatively with his or her partner. Presentation provides many accurate, vivid details. Time line card is accurate and has detailed answers to the handout questions.
3	Student works cooperatively with his or her partner. Presentation provides accurate details. Time line card is accurate and has reasonable answers to the handout questions.
2	Student works cooperatively, with encouragement, with his or her partner. Presentation provides limited or inaccurate details. Time line card may be inaccurate and answers only one handout question.
1	Student does not work cooperatively with his or her partner. Presentation provides few or no accurate details. Time line card is inaccurate and does not answer the handout questions.

Grade 5, Unit 4

Lesson 1 What influenced where Europeans settled in North America?

Map of the Thirteen Colonies handout (p. 70T3)

Use the map on p. 72 for reference.

Character Cards handout (p. 70T4)

Card 1

Region: Southern

Possible American Indian group interactions: Powhatan, Pamlico, Cherokee, Creek

Card 2

Region: Middle

Possible American Indian group interactions: Lenape

Card 3

Region: New England

Possible American Indian group interactions: Wampanoag, Narragansett, Pequot

Card 4

Region: Middle or Southern

Possible American Indian group interactions: Lenape; Powhatan, Pamlico, Cherokee, Creek

Card 5

Region: New England

Possible American Indian group interactions: Wampanoag, Narragansett, Pequot

Card 6

Region: New England or Middle

Possible American Indian group interactions: Wampanoag, Narragansett, Pequot; Lenape

Card 7

Region: Southern

Possible American Indian group interactions: Powhatan, Pamlico, Cherokee, Creek

Card 8

Region: Middle

Possible American Indian group interactions: Lenape

Grade 5, Unit 4 (continued)

Card 9

Region: New England

Possible American Indian group interactions: Wampanoag, Narragansett, Pequot

Lesson 2 Who founded the colonies and why?

Colonial Founders Fact Sheet handout (p. 76T3)

Students' information may include the following:

Thomas Hooker

In 1636 Puritan minister Thomas Hooker left Massachusetts with about 100 followers and founded Hartford. Hooker was seeking a place of greater religious and political freedom and in 1639, the area would become the colony of Connecticut.

James Oglethorpe

In 1732 English leader James Oglethorpe was granted a charter to the land south of the Carolinas by King George II. Oglethorpe named the new colony Georgia and established it as a place where debtors could begin a new life.

John Smith

In 1607 John Smith helped found Jamestown, the first permanent English colony in the Americas. The area would later become part of the colony of Virginia.

Roger Williams

Roger Williams was forced to leave Massachusetts because he thought that people should not be punished for what they believe. In 1636 he founded the settlement of Providence as a place where people could practice religion freely. This was the start of the colony that would become Rhode Island.

William Penn

William Penn received a large portion of land from King Charles II as a payment he owed to Penn's father. In 1682 Penn used this land to establish the colony of Pennsylvania as a place where people from different nations and of all religions could live in peace.

Lord Baltimore

In 1634 Lord Baltimore founded Maryland as a place where Catholics, who were persecuted in England, could practice their religion freely.

William Bradford

William Bradford was a Separatist, or a person who wanted to separate from the Church of England. In 1620 he was among a group of Separatists that left England and landed in what is today Massachusetts. This first group of New England settlers became known as Pilgrims, and Bradford was elected leader of the colony they founded, Plymouth.

Grade 5, Unit 4 (continued)

John Winthrop

In 1630 John Winthrop led a group of Puritans, or people who wanted to “purify” the Church of England, to New England. Winthrop and the Puritans founded the Massachusetts Bay Colony and its main settlement, Boston.

The Thirteen Colonies handout (p. 76T4)

Students’ maps should be labeled (from top to bottom) in the following order:

Massachusetts (MA): William Bradford and John Winthrop

Rhode Island (RI): Roger Williams

Connecticut (CT): Thomas Hooker

Pennsylvania (PA): William Penn

Delaware (DE): William Penn

Maryland (MD): Lord Baltimore

Virginia (VA): John Smith

Georgia (GA): James Oglethorpe

Colonial Founders Comparison Paragraph Rubric (p. 76T2)

Students’ paragraphs should compare and contrast two colonial founders. Use the following rubric to score students’ work:

4	Paragraph is well focused, clearly organized, and makes many interesting and accurate comparisons. Spelling and grammar are correct.
3	Paragraph is focused and organized and makes accurate comparisons. Spelling and grammar are mostly correct.
2	Paragraph may lack focus and organization, and makes limited or inaccurate comparisons. There are some spelling and grammatical errors.
1	Paragraph lacks focus and organization and makes few or no accurate comparisons. There are numerous spelling and grammatical errors.

Lesson 3 How did religion affect the founding of the colonies?

Role of Religion Summary (p. 80T2)

Students’ summaries should include that many colonies were founded for religious purposes. Students may differentiate that some colonies were founded to provide a haven for specific religious groups, whereas some colonies were founded to provide a place for people of all religions and backgrounds.

Grade 5, Unit 4 (continued)

Lesson 4 How did the First Great Awakening affect the colonies?

Great Awakening Narrative Rubric (p. 84T2)

Students' narratives should take on the point of view of an audience member hearing George Whitefield preach and should include details such as how many people were present, where Whitefield preached, and what effect he had on his audience. Use the following rubric to score students' work:

4	Student actively participates in the class discussion. Narrative is well focused, clearly organized, and provides many accurate, vivid details. Spelling and grammar are correct.
3	Student participates in the class discussion. Narrative is focused, organized, and provides accurate details. Spelling and grammar are mostly correct.
2	Student participates, with encouragement, in parts of the class discussion. Narrative may lack focus and organization, and provides limited or inaccurate details. There are some spelling and grammatical errors.
1	Student does not participate in the class discussion. Narrative lacks focused and organization, and provides few or no accurate details. There are numerous spelling and grammatical errors.

Lesson 5 What systems developed in the colonies?

English Colonial System Role Play Teacher Background Information (p. 88T2)

After conducting the role play activity, card counts for each group should be the following:

- English Parliament and the King: 20*
- Small Farmer: 3*
- Plantation Owner: 3*
- Storekeeper: 2*
- Carpenter: 4*
- Cooper: 3*
- English Merchant: 11*
- Apothecary: 4*
- Miller: 3*
- Printer: 4*
- Shoemaker: 3*

Grade 5, Unit 4 (continued)

English Colonial System Rubric (p. 88T2)

Students' paragraphs should explain why they feel the English colonial system is fair or unfair. Use the following rubric to score students' work:

4	Persuasive paragraph contains a clear position statement and many accurate supporting arguments. Map is neatly done and accurate.
3	Persuasive paragraph contains a position statement and accurate supporting arguments. Map is neatly done and mostly accurate.
2	Persuasive paragraph does not give a clear position statement or may lack accurate supporting arguments. Map may be inaccurate.
1	Persuasive paragraph does not give a clear position statement and contains few or no accurate supporting arguments. Map is incomplete and inaccurate.

