

GRADE 5 – UNITED STATES HISTORY: PRE-EUROPEAN CONTACT TO RECONSTRUCTION

In fifth grade, students begin their study of United States history starting with Indigenous life and encounters with Europeans. Students then study the formation of the colonies, the American Revolution, the new United States government, and the growth of the republic through the Civil War and Reconstruction by understanding multiple and diverse perspectives.

Inquiry Topics, Compelling Questions, and Standards

Inquiry Topic 1: The Land and People Before Colonization

Compelling Question: Why do people live where they do?

SS5.1.1: North American geography

SS5.1.2: The Indigenous peoples of North America

Inquiry Topic 2: European Arrival in North America and Colonial Growth

Compelling Question: Was North America a land of opportunity for everyone?

SS5.2.1: European colonization

SS5.2.2: Building the colonies

SS5.2.3: Indigenous peoples and European colonists

SS5.2.4: Development of slavery and the African slave trade

Inquiry Topic 3: The American Revolution

Compelling Question: What makes people rebel against their government?

SS5.3.1: Road to revolution

SS5.3.2: *Declaration of Independence*

SS5.3.3: Open rebellion

SS5.3.4: Writing the *Constitution of the United States* and forming a new government

Inquiry Topic 4: The Early Republic and its Growth

Compelling Question: Does expansion always mean progress?

SS5.4.1: The Early Republic

SS5.4.2: Expansion of United States territory

SS5.4.3: Movement of people

SS5.4.4: Growth of industry

Inquiry Topic 5: Enslavement, the Civil War, and Reconstruction

Compelling Question: Why fight for other people's rights?

SS5.5.1: Resistance and abolition

SS5.5.2: Road to secession

SS5.5.3: The Civil War

SS5.5.4: Reconstruction

Standards Tables

Inquiry Topic 1: The Land and People Before Colonization

Compelling Question: Why do people live where they do?

SS5.1.1 North American geography Analyze the countries, geographic features, and climates of North America	Connections to the Rhode Island Anchor Standards											
	CG.P	CG.RL	CG.RR	H.CC	H.HP	H.IG	G.HPE	G.HSP	G.WST	E.SA	E.PC	E.EG
								X	X	X		
<p>Guiding Questions for Instruction:</p> <ul style="list-style-type: none"> • What are the major geographical features of North America? • What is the relationship between geographic features and human population and settlements? • What countries make up North America today 	<p>Learning Assessment Objectives: Students demonstrate an ability to:</p> <ol style="list-style-type: none"> Identify the major geographical features of North America (e.g., climate zones, bodies of water, mountains, deserts), and analyze their relationships with human settlement Identify the countries that make up North America today and their locations on a map Identify the locations people settled, and analyze the reasons people chose those areas over others (e.g., access to resources, fertile land) 											

SS5.1.2 The Indigenous peoples of North America Analyze the lived experiences of Indigenous peoples prior to European colonization	Connections to the Rhode Island Anchor Standards											
	CG.P	CG.RL	CG.RR	H.CC	H.HP	H.IG	G.HPE	G.HSP	G.WST	E.SA	E.PC	E.EG
	X	X		X	X	X		X				X
Guiding Questions for Instruction: <ul style="list-style-type: none"> ● How did geography determine where Indigenous peoples lived and how they lived? ● What were the cultures, government structures, and lived experiences of the Indigenous peoples living in what is now known as North America? ● How are Indigenous groups similar to and different from one another? ● How have Indigenous people continued traditional practices to today? 	Learning Assessment Objectives: Students demonstrate an ability to: <ol style="list-style-type: none"> a. Explain the geographical spread of Indigenous communities and language families, and analyze the relationship between geography and location of settlements (e.g., access to resources, climate) b. Analyze the cultures, government structures, and lived experiences (e.g., trade networks, kinship system, spiritual practices) of groups of Indigenous peoples across North America prior to the arrival of Europeans (e.g., Haudenosaunee, Huron, Cherokee, Navajo, Creek, Apache, Paiute, Pueblo, Hopi, Lakota (Sioux), Seminole, Taino, Inuit, Maya), including those local to Rhode Island (e.g., Nahaganset (Narragansett), Wampanoag (Pokanoket), Nehantick and Eastern Nehantick (Niantic), Pequot, Nipmuc, Massachuset, Mohegan, Manissean) c. Analyze the cooperation and conflict between Indigenous nations prior to European arrival d. Analyze ways that Indigenous peoples continue their government and traditional practices today 											

Inquiry Topic 2: European Arrival in North America and Colonial Growth

Compelling Question: Was North America a land of opportunity for everyone?

