

WORLD HISTORY & GEOGRAPHY				
GEOGRAPHY		Weeks 1-3	Weeks 4-6	Weeks 7-9
<b>WH-1A. Spatial Sense</b> (Working with maps, globes, & other geographic tools)	<p><b>SPATIAL SENSE</b></p> <ul style="list-style-type: none"> <li>○ Read maps and globes using longitude and latitude, coordinates, degrees.</li> <li>○ Tropic of Cancer and Tropic of Capricorn: relation to seasons and temperature</li> <li>○ Climate zones: Arctic, Tropic, Temperate</li> <li>○ Time zones (review from Grade 4): Prime Meridian (0 degrees); Greenwich, England; 180° Line (International Date Line)</li> <li>○ Arctic Circle (imaginary lines and boundaries) and Antarctic Circle</li> <li>○ From a round globe to a flat map: Mercator projection, conic and plane projections</li> </ul> <p>Review as necessary map-reading skills and concepts, as well as geographic terms, from previous grades, including:</p> <ul style="list-style-type: none"> <li>○ Understand that maps have keys or legends with symbols and their uses.</li> <li>○ Find directions on a map: east, west, north, south.</li> <li>○ Identify major oceans: Pacific, Atlantic, Indian, Arctic.</li> <li>○ Locate continents: Asia, Europe, Africa, North America, South America, Antarctica, Australia.</li> <li>○ Locate: the Equator, Northern Hemisphere, Southern Hemisphere, North and South Poles.</li> <li>○ Measure straight-line distances using a bar scale.</li> <li>○ Use an atlas and, if available, on-line sources to find geographic information.</li> <li>○ Measure distances using map scales</li> <li>○ Read maps and globes using longitude and latitude, coordinates, degrees</li> <li>○ Prime Meridian (0 degrees); Greenwich, England; 180° Line (International Date Line)</li> <li>○ Relief maps: elevations and depressions</li> </ul>			
<b>WH-1B. Great Lakes</b>	<p><b>GREAT LAKES OF THE WORLD</b></p> <ul style="list-style-type: none"> <li>○ Eurasia: Caspian Sea</li> <li>○ Asia: Aral Sea</li> <li>○ Africa: Victoria, Tanganyika, Chad</li> <li>○ North America: Superior, Huron, Michigan</li> <li>○ South America: Maracaibo, Titicaca</li> </ul>			
MESO-AMERICAN CIVILIZATIONS		Weeks 1-3	Weeks 4-6	Weeks 7-9
<b>General:</b>	Discuss with students: How do we know about these ancient civilizations? (through archaeological findings; ancient artifacts and writings; writings by European missionaries and conquerors, etc.)			

WH-2A. Geography	<p>GEOGRAPHY</p> <ul style="list-style-type: none"> <li>○ Identify and locate Central America and South America on maps and globes. <ul style="list-style-type: none"> <li>● Largest countries in South America: Brazil and Argentina</li> </ul> </li> <li>○ Amazon River</li> <li>○ Andes Mountains</li> </ul>			
WH-2B. Maya, Inca, & Aztec	<p>MAYA, INCA, AND AZTEC CIVILIZATIONS</p> <ul style="list-style-type: none"> <li>○ The Mayas <ul style="list-style-type: none"> <li>● Ancient Mayas lived in what is now southern Mexico and parts of Central America; their descendants still live there today.</li> <li>● Accomplishments as architects and artisans: pyramids and temples</li> <li>● Development of a system of hieroglyphic writing</li> <li>● Knowledge of astronomy and mathematics; development of a 365-day calendar; early use of concept of zero</li> </ul> </li> <li>○ The Aztecs <ul style="list-style-type: none"> <li>● A warrior culture, at its height in the 1400's and early 1500's, the Aztecepire covered much of what is now central Mexico.</li> <li>● The island of Tenochtitlan: aqueducts, massive temples, etc.</li> <li>● Moctezuma (also spelled Montezuma)</li> <li>● Ruler-priests; practice of human sacrifice</li> </ul> </li> <li>○ The Inca <ul style="list-style-type: none"> <li>● Ruled an empire stretching along the Pacific coast of South America</li> <li>● Built great cities (Machu Picchu, Cuzco) high in Andes, connected by a system of roads</li> </ul> </li> </ul>			
WH-2C. Spanish Conquerors	<p>SPANISH CONQUERORS</p> <ul style="list-style-type: none"> <li>○ Conquistadors: Cortés and Pizzaro <ul style="list-style-type: none"> <li>● Advantage of Spanish weapons (guns, cannons)</li> <li>● Diseases devastate native peoples</li> </ul> </li> </ul>			
<b>EUROPEAN EXPLORATION, TRADE, &amp; THE CLASS OF CULTURES</b>		<b>Weeks 1-3</b>	<b>Weeks 4-6</b>	<b>Weeks 7-9</b>
General:	Use timelines to place these people and events in context of students' previous studies (especially in Grade 3) of early exploration and settlement of North America. Review Grade 3 curriculum to use familiar topics as foundation upon which to build knowledge of new topics.			