Lesson 6 What was the role of slavery in colonial America?

Proponents and Opponents of Slavery Venn Diagram (p. 92T2)

Students' Venn diagrams should have few or no details in the middle section. Students' information in the *Proponents* and *Opponents* sections should demonstrate an understanding of the differences between these two viewpoints.

Lesson 7 What brought on democratic ideas in colonial America?

Colonial Government Rubric (p. 96T2)

Students' writing should demonstrate an understanding of at least three things that Americans learned about government during the colonial period. Use the following rubric to score students' work:

4	Student actively participates in class activity and discussion. Student writes at least three accurate statements. Spelling and grammar are correct.
3	Student participates in class activity and discussion. Student writes at least three accurate statements. Spelling and grammar are mostly correct.
2	Student participates, with encouragement, in class activity and discussion. Student writes less than three accurate statements. There are some spelling and grammatical errors.
1	Student participates minimally in class activity and discussion. Student's written response is incomplete and does not demonstrate an understanding of colonial government. There are numerous spelling and grammatical errors.

Grade 5, Unit 5

Lesson 1 What events led to the American Revolution?

Time Line Card Rubric (p. 106T4)

Groups' time line cards should clearly identify the causes and effects of the assigned event from the *Events Leading to the American Revolution* handout (p. 106T3). Use the following rubric to score students' work:

4	Student works cooperatively within his or her group and actively participates in the class discussion. Information in the group presentation is detailed and accurate.
3	Student works cooperatively within his or her group and participates in the class discussion. Information in the group presentation is complete and mostly accurate.
2	With encouragement, student works cooperatively within his or her group and participates in the class discussion. Information in the group presentation may be incomplete or inaccurate.
1	Student has difficulty working cooperatively within his or her group and participates minimally in the class discussion. Information in the group presentation is incomplete and inaccurate.

Lesson 2 How did the colonists work together?

Colonial Meetings Summary Teacher Background Information (p. 110T2)

Students' information may include the following:

Albany Plan (1754)

Colonies: (7 colonies) New Hampshire, Massachusetts, Rhode Island, Connecticut, New York, Pennsylvania, and Maryland. An Iroquois delegation was also present.

Important Issues: Iroquois grievances, especially stolen land and the threat of French settlers to British colonial rule

Significance: Though never officially enacted, the Albany Plan (drafted in large part by Benjamin Franklin) was the first to propose a central government for the colonies, acting under the king, to address American Indian affairs, pass laws, and raise taxes.

Grade 5, Unit 5 (continued)

Stamp Act Congress (1765)

Colonies: (9 colonies) Massachusetts, Rhode Island, Connecticut, New York, Pennsylvania, New Jersey, Delaware, Maryland, and South Carolina.

Important Issues: To request from Parliament a repeal of the Stamp Act and to protest taxation without representation

Significance: A majority of the colonies banded together for the first time to protest taxation by Britain and British colonial rule. The Stamp Act was repealed in March 1766.

First Continental Congress (1774)

Colonies: (12 colonies) New Hampshire, Massachusetts, Rhode Island, Connecticut, New York, Pennsylvania, New Jersey, Delaware, Maryland, Virginia, North Carolina, and South Carolina.

Important Issues: To draw up a list of grievances against Great Britain on issues of personal freedom and taxation and to plan the formation of state militias and a boycott of British goods

Significance: The Congress was an organized response to a series of punitive acts against the colonies, such as the closing of the port of Boston. Formation of the Congress strengthened cooperation between the colonies and set the stage for the sentiments expressed in the Declaration of Independence.

Second Continental Congress (1775–1781)

Colonies: (13 colonies) New Hampshire, Massachusetts, Rhode Island, Connecticut, New York, Pennsylvania, New Jersey, Delaware, Maryland, Virginia, North Carolina, South Carolina, and Georgia.

Important Issues: To respond to the outbreak of war by declaring independence, overseeing the Continental army, raising money, and creating a workable central government.

Significance: The Declaration of Independence asserted both individual rights and the sovereignty of the former colonies. To a certain extent, the Second Continental Congress laid the foundation for a central government.

Grade 5, Unit 5 (continued)

Colonial Meetings Summary Rubric (p. 110T2)

Groups' summaries should detail what issues were considered at each meeting and whether or not their assigned colony sent representatives. Use the following rubric to score students' work:

4	Student works cooperatively within his or her group. Summary is highly detailed and accurate.
3	Student works cooperatively within his or her group. Summary is detailed and mostly accurate.
2	Student may have difficulty working cooperatively within his or her group. Summary may be incomplete and may contain inaccuracies.
1	Student has difficulty working cooperatively within his or her group. Summary is incomplete and inaccurate.

Lesson 3 Why did the colonists declare independence?

Flap Book Rubric (p. 114T2)

Students' flap books should be neatly constructed and demonstrate an understanding of the significance of each section of the Declaration of Independence. Use the following rubric to score students' work:

4	Illustrations are neat and colorful. Writing clearly explains what each section means. Spelling and grammar are correct.
3	Illustrations are mostly neat and colorful. Writing explains what each section means. Spelling and grammar are mostly correct.
2	Illustrations are somewhat neat and may lack color. Writing may not clearly explain the meaning of some sections. There are some spelling and grammatical errors.
1	Illustrations are untidy and inaccurate. Writing fails to explain the meaning of most or all sections. There are numerous spelling and grammatical errors.

Grade 5, Unit 5 (continued)

Lesson 4 Who caused change in the colonies?

Biographical Plate Teacher Background Information (p. 118T2)

Abigail Adams

Date of birth: November 22, 1744

Date of death: October 28, 1818

Where was the person born? Weymouth, Massachusetts

Where was the person living when the Revolution started? Braintree, Massachusetts

Explain the person's beliefs: Supported American independence, as well as a visible role for women in the young republic

Name two important things this person did. Answers will vary but may include: served as First Lady; urged her husband John Adams to “remember the ladies” during the Continental Congress; maintained correspondence with her husband as well as important figures like Thomas Jefferson and Mercy Otis Warren, advocating education for young women and opposing slavery.

How did this person affect the history of the United States? Influenced her powerful husband; early advocate for women's rights

Patriot or Loyalist? Patriot

John Adams

Date of birth: October 30, 1735

Date of death: July 4, 1826

Where was the person born? Braintree, Massachusetts

Where was the person living when the Revolution started? Braintree, Massachusetts

Explain the person's beliefs: Strongly opposed British rule, especially in the area of taxation; advocated a complete break from Great Britain

Name two important things this person did. Answers will vary but may include: Second President of the United States; Vice-President under George Washington; nominated George Washington to be commander-in-chief of the Continental Army; leader of the Continental Congress; helped secure French assistance during the American Revolution; largely responsible for the creation of the U.S. Navy; negotiated the Treaty of Paris, which ended the American Revolution.