SS5.2.1 European colonization Argue the ways the motivations and methods of European colonization in North America affected the Indigenous peoples	Connections to the Rhode Island Anchor Standards											
	CG.P	CG.RL	CG.RR	H.CC	H.HP	H.IG	G.HPE	G.HSP	G.WST	E.SA	E.PC	E.EG
	X			X	X		X	X		X		
Guiding Questions for Instruction: <ul style="list-style-type: none"> ● What were the reasons for European colonization of North America? ● What were the short and long-term effects of European colonization on Indigenous communities? ● What is settler colonialism? 	Learning Assessment Objectives: Students demonstrate an ability to: <ol style="list-style-type: none"> a. Analyze the reasons colonial powers (e.g., Dutch, English, French, Portuguese, Russian, Spanish, Vikings) sailed to North America, their understanding of land ownership, and the initial responses of the Indigenous peoples they encountered, and argue the impacts of colonization b. Analyze the effects of the Columbian Exchange, and argue who benefited (e.g., introduction of invasive plant species to North America, introduction of animals such as pigs and horses, impact of diseases such as smallpox on Indigenous populations) c. Identify the economic motivations of settler colonialism, and argue who benefited 											

SS5.2.2 Building the colonies Analyze the similarities and differences of the colonies throughout North America	Connections to the Rhode Island Anchor Standards											
	CG.P	CG.RL	CG.RR	H.CC	H.HP	H.IG	G.HPE	G.HSP	G.WST	E.SA	E.PC	E.EG
		X			X		X	X	X			X
Guiding Questions for Instruction: <ul style="list-style-type: none"> • In what ways did geography, climate, and natural resources influence where the colonists settled? • What were the similarities and differences between the colonies? • How and why did each colony rely on different sources of labor? 	Learning Assessment Objectives: Students demonstrate an ability to: <ol style="list-style-type: none"> Identify the locations and geography of the colonies across North America (New England, Middle Colonies, Southern Colonies, New France, New Spain), and analyze the reasons colonists decided to settle in those locations Analyze the similarities and differences in the composition and ideologies of each colony including population and reason for immigration, governmental structures, economic systems, sources of labor, lifeways, religion, and relationships with Indigenous communities 											

SS5.2.3 Indigenous peoples and European colonists Analyze the relationships between Indigenous peoples and European colonists and the evolving nature of those relationships	Connections to the Rhode Island Anchor Standards											
	CG.P	CG.RL	CG.RR	H.CC	H.HP	H.IG	G.HPE	G.HSP	G.WST	E.SA	E.PC	E.EG
				X	X	X	X	X				X
Guiding Questions for Instruction: <ul style="list-style-type: none"> ● How were views on land ownership, land use, and property rights different between Indigenous peoples and European colonists? ● What were the trade relationships between the different colonies and Indigenous communities? ● What conflicts arose between Indigenous peoples and Europeans? 	Learning Assessment Objectives: Students demonstrate an ability to: <ol style="list-style-type: none"> a. Analyze the differences between Indigenous and European colonists’ views on land ownership, land use, and property rights b. Analyze the similarities and differences between political, cultural, and trade relationships between French, Spanish, and English colonists with Indigenous communities c. Analyze the conflicts between Indigenous peoples and European colonists and their outcomes (e.g., Aztec Conquest 1520s, Pueblo Revolt 1680, Pequot War 1630s, King Philip’s War 1670s, California Missions 1760s-1830s) 											

