

Core Knowledge Sequence

Content and Skill Guidelines for Grades K–8



Core Knowledge[®]

History and Geography: Kindergarten

Teachers: In kindergarten, children often study aspects of the world around them: the family, the school, the community, etc. The following guidelines are meant to broaden and complement that focus. The goal of studying selected topics in World History in Kindergarten is to foster curiosity and the beginnings of understanding about the larger world outside the child's locality, and about varied civilizations and ways of life. This can be done through a variety of means: story, drama, art, music, discussion, and more.

The study of geography embraces many topics throughout the *Core Knowledge Sequence*, including topics in history and science. Geographic knowledge includes a spatial sense of the world, an awareness of the physical processes that shape life, a sense of the interactions between humans and their environment, an understanding of the relations between place and culture, and an awareness of the characteristics of specific regions and cultures.

WORLD HISTORY AND GEOGRAPHY

I. Geography: Spatial Sense (working with maps, globes, and other geographic tools)

Teachers: Foster children's geographical awareness through regular work with maps and globes. Have students regularly locate themselves on maps and globes in relation to places they are studying. Children should make and use a simple map of a locality (such as classroom, home, school grounds, "treasure hunt").

- Maps and globes: what they represent, how we use them
- Rivers, lakes, and mountains: what they are and how they are represented on maps and globes
- Locate the Atlantic and Pacific Oceans.
- Locate the North and South Poles.

II. An Overview of the Seven Continents

Teachers: Help children gain a beginning geographic vocabulary and a basic sense of how we organize and talk about the world by giving names to some of the biggest pieces of land. Introduce children to the seven continents through a variety of methods and media (tracing, coloring, relief maps, etc.), and associate the continents with familiar wildlife, landmarks, etc. (for example, penguins in Antarctica; the Eiffel Tower in Europe). Throughout the school year, reinforce names and locations of continents when potential connections arise in other disciplines (for example, connect Grimm's fairy tales to Europe; voyage of Pilgrims to Europe and North America; story of "Momotaro—Peach Boy" to Asia [Japan]; study of Native Americans to North America).

- Identify and locate the seven continents on a map and globe:
 - Asia
 - Europe
 - Africa
 - North America
 - South America
 - Antarctica
 - Australia

Note: In later grades, children will continue to learn about all the continents as well as specific countries and peoples.

AMERICAN HISTORY AND GEOGRAPHY

Teachers: The study of American history begins in grades K-2 with a brief overview of major events and figures, from the earliest days to recent times. A more in-depth, chronological study of American history begins again in grade 3 and continues onward. The term “American” here generally, but not always, refers to the lands that became the United States. Other topics regarding North, Central, and South America may be found in the World History and Geography sections of this Sequence.

I. Geography

- Name and locate the town, city, or community, as well as the state where you live.
- Locate North America, the continental United States, Alaska, and Hawaii.

II. Native American Peoples, Past and Present

Teachers: As children progress through the grades of the *Core Knowledge Sequence*, they will learn about many different Native American peoples in many different regions (such as **Pacific Northwest:** Kwakiutl, Chinook; **Plateau:** Nez Perce; **Great Basin:** Shoshone, Ute; **Southwest:** Dine [Navajo], Hopi, Apache, Zuni; **Plains:** Blackfoot, Comanche, Crow, Kiowa, Dakota, Lakota [Sioux], Cheyenne, Arapaho; **Eastern Woodlands:** Huron, Iroquois, Mohican, Delaware [Lenni Lenape], Susquehanna, Massachusetts, Wampanoag, Powhatan; **Southeast:** Cherokee, Seminole). In kindergarten, study at least **one** specific group of Native Americans. You might explore a local or regional tribe or nation, and compare it with one far away.

- Become familiar with the people and ways of life of at least one Native American tribe or nation, including:
 - how they lived
 - what they wore and ate
 - the homes they lived in
 - their beliefs and stories
 - the current status of the tribe or nation

III. Early Exploration and Settlement

A. THE VOYAGE OF COLUMBUS IN 1492

- Queen Isabella and King Ferdinand of Spain
- The Niña, Pinta, and Santa Maria
- Columbus’s mistaken identification of “Indies” and “Indians”
- The idea of what was, for Europeans, a “New World”

B. THE PILGRIMS

- The Mayflower
- Plymouth Rock
- Thanksgiving Day celebration

C. JULY 4, “INDEPENDENCE DAY”

- The “birthday” of our nation
- Democracy (rule of the people): Americans wanted to rule themselves instead of being ruled by a faraway king.
- Some people were not free: slavery in early America



IV. Presidents, Past and Present

Teachers: Introduce children to famous presidents, and discuss with them such questions as: *What is the president? How does a person become president? Who are some of our most famous presidents, and what did they do that made them famous?*

See below, Symbols and
Figures: Mount Rushmore;
the White House.

- George Washington
The “Father of Our Country”
Legend of George Washington and the cherry tree
- Thomas Jefferson, author of Declaration of Independence
- Abraham Lincoln
Humble origins
“Honest Abe”
- Theodore Roosevelt
- Current United States president

V. Symbols and Figures

- Recognize and become familiar with the significance of
American flag
Statue of Liberty
Mount Rushmore
The White House

History and Geography: Grade 1

Teachers: In first grade, children often study aspects of the world around them: the family, the school, the community, etc. The following guidelines are meant to broaden and complement that focus. The goal of studying selected topics in World History in first grade is to foster curiosity and the beginnings of understanding about the larger world outside the child's locality, and about varied civilizations and ways of life. This can be done through a variety of means: story, drama, art, music, discussion, and more.

The study of geography embraces many topics throughout the *Core Knowledge Sequence*, including topics in history and science. Geographic knowledge embraces a spatial sense of the world, an awareness of the physical processes that shape life, a sense of the interactions between humans and their environment, an understanding of the relations between place and culture, and an awareness of the characteristics of specific regions and cultures.

WORLD HISTORY AND GEOGRAPHY

I. Geography

A. SPATIAL SENSE (Working with Maps, Globes, and Other Geographic Tools)

Teachers: Foster children's geographical awareness through regular work with maps and globes. Have students regularly locate themselves on maps and globes in relation to places they are studying.

- Name your continent, country, state, and community.
- Understand that maps have keys or legends with symbols and their uses.
- Find directions on a map: east, west, north, south.
- Identify major oceans: Pacific, Atlantic, Indian, Arctic.
- Review the seven continents: Asia, Europe, Africa, North America, South America, Antarctica, Australia.
- Locate: Canada, United States, Mexico, Central America.
- Locate: the Equator, Northern Hemisphere, Southern Hemisphere, North and South Poles.

B. GEOGRAPHICAL TERMS AND FEATURES

- peninsula, harbor, bay, island

II. Early World Civilizations

Teachers: As you introduce children to early civilizations, keep in mind the question, *What is civilization?* Help children see recurring features such as settling down, agriculture, building towns and cities, and learning how to write.

A. MESOPOTAMIA: THE "CRADLE OF CIVILIZATION"

- Importance of Tigris and Euphrates Rivers
- Development of writing, why writing is important to the development of civilization
- Code of Hammurabi (early code of laws), why rules and laws are important to the development of civilization

B. ANCIENT EGYPT

- Geography
 - Africa
 - Sahara Desert
- Importance of Nile River, floods and farming
- Pharaohs
 - Tutankhamen
 - Hatshepsut, woman pharaoh
- Pyramids and mummies, animal gods, Sphinx
- Writing: hieroglyphics

See also Visual Arts 1:
Art from Long Ago: Art of
Ancient Egypt.

Note: Students will be introduced to Hinduism and Buddhism in grade 2, and examine Islam in more detail in grade 4. They also examine lasting ideas from Judaism and Christianity in grade 6.

Note: In older sources you may find these formerly used spellings: Mohammed, Mecca, Koran.

C. HISTORY OF WORLD RELIGIONS

Teachers: Since religion is a shaping force in the story of civilization, the *Core Knowledge Sequence* introduces children in the early grades to major world religions, beginning with a focus on geography and major symbols and figures. The purpose is not to explore matters of theology but to provide a basic vocabulary for understanding many events and ideas in history. The goal is to familiarize, not proselytize; to be descriptive, not prescriptive. The tone should be one of respect and balance: no religion should be disparaged by implying that it is a thing of the past. To the question, “Which one is true?” an appropriate response is: “People of different faiths believe different things to be true. The best people to guide you on this right now are your parents or someone at home.”

