

CURRICULUM GUIDE
Fifth Grade United States History
Fourth Six Weeks

| Unit of Study—American Revolution | | | | | |
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| TEKS | Concepts/Student Expectations | TAKS | Instructional Resources | Vocabulary | Assessments/Benchmarks |
| 5.2A | Identify the contributions of significant in-dividuals during the revolutionary period, including Thomas Jefferson and George Washington | | Textbook —Unit 4, chapter 8 pp. 268-292 | Revolution, fork, ally, alliance, congress, delegate, Parliament, proclamation, bill of rights, pioneer, gap, budget, representation, treason, boycott, declaration, repeal, liberty, monopoly, blockade, quarter, intolerable, petition | Demonstrate knowledge of events of this time period through a written piece, such as journal, letters, newspaper article, etc. |
| 5.2B | Analyze the causes and effects of events prior to and during the American Revolution such as the Proclamation of 1763, Stamp Act, Boston Massacre, and Boston Tea Party | | | | |
| 5.16A | Identify the purposes and explain the importance of the Declaration of Independence | | Textbook —pp. 302-312 | Public opinion, independence, allegiance, resolution, preamble, grievance | |
| 5.2C | Summarize the results of the American Revolution, including the establishment of the United States and the origins of U.S. military institutions | | Textbook —pp. 314-329 | | |