SS5.2.4 Development of slavery and the African slave trade Argue the impacts the new system of enslavement had on the economy and the people involved	Connections to the Rhode Island Anchor Standards											
	CG.P	CG.RL	CG.RR	H.CC	H.HP	H.IG	G.HPE	G.HSP	G.WST	E.SA	E.PC	E.E
		X	X	X	X	X					X	
Guiding Questions for Instruction: <ul style="list-style-type: none"> ● Who were the first people enslaved in the local colonies? ● How did the practice of slavery change and what is chattel slavery? ● In what ways did slavery influence the economic development of the colonies? ● What is the difference between being enslaved and being indentured? ● What was slavery like in colonial Rhode Island? ● In what ways is race socially constructed? 	Learning Assessment Objectives: Students demonstrate an ability to: <ol style="list-style-type: none"> a. Explain the rationale local colonists used to enslave Indigenous peoples (e.g., enslavement of Pequot, Narragansett, and Wampanoag after the Pequot War 1637 and King Philip’s War 1676, connection to African enslavement), and explain the conditions of enslavement b. Analyze the origins and course of African enslavement in the colonies and the development of chattel slavery, and argue who benefited from this new form of slavery c. Explain the role the system of slavery had in the economic development of the colonies, and argue who benefited d. Analyze laws and codes controlling enslaved Africans, free Blacks, indentured whites, and Indigenous peoples in the 1600-1700s and argue who benefited e. Explain the conditions of slavery in colonial Rhode Island (e.g., first enslaved African in Rhode Island 1696 from ship <i>Seaflower</i>, role of Rhode Islanders in the slave trade, rural v. urban slavery, 1652 law limiting terms of servitude) f. Identify the significant roles free Blacks had in the colonies (e.g., Anthony Johnson, John Quamino, Bristol Yamma), and explain their contributions g. Explain how race was socially constructed during this time, and argue the ways it can be traced to how race is socially constructed today 											

Inquiry Topic 3: The American Revolution

Compelling Question: What makes people rebel against their government?

SS5.3.1 Road to revolution Argue how Britain’s response at the end of the French and Indian War led to the American Revolution	Connections to the Rhode Island Anchor Standards											
	CG.P	CG.RL	CG.RR	H.CC	H.HP	H.IG	G.HPE	G.HSP	G.WST	E.SA	E.PC	E.EG
	X	X	X	X	X	X						
<p>Guiding Questions for Instruction:</p> <ul style="list-style-type: none"> • What were the major events in the French and Indian War and how did it affect the colonies? • How and why did Indigenous people participate in the French and Indian War? • How did Great Britain attempt to recoup the financial costs of the War? • In what ways did the colonists rebel against the British government leading up to the American Revolution? 	<p>Learning Assessment Objectives: Students demonstrate an ability to:</p> <ol style="list-style-type: none"> Identify the causes and course of the French and Indian War, and argue how it impacted the colonies Analyze the roles and contributions Indigenous peoples had in the French and Indian War Analyze the Proclamation of 1763 and other acts of the British government meant to recoup financial costs of the French and Indian War (e.g., Sugar Act 1764, Currency Act 1764, Stamp Act 1765, Townshend Act 1767) and assert control over the colonies (e.g., Quartering Act 1765, Coercive Acts 1774) and argue how these led to the start of the Revolution Analyze protests and major events leading up to the American Revolution (e.g., Boston Massacre, Gaspee Affair, Stamp Act riots, North Carolina Regulators, various Tea Parties), and argue how these led to the start of Revolution 											

SS5.3.2 Declaration of Independence Analyze the ideals of the <i>Declaration of Independence</i>	Connections to the Rhode Island Anchor Standards											
	CG.P	CG.RL	CG.RR	H.CC	H.HP	H.IG	G.HPE	G.HSP	G.WST	E.SA	E.PC	E.EG
	X		X	X	X		X					X
Guiding Questions for Instruction: <ul style="list-style-type: none"> ● How were liberty and natural rights defined at the time of the Revolution? ● What were the grievances and ideals laid out in the Declaration of Independence? ● Who were the signatories of the Declaration of Independence and what were their political views? ● What influence did Indigenous people have in the writing of the Declaration of Independence? ● In what ways do we see elements of the Declaration of Independence in the world today? 	Learning Assessment Objectives: Students demonstrate an ability to: <ol style="list-style-type: none"> a. Analyze how liberty and natural rights are defined in the <i>Declaration of Independence</i> b. Analyze the grievances and ideals laid out in the <i>Declaration of Independence</i> c. Analyze the backgrounds (race, gender, occupation, religion, age, location, and view of slavery) of the <i>Declaration of Independence</i> signatories, and explain their perspectives and political views (e.g., Rhode Island’s Stephen Hopkins and William Ellery) d. Analyze the influences of the Haudenosaunee Confederacy on the drafting of the <i>Declaration of Independence</i> (e.g., Great League of Peace) e. Explain ways that students see the ideals of the <i>Declaration of Independence</i> represented in their lives today 											