- Judaism
 - Belief in one God
 - Story of the Exodus: Moses leads the Hebrews out of Egypt
 - Israel, Chanukah, Star of David, Torah, synagogue
- Christianity
 - Christianity grew out of Judaism
 - Jesus, meaning of “messiah”
 - Christmas and Easter, symbol of the cross
- Islam
 - Originated in Arabia, since spread worldwide
 - Followers are called Muslims
 - Allah, Muhammad, Makkah, Qur’an, mosque
 - Symbol of crescent and star (found on the flags of many mainly Islamic nations)

III. Modern Civilization and Culture: Mexico

A. GEOGRAPHY

- North American continent, locate Mexico relative to Canada and the United States
- Central America, Yucatan Peninsula
- Pacific Ocean, Gulf of Mexico, Rio Grande
- Mexico City

B. CULTURE

- Indian and Spanish heritage
- Traditions: fiesta, piñata
- National holiday: September 16, Independence Day

Note: For historical connections, see American History 1: Maya and Aztec civilizations; Conquistadors, Cortes, Moctezuma. See also Music 1: “La Cucaracha”; Language Arts 1: “Medio Pollito,” and Visual Arts 1: Diego Rivera, *Piñata* and *The History of Medicine in Mexico* (mural).

American History & Geography

AMERICAN HISTORY AND GEOGRAPHY

Teachers: The study of American history begins in grades K–2 with a brief overview of major events and figures, from the earliest days to recent times. A more in-depth, chronological study of American history begins again in grade 3 and continues onward. The term “American” here generally, but not always, refers to the lands that became the United States. Other topics regarding North, Central, and South America may be found in the World History and Geography sections of this Sequence.

I. Early People and Civilizations

A. THE EARLIEST PEOPLE: HUNTERS AND NOMADS

- Crossing from Asia to North America (the land bridge as one possibility)
From hunting to farming
Gradual development of early towns and cities

B. EARLY AMERICAN CIVILIZATIONS

Teachers: Children will study the Maya, Inca, and Aztec civilizations in detail in grade 5. First grade teachers should examine the fifth grade guidelines to see how these topics build in the later grade.

Here, introduce children to these civilizations. Though it is historically accurate to note the warlike nature of the Maya and Aztecs, it is recommended that mention of the practice of human sacrifice be left to the fifth grade.

- Maya in Mexico and Central America
- Aztecs in Mexico
Moctezuma (also called Montezuma)
Tenochtitlan (Mexico City)
- Inca in South America (Peru, Chile)
Cities in the Andes, Machu Picchu

II. Early Exploration and Settlement

A. COLUMBUS

Teachers: Review from kindergarten the story of Columbus’s voyage in 1492.

B. THE CONQUISTADORS

- The search for gold and silver
- Hernán Cortés and the Aztecs
- Francisco Pizarro and the Inca
- Diseases devastate Native American population

C. ENGLISH SETTLERS

- The story of the Lost Colony
Sir Walter Raleigh
Virginia Dare
- Virginia
Jamestown
Captain John Smith
Pocahontas and Powhatan
- Slavery, plantations in Southern colonies
- Massachusetts
Pilgrims, Mayflower, Thanksgiving Day
Massachusetts Bay Colony, the Puritans

Note: Early exploration and the colonial years will be studied in greater depth and detail in grade 3. First grade teachers should examine the third grade guidelines to see how these topics build in the later grade.

Note: The now-familiar name “Powhatan” was used by English settlers for the leader whose name was Wahunsonacock.

History and Geography: Grade 2

Teachers: In second grade, children often study aspects of the world around them: the family, the school, the community, etc. The following guidelines are meant to broaden and complement that focus. The goal of studying selected topics in World History in second grade is to foster curiosity and the beginnings of understanding about the larger world outside the child's locality, and about varied civilizations and ways of life. This can be done through a variety of means: story, drama, art, music, discussion, and more.

The study of geography embraces many topics throughout the *Core Knowledge Sequence*, including topics in history and science. Geographic knowledge includes a spatial sense of the world, an awareness of the physical processes that shape life, a sense of the interactions between humans and their environment, an understanding of the relations between place and culture, and an awareness of the characteristics of specific regions and cultures.

WORLD HISTORY AND GEOGRAPHY

I. Geography

A. SPATIAL SENSE (Working with Maps, Globes, and Other Geographic Tools)

Teachers: Review and reinforce topics from grade 1, including:

- Name your continent, country, state, and community.
- Understand that maps have keys or legends with symbols and their uses.
- Find directions on a map: east, west, north, south.
- Identify major oceans: Pacific, Atlantic, Indian, Arctic.
- The seven continents: Asia, Europe, Africa, North America, South America, Antarctica, Australia.
- Locate: Canada, United States, Mexico, Central America.
- Locate: the Equator, Northern Hemisphere and Southern Hemisphere, North and South Poles.

B. GEOGRAPHICAL TERMS AND FEATURES

Teachers: Review terms from grade 1 (peninsula, harbor, bay, island), and add:

- coast, valley, prairie, desert, oasis

II. Early Asian Civilizations

Teachers: Since religion is a shaping force in the story of civilization, the *Core Knowledge Sequence* introduces children in the early grades to major world religions, beginning with a focus on geography and major symbols and figures. The purpose is not to explore matters of theology but to provide a basic vocabulary for understanding many events and ideas in history. The goal is to familiarize, not proselytize; to be descriptive, not prescriptive. The tone should be one of respect and balance: no religion should be disparaged by implying that it is a thing of the past. To the question, "Which one is true?" an appropriate response is: "People of different faiths believe different things to be true. The best people to guide you on this right now are your parents or someone at home."

A. GEOGRAPHY OF ASIA

- The largest continent, with the most populous countries in the world
- Locate: China, India, Japan

B. INDIA

- Indus River and Ganges River
- Hinduism
Brahma, Vishnu, Shiva

See also below, American History and Geography: Geography of the Americas.

See also Language Arts 2: "The Tiger, the Brahman, and the Jackal," and "The Blind Men and the Elephant," re India.

See also Visual Arts 2:
Architecture: Great Stupa,
re Buddhism.

See also Language Arts 2:
"The Magic Paintbrush."

Note: Students will study
feudal Japan in grade 5.
See also Language Arts 2:
"The Tongue-Cut Sparrow";
Visual Arts 2: Elements of
Art: Hokusai, *The Great
Wave*; and, Architecture:
Himeji Castle.

See also Language Arts 2:
Greek Myths; Visual Arts 2:
Sculpture, Discus Thrower;
Architecture, The Parthenon.

Note: Suggested topics
for learning about
Alexander include his
tutoring by Aristotle, his
horse Bucephalus, and the
legend of the Gordian knot.

- Many holy books, including the Rig Veda
- Buddhism
Prince Siddhartha becomes Buddha, "the Enlightened One"
Buddhism begins as an outgrowth of Hinduism in India, and then spreads through
many countries in Asia.
King Asoka (also spelled Ashoka)

C. CHINA

Teachers: Students will study China again in grade 4. Second grade teachers should examine the fourth grade guidelines to see how these topics build in the later grade.

- Yellow (Huang He) and Yangtze (Chang Jiang) Rivers
- Teachings of Confucius (for example, honor your ancestors)
- Great Wall of China
- Invention of paper
- Importance of silk
- Chinese New Year

III. Modern Japanese Civilization

A. GEOGRAPHY

- Locate relative to continental Asia: "land of the rising sun"
- A country made up of islands; four major islands
- Pacific Ocean, Sea of Japan
- Mt. Fuji
- Tokyo

B. CULTURE

- Japanese flag
- Big modern cities, centers of industry and business
- Traditional craft: origami
- Traditional costume: kimono

IV. The Ancient Greek Civilization

Teachers: Students will study Greece again in grade 6, with a focus on the legacy of ideas from ancient Greece and Rome.