WH-3A. Background	<p>BACKGROUND</p> <ul style="list-style-type: none"> <li>○ Beginning in the 1400's Europeans set forth in a great wave of exploration and trade.</li> <li>○ European motivations <ul style="list-style-type: none"> <li>● Muslims controlled many trade routes.</li> <li>● Profit through trade in goods such as gold, silver, silks, sugar, and spices</li> <li>● Spread of Christianity: missionaries, Bartolomé de las Casas speaks out against enslavement and mistreatment of native peoples</li> </ul> </li> </ul>			

WH-3A. Background (continued)	<ul style="list-style-type: none"> <li>○ Geography of the spice trade           <ul style="list-style-type: none"> <li>● The Moluccas, also called the “Spice Islands”: part of the present-day Indonesia</li> <li>● Locate: the region known as Indochina, the Malay Peninsula, the Philippines</li> <li>● Definition of “archipelago”</li> <li>● “Ring of Fire”: earthquakes and volcanic activity</li> </ul> </li> </ul>			
WH-3B. Exploration & Trade	<p>EUROPEAN EXPLORATION, TRADE, AND COLONIZATION</p> <ul style="list-style-type: none"> <li>○ Portugal           <ul style="list-style-type: none"> <li>● Prince Henry the Navigator, exploration of the West African Coast</li> <li>● Vasco de Gama: spice trade with India, exploration of East Africa</li> <li>● Portuguese conquer East African Swahili city-states</li> <li>● Cabral claims Brazil</li> </ul> </li> <li>○ Spain           <ul style="list-style-type: none"> <li>● Two worlds meet: Christopher Columbus and the Tainos</li> <li>● Treaty of Tordesillas between Portugal and Spain</li> <li>● Magellan crosses the Pacific, one of his ships returns to Spain, making the first round-the-world voyage</li> <li>● Balboa reaches the Pacific</li> </ul> </li> <li>○ England and France           <ul style="list-style-type: none"> <li>● Search for Northwest Passage (review from grade 3)</li> <li>● Colonies in North America and West Indies</li> <li>● Trading posts in India</li> </ul> </li> <li>○ Holland (The Netherlands)           <ul style="list-style-type: none"> <li>● The Dutch take over Portuguese trade routes and colonies in Africa and the East Indies</li> <li>● The Dutch in South Africa, Cape Town</li> <li>● The Dutch in North America: New Netherland (review from gr. 3), later lost to England</li> </ul> </li> </ul>			
WH-3C. Trade & Slavery	<p>TRADE AND SLAVERY</p> <ul style="list-style-type: none"> <li>○ The sugar trade           <ul style="list-style-type: none"> <li>● African slaves on Portuguese sugar plantations on islands off West African coast, such as São Tomé</li> <li>● Sugar plantations on Caribbean Islands</li> <li>● West Indies: Cuba, Puerto Rico, Bahamas, Dominican Republic, Haiti, Jamaica</li> </ul> </li> <li>○ Transatlantic slave trade: the “triangular trade” from Europe to Africa to colonies in the Caribbean and the Americas           <ul style="list-style-type: none"> <li>● The “Slave Coast” in West Africa</li> <li>● The Middle Passage</li> </ul> </li> </ul>			

THE RENAISSANCE AND THE REFORMATION		Weeks 1-3	Weeks 4-6	Weeks 7-9
WH-4A. Renaissance	<p>THE RENAISSANCE</p> <ul style="list-style-type: none"> <li>○ Islamic scholars translate Greek works and so help preserve classical civilization.</li> <li>○ A “rebirth” of ideas from ancient Greece and Rome</li> <li>○ New trade and new wealth</li> <li>○ Italian city states: Venice, Florence, Rome</li> <li>○ Patrons of the arts and learning <ul style="list-style-type: none"> <li>● The Medici Family and Florence</li> <li>● The Popes and Rome</li> </ul> </li> <li>○ Leonardo da Vinci, Michelangelo</li> <li>○ Renaissance ideals / values as embodied in <i>The Courtier</i> by Castiglione: “Renaissance man”</li> <li>○ <i>The Prince</i> by Machiavelli: real- world politics</li> </ul>			
