

Wyoming Department of Education Required Virtual Education Course Syllabus

Natrona County School District # 1

Program Name	Natrona Virtual Learning	Content Area	SS
Course ID	NVA090301	Grade Level	3
Course Name	History 3	of Credits	
SCED Code	90301	Curriculum Type	K1 Inc

COURSE DESCRIPTION

Continuing their investigation (spanning grades 1–4) into history from the Stone Age to the Space Age, third grade students will:

- Explore the Renaissance, and meet Petrarch, da Vinci, Michelangelo, Gutenberg, Galileo, and more
 - Journey through the Age of Exploration with Dias, da Gama, Magellan, and more
 - Get to know the Maya, Aztecs, and Incas
 - Visit civilizations in India, Africa, China, and Japan
- During England’s Golden Age, meet Elizabeth I, Sir Walter Raleigh, and William Shakespeare
 - Explore Jamestown, Plymouth, and the thirteen colonies in Colonial America
 - Learn about the American Revolution

WYOMING CONTENT AND PERFORMANCE STANDARDS

STANDARD#	BENCHMARK (Standard/Indicator) Use the Standards and Benchmarks as Spreadsheets
SS5.1.1.	Describe the basic rights and responsibilities of citizenship.
SS5.1.2.	Understand the basic local, state, and national political processes (e.g., campaigning and voting).
SS5.1.3.	Understand the basic origins of the United States Constitution (e.g., Declaration of Independence).
SS5.1.4.	Understand the purpose of the legal system.
SS5.1.5	Understand the purposes of the three branches of government.
SS5.2.1.	Identify and describe the ways groups (e.g., families, communities, schools, and social organizations) meet human needs and concerns (e.g., belonging, self-worth, and personal safety) and contribute to personal identity and daily life.

SS5.2.2.	Identify and describe ways in which expressions of culture influence people (e.g., language, spirituality, stories, folktales, music, art, and dance).
SS5.2.3.	Identify and describe characteristics and contributions of local and state cultural groups in Wyoming.
SS5.2.4.	Identify and describe the tensions between cultural groups, social classes and/or individuals in Wyoming and the United States (e.g., Martin Luther King Jr., Helen Keller, Sacagawea, and Chief Washakie).
SS5.3.1.	Give examples of needs, wants, goods, services, scarcity, and choice.
SS5.3.2.	Identify basic economic concepts (e.g., supply, demand, price, and trade).
SS5.3.3.	Identify and describe how science and technology have affected production and distribution locally, nationally, and globally (e.g., trains and natural resources).
SS5.3.4.	Explain the roles and effect of money, banking, savings, and budgeting in personal life and society.
SS5.5.1.	Apply mental mapping skills and use different representations of the Earth to demonstrate an understanding of human and physical patterns and how local decisions may create global impacts.
SS5.5.2.	Explain how physical features, patterns, and systems impact different regions and how these features may help us generalize and compare areas within the state, nation, or world.
SS5.5.3.	Describe the human features of an area (e.g., language, religion, political and economic systems, population distribution, and quality of life), past and present settlement patterns (e.g., American Indians and the Oregon Trail), and how ideas, goods, and/or people move from one area to another.
SS5.5.4.	Describe how the environment influences people in Wyoming and how we adjust to and/or change our environment in order to survive (e.g., natural resources, housing, and food).
SS5.6.1.	Use various media resources in order to address a question or solve a problem.
SS5.6.2.	Identify validity of information (e.g., accuracy, relevancy, fact, or fiction).
SS5.6.3.	Use digital tools to research, design, and present social studies concepts (e.g., understand how individual responsibility applies in usage of digital media).
SS5.6.4.	Identify the difference between primary and secondary sources.