- Geography: Mediterranean Sea and Aegean Sea, Crete
- Sparta
- Athens as a city-state: the beginnings of democracy
- Persian Wars: Marathon and Thermopylae
- Olympic games
- Worship of gods and goddesses
- Great thinkers: Socrates, Plato, and Aristotle
- Alexander the Great

American History and Geography

AMERICAN HISTORY AND GEOGRAPHY

Teachers: The study of American history begins in grades K-2 with a brief overview of major events and figures, from the earliest days to recent times. A more in-depth, chronological study of American history begins again in grade 3 and continues onward. The term “American” here generally, but not always, refers to the lands that became the United States. Other topics regarding North, Central, and South America may be found in the World History and Geography sections of this Sequence.

I. American Government: The Constitution

Teachers: Through analogies to familiar settings—the family, the school, the community—discuss some basic questions regarding American government, such as: “What is government?” “What are some basic functions of American government?” (Making and enforcing laws; settling disputes; protecting rights and liberties, etc.) Only basic questions need to be addressed at this grade level. In fourth grade students will examine in more detail specific issues and institutions of American government, including, for example, the separation of powers, and the relation between state and federal government.

- American government is based on the Constitution, the highest law of our land.
- James Madison, the “Father of the Constitution”
- Government by the consent of the governed: “We the people”

II. The War of 1812

- President James Madison and Dolley Madison
- British impressment of American sailors
- Old Ironsides
- British burn the White House
- Fort McHenry, Francis Scott Key, and “The Star-Spangled Banner”
- Battle of New Orleans, Andrew Jackson

III. Westward Expansion

Teachers: Students will study Westward Expansion in greater depth and detail in grade 5. Second grade teachers should examine the fifth grade guidelines to see how these topics build in the later grade. It is recommended that second grade teachers keep their focus on the people and events specified here, and leave for fifth grade the figures and ideas specified for that grade.

A. PIONEERS HEAD WEST

- New means of travel
 - Robert Fulton, invention of the steamboat
 - Erie Canal
 - Railroads: the Transcontinental Railroad
- Routes west: wagon trains on the Oregon Trail
- The Pony Express

B. NATIVE AMERICANS

- Sequoyah and the Cherokee alphabet
- Forced removal to reservations: the “Trail of Tears”
- Some Native Americans displaced from their homes and ways of life by railroads (the “iron horse”)
- Effect of near extermination of buffalo on Plains Indians

See also Language Arts 2:
Iktomi stories.

IV. The Civil War

Teachers: Students will study the Civil War in greater depth and detail in grade 5. Second grade teachers should examine the fifth grade guidelines to see how these topics build in the later grade.

- Controversy over slavery
- Harriet Tubman, the “underground railroad”
- Northern v. Southern states: Yankees and Rebels
- Ulysses S. Grant and Robert E. Lee
- Clara Barton, “Angel of the Battlefield,” founder of American Red Cross
- President Abraham Lincoln: keeping the Union together
- Emancipation Proclamation and the end of slavery

V. Immigration and Citizenship

Teachers: Students will study Immigration and Urbanization in greater depth and detail in grade 6. Second grade teachers should examine the sixth grade American History guidelines to see how these topics build in the later grade. In second grade, it is recommended that teachers use narrative, biography, and other accessible means to introduce children to the idea that many people have come to America (and continue to come here) from all around the world, for many reasons: to find freedom, to seek a better life, to leave behind bad conditions in their native lands, etc. Discuss with children: What is an immigrant? Why do people leave their home countries to make a new home in America? What is it like to be a newcomer in America? What hardships have immigrants faced? What opportunities have they found?

- America perceived as a “land of opportunity”
- The meaning of “e pluribus unum” (a national motto you can see on the back of coins)
- Ellis Island and the significance of the Statue of Liberty
- Millions of newcomers to America
 - Large populations of immigrants settle in major cities (such as New York, Chicago, Philadelphia, Detroit, Cleveland, Boston, San Francisco)
- The idea of citizenship
 - What it means to be a citizen of a nation
 - American citizens have certain rights and responsibilities (for example, voting, eligible to hold public office, paying taxes)
 - Becoming an American citizen (by birth, naturalization)

VI. Fighting for a Cause

Teachers: Through narrative, biography, and other accessible means, introduce students to the idea that while America is a country founded upon “the proposition that all men are created equal,” equality has not always been granted to all Americans. Many people, however, have dedicated themselves to the struggle to extend equal rights to all Americans. Specific figures and issues to study include:

- Susan B. Anthony and the right to vote
- Eleanor Roosevelt and civil rights and human rights
- Mary McLeod Bethune and educational opportunity
- Jackie Robinson and the integration of major league baseball
- Rosa Parks and the bus boycott in Montgomery, Alabama
- Martin Luther King, Jr. and the dream of equal rights for all
- Cesar Chavez and the rights of migrant workers

Note: In grade 4, students will study, in the historical context of antebellum reform, early pioneers in the women’s movement in America, including Elizabeth Cady Stanton, Lucretia Mott, Margaret Fuller, and Sojourner Truth.

Note: Students will study the modern American civil rights movement in more depth and detail in grade 8.

Note: In fifth grade, the American Geography requirements include “fifty states and capitals.” Teachers in grades two through four may want to introduce these incrementally to prepare for the fifth grade requirement.

VII. Geography of the Americas

A. NORTH AMERICA

- North America: Canada, United States, Mexico
- The United States
 - Fifty states: 48 contiguous states, plus Alaska and Hawaii
 - Current territories (American Samoa, Guam, Puerto Rico, and U.S. Virgin Islands)
 - Mississippi River
 - Appalachian and Rocky Mountains
 - Great Lakes
- Atlantic and Pacific Oceans, Gulf of Mexico, Caribbean Sea, West Indies
- Central America

B. SOUTH AMERICA

- Brazil: largest country in South America, Amazon River, rain forests
- Peru and Chile: Andes Mountains
- Locate: Venezuela, Colombia, Ecuador
- Bolivia: named after Simon Bolivar, “The Liberator”
- Argentina: the Pampas
- Main languages: Spanish and (in Brazil) Portuguese

VIII. Symbols and Figures

- Recognize and become familiar with the significance of
 - U. S. flag: current and earlier versions
 - Statue of Liberty
 - Lincoln Memorial

History and Geography: Grade 3

WORLD HISTORY AND GEOGRAPHY

I. World Geography

Teachers: The study of geography embraces many topics throughout the *Core Knowledge Sequence*, including topics in history and science. Geographic knowledge includes a spatial sense of the world, an awareness of the physical processes that shape life, a sense of the interactions between humans and their environment, an understanding of the relations between place and culture, and an awareness of the characteristics of specific regions and cultures.

A. SPATIAL SENSE (Working with Maps, Globes, and Other Geographic Tools)

Teachers: Review and reinforce earlier topics, and add new topics as follows:

- Name your continent, country, state, and community.
- Understand that maps have keys or legends with symbols and their uses.
- Find directions on a map: east, west, north, south.
- Identify major oceans: Pacific, Atlantic, Indian, Arctic.
- The seven continents: Asia, Europe, Africa, North America, South America, Antarctica, Australia
- Locate: Canada, United States, Mexico, Central America.
- Locate: the Equator, Northern Hemisphere and Southern Hemisphere, North and South Poles.
- Measure straight-line distances using a bar scale.
- Use an atlas and, if available, on-line sources to find geographic information.

B. GEOGRAPHICAL TERMS AND FEATURES

Teachers: Review terms from grade 1 (peninsula, harbor, bay, island) and grade 2 (coast, valley, desert, oasis, prairie), and add:

- boundary, channel, delta, isthmus, plateau, reservoir, strait

C. CANADA

- Locate in relation to United States
- French and British heritage, French-speaking Quebec
- Rocky Mountains
- Hudson Bay, St. Lawrence River, Yukon River
- Divided into provinces
- Major cities, including Montreal, Quebec, Toronto, Vancouver

D. IMPORTANT RIVERS OF THE WORLD

- Terms: source, mouth, tributary, drainage basin
- Asia: Ob, Yellow (Huang He), Yangtze (Chang Jiang), Ganges, Indus, Tigris, Euphrates
- Africa: Nile, Niger, Congo
- South America: Amazon, Parana, Orinoco
- North America: Mississippi and major tributaries, Mackenzie, Yukon
- Australia: Murray-Darling
- Europe: Volga, Danube, Rhine

See also below,
American History and
Geography II.C: Search for
the Northwest Passage.

