

ACCESS AMERICAN HISTORY

correlated to

Arkansas

Social Studies Curriculum

Framework

Grades 5-6

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ACCESS AMERICAN HISTORY CORRELATED TO ARKANSAS SOCIAL STUDIES CURRICULUM FRAMEWORK GRADE 5

Strand: Geography

STANDARD 1: Physical and Spatial

Students shall develop an understanding of the physical and spatial characteristics and applications of geography.

Standard	Access American History: Grade 5
Location, Place and Region: G.1.5.1 Classify locations as <i>absolute</i> or <i>relative</i>	Teacher's Edition: 12-17
G. 1.5.2 Identify and describe the region of the United States in which Arkansas is located	Teacher's Edition: 16-17
G. 1.5.3. Distinguish among the major regions of the United States and evaluate their interdependence	Teacher's Edition: 16-17
G.1.5.4 Locate the major bodies of water that are related to the United States: Atlantic Ocean, Caribbean Sea, Great Lakes, Gulf of Mexico, Pacific Ocean	Teacher's Edition: 6-17
G.1.5.5 Identify a variety of charts and graphs used to display data on a variety of topics such as climate or population	Teacher's Edition: 22, 129, 132, 189, 261, 266, 269
G.1.5.6 Distinguish between geography terms that describe or indicate region, place, or location (e.g. tundra, desert, rainforest, mountains)	Teacher's Edition: 4-15
Map and Globe Skills: G.1.5.7 Recognize the various types of maps used by geographers (e.g. <i>physical, political, historical, special purpose</i> , and other types of maps)	Teacher's Edition: 12-13, 14-15, 16-17, 22, 31, 32-33, 35, 38, 50, 75, 91, 96, 105, 106, 111, 122, 142, 155, 169, 200-201, 214, 227, 236-237, 239
G.1.5.8 Demonstrate an understanding of the following: <i>latitude, longitude</i> , parallels, meridians, degrees, grid systems, coordinates, Tropic of Cancer, Tropic of Capricorn, Equator, Prime Meridian	Teacher's Edition: 12-13
G.1.5.9 Compare and contrast major landforms characterized as physical features of Earth (e.g. , plateaus, rivers, deltas, seas, oceans, peninsulas)	Teacher's Edition: 12-13, 14-15, 22, 75, 105, 236-237

STANDARD 3 : Interaction of People and the Environment

Students shall develop an understanding of the interactions between people and their environment.

Standard	Access American History: Grade 5
Movement: G.3.5.1 Recognize factors that influence migration (e.g., employment, natural resources)	Teacher's Edition: 102-111, 180-183
G.3.5.2 Define push-pull factors	Teacher's Edition: 102-111, 180-183
G.3.5.4 Recognize the concepts of <i>interstate</i> , <i>intrastate</i> , <i>infrastructure</i> , and <i>globalization</i>	Teacher's Edition: 266

Strand: Civics

STANDARD 4 : Government

Students shall develop an understanding of the forms and roles of government.

Standard	Access American History: Grade 5
Forms and Roles of Government: C.4.5.1 Recognize that the Arkansas and the United States governments are composed of three branches: executive, legislative, judicial	Teacher's Edition: 271, 273, 276-279
C.4.5.2 Identify the system of checks and balances in government	Teacher's Edition: 271, 279
C.4.5.3 Identify the roles and responsibilities of the executive branch (e.g. state/governor, federal/president)	Teacher's Edition: 278
C.4.5.4 Identify and describe the roles of the legislative branch (e.g. general assembly/congress., state congress and federal congress, house, senate)	Teacher's Edition: 277
C.4.5.5 Identify and describe the roles of the judicial branch (e.g., local, state, and federal)	Teacher's Edition: 279
C.4.5.6. Identify the forms of government (e.g., democracy, monarchy, dictatorship, oligarchy, totalitarian)	Teacher's Edition: 236, 274-275
C.4.5.7 Identify elected state and federal government officials (e.g., terms and qualifications)	Teacher's Edition: 277, 279
C.4.5.9 Discuss the two party system	Teacher's Edition: 95, 119. 158

STANDARD 5 : Citizenship

Students shall develop an understanding of the rights and responsibilities of citizens.

