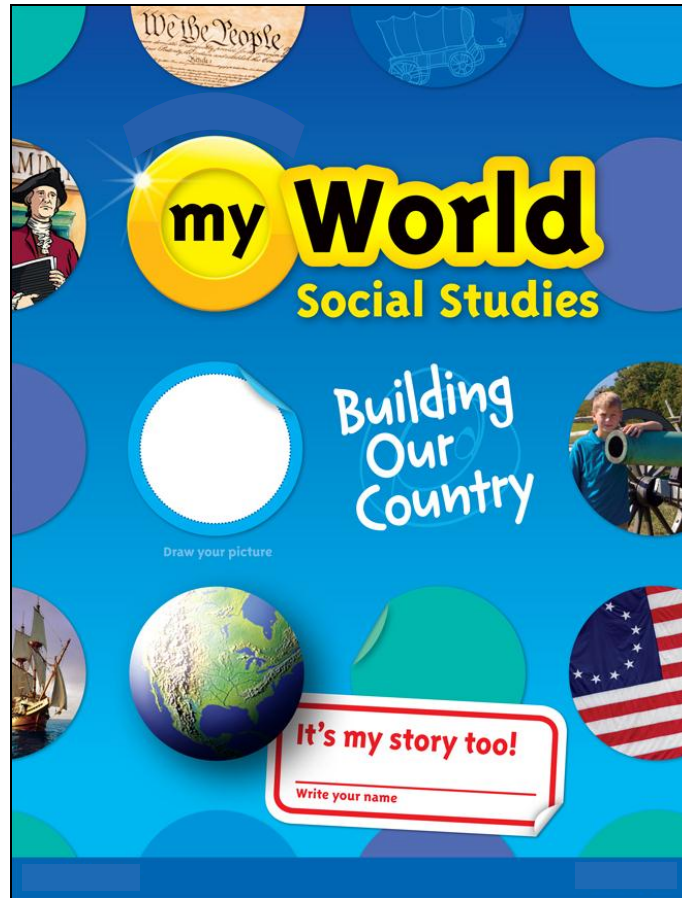


## A Correlation of



To the

# Kansas Standards for History, Government, and Social Studies Grade 5

# A Correlation of myWorld Social Studies Building Our Country, Grade 5 to the Kansas Standards for History, Government, and Social Studies

## Introduction

This document demonstrates how **myWorld Social Studies** Kansas Standards for History, Government and Social Studies, Grade 5. Correlation page references are to the Student Worktext and the Teacher’s Guide. Alignments are cited at the page level.

**myWorld Social Studies** is an exciting program that supports both social studies and literacy with instruction that is streamlined, flexible, and attuned to today’s classroom. Innovative digital instruction is seamlessly integrated, providing a blended program that is engaging, effective, and easy to use.

### **Everyone has a story. What’s yours?**

*myWorld Social Studies*™ utilizes storytelling to bring social studies content to life. Exclusive interactive digital solution makes social studies personal for every student in a way that’s easier for the instructor. With *myWorld Social Studies*, you can get to the heart of social studies in the time you have.

**Reinforce literacy instruction** Every minute spent teaching social studies also reinforces reading and writing instruction.

**Reduce prep time** Ready-made digital presentations, quick-start *Teacher Guide*, and easy-to-use online resources reduce time.

**Keep it current** Teach to the moment using *Savvas’* exclusive *myStory Book Current Events* prompts.

**Prepare students for the next level** Embedded interactive skills instruction prepares students for lifelong learning.

### **Interactive Student Text**

Interactive *Student Worktexts* promote active learning and support students who are learning to read in the content areas. Standards-based content is presented in an interactive format that promotes active reading strategies.

### **Student Materials**

- Kindergarten Flip Book
- Student Worktext
- Student Atlas
- Leveled Readers
- Student Edition DVD-ROM

### **Teacher Materials**

- Teacher Guide
- Accelerating Progress for English Language Learner’s Teacher Guide Activity Kit
- Activity Kit, Hands-on activities for each chapter designed by Colonial Williamsburg
- myStory Video DVD-ROM, engaging videos that explore the Big Question
- ExamView® DVD-ROM, ready-made chapter tests and quizzes
- Teacher Resource Library DVD-ROM, One stop resources for lesson plans, high-stakes assessment support, and more

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| Kansas Standards for History,<br>Government, and Social Studies | myWorld Social Studies<br>Building Our Country, Grade 5   |
|---|---|
| <b>5<sup>th</sup> Grade</b>                                     |   |
| <b>A New Nation: Beginnings through 1800</b>                    |   |
| <b>Standards</b>  |   |
| 1. Choices have consequences.                                   | This objective is covered throughout the text. Refer to the following examples:<br><b>SW:</b> Scarcity and Opportunity Costs, SSH23; Being a Good Citizen, SSH34; How We Participate in Government, SSH35; Declaring Independence, 160-165; Struggles Over Slavery, 306-313<br><b>TG:</b> Active Reading & Lesson Summary: SSH7, SSH9, SSH12, SSH16, 116, 117, 118, 119, 220, 221, 223, 224   |
| 2. Individuals have rights and responsibilities.                | <b>SW:</b> The Bill of Rights, SSH29-SSH30; Popular Sovereignty, SSH31; Being a Good Citizen, SSH34; Ways to Be a Good Citizen, SSH34; How We Participate in Government, SSH35; Got It? SSH35; Collaboration and Creativity: Work in Teams, 10-11; Protecting Rights, 207; Ten Amendments, 208-209; The Bill of Rights, 208; United States Constitution, R17-R19<br><b>TG:</b> Active Reading & Lesson Summary: SSH12, SSH13, SSH14, SSH16, 9, 10, 147, 149, 150, R9, R10, R11, R12, R13, R14   |
| 3. Societies are shaped by beliefs, idea, and diversity.        | <b>SW:</b> The Bill of Rights, SSH30; Governments of Large Nations, 23; The Government of the League of the Iroquois, 23; Jamestown Moves Forward, 78; The Pilgrims Arrive, 80-81; myStory Spark: What Does It Take To Build A New Society? 100; The New England Colonies, 106-107; The Middle Colonies, 109; Daily Life in the Colonies, 119; myStory Book: What Does It Take To Build A New Society? 139; Tensions With Britain, 144-149; Key Concepts of the Constitution, 210-217; "Out of Many, One," 217<br><b>TG:</b> Active Reading & Lesson Summary: SSH14, 15, 18, 54, 58, 74, 75, 77, 79, 80, 82, 86, 98, 100, 105, 106, 107, 108, 151, 152, 153, 154, 155 |

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| <b>Kansas Standards for History, Government, and Social Studies</b>                | <b>myWorld Social Studies Building Our Country, Grade 5</b>   |
|--|---|
| <p>4. Societies experience continuity and change over time.</p>                    | <p><b>SW:</b> Ancient Farmers: Builders in Stone, 1-3; Ancient American Civilizations, 4-9; Native American Cultures, 13; Settling in the Americas, 50-51; The Columbian Exchange, 52-57; Got It? 57; Review and Assessment, 60; Jamestown Settlement: Three Cultures Meet, 63-65; New Spain Around 1600, 66; Spanish Missions, 1600-1650, 70; Rival Settlements, Early 1600s, 75; Plymouth Colony, 82; European Colonies, mid-1600s, 91; The English Colonies, 104; Daily Life in the Colonies, 112-119; Winning Independence, 174-179; Women and African Americans Fight for Freedom, 252-257; Life During the Civil War, 322-329</p> <p><b>TG:</b> Active Reading &amp; Lesson Summary: 2, 3, 4, 5, 6, 7, 8, 11, 12, 13, 34, 38, 39, 40, 41, 42, 43, 45, 47, 48, 49, 50, 51, 53, 54, 56, 59, 61, 66, 67, 77, 78, 82, 83, 84, 85, 86, 125, 126, 127, 128, 181, 182, 183, 184, 231, 232, 233, 234, 235</p> |
| <p>5. Relationships between people, place, idea, and environments are dynamic.</p> | <p><b>SW:</b> Our Land and Regions: Human/Environmental Interaction, SSH11; Ancient Farmers: Builders in Stone, 1-3; Learning to Use the Land, 6; The Mayan and Aztec Worlds, 6-7; Other North American Cultures, 8-9; Adapting to Different Places, 12-17; The Columbian Exchange, 52-57; Got It? 57; Review and Assessment, 60; Geography of the English Colonies, 104-105; Geography and Settlements, 105; Southern Colonies, 110-111; Colonies and Resources, 112-113; Slavery in the South, 124-125; Trails to the West, 284-291; Reconstruction, 338-343</p> <p><b>TG:</b> Active Reading &amp; Lesson Summary: SSH10, 2, 3, 4, 5, 7, 8, 11, 12, 13, 14, 39, 40, 41, 42, 43, 45, 77, 78, 81, 82, 83, 87, 90, 204, 205, 206, 207, 208, 241, 242, 243, 244</p>  |