How did this person affect the history of the United States? Adams was a visible and outspoken Patriot before, during, and after the Revolution. Many of his efforts helped to bring about American independence.

Patriot or Loyalist? Patriot

Grade 5, Unit 5 (continued)

Samuel Adams

Date of birth: September 27, 1722

Date of death: October 2, 1803

Where was the person born? Boston, Massachusetts

Where was the person living when the Revolution started? Boston, Massachusetts

Explain the person's beliefs: Adams was one of the first public figures to urge complete independence from Britain.

Name two important things this person did. Answers will vary but may include: spearheaded the Boston Tea Party; wrote anti-British propaganda; founded the Committee of Correspondence in Boston; member of the First and Second Continental Congresses; delegate to the Constitutional Convention; lieutenant governor and governor of Massachusetts

How did this person affect the history of the United States? Outspoken advocate for American independence and self-government

Patriot or Loyalist? Patriot

Crispus Attucks

Date of birth: c. 1723

Date of death: March 5, 1770

Where was the person born? Unknown

Where was the person living when the Revolution started? Attucks was killed before the Revolution started.

Explain the person's beliefs: Though his participation in the Boston Massacre certainly suggests he opposed the British, his exact political beliefs are undocumented.

Name two important things this person did. Answers will vary but may include: one of the first Americans to lose his life in the cause for American independence; symbol of Revolutionary spirit

How did this person affect the history of the United States? Attucks' death became a symbol of British oppression, making him a hero.

Patriot or Loyalist? Probably Patriot

Edmund Burke

Date of birth: January 1, 1729

Date of death: July 9, 1797

Where was the person born?: Dublin, Ireland

Where was the person living when the Revolution started? London, England

Explain the person's beliefs: As a member of Parliament, Burke attempted to persuade King George III and Parliament to work with the colonies on the issues of sovereignty and taxation. Though loyal to the king, he disagreed with Great Britain's arrogant treatment of the colonies.

Name two important things this person did. Answers will vary but may include: gave speeches in Parliament requesting changes in the taxation of the colonies; opposed the Stamp Act and the Declaratory Act; wrote about political issues

Grade 5, Unit 5 (continued)

How did this person affect the history of the United States? Many historians believe that, if instituted, Burke's plans would have delayed American independence.

Patriot or Loyalist? Loyalist

John Murray, Earl of Dunmore

Date of birth: 1730

Date of death: February 25, 1809

Where was the person born? Taymount, Perthshire, Scotland

Where was the person living when the Revolution started? Williamsburg, Virginia

Explain the person's beliefs: As the Royal Governor of the colony of Virginia, Lord Dunmore was charged with following royal orders and putting down rebellions.

Name two important things this person did. Answers will vary but may include: appointed Royal Governor of Virginia; led soldiers in battle against American Indians in "Lord Dunmore's War"; dissolved the Virginia House of Burgesses twice for its anti-British stance; moved ammunition out of Williamsburg's Powder Magazine

How did this person affect the history of the United States? Demonstrated how ineffective royally appointed governors were in putting down rebellions

Patriot or Loyalist? Loyalist

Benjamin Franklin

Date of birth: January 17, 1706

Date of death: April 17, 1790

Where was the person born? Boston, Massachusetts

Where was the person living when the Revolution started? Philadelphia, Pennsylvania

Explain the person's beliefs: Though once loyal to Britain, he opposed the king's taxation of the colonies

Name two important things this person did. Answers will vary but may include: created the Albany Plan; delegate to the Second Continental Congress; signer of the Declaration of Independence and the Treaty of Paris; diplomat to France; political thinker; inventor

How did this person affect the history of the United States? His skills as a writer and thinker, combined with his personal charm, made him a worldwide symbol of American independence.

Patriot or Loyalist? Patriot

General Thomas Gage

Date of birth: 1721

Date of death: April 2, 1787

Where was the person born? Firle, Sussex, England

Where was the person living when the Revolution started? Boston, Massachusetts

Grade 5, Unit 5 (continued)

Explain the person's beliefs: As a high-ranking general in the British army and military governor of Massachusetts (1774–1775), Gage swore complete loyalty to King George III.

Name two important things this person did. Answers will vary but may include: commanded British forces during the French and Indian War; enforced the Coercive Acts and the Intolerable Acts, which closed the port of Boston; advisor to King George III; military governor of Massachusetts during the Battles of Lexington and Concord

How did this person affect the history of the United States? His unwavering opposition to the growing Patriot movement likely intensified the violence of the early skirmishes in Massachusetts.

Patriot or Loyalist? Loyalist

John Hancock

Date of birth: January 12, 1737

Date of death: October 8, 1793

Where was the person born? Braintree, Massachusetts

Where was the person living when the Revolution started? Lexington, Massachusetts

Explain the person's beliefs: Strongly believed in American independence

Name two important things this person did: Answers will vary but may include: leader of Massachusetts Patriots; chairman of the Boston Committee protesting the Boston Massacre; President of the Second Continental Congress; first signer of the Declaration of Independence; governor of Massachusetts after the Revolutionary War

How did this person affect the history of the United States? He was a bold advocate for independence.

Patriot or Loyalist? Patriot

Patrick Henry

Date of birth: May 29, 1736

Date of death: June 6, 1799

Where was the person born? Hanover County, Virginia

Where was the person living when the Revolution started? Virginia

Explain the person's beliefs: Henry strongly believed that the colonies should be allowed to defend themselves, make their own laws, and collect their own taxes.

Name two important things this person did. Answers will vary but may include: gave the famous “Give Me Liberty or Give Me Death” speech; member of the Virginia Committee of Correspondence; member of the First Continental Congress; helped draft the Virginia Constitution; governor of Virginia; advocate for the Bill of Rights

How did this person affect the history of the United States? Henry was a fiery leader in the movement toward American independence.

Patriot or Loyalist? Patriot

Grade 5, Unit 5 (continued)

Thomas Jefferson

Date of birth: April 2, 1743

Date of death: July 4, 1826

Where was the person born? Shadwell, Virginia

Where was the person living when the Revolution started? Albemarle County, Virginia

Explain the person's beliefs: Jefferson believed that the king and Parliament had violated their agreements with the American colonies, and that the colonies must declare independence to assert their rights.

Name two important things this person did. Answers will vary but may include: Drafted and signed the Declaration of Independence; member of the Second Continental Congress; governor of Virginia; minister to France; third President of the United States; purchased the Louisiana Territory; political philosopher

How did this person affect the history of the United States? Jefferson expressed in articulate language the individual's right to freedom.

Patriot or Loyalist? Patriot

King George III

Date of birth: June 4, 1738

Date of death: January 19, 1820

Where was the person born? London, England

Where was the person living when the Revolution started? London, England

Explain the person's beliefs: King George III believed that America was and should remain under British rule. He fully supported Parliament's attempts to tax the colonies.

