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United

Beginnings through Revolution

States

History



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Karyn Hutchinson, Denise Knapp, Sara Smith

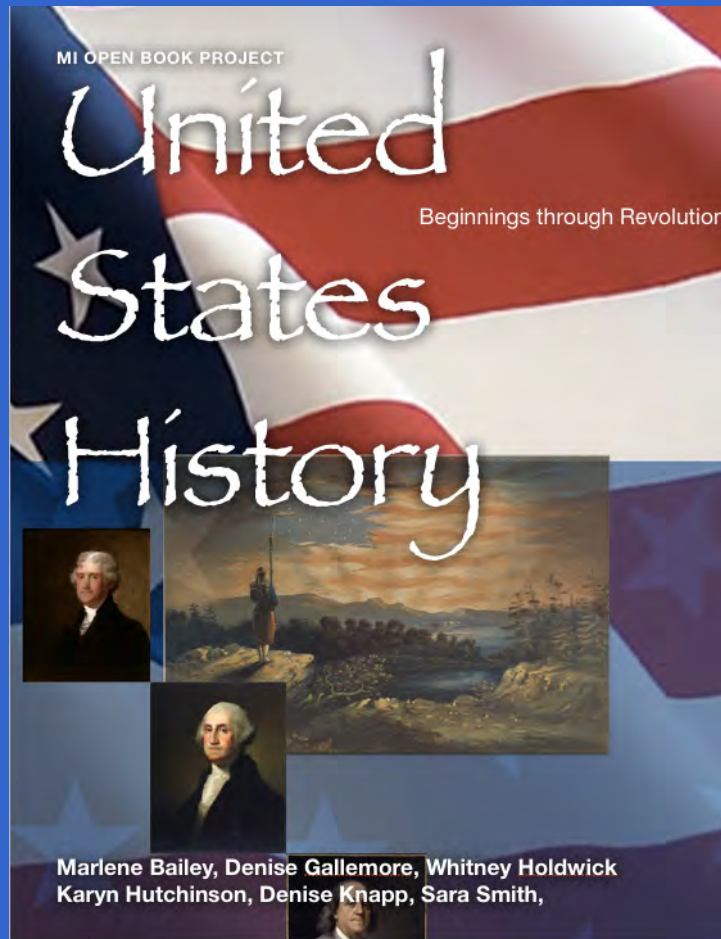


United States History - Beginnings through Revolution



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This is version 1.6.2 of this resource, released in August of 2018.

Information on the latest version and updates are available on the project homepage: <http://textbooks.wmisd.org/dashboard.html>



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About the Authors - US History - Beginnings through Revolution



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Elk Rapids Public Schools

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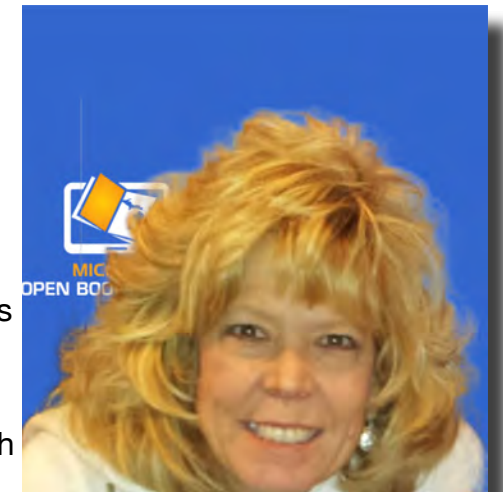
Marlene Bailey serves as an elementary social studies chair for the Elk Rapids school district Curriculum Committee. She holds a bachelor of science degree in Education from Michigan State University and a graduate degree in Curriculum and Instruction from Louis National University. Bailey has more than 30 years of classroom experience with at least 20 years of teaching fifth grade social studies. Currently part of an International Baccalaureate

Denise Gallemore

Marysville Public Schools

Gardens Elementary School

Denise Gallemore has been teaching elementary school for 24 years. She earned her Masters of Teaching Degree from Wayne State University & her undergraduate from Central Michigan University. Denise has taught at every grade level but most of her career (15 years) has been spent in 5th grade. She has taught 5th Grade Social Studies to all sections at Gardens School, a state-recognized Beating The Odds School as well as a Michigan Reward School. As well as teaching, Denise serves as a School Improvement Chair, Leadership Team, & works hard at Community Service projects with



Whitney Holdwick

Harbor Beach Community Schools

Harbor Beach Middle School

Whitney Holdwick earned her Bachelor of Science degree in 2010 from Central Michigan University with a focus in elementary education. She is currently working toward her Master's degree. Holdwick has worked in the classroom for five years, teaching fifth and sixth graders. She is involved in many school committees and also spends her time coaching basketball. Apart from teaching, Holdwick enjoys spending her time with her family, which currently consists of a wonderful husband and adorable little boy.