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| <b>Kansas Standards for History,<br/>Government, and Social Studies</b>   | <b>myWorld Social Studies<br/>Building Our Country, Grade 5</b>   |
|---|---|
| <b>Societies of North America: Lands and People: Ancient–1400s</b>  |   |
| In this unit, students consider the diversity of the various American Indian nations in what is today the United States and their unique experiences before European exploration. This will include their locations, populations, and cultural identities. Students should analyze the impact of these nations on American society. |   |
| <b>Ideas</b>  |   |
| migration   | <b>SW:</b> People Arrive in the Americas, 4-5;<br>Map: Possible Routes of the First Americans, 5; Review and Assessment, 27<br><b>TG:</b> Active Reading & Lesson Summary: 5, 6, 20, 21       |
| civilizations   | <b>SW:</b> The Mayan and Aztec Worlds, 6-7<br><b>TG:</b> Active Reading & Lesson Summary: 5, 7  |
| shelter   | <b>SW:</b> Ancient Farmers: Builders in Stone, 1-3; Other North American Cultures, 8-9; Native American Economies, 14-15<br><b>TG:</b> Active Reading & Lesson Summary: 2, 3, 4, 5, 8, 11, 13 |
| culture   | <b>SW:</b> Learning to Use the Land, 6; Native American Cultures, 18-25; Review and Assessment, 28<br><b>TG:</b> Active Reading & Lesson Summary: 5, 7, 15, 16, 17, 18, 19, 20, 22            |
| cultural groups   | <b>SW:</b> Native American Cultures, 18-25; Review and Assessment, 28<br><b>TG:</b> Active Reading & Lesson Summary: 15, 16, 17, 18, 19, 20, 22   |
| beliefs   | <b>SW:</b> Native American Religion, 24-25<br><b>TG:</b> Active Reading & Lesson Summary: 15, 19  |
| archaeology   | <b>SW:</b> Ancient Farmers: Builders in Stone, 2-3<br><b>TG:</b> Active Reading & Lesson Summary: 2, 4  |

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| <b>Kansas Standards for History, Government, and Social Studies</b> | <b>myWorld Social Studies Building Our Country, Grade 5</b>  |
|---|--|
| pre-Columbian societies of North America                            | <b>SW:</b> Ancient Farmers: Builders in Stone, 1-3; Learning to Use the Land, 6; The Mayan and Aztec Worlds, 6-7; Other North American Cultures, 8-9; Review and Assessment, 28<br><b>TG:</b> Active Reading & Lesson Summary: 2, 3, 4, 5, 6, 7, 8, 20, 22 |
| <b>People/Roles</b>   |  |
| Anasazi/Pueblo  | <b>SW:</b> Ancient Farmers: Builders in Stone, 1-3; Other North American Cultures, 8-9; Native American Structures, 9<br><b>TG:</b> Active Reading & Lesson Summary: 2, 3, 4, 5, 8   |
| Mississippian (Mound Builders)                                      | <b>SW:</b> Other North American Cultures, 8-9; Native American Structures, 9; Review and Assessment, 27<br><b>TG:</b> Active Reading & Lesson Summary: 5, 8, 20, 21  |
| Chinook   | <b>SW:</b> Map: Native American Cultures, 13<br><b>TG:</b> Active Reading & Lesson Summary: 11, 12   |
| Iroquois League   | <b>SW:</b> Governments of Large Nations, 23; The Government of the League of the Iroquois, 23<br><b>TG:</b> Active Reading & Lesson Summary: 15, 18  |
| Sioux   | <b>SW:</b> Map: Native American Cultures, 13; Native American Economies, 14<br><b>TG:</b> Active Reading & Lesson Summary: 11, 12, 13  |
| hunter-gatherers  | <b>SW:</b> Learning to Use the Land, 6<br><b>TG:</b> Active Reading & Lesson Summary: 5, 7   |
| early farmers   | <b>SW:</b> Learning to Use the Land, 6; Other North American Cultures, 8-9; Native American Economies, 15<br><b>TG:</b> Active Reading & Lesson Summary: 5, 7, 8, 11, 13   |

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| <b>Kansas Standards for History, Government, and Social Studies</b> | <b>myWorld Social Studies Building Our Country, Grade 5</b>  |
|---|--|
| <b>Places/Institutions</b>  |  |
| North America   | <b>SW:</b> Other North American Cultures, 8-9; The Native Americans of North America, 12-13; Map: Native American Cultures, 13<br><b>TG:</b> Active Reading & Lesson Summary: 5, 8, 11, 12 |
| Mississippi River Valley  | <b>SW:</b> Other North American Cultures, 8-9;<br><b>TG:</b> Active Reading & Lesson Summary: 5, 8   |
| Great Plains  | <b>SW:</b> The Native Americans of North America, 12-13; Map: Native American Cultures, 13<br><b>TG:</b> Active Reading & Lesson Summary: 11, 12   |
| Rocky Mountains   | <b>SW:</b> Elevation Maps, Colorado, Elevation, SSH15<br><b>TG:</b> Active Reading & Lesson Summary: SSH1, SSH4,   |
| Woodland  | <b>SW:</b> Map: Native American Cultures, 13<br><b>TG:</b> Active Reading & Lesson Summary: 11, 12   |
| Northwest coast   | <b>SW:</b> Map: Native American Cultures, 13; Native American Economies, 14-15<br><b>TG:</b> Active Reading & Lesson Summary: 11, 12, 13   |
| Southeast   | <b>SW:</b> Map: Native American Cultures, 13; Native American Economies, 14-15<br><b>TG:</b> Active Reading & Lesson Summary: 11, 12, 13   |
| <b>Events</b>   |  |
| origin stories  | <b>SW:</b> Ancient American Civilizations, 4; Picture: Zuni Storyteller, 20<br><b>TG:</b> Active Reading & Lesson Summary: 5, 6, 15, 17  |



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| <b>Kansas Standards for History,<br/>Government, and Social Studies</b>  | <b>myWorld Social Studies<br/>Building Our Country, Grade 5</b>  |
|--|--|
| <b>Exploration and Conflict: 1000s–1600s</b>   |  |
| This period begins with the encounters between American Indians and European explorers. During this unit students will concentrate on the causes and conflict associated with the exploration and settlement of North America. Students will analyze the competing interests of European nations and their American Indian counterparts. |  |
| <b>Ideas</b>   |  |
| technology   | <b>SW:</b> Better Navigation Tools, 36; Improved Shipbuilding, 37; Review and Assessment, 59<br><b>TG:</b> Active Reading & Lesson Summary: 27, 29, 43, 44   |
| exploration  | <b>SW:</b> myStory Spark: Why Do People Explore? 30; Álvaro Núñez Cabeza de Vaca: Explorer of Florida and Texas, 31-33; Think About It, 33; Portuguese Explorers, 38-39; Reaching India, 40; Explorers for Spain, 44-51; myStory Book: Why Do People Explore? 61<br><b>TG:</b> Active Reading & Lesson Summary: 24, 25, 26, 27, 30, 31, 34, 35, 36, 37, 38, 43, 45 |
| European search for wealth and resources   | <b>SW:</b> Searching for Riches, 35<br><b>TG:</b> Active Reading & Lesson Summary: 27, 28  |
| trade  | <b>SW:</b> Searching for Riches, 35; Portuguese Explorers, 38-39; The Columbian Exchange, 52-57; Envision It! 52-53; Map: The Columbian Exchange, 54-55; Review and Assessment, 60<br><b>TG:</b> Active Reading & Lesson Summary: 27, 28, 30, 39, 40, 41, 42, 43, 45   |
| Imperialism  | <b>SW:</b> Explorers for Spain, 44-51<br><b>TG:</b> Active Reading & Lesson Summary: 34, 35, 36, 37, 38  |
| conflict   | <b>SW:</b> Cortés and the Aztecs, 46; Cultures Collide, 56-57; Cooperation and Conflict, 70-71<br><b>TG:</b> Active Reading & Lesson Summary: 34, 36, 39, 42, 50, 53   |
| conquest   | <b>SW:</b> Explorers for Spain, 44-51<br><b>TG:</b> Active Reading & Lesson Summary: 34, 35, 36, 37, 38  |

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|---|--|
| exploitation  | <b>SW:</b> Exploring the North, 48; Settling in the Americas, 50-51; Changing Ways of Life, 52; Harmful Effects, 53<br><b>TG:</b> Active Reading & Lesson Summary: 34, 37, 38, 39, 40                                    |
| Northwest Passage   | <b>SW:</b> The French and Dutch in North America, 90; The Dutch Arrive, 93<br><b>TG:</b> Active Reading & Lesson Summary: 66, 67, 68   |
| Columbian Exchange  | <b>SW:</b> The Columbian Exchange, 52-57; Envision It! 52-53; Map: The Columbian Exchange, 54-55; Review and Assessment, 60<br><b>TG:</b> Active Reading & Lesson Summary: 39, 40, 41, 42, 43, 45                        |
| spread of Christianity  | <b>SW:</b> Settling in the Americas, 50-51; The Settlement at St. Augustine, 69; Cooperation and Conflict, 70-71; Map: Spanish Missions, 1600-1650, 70<br><b>TG:</b> Active Reading & Lesson Summary: 34, 38, 50, 52, 53 |
| <b>People/Roles</b>   |  |
| Christopher Columbus  | <b>SW:</b> Graph Skills: Use Timelines, 42-43; Columbus Sets Sail, 44-45<br><b>TG:</b> Active Reading & Lesson Summary: 32, 33, 34, 35   |
| Hernando de Soto  | <b>SW:</b> Map: Spanish Exploration, 1513-1542, 48; Exploring the North, 48; Measuring Spanish Accomplishments, 49; Review and Assessment, 59<br><b>TG:</b> Active Reading & Lesson Summary: 34, 37, 43, 44              |
| Leif Eriksson   | <b>SW:</b> Viking Explorers, 34-35<br><b>TG:</b> Active Reading & Lesson Summary: 27, 28   |
| Henry Hudson  | <b>SW:</b> The Dutch Arrive, 93<br><b>TG:</b> Active Reading & Lesson Summary: 66, 68  |