Standard	Access American History: Grade 5
<p>Roots of Democracy: C.5.5.1 Identify the founding documents that helped to establish laws for the United States (e.g., Mayflower Compact, Declaration of Independence, United States Constitution)</p>	<p>Teacher's Edition: 45, 48, 49, 62-63, 302, 82-87, 270-279, 282-291</p>
<p>C.5.5.2 Identify the purpose of the Declaration of Independence</p>	<p>Teacher's Edition: 62-63</p>
<p>C.5.5.3 Identify the significance of the following individuals in the government of the United States: John Adams, Benjamin Franklin, Alexander Hamilton, Thomas Jefferson, John Marshall, James Madison, George Washington</p>	<p>Teacher's Edition: 63, 68, 70, 72-73, 75, 81, 83, 84, 86, 87, 92, 94, 84, 93, 95, 96, 97, 119</p>
<p>C.5.5.4 Identify the significance of the Articles of Confederation</p>	<p>Teacher's Edition: 82</p>
<p>C.5.5.5 Discuss how the ineffectiveness of Articles of Confederation led to the creation of the United States Constitution</p>	<p>Teacher's Edition: 82</p>
<p>C.5.5.6 Research national symbols and explain their significance using primary and secondary sources (e.g., Pledge of Allegiance, Lady Liberty)</p>	<p>Using Skill Building on page 225, teachers may encourage their students to research national symbols on the Internet.</p>
<p>Rights and Responsibilities of Citizens: C.5.5.8 Identify the requirements for becoming a United States Citizen</p>	<p>Teacher's Edition: 298</p>
<p>C.5.5.9 Identify the rights and responsibilities of United States citizenship (e.g., voting, obeying laws, volunteerism)</p>	<p>Teacher's Edition: 299-303</p>
<p>C.5.5.10 Discuss the importance of the rights of United States citizens set forth in the Bill of Rights</p>	<p>Teacher's Edition: 81, 87, 292-291</p>
<p>C.5.5.11 Identify the procedure for voting in the United States and in Arkansas (e.g., registration, voting sites, maintaining the right to vote)</p>	<p>Teacher's Edition: 302</p>
<p>C.5.5.12 Discuss ways citizens participate in government at the state and local level</p>	<p>Teacher's Edition: 294-303</p>
<p>C.5.5.13 Identify the Bill of Rights in the Constitution</p>	<p>Teacher's Edition: 86-87, 284-291</p>
<p>C.5.5.14 Identify the provisions of the Thirteenth, Fourteenth, and Fifteenth Amendments</p>	<p>Teacher's Edition: 179</p>

Standard	Access American History: Grade 5
C.5.5.15 Identify various organizations from U. S. History through which citizen's rights were affected (e.g., Women's <i>Suffrage</i> , NAACP, Chinese Immigration Act, Emancipation Proclamation)	Teacher's Edition: 128, 138, 135, 146, 170, 247-255

Strand: History

S T A N D A R D 6 : H i s t o r y

Students shall analyze significant ideas, events, and people in world, national, state, and local history and how they affect change over time.

Standard	Access American History: Grade 5
Continuity and Change: H.6.5.1 Discuss the purpose of political cartoons	Teacher's Edition: 98, 177, 179, 195, 203
H.6.5.2 Read and interpret timelines using the terms: ca (circa), Before Common Era/Common Era (BCE/CE), millennia, millennium, decade, century	Teacher's Edition: 44-45, 56-57, 68-69, 80-81, 92-93, 116-117, 140-141, 152-153, 188-189, 192-193, 212-213
H.6.5.3 Identify the contributions of significant individuals and explorers during the period of Early exploration of the Americas (e.g., Christopher Columbus, Ferdinand Magellan, Hernando De Soto)	Teacher's Edition: 30-39
H.6.5.4 Identify areas of the New World colonized by Spain, Great Britain, and France	Teacher's Edition: 30-39
H.6.5.5 Describe the role and impact of legislative bodies in the colonial government (e.g., town meetings)	Teacher's Edition: 47-48
H.6.5.6 Identify important people and events during Arkansas' Territorial period (e.g., Robert Crittenden, James Miller, relocation of government)	Teacher's Edition: 106-107
H.6.5.7 Analyze the impact of the American Industrial Revolution: cotton gin, reaper, steam engine	Teacher's Edition: 108
H.6.5.8 Identify and explain the significance of the following people: Fredrick Douglas, Harriet Tubman, John Brown, Abraham Lincoln, Ulysses S. Grant, Robert E. Lee, Sojourner Truth, Dorothea Dix	Teacher's Edition: 129, 134, 153, 154, 156, 158, 164-165, 166-168, 170, 171, 178
Conflict and Consensus: H.6.5.9 Describe the impact that European explorers had on the American Indian tribes	Teacher's Edition: 22-27, 39
H.6.5.10 Analyze the benefits and conflicts arising from the interaction between colonial settlers and American Indians (e.g., Roanoke, Jamestown, King Philip's War)	Teacher's Edition: 42-51