II. The Ancient Roman Civilization

Teachers: Students will study Rome again in grade 6, with a focus on the legacy of ideas from ancient Greece and Rome.

A. GEOGRAPHY OF THE MEDITERRANEAN REGION

- Mediterranean Sea, Aegean Sea, Adriatic Sea
- Greece, Italy (peninsula), France, Spain
- Strait of Gibraltar, Atlantic Ocean
- North Africa, Asia Minor (peninsula), Turkey
- Bosphorus (strait), Black Sea, Istanbul (Constantinople)
- Red Sea, Persian Gulf, Indian Ocean

B. BACKGROUND

- Define B.C. / A.D. and B.C.E. / C.E.
- The legend of Romulus and Remus
- Latin as the language of Rome
- Worship of gods and goddesses, largely based on Greek religion
- The Republic: Senate, Patricians, Plebeians
- Punic Wars: Carthage, Hannibal

C. THE EMPIRE

- Julius Caesar
 - Defeats Pompey in civil war, becomes dictator
 - “Veni, vidi, vici” (“I came, I saw, I conquered”)
 - Cleopatra of Egypt
 - Caesar assassinated in the Senate, Brutus
- Augustus Caesar
- Life in the Roman Empire
 - The Forum: temples, marketplaces, etc.
 - The Colosseum: circuses, gladiator combat, chariot races
 - Roads, bridges, and aqueducts
- Eruption of Mt. Vesuvius, destruction of Pompeii
- Persecution of Christians

D. THE “DECLINE AND FALL” OF ROME

- Weak and corrupt emperors, legend of Nero fiddling as Rome burns
- Civil wars
- City of Rome sacked
- Social and moral decay

E. THE EASTERN ROMAN EMPIRE: BYZANTINE CIVILIZATION

- The rise of the Eastern Roman Empire, known as the Byzantine Empire
- Constantine, emperor who made Christianity the official religion of Rome
- Constantinople (now called Istanbul) merges diverse influences and cultures.
- Justinian, Justinian’s Code

See also Language Arts 3:
More Myths and Legends of
Ancient Greece and Rome.

See also Visual Arts 3:
Art of Ancient Rome and
Byzantine Civilization.

III. The Vikings

- From area now called Scandinavia (Sweden, Denmark, Norway)
- Also called Norsemen, they were skilled sailors and shipbuilders.
- Traders, and sometimes raiders of the European coast
- Eric the Red and Leif Ericson (Leif “the Lucky”)
- Earliest Europeans (long before Columbus) we know of to come to North America
 - Locate: Greenland, Canada, Newfoundland

See also Language Arts 3:
Norse Myths.

American History and Geography



See also Language Arts 3:
"The Hunting of the Great
Bear" (an Iroquois legend).

AMERICAN HISTORY AND GEOGRAPHY

Teachers: In third grade, students begin a more detailed and in-depth chronological investigation of topics, some of which have been introduced in grades K–2. Specific topics include: the early exploration of North America; ways of life of specific Native American peoples; life in colonial America before the Revolution. Use of timelines is encouraged. The following guidelines are meant to complement any locally required studies of the family, community, or region. Note that in fifth grade the American Geography requirements include "fifty states and capitals"; teachers in grades two through four may want to introduce these incrementally to prepare for the fifth grade requirement.

I. The Earliest Americans

A. CROSSING FROM ASIA TO NORTH AMERICA

- During the Ice Age, nomadic hunters cross from Asia to North America (now the Bering Strait). (Crossing a land bridge is just one of many theories.) Different peoples, with different languages and ways of life, eventually spread out over the North and South American continents. These early peoples include:
 - Inuits (Eskimos)
 - Anasazi, pueblo builders and cliff dwellers
 - Mound builders

B. NATIVE AMERICANS

- In the Southwest
 - Pueblos (Hopi, Zuni)
 - Dine (Navajo)
 - Apaches
- Eastern "Woodland" Indians
 - Woodland culture: wigwams, longhouses, farming, peace pipe, Shaman and Sachem
 - Major tribes and nations (such as Powhatan, Delaware, Susquehanna, Mohican, Massachusetts, Iroquois Confederacy)
- In the Southeast
 - Cherokee
 - Seminole

II. Early Exploration of North America

Teachers: In fifth grade, students will examine European exploration in a more global context. Third grade teachers should look ahead to the fifth grade World History guidelines (under "European Exploration, Trade, and the Clash of Cultures") to see how the topics introduced here will be developed and extended later. It is recommended that third grade teachers keep their focus on the explorers and events specified here, and leave for fifth grade the figures and ideas specified for that grade.

A. EARLY SPANISH EXPLORATION AND SETTLEMENT

- Settlement of Florida
- Ponce de Leon, legend of the Fountain of Youth
- Hernando de Soto
- Founding of St. Augustine (oldest continuous European settlement in what is now the U.S.)
- Geography: Caribbean Sea, West Indies, Puerto Rico, Cuba, Gulf of Mexico, Mississippi River

B. EXPLORATION AND SETTLEMENT OF THE AMERICAN SOUTHWEST

- Early Spanish explorers in the lands that are now the states of Texas, New Mexico, Arizona, and California; missionary settlements (missions), especially in Texas and California
- Coronado and the legend of the “Seven Cities of Cibola” (of Gold)
- Geography: Grand Canyon and Rio Grande
- Conflicts between the Spanish and the Pueblos (1680 revolt led by Popé)

C. THE SEARCH FOR THE NORTHWEST PASSAGE

- Many explorers undertook the perilous, sometimes fatal, voyage to find a short cut across North America to Asia, including:
 - John Cabot: Newfoundland
 - Champlain: “New France” and Quebec
 - Henry Hudson: the Hudson River
- Geography
 - “New France” and Quebec
 - Canada, St. Lawrence River
 - The Great Lakes: Superior, Michigan, Huron, Erie, Ontario

Note: Students may also be interested to learn about Amerigo Vespucci, the unlikely source of our country’s name.

III. The Thirteen Colonies: Life and Times Before the Revolution

Teachers: Discuss with children the definition of “colony” and why countries establish colonies. Help children see that the thirteen English colonies were not alike. Different groups of people came to America with different motivations (hoping to get rich, looking for religious freedom, etc.), and the thirteen colonies developed in different ways.

A. GEOGRAPHY

- The thirteen colonies by region: New England, Middle Atlantic, Southern
- Differences in climate from north to south: corresponding differences in agriculture (subsistence farming in New England, gradual development of large plantations in the South)
- Important cities in the development of trade and government: Philadelphia, Boston, New York, Charleston

B. SOUTHERN COLONIES

- Southern colonies: Virginia, Maryland, North Carolina, South Carolina, Georgia
- Virginia
 - Chesapeake Bay, James River
 - 1607: three ships of the London Company (later called the Virginia Company) arrive in Virginia, seeking gold and other riches
 - Establishment of Jamestown, first continuous English colony in the New World
 - Trade with Powhatan Indians (see also Eastern Woodland Indians, above)
 - John Smith
 - Pocahontas, marriage to John Rolfe
 - Diseases kill many people, both colonists and Indians
 - The Starving Time
 - Clashes between American Indians and English colonists
 - Development of tobacco as a cash crop, development of plantations
 - 1619: first African laborers brought to Virginia
- Maryland
 - A colony established mainly as a refuge for Catholics
 - Lord Baltimore
- South Carolina
 - Charleston
 - Plantations (rice, indigo) and slave labor

Note: The question of fact vs. legend regarding the rescue of John Smith by Pocahontas presents a good opportunity to explore what historians know and how they seek to learn about the past.

See also Language Arts 3:
“The People Who Could Fly”
re slavery in the colonies.