Karyn Hutchinson

Sault Area Public Schools

Lincoln Elementary School

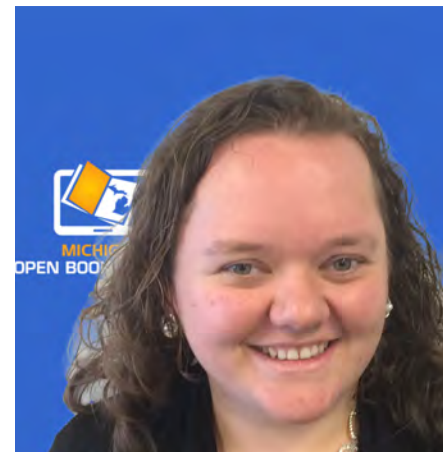
Karyn graduated summa cum laude from Lake Superior State University in 2003, where she received her bachelor degree in elementary education. She went on to earn her master's degree in curriculum and instruction from Lake Superior State University. This is Karyn's 12th year teaching in Sault Ste. Marie. She has 5 children and lives on Sugar Island with her husband Tim and her children.

Denise Knapp

Wyandotte Public Schools

Washington Elementary

Teaching is a second career for me. I have been involved in many projects. Through the Michigan Economics Council I was a program presenter and a Crystal Apple recipient for Economics Education. I have been involved in Class A assessment writing and have participated in the new teacher training committee for writing. Currently teaching 5th grade, but have taught 3rd, 6th, 7th, and 8th grade as well. Masters in Education as an inclusion specialist. Married for 31 years, two adult children, and one granddaughter.



Sara Smith

Laker School District

Laker Elementary School

Sara is a fifth grade teacher at Laker Elementary. She graduated from Laker High School in 2007 and from Saginaw Valley State University in 2011. Sara is currently working on her Masters degree through SVSU.

She was hired by Lakers in February of 2012 and has been there ever since. She runs several clubs for her school including recycling, dance, and underwater robotics. Outside of school, Sara is involved with several activities. She runs her own business and recently bought a house. Sara spends a lot of her time working on her house and serving on different community boards. In her spare time, you can find Sara reading, playing piano, or spending time on the beach!



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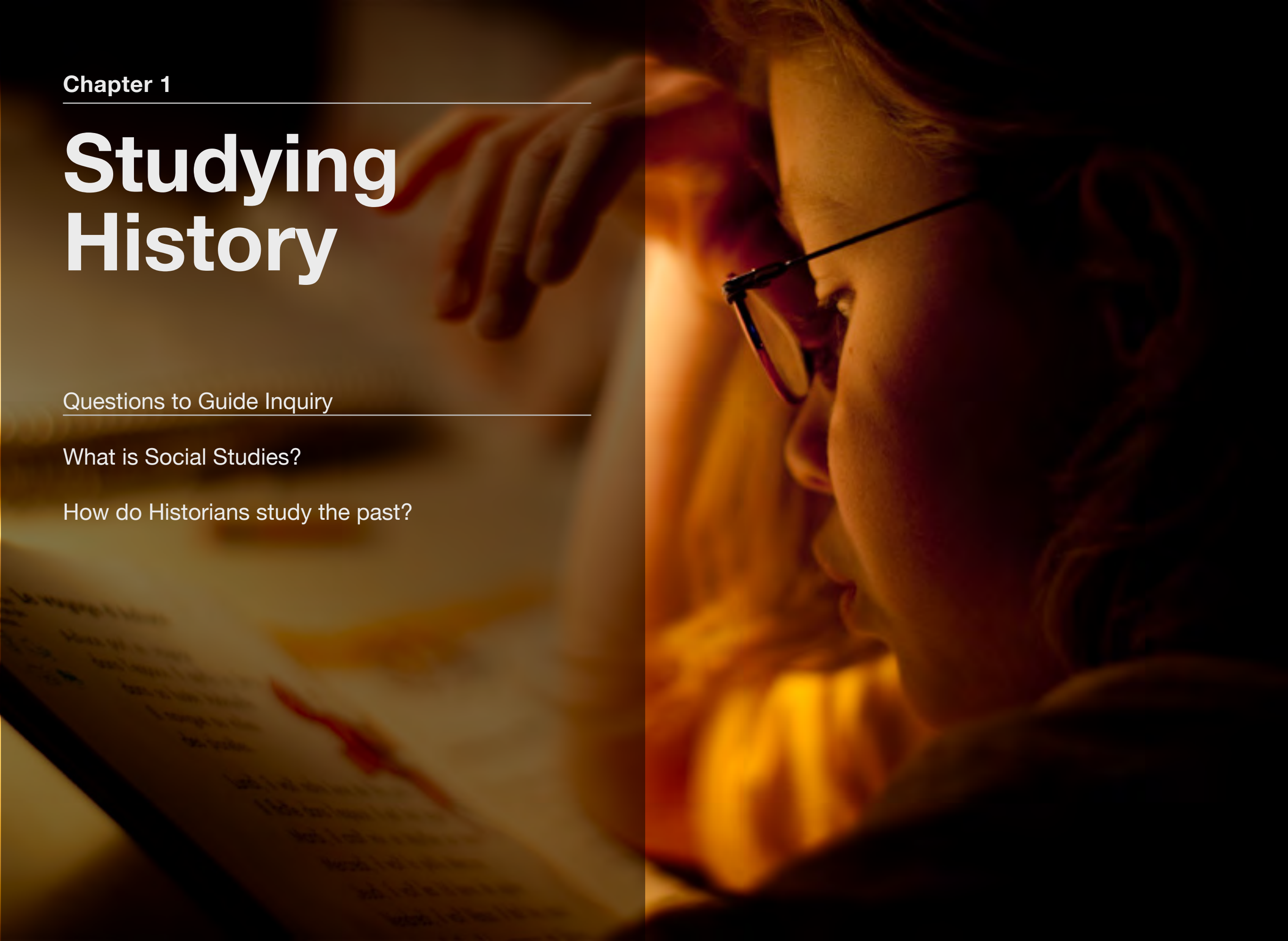
Chapter 1

Studying History

Questions to Guide Inquiry

What is Social Studies?