SS5.3.3 Open rebellion Analyze the actions and activities of the participants of the Revolution	Connections to the Rhode Island Anchor Standards											
	CG.P	CG.RL	CG.RR	H.CC	H.HP	H.IG	G.HPE	G.HSP	G.WST	E.SA	E.PC	E.EG
				X	X	X						
Guiding Questions for Instruction: <ul style="list-style-type: none"> ● Who were the patriots, loyalists, and those who stayed neutral and what arguments did they use to explain their positions? ● In what ways did Patriots resist the British? ● What were the major events of the war? ● In what ways did Indigenous people, free Blacks, enslaved peoples, and women participate in the war? 	Learning Assessment Objectives: Students demonstrate an ability to: <ol style="list-style-type: none"> a. Identify the diversity of patriots (e.g., white men and women from all classes, free Blacks, enslaved peoples, and Indigenous peoples), and analyze their reasons for and ways of rebelling against the Crown b. Identify the individuals and organizations who remained loyal to the Crown (e.g., Newport Gazette, Joseph Brant or Thayendanegea), and analyze the reasons for their loyalty c. Analyze the reasons individuals and groups remained neutral (e.g., Quakers, Indigenous tribes such as the Six Nations) d. Identify the events of the war (e.g., Battle of Lexington and Concord 1775, Non-importation Agreements, Siege of Newport 1778, Battle of Rhode Island 1778, Battle of Yorktown 1781), and analyze their significance to the outcome e. Analyze women’s role as patriots (e.g., Deborah Sampson, Phillis Wheatley, homespun, spinning bees, camp followers) f. Analyze the contributions of enslaved and free Blacks during this era (e.g., Rhode Island Black Regiment, Olaudah Equiano, Phillis Wheatley, Duchess Quamino, Newport Gardner) 											

SS5.3.4 Writing the <i>Constitution of the United States</i> and forming a new government Analyze the elements of the <i>Constitution of the United States</i> and its significance in forming a new United States	Connections to the Rhode Island Anchor Standards											
	CG.P	CG.RL	CG.RR	H.CC	H.HP	H.IG	G.HPE	G.HSP	G.WST	E.SA	E.PC	E.EG
	X	X	X	X		X						
Guiding Questions for Instruction: <ul style="list-style-type: none"> • What were the <i>Articles of Confederation</i> and why did they ultimately fail? • How did the institution of slavery shape the <i>Constitution</i>? • What are the elements of the <i>Constitution</i> and the purpose of the <i>Bill of Rights</i>? 	Learning Assessment Objectives: Students demonstrate an ability to: <ol style="list-style-type: none"> Analyze the <i>Articles of Confederation</i> in terms of advantages and disadvantages Analyze the role of the institution of slavery in the drafting of the <i>Constitution</i> (e.g., 3/5th rule of representation, fugitive-slave clause, slave importation clause) Identify the elements of the <i>Constitution</i> (e.g., branches of government, checks and balances), and explain the purpose of the <i>Bill of Rights</i> 											

Inquiry Topic 4: The Early Republic and its Growth

Compelling Question: Does expansion always mean progress?