Standard	Access American History: Grade 5
H.6.5.11 Evaluate the contributions of political and religious leaders in colonial America (e.g., John Smith, William Bradford, Roger Williams, Anne Hutchison, John Winthrop, Thomas Hooker, William Penn)	Teacher’s Edition: 46, 49, 50
H.6.5.12 Describe the impact of slavery in the Americas (e.g., indentured servants, American Indians, African Americans)	Teacher’s Edition: 39, 51, 110-111, 154-159
H.6.5.13 Explain how conflict between the English government and the English colonies led to the outbreak of the American Revolution: Stamp Act, Sugar Act, Boston Tea Party, Intolerable Acts, Boston Massacre	Teacher’s Edition: 54-59
H.6.5.14 Identify the contributions of significant people leading to the American Revolution: King George III, George Washington, Benjamin Franklin, Patrick Henry, Thomas Paine	Teacher’s Edition: 60-63, 71, 73
H.6.5.15 Explain the political viewpoints of <i>Patriots</i> and <i>Loyalists</i> during the Revolutionary War	Teacher’s Edition: 70, 74
H.6.5.16 Identify the importance of key battle of the Revolutionary War: Lexington and Concord, Bunker Hill, Saratoga, Yorktown	Teacher’s Edition: 70-75
H.6.5.17 Explain the role of the following events in the development of the US: Shay’s Rebellion, Constitutional Convention creation of political parties	Teacher’s Edition: 80-81, 83-85, 95, 119, 158
H.6.5.18 Describe the causes of the War of 1812 and analyze the effects it had on the nation	Teacher’s Edition: 98, 118
Conflict and Consensus H.6.5.19 Identify and describe the events and ideas leading to the Civil War (e.g., Missouri Compromise, <u>Dred Scott v .Sanford</u> , Lincoln/Douglas debates)	Teacher’s Edition: 111, 150-159
H.6.5.20 Discuss the reasons for the secession of southern states from the Union	Teacher’s Edition: 158-159
H.6.5.21 Identify and locate significant Civil War sites of the Union and the Confederacy: Washington, Arkansas, Pea Ridge, Prairie Grove, Bull Run/Manassas, Antietam/Sharpsburg, Gettysburg	Teacher’s Edition: 168-169
Movement: H.6.5.22 Explain the religious, political, and economic reasons for movement of people and goods from Europe to the Americas: <i>Columbian Exchange</i> , <i>Triangular Trade</i>	Teacher’s Edition: 132-133,186-191

Standard	Access American History: Grade 5
H.6.5.23 Explore the impact of early exploration and settlement patterns of the Spanish, British, and French in North America (e.g., Roanoke, Jamestown, St. Augustine, Quebec, Santa Fe)	Teacher's Edition: 30-39, 46-51
H.6.5.24 Explain how westward expansion contributed to the growth of the United States (e.g. Wilderness Road, Louisiana Purchase, Gadsden Purchase)	Teacher's Edition: 91, 96-97, 102-109
H.6.5.25 Trace the Lewis and Clark expedition and discuss its impact on the new nation	Teacher's Edition: 96-97
H.6.5.26 Describe the causes and effects of the Indian Removal Act of 1830 (e.g., Trail of Tears)	Teacher's Edition: 117, 122-123
Cultural Diversity and Uniformity: H.6.5.28 Identify the major pre-Columbian settlements: cliff dwellers, mound builders, peoples of the Southwest, peoples of the Pacific Northwest, peoples of the Great Plains, peoples of the Eastern Woodlands	Teacher's Edition: 18-27
H.6.5.31 Investigate the roles of African Americans, American Indians, and women during the Civil War	Teacher's Edition: 154-159, 162-171, 174-183
Regionalism and Nationalism H.6.5.34 Locate and describe the differences between the three regions into which the English settled: New England, Mid-Atlantic, South	Teacher's Edition: 16-17, 50