How do Historians study the past?



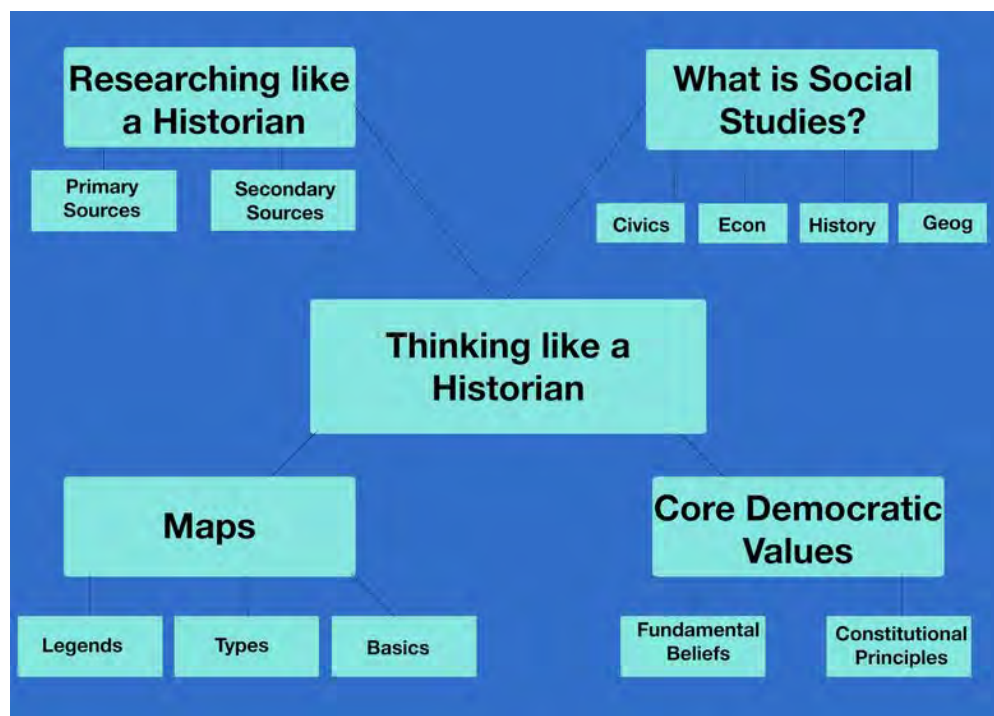
What is Social Studies?

QUESTIONS TO GUIDE INQUIRY

1. What is Social Studies?
2. How do historians study the past?

“Our greatest glory is not in never falling,
but in rising every time we fall.”

-Confucius



What is **social studies**? Think about what it means to be social (interact with individual people and groups) and what it means to study something. Put those two thoughts together and you have a basic definition of social studies. It is the study of how people interact with their world, work together, how we use our resources, and how we got to where we are today.

The social sciences (social studies) are divided into several core content areas, or strands, in our public schools: civics, geography,

economics, and history. There are other fields as well. Psychology, sociology, archaeology, and anthropology are four more examples. Each of these fields have a very important place in social studies, and throughout this school year, you will have a chance to look at each one as it relates to the earliest history of the United States, the focus for 5th grade.

People who study **Civics** are known as political scientists. Political Scientists study various forms of government, how they work, and how they affect the people that live under their influence. As Americans, we have many rights that people in other countries don't necessarily have. People interested in this area of social studies tend to have careers like lawyers and politicians, writers, journalists, business creators (entrepreneurs), and teachers.

Geography is another core strand of social studies. In

Thinking Like a Political Scientist...

What are the purposes of government?

How do governments interact with one another?

How do people engage in the political process in various nations?

How do the philosophical underpinnings of the U.S. influence relationships with other nations?

What criteria should be used to evaluate decisions?



Thinking Like a Geographer...

Where is this place? How is it linked to other places?

How are places and regions nearby similar and different? How can we compare them fairly?

How do spatial features change over time?

What is the evidence of change in commerce, transportation, and communication in this place over time?

What events have had the greatest impact on the change of this place over time? (i.e., natural disasters, technology, etc.)

How does geography impact the course and outcomes of historical events? (i.e., population settlement patterns, human features, competition for natural resources, etc.)



this branch, people focus mainly on the physical environment and the interactions people have with it. The places people inhabit influence the way they live and the cultures that develop there.” Geographers use many different kinds of maps. They also study the way people use the resources we have on earth and how that usage changes our world (positively and negatively). People in this field have discovered the locations of important resources and developed technology for geospatial studies. Geographers work in many industries as well as in government to study land use patterns, and create plans for future land development. When we study history this year, we need to think about how the geography of the United States impacted where people settled and how they acted.