Name two important things this person did. Answers will vary but may include: supported tariffs such as the Stamp Act and the Townshend Acts; British monarch during the Seven Years' War and the American Revolution

How did this person affect the history of the United States? Became the object of patriotic scorn during the American Revolution

Patriot or Loyalist? Loyalist

James Otis

Date of birth: February 5, 1725

Date of death: May 23, 1783

Where was the person born? West Barnstable, Massachusetts

Where was the person living when the Revolution started? Andover, Massachusetts

Explain the person's beliefs: He believed in natural human rights and "no taxation without representation."

Name two important things this person did. Answers will vary but may include: Challenged British writs of assistance (search warrants) in court; coined the phrase "no taxation without representation"; wrote patriotic pamphlets; served on the Stamp Act Congress

Grade 5, Unit 5 (continued)

How did this person affect the history of the United States? One of the first people to openly challenge British rule and cite natural law as the basis for American freedom.

Patriot or Loyalist? Patriot

Thomas Paine

Date of birth: January 29, 1737

Date of death: June 8, 1809

Where was the person born? Norfolk, England

Where was the person living when the Revolution started? Philadelphia, Pennsylvania

Explain the person's beliefs: Believed the American Revolution should be fought over personal freedom, not just taxation.

Name two important things this person did. Answers will vary but may include: author of *Common Sense*, *The Crisis*, *The Rights of Man*, and *The Age of Reason*; opponent of slavery; secretary to the Committee for Foreign Affairs during the American Revolution; fundraiser for the Continental Army

How did this person affect the history of the United States? His writings, especially *Common Sense*, paved the way for the Declaration of Independence and strongly influenced colonists' support of American independence.

Patriot or Loyalist? Patriot

William Pitt (also known as William Pitt the Elder)

Date of birth: November 15, 1708

Date of death: May 11, 1778

Where was the person born? London, England

Where was the person living when the Revolution started? Hayes, England

Explain the person's beliefs: A former member of Parliament, Pitt called for fair treatment of, but not independence for, the American colonies.

Name two important things this person did. Answers will vary but may include: called for fairer treatment of the colonies; questioned measures like the Stamp Act; opposed King George III's treatment of the colonies

How did this person affect the history of the United States? Though not a Patriot, Pitt offered an alternative to the king's suppression of the colonies.

Patriot or Loyalist? Loyalist

Mercy Otis Warren

Place of birth: September 25, 1728

Place of death: October 19, 1814

Where was the person born? Barnstable, Massachusetts

Where was the person living when the Revolution started? Massachusetts

Explain the person's beliefs: Believed in American independence and increased opportunities for women

Grade 5, Unit 5 (continued)

Name two important things this person did. Answers will vary but may include: poet, dramatist, and historian of the American Revolution; early advocate of women’s rights; friend of John and Abigail Adams; sister of James Otis.

How did this person affect the history of the United States? She wrote several first-hand accounts of life during the American Revolution.

Patriot or Loyalist? Patriot

George Washington

Place of birth: February 22, 1732

Place of death: December 14, 1799

Where was the person born? Westmoreland County, Virginia

Where was the person living when the Revolution started? Fairfax County, Virginia

Explain the person’s beliefs: Opposed British taxation but was initially unwilling to fight for independence

Name two important things this person did. Answers will vary but may include: commander-in-chief of the Continental army; member of the Continental Congress; President of the Constitutional Convention; first President of the United States

How did this person affect the history of the United States? His heroic stature as “Father of Our Country” was as important to the country as were his military victories and political leadership.

Patriot or Loyalist? Patriot

Biographical Plate Rubric (p. 118T2)

Students’ plates should include a portrait of their selected leader and a biographical paragraph that includes the leader’s important contributions and how he or she affected the history of the United States. Use the following rubric to score students’ work:

4	Portrait is detailed and colorful. Paragraph is well focused, clearly organized, and contains many accurate details. Spelling and grammar are correct.
3	Portrait is mostly detailed and colorful. Paragraph is focused, organized, and contains accurate details. Spelling and grammar are mostly correct.
2	Portrait is somewhat detailed and colorful. Paragraph may lack focus and organization, and contains limited or inaccurate details. There are some spelling and grammatical errors.
1	Portrait lacks detail and color. Paragraph lacks focus and organization, and contains few or no accurate details. There are numerous spelling and grammatical errors.

Grade 5, Unit 6

Lesson 1 How did the American colonies defeat Great Britain?

Major Battles of the American Revolution handout (p. 128T3)

Students' charts should be filled out with the following information:

1. Thomas Gage
2. Long Island
3. George Washington
4. October 1777
5. Benedict Arnold
6. Savannah
- 7 Henry Clinton
8. Horatio Gates
9. October 1781
10. Charles Cornwallis

Revolutionary War Battle Sites handout (p. 128T4)

(from top to bottom) Battle of Bunker Hill (1775), Battle of Saratoga (1777), Battle of Long Island (1776), Battle of Trenton (1776), Battle of Yorktown (1781), Battle of Camden (1780), Battle of Charleston (1780), Battle of Savannah (1778)

Battles of the Revolution Rubric (p. 128T2)

Students' worksheets and presentations should demonstrate an understanding of the major battles of the Revolutionary War. Use the following rubric to score students' work:

4	Student works cooperatively within his or her group and actively participates in the group presentation. Group completes research for its assigned battle. Student accurately completes both handouts.
3	Student works cooperatively within his or her group and participates in the group presentation. Group completes research for its assigned battle. Student completes both handouts, possibly with some minor inaccuracies.
2	With encouragement, student works within his or her group and participates in the group presentation. Group partially completes research for its assigned battle. Student completes both handouts with some notable inaccuracies.
1	Student has difficulty working cooperatively within his or her group and participates minimally in the group presentation. Group completes little or no research for its assigned battle. Student does not complete either handout.

Grade 5, Unit 6 (continued)

Lesson 2 How did other nations help the Patriots?