UNIT OUTLINE		
UNIT OUTLINE	STANDARD#	OUTCOMES OBJECTIVES/STUDENT CENTERED GOALS
Where Shall We Go?* 1 Using Maps	SS5.5.1.	Identify differences between globes and maps. Review the names and locations of the continents and

and Globes		<p>oceans.</p> <p>Describe the purpose of a map key and commonly used symbols.</p> <p>Interpret information on maps by using map keys.</p>
Where Shall We Go?* 2 Directions and Hemispheres	SS5.5.1.	<p>Recognize the purpose of a compass rose.</p> <p>Name the cardinal and intermediate directions and use them to describe locations.</p> <p>Identify and locate the Equator and prime meridian on a map.</p> <p>Name and locate the Earth's four hemispheres.</p> <p>Locate specified places relative to the Equator, prime meridian, or Earth's hemispheres.</p>
Where Shall We Go?* 3 The Places We Live	SS5.5.1.	<p>Recognize capital cities as places where government officials meet and work.</p> <p>Locate and name capitals on a political map.</p> <p>Identify political maps as those showing the borders of countries or states.</p> <p>Identify where one lives from general to specific (for example, continent, country, state, city, neighborhood).</p> <p>Distinguish continents from countries.</p> <p>Locate places relative to their borders.</p>
Background to the Renaissance 1 Renaissance Means Rebirth		<p>Explain that Renaissance means rebirth.</p> <p>State that rebirth meant new interest in the civilizations of ancient Greece and Rome.</p>
Background to the Renaissance 5 A Dangerous Feudal World		<p>Describe the Middle Ages as a dangerous and hard time.</p> <p>Define the feudal system as an exchange of protection for service and labor.</p> <p>Identify Christianity as the dominant faith of Europe.</p> <p>Recognize the functions of castles, cathedrals, and monasteries.</p>
Background to the Renaissance 6 Monks, Islam, and the Light of Classical Learning		<p>Explain that in monasteries monks copied books and preserved learning.</p> <p>Name Islam as a religion that valued learning and preserved classical works in the Middle Ages.</p> <p>Recognize that by the late Middle Ages, European thinkers were rediscovering ancient Greek writers.</p>
Background to the Renaissance 7 Dante Writes a Book		<p>Identify Dante as the author of The Divine Comedy.</p> <p>Describe The Divine Comedy as a poem about life after death.</p>

		Explain that the Christian faith provided hope for many Europeans during the Middle Ages.
Background to the Renaissance 8 Giotto Breaks with the Past		Name Giotto as a great artist of the late Middle Ages. State that Giotto painted realistic figures and showed emotions. Contrast Giotto's style with that of medieval art.
Background to the Renaissance 9 Petrarch: The Treasure Hunter		Identify Petrarch as a writer and poet inspired by classical writers. Identify humanism as the idea that humans are good and capable of great things. Name Petrarch as the first humanist.
Background to the Renaissance 10 Unit Review and Assessment		Demonstrate mastery of important knowledge and skills in this unit.
The Italian Renaissance 1 Italy: The Hub of the Renaissance		Locate the Italian peninsula on a map. Identify city-states as main political units of Renaissance Italy. Identify trade as key to the growth of the Italian city-states. Name one major Italian city-state.
The Italian Renaissance 2 Florence and the Medici		Locate Florence on a map of Italy. Identify Florence as a center for cloth production and banking. Identify the Medici as the leading family of Florence. Give an example of how the Medici family patronized learning and art.
The Italian Renaissance 3 Brunelleschi's Dome		State that Florence was famous for the great dome on its cathedral. Identify the dome of the cathedral of Florence from pictures. Name Brunelleschi as the architect of the dome of the cathedral of Florence. Explain that Brunelleschi's new design was inspired by the buildings of ancient Rome.
The Italian Renaissance Lorenzo the Magnificent		Identify Lorenzo de Medici as an energetic, skillful leader of Renaissance Florence. Identify Lorenzo as an international banker and a patron of the arts and learning. Give an example of Lorenzo de Medici's love for the classics and poetry.
The Italian	SS5.3.2., SS5.5.2.	