Interactive 1.1 United States Interactive Map



Have some fun thinking like a geographer and exploring the geography of the United States with this embedded map. (Requires internet connectivity)

Thinking Like an Economist...

People Choose—How do limited productive resources influence choices?

Costs are Involved—What are the costs involved (time, effort, money, prestige, etc.) in the choices you make?

Incentives—What incentives do you have for making the choices you make?

Systems Influence Individual Choices—Each economic system has its own rules that determine what is produced, how it is produced, and for whom it is produced. What rules affect your choices?

Trade Creates Wealth—How does each person in a voluntary trade benefit from the exchange?

Consequences are Prevalent—What are the future results of the choices you make today?



Economics is the study of the choices people make based on their available resources; time, money, and opportunity. Economists look at the resources people have and the best ways to use them. They look at how people spend the money they have, and ways people can make money. People in this branch of social studies tend to be bankers, accountants, financial planners, politicians, business owners, teachers, and anyone who works with money (including you and your family).

Thinking Like a Historian...

Who is the author? What is this author's background?

What is the purpose of this document?

What might be going on that I am not seeing from this source?

What questions do I have for this author or artist? What do I still want to know?

What is happening in society at this time from an economic/social/political perspective?

Are there other documents from different perspectives that I should consider?



The last core strand of social studies is the one we will be focusing on mostly this year...**history!** Your studies will be focusing mainly on American history. It is often said that history is written by the victors. Historians must look at everything they can to come to conclusions about what happened in the past. Historians become writers, teachers, public speakers, and public servants in many ways. The following section explains the work of historians and details about their studies.

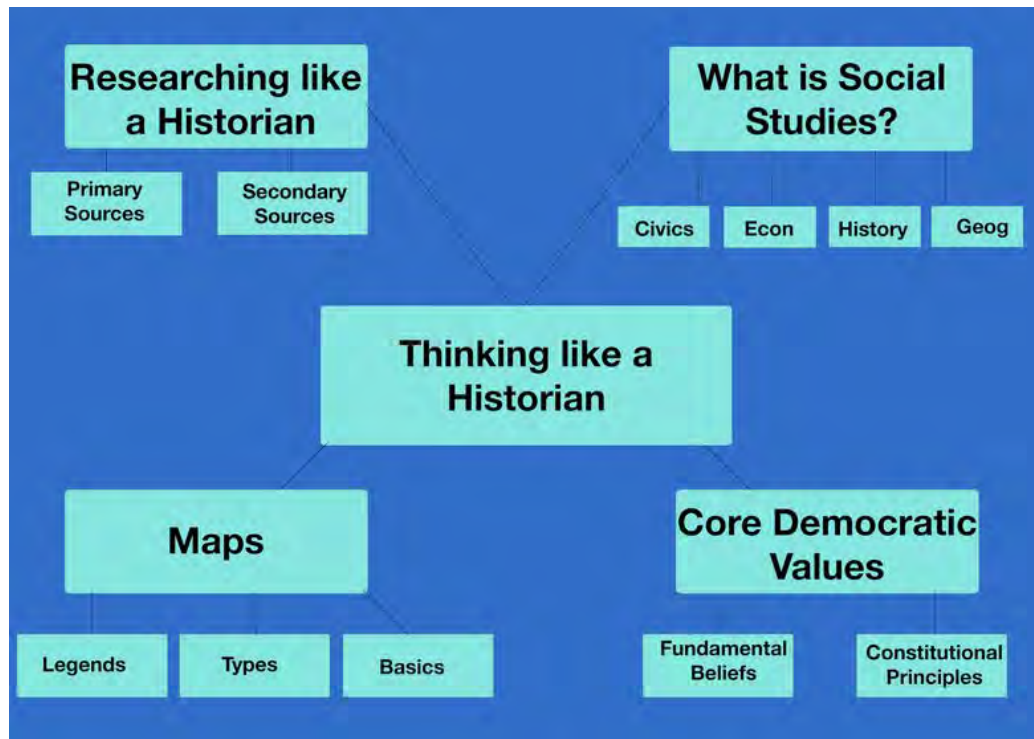
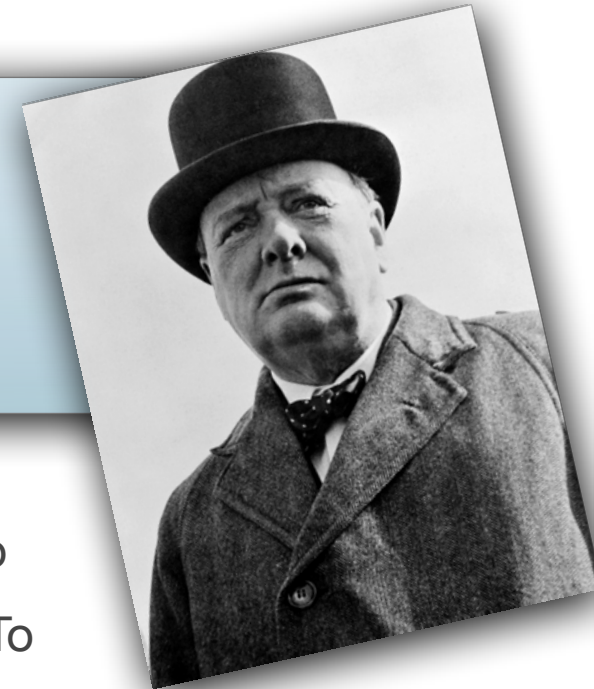
Thinking like a Historian