American Revolution Crossword Puzzle (pp. 132T3–T4)

Students' clues may include the following:

1. *France*: Joined the war against Britain in 1778.
2. *Treaty of Paris*: 1783 peace treaty between Britain and the United States, Spain, and France. Formally ended the American Revolution.
3. *Russia*: Declined American appeals for assistance against Britain.
4. [*Comte de*] *Rochambeau*: French general who played a major role in defeating the British at Yorktown, Virginia.
5. [*Benjamin*] *Franklin*: Sought financial and military assistance from France during the American Revolution. He was also one of the three American commissioners who drafted the Treaty of Paris that ended the war.
6. [*Comte*] *De Grasse*: French navy commander who assisted during the siege of Yorktown, Virginia.
7. *John Jay*: Former minister to Spain who helped negotiate the Treaty of Paris.
8. [*Marquis de*] *Lafayette*: French nobleman who served as a major general in the Continental army at the battle of Brandywine and the siege of Yorktown.
9. [*John*] *Adams*: Future American President who sought assistance from the Netherlands during the American Revolution and helped negotiate the Treaty of Paris.
10. *French Navy*: Weakened the British navy and helped the American cause through privateering and blockades.
11. [*Casimir*] *Pulaski*: Polish army officer who, after being recommended by Benjamin Franklin, served in the Continental Army under George Washington. He was killed during the battle of Savannah in 1778.
12. [*Baron Friedrich Wilhelm von*] *Steuben*: Prussian-born officer who improved the discipline and fighting skills of Continental Army soldiers.
13. [*Tadeusz*] *Kosciuszko*: Polish army officer who led American soldiers from 1776 to 1781.
14. *Spain*: Joined the war against Britain in 1779.
15. *Netherlands*: Joined the war against Britain in 1780.

Grade 5, Unit 6 (continued)

Lesson 3 What role did women play in the Revolutionary War?

Biography Information handout (p. 136T3)

Student information may include the following:

Sybil Ludington

1. *When was she born?* 1761
2. *When did she die?* 1839
3. *What was her family background?* Her father was a New York militia officer.
4. *Was she a Loyalist or Patriot?* Patriot
How do you know? She alerted militia members to the planned British attack on Danbury, Connecticut.
5. *What contribution did she make?* She is remembered as the “female Paul Revere.”

Molly Pitcher (Mary Ludwig Hays)

1. *When was she born?* 1754
2. *When did she die?* 1832
3. *What was her family background?* Unknown
4. *Was she a Loyalist or Patriot?* Patriot
How do you know? She served at the Battle of Monmouth.
5. *What contribution did she make?* She became a symbol of women’s efforts during the American Revolution.

Deborah Sampson

1. *When was she born?* 1760
2. *When did she die?* 1827
3. *What was her family background?* She was an indentured servant.
4. *Was she a Loyalist or Patriot?* Patriot
How do you know? She assumed a man’s identity and volunteered to serve in the Continental Army.
5. *What contribution did she make?* She served in the Continental army and later spoke about her experiences during the war.

Phillis Wheatley

1. *When was she born?* 1753(?)
2. *When did she die?* 1784
3. *What was her family background?* Born in Senegal, she was kidnapped and sold in Boston as a house slave to the Wheatley family.
4. *Was she a Loyalist or Patriot?* Probably Patriot
How do you know? Before the war, she wrote poems praising King George III. But by 1775, she began writing poems praising the new commanding general, George Washington.
5. *What contribution did she make?* Some believe she was the first female African American poet.

Grade 5, Unit 6 (continued)

Abigail Adams

1. *When was she born?* 1744
2. *When did she die?* 1818
3. *What was her family background?* Her father was a minister. She was educated and well read.
4. *Was she a Loyalist or Patriot?* Patriot
How do you know? In letters to her husband, she expressed a desire to break free from Britain.
5. *What contribution did she make?* She strongly supported American independence and the rights of women.

Martha Washington

1. *When was she born?* 1731
2. *When did she die?* 1802
3. *What was her family background?* Virginia plantation owners.
4. *Was she a Loyalist or Patriot?* Patriot
How do you know? She visited her husband, George, at the Continental Army's winter quarters and encouraged other women to contribute to the cause.
5. *What contribution did she make?* She encouraged women to support the Continental Army.

Mercy Otis Warren

1. *When was she born?* 1728
2. *When did she die?* 1814
3. *What was her family background?* Wealthy and politically connected.
4. *Was she a Loyalist or Patriot?* Patriot
How do you know? Her letters and writings were extremely patriotic.
5. *What contribution did she make?* She wrote first-person histories of the events and people surrounding the American Revolution.

Women of the Revolution Poster Rubric (p. 136T2)

Students' posters should demonstrate an understanding of the role their assigned woman played during the Revolutionary War. Use the following rubric to score students' work:

4	Poster is neatly organized and colorful. Paragraph is well focused, clearly organized, and contains many interesting and accurate details. Spelling and grammar are correct.
3	Poster is organized and colorful. Paragraph is focused, organized, and contains interesting and accurate details. Spelling and grammar are mostly correct.
2	Poster lacks organization, color, and detail. Paragraph may lack focus and organization and contains limited or inaccurate details. There are some spelling and grammatical errors.
1	Poster is not neat. Paragraph is lacks focus and organization and contains few or no accurate details. There are numerous spelling and grammatical errors.

Grade 5, Unit 6 (continued)

Women of the Revolution Scavenger Hunt handout (p. 136T4)

1. Sybil Ludington
2. Molly Pitcher
3. Deborah Sampson
4. Phillis Wheatley
5. Abigail Adams
6. Martha Washington
7. Mercy Otis Warren

Lesson 4 What was life like in the colonies during the Revolution?

Life During the Revolution Rubric (p. 140T2)

Students' narratives should demonstrate an understanding of the hardships faced by colonists during the Revolution. Use the following rubric to score students' work:

4	Student works cooperatively within his or her group and actively participates in the board game activity. Narrative is well focused, clearly organized, and provides many accurate, vivid details. Spelling and grammar are correct.
3	Student works cooperatively within his or her group and participates in the board game activity. Narrative is focused, organized, and provides accurate details. Spelling and grammar are mostly correct.
2	Student works cooperatively, with encouragement, within his or her group and participates minimally in the board game activity. Narrative may lack focus and organization, and provides limited or inaccurate details. There are some spelling and grammatical errors.
1	Student does not work cooperatively within his or her group and does not participate in the board game activity. Narrative lacks focus and organization, and provides few or no accurate details. There are numerous spelling and grammatical errors.

Grade 5, Unit 6 (continued)

Lesson 5 How did the American Revolution affect the creation of state governments?

Revolutionary Ideals Rubric (p. 144T2)

Students' illustrations and paragraphs should demonstrate an understanding of the ideals that helped shape state governments. Use the following rubric to score students' work:

4	Student's illustration is detailed and colorful. Paragraph is focused, well organized, and clearly expresses which ideal he or she feels is most important. Spelling and grammar are correct.
3	Student's illustration is mostly detailed and colorful. Paragraph is focused, organized, and expresses which ideal he or she feels is most important. Spelling and grammar are mostly correct.
2	Student's illustration may lack detail and color. Paragraph may lack focus and organization and partially expresses which ideal he or she feels is most important. There are some spelling and grammatical errors.
1	Student's illustration lacks detail and color. Paragraph lacks focus and organization and does not express which ideal he or she feels is most important. There are numerous spelling and grammatical errors.

Lesson 6 How did the United States move into western lands?