WH-4B. Reformation	<p>THE REFORMATION</p> <ul style="list-style-type: none"> <li>○ Gutenberg’s printing press: the Bible made widely available</li> <li>○ The Protestant Reformation <ul style="list-style-type: none"> <li>● Martin Luther and the 95 Theses</li> <li>● John Calvin</li> </ul> </li> <li>○ The Counter-Reformation</li> <li>○ Copernicus and Galileo: Conflicts between science and the church <ul style="list-style-type: none"> <li>● Ptolemaic (earth-centered) vs. sun-centered models of the universe</li> </ul> </li> </ul>			
ENGLAND FROM THE GOLDEN AGE TO THE GLORIOUS REVOLUTION		Weeks 1-3	Weeks 4-6	Weeks 7-9
WH-5A. England in Golden Age	<p>ENGLAND IN THE GOLDEN AGE</p> <ul style="list-style-type: none"> <li>○ Henry VIII and the Church of England</li> <li>○ Elizabeth I</li> <li>○ British naval dominance <ul style="list-style-type: none"> <li>● Defeat of the Spanish Armada</li> <li>● Sir Francis Drake</li> <li>● British exploration and North American settlements</li> </ul> </li> </ul>			
WH-5B. English Revolution to Glorious Revolution	<p>FROM THE ENGLISH REVOLUTION TO THE GLORIOUS REVOLUTION</p> <ul style="list-style-type: none"> <li>○ The English Revolution <ul style="list-style-type: none"> <li>● King Charles I, Puritans and Parliament</li> <li>● Civil War: Cavaliers and Roundheads</li> <li>● Execution of Charles I</li> <li>● Olivier Cromwell and the Puritan regime</li> <li>● The Restoration (1660): Charles II restored to the English throne, many Puritans leave England for America</li> </ul> </li> <li>○ The “Glorious Revolution” (also called the Bloodless Revolution) <ul style="list-style-type: none"> <li>● King James II replaced by William and Mary</li> <li>● Bill of Rights: parliament limits the power of the monarchy</li> </ul> </li> </ul>			

RUSSIA: EARLY GROWTH & EXPANSION		Weeks 1-3	Weeks 4-6	Weeks 7-9
WH-6A. History & Culture	<p>HISTORY AND CULTURE</p> <ul style="list-style-type: none"> <li>○ Russia as successor to Byzantine Empire: Moscow as new center of Eastern Orthodox Church and of Byzantine culture (after the fall of Constantinople in 1453)</li> <li>○ Ivan III (the Great), czar (from the Latin “Caesar”)</li> <li>○ Iran IV (the Terrible)</li> <li>○ Peter the Great: modernizing and “Westernizing” Russia</li> <li>○ Catherine the Great               <ul style="list-style-type: none"> <li>● Reforms of Peter and Catherine make life even harder for peasants</li> </ul> </li> </ul>			
WH-6B. Geography	<p>GEOGRAPHY</p> <ul style="list-style-type: none"> <li>○ Moscow and St. Petersburg</li> <li>○ Ural Mountains, Siberia, steppes</li> <li>○ Volga and Don Rivers</li> <li>○ Black, Caspian, and Baltic Seas</li> <li>○ Search for a warm-water port</li> </ul>			
FEUDAL JAPAN		Weeks 1-3	Weeks 4-6	Weeks 7-9
WH-7A. History & Culture	<p>HISTORY AND CULTURE</p> <ul style="list-style-type: none"> <li>○ Emperor as nominal leader, but real power in the hands of shoguns</li> <li>○ Samurai, code of Bushido</li> <li>○ Rigid class system in feudal Japanese society</li> <li>○ Japan closed to outsiders</li> <li>○ Religion               <ul style="list-style-type: none"> <li>● Buddhism: the four Noble Truths and the Eightfold Path, Nirvana</li> <li>● Shintoism: reverence for ancestors, reverence for nature, <i>kami</i></li> </ul> </li> </ul>			
WH-7B. Geography	<p>GEOGRAPHY</p> <ul style="list-style-type: none"> <li>○ Pacific Ocean, Sea of Japan</li> <li>○ Four main islands: Hokkaido, Honshu (largest), Shikoku, Kyushu</li> <li>○ Tokyo</li> <li>○ Typhoons, earthquakes</li> <li>○ The Pacific Rim</li> </ul>			