QUESTIONS TO GUIDE INQUIRY

1. How do historians study the past?

“Study history, study history. In history lies all the secrets of statecraft”

- Winston Churchill



Human life began many thousands of years ago and **historians** have a big job in front of them: To tell our story. They spend countless hours studying **artifacts**, reading and researching, making **inquiries**, and forming **inferences** based on the knowledge they gather. They have taken their research and created **timelines** for us to easily see our history and the history of the world in an organized way. Because of the hard work of historians, we know quite a bit about our human past. If you like learning about the past, perhaps you will study more about your family history or the history of your community. You, too, can be a historian!

Historians have a lot of sources available to them when doing their research. All of those sources fit into one of two categories, **primary** and **secondary sources**. Primary sources are first-hand documents, like journals and diaries, pictures, artifacts, and other resources that come directly from the past. Studying primary documents and artifacts allow historians to reach conclusions about historical events and people. Reading secondary accounts can also be helpful because we can learn about what other historians think. Historians also work with secondary sources. These might be textbooks, websites, biographies, artwork, or other documents that were written or created by a second person about the event or historical person.

Interactive 1.3 Primary and Secondary Sources



Practice identifying the difference between primary and secondary sources with this drag and drop widget.

Historians can be very “high tech” these days. They have many websites they use to find primary and secondary documents to help them with their work. Throughout this school year, you will also have the chance to work with some of these websites. Two common sites for them are the National Archives and the Library of Congress.

Interactive 1.4 Exploring the Library of Congress



Explore the Library of Congress website and find a primary source that speaks to you.

Activity:

Follow this link to start exploring the Library of Congress Website. Find one primary source that interests you that could share with your class.

Please realize, as you share this information, you are the secondary source and your original document is still

the primary source. This is your first step in becoming the next big historian.

Even with all these wonderful websites, historians have to be careful about what they choose to study. It is important to know that not everything online is true!

Believe it or not, some people put information online that is not historically accurate, but they make it look like it is. Because of this, you need to be careful



Image source: Shutterstock/TZIDO SUN

about information a site claims is true. There are many credible websites in the world; you just have to know where to find them. Your parents and your teachers can help you find web sites that give you good information.

Websites that include works like wikis or have information that anyone can comment on are generally websites to steer away from. On these sites, anyone can comment on anything. For example, someone



Image Credit: http://upload.wikimedia.org/wikipedia/commons/e/e2/Responsive_Web_Design.png

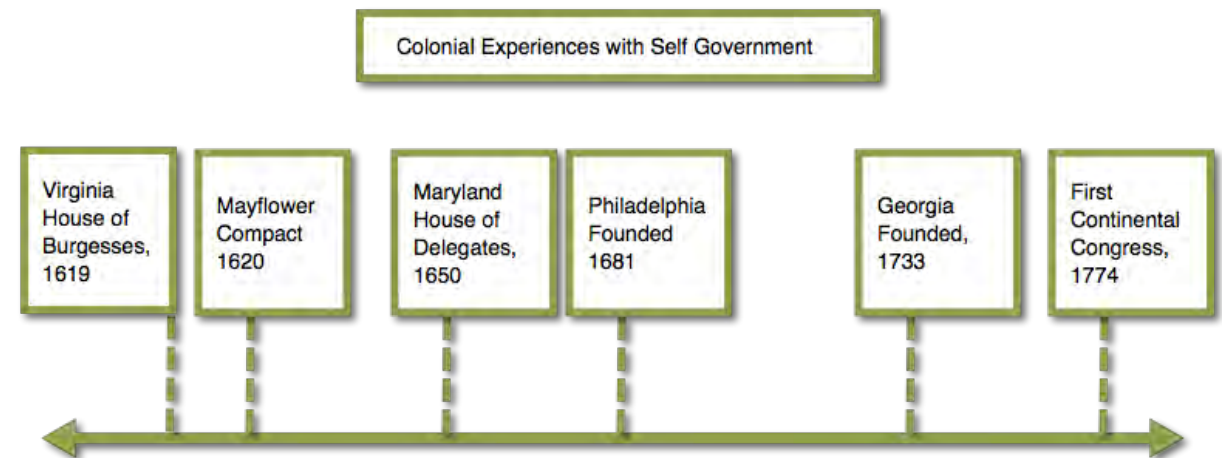
who isn't a doctor could tell you how to fix a broken bone. Most of us would rather get that solution from a credible source, like a doctor!



Image Credit: https://c2.staticflickr.com/4/3046/2979246905_95fc4e14cb_z.jpg?zz=1

Historians also go to paper sources for information. Your library probably has a wonderful non-fiction section full of many books, magazines, and newspapers with great information as well. These resources may take a little more effort to find. It is important to note that many resources have been digitized, meaning that although they were only available in paper copy in the past, you can now find them on the web.

Historians divide human history into two parts, BCE (Before the Common Era) and CE (Common Era). BCE are things that happened very long ago. An important thing to realize is that you will often see times in history listed by their century. For example, many events in the book you are about to read happened in the 18th century. You may think this means they happened from 1800-1899. However, this is not the case. The 1st century is the years 1-99, the 2nd century starts with the year 100, and so on, so everything seems to be 100 years off, although it is not. This means that 18th century events and people took place in the 1700s.