Renaissance 5 Venice: Queen of the Adriatic		Locate Venice and the Adriatic Sea. Describe Venice as a city of canals. Identify Venice as a trading republic and empire led by the doge.
The Italian Renaissance 7 Rome Revived		Identify Rome as the historic center of a great civilization. Identify Rome as the historic home of the popes. Describe the revival of Rome as a time when the popes returned and the city again became an artistic and cultural center.
The Italian Renaissance 8 Da Vinci: The Renaissance Man		Identify Leonardo da Vinci as a great artist and inventor. Define the phrase Renaissance man as one who does many things well. Name one famous painting by Leonardo da Vinci (The Mona Lisa or The Last Supper).
The Italian Renaissance 9 Meet Michelangelo		Identify Michelangelo as a great sculptor and painter from Florence. Describe Michelangelo's style as lifelike. Recognize the Pietà and the David as two of Michelangelo's greatest works.
The Italian Renaissance 10 Julius II, Michelangelo, and the Sistine Chapel		Name Julius II as an important Renaissance pope who hired Michelangelo to paint the Sistine Chapel ceiling. Summarize the conflict between Julius and Michelangelo on painting the ceiling. State that the Sistine Chapel ceiling is fresco. Recognize the Creation of Adam from a photograph.
The Italian Renaissance 11 Isabella d'Este: Renaissance Woman		Name Isabella d'Este as one of the most important women of the Renaissance. Describe Isabella d'Este as a leader of Mantua. Explain how Isabella d'Este made the court of Mantua a center of art and learning.
The Italian Renaissance 13 Rebuilding St. Peter's		Identify St. Peter's Basilica as the largest Christian church in the world. Name Julius II as the pope who ordered the rebuilding of St. Peter's Basilica. Name Michelangelo as the architect of St. Peter's dome. Describe the construction of St. Peter's as being very expensive.
The Italian Renaissance 14 Unit		Demonstrate mastery of important knowledge and skills in

Review and Assessment		this unit.
The Renaissance Elsewhere and the Reformation 1 Gutenberg Breaks into Print		Name Johannes Gutenberg as the inventor of the printing press. Name the Bible as the first important book Gutenberg printed. Explain that printing large numbers of books was one of the most important results of Gutenberg's invention.
The Renaissance Elsewhere and the Reformation 2 Crescent Versus Cross		State that wars between Christians and Muslims lasted into the Renaissance. Identify the Ottoman Turks as the victors in the battle for Constantinople. Name Ferdinand and Isabella as the king and queen who ousted the Moors from Spain. Locate Christian and Muslim domains on a map.
The Renaissance Elsewhere and the Reformation 3 Renaissance Monarchs and the Changing Face of Europe		Define a monarch as a single ruler, such as a king or queen. Explain that powerful Renaissance monarchs established large armies and built magnificent palaces. Name Francis I as powerful Renaissance monarch of France who imported Italian artists and ideas.
The Renaissance Elsewhere and the Reformation 5 A Eye for Detail: Van Eyck and Dürer		Explain that the printing press made it possible for ideas and prints of Italian art to spread to northern Europe. Name van Eyck and Dürer as major Renaissance artists from northern Europe. Describe Northern European Renaissance painting as very detailed and realistic.
The Renaissance Elsewhere and the Reformation 6 Copernicus Moves the Earth		Tell that in the Middle Ages, most people believed that the sun moved around the Earth. Describe the Renaissance as an age of learning and invention in science and math. Tell that Copernicus believed the Earth moved around the sun.
The Renaissance Elsewhere and the Reformation 7 Martin Luther and the 95 Theses		Name Martin Luther as a monk who wished to reform the Christian Church. Identify the 95 Theses as a document that criticized church practices. Explain that the printing press helped spread Martin Luther's ideas.

<p>The Renaissance Elsewhere and the Reformation 8 Diet of Worms? The Reformation Splits Christianity</p>		<p>Define the Reformation as a religious movement that divided the Christian Church into Catholic and Protestant branches. Explain the origin of the word Protestant. State that Luther's protests caused break with the established church and that he gained support among German princes.</p>
<p>The Renaissance Elsewhere and the Reformation 9 Europe Fractured</p>		<p>Recognize that many people (princes, reformers, and ordinary folk) found Luther's ideas appealing. State that in Europe, wars over religion followed Luther's break with the church. State that after the Reformation and wars over religion, Europe was divided into Catholic and Protestant countries.</p>
<p>The Renaissance Elsewhere and the Reformation 10 Henry VIII and England for Protestantism</p>		<p>Name Henry VIII as the English king who broke with the Catholic Church. Explain that Henry VIII's divorce was the reason for England's break with the Catholic Church. Identify the Church of England as the new church Henry VIII founded.</p>
<p>The Renaissance Elsewhere and the Reformation 11 The Counter-Reformation</p>		<p>Identify the Counter-Reformation as a reform within the Catholic Church in response to the Reformation. Name Ignatius of Loyola as the founder of the Society of Jesus, which defended the pope and spread Catholicism.</p>
<p>The Renaissance Elsewhere and the Reformation 12 Galileo Faces the Inquisition</p>		<p>Identify Galileo as an astronomer who studied the skies with telescope. State that Galileo's work confirmed Copernicus's theory. Explain that Galileo's work conflicted with the church's position and that he was tried for heresy.</p>
<p>The Renaissance Elsewhere and the Reformation 1 Unit Review and Assessment</p>		<p>Demonstrate mastery of important knowledge and skills in this unit.</p>
<p>Moving from Maps to the World 1 How Far Away Is It?</p>	<p>SS5.5.2.,SS5.6.1.</p>	<p>Explain the purpose of scale on map. Use the scale on a map to calculate the distance between places.</p>
<p>Moving from Maps to the World 2 Landforms and Adapting to Where</p>	<p>SS5.5.2.,SS5.6.1.</p>	<p>Identify and compare major landforms including mountains, hills, plains, and plateaus. Locate landforms on a map. Identify ways in which people adapt to living in different</p>