Northwest Territory Study Sheet handout (p. 148T4)

1. H
2. J
3. D
4. A
5. F
6. I
7. C
8. B
9. G
10. E

Grade 5, Unit 6 (continued)

Lesson 7 How did people’s views on slavery change after independence?

Abolishment of Slavery Rubric (p. 152T2)

Students’ persuasive paragraphs should demonstrate an understanding of the reasons why people thought slavery should be abolished. Use the following rubric to score students’ work:

4	Persuasive paragraph contains a clear position statement and strong supporting details. Spelling and grammar are correct.
3	Persuasive paragraph contains a clear position statement and supporting details. Spelling and grammar are mostly correct.
2	Persuasive paragraph contains a position statement that is unclear and includes limited supporting details. There are some spelling and grammatical errors.
1	Persuasive paragraph does not give a position statement and includes few or no supporting details. There are numerous spelling and grammatical errors.

Grade 5, Unit 7

Lesson 1 What problems did the new United States government face?

Limits of the Articles of Confederation Rubric (p. 158T2)

Students' paragraphs should provide facts and draw a conclusion about the limitations of the government formed by the Articles of Confederation. Use the following rubric to score students' work:

4	Student actively participates in the role-play activity. Student's paragraph provides numerous facts and draws a clear conclusion about the government established by the Articles of Confederation. Spelling and grammar are correct.
3	Student participates in the role-play activity. Student's paragraph provides facts and draws a conclusion about the government established by the Articles of Confederation. Spelling and grammar are mostly correct.
2	With encouragement, student participates in the role-play activity. Student's paragraph provides limited facts and may draw an unclear conclusion about the government established by the Articles of Confederation. There are some spelling and grammatical errors.
1	Student participates minimally in the role-play activity. Student's paragraph contains few or no facts and does not draw a conclusion about the government established by the Articles of Confederation. There are numerous spelling and grammatical errors.

Grade 5, Unit 7 (continued)

Lesson 2 How did the United States create a constitution?

Federalist vs. Antifederalist Rubric (p. 162T2)

Students' posters should demonstrate an understanding of the Federalist or Antifederalist point of view. Use the following rubric to score students' work:

4	Student actively participates in the group discussion. Poster is clearly organized, colorful, and accurately supports a point of view. Spelling and grammar are correct.
3	Student participates in the group discussion. Poster is organized, colorful, and supports a point of view. Spelling and grammar are mostly correct.
2	Student participates, with encouragement, in the group discussion. Poster is somewhat difficult to follow, may lack color or detail, and does not clearly support a point of view. There may be some factual errors. There are some spelling and grammatical errors.
1	Student participates minimally in the group discussion. Poster is not neat, does not illustrate a point of view, and contains factual errors. There are numerous spelling and grammatical errors.

Lesson 3 What are the rights of U.S. citizens?

Anytown, U.S.A. Questions handout (p. 166T4)

1. First Amendment
2. Sixth Amendment
3. First Amendment
4. Fourth Amendment

Student responses to “How is this amendment important to you?” will vary.

Grade 5, Unit 7 (continued)

Lesson 4 What is the role of government?

Checks and Balances Rubric (p. 170T2)

Students' diagrams should demonstrate an understanding of the system of checks and balances. Use the following rubric to score students' work:

4	Diagram is neatly organized, includes many accurate details, and demonstrates a clear understanding of how a law is passed.
3	Diagram is organized, includes accurate details, and demonstrates an understanding of how a law is passed.
2	Diagram may lack organization, includes limited or inaccurate details, and demonstrates a basic understanding of how a law is passed.
1	Diagram lacks organization, contains few or no accurate details, and does not demonstrate an understanding of how a law is passed.

Lesson 5 How do citizens help protect liberty?

You Have a Voice! Rubric (p. 174T4)

Students' projects should clearly express their selected opinion. Use the following rubric to score students' work:

4	Student works cooperatively within his or her group and actively participates in the class discussion. Group project is creative, well presented, and expresses a strong, clear opinion regarding the selected issue.
3	Student works cooperatively within his or her group and participates in the class discussion. Group project is well presented and expresses an opinion regarding the selected issue.
2	Student works within his or her group, with encouragement, and is minimally involved in the class discussion. Group project expresses an unclear opinion regarding the selected issue.
1	Student has difficulty working cooperatively within his or her group and participates minimally in the class discussion. Group project is off topic and does not express a clear opinion regarding the selected issue.

Grade 5, Unit 7 (continued)

Lesson 6 How does music express American ideals?

Patriotic Song Poster Rubric (p. 178T2)

Use the *Teacher Background: Patriotic Song List* handout (p. 178T4) to check the accuracy of students' information. Students' posters should demonstrate an understanding of the American ideals that are expressed in their assigned patriotic song. Use the following rubric to score students' work:

4	Student works cooperatively within his or her group. Group poster is clearly organized, colorfully illustrated, and includes all required elements. Group presentation provides many interesting, accurate details and clearly explains the song's meaning.
3	Student works cooperatively within his or her group. Group poster is organized, colorful, and includes all required elements. Group presentation provides accurate details and explains the song's meaning.
2	With encouragement, student works within his or her group. Group poster may lack organization, contains few illustrations, and is missing some required elements. Group presentation provides limited or inaccurate details and provides a basic explanation of the song's meaning.
1	Student has difficulty working cooperatively within his or her group. Group poster lacks organization and illustrations and does not include the required elements. Group presentation provides few or no accurate details and does not explain the song's meaning.

Grade 5, Unit 8

Lesson 1 How did people reach lands west of the Appalachians?

Westward Movement Diary Rubric (p. 184T2)

Students' diary entries should be written from the point of view of immigrants traveling west in early nineteenth-century America. Entries should also include details about the factors that caused immigrants to move and the modes of transportation they used. Use the following rubric to score students' work:

4	Diary entry is well focused, clearly organized, and provides many vivid, accurate details about the lives of immigrants traveling west. Spelling and grammar are correct.
3	Diary entry is focused, organized, and provides accurate details about the lives of immigrants traveling west. Spelling and grammar are mostly correct.
2	Diary entry may lack focus and organization and provides minimal or inaccurate details about the lives of immigrants traveling west. There are some spelling and grammatical errors.
1	Diary entry lacks focus and organization and provides few or no accurate details about the lives of immigrants traveling west. There are numerous spelling and grammatical errors.

Grade 5, Unit 8 (continued)

Lesson 2 What were the geographic features of western lands?

States and Territories Postcard Rubric (p. 188T2)

Students' illustrations and paragraphs should demonstrate an understanding of the major geographic features of their assigned state or territory. Use the following rubric to score students' work:

4	Postcard is visually appealing and contains a detailed, accurate illustration. Letter is clearly organized and contains many accurate details about the geographic features of the state or territory. Spelling and grammar are correct.
3	Postcard is mostly appealing and contains an accurate illustration. Letter is organized and contains accurate details about the geographic features of the state or territory. Spelling and grammar are mostly correct.
2	Postcard may lack neatness and contains an illustration with minimal detail. Letter may lack organization and provides limited or inaccurate details about the geographic features of the state or territory. There are some spelling and grammatical errors.
1	Postcard is not neat and contains an illustration with few or no accurate details. Letter is disorganized and provides few or no accurate details about the geographic features of the state or territory. There are numerous spelling and grammatical errors.