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|---|---|
| Francisco Coronado  | <b>SW:</b> Map: Spanish Exploration, 1513-1542, 48; Coronado’s Expedition, 49; Measuring Spanish Accomplishments, 49; Review and Assessment, 59<br><b>TG:</b> Active Reading & Lesson Summary: 34, 37, 43, 44 |
| conquistadors   | <b>SW:</b> Cortés and the Aztecs, 46; Exploring the North, 48<br><b>TG:</b> Active Reading & Lesson Summary: 34, 36, 37   |
| Álvar Núñez Cabeza de Vaca and Estevanico                           | <b>SW:</b> Álvar Núñez Cabeza de Vaca: Explorer of Florida and Texas, 31-33; Think About It, 33<br><b>TG:</b> Active Reading & Lesson Summary: 24, 25, 26   |
| Juan Ponce de Leon  | <b>SW:</b> Map: Spanish Exploration, 1513-1542, 48; Exploring the North, 48; Measuring Spanish Accomplishments, 49<br><b>TG:</b> Active Reading & Lesson Summary: 34, 37                                      |
| <b>Places/Institutions</b>  |   |
| Spain   | <b>SW:</b> Explorers for Spain, 44-51<br><b>TG:</b> Active Reading & Lesson Summary: 34, 35, 36, 37, 38   |
| France  | <b>SW:</b> French Traders and Settlers, 90-91; Map: European Colonies, mid-1600s, 91<br><b>TG:</b> Active Reading & Lesson Summary: 66, 67  |
| Netherlands   | <b>SW:</b> Map: European Colonies, mid-1600s, 91; The Dutch Arrive, 93; Life in New Netherland, 94<br><b>TG:</b> Active Reading & Lesson Summary: 66, 67, 68, 69  |
| North America   | <b>SW:</b> Map: Viking Exploration, 34; Map: Spanish Exploration, 1513-1542, 48; Map: The Columbian Exchange, 54-55<br><b>TG:</b> Active Reading & Lesson Summary: 27, 28, 34, 37, 39, 41                     |

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|---|---|
| Mississippi River   | <b>SW:</b> Map: European Colonies, mid-1600s, 91; French Settlements Grow, 92-93<br><b>TG:</b> Active Reading & Lesson Summary: 66, 67, 68  |
| Spanish North America   | <b>SW:</b> The Colony of New Spain, 66-67; Map: New Spain Around 1600, 66; Map: Spanish Missions, 160-1650, 70<br><b>TG:</b> Active Reading & Lesson Summary: 50, 51, 50, 53  |
| <b>Events</b>   |   |
| Spanish mission system  | <b>SW:</b> Cooperation and Conflict, 70-71; Map: Spanish Missions, 1600-1650, 70<br><b>TG:</b> Active Reading & Lesson Summary: 50, 53  |
| Spanish introduction of the horse                                   | <b>SW:</b> A Powerful Exchange, 54; Picture: Horses Brought by Spaniards, 55<br><b>TG:</b> Active Reading & Lesson Summary: 39, 41  |
| establishment of St. Augustine                                      | <b>SW:</b> The Settlement at St. Augustine, 68-69<br><b>TG:</b> Active Reading & Lesson Summary: 50, 52   |
| importation of slaves   | <b>SW:</b> Portuguese Explorers, 39; Harmful Effects, 53<br><b>TG:</b> Active Reading & Lesson Summary: 27, 30, 39, 40  |
| charters  | For related material, see:<br><b>SW:</b> The Colony of New Spain, 66; Success at Jamestown, 74-75<br><b>TG:</b> Active Reading & Lesson Summary: 50, 51, 54, 56   |
| establishment of Jamestown  | <b>SW:</b> Jamestown Settlement: Three Cultures Meet, 63-65; Success at Jamestown, 74-75; Hard Times in Jamestown, 76-77; Jamestown Moves Forward, 78<br><b>TG:</b> Active Reading & Lesson Summary: 47, 48, 49, 54, 56, 57, 58 |

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|--|---|
| <b>Colonization: 1600s–1760s</b>   |   |
| This period of history focuses on the establishment, growth, and distinctive qualities of the various colonies. This includes the marked regional, political, social, and economic differences between the New England, Middle, and Southern colonies. Students should examine how these differences shaped the individuality of these colonies. |   |
| <b>Ideas</b>   |   |
| wealth and resources   | <b>SW:</b> Southern Colonies, 110-111; Colonies and Resources, 112-113; Artisans and Craftspeople, 116; Colonial Society, 117<br><b>TG:</b> Active Reading & Lesson Summary: 77, 81, 82, 83, 85   |
| indentured and involuntary   | <b>SW:</b> Life at Plymouth Plantation, 85; Costs and Benefits of Indentured Servants, 85; Imports and Exports, 115; Map: Triangular Trade, 115; Colonial Society, 117; Slavery in the Colonies, 120-127; Review and Assessment, 138<br><b>TG:</b> Active Reading & Lesson Summary: 59, 62, 82, 84, 85, 87, 88, 89, 90, 91, 98, 100 |
| servitude/slavery  | <b>SW:</b> Imports and Exports, 115; Map: Triangular Trade, 115; Slavery in the Colonies, 120-127; Review and Assessment, 138<br><b>TG:</b> Active Reading & Lesson Summary: 82, 84, 87, 88, 89, 90, 91, 98, 100  |
| trade  | <b>SW:</b> French Traders and Settlers, 90-91; Imports and Exports, 114-115; The Slave Trade, 120-121<br><b>TG:</b> Active Reading & Lesson Summary: 66, 67, 82, 84, 87, 88   |
| religious freedom  | <b>SW:</b> The Pilgrims Arrive, 80-81; The Massachusetts Bay Colony, 86-87; The Middle Colonies, 108-109<br><b>TG:</b> Active Reading & Lesson Summary: 59, 60, 63, 77, 80  |
| governing  | <b>SW:</b> The Pilgrims Arrive, 81; The New England Colonies, 106-107; The Middle Colonies, 108-109; Southern Colonies, 110-111<br><b>TG:</b> Active Reading & Lesson Summary: 59, 60, 77, 79, 80, 81   |

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|---|--|
| salutary neglect  | For opportunities to address this standard please see:<br><b>SW:</b> War Between Britain and France, 132-133<br><b>TG:</b> Active Reading & Lesson Summary: 94, 96   |
| social and gender issues  | <b>SW:</b> The New England Colonies, 106-107; Colonial Society, 117<br><b>TG:</b> Active Reading & Lesson Summary: 77, 79, 82, 85  |
| aristocracy   | <b>SW:</b> Colonial Society, 117<br><b>TG:</b> Active Reading & Lesson Summary: 82, 85   |
| <b>People/Roles</b>   |  |
| Sir Walter Raleigh  | <b>SW:</b> The English in North America, 72-73<br><b>TG:</b> Active Reading & Lesson Summary: 54, 55   |
| Pilgrims  | <b>SW:</b> The Pilgrims Arrive, 80-81; The Pilgrims and Native Americans, 82; Working and Celebrating Together, 83; Life at Plymouth Plantation, 84-85<br><b>TG:</b> Active Reading & Lesson Summary: 59, 60, 61, 62 |
| Roger Williams  | <b>SW:</b> The New England Colonies, 106-107<br><b>TG:</b> Active Reading & Lesson Summary: 77, 79   |
| King George III   | <b>SW:</b> Trouble Over Taxes, 144<br><b>TG:</b> Active Reading & Lesson Summary: 105, 106   |
| Anne Hutchinson   | <b>SW:</b> The New England Colonies, 107; Picture: Anne Hutchinson, 107<br><b>TG:</b> Active Reading & Lesson Summary: 77, 79  |
| Puritans  | <b>SW:</b> The Massachusetts Bay Colony, 86-87; The New England Colonies, 106-107<br><b>TG:</b> Active Reading & Lesson Summary: 59, 63, 77, 79  |

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|---|--|
| Quakers   | <b>SW:</b> The Middle Colonies, 109; Picture: William Penn, 109<br><b>TG:</b> Active Reading & Lesson Summary: 77, 80  |
| Peter Stuyvesant  | <b>SW:</b> Life in New Netherland, 94; Picture: Peter Stuyvesant, 94; The Middle Colonies, 108<br><b>TG:</b> Active Reading & Lesson Summary: 66, 69, 77, 80   |
| William Penn  | <b>SW:</b> The Middle Colonies, 109; Picture: William Penn, 109<br><b>TG:</b> Active Reading & Lesson Summary: 77, 80  |
| <b>Places/Institutions</b>  |  |
| thirteen original colonies  | <b>SW:</b> Map: The English Colonies, 104; Geography of the English Colonies, 104-105; Map: Products of the 13 Colonies, 112<br><b>TG:</b> Active Reading & Lesson Summary: 77, 78, 82, 83   |
| Atlantic Ocean  | <b>SW:</b> Map: The English Colonies, 104; Map: Products of the 13 Colonies, 112; Map: Triangular Trade, 115<br><b>TG:</b> Active Reading & Lesson Summary: 77, 78, 82, 83, 84   |
| New England colonies  | <b>SW:</b> Map: The English Colonies, 104; Geography of the English Colonies, 104-105; The New England Colonies, 106-107; Map: Products of the 13 Colonies, 112<br><b>TG:</b> Active Reading & Lesson Summary: 77, 78, 79, 82, 83                  |
| Middle colonies   | <b>SW:</b> Map: The English Colonies, 104; Envision It! 104-105; Geography of the English Colonies, 104-105; The Middle Colonies, 108-109; Map: Products of the 13 Colonies, 112<br><b>TG:</b> Active Reading & Lesson Summary: 77, 78, 80, 82, 83 |