We Live		environments.
Moving from Maps to the World 3 Natural Resources	SS5.5.2.,SS5.6.1.	Use resource maps to get information. Identify natural resources as animal, plant, mineral, or fossil fuel. Distinguish renewable from nonrenewable resources.
The Age of Exploration Prince Henry the Navigator	SS5.3.3.,SS5.4.1., SS5.4.2.	Describe the Renaissance as an Age of Exploration. Identify Henry the Navigator as a prince of Portugal interested in navigation and exploration. Tell how Henry improved navigation.
The Age of Exploration 2 Bartolomeu Dias and the Cape of Good Hope		Identify Bartolomeu Dias as the Portuguese explorer who located the southern tip of Africa. Identify the southern tip of Africa as the Cape of Good Hope. Explain that Bartolomeu Dias hoped to find sea route to India.
The Age of Exploration What Did Columbus Find?		Define the Indies as the lands of India, China, and Japan. Identify Christopher Columbus as an explorer who sought a route to the Indies by sailing west. Explain that Columbus discovered the Americas, two continents previously unknown to Europeans, and claimed the lands for Spain.
The Age of Exploration Da Gama and Cabral Claim More for Portugal		Explain that the pope divided the New World between Portugal and Spain. Identify Vasco da Gama as a Portuguese explorer whose trip around Africa to the Indies made Portugal major trading power. Identify Pedro Cabral as the Portuguese explorer who claimed Brazil for Portugal.
The Age of Exploration Balboa Sights the Pacific		Identify Balboa as a Spanish explorer. Describe Balboa as the first European to sight the Pacific Ocean from its eastern shore. Explain that Balboa's sighting established that there were two oceans and that the New World was landmass between Europe and Asia.
The Age of Exploration Circling the Globe: Magellan's Voyage of Discovery		Name Ferdinand Magellan as the captain of the first expedition to circle the globe. Label the Strait of Magellan and explain why it has that name. Explain that the Pacific Ocean got its name because Magellan and his sailors thought it was peaceful.

The Age of Exploration Unit Review and Assessment		Demonstrate mastery of important knowledge and skills in this unit.
The World They Found Travel Back in Time: The Mysterious Maya	SS5.5.3.	Locate the Yucatán peninsula on a map. Describe the Maya as an ancient Native American civilization o the Yucatán peninsula. Name two achievements of the Maya or aspects of Maya life (such as an accurate calendar, pyramid temples, and writing).
The World They Found Aztec Origins: Legend of the Eagle on the Cactus		Locate the Valley of Mexico and the Aztec Empire on a map. State that the Mexican flag has symbol of an eagle, cactus, and snake. Explain the legend behind the symbols on the Mexican flag.
The World They Found Astonishing Aztecs: Builders and Warriors	SS5.5.3.	Describe the Aztecs as fierce warriors. Describe the Aztecs as city-builders. Recognize that the Aztecs worshipped many gods.
The World They Found The Inca Empire	SS5.5.3.	Locate the Inca Empire on a map. Identify the Incas as a civilization located in the Andes mountain range. Describe two important characteristics of Inca civilization, such as the use of roads, rope bridges, and couriers.
The World They Found Machu Picchu		Identify Cuzco as the capital of the Inca Empire. Describe the Incas as excellent stonemasons. Describe Machu Picchu as a stone city built by the Incas in the Andes.
The World They Found Spanish Motivations: Gold, God, and Empire		Tell three reasons the Spanish wished to gain control of the Americas (to find gold, build Spain's empire, and spread Christianity).
The World They Found Cortés and Moctezuma		Define conquistador as a Spanish conqueror. Identify Hernán Cortés as a Spanish explorer and conqueror of the Aztecs. Identify Moctezuma as emperor of the Aztecs. Recognize that the Spanish defeated the Aztecs.
The World They Found Pizarro and Atahualpa		Describe Atahualpa as the leader of the Incas. Describe Francisco Pizarro as the Spanish conquistador who conquered the Incas. Explain that the Spanish were able to conquer the Incas with