Lesson 3 What were the major explorations of western lands?

Wax Museum Checklist Teacher Background Information (p. 192T3)

Students' information may include the following:

Lewis and Clark Expedition (Group 1)

Tell who ordered the expedition.

President Thomas Jefferson

List the leaders of the expedition.

Meriwether Lewis and William Clark

Find out the purpose of the expedition.

To find a water route to the Pacific Ocean; to establish trade and relationships with American Indian groups; to gather detailed scientific information about the plants, animals, and other natural resources in the Louisiana Territory

Give background information on the members.

Lewis was a private secretary for Jefferson. Clark had served in the army.

Give the starting date and location of the expedition.

May 14, 1804, near St. Louis, Missouri

Tell the location where the expedition ended.

St. Louis, Missouri

Grade 5, Unit 8 (continued)

Lewis and Clark Expedition (Group 2)

Find out what areas were explored during the expedition.

From St. Louis, up the Missouri River, through the Louisiana Territory to the Pacific Ocean

Describe the contributions of important members of the expedition.

Lewis studied botany and zoology; Clark was a mapmaker; Toussaint Charbonneau and his wife Sacagawea were interpreters and emissaries to American Indian groups they encountered during the expedition.

Discuss the scientific findings (such as plants and animals) unfamiliar to members of the expedition.

Students' answers will vary. The expedition encountered dozens of unfamiliar plants and animals. Correct responses may include plants and trees such as: bitterroot, prairie apple, American Indian tobacco, whitebark pine, lodgepole pine, ponderosa pine, sitka alder, sitka spruce, grand fir. Animals may include: prairie dog, grizzly bear, elk, pronghorn antelope, bobcat, Rocky Mountain bighorn sheep, mountain beaver, common nighthawk, golden eagle, sage grouse, pileated woodpecker, rattlesnake, short-horned lizard, painted turtle, steelhead trout, sockeye salmon, king salmon.

Describe geographical features and weather encountered by the expedition.

The group encountered mountains, rivers, and harsh weather such as blizzards, thunderstorms, and extreme heat.

Describe any difficulties the expedition faced along the way.

Unfamiliar surroundings, sickness, near-starvation, conflict with some American Indian groups, encounters with dangerous animals such as bears

Describe methods of travel used on the expedition.

On foot, on horseback, in canoes

Give the date and a description of the conclusion of the expedition.

September 23, 1806. The group was welcomed home in St. Louis.

Pike Expedition (Group 1)

Tell who ordered the expedition.

General James Wilkinson, governor of the U.S. territory of Louisiana (without the permission or knowledge of the President or U.S. War Department).

List the leaders of the expedition.

Zebulon Pike

Find out the purpose of the expedition.

To explore the headwaters of the Arkansas and Red Rivers and reconnoiter Spanish settlements in New Spain.

Give background information on the members.

Pike was a captain in the U.S. Army and had been authorized in the past to negotiate with American Indians.

Grade 5, Unit 8 (continued)

Give the starting date and location of the expedition.

July 15, 1806, Fort Bellefontaine, Missouri (Note: Pike led two expeditions; the expedition to the American Southwest was the second one.)

Tell the location where the expedition ended.

Natchitoches, Louisiana, where the men who had been captured by Spanish officials were released on July 1, 1807. The men had been captured near present-day Alamosa, Colorado, and taken through Santa Fe, Mexico, and Texas.

Pike Expedition (Group 2)

Find out what areas were explored during the expedition.

The Rocky Mountains, and present-day Colorado, New Mexico, and Texas

Describe the contributions of important members of the expedition.

Pike was the sole leader of the expedition and was charged with spying by Spain.

Discuss the scientific findings (such as plants and animals) unfamiliar to members of the expedition.

Pike noted, but did not explore or name, a mountain he called Grand Peak, now known as Pike's Peak. Pike's expedition did not result in new scientific knowledge or discoveries.

Describe geographical features and weather encountered by the expedition.

High mountain ranges, extreme winter weather for which the party was unprepared.

Describe any difficulties the expedition faced along the way.

Lack of supplies, poor planning, harsh weather, dangerous animals, hostility from some American Indian groups, and possible capture by the Spanish

Describe methods of travel used on the expedition.

On foot, on horseback, in boats

Give the date and a description of the conclusion of the expedition.

The group was captured by the Spanish on Feb. 26, 1807 near present-day Alamosa, Colorado. They were taken through Santa Fe, Chihuahua (Mexico), and present-day Texas to Natchitoches, Louisiana, arriving July 1, 1807. The men were released a few at a time, some of them up to two years after their capture.

Fremont Expedition (Group 1)

Tell who ordered the expedition.

U.S. War Department

List the leaders of the expedition.

John C. Fremont, with guides Thomas Fitzpatrick and later Kit Carson

Find out the purpose of the expedition.

To survey a southerly route through the Rockies, to scout the headwaters of the Columbia, Colorado, Missouri, Yellow, and Platte Rivers

Grade 5, Unit 8 (continued)

Give background information on the members.

Fremont was a U.S. Army officer and a skilled mapmaker and explorer. This was the second of five expeditions that he led. Carson and Fitzpatrick were frontiersmen.

Give the starting date and location of the expedition.

Westport, Missouri, 1843 (Note: Fremont led five expeditions. This was his second expedition as a leader.)

Tell the location where the expedition ended.

Westport, Missouri, 1844

Fremont Expedition (Group 2)

Find out what areas were explored during the expedition.

Land between the Rocky Mountains and Pacific Ocean, present-day California, Oregon, Nevada, Colorado, and Utah

Describe the contributions of important members of the expedition.

Fremont mapped the unfamiliar territory.

Discuss the scientific findings (such as plants and animals) unfamiliar to members of the expedition.

Fremont's maps illustrated the geography of the new territory.

Describe geographical features and weather encountered by the expedition.

Mountains, extreme winter weather, heat

Describe any difficulties the expedition faced along the way.

Lack of supplies, near-starvation, resistance from Mexican authorities, hostility from some American Indian groups, dangerous animals.

Describe methods of travel used on the expedition.

On foot, on horseback, in boats

Give the date and a description of the conclusion of the expedition.