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| <b>Kansas Standards for History, Government, and Social Studies</b> | <b>myWorld Social Studies Building Our Country, Grade 5</b>  |
|---|--|
| Southern colonies   | <b>SW:</b> Map: The English Colonies, 104; Geography of the English Colonies, 104-105; Southern Colonies, 110-111; Map: Products of the 13 Colonies, 112<br><b>TG:</b> Active Reading & Lesson Summary: 77, 78, 81, 82, 83 |
| West Africa   | <b>SW:</b> Map: Triangular Trade, 115; Envision It! 120-121<br><b>TG:</b> Active Reading & Lesson Summary: 82, 84, 87, 88  |
| Great Britain   | <b>SW:</b> Map: Triangular Trade, 115<br><b>TG:</b> Active Reading & Lesson Summary: 82, 84  |
| <b>Events</b>   |  |
| charter   | For related material please see:<br><b>SW:</b> The Colony of New Spain, 66; Success at Jamestown, 74-75<br><b>TG:</b> Active Reading & Lesson Summary: 50, 51, 54, 56  |
| development of agriculture based economy                            | <b>SW:</b> Slavery in the South, 124-125<br><b>TG:</b> Active Reading & Lesson Summary: 87, 90   |
| slavery   | <b>SW:</b> Imports and Exports, 115; Map: Triangular Trade, 115; Slavery in the Colonies, 120-127; Review and Assessment, 138<br><b>TG:</b> Active Reading & Lesson Summary: 82, 84, 87, 88, 89, 90, 91, 98, 100           |
| Mayflower Compact   | <b>SW:</b> The Pilgrims Arrive, 81<br><b>TG:</b> Active Reading & Lesson Summary: 59, 60   |
| English Bill of Rights  | <b>SW:</b> To write the Constitution, the Founders..., SSH30<br><b>TG:</b> Active Reading & Lesson Summary: SSH12, SSH14   |
| Triangular Trade Route  | <b>SW:</b> Map: Triangular Trade, 115<br><b>TG:</b> Active Reading & Lesson Summary: 82, 84  |



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| <b>Kansas Standards for History, Government, and Social Studies</b>  | <b>myWorld Social Studies Building Our Country, Grade 5</b>   |
|--|---|
| Great Awakening  | <b>SW:</b> Daily Life in the Colonies, 119;<br>Picture: George Whitefield, 119<br><b>TG:</b> Active Reading & Lesson Summary: 82, 86                                  |
| Middle Passage   | <b>SW:</b> The Slave Trade, 121; Horrors of the Middle Passage, 121; Slavery in the North, 122<br><b>TG:</b> Active Reading & Lesson Summary: 87, 88, 89              |
| charter system   | For related material please see:<br><b>SW:</b> The Colony of New Spain, 66; Success at Jamestown, 74-75<br><b>TG:</b> Active Reading & Lesson Summary: 50, 51, 54, 56 |
| <b>The Road to Independence: 1750s–1770s</b>   |   |
| The period leading up to the Declaration of Independence is shaped by Enlightenment ideas, geography, and conflict. The Enlightenment ideas should be studied for their influence on individual and natural rights of citizens. The geographic separation of the colonies from the English Crown by the Atlantic Ocean allowed for the free flow of these revolutionary, and at times radical, ideas. Conflicts abounded in this period from within and without. Students should examine how the Enlightenment ideas, economics, conflicts, and geography come together in the Declaration of Independence and ultimately the American Revolution. |   |
| <b>Ideas</b>   |   |
| taxation without representation  | <b>SW:</b> No Taxation Without Representation, 145<br><b>TG:</b> Active Reading & Lesson Summary: 105, 106  |
| independence   | <b>SW:</b> Common Sense, 161<br><b>TG:</b> Active Reading & Lesson Summary: 116, 117  |
| alliance   | <b>SW:</b> Alliance, 171<br><b>TG:</b> Active Reading & Lesson Summary: 120, 123  |
| natural rights   | For related material please see:<br><b>SW:</b> The Declaration of Independence, 163<br><b>TG:</b> Active Reading & Lesson Summary: 116, 118                           |

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| <b>Kansas Standards for History, Government, and Social Studies</b> | <b>myWorld Social Studies Building Our Country, Grade 5</b>  |
|---|--|
| Enlightenment   | For opportunities to address please see:<br><b>SW:</b> The Declaration of Independence, 163<br><b>TG:</b> Active Reading & Lesson Summary: 116, 118  |
| monarchy  | <b>SW:</b> Trouble Over Taxes, 144; New Taxes From Great Britain, 147; Great Britain Reacts, 155<br><b>TG:</b> Active Reading & Lesson Summary: 105, 106, 107, 111, 113  |
| <b>People/Roles</b>   |  |
| Pontiac   | <b>SW:</b> The British Win, 134-135<br><b>TG:</b> Active Reading & Lesson Summary: 94, 97  |
| King George III   | <b>SW:</b> Trouble Over Taxes, 144; New Taxes From Great Britain, 147; Great Britain Reacts, 155<br><b>TG:</b> Active Reading & Lesson Summary: 105, 106, 107, 111, 113  |
| Founding Fathers  | <b>SW:</b> The U.S. Constitution, SSH28; The Bill of Rights, SSH29-SSH30<br><b>TG:</b> Active Reading & Lesson Summary: SSH12, SSH13, SSH14  |
| Patrick Henry   | <b>SW:</b> The Colonist Take Action, 146; Patrick Henry Speaks Out, 156<br><b>TG:</b> Active Reading & Lesson Summary: 105, 107, 111, 114  |
| Samuel Adams  | <b>SW:</b> Samuel Adams: Champion of Liberty, 141-143; The Boston Massacre, 153; Paul Revere's Ride, 157<br><b>TG:</b> Active Reading & Lesson Summary: 102, 103, 104, 111, 112, 114   |
| <b>Places/Institutions</b>  |  |
| Boston  | <b>SW:</b> Townshend Acts Repealed, Mostly, 149; The Boston Massacre, 152-153; Map: Express Riders, 153; The Boston Tea Party, 154; Great Britain Reacts, 155<br><b>TG:</b> Active Reading & Lesson Summary: 105, 108, 111, 112, 113 |

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| <b>Kansas Standards for History, Government, and Social Studies</b> | <b>myWorld Social Studies Building Our Country, Grade 5</b>  |
|---|--|
| New York  | <b>SW:</b> Map: Express Riders, 153<br><b>TG:</b> Active Reading & Lesson Summary: 111, 112  |
| Philadelphia  | <b>SW:</b> Map: Express Riders, 153<br><b>TG:</b> Active Reading & Lesson Summary: 111, 112  |
| Canada  | <b>SW:</b> The First Victories, 167<br><b>TG:</b> Active Reading & Lesson Summary: 120, 121  |
| Atlantic Ocean  | <b>SW:</b> Map: Express Riders, 153;<br><b>TG:</b> Active Reading & Lesson Summary: 111, 112   |
| <b>Events</b>   |  |
| Boston Tea Party  | <b>SW:</b> The Boston Tea Party, 154<br><b>TG:</b> Active Reading & Lesson Summary: 111, 113   |
| Boston Massacre   | <b>SW:</b> The Boston Massacre, 152-153,<br><b>TG:</b> Active Reading & Lesson Summary: 111, 112   |
| Stamp Act   | <b>SW:</b> Trouble Over Taxes, 144; No Taxation Without Representation, 145; The Colonists Take Action, 146<br><b>TG:</b> Active Reading & Lesson Summary: 105, 106,                 |
| Sugar Act   | For related material please see:<br><b>SW:</b> No Taxation Without Representation, 145<br><b>TG:</b> Active Reading & Lesson Summary: 105, 106                                       |
| Townshend Acts  | <b>SW:</b> New Taxes From Great Britain, 147; Townshend Acts Repealed, Mostly, 149; The Boston Tea Party, 154<br><b>TG:</b> Active Reading & Lesson Summary: 105, 107, 108, 111, 113 |
| Intolerable Acts  | <b>SW:</b> Great Britain Reacts, 155; Colonial Representatives Meet, 156<br><b>TG:</b> Active Reading & Lesson Summary: 111, 113, 114  |