SS5.4.1 The Early Republic Argue the impacts of the political changes and uncertainties immediately following the ratification of the <i>Constitution of the United States</i>	Connections to the Rhode Island Anchor Standards											
	CG.P	CG.RL	CG.RR	H.CC	H.HP	H.IG	G.HPE	G.HSP	G.WST	E.SA	E.PC	E.EG
		X	X	X								X
Guiding Questions for Instruction: <ul style="list-style-type: none"> • What political developments occurred during the Early Republic? • What were the limits of political participation during the Early Republic? • What laws in the Early Republic reflect changing views about slavery? 	Learning Assessment Objectives: Students demonstrate an ability to: <ol style="list-style-type: none"> Analyze the similarities and differences among the first three presidents and their administrations (i.e., George Washington, John Adams, Thomas Jefferson) Explain the development of the two-party system, and analyze the resulting debates (e.g., Alexander Hamilton v. Thomas Jefferson, Federalists, Democratic-Republicans) Explain the limits of political participation (e.g., voting requirements, holding office rules, Alien and Sedition Acts 1798), and argue who benefited Analyze the changing views of slavery in legislation (e.g., role of the Northwest Ordinance in limiting the spread of slavery, emancipation acts in Northern States including Rhode Island’s Gradual Emancipation Act of 1784, “Act Prohibiting Importation of Slaves” 1807), and argue the impacts of those views 											

SS5.4.2 Expansion of United States territory Argue how the acquisition of land from the Atlantic to the Pacific had consequences for different peoples	Connections to the Rhode Island Anchor Standards											
	CG.P	CG.RL	CG.RR	H.CC	H.HP	H.IG	G.HPE	G.HSP	G.WST	E.SA	E.PC	E.EG
	X	X		X	X	X	X	X				
Guiding Questions for Instruction: <ul style="list-style-type: none"> • What was the belief of “manifest destiny” and how did people justify America’s westward expansion? • Why did people move west and what hardships did they endure? • How did the United States government work to expand its territory in the first half of the 19th century? • What were the rules for establishing free and slave states? 	Learning Assessment Objectives: Students demonstrate an ability to: <ol style="list-style-type: none"> Identify the definition of manifest destiny and analyze the justification for westward expansion Analyze the efforts to gain land and expand territory (e.g., the Louisiana Purchase 1803, Spanish Florida 1810-1819, Texas Annexation 1845, Oregon Country from Great Britain 1846, Gadsden Purchase 1853), Indigenous response and resistance, and argue the ways Indigenous peoples were affected Explain the route, purpose, and events of the Lewis and Clark expedition 1804-1806 Analyze the causes and course of the Mexican American War 1846-1848 (e.g., Mexican freedom from Spain in 1821, Treaty of Guadalupe-Hidalgo 1848, California Constitution 1849), and Indigenous response and resistance, and argue the impacts on Mexican citizens and Indigenous peoples Analyze the rationale and rules for establishing free and slave states, and argue the impacts on enslaved Africans 											

SS5.4.3 Movement of people Argue the ways that migration, laws governing migration, and government actions forcing migration affected different groups of people	Connections to the Rhode Island Anchor Standards											
	CG.P	CG.RL	CG.RR	H.CC	H.HP	H.IG	G.HPE	G.HSP	G.WST	E.SA	E.PC	E.EG
	X	X	X	X		X	X	X				
Guiding Questions for Instruction: <ul style="list-style-type: none"> ● Why did people come to the United States? ● Why did some people move to different regions of the United States? ● How did the United States' expansion westward affect Indigenous peoples and how did that affect communities and families? 	Learning Assessment Objectives: Students demonstrate an ability to: <ol style="list-style-type: none"> a. Analyze the laws governing immigration and citizenship (e.g., 14th Amendment 1868, Naturalization Act of 1870, Chinese Exclusion Act 1882, Rhode Island Bourn Amendment 1888, Immigration Act 1891) and argue how the laws impacted people b. Analyze the groups that immigrated and migrated to the East Coast, the Midwest, and the West Coast, analyze effects on immigrant community and family, and argue the impact on Indigenous peoples c. Analyze the effects of the removal of Indigenous peoples from their lands by the United States government (e.g., Andrew Jackson's Indian Removal Acts (1830), Trail of Tears (1838), Indian Appropriations Act 1851, Dawes Act 1887, Indian Boarding Schools), and argue the impacts on community and family and who benefited 											