- Georgia
 - James Oglethorpe’s plan to establish a colony for English debtors
- Slavery in the Southern colonies
 - Economic reasons that the Southern colonies came to rely on slavery (for example, slave labor on large plantations)
 - The difference between indentured servants and slaves: slaves as property
 - The Middle Passage

C. NEW ENGLAND COLONIES

- New England colonies: Massachusetts, New Hampshire, Connecticut, Rhode Island
- Gradual development of maritime economy: fishing and shipbuilding
- Massachusetts
 - Colonists seeking religious freedom: in England, an official “established” church (the Church of England), which did not allow people to worship as they chose
 - The Pilgrims
 - From England to Holland to Massachusetts
 - 1620: Voyage of the Mayflower
 - Significance of the Mayflower Compact
 - Plymouth, William Bradford
 - Helped by Wampanoag Indians: Massasoit, Tisquantum (Squanto)
 - The Puritans
 - Massachusetts Bay Colony, Governor John Winthrop: “We shall be as a city upon a hill.”
 - Emphasis on reading and education, the *New England Primer*
- Rhode Island
 - Roger Williams: belief in religious toleration
 - Anne Hutchinson

Note: In fifth grade, students will explore the social changes that led to the Protestant Reformation.

D. MIDDLE ATLANTIC COLONIES

- Middle Atlantic colonies: New York, New Jersey, Delaware, Pennsylvania
- New York
 - Dutch settlements and trading posts in “New Netherland”
 - Dutch West India Company acquires Manhattan Island and Long Island through a (probably misunderstood) purchase from the Indians; Dutch establish New Amsterdam (today, New York City)
 - English take over from the Dutch, and rename the colony New York
- Pennsylvania
 - William Penn
 - Society of Friends, “Quakers”
 - Philadelphia

History and Geography: Grade 4

WORLD HISTORY AND GEOGRAPHY

I. World Geography

Teachers: The study of geography embraces many topics throughout the *Core Knowledge Sequence*, including topics in history and science. Geographic knowledge includes a spatial sense of the world, an awareness of the physical processes that shape life, a sense of the interactions between humans and their environment, an understanding of the relations between place and culture, and an awareness of the characteristics of specific regions and cultures. Many geographic topics are listed below in connection with historical topics.

A. SPATIAL SENSE (Working with Maps, Globes, and Other Geographic Tools)

Teachers: Review as necessary map-reading skills and concepts, as well as geographic terms, from previous grades (see *Geography guidelines for grade 3*).

- Measure distances using map scales.
- Read maps and globes using longitude and latitude, coordinates, degrees.
- Prime Meridian (0 degrees); Greenwich, England; 180° Line (International Date Line)
- Relief maps: elevations and depressions

B. MOUNTAINS AND MOUNTAIN RANGES

- Major mountain ranges
 - South America: Andes
 - North America: Rockies and Appalachians
 - Asia: Himalayas and Urals
 - Africa: Atlas Mountains
 - Europe: Alps
- High mountains of the world
 - Asia: Everest
 - North America: McKinley
 - South America: Aconcagua
 - Europe: Mont Blanc
 - Africa: Kilimanjaro

II. Europe in the Middle Ages

A. GEOGRAPHY RELATED TO THE DEVELOPMENT OF WESTERN EUROPE

- Rivers: Danube, Rhine, Rhone, and Oder
- Mountains: Alps, Pyrenees
- Iberian Peninsula: Spain and Portugal, proximity to North Africa
- France: the region known as Normandy
- Mediterranean Sea, North Sea, Baltic Sea
- British Isles: England, Ireland, Scotland, Wales; the English Channel

B. BACKGROUND

- Beginning about A.D. 200, nomadic, warlike tribes began moving into western Europe, attacking the western Roman Empire; city of Rome sacked by Visigoths in A.D. 410
 - The Huns: Attila the Hun
- Peoples settling in old Roman Empire included Vandals (cf. English word “vandalism”), Franks in Gaul (now France), Angles (in England: cf. “Angle-land”) and Saxons.
- The “Middle Ages” are generally dated from about A.D. 450 to 1400. Approximately the first three centuries after the fall of Rome (A.D. 476) are sometimes called the “Dark Ages.”

See also Science 4: How Mountains Are Formed.

See also Visual Arts 4: Art of the Middle Ages in Europe: Medieval Madonnas and Gothic architecture. And see Music 4, Gregorian chant.

See also Language Arts 4: Legends of King Arthur.

C. DEVELOPMENTS IN HISTORY OF THE CHRISTIAN CHURCH

- Growing power of the pope (Bishop of Rome)
- Arguments among Christians: split into Roman Catholic Church and Eastern Orthodox Church
- Conversion of many Germanic peoples to Christianity
- Rise of monasteries, preservation of classical learning
- Charlemagne
 - Temporarily unites the western Roman Empire
 - Crowned Emperor by the pope in A.D. 800, the idea of a united “Holy Roman Empire”
 - Charlemagne’s love and encouragement of learning

D. FEUDALISM

- Life on a manor, castles
- Lords, vassals, knights, freedmen, serfs
- Code of chivalry
- Knight, squire, page

E. THE NORMAN CONQUEST

- Locate the region called Normandy.
- William the Conqueror: Battle of Hastings, 1066

F. GROWTH OF TOWNS

- Towns as centers of commerce, guilds and apprentices
- Weakening of feudal ties

G. ENGLAND IN THE MIDDLE AGES

- Henry II
 - Beginnings of trial by jury
 - Murder of Thomas Becket in Canterbury Cathedral
 - Eleanor of Aquitaine
- Significance of the Magna Carta, King John, 1215
- Parliament: beginnings of representative government
- The Hundred Years’ War
 - Joan of Arc
- The Black Death sweeps across Europe

III. The Spread of Islam and the “Holy Wars”

Teachers: Since religion is a shaping force in the story of civilization, the *Core Knowledge Sequence* introduces children in the early grades to major world religions, beginning with a focus on geography and major symbols and figures. In the fourth grade the focus is on history, geography, and the development of a civilization. The purpose is not to explore matters of theology but to understand the place of religion and religious ideas in history. The goal is to familiarize, not proselytize; to be descriptive, not prescriptive. The tone should be one of respect and balance: no religion should be disparaged by implying that it is a thing of the past.

A review of major religions introduced in earlier grades in the *Core Knowledge Sequence* is recommended: Judaism/Christianity/Islam (Grade 1) and Hinduism/Buddhism (grade 2).

A. ISLAM

- Muhammad: the last prophet
- Allah, Qur’an, *jihad*
- Sacred city of Makkah, mosques

Note: In older sources you may find these formerly used spellings: Mohammed, Mecca, Koran.

- “Five pillars” of Islam:
 - Declaration of faith
 - Prayer (five times daily), facing toward Makkah
 - Fasting during Ramadan
 - Help the needy
 - Pilgrimage to Makkah
- Arab peoples unite to spread Islam in northern Africa, through the eastern Roman empire, and as far west as Spain.
- Islamic Turks conquer region around the Mediterranean; in 1453, Constantinople becomes Istanbul.
- The first Muslims were Arabs, but today diverse people around the world are Muslims.

B. DEVELOPMENT OF ISLAMIC CIVILIZATION

- Contributions to science and mathematics: Avicenna (Ibn Sina), Arabic numerals
- Muslim scholars translate and preserve writings of Greeks and Romans
- Thriving cities as centers of Islamic art and learning, such as Cordoba (Spain)

C. WARS BETWEEN MUSLIMS AND CHRISTIANS

- The Holy Land, Jerusalem
- The Crusades
- Saladin and Richard the Lion-Hearted
- Growing trade and cultural exchange between east and west

See also Visual Arts 4: Islamic Art and Architecture.

IV. Early and Medieval African Kingdoms

A. GEOGRAPHY OF AFRICA

- Mediterranean Sea and Red Sea, Atlantic and Indian Oceans
- Cape of Good Hope
- Madagascar
- Major rivers: Nile, Niger, Congo
- Atlas Mountains, Mt. Kilimanjaro
- Contrasting climate in different regions:
 - Deserts: Sahara, Kalahari
 - Tropical rain forests (along lower West African coast and Congo River)
 - Savanna (grasslands)
 - The Sahel (the fertile region below the Sahara)

B. EARLY AFRICAN KINGDOMS

- Kush (in a region also called Nubia): once ruled by Egypt, then became rulers of Egypt
- Aksum (also spelled Axum): a trading kingdom in what is now Ethiopia

See also Language Arts 4: “The Fire on the Mountain.”