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| <b>Kansas Standards for History, Government, and Social Studies</b>   | <b>myWorld Social Studies Building Our Country, Grade 5</b>  |
|---|--|
| French and Indian War   | <b>SW:</b> The French and Indian War, 130-135; Review and Assessment, 138<br><b>TG:</b> Active Reading & Lesson Summary: 94, 95, 96, 97  |
| Enlightenment   | For opportunities to address this standard please see:<br><b>SW:</b> The Declaration of Independence, 163<br><b>TG:</b> Active Reading & Lesson Summary: 116, 118  |
| Proclamation of 1763  | <b>SW:</b> The British Win, 135<br><b>TG:</b> Active Reading & Lesson Summary: 94, 97  |
| <b>The American Revolution: 1770s–1780s</b>   |  |
| The American Revolution cast a vision for a nation founded upon revolutionary ideas. The British attempts to regain its colonies are consistent with the actions of a sovereign nation. The American Revolution should be studied for a variety of reasons. Among these include efforts to organize a government based on these ideas, the hardships and successes faced by the revolutionary army, the effects of the revolution on the home front, and the global context of the American Revolution. |  |
| <b>Ideas</b>  |  |
| independence  | <b>SW:</b> Common Sense, 161; Winning Independence, 174-179; Got It? Question 7<br><b>TG:</b> Active Reading & Lesson Summary: 116, 117, 125, 126, 127, 128  |
| self-government   | <b>SW:</b> A Government of Our Own, 162<br><b>TG:</b> Active Reading & Lesson Summary: 116, 118  |
| freedom   | <b>SW:</b> To write the Constitution, the Founders..., SSH30; The Declaration of Independence, 163-164<br><b>TG:</b> Active Reading & Lesson Summary: SSH12, SSH14, 116, 118, 119  |
| liberty   | <b>SW:</b> Samuel Adams: Champion of Liberty, 141-143; Protests and boycotts spread...148; Patrick Henry Speaks Out, 156; Secure Liberty, 215<br><b>TG:</b> Active Reading & Lesson Summary: 102, 103, 104, 105, 108, 111, 114, 151, 154 |

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| <b>Kansas Standards for History, Government, and Social Studies</b> | <b>myWorld Social Studies Building Our Country, Grade 5</b>  |
|---|--|
| equality  | <b>SW:</b> The Declaration of Independence, 163-164; Review and Assessment, 181<br><b>TG:</b> Active Reading & Lesson Summary: 116, 118, 119, 129, 130   |
| revolution  | <b>SW:</b> Chapter 5, The American Revolution, 140-183<br><b>TG:</b> Active Reading & Lesson Summary: 101-131  |
| <b>People/Roles</b>   |  |
| Loyalists   | <b>SW:</b> Great Britain Reacts, 155; The fighting in 1775..., 160; The Fighting Spreads, 176<br><b>TG:</b> Active Reading & Lesson Summary: 111, 113, 116, 117, 125, 127  |
| Patriots  | <b>SW:</b> Great Britain Reacts, 155; Paul Revere's Ride; 157; The First Shots, 158; When the fighting began...166; Washington Crosses the Delaware, 168-169; The Fighting Spreads, 176; African Americans Fight for Freedom, 177<br><b>TG:</b> Active Reading & Lesson Summary: 111, 113, 114, 115, 120, 121, 122, 125, 127 |
| Minutemen   | <b>SW:</b> Colonial Representatives Meet, 156; Picture: Minutemen, 159<br><b>TG:</b> Active Reading & Lesson Summary: 11, 114, 115   |
| Redcoats  | <b>SW:</b> Envision It! 166-167<br><b>TG:</b> Active Reading & Lesson Summary: 120, 121  |
| Francis Marion  | <b>SW:</b> The Fighting Spreads, 176<br><b>TG:</b> Active Reading & Lesson Summary: 125, 127   |
| Continental Army  | <b>SW:</b> The Second Continental Congress, 160-161; The First Victories, 166-167; One Life to Lose, 168; Washington Crosses the Delaware, 168-169; Advantages and Allies, 174<br><b>TG:</b> Active Reading & Lesson Summary: 116, 117, 120, 121, 122, 125, 126  |

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| <b>Kansas Standards for History, Government, and Social Studies</b> | <b>myWorld Social Studies Building Our Country, Grade 5</b>   |
|---|---|
| Benedict Arnold   | <b>SW:</b> The Battle of Saratoga, 170-171<br><b>TG:</b> Active Reading & Lesson Summary: 120, 123  |
| Ben Franklin  | <b>SW:</b> Benjamin Franklin: Young Apprentice, 101-103; A Government of Our Own, 162; The Battle of Saratoga, 171; Ending the War, 179<br><b>TG:</b> Active Reading & Lesson Summary: 74, 75, 76, 116, 118, 120, 123, 125, 128 |
| King George III   | <b>SW:</b> The Second Continental Congress, 161; The Declaration of Independence, 163-164; Native Americans in the Revolution, 173<br><b>TG:</b> Active Reading & Lesson Summary: 116, 117, 118, 119, 124                       |
| Abigail Adams   | <b>SW:</b> Women of the Revolution, 172<br><b>TG:</b> Active Reading & Lesson Summary: 120, 124   |
| James Forten  | For opportunities to address this standard please see:<br><b>SW:</b> Starting Down the Road to War, 311<br><b>TG:</b> Active Reading & Lesson Summary: 220, 223   |
| <b>Places/Institutions</b>  |   |
| Lexington and Concord   | <b>SW:</b> Paul Revere’s Ride, 157; The First Shots, 158; Map: The Revolution Begins, 158<br><b>TG:</b> Active Reading & Lesson Summary: 111, 114, 115  |
| Saratoga  | <b>SW:</b> The Battle of Saratoga, 170-171; Map: Battle of Saratoga, 1777, 170; African Americans Fight for Freedom, 177<br><b>TG:</b> Active Reading & Lesson Summary: 123, 125, 127   |
| Bunker Hill   | <b>SW:</b> The First Shots, 159; African Americans Fight for Freedom, 177<br><b>TG:</b> Active Reading & Lesson Summary: 111, 115, 125, 127   |

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| <b>Kansas Standards for History,<br/>Government, and Social Studies</b> | <b>myWorld Social Studies<br/>Building Our Country, Grade 5</b>  |
|---|--|
| Yorktown  | <b>SW:</b> The Battle of Yorktown, 178<br><b>TG:</b> Active Reading & Lesson Summary:<br>125, 128  |
| Paris   | <b>SW:</b> Ending the War, 179<br><b>TG:</b> Active Reading & Lesson Summary:<br>125, 128  |
| France  | <b>SW:</b> Alliance, 171; Advantages and Allies,<br>174<br><b>TG:</b> Active Reading & Lesson Summary:<br>120, 123, 124  |
| London  | For related material please see:<br><b>SW:</b> Great Britain Reacts, 155<br><b>TG:</b> Active Reading & Lesson Summary:<br>111, 113  |
| England   | <b>SW:</b> Great Britain Reacts, 155<br><b>TG:</b> Active Reading & Lesson Summary:<br>111, 113  |
| First and Second Continental Congresses                                 | <b>SW:</b> The Second Continental Congress,<br>160-161; A Government of Our Own, 162<br><b>TG:</b> Active Reading & Lesson Summary:<br>116, 117, 118   |
| <b>Events</b>   |  |
| Declaration of Independence   | <b>SW:</b> A Government of Our Own, 162; The<br>Declaration of Independence, 163-164; A<br>Brave Step, 164-165; Review and<br>Assessment, 181; The Declaration of<br>Independence, R1-R4<br><b>TG:</b> Active Reading & Lesson Summary:<br>116, 118, 119, 129, 130 |
| First and Second Continental Congresses                                 | <b>SW:</b> The Second Continental Congress,<br>160-161; A Government of Our Own, 162<br><b>TG:</b> Active Reading & Lesson Summary:<br>116, 117, 118   |
| <i>Common Sense</i>   | <b>SW:</b> Common Sense, 161; A Government<br>of Our Own, 162<br><b>TG:</b> Active Reading & Lesson Summary:<br>116, 117, 118  |

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|---|--|
| Treaty of Paris   | <b>SW:</b> Ending the War, 179<br><b>TG:</b> Active Reading & Lesson Summary: 125, 128   |
| "Shot heard round the world"  | <b>SW:</b> The First Shots, 158-159<br><b>TG:</b> Active Reading & Lesson Summary: 111, 115  |
| <b>Building a New Nation: 1770s–1790s</b>   |  |
| The post-revolutionary period in the United States is a critical moment in U.S. history. During this era the American Experiment goes through a period of refinement while dealing with the difficulties faced by the new nation. |  |
| <b>Ideas</b>  |  |
| individual rights   | <b>SW:</b> To write the Constitution, the Founders..., SSH30<br><b>TG:</b> Active Reading & Lesson Summary: SSH12, SSH14   |
| limited government  | <b>SW:</b> The U.S. Constitution also divides power..., SSH30; Limiting Government, 201<br><b>TG:</b> Active Reading & Lesson Summary: SSH12, SSH14, 142, 145  |
| separation of powers  | <b>SW:</b> The U.S. Constitution, SSH28; A New Plan for Government, 200<br><b>TG:</b> Active Reading & Lesson Summary: SSH12, SSH13, 142, 145  |
| checks and balances   | <b>SW:</b> The U.S. Constitution, SSH28; Three Branches of Government, SSH29; A New Plan for Government, 200; Checks and Balances, 201<br><b>TG:</b> Active Reading & Lesson Summary: SSH12, SSH13, 142, 145   |
| federalism  | <b>SW:</b> The U.S. Constitution also divides power..., SSH30; Federalism: National, State, and Local Government, SSH30; Powers of Government, 202; Powers of State and National Government, 202<br><b>TG:</b> Active Reading & Lesson Summary: SSH12, SSH14, 142, 146 |
| slavery   | <b>SW:</b> The Great Compromise, 199; Slavery Spreads West, 254; Working to End Slavery, 254-255<br><b>TG:</b> Active Reading & Lesson Summary: 142, 144, 181, 183   |