		small force.
The World They Found Las Casas Speaks Out Against Indian Enslavement		Locate Brazil on a world map or globe. State that Portugal claimed Brazil. State that both the Portuguese and the Spanish used slave labor in the Americas. Identify Las Casas as a priest who worked to improve the lives of the Indians under Spanish rule.
The World They Found 1 Unit Review and Assessment		Demonstrate mastery of important knowledge and skills in this unit.
The World They Found 1 Semester Review and Assessment		Demonstrate mastery of important knowledge and skills in this semester.
Looking East: Ottomans and Mughals 1 The Rising Ottoman Turks	SS5.5.3.	Locate Asia Minor and the Black Sea on a map. Name the early Ottoman Turks as Muslim tribes from Asia Minor. State that the Ottoman Turks conquered Constantinople in 145 and renamed it Istanbul.
Looking East: Ottomans and Mughals 2 Süleyman, the Lawgiver		Locate the Ottoman Empire on a map. Identify Süleyman as an important leader of the Ottoman Empire. Explain that Süleyman expanded the empire and organized its laws.
Looking East: Ottomans and Mughals 4 The Trading Turks		State that the Ottoman Turks were skilled traders. Name some products sold at the Grand Bazaar in Istanbul. Name three places where the Ottoman Turks traded. Identify the crescent and star as symbols of Islam.
Looking East: Ottomans and Mughals 5 Mughals Victorious in India	SS5.5.3.	Locate the Indian subcontinent on a map and name the Indus and Ganges as India's two main rivers. Explain that many people wanted spices and gems from India. State that Hinduism was the main religion of India. Name the Mughal Empire as the powerful Muslim empire established in India.
Looking East: Ottomans and Mughals 6 Akbar the Wise		Identify Akbar as a great Mughal emperor. Describe Akbar as a Muslim ruler interested in all religions. State that Akbar worked to make sure people of different religions could live together in peace.

Looking East: Ottomans and Mughals 7 Shah Jahan Builds the Taj Mahal		Name Shah Jahan as Mughal emperor who built the Taj Mahal. Describe the Taj Mahal as a beautiful tomb for Shah Jahan's wife. Name some characteristics of the Taj Mahal (such as its enormous dome, minarets, and use of marble). Identify the Taj Mahal from a set of images.
Looking East: Ottomans and Mughals 8 Unit Review and Assessment		Demonstrate mastery of important knowledge and skills in this unit.
Africa, China, and Japan 1 Benin Grows	SS5.5.3.	Locate the kingdom of Benin on a map. State that skilled craftsmen in Benin made beautiful works of art from brass. Describe the kingdom of Benin as one that flourished because of trade.
Africa, China, and Japan 2 The New Slave Trade: East and West		Explain that the Portuguese wanted slaves to work on sugar plantations in the New World. Define transatlantic to mean "across the Atlantic Ocean." Explain some major effects of the transatlantic slave trade.
Africa, China, and Japan 3 The Ming Dynasty and a Forbidden City	SS5.5.3.	Describe the Ming as an important Chinese dynasty. State that the Ming made Beijing the capital city of China. Identify the Forbidden City as the home of the emperor. List some features of the Forbidden City (such as red brick walls; yellow tile roofs; dragons or animal guardians on roofs).
Africa, China, and Japan 4 Chinese Trade in the Age of Exploration	SS5.3.2.	Describe Zheng He as a Chinese explorer. Explain that the Chinese were suspicious of the Europeans. Explain that Spain and Portugal began to trade with China. List silk and porcelain as goods produced and traded by China.
Africa, China, and Japan 5 Rebuilding the Great Wall		Explain that the Ming built the Great Wall to keep out invaders. Identify the Great Wall of China from photographs. Name some characteristics of the Great Wall (for example, it was very long, was made of stone, had watchtowers and signal towers, and was wide enough to fit six horses across).
Africa, China, and Japan 6 The		Describe Japan as an island kingdom. Recognize that people in Japan lived under feudal system.