AMERICAN HISTORY & GEOGRAPHY				
WESTWARD EXPANSION		Weeks 1-3	Weeks 4-6	Weeks 7-9
General:	Guidelines for study of Westward Expansion are divided into two parts, with Part A focusing on decades before Civil War, and Part B focusing on years after Civil War. A single unit on Westward Expansion may be taught, or divide studies with a unit on the Civil War (see WH-2)			

AH-1A. Before Civil War	<p>WESTWARD EXPANSION BEFORE THE CIVIL WAR</p> <ul style="list-style-type: none"> <li>○ Early exploration of the west: <ul style="list-style-type: none"> <li>● Daniel Boone, Cumberland Gap, Wilderness Trail</li> <li>● Lewis and Clark, Sacagawea</li> <li>● “Mountain men,” fur trade</li> <li>● Zebulon Pike, Pike’s Peak</li> </ul> </li> <li>○ Pioneers <ul style="list-style-type: none"> <li>● Getting there in wagon trains, flatboats, steamboats</li> <li>● Many pioneers set out from St. Louis (where the Missouri and Mississippi Rivers meet).</li> <li>● Land routes: Sante Fe Trail and Oregon Trail</li> <li>● Mormons (Latter-day Saints) settle in Utah, Brigham Young, Great Salt Lake</li> <li>● Gold Rush, ‘49ers</li> </ul> </li> <li>○ Geography <ul style="list-style-type: none"> <li>● Erie Canal connecting the Hudson River and Lake Erie</li> <li>● Rivers: James, Hudson, St. Lawrence, Mississippi, Missouri, Ohio, Columbia, Rio Grande</li> <li>● Appalachian and Rocky Mountains</li> <li>● Great Plains stretching from Canada to Mexico</li> <li>● Continental Divide and the flow of rivers: east of Rockies to the Arctic or Atlantic Oceans, west of Rockies to the Pacific Ocean</li> </ul> </li> <li>○ Indian resistance <ul style="list-style-type: none"> <li>● More and more settlers move onto Indian lands, treaties made and broken</li> <li>● Tecumseh (Shawnee): attempted to unite tribes in defending their land</li> <li>● Battle of Tippecanoe</li> <li>● Osceola, Seminole leader</li> </ul> </li> <li>○ “Manifest Destiny” and conflict with Mexico <ul style="list-style-type: none"> <li>● The meaning of “manifest destiny”</li> <li>● Early settlement of Texas: Stephen Austin</li> <li>● General Antonio Lopez de Santa Anna</li> <li>● Battle of the Alamo (“Remember the Alamo”), Dave Crockett, Jim Bowie</li> </ul> </li> <li>○ The Mexican War <ul style="list-style-type: none"> <li>● General Zachary Taylor (“Old Rough and Ready”)</li> <li>● Some Americans strongly oppose the war, Henry David Thoreau’s “Civil Disobedience”</li> <li>● Mexican lands ceded to the United States (California, Nevada, Utah, parts of Colorado, New Mexico, Arizona)</li> </ul> </li> </ul>			
AH-1B. After Civil War	<p>WESTWARD EXPANSION AFTER THE CIVIL WAR</p> <ul style="list-style-type: none"> <li>○ Homestead Act (1862), many thousands of American and immigrants start farms in the west</li> <li>○ “Go west, young man” (Horace Greeley’s advice)</li> <li>○ Railroads, Transcontinental Railroad links east and west, immigrant labor</li> <li>○ Cowboys, cattle drives</li> <li>○ The “wild west,” reality versus legend: Billy the kid, Jesse James, Annie Oakley, Buffalo Bill</li> <li>○ “Buffalo Soldiers,” African American troops in the West</li> <li>○ U.S. purchases Alaska from Russia, “Seward’s folly”</li> <li>○ 1890: the closing of the American frontier (as acknowledged in the U.S. Census), the symbolic significance of the frontier</li> </ul>			

THE CIVIL WAR: CAUSES, CONFLICTS, AND CONSEQUENCES		Weeks 1-3	Weeks 4-6	Weeks 7-9