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|---|--|
| suffrage  | <b>SW:</b> President Jackson, 248; Women Work for Reform, 255-256; The Seneca Falls Convention, 257<br><b>TG:</b> Active Reading & Lesson Summary: 177, 179, 181, 183, 184 |
| religious freedom   | <b>SW:</b> New Lands for New States, 192<br><b>TG:</b> Active Reading & Lesson Summary: 136, 139   |
| states' rights  | <b>SW:</b> Tough Compromises, 308<br><b>TG:</b> Active Reading & Lesson Summary: 220, 222  |
| <b>People/Roles</b>   |  |
| Founding Fathers  | <b>SW:</b> The U.S. Constitution, SSH28; The Bill of Rights, SSH29-SSH30<br><b>TG:</b> Active Reading & Lesson Summary: SSH12, SSH13, SSH14                                |
| Federalists   | <b>SW:</b> The Nation Debates, 204; The First Political Parties, 228; Building a Strong Economy, 229<br><b>TG:</b> Active Reading & Lesson Summary: 147, 148, 163, 165     |
| Anti-Federalists  | <b>SW:</b> The Nation Debates, 204-205<br><b>TG:</b> Active Reading & Lesson Summary: 147, 148   |
| president   | <b>SW:</b> The U.S. Constitution, SSH28-SSH29; Checks and Balances, 201<br><b>TG:</b> Active Reading & Lesson Summary: SSH12, SSH13, 142, 145                              |
| representative  | <b>SW:</b> The U.S. Constitution, SSH28-SSH29<br><b>TG:</b> Active Reading & Lesson Summary: SSH12, SSH13  |
| senator   | <b>SW:</b> The U.S. Constitution, SSH28-SSH29<br><b>TG:</b> Active Reading & Lesson Summary: SSH12, SSH13  |
| judge   | <b>SW:</b> The U.S. Constitution, SSH28-SSH29; Checks and Balances, 201<br><b>TG:</b> Active Reading & Lesson Summary: SSH12, SSH13, 142, 145                              |

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|---|---|
| George Washington’s administration                                  | <b>SW:</b> Washington Takes Office, 226-231<br><b>TG:</b> Active Reading & Lesson Summary: 163, 164, 165, 166                           |
| Elizabeth Freeman   | For related material please see:<br><b>SW:</b> Working to End Slavery, 254-255<br><b>TG:</b> Active Reading & Lesson Summary: 181, 183  |
| Phillis Wheatley  | <b>SW:</b> Picture: Phyllis Wheatley, 123; Women of the Revolution, 172<br><b>TG:</b> Active Reading & Lesson Summary: 87, 89, 120, 124 |
| <b>Places/Institution</b>   |   |
| Philadelphia  | <b>SW:</b> Creating the Constitution, 196-200<br><b>TG:</b> Active Reading & Lesson Summary: 142, 143, 144, 145,                        |
| Northwest Territory   | <b>SW:</b> New Lands for New States, 192-193<br><b>TG:</b> Active Reading & Lesson Summary: 136, 139                                    |
| Kentucky  | <b>SW:</b> Moving West, 234-235; The Wilderness Road, 234-235<br><b>TG:</b> Active Reading & Lesson Summary: 169, 170                   |
| District of Columbia  | <b>SW:</b> A New Capital, 230-231<br><b>TG:</b> Active Reading & Lesson Summary: 163, 166   |
| <b>Events</b>   |   |
| Articles of Confederation   | <b>SW:</b> Articles of Confederation, 188-193<br><b>TG:</b> Active Reading & Lesson Summary: 136, 137, 138, 139                         |
| Constitutional Convention   | <b>SW:</b> The Constitutional Convention, 196-197; Ideas for Debate, 198<br><b>TG:</b> Active Reading & Lesson Summary: 142, 143, 144   |

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|---|---|
| Constitution  | <p><b>SW:</b> What Is Government? SS28; The U.S. Constitution, SSH28; The Bill of Rights, SSH29-SSH30; Federalism: National, State, and Local Government, SSH30; Popular Sovereignty, SSH31; Capitol Visitor Center At the National’s Legislature, 185-187; Articles of Confederation, 188-193; Creating the Constitution, 196-203; Key Concepts of the Constitution, 210-217</p> <p><b>TG:</b> Active Reading &amp; Lesson Summary: SSH12, SSH13, SSH14, 133, 134, 135, 136, 137, 138, 139, 142, 143, 144, 145, 146, 151, 152, 153, 154, 155</p> |
| Bill of Rights  | <p><b>SW:</b> SSH30, The Bill of Rights, 204-209</p> <p><b>TG:</b> Active Reading &amp; Lesson Summary: 147, 148, 149, 150</p>  |
| Shays’ Rebellion  | <p><b>SW:</b> A Tax Revolt, 191</p> <p><b>TG:</b> Active Reading &amp; Lesson Summary: 136, 138</p>   |
| Great Compromise  | <p><b>SW:</b> The Great Compromise, 199</p> <p><b>TG:</b> Active Reading &amp; Lesson Summary: 142, 144</p>   |
| Three-Fifths Compromise   | <p><b>SW:</b> The Great Compromise, 199</p> <p><b>TG:</b> Active Reading &amp; Lesson Summary: 142, 144</p>   |

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|---|---|
| <b>Fifth Grade Skills:</b>  |   |
| <p>In grades K-4 the skills are discipline-specific and are located within each discipline section of the respective document. Fifth grade is a transition year to teaching social studies as an integrated course with history being the focus. Although students in grades K-4 have been introduced to primary sources, in fifth grade they should begin to apply the principles of interpretation in their work. The skills listed below include direct references from the Kansas Common Core for English Language Arts &amp; Literacy in History/Social Studies, Science, and Technical Subjects standards (KCCS).</p> |   |
| <b>Evaluation of Historical Evidence Skills:</b>  |   |
| <p>1. Sourcing. Consider who wrote a document as well as the circumstances of its creation.</p>   | <p><b>SW:</b> Critical Thinking: Use Primary Sources: 150-151; Media and Technology: Evaluate Web Sites, 232-233<br/><b>TG:</b> Active Reading &amp; Lesson Summary: 109, 110, 167, 168; Analyze Primary Sources: 35, R1, R2, R3, R5, R9, R11</p>   |
| <p>2. Contextualization. Locate a document in time and place, and understand how these factors shape its content.</p>   | <p><b>SW:</b> Critical Thinking: Use Primary Sources: 150-151; Media and Technology: Search for Information on the Internet: 194-195; Media and Technology: Evaluate Web Sites, 232-233<br/><b>TG:</b> Active Reading &amp; Lesson Summary: 109, 110, 140, 141, 167, 168; Analyze Primary Sources: 35, R1, R2, R3, R5, R9, R11</p>  |
| <p>3. Close reading. Examine the author’s claims and evaluate the evidence used by the author to support those claims.</p>  | <p><b>SW:</b> Media and Technology: Evaluate Web Sites, 232-233<br/><b>TG:</b> Author’s Purpose: 6; Demonstrate Reasoned Judgment: SSH6, SSH8, 38, 48, 57, 62, 67, 115, 118, 127, 128, 161, 176, 180, 184, 190, 196, 200, 202, 203, 208, 212, 218, 221, 224, 228, 230, 233, 235, 240, R4, R8, R9; Recognize Bias: 113, 242; Express Problems Clearly: 28, 113, 123, 138, 148, 178, 202, 218, 228, 230, 232, 244</p> |
| <p>4. Corroboration. Consider details across multiple sources to determine points of agreement and disagreement.</p>  | <p><b>SW:</b> Critical Thinking: Compare Viewpoints: 128-129; Critical Thinking: Use Primary Sources: 150-151; Media and Technology: Search for Information on the Internet: 194-195<br/><b>TG:</b> Active Reading &amp; Lesson Summary: 92, 93, 109, 110, 140, 141; Analyze Primary Sources: 35, R1, R2, R3, R5, R9, R11</p>   |