Portuguese in Feudal Japan		Describe the period in which the Portuguese arrived as a time of fighting. Explain that the Portuguese went to Japan to trade and to spread the Christian faith.
Africa, China, and Japan 7 The Tokugawa Shoguns Throw the Foreigners Out		Define shogun as the chief military ruler of Japan. Recognize that the Tokugawa were powerful rulers of Japan. Explain that early Tokugawa shoguns expelled Europeans from Japan.
Africa, China, and Japan 8 Unit Review and Assessment		Demonstrate mastery of important knowledge and skills in this unit.
1 England's Golden Age and Beyond 1 Elizabeth I: Her Father's Daughter		Describe Elizabeth I as a great English queen. Name two problems England faced when Elizabeth was crowned (religious splits within England, rivalry with Spain, people not used to rule by a woman). Define the expression "golden age" as a high point of learning and accomplishment. Define the expression "Elizabethan era" as the time when Elizabeth I was queen of England. State that England became powerful nation under Elizabeth's rule.
1 England's Golden Age and Beyond 2 Sir Francis Drake		Name Spain and Portugal as England's major rivals during the Renaissance. Describe Francis Drake as a daring English sea captain who attacked Spanish and Portuguese ships. State that Francis Drake made voyage around the world.
1 England's Golden Age and Beyond 3 Defeat of the Spanish Armada		Define Spanish Armada as a fleet of armed Spanish ships. State that Sir Francis Drake and the English navy defeated the Spanish Armada in 1588. Explain that England became major sea power as result of its defeat of the Spanish Armada.
1 England's Golden Age and Beyond 4 Go Forth, Sir Walter!		Name Walter Raleigh as the first person to attempt settlement of English colonies in North America. Describe Walter Raleigh as a person who was interested in exploration. Name Roanoke as the Lost Colony.
1 England's Golden Age and Beyond 5 Shakespeare:		Name William Shakespeare as the greatest English poet and playwright. State that William Shakespeare wrote many plays during the

England's Bard		<p>Elizabethan era.</p> <p>Give two English expressions we still use that come from Shakespeare's plays.</p>
1 England's Golden Age and Beyond 7 Stewing the Stuarts		<p>State that the Stuart dynasty succeeded the Tudors.</p> <p>Identify James as the king of Scotland and the monarch who succeeded Elizabeth.</p> <p>Define "divine right of kings" as the belief that kings got their authority from God and not from the people.</p> <p>Explain that Parliament ousted the Stuarts.</p>
1 England's Golden Age and Beyond 8 A Glorious Revolution		<p>Describe the republic in England as short-lived.</p> <p>State that the English Parliament invited William and Mary to rule England.</p> <p>Explain that the Glorious Revolution was a bloodless revolution that made Parliament more powerful than the king.</p> <p>Explain that with the English Bill of Rights, the king promised to keep the laws made by Parliament.</p>
1 England's Golden Age and Beyond 9 Unit Review and Assessment		<p>Demonstrate mastery of important knowledge and skills in this unit.</p>
1 The America They Found and Founded 1 The First Americans		<p>Explain that the first Americans crossed land bridge to travel from Asia to North America.</p> <p>State that native people in the Pacific Northwest were skilled at fishing and whaling.</p> <p>Describe southwestern (Pueblo) Indians as desert dwellers.</p> <p>Name one crop cultivated by the Pueblo Indians.</p>
1 The America They Found and Founded 2 People of the Plains and Forest		<p>Locate the Rocky Mountains, Great Plains, Mississippi River, and Appalachians on map.</p> <p>Explain that the Plains Indians hunted buffalo for food and clothing.</p> <p>Describe Eastern Woodland tribes as forest dwellers who hunted and farmed.</p> <p>Name one Plains tribe and one Eastern Woodland tribe.</p>
1 The America They Found and Founded 3 The Story of Jamestown		<p>Name Jamestown as the first successful English settlement in North America.</p> <p>Explain that the English started the Jamestown colony to find gold.</p> <p>Identify John Smith as the leader who saved Jamestown.</p>