Thinking Like A Political Scientist

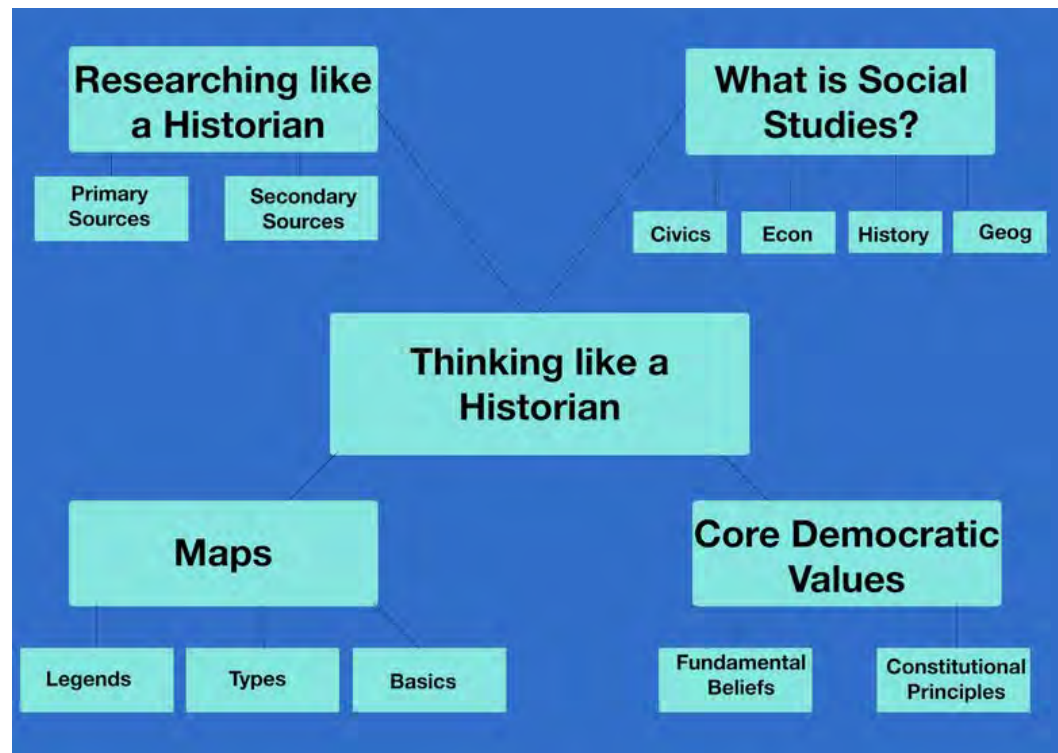
QUESTIONS TO GUIDE INQUIRY

1. How do political scientists study government?

Civics and Political Science

Civics is how people form organizations to solve problems in society and help them get along with one another. Political Science is the study of all governments. The people who study many different governments are called Political Scientists. As you will learn this year, our United States government is based on important documents like the US Constitution. In our documents, we can read about our country's values and principles. The laws and rules that we follow come from these documents. Not all countries have the same laws, values or ways of governing themselves.

Core Democratic Values are the fundamental beliefs and constitutional principles of American society which unite all Americans. These values are expressed in the Declaration of Independence, the United States Constitution and other significant documents, speeches, and writings of the nation. Below is a



definition of our core Democratic values and Constitutional Principles.

Thinking like a Political Scientist

What is a good citizen?

What does government do?

What are the basic values and principles of American democracy?

What is the relationship of the United States to other nations?

What are the roles of the citizen in American democratic society?

Scroll through to read more on the Core Democratic Values

Life ---Each person has the right to the protection of his or her life.

Liberty --Liberty includes the freedom to believe what you want, freedom to choose your own friends, and to have your own ideas and opinions, to express your ideas in public, the right for people to meet in groups, the right to have any lawful job or business.

The Pursuit of Happiness ---Each person can find happiness in their own way, so long as they do not step on the rights of others.

Justice ---All people should be treated fairly in getting the advantages and disadvantages of our country. No group or person should be favored.

Thinking Like a Geographer

QUESTIONS TO GUIDE INQUIRY

1. How do Geographers Study Our World?

Geography

Geography is the study of the Earth's surface, how it changes over time, and how humans interact with the environment. It includes the study of place, landforms, bodies of water, and both physical and human characteristics of all regions on the Earth. Geographers use tools like maps, globes, and Global Information Systems, such as satellites.