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|---|---|
| <p>5. Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text (KCCRS RI.5.1)</p> | <p><b>SW:</b> Got It?: 9, 17, 25, 41, 51, 57, 71, 79, 87, 95, 111, 119, 127, 135, 149, 159, 165, 173, 179, 193, 203, 209, 217, 231, 239, 245, 251, 257, 273, 283, 291, 297, 313, 321, 329, 337, 343; Make Inferences: 255; Draw Conclusions: 35, 41, 49, 51, 57, 59, 159, 179</p> <p><b>TG:</b> Active Reading &amp; Lesson Summary: 5, 8, 11, 14, 15, 19, 27, 31, 34, 38, 39, 42, 50, 53, 54, 58, 59, 63, 66, 69, 77, 81, 82, 86, 87, 91, 94, 97, 105, 108, 111, 112, 115, 116, 119, 120, 124, 125, 128, 136, 139, 142, 146, 147, 150, 151, 155, 163, 166, 169, 172, 173, 176, 177, 180, 181, 184, 192, 196, 199, 203, 204, 208, 209, 212; Formulate Questions: 7, 8, 16, 17, 30, 53, 57, 60, 62, 75, 91, 97, 117, 122, 138, 145, 152, 153, 154, 170, 174, 180, 184, 190, 196, 203, 205, 206, 212, 223, 229, 234; Make/Draw Inferences/Infer: SSH2, SSH5, SSH6, SSH10, SSH11, SSH13, SSH15, 3, 17, 19, 28, 29, 31, 36, 37, 38, 40, 41, 48, 55, 57, 69, 80, 81, 90, 103, 112, 114, 117, 119, 121, 122, 124, 126, 138, 150, 153, 155, 161, 175, 179, 183, 201, 210, 218, 222, 229, 233, 244, R3, R7, R8, R10, R11, R12, R13; Draw Conclusions: SSH2, SSH4, SSH11, SSH14, SSH15, 8, 12, 16, 18, 19, 25, 29, 31, 35, 37, 40, 51, 53, 57, 60, 61, 80, 81, 86, 91, 95, 96, 112, 121, 124, 126, 134, 146, 149, 150, 152, 154, 164, 166, 170, 175, 176, 180, 190, 193, 194, 196, 200, 202, 205, 206, 208, 212, 218, 221, 222, 223, 228, 230, 233, 234, 237, 238, 240, 244, R3, R5, R6, R7, R8, R9, R10, R12, R13</p> |

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|--|--|
| <p>6. Explain the relationships or interactions between two or more individuals, events, ideas, or concepts in a historical...text based on specific information in the text. (KCCRS RI.5.3)</p> | <p><b>SW:</b> Reading Skills: Cause and Effect: SSH3; Cause and Effect: 51, 53, 78, 145, 148, 149, 157, 173, 181, 236, 245, 260, 267, 273, 276, 313; Critical Thinking: Compare Viewpoints: 128-129<br/> <b>TG:</b> Active Reading &amp; Lesson Summary: 92, 93; Synthesize Information: SSH3, SSH4, SSH5, SSH6, SSH9, SSH10, SSH11, SSH13, SSH14, SSH15, 7, 8, 13, 31, 42, 58, 68, 79, 80, 81, 84, 86, 88, 97, 113, 114, 122, 128, 144, 150, 152, 154, 170, 171, 195, 203, 222, 223, 224, 233, 237, 238, R2, R4, R5, R6, R7, R8, R12; Cause and Effect: SSH8, SSH9, SSH10, 3, 13, 18, 25, 28, 30, 36, 37, 41, 51, 52, 53, 55, 57, 58, 62, 63, 68, 69, 71, 78, 79, 83, 85, 86, 90, 91, 106, 107, 108, 112, 114, 115, 117, 121, 122, 123, 128, 138, 154, 157, 161, 165, 170, 176, 178, 179, 190, 194, 196, 201, 202, 203, 206, 207, 211, 212, 243, 244, R1, R4, R11</p>   |
| <p>7. Determine the meaning of general academic and domain-specific words and phrases in a text. (KCCRS RI.5.4)</p>  | <p><b>SW:</b> Vocabulary: SSH13, SSH15, SSH17, SSH19, SSH20, SSH23, SSH25, SSH27, SSH28, SSH31, SSH33, SSH35, 5, 13, 19, 35, 45, 53, 67, 73, 81, 92, 105, 113, 121, 131, 145, 153, 161, 167, 175, 189, 197, 205, 211, 227, 235, 241, 247, 253, 267, 277, 285, 293, 307, 317, 323, 331, 339<br/> <b>TG:</b> Active Reading &amp; Lesson Summary: 5, 6, 11, 12, 15, 16, 27, 28, 34, 35, 39, 40, 50, 51, 54, 55, 59, 60, 66, 67, 77, 78, 82, 83, 87, 88, 94, 95, 105, 106, 111, 112, 116, 117, 120, 121, 125, 126, 136, 137, 142, 143, 147, 148, 151, 152, 163, 164, 169, 170, 173, 174, 177, 178, 181, 182, 192, 193, 199, 200, 204, 205, 209, 210, 220, 221, 227, 228, 231, 232, 236, 237, 241, 242; Academic Vocabulary: SSH2, SSH8, SSH13, 7, 12, 13, 17, 18, 25, 37, 40, 48, 51, 52, 58, 60, 67, 75, 80, 85, 88, 90, 103, 106, 107, 108, 113, 114, 117, 118, 119, 124, 134, 137, 143, 146, 150, 161, 164, 165, 171, 172, 174, 201, 211, 218, 221, 222, 223, 224, 229, 232, 233, 234, 237, 238, 240, 242, R1, R2, R3, R4, R6, R7, R9, R10, R11, R12, R13, R14; Analyze Vocabulary: R3</p> |

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|---|--|
| <p>8. Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent. (KCCRS RI.5.6)</p> | <p><b>SW:</b> Critical Thinking: Compare Viewpoints: 128-129; Critical Thinking: Use Primary Sources: 150-151; Media and Technology: Search for Information on the Internet: 194-195<br/> <b>TG:</b> Active Reading &amp; Lesson Summary: 92, 93, 109, 110, 140, 141; Analyze Primary Sources: 35, R1, R2, R3, R5, R9, R11</p>   |
| <p>9. Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably. (KCCRS RI.5.9)</p>                   | <p><b>SW:</b> myStory Current Events: 29, 61, 99, 139, 183, 221, 261, 301, 347; Critical Thinking: Use Primary Sources: 150-151; Media and Technology: Search for Information on the Internet: 194-195; Media and Technology: Evaluate Web Sites: 232-233<br/> <b>TG:</b> myStory Current Events: 20, 22, 43, 45, 70, 72, 98, 100, 129, 131, 156, 158, 185, 187, 213, 215, 245, 247; Active Reading &amp; Lesson Summary: 109, 110, 140, 141, 167, 168; Research: 29, 38, 42, 65, 79, 141, 165, 168, 179, 183, 186, 191, 194, 201, 208, 211, 229, 234, 239; Report Research: 42, 79, 141, 165, 168, 183, 186, 191, 194, 211, 239</p> |
| <p>10. Conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic. (KCCRS W.5.7)</p>       | <p><b>SW:</b> myStory Current Events: 29, 61, 99, 139, 183, 221, 261, 301, 347; Critical Thinking: Use Primary Sources: 150-151; Media and Technology: Search for Information on the Internet: 194-195; Media and Technology: Evaluate Web Sites: 232-233<br/> <b>TG:</b> myStory Current Events: 20, 22, 43, 45, 70, 72, 98, 100, 129, 131, 156, 158, 185, 187, 213, 215, 245, 247; Active Reading &amp; Lesson Summary: 109, 110, 140, 141, 167, 168; Research: 29, 38, 42, 65, 79, 141, 165, 168, 179, 183, 186, 191, 194, 201, 208, 211, 229, 234, 239; Report Research: 42, 79, 141, 165, 168, 183, 186, 191, 194, 211, 239</p> |

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|---|---|
| 11. Recall relevant information from experiences or gather relevant information from print and digital sources; summarize or paraphrase information in notes and finished work, and provide a list of sources (KCCRS W.5.8) | <b>SW:</b> Reading Skills: Summarize: SSH4; Summarize: 165, 189, 193, 209, 211, 217, 220, 331, 341, R2; Main Idea and Details: 75, 79, 80, 85, 86, 89, 90, 91, 96, 97<br><b>TG:</b> Summarize: 3, 6, 12, 21, 44, 51, 52, 53, 55, 56, 57, 60, 63, 67, 68, 69, 85, 99, 118, 137, 138, 143, 144, 145, 148, 149, 152, 153, 157, 161, 170, 171, 172, 174, 176, 178, 180, 182, 183, 184, 193, 195, 201, 205, 207, 208, 210, 211, 214, 223   |
| 12. Draw evidence from literary or informational text to support analysis, reflection, and research. (KCCRS W.5.9)  | <b>SW:</b> myStory Current Events: 29, 61, 99, 139, 183, 221, 261, 301, 347; Critical Thinking: Use Primary Sources: 150-151; Media and Technology: Search for Information on the Internet: 194-195; Media and Technology: Evaluate Web Sites: 232-233<br><b>TG:</b> myStory Current Events: 20, 22, 43, 45, 70, 72, 98, 100, 129, 131, 156, 158, 185, 187, 213, 215, 245, 247; Active Reading & Lesson Summary: 109, 110, 140, 141, 167, 168; Research: 29, 38, 42, 65, 79, 141, 165, 168, 179, 183, 186, 191, 194, 201, 208, 211, 229, 234, 239; Report Research: 42, 79, 141, 165, 168, 183, 186, 191, 194, 211, 239 |
| <b>Geography Skills which apply to human (cultural) and natural (physical) systems:</b>   |   |
| 1. Ask geographic questions such as spatial distributions, place, location, and scale.  | <b>SW:</b> Reading Maps, SSH12; Native American Economies, 14-15; Álvar Núñez Cabeza de Vaca: Explorer of Florida and Texas, 31-33; Searching for Riches, 35; Reaching India, 40-41; Portuguese Explorers, 1487-1499, 40; The Columbian Exchange, 52-57; Triangular Trade, 115; The Slave Trade, 120-121<br><b>TG:</b> Active Reading & Lesson Summary: SSH1, SSH3, 11, 13, 24, 25, 26, 27, 28, 31, 39, 40, 41, 42, 82, 84, 87, 88  |