ACCESS AMERICAN HISTORY CORRELATED TO ARKANSAS SOCIAL STUDIES CURRICULUM FRAMEWORK GRADE 6

Strand: Geography

STANDARD 1: Physical and Spatial

Students shall develop an understanding of the physical and spatial characteristics and applications of geography.

Standard	Access American History: Grade 6
Location, Place and Region: G.1.6.1 Apply the proper usage of <i>absolute</i> or <i>relative location</i>	Teacher's Edition: 12-17
G. 1.6.2 Examine the location, place, and region of Arkansas and determine the characteristics of each	Teacher's Edition: 16-17
G. 1.6.3 Identify the countries on the continent of North America and analyze their geographical relationship	Teacher's Edition: 12-13
G.1.6.4 Explain the importance of the major river systems of the United States and Arkansas" Arkansas River, Colorado River, Mississippi River, Ohio River, and St. Lawrence River	Teacher's Edition: 14-15
G.1.6.5 Illustrate information relating to population, climate, weather patterns, or other specific topics on selected types of charts or graphs	The teacher may assign charts and graphs to address this standard using the sample charts and graphs on the following pages: Teacher's Edition: 22, 129, 132, 189, 261, 266, 269
G.1.6. Analyze a map of the fifty states and identify regions (e.g., Northwest, Southeast, Midwest, Southwest, West)	Teacher's Edition: 14-15, 16-17
Map and Globe Skills: G.1.6.7 Examine different maps and globe projections and recognize the differences of each map or projection	Teacher's Edition: 12-13, 14-15, 16-17, 22, 31, 32-33, 35, 38, 50, 75, 91, 96, 105, 106, 111, 122, 142, 155, 169, 200-201, 214, 227, 236-237, 239
G.1.6.8 Construct a map of the United States using all basic map components: compass rose, map scale, key/legend, inset map, title	Teachers may use the maps on the following pages as models for the maps the students construct: Teacher's Edition: 14-15, 16-17
G.1.6.9 Discuss reasons for the location of political boundaries and capital cities due to physical features of the nation a or states	Teacher's Edition: 12-13, 14-15,105

**S T A N D A R D 3 : I n t e r a c t i o n o f P e o p l e a n d t h e
E n v i r o n m e n t**

Students shall develop an understanding of the interactions between people and their environment.

Standard	Access American History: Grade 6
Movement: G.3.6.1 Describe the location of major cities in Arkansas and the United States and the availability of resources and transportation in those areas	Teacher's Edition: 16-17, 102-111, 180-183
G.3.6.2 Distinguish between push-pull factors	Teacher's Edition: 102-111, 180-183
H.6.5.34 Locate and describe the differences between the three regions into which the English settled: New England, Mid-Atlantic, South	Teacher's Edition: 16-17, 50

Strand: Civics

S T A N D A R D 4 : G o v e r n m e n t

Students shall develop an understanding of the forms and roles of government.

Standard	Access American History: Grade 6
Forms and Roles of Government: C.4.6.1 Compare and contrast the three branches of government at the state and national levels of government: executive, legislative, judicial	Teacher's Edition: 271, 273, 276-279
C.4.6.2 Discuss the system of checks and balances in government	Teacher's Edition: 271, 279
C.4.6.3 Discuss the roles and responsibilities of the executive branch (e.g. state/governor, federal/president)	Teacher's Edition: 278
C.4.6.4 Compare and contrast the roles of the legislative branch (e.g., general assembly/congress, state congress and federal congress, house, senate)	Teacher's Edition: 277
C.4.6.5 Compare and Contrast the roles of the judicial branch (e.g., local, state, and federal)	Teacher's Edition: 279
C.4.6.6. Discuss the forms of government (e.g., democracy, monarchy, dictatorship, oligarchy, totalitarian)	Teacher's Edition: 236, 274-275
C.4.6.7 Recognize elected state and federal government officials (e.g., terms and qualifications)	Teacher's Edition: 277, 279
C.4.6.8 Discuss the succession of leadership at the state level	

Standard	Access American History: Grade 6
C.4.6.9 Describe the development the two-party system and the influence of third parties	Teacher's Edition: 95, 119, 158

S T A N D A R D 5 : C i t i z e n s h i p
Students shall develop an understanding of the rights and responsibilities of citizens.