C. MEDIEVAL KINGDOMS OF THE SUDAN

- Trans-Saharan trade led to a succession of flourishing kingdoms: Ghana, Mali, and Songhai
 - Camel caravans
 - Trade in gold, iron, salt, ivory, and slaves
 - The city of Timbuktu: center of trade and learning
 - Spread of Islam into West Africa through merchants and travelers
 - Ibn Batuta (also spelled Battutah, Batuta), world traveler and geographer
- Mali: Sundiata Keita, Mansa Musa
- Songhai: Askia Muhammad

See also Visual Arts 4: The Art of Africa.

Note: In older sources you are likely to find Chinggis Khan spelled as Genghis Khan, and Khubilai Khan spelled as Kublai Khan.

See also Visual Arts 4: The Art of China; and Language Arts 4: "The Magic Brocade."

V. China: Dynasties and Conquerors

- Qin Shihuangdi, first emperor, begins construction of Great Wall
- Han dynasty: trade in silk and spices, the Silk Road, invention of paper
- Tang and Song dynasties: highly developed civilization, extensive trade, important inventions (including compass, gunpowder, paper money)
- Mongol invasions and rule
 - Chinggis Khan and the "Golden Horde"
 - Khubilai Khan: establishes capital at what is now Beijing
 - Marco Polo
- Ming dynasty
 - The "Forbidden City"
 - Explorations of Zheng He

American History and Geography

AMERICAN HISTORY AND GEOGRAPHY

Teachers: The following guidelines are meant to complement any locally required studies of the family, community, state, or region. Note that in fifth grade the American Geography requirements include “fifty states and capitals”; teachers in grades two through four may want to introduce these incrementally to prepare for the fifth grade requirement.

I. The American Revolution

Teachers: In fourth grade students should undertake a detailed study of the causes, major figures, and consequences of the American Revolution, with a focus on main events and figures, as well as these questions: What caused the colonists to break away and become an independent nation? What significant ideas and values are at the heart of the American Revolution?

A. BACKGROUND: THE FRENCH AND INDIAN WAR

- Also known as the Seven Years’ War, part of an ongoing struggle between Britain and France for control of colonies in various regions around the world (in this case, in North America)
- Alliances with Native Americans
- The Battle of Quebec
- British victory gains territory but leaves Britain financially weakened.

B. CAUSES AND PROVOCATIONS

- British taxes, “No taxation without representation”
- Boston Massacre, Crispus Attucks
- Boston Tea Party
- The Intolerable Acts close the port of Boston and require Americans to provide quarters for British troops
- First Continental Congress protests to King George III
- Thomas Paine’s *Common Sense*

C. THE REVOLUTION

- Paul Revere’s ride, “One if by land, two if by sea”
- Lexington and Concord
The “shot heard ’round the world”
Redcoats and Minute Men
- Bunker Hill
- Second Continental Congress: George Washington appointed commander in chief of Continental Army
- Declaration of Independence
Primarily written by Thomas Jefferson
Adopted July 4, 1776
“We hold these truths to be self-evident, that all men are created equal, that they are endowed by their Creator with certain unalienable Rights, that among these are Life, Liberty, and the pursuit of Happiness.”
- Women in the Revolution: Elizabeth Freeman, Deborah Sampson, Phillis Wheatley, Molly Pitcher
- Loyalists (Tories)
- Victory at Saratoga, alliance with France
- European helpers (Lafayette, the French fleet, Bernardo de Galvez, Kosciusko, von Steuben)
- Valley Forge
- Benedict Arnold

See also Language Arts 4:
stories by Washington Irving,
and speech by Patrick Henry,
“Give me liberty. . .”

- John Paul Jones: “I have not yet begun to fight.”
- Nathan Hale: “I only regret that I have but one life to lose for my country.”
- Cornwallis: surrender at Yorktown

II. Making a Constitutional Government

Teachers: Examine some of the basic values and principles of American democracy, in both theory and practice, as defined in the Declaration of Independence and the U. S. Constitution, both in historical context and in terms of present-day practice. In examining the significance of the U. S. Constitution, introduce students to the unique nature of the American experiment, the difficult task of establishing a democratic government, the compromises the framers of the Constitution were willing to make, and the persistent threats to success. In order to appreciate the boldness and fragility of the American attempt to establish a republican government based on a constitution, students should know that republican governments were rare at this time. Discuss with students basic questions and issues about government, such as: Why do societies need government? Why does a society need laws? Who makes the laws in the United States? What might happen in the absence of government and laws?

A. MAIN IDEAS BEHIND THE DECLARATION OF INDEPENDENCE

- The proposition that “All men are created equal”
- The responsibility of government to protect the “unalienable rights” of the people
- Natural rights: “Life, liberty, and the pursuit of happiness”
- The “right of the people ... to institute new government”

B. MAKING A NEW GOVERNMENT: FROM THE DECLARATION TO THE CONSTITUTION

- Definition of “republican” government: republican = government by elected representatives of the people
- Articles of Confederation: weak central government
- “Founding Fathers”: James Madison as “Father of the Constitution”
- Constitutional Convention
 - Arguments between small and large states
 - The divisive issue of slavery, “three-fifths” compromise

C. THE CONSTITUTION OF THE UNITED STATES

- Preamble to the Constitution: “We the people of the United States, in order to form a more perfect union, establish justice, insure domestic tranquility, provide for the common defense, promote the general welfare, and secure the blessings of liberty to ourselves and our posterity, do ordain and establish this Constitution for the United States of America.”
- The separation and sharing of powers in American government: three branches of government
 - Legislative branch: Congress = House of Representatives and Senate, makes laws
 - Executive branch: headed by the president, carries out laws
 - Judicial branch: a court system headed by the Supreme Court (itself headed by the Chief Justice), deals with those who break laws and with disagreements about laws
- Checks and balances, limits on government power, veto
- The Bill of Rights: first ten amendments to the Constitution, including:
 - Freedom of religion, speech, and the press (First Amendment)
 - Protection against “unreasonable searches and seizures”
 - The right to “due process of law”
 - The right to trial by jury
 - Protection against “cruel and unusual punishments”

Note: The National Standards for Civics and Government recommend that students address the issue of power vs. authority: “Where do people in government get the authority to make, apply, and enforce rules and laws and manage disputes about them?” “Identify examples of authority, e.g., the authority of teachers and administrators to make rules for schools, the authority of a crossing guard to direct traffic, the authority of the president to represent the United States in dealing with other nations.” “Identify examples of power without authority, e.g., a neighborhood bully forcing younger children to give up their lunch money, a robber holding up a bank, a gang leader ordering members to injure others.” Available from the Center for Civic Education, 5145 Douglas Fir Road, Calabasas, CA 91302; tel. (818) 591-9321.

D. LEVELS AND FUNCTIONS OF GOVERNMENT (NATIONAL, STATE, LOCAL)

- Identify current government officials, including
President and vice-president of the U.S.
State governor
- State governments: established by state constitutions (which are subordinate to the U.S. Constitution, the highest law in the land), like the national government, each state government has its legislative, executive, and judicial branches
- Local governments: purposes, functions, and officials
- How government services are paid for (taxes on individuals and businesses, fees, tolls, etc.)
- How people can participate in government

III. Early Presidents and Politics

- Define: cabinet and administration
- George Washington as first President, Vice-President John Adams
- John Adams, second president, Abigail Adams
- National capitol established at Washington, D.C.
- Growth of political parties
Arguments between Thomas Jefferson and Alexander Hamilton: two opposed visions of America, as an agricultural or industrial society
Present-day system: two main parties (Democrats and Republicans), and independents
- Thomas Jefferson, third president
Correspondence between Jefferson and Benjamin Banneker
Jefferson as multifaceted leader (architect, inventor, musician, etc.)
The Louisiana Purchase (review from grade 1) doubles the nation's size and gains control of Mississippi River.
- James Madison, fourth president
War of 1812 (briefly review from grade 2)
- James Monroe, fifth president, the Monroe Doctrine
- John Quincy Adams, sixth president
- Andrew Jackson, seventh president
Popular military hero, Battle of New Orleans in War of 1812
Presidency of "the common man"
Indian removal policies

See also Visual Arts 4:
The Art of a New Nation,
Architecture of Monticello;
and Science Biographies 4:
Benjamin Banneker.