AH-2A. Toward Civil War	<p>TOWARD THE CIVIL WAR</p> <ul style="list-style-type: none"> <li>○ Abolitionists: William Lloyd Garrison and <i>The Liberator</i>, Frederick Douglass</li> <li>○ Slave life and rebellions</li> <li>○ Industrial North versus agricultural South</li> <li>○ Maxon-Dixon Line</li> <li>○ Controversy over whether to allow slavery in territories and new states               <ul style="list-style-type: none"> <li>● Missouri Compromise of 1820</li> <li>● Dred Scott decision allows slavery in the territories</li> </ul> </li> <li>○ Importance of Harriet Beecher Stowe's <i>Uncle Tom's Cabin</i></li> <li>○ John Brown, Harper's Ferry</li> <li>○ Lincoln: "A house divided against itself cannot stand."               <ul style="list-style-type: none"> <li>● Lincoln-Douglas debates</li> <li>● Lincoln elected president, Southern states secede</li> </ul> </li> </ul>			
AH-2B. Civil War	<p>THE CIVIL WAR</p> <ul style="list-style-type: none"> <li>○ Fort Sumter</li> <li>○ Confederacy, Jefferson Davis</li> <li>○ Yankees and Rebels, Blue and Gray</li> <li>○ First Battle of Bull Run</li> <li>○ Robert E. Lee and Ulysses S. Grant</li> <li>○ General Stonewall Jackson</li> <li>○ Ironclad ships, battle of the USS <i>Monitor</i> and the CSS <i>Virginia</i> (formerly the USS <i>Merrimack</i>)</li> <li>○ Battle of Antietam Creek</li> <li>○ The Emancipation Proclamation</li> <li>○ Gettysburg and the Gettysburg Address</li> <li>○ African-American troops, Massachusetts Regiment led by Colonel Shaw</li> <li>○ Sherman's march to the sea, burning of Atlanta</li> <li>○ Lincoln re-elected, concluding words of the Second inaugural Address ("With malice toward none, with charity for all...")</li> <li>○ Richmond (Confederate capital) falls to Union forces</li> <li>○ Surrender at Appomattox</li> <li>○ Assassination of Lincoln by John Wilkes Booth</li> </ul>			
AH-2C. Reconstruction	<p>RECONSTRUCTION</p> <ul style="list-style-type: none"> <li>○ The South in ruins</li> <li>○ Struggle for control of the South, Radical Republicans vs. Andrew Johnson, impeachment</li> <li>○ Carpetbaggers and scalawags</li> <li>○ Freedmen's Bureau, "40 acres and a mule"</li> <li>○ 13<sup>th</sup>, 14<sup>th</sup>, and 15<sup>th</sup> Amendments to the Constitution</li> <li>○ Black Codes, the Ku Klux Klan and "vigilante justice"</li> <li>○ End of Reconstruction, Compromise of 1877, all federal troops removed from the South</li> </ul>			

NATIVE AMERICANS: CULTURES & CONFLICTS		Weeks 1-3	Weeks 4-6	Weeks 7-9
AH-3A. Culture & Life	<p>CULTURE AND LIFE</p> <ul style="list-style-type: none"> <li>○ Great Basin and Plateau (for example, Shoshone, Ute, Nez Perce)</li> <li>○ Northern and Southern Plains (for example, Arapaho, Cheyenne, Lakota [Sioux], Shoshone, Blackfoot, Crow)</li> <li>○ Extermination of buffalo (review from grade 2)</li> <li>○ Pacific Northwest (for example, Chinook, Kwakiutl, Yakima)</li> </ul>			
AH-3B. Gov't Policies	<p>AMERICAN GOVERNMENT POLICIES</p> <ul style="list-style-type: none"> <li>○ Bureau of Indian Affairs</li> <li>○ Forced removal to reservations</li> <li>○ Attempts to break down tribal life, assimilation policies Carlisle School</li> </ul>			
AH-3C. Conflicts	<p>CONFLICTS</p> <ul style="list-style-type: none"> <li>○ Sand Creek Massacre</li> <li>○ Little Big Horn: Crazy Horse, Sitting Bull, Custer's Last Stand</li> <li>○ Wounded Knee <ul style="list-style-type: none"> <li>● Ghost Dance</li> </ul> </li> </ul>			
U.S. GEOGRAPHY		Weeks 1-3	Weeks 4-6	Weeks 7-9
AH-4. Geography	<ul style="list-style-type: none"> <li>● Locate: Western Hemisphere, North American, Caribbean Sea, Gulf of Mexico</li> <li>● The Gulf Stream, how it affects climate</li> <li>● Regions and their characteristics: New England, Mid-Atlantic, South, Midwest, Great Plains, Southwest, West, Pacific Northwest</li> <li>● Fifty states and capitals</li> </ul>			