SS5.4.4 Growth of industry Argue how changes to transportation and industry in the first half of the 19th century impacted people’s lives	Connections to the Rhode Island Anchor Standards											
	CG.P	CG.RL	CG.RR	H.CC	H.HP	H.IG	G.HPE	G.HSP	G.WST	E.SA	E.PC	E.EG
				X		X	X				X	
Guiding Questions for Instruction: <ul style="list-style-type: none"> ● What was the transportation revolution and how did it impact the economy and infrastructure of the United States? ● In what ways did daily life change because of the transportation and industrial revolutions? ● How did the emerging factory system change working life, in particular for children? ● What other industries besides those based on factories were prevalent at this time? 	Learning Assessment Objectives: Students demonstrate an ability to: <ol style="list-style-type: none"> a. Analyze the definition of the Transportation Revolution, and argue its impact on the United States (e.g., steamboats, canals, roads, bridges, turnpikes, railroads) b. Analyze the events of the Industrial Revolution, and argue how the shift from an agricultural to industrial economy shaped daily life prior to the Civil War (e.g., Slater Mill in Rhode Island, Rhode Island System, Lowell Mill Girls, child labor, technological developments) c. Analyze other industries, and argue their influence on the United States (e.g., whaling, shipping, international trade) 											

Inquiry Topic 5: Enslavement, the Civil War, and Reconstruction

Compelling Question: Why fight for other people's rights?

<p>SS5.5.1 Resistance and abolition Analyze the conditions of enslavement and the many efforts of free and enslaved Blacks to obtain freedom for enslaved Africans</p>	Connections to the Rhode Island Anchor Standards											
	CG.P	CG.RL	CG.RR	H.CC	H.HP	H.IG	G.HPE	G.HSP	G.WST	E.SA	E.PC	E.EG
	X	X	X	X	X	X						
<p>Guiding Questions for Instruction:</p> <ul style="list-style-type: none"> ● How did conditions of slavery vary by state? ● How did enslaved people resist enslavement and maintain their culture? ● What was the mission of the abolition movement? ● In what way did the Fugitive Slave Law accelerate the abolition movement? ● In what ways did racism in the North continue in the 19th century? 	<p>Learning Assessment Objectives: Students demonstrate an ability to:</p> <ol style="list-style-type: none"> a. Identify the conditions of enslavement for enslaved Africans, (e.g., types of labor, living accommodations, Slave Codes), and analyze differences across the states b. Analyze the ways enslaved people resisted enslavement (e.g., self-emancipation, slowing down work, destruction of property) and maintained and created culture (e.g., music, clothing, religious beliefs) c. Analyze the efficacy of resistance and revolts, (e.g., Stono Rebellion 1739, Nat Turner's Rebellion 1831) and stories of escape (e.g., Harriet Jacobs, Frederick Douglass, Harriet Tubman, Underground Railroad, including role of Elizabeth Buffum Chace in the Underground Railroad in Rhode Island) d. Explain the goals and strategies of the abolition movement (e.g., Olaudah Equiano, Frederick Douglass, Sojourner Truth, William Lloyd Garrison, Lydia Maria Child) and argue their impact e. Analyze the implications of the Fugitive Slave Law of 1850 f. Analyze legal bids for freedom (e.g., Biddy Mason 1856, Dred Scott 1857, Archy Lee 1858), and argue their impact g. Analyze the continued racism against Black Americans in the North despite the end of slavery (e.g., limited access to education, turned away from employment, lack of suffrage, racial violence including the destruction of the neighborhoods of Hardscrabble and Snowtown in Rhode Island, personal stories like Elleanor Eldridge in Rhode Island) 											

SS5.5.2 Road to secession Analyze the political precursors to the Southern secession from the Union and the start of the Civil War	Connections to the Rhode Island Anchor Standards											
	CG.P	CG.RL	CG.RR	H.CC	H.HP	H.IG	G.HPE	G.HSP	G.WST	E.SA	E.PC	E.EG
	X	X		X	X							X
Guiding Questions for Instruction: <ul style="list-style-type: none"> ● What were the causes of the Civil War? ● What were the ideological differences between the North and the South? ● What reasons were given for the formation of the Confederate States of America? 	Learning Assessment Objectives: Students demonstrate an ability to: <ol style="list-style-type: none"> a. Analyze politics pre-1850s and how it added to the tensions between the North and the South (e.g., Constitutional compromises, Missouri Compromise 1820, Wilmot Proviso, Free Soil Party 1848-1854) b. Analyze the 1850s political crisis as the catalyst for secession (e.g., Compromise of 1850, Fugitive Slave Law 1850, Kansas-Nebraska Act 1854, Dred Scott decision 1857, Lincoln-Douglas debates, John Brown’s raid on Harpers Ferry 1859) c. Analyze the ways that slavery as a political, economic, and social institution divided the country d. Analyze the formation of the Confederate States of America, the states involved, and their reasons for secession 											