IV. Reformers

Teachers: Introduce children to some prominent people and movements in the ferment of social change in America prior to the Civil War:

- Abolitionists
- Dorothea Dix and the treatment of the insane
- Horace Mann and public schools
- Women's rights
Seneca Falls convention
Elizabeth Cady Stanton
Lucretia Mott
Amelia Bloomer
Sojourner Truth

See also Language Arts 4:
Speeches, Sojourner Truth's
"Ain't I a woman?"

V. Symbols and Figures

- Recognize and become familiar with the significance of
Spirit of '76 (painting)
White House and Capitol Building
Great Seal of the United States

History and Geography: Grade 5

WORLD HISTORY AND GEOGRAPHY

I. World Geography

Teachers: The study of geography embraces many topics throughout the *Core Knowledge Sequence*, including topics in history and science. Geographic knowledge includes a spatial sense of the world, an awareness of the physical processes that shape life, a sense of the interactions between humans and their environment, an understanding of the relations between place and culture, and an awareness of the characteristics of specific regions and cultures. Many geographic topics are listed below in connection with historical topics.

A. SPATIAL SENSE (Working with Maps, Globes, and Other Geographic Tools)

Teachers: Review as necessary map-reading skills and concepts, as well as geographic terms, from previous grades.

- Read maps and globes using longitude and latitude, coordinates, degrees.
- Tropic of Cancer and Tropic of Capricorn: relation to seasons and temperature
- Climate zones: Arctic, Tropical, Temperate
- Time zones (review from Grade 4): Prime Meridian (0 degrees); Greenwich, England; 180° Line (International Date Line)
- Arctic Circle (imaginary lines and boundaries) and Antarctic Circle
- From a round globe to a flat map: Mercator projection, conic and plane projections

B. GREAT LAKES OF THE WORLD

- Eurasia: Caspian Sea
- Asia: Aral Sea
- Africa: Victoria, Tanganyika, Chad
- North America: Superior, Huron, Michigan
- South America: Maracaibo, Titicaca

II. Early American Civilizations

Teachers: 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.).

A. GEOGRAPHY

- Identify and locate Central America and South America on maps and globes.
Largest countries in South America: Brazil and Argentina
- Amazon River
- Andes Mountains

B. MAYA, AZTEC, AND INCA CIVILIZATIONS

- The Mayas
Ancient Mayas lived in what is now southern Mexico and parts of Central America; their descendants still live there today.
Accomplishments as architects and artisans: pyramids and temples
Development of a system of hieroglyphic writing
Knowledge of astronomy and mathematics; development of a 365-day calendar;
early use of concept of zero

See also below, II.A: Geography of Early American Civilizations; III.C: Trade and Slavery; VI.B: Geography of Russia; VII.B: Geography of Japan.

- The Aztecs
 - A warrior culture, at its height in the 1400s and early 1500s, the Aztec empire covered much of what is now central Mexico.
 - The island city of Tenochtitlan: aqueducts, massive temples, etc.
 - Moctezuma (also spelled Montezuma)
 - Ruler-priests; practice of human sacrifice
 - The Inca
 - Ruled an empire stretching along the Pacific coast of South America
 - Built great cities (Machu Picchu, Cuzco) high in the Andes, connected by a system of roads
- C. SPANISH CONQUERORS**
- Conquistadors: Cortés and Pizzaro
 - Advantage of Spanish weapons (guns, cannons)
 - Diseases devastate native peoples

III. European Exploration, Trade, and the Clash of Cultures

Teachers: It is recommended that you use timelines to place these people and events in the context of the students' previous studies (especially in grade 3) of the early exploration and settlement of North America. Fifth grade teachers should examine the third grade guidelines for American History in order to use the familiar topics as a foundation upon which to build knowledge of the new topics.

Note: Place the great wave of exploration by Europeans in the context of various peoples exploring beyond their own borders, including Islamic traders and (recall from Grade 4) Zheng He of China.

A. BACKGROUND

- Beginning in the 1400s Europeans set forth in a great wave of exploration and trade.
- European motivations
 - Muslims controlled many trade routes.
 - Profit through trade in goods such as gold, silver, silks, sugar, and spices
 - Spread of Christianity: missionaries
- Geography of the spice trade
 - The Moluccas, also called the "Spice Islands": part of present-day Indonesia
 - Locate: the region known as Indochina, the Malay Peninsula, the Philippines
 - Definition of "archipelago"
 - "Ring of Fire": earthquakes and volcanic activity

B. EUROPEAN EXPLORATION, TRADE, AND COLONIZATION

- Portugal
 - Prince Henry the Navigator, exploration of the West African coast
 - Bartolomeu Dias rounds the Cape of Good Hope
 - Vasco da Gama: spice trade with India, exploration of East Africa
 - Portuguese conquer East African Swahili city-states
 - Cabral claims Brazil
- Spain
 - Two worlds meet: Christopher Columbus and the Tainos
 - Bartolomé de las Casas speaks out against enslavement and mistreatment of native peoples
 - Treaty of Tordesillas between Portugal and Spain
 - Balboa reaches the Pacific
 - Magellan crosses the Pacific, one of his ships returns to Spain, making the first round-the-world voyage
- England and France
 - Search for Northwest Passage (review from grade 3)
 - Colonies in North America and West Indies
 - Trading posts in India

Note: Briefly review from American History 3: "Early Spanish Exploration and Settlement." Also, see above, II.C, Spanish Conquerors.

Note: Briefly review from American History 3: search for Northwest Passage. You may also want to introduce other explorers, such as Verrazano and Cartier.

- Holland (The Netherlands)
 - The Dutch take over Portuguese trade routes and colonies in Africa and the East Indies
 - The Dutch in South Africa, Cape Town
 - The Dutch in North America: New Netherland (review from grade 3), later lost to England

C. TRADE AND SLAVERY

- The sugar trade
 - African slaves on Portuguese sugar plantations on islands off West African coast, such as São Tomé
 - Sugar plantations on Caribbean islands
 - West Indies: Cuba, Puerto Rico, Bahamas, Dominican Republic, Haiti, Jamaica
- Transatlantic slave trade: the “triangular trade” from Europe to Africa to colonies in the Caribbean and the Americas
 - The “Slave Coast” in West Africa
 - The Middle Passage

IV. The Renaissance and the Reformation

A. THE RENAISSANCE

- Islamic scholars translate Greek works and so help preserve classical civilization.
- A “rebirth” of ideas from ancient Greece and Rome
- New trade and new wealth
- Italian city states: Venice, Florence, Rome
- Patrons of the arts and learning
 - The Medici Family and Florence
 - The Popes and Rome
- Leonardo da Vinci, Michelangelo
- Renaissance ideals and values as embodied in
 - The Courtier* by Castiglione: the “Renaissance man”
 - The Prince* by Machiavelli: real-world politics

B. THE REFORMATION

- Gutenberg’s printing press: the Bible made widely available
- The Protestant Reformation
 - Martin Luther and the 95 Theses
 - John Calvin
- The Counter-Reformation
- Copernicus and Galileo: Conflicts between science and the church
 - Ptolemaic (earth-centered) vs. sun-centered models of the universe

V. England from the Golden Age to the Glorious Revolution

A. ENGLAND IN THE GOLDEN AGE

- Henry VIII and the Church of England
- Elizabeth I
- British naval dominance
 - Defeat of the Spanish Armada
 - Sir Francis Drake
 - British exploration and North American settlements

See also Visual Arts 5: The Art of the Renaissance; and Language Arts 5: Shakespeare, *A Midsummer Night’s Dream*; Cervantes, *Don Quixote*.

See also Language Arts 5: Shakespeare.