Standard	Access American History: Grade 6
Roots of Democracy: C.5.6.1 Determine the way rights and laws of the United States were created by examining founding documents (e.g., Declaration of Independence, United States Constitution, Mayflower compact)	Teacher's Edition: 45, 48, 49, 62-63, 302, 82-87, 270-279, 282-291
C.5.6.2 Examine the effects of the Declaration of Independence	Teacher's Edition: 62-63
C.5.6.3 Evaluate reasons for writing the United States Constitution	Teacher's Edition: 270-279, 282-291
C.5.6.4 Evaluate the importance of the United States Constitution as a governing document for the United States	Teacher's Edition: 270-279, 282-291
C.5.6.5 Research national symbols and explain their significance using primary and secondary sources (e.g., Uncle Sam, political party symbols, Vietnam Memorial, Mt. Rushmore)	Teacher's Edition: Using Skill Building on page 225, teachers may encourage their students to research national symbols on the Internet.
Rights and Responsibilities of Citizens: C.5.6.7 Examine the process of becoming a United States Citizen	Teacher's Edition: 298
C.5.6.8 Evaluate ways being a good citizen is important for every individual (e.g., voting, obeying laws, volunteerism)	Teacher's Edition: 299-303
C.5.6.9 Examine ways citizens utilize the rights guaranteed in the Bill of Rights	Teacher's Edition: 81, 87, 292-291
C.5.6.10 Examine the importance of the procedure for voting in the United States and in Arkansas (e.g., registration, maintaining the right to vote, voicing opinion)	Teacher's Edition: 302
C.5.6.11 Analyze the importance of citizen participation in government at the state and local level	Teacher's Edition: 294-303
C.5.6.12 Examine the rights guaranteed to United States citizens in the Bill of Rights	Teacher's Edition: 86-87, 284-291

Standard	Access American History: Grade 6
C.5.6.13 Compare U. S. Constitutional Amendments granting citizen’s rights	Teacher’s Edition: 179
C.5.6.14 Examine how citizens’ rights are exercised through organizations that influenced societal and governmental change (e.g., ACLU, NAACP, CORE, ERA)	Teacher’s Edition: 128, 138, 135, 146, 170, 247-255

Strand: History

S T A N D A R D 6 : H i s t o r y

Students shall analyze significant ideas, events, and people in world, national, state, and local history and how they affect change over time.

Standard	Access American History: Grade 6
Continuity and Change: H.6.6.1 Determine the meaning of various political cartoons	Teacher’s Edition: 98, 177, 179, 195, 203
H.6.6.2 Create/construct timelines using the terms: ca (circa), Before Common Era/Common Era (BCE/CE), millennia, millennium, decade, century	Teacher’s Edition: 44-45, 56-57, 68-69, 80-81, 92-93, 116-117, 140-141, 152-153, 188-189, 192-193, 212-213
H.6.6.3 Define and discuss post-Civil War Reconstruction from a state and national perspective	Teacher’s Edition: 174-183
H.6.6.4 Discuss the impact of <i>Manifest Destiny</i> on the United States	Teacher’s Edition: 123, 145
H.6.6.5 Research early 20 th century inventions and their impact on Americans (e.g., telephone, electricity, automobile)	Teacher’s Edition: 192-193
H.6.6.6 Explain the impact of the American Industrial Revolution	Teacher’s Edition: 130-131
H.6.6.7 Analyze the impact of World War I on daily life in the United States (e.g., prohibition, food distribution, fuel distribution, propaganda)	Teacher’s Edition: 210-219
H.6.6.8 Analyze the causes and effects of the Great Depression: <i>Federal Reserve</i> actions, farm prices, crop failures, stock market crash, Roosevelt’s New Deal	Teacher’s Edition: 217-219
Continuity and Change: H.6.6.9 Explain how the Women’s Rights movement led to the Nineteenth Amendment	Teacher’s Edition: 135, 255
H.6.6.10 Locate the countries who were part of the World War II Axis and Allied Powers	Teacher’s Edition: 225-226