Returned to Westport, Missouri, in October 1844, after a harsh winter in the Sierra Nevada

Grade 5, Unit 8 (continued)

Wax Museum Rubric (p. 192T2)

Students' role-playing should demonstrate an understanding of the responsibilities and roles of expedition members. Use the following rubric to score students' work:

4	Student works cooperatively within his or her group and actively participates in the role-play activity. Group thoroughly researches its expedition and presents an informative, historically accurate skit. Student completes the graphic organizer with highly detailed notes.
3	Student works cooperatively within his or her group and participates in the role-play activity. Group adequately researches its expedition and presents a historically accurate skit. Student completes the graphic organizer with detailed notes.
2	With encouragement, student works cooperatively within his or her group and plays a limited part in the role-play activity. Group researches its expedition and presents a skit with some historical inaccuracies. Student completes the graphic organizer with limited or inaccurate details.
1	Student has difficulty working cooperatively within his or her group and participates minimally in the role-play activity. Group does not adequately research its expedition and presents a historically inaccurate skit. Student's graphic organizer is incomplete and contains few or no accurate details.

Lesson 4 What was life like on the overland trails?

Western Trails, 1840s handout (p. 196T3)

Students' information may include the following:

Oregon Trail

Destination: Oregon

Purpose for going: Seeking farmland

Terrain: Rough, with many mountain passes

Rivers: Platte, Snake, Columbia

Animals: Answers will vary but may include American bison, elk, pronghorn antelope, salmon, and freshwater clams

Vegetation: Answers will vary but may include prairie grasses, cottonwood, hawthorn, sage, dwarf pine, and cedar trees

Climate: Harsh winters, hot summers

Dangers: Diseases (especially cholera), exhaustion, possible American Indian attack, difficult terrain, extreme weather

Grade 5, Unit 8 (continued)

California Trail

Destination: Central Valley of California

Purpose for going: Seeking gold and farmland

Terrain: Rough with many mountain passes

Rivers: Sweetwater, Snake, Humboldt

Animals: Answers will vary but may include sage grouse (also called prairie hens), prairie dogs, American bison, rattlesnakes, elk, and pronghorn antelope

Vegetation: Answers will vary but may include prairie grasses, sagebrush, pine trees, and cedar trees

Climate: Harsh winters and hot, dry summers

Dangers: Disease, exhaustion, possible American Indian attack, difficult terrain, extreme weather

Mormon Trail

Destination: Present-day Utah

Purpose for going: Religious freedom, land

Terrain: Rough, with many mountain passes

Rivers: Missouri, Platte

Animals: Answers will vary but may include American bison, elk, and antelope

Vegetation: Answers will vary but may include sage and prairie grasses

Climate: Harsh winters

Dangers: Disease, exhaustion, possible American Indian attack, difficult terrain, extreme weather

Santa Fe Trail

Destination: Santa Fe, New Mexico

Purpose for going: Trade route

Terrain: Desert

Rivers: Arkansas, Kansas, Cimarron

Animals: Answers will vary but may include prairie dogs, American bison, pronghorn antelope, and elk

Vegetation: Answers will vary but may include prairie grasses, oak trees, ash trees, walnut trees, and cottonwood trees

Climate: Temperate Midwest, Desert Southwest

Dangers: Heat, exhaustion, disease, possible American Indian attack, difficult terrain, extreme weather

Grade 5, Unit 8 (continued)

Old Spanish Trail

Destination: Los Angeles, California

Purpose for going: Trade route

Terrain: Desert

Rivers: Rio Grande, Colorado

Animals: Answers will vary but may include sidewinders, rattlesnakes, ground squirrel, bighorn sheep, coyote, horned lizard, and tarantula

Vegetation: Answers will vary but may include: yucca, Joshua trees, grass (though forage for animals was scarce), cactus, desert willow, prickly poppy, and desert dandelion

Climate: Hot and dry

Dangers: Heat, disease, exhaustion, possible American Indian attack, difficult terrain, extreme weather

Overland Trails Rubric (p. 196T2)

Students' posters should demonstrate an understanding of the geographic features of their assigned trail, as well as the difficulties settlers may have encountered. Use the following rubric to score students' work:

4	Student works cooperatively within his or her group and actively participates in the group presentation. Group thoroughly researches its assigned trail and creates a neat, detailed poster. Student completes the handout with highly detailed notes.
3	Student works cooperatively within his or her group and participates in the group presentation. Group adequately researches and presents its assigned trail and creates a visually appealing poster. Student completes the handout with detailed notes.
2	With encouragement, student works cooperatively within his or her group and somewhat participates in the group presentation. Group partially completes the research for its assigned trail and creates a poster that provides limited detail. Student completes the handout with limited or inaccurate details.
1	Student has difficulty working cooperatively within his or her group and participates minimally in the group presentation. Group does not adequately complete the research for its assigned trail and creates a poster that is not neat and includes minimal detail. Student's handout is incomplete and contains few or no accurate details.

Grade 5, Unit 8 (continued)

Lesson 5 Why did Mexican settlers migrate into the West and Southwest?

Mexican Settlers Rubric (p. 200T2)

Students' letters should demonstrate an understanding of the experiences of Mexican settlers in the Southwest, including circumstances that made their trip possible and what problems they faced. Use the following rubric to score students' work:

4	Student works cooperatively within his or her group. Letter is highly detailed and accurate. Spelling and grammar are correct.
3	Student works cooperatively within his or her group. Letter is detailed and accurate. Spelling and grammar are mostly correct.
2	With encouragement, student works cooperatively within his or her group. Letter contains limited or inaccurate details. There are some spelling and grammatical errors.
1	Student has difficulty working cooperatively within his or her group. Letter is incomplete and contains few or no accurate details. There are numerous spelling and grammatical errors.

Lesson 6 How did the United States expand in the 1800s?

Western Expansion Rubric (p. 204T2)

Students' illustrative maps should demonstrate an understanding of how western lands became states. Use the following rubric to score students' work:

4	Illustrative map is visually appealing and properly constructed. Illustrations are highly detailed and informative. Information on western land includes many accurate details.
3	Illustrative map is neat and properly constructed. Illustrations are detailed and informative. Information on western land includes accurate details.
2	Illustrative map is neat but is constructed improperly. Illustrations contain limited detail and may be inaccurate. Information on western land includes limited or inaccurate details.
1	Illustrative map is incomplete and improperly constructed. Illustrations contain minimal detail and are inaccurate. Information on western land includes few or no accurate details.

Grade 5, Unit 9

Lesson 1 What are the fifty states and capitals?

“I Am...” Game Rubric (p. 210T2)

Students should demonstrate knowledge of the fifty state capitals. Use the following rubric to score students’ work:

4	Student actively participates in the “I am...” question game. Student quickly identifies the correct capital when his or her state name is read aloud.
3	Student participates in the “I am...” question game. Student identifies the correct capital when his or her state name is read aloud.
2	Student participates, with encouragement, in the “I am...” question game. Student may incorrectly identify the capital when his or her state name is read aloud.
1	Student participates minimally in the “I am...” question game. Student is unable to identify the capital when his or her state name is read aloud.