B. FROM THE ENGLISH REVOLUTION TO THE GLORIOUS REVOLUTION

- The English Revolution
 - King Charles I, Puritans and Parliament
 - Civil War: Cavaliers and Roundheads
 - Execution of Charles I
 - Oliver Cromwell and the Puritan regime
 - The Restoration (1660): Charles II restored to the English throne, many Puritans leave England for America
- The “Glorious Revolution” (also called the Bloodless Revolution)
 - King James II replaced by William and Mary
 - Bill of Rights: Parliament limits the power of the monarchy

VI. Russia: Early Growth and Expansion

A. GEOGRAPHY

- Moscow and St. Petersburg
- Ural Mountains, Siberia, steppes
- Volga and Don Rivers
- Black, Caspian, and Baltic Seas
- Search for a warm-water port

B. HISTORY AND CULTURE

- 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)
- Ivan III (the Great), czar (from the Latin “Caesar”)
- Ivan IV (the Terrible)
- Peter the Great: modernizing and “Westernizing” Russia
- Catherine the Great
 - Reforms of Peter and Catherine make life even harder for peasants

VII. Feudal Japan

A. GEOGRAPHY

- Pacific Ocean, Sea of Japan
- Four main islands: Hokkaido, Honshu (largest), Shikoku, Kyushu
- Tokyo
- Typhoons, earthquakes
- The Pacific Rim

B. HISTORY AND CULTURE

- Emperor as nominal leader, but real power in the hands of shoguns
- Samurai, code of Bushido
- Rigid class system in feudal Japanese society
- Japan closed to outsiders
- Religion
 - Buddhism: the four Noble Truths and the Eightfold Path, Nirvana
 - Shintoism: reverence for ancestors, reverence for nature, *kami*

See also Language Arts 5:
“A Tale of the Oki Islands.”

Note: Review from grade 2:
Buddhism’s origins in India,
spread throughout Asia.

American History and Geography

AMERICAN HISTORY AND GEOGRAPHY

I. Westward Expansion

Teachers: Guidelines for the study of Westward Expansion are divided into two parts, with part A focusing on the decades before the Civil War, and part B focusing on the years after the Civil War. You may wish to plan a single unit on Westward Expansion, or divide your studies with a unit on the Civil War (see II below).

A. WESTWARD EXPANSION BEFORE THE CIVIL WAR

- Geography
 - Rivers: James, Hudson, St. Lawrence, Mississippi, Missouri, Ohio, Columbia, Rio Grande
 - Erie Canal connecting the Hudson River and Lake Erie
 - Appalachian and Rocky Mountains
 - Continental Divide and the flow of rivers: east of Rockies to the Arctic or Atlantic Oceans, west of Rockies to the Pacific Ocean
 - Great Plains stretching from Canada to Mexico
- Early exploration of the west
 - Daniel Boone, Cumberland Gap, Wilderness Trail
 - Lewis and Clark, Sacagawea
 - “Mountain men,” fur trade
 - Zebulon Pike, Pike’s Peak
- Pioneers
 - Getting there in wagon trains, flatboats, steamboats
 - Many pioneers set out from St. Louis (where the Missouri and Mississippi Rivers meet).
 - Land routes: Santa Fe Trail and Oregon Trail
 - Mormons (Latter-day Saints) settle in Utah, Brigham Young, Great Salt Lake
 - Gold Rush, ’49ers
- Native American resistance
 - More and more settlers move onto Native American lands, treaties made and broken
 - Tecumseh (Shawnee): attempted to unite tribes in defending their land
 - Battle of Tippecanoe
 - Osceola, Seminole leader
- “Manifest Destiny” and conflict with Mexico
 - The meaning of “manifest destiny”
 - Early settlement of Texas: Stephen Austin
 - General Antonio Lopez de Santa Anna
 - Battle of the Alamo (“Remember the Alamo”), Davy Crockett, Jim Bowie
- The Mexican-American War
 - General Zachary Taylor (“Old Rough and Ready”)
 - Some Americans strongly oppose the war, Henry David Thoreau’s “Civil Disobedience”
 - Mexican lands ceded to the United States (California, Nevada, Utah, parts of Colorado, New Mexico, Arizona)

B. WESTWARD EXPANSION AFTER THE CIVIL WAR

- Homestead Act (1862), many thousands of Americans and immigrants start farms in the West
- “Go west, young man” (Horace Greeley’s advice)
- Railroads, Transcontinental Railroad links east and west, immigrant labor
- Cowboys, cattle drives
- The “wild west,” reality versus legend: Billy the Kid, Jesse James, Annie Oakley, Buffalo Bill
- “Buffalo Soldiers,” African American troops in the West
- U. S. purchases Alaska from Russia, “Seward’s folly”
- 1890: the closing of the American frontier (as acknowledged in the U. S. Census), the symbolic significance of the frontier

Note: Fifth grade students who have been through earlier grades of the *Core Knowledge Sequence* have been introduced to exploration and pioneers in grades 1 and 2.

See also Language Arts 5:
*Narrative of the Life of
Frederick Douglass.*

See also Language Arts /
Music 5: “The Battle Hymn
of the Republic”; and
Language Arts 5: Gettysburg
Address.

Note: Those who wish to
examine other battles may
want to include Vicksburg
(and Lincoln’s famous words,
“The Father of Waters again
goes unvexed to the sea”) and
the Battle of Mobile Bay
(with Admiral David
Farragut’s famous words,
“Damn the torpedoes, full
speed ahead!”).

See also Language Arts 5:
Walt Whitman’s poem “O
Captain! My Captain!” *re*
the assassination of Lincoln.

See also Language Arts 5:
American Indian trickster
myths; and, Chief Joseph, “I
will fight no more forever.”

II. The Civil War: Causes, Conflicts, Consequences

A. TOWARD THE CIVIL WAR

- Abolitionists: William Lloyd Garrison and *The Liberator*, Frederick Douglass
- Slave life and rebellions
- Industrial North versus agricultural South
- Mason-Dixon Line
- Controversy over whether to allow slavery in territories and new states
 - Missouri Compromise of 1820
 - Dred Scott decision allows slavery in the territories
- Importance of Harriet Beecher Stowe’s *Uncle Tom’s Cabin*
- John Brown, Harper’s Ferry
- Lincoln: “A house divided against itself cannot stand.”
 - Lincoln-Douglas debates
 - Lincoln elected president, Southern states secede

B. THE CIVIL WAR

- Fort Sumter
- Confederacy, Jefferson Davis
- Yankees and Rebels, Blue and Gray
- First Battle of Bull Run
- Robert E. Lee and Ulysses S. Grant
- General Stonewall Jackson
- Ironclad ships, battle of the USS *Monitor* and the CSS *Virginia* (formerly the
USS *Merrimack*)
- Battle of Antietam Creek
- The Emancipation Proclamation
- Gettysburg and the Gettysburg Address
- African-American troops, Massachusetts Regiment led by Colonel Shaw
- Sherman’s march to the sea, burning of Atlanta
- Lincoln re-elected, concluding words of the Second Inaugural Address (“With malice
toward none, with charity for all. . . .”)
- Richmond (Confederate capital) falls to Union forces
- Surrender at Appomattox
- Assassination of Lincoln by John Wilkes Booth

C. RECONSTRUCTION

- The South in ruins
- Struggle for control of the South, Radical Republicans vs. Andrew Johnson,
impeachment
- Carpetbaggers and scalawags
- Freedmen’s Bureau, “40 acres and a mule”
- 13th, 14th, and 15th Amendments to the Constitution
- Black Codes, the Ku Klux Klan and “vigilante justice”
- End of Reconstruction, Compromise of 1877, all federal troops removed from the South

III. Native Americans: Cultures and Conflicts

A. CULTURE AND LIFE

- Great Basin (for example, Nez Perce)
- Plateau (for example, Shoshone and Ute)
- Plains (for example, Arapaho, Cheyenne, Lakota [Sioux], Blackfeet, Crow)
 - Extermination of buffalo (review from grade 2)
- Pacific Northwest (for example, Chinook, Kwakiutl, Yakima)

B. AMERICAN GOVERNMENT POLICIES

- Bureau of Indian Affairs
- Forced removal to reservations
- Attempts to break down tribal life, assimilation policies, Carlisle School

C. CONFLICTS

- Sand Creek Massacre
- Little Big Horn: Crazy Horse, Sitting Bull, Custer's Last Stand
- Wounded Knee
 - Ghost Dance

IV. U. S. Geography

- Locate: Western Hemisphere, North America, Caribbean Sea, Gulf of Mexico
- The Gulf Stream, how it affects climate
- Regions and their characteristics: New England, Mid-Atlantic, South, Midwest, Great Plains, Southwest, West, Pacific Northwest
- Fifty states and capitals