You already know that maps are very important to geographers when it comes to interpreting the world. There is also a really good chance that you have some experience with maps already. It could be that you or someone you know needed a map for

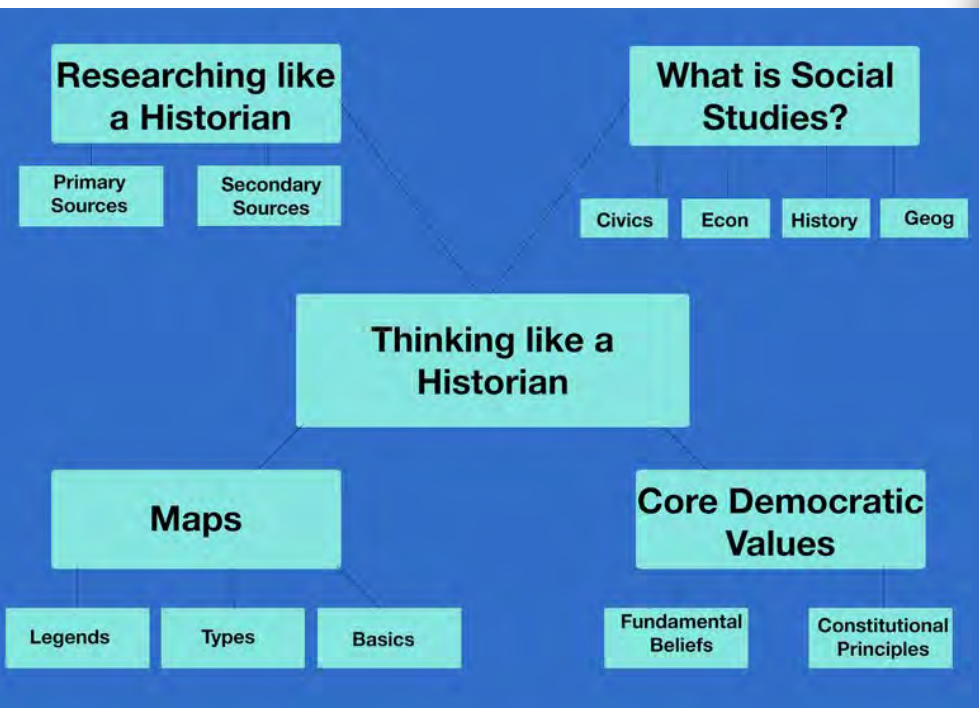


Image source: http://upload.wikimedia.org/wikipedia/commons/3/3a/Two_girls_reading_map_of_NYC.jpg

directions to a location, you may have seen them in a class, or you may have even used them to find your way around a place like an amusement park. No matter what you use them for, maps are very handy tools!

There are some basic things everyone needs to know about maps. The first thing is that not all maps are the same. There are actually many different types of maps like **physical**, climate, economic/resource, **political**, road, and topographical. You are probably most familiar with physical and political maps, but many maps have their place in social studies. You may have used some of the more specialized maps as well when



Physical Map

Political Map

studying the resources, the economic development, or the types of vegetation of an area.

There are some things that most maps have in common. For instance, most have something on them called a legend or a key. In the legend, you will find some basic information about the map. It will show you what different symbols mean and what different colors represent. The legend may also contain a scale.

This tool helps you see how far



distances are in real life. It is the tool that allows us to see the picture of a large place on a small map.

There will also often be a compass on the map. This helps orient the reader to the cardinal directions on the map: north, south, east, and west. It is important to line up a map correctly. Turning a map does not change the actual directions on the earth. North is still north, no matter which way the paper copy is facing.

The last big thing you will see on some maps is a type of grid system. These lines are called the lines of **latitude** and **longitude**. If you have ever used a Global Positioning System (GPS) device you have made good use of these lines, probably without knowing it. These lines are imaginary in that you can't physically see them, but we do use them to locate places on Earth. Two of these lines, the Prime Meridian and International Date Line (longitude) and the Equator (latitude) split the globe into four main hemispheres. They are the North, South, East, and West Hemispheres.