		Describe the hard experience at Jamestown.
1 The America They Found and Founded 4 The Story of Plymouth Colony		Describe Plymouth as a colony begun for religious freedom. Name the Mayflower as the boat on which the Pilgrims sailed. Recognize the key role of the Indians in assisting the Pilgrims through their first year. Describe Thanksgiving as the festival in which the Pilgrims thanked God for their harvest.
1 The America They Found and Founded 5 The Story of William Penn		Name the Puritans as another group that came to America for religious freedom. Describe William Penn as the founder of Pennsylvania. Explain that Pennsylvania was founded for religious freedom for Quakers and others. State that Philadelphia means "City of Brotherly Love."
1 The America They Found and Founded 6 More Colonists in Maryland and Georgia		State that Maryland was founded for religious freedom for Catholics. Explain that Georgia was founded as a refuge for debtors. State that by the 1730s there were 13 English colonies on the east coast of North America.
1 The America They Found and Founded 7 From Many Lands		State that New York was originally Dutch. Name some other nationalities of the colonists, such as German, Irish, and Dutch. Define plantation as a large farm that required a lot of laborers. Explain that African slaves became a large part of the workforce in the South.
1 The America They Found and Founded 8 Unit Review and Assessment		Demonstrate mastery of important knowledge and skills in this unit.
1 Graphs, Time Lines, and Geography Review 1 Reading Graphs	SS5.6.1.	Interpret graphs to get information.
1 Graphs, Time Lines, and Geography Review 2 Reading a Time Line	SS5.6.1.	Use time lines to get information. Make a time line of your life.
1 Graphs, Time Lines,		Demonstrate mastery of important geographic knowledge

and Geography Review 3 Geography Review and Assessment		and skills.
1 The American Revolution 1 English and Proud of It!		Recognize England as a country with a strong concern for liberty. Explain that the American colonists had their own assemblies. Describe the colonists as proud to be English.
1 The American Revolution 2 No Taxation Without Representation!		State that American colonists objected to the Stamp Act. Explain the phrase "no taxation without representation." Identify Samuel Adams as an American patriot. Describe the Sons of Liberty as a group formed by Samuel Adams to oppose the British tax.
1 The American Revolution 3 The First Clashes		Explain that the colonists resented the presence of British troops in their cities. Describe the minutemen as Americans who could be ready to fight in a minute. Identify the Boston Massacre as a clash between colonists and British soldiers. Explain that during the Boston Tea Party colonists threw tea into the harbor to protest the tea tax.
1 The American Revolution 4 Lexington, Concord, and Bunker Hill		Identify Paul Revere as the person who warned colonists of the approach of British troops. Describe Lexington and Concord as the first battles against the British in the Revolutionary War. State that the minutemen fought the British soldiers from behind stone walls and trees. Explain that in the first battles, the patriots showed they could and would fight.
1 The American Revolution 5 The Declaration of Independence		Describe the Declaration of Independence as the document that announced America's separation from England and the formation of a new country. State that the Declaration of Independence announced the formation of a new country named the United States of America. Identify July 4, 1776, as America's Independence Day. Explain that the Liberty Bell was the bell rung to celebrate American independence. Identify the Liberty Bell from a picture.

<p>13 The American Revolution 6 Crossing the Delaware and Getting Help from the French</p>		<p>Describe some obstacles to American victory in the Revolutionary War. Identify the scene of Washington crossing the Delaware. Explain the importance of Washington crossing the Delaware. State that the French fought on the side of the Americans in the Revolutionary War.</p>
<p>1 The American Revolution 7 Winter at Valley Forge</p>		<p>Describe the winter at Valley Forge as a time of great hardship. Explain that many men suffered from the cold and the lack of food, clothing, and shelter. Describe Washington as the leader who got the soldiers through the winter and trained them to be a better army.</p>
<p>1 The American Revolution 8 Victory at Yorktown</p>		<p>Describe the battle at Yorktown, Virginia, as the last great battle of the Revolutionary War. Identify Cornwallis as the general who surrendered to Washington. Explain that the French blockade helped secure victory. Identify the form of government of the United States as a republic.</p>
<p>1 The American Revolution 9 Unit Review and Assessment</p>		<p>Demonstrate mastery of important knowledge and skills in this unit.</p>
<p>1 The American Revolution 10 Semester Review and Assessment</p>		<p>Demonstrate mastery of important knowledge and skills in this semester.</p>