SS5.5.3 The Civil War Argue the impacts of the events and participants of the Civil War	Connections to the Rhode Island Anchor Standards											
	CG.P	CG.RL	CG.RR	H.CC	H.HP	H.IG	G.HPE	G.HSP	G.WST	E.SA	E.PC	E.EG
			X	X	X	X						
<p>Guiding Questions for Instruction:</p> <ul style="list-style-type: none"> • What were the major battles and who led them? • How did various individuals and groups experience the War? • How did the Civil War become a war to end slavery? • How is the Civil War remembered today? 	<p>Learning Assessment Objectives: Students demonstrate an ability to:</p> <ol style="list-style-type: none"> Identify leaders during the war (e.g., Abraham Lincoln, Ambrose Burnside, Ulysses S. Grant, Robert E. Lee, Stonewall Jackson), analyze their actions and contributions, and argue their impacts Analyze the battles and their effects on the course of the war (e.g., Antietam, Vicksburg, Gettysburg) Argue the advantages of the North (e.g., more men of military age, larger industrial capacity, strong centralized government, technological developments) Argue the impact of various individuals and groups in the Civil War (e.g., free Blacks and enslaved Africans, women, children, LGBTQIA+ individuals, Indigenous peoples) Argue the efficacy of Rhode Island’s response to the war, (e.g., Ambrose E. Burnside, 14th Rhode Island Heavy Artillery (Colored), Katharine Prescott Wormeley, Julia Ward Howe, Rhode Island’s factory production, Portsmouth Grove Military Hospital) Argue the impact of the Emancipation Proclamation, General Order No.3, and Juneteenth Argue the impact of how the Confederacy is remembered today 											

SS5.5.4 Reconstruction Argue the impact of the period immediately following the Civil War and the ways Black individuals and groups acted to resist white supremacy and advocate for their freedoms	Connections to the Rhode Island Anchor Standards											
	CG.P	CG.RL	CG.RR	H.CC	H.HP	H.IG	G.HPE	G.HSP	G.WST	E.SA	E.PC	E.EG
	X	X	X	X	X	X				X		X
Guiding Questions for Instruction: <ul style="list-style-type: none"> ● How did the United States try to reconstruct itself after the Civil War? ● How did life change for free and newly emancipated people? ● How did the War’s end affect where people lived? ● What were the economic impacts at the end of the war and with the end of slavery? ● What were different reactions to Reconstruction? 	Learning Assessment Objectives: Students demonstrate an ability to: <ol style="list-style-type: none"> a. Analyze the components and impact of Reconstruction b. Analyze the political advancement of the Black community (e.g., Congressional members during Reconstruction, Black members of state legislatures, voting registration and practices) and what obstructions were placed in their path c. Identify the purpose for the 13th, 14th, and 15th Amendments, and argue their short- and long-term impacts d. Analyze the role of the Freedmen's Bureau and the Rhode Island Association for Freedmen in supporting formerly enslaved persons during Reconstruction (e.g., redistributing lands, establishing school systems, reuniting families, providing food and medical care), and argue how these organizations supported the work of bettering human rights e. Analyze the social and economic changes as a result of ending enslavement of African Americans (e.g., rebuilding of Black families and culture, reuniting families through advertisements, Southern Homestead Act, sharecropping, “40 acres and a mule”) f. Argue the efficacy of the northern response to Reconstruction (e.g., Petition of Horace Greeley Wade 1866, Petition for equal rights 1870, Rhode Island General Law Chapter 508 in 1885, Reverend Mahlon Van Horne) g. Explain the backlash to Reconstruction and the violence aimed at Black officeholding, economic independence, and culture creation (e.g., white supremacy’s role in the rise of the KKK, Black Codes, 1872 Amnesty Act, the election of 1876) 											