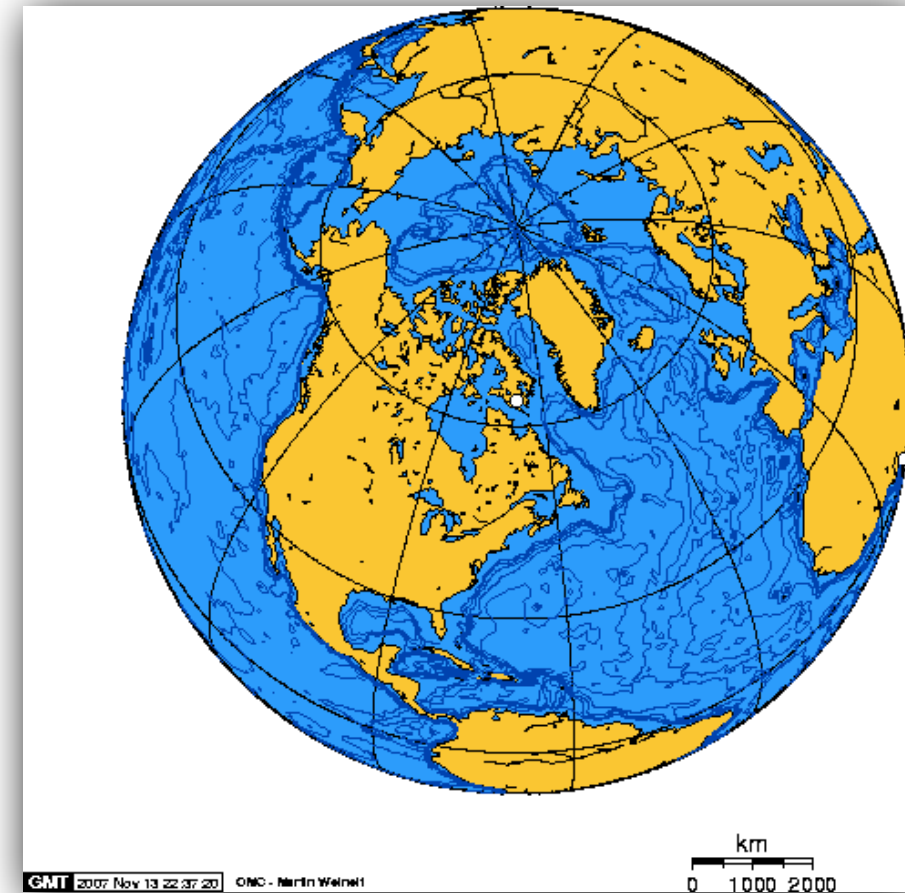


Image source: <http://jeremyrenners.blogspot.com/2009/06/world-map-latitude-and-longitude.html>

There are some very important lines of latitude and longitude that you may have heard of. The main line of latitude is the Equator. This line runs along the very middle of the Earth. There is also a line of longitude called the Prime Meridian. It goes through Greenwich, England. This line helps us with our global time system. It is the reason that times make sense as

humans travel around the world. If you have ever tried to call someone in another country or somewhere else in the United States, you have probably had to work with this system.

Activity: Use a globe and variety of maps: (state road map, amusement park, vacation spot, etc.) to locate and describe the characteristics of maps. Even an amusement park map may contain many of these characteristics. Use a blank outline map of the world to identify the locations of the Prime Meridian/ International Date Line and the Equator as well as the Hemispheres.

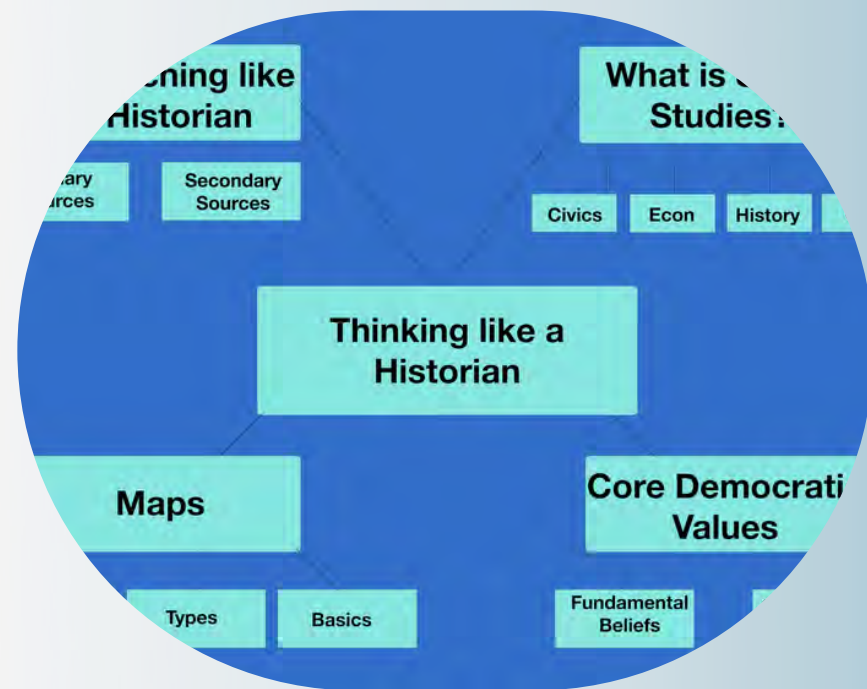
Thinking Like An Economist

QUESTIONS TO GUIDE INQUIRY

1. How do economists study choices?

Economics is a subject we live with every day of our lives. If we get up in the morning at 7 o'clock and go to bed again at 9 o'clock, we have about 14 hours of time. How we use that time, a resource in our lives, is based on the economic idea of **choice**. If we are given a \$20 bill for a birthday gift, how we spend that money is also an economic decision. Time and money are resources we have. The amount of time and money we have is limited. That is called **scarcity**. How we use that time and money are decisions we make based on our **wants** and **needs**. We make choices with both our time and money. Every time we do, we choose one thing over another. For example, if we decide to go to a movie with friends, we have chosen not to do something else, like stay home and read or go to the park with family. The one thing you would have done instead of the movie is called your opportunity cost. So, if you would have gone to the park with your family if you hadn't gone to the movie, the park is your **opportunity cost**.

Gallery 1.5 Chapter Organizer



You have learned about many economic ideas in earlier grades, so this year, you might want to ask economic questions as you read about the earliest beginnings of the United States. Why did people decide to travel across the oceans to North and South America? What did they expect to gain? What did they give up to do this? Ask yourself, what are the costs in pursuing the paths that people took throughout our history? How did these decisions cause scarcity? How do events from history relate to the decisions people made about time and money?

Activity: Think about your activities last night after school. What did you do? What was the one thing you would have done if you didn't do that? Talk with classmates about the choices you make with your time and money, needs, your wants, and opportunity costs.

Activity: As you read about each event in history this year, ask those same questions: What did the person or group do? They had a choice, just like you, so what was one thing they might have done if they didn't do the thing you're reading about?