Standard	Access American History: Grade 6
H.6.6.12 Identify major contributions and achievements of the US space program (e.g., Apollo 11, International Space Station)	Teacher's Edition: 243
Conflict and Consensus H.6.6.13 Explain the conflict between the American Indians and settlers moving westward (e.g., Battle of Little Big Horn, American Indian Movement)	Teacher's Edition: 122-123, 254
H.6.6.14 Explain the causes and effects of the Spanish American War (e.g., U. S. interest in imperial expansion, USS Maine, <i>Yellow Journalism</i>)	Teacher's Edition: 202-207
H.6.6.15 Describe the expanding role of the US in world affairs (e.g., Panama Canal)	Teacher's Edition: 202-207
H.6.6.16 Explain the events that led to the United States involvement in World War I (e.g., Zimmerman telegraph, German U-boat activity)	Teacher's Edition: 214-215
H.6.6.17 Examine the Treaty of Versailles that ended World War I and the creation of the League of Nations	Teacher's Edition: 215
H.6.6.18 Examine the events and political decisions that led to the United States involvement in World War II: <i>Fascism, Nazism, Treaty of Versailles, Great Depression</i>	Teacher's Edition: 215, 217, 223-224
H.6.6.19 Research the major events and political decisions made by the United States during the course of World War II: alliance with Great Britain and France, Pearl Harbor, atomic bomb, relocation and internment of Japanese Americans	Teacher's Edition: 226-231
H.6.6.20 Examine the events that led to the conclusion of World War II (e.g., Normandy, liberation of concentration camps, D-Day)	Teacher's Edition: 228-231
Conflict and Consensus: H.6.6.21 Explain the causes and effects of the Cold War in the United States: Chinese Cultural Revolution, McCarthyism, Cuban Missile Crisis, arms race	Teacher's Edition: 234-243
H.6.6.22 Explain the following components of the Civil Rights Movement: Freedom Riders, sit-ins, organized marches, boycotts, school integration, Ku Klux Klan (KKK)	Teacher's Edition: 181, 248-249, 250-253
H.6.6.23 Explain segregation and desegregation as established by Supreme Court cases: <u>Plessey v. Ferguson</u> , <u>Brown v. Board of Education</u>	Teacher's Edition: 251
H.6.6.24 Discuss the involvement of the United States in the Korean War	Teacher's Edition: 236, 240

Standard	Access American History: Grade 6
H.6.6.25 Discuss the major causes and effects of the Vietnam War (e.g., spread of communism)	Teacher's Edition: 241, 243
H.6.6.26 Discuss ongoing conflicts between the United States and Southeast Asia and the Middle East	Teacher's Edition: 262-265
H.6.6.27 Examine acts of modern-day terrorism (e.g., Oklahoma City bombing, World Trade Center attacks)	Teacher's Edition: 263
Movement: H.6.6.28 Describe the developments linking the east and west (e.g., homestead act, railroads, cattle trails, and wagon trains)	Teacher's Edition: 104-109
H.6.6.29 Analyze the components of immigration to the United States: <i>push/pull factors</i> , settlement patterns	Teacher's Edition: 102-111, 180-183
H.6.6.30 Explain the origins and accomplishments of labor unions	Teacher's Edition: 131, 194
H.6.6.31 Explain the migration of African Americans northward before and during the Civil Rights movement	Teacher's Edition: 181, 248-249, 250-253
Cultural Diversity and Uniformity: H.6.6.32 Identify the cultural changes of the 1920's (e.g., Roaring Twenties, Jazz Age, fashion, Harlem Renaissance, talkies, flapper, Prohibition)	Teacher's Edition: 211, 216
H.6.6.33 Explain the social changes caused by World War II: women in the workforce, baby boom, G.I Bill	Teacher's Edition: 231
H.6.6.34 Identify significant individuals whose lives impacted the Civil Rights movement (e.g., Martin Luther King, Jr., Rosa Parks, Stokely Carmichael, Medgar Evers, Little Rock Nine, Thurgood Marshall)	Teacher's Edition: 246-255



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