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| <b>Kansas Standards for History, Government, and Social Studies</b>   | <b>myWorld Social Studies Building Our Country, Grade 5</b>  |
|---|--|
| <p>2. Acquire geographic information from sources such as primary and secondary sources, photographs, observation, maps, etc.</p> | <p><b>SW:</b> Possible Routes of the First Americans, 5; Native American Cultures, 13; Viking Exploration, 34; Portuguese Explorers, 1487-1499, 40; Spanish Exploration, 1513-1542, 48; The Columbian Exchange, 54-55; New Spain Around 1600, 66; Spanish Missions, 1600-1650, 70; Rival Settlements, Early 1600s, 75; Plymouth Colony, 82; European Colonies, mid-1600s, 91; The English Colonies, 104; Products of the 13 Colonies, 112; Triangular Trade, 115; Claiming North America, 130; Critical Thinking: Use Primary Sources, 150-151; Express Riders, 153; The Revolution Begins, 158; Thirteen Colonies, 160; British and American Victories, 1776, 169; Battle of Saratoga, 1777, 170; Battles, 1778-1781, 175; The Northwest Territory, 1787, 192; Media and Technology: Search for Information on the Internet, 194-195; Lewis and Clark’s Journey, 238; Land Claims, 1817, 247; Routes to Indian Territory, 1830s, 249; National Road and Major Canals, early 1800s, 270; Northern Mexico, 1835, 277; Expansion of the United States, 1783-1853, 282; Trails West, 1840s, 290; The United States, 1860, 306; Changes in Slave-Free States and Territories, 1820-1854, 309; Civil War Battlefields, 331; Sherman’s March, 1864, 333</p> <p><b>TG:</b> Active Reading &amp; Lesson Summary: 6, 12, 28, 31, 37, 41, 51, 53, 56, 61, 67, 78, 83, 84, 95, 109, 110, 112, 115, 117, 122, 123, 126, 139, 140, 141, 172, 178, 179, 195, 200, 203, 208, 221, 222, 237, 238</p> |
| <p>3. Organize geographic information using a variety of methods including maps, graphs, diagrams, tables, charts, etc.</p>       | <p><b>SW:</b> Our Land and Regions, SSH10-SSH11; Reading Maps, SSH12; Political Maps, SSH13; Physical Maps; Elevation Maps, SSH15; Regions, SSH16; Historical Maps, SSH17; Special-Purpose Maps; Current-Events Maps, SSH19</p> <p><b>TG:</b> Active Reading &amp; Lesson Summary: SSH1, SSH2, SSH3, SSH4, SSH5, SSH6</p>  |

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|--|--|
| 4. Analyze geographic information to seek patterns, infer relationships, make predictions, make inferences, evaluate bias, and synthesize information. | <p><b>SW:</b> Our Land and Regions: Location, Place, SSH10; Ancient Farmers: Builders in Stone, 1-3; Ancient American Civilizations, 4-9; Native American Cultures, 13; Settling in the Americas, 50-51; Jamestown Settlement: Three Cultures Meet, 63-65; New Spain Around 1600, 66; Spanish Missions, 1600-1650, 70; Rival Settlements, Early 1600s, 75; Plymouth Colony, 82; European Colonies, mid-1600s, 91; The English Colonies, 104</p> <p><b>TG:</b> Active Reading &amp; Lesson Summary: SSH1, SSH2, 2, 3, 4, 5, 6, 7, 8, 11, 12, 13, 34, 38, 47, 48, 49, 50, 51, 53, 54, 56, 59, 61, 66, 67, 77, 78</p> |
| 5. Answer geographic questions to construct knowledge and connect to the real world.   | <p><b>SW:</b> Our Land and Regions, SSH10-SSH11; Reading Maps, SSH12; Political Maps, SSH13; Physical Maps; Elevation Maps, SSH15; Regions, SSH16; Historical Maps, SSH17; Special-Purpose Maps; Current-Events Maps, SSH19</p> <p><b>TG:</b> Active Reading &amp; Lesson Summary: SSH1, SSH2, SSH3, SSH4, SSH5, SSH6</p>  |
| <b>Economic Skills:</b>  |  |
| 1. Ask economic questions about choices and consequences, incentives, and voluntary exchange.  | <p><b>SW:</b> Scarcity and Opportunity Costs, SSH23; The Economy Today, SSH25; Portuguese Explorers, 38-39; The Columbian Exchange, 52-57; Imports and Exports, 114-115</p> <p><b>TG:</b> Active Reading &amp; Lesson Summary: SSH7, SSH9, SSH10, 27, 30, 39, 40, 41, 42, 82, 84</p>   |
| 2. Acquire economic information from sources such as primary and secondary sources, surveys, reference material and observation.                       | <p><b>SW:</b> Critical Thinking: Use Primary Sources, 150-151; Media and Technology: Search for Information on the Internet, 194-195</p> <p><b>TG:</b> Active Reading &amp; Lesson Summary: 109, 110, 140, 141</p>   |

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|--|---|
| 3. Analyze economic information using a variety of methods including diagrams, charts, graphs, and tables.                   | <p><b>SW:</b> The Effect of Inflation, 1775-1779, 190; Building a Strong Economy, 229; myStory Spark: What Are the Costs And Benefits of Growth? 262; myStory Book: What Are the Costs And Benefits of Growth? 301</p> <p><b>TG:</b> Active Reading &amp; Lesson Summary: 136, 139, 163, 165, 189, 190, 213, 215</p>  |
| 4. Answer economic questions by presenting economic information in oral and written reports and through charts and diagrams. | <p><b>SW:</b> Supply and Demand, SSH20-SSH21; The Marketplace, SSH22; Scarcity and Opportunity Cost, SSH23; Banks, SSH24; The Economy Today, SSH25; Jobs, SSH26; Technology and Specialization, SSH27; Collaboration and Creativity: Give an Effective Presentation, 274-275</p> <p><b>TG:</b> Active Reading &amp; Lesson Summary: SSH7, SSH8, SSH9, SSH10, SSH11, 197, 198</p>  |
| 5. Exhibit decision making based on an understanding of consequences and cost/benefit.                                       | <p><b>SW:</b> Question 5, 85; Costs and Benefits of Indentured Servants, 85; Critical Thinking: Make Decisions, 88-89</p> <p><b>TG:</b> Active Reading &amp; Lesson Summary: 60, 62, 64, 65</p>   |
| <b>Civics Skills:</b>  |   |
| 1. Use criteria to make judgments about the strengths and weaknesses of a position on an issue.                              | <p><b>SW:</b> How We Participate in Government, SSH35; myStory Spark: What Does It Take To Build a New Society? 100; myStory Book: What Does It Take To Build a New Society? 139; myStory Spark: What Is Worth Fighting For? 140; myStory Book: What Is Worth Fighting For? 183; myStory Spark: What Is Worth Fighting For? 302; myStory Book: What Is Worth Fighting For? 347</p> <p><b>TG:</b> Active Reading &amp; Lesson Summary: SSH12, SSH16, 74, 75, 98, 100, 102, 103, 129, 131, 217, 218, 245, 247; Oral Debate: 7, 52, 60, 165, 223</p> |

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|---|---|
| 2. Use criteria to arrive and defend a position that you can support.   | <p><b>SW:</b> How We Participate in Government, SSH35; myStory Spark: What Does It Take To Build a New Society? 100; myStory Book: What Does It Take To Build a New Society? 139; myStory Spark: What Is Worth Fighting For? 140; myStory Book: What Is Worth Fighting For? 183; myStory Spark: What Is Worth Fighting For? 302; myStory Book: What Is Worth Fighting For? 347</p> <p><b>TG:</b> Active Reading &amp; Lesson Summary: SSH12, SSH16, 74, 75, 98, 100, 102, 103, 129, 131, 217, 218, 245, 247; Oral Debate: 7, 52, 60, 165, 223</p>   |
| 3. Adhere to the fundamental principles of common good and justice for all.   | <p><b>SW:</b> Government in Action, SSH32; Being a Good Citizen, SSH34; Collaboration and Creativity, 10-11; Women and African Americans Fight for Freedom, 252-257</p> <p><b>TG:</b> Active Reading &amp; Lesson Summary: SSH12, SSH15, SSH16, 9, 10, 181, 182, 183, 184</p>   |
| 4. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners, building on others' ideas and expressing your own clearly. (KCCRS SL.5.1) | <p>Students meet this objective throughout the text. Refer to the following examples:</p> <p><b>SW:</b> Collaboration and Creativity: Work in Teams: 10-11; Critical Thinking: Make Decisions: 88-89; Critical Thinking: Compare Viewpoints: 128-129</p> <p><b>TG:</b> Active Reading &amp; Lesson Summary: 9, 10, 64, 65, 92, 93; Oral Debate: 7, 52, 60, 165, 223; Share Project: 68, 93, 155, 198, 223, 228, 229; Share Ideas/Information: 21, 38, 42, 52, 68, 76, 79, 93, 96, 106, 130, 139, 141, 143, 148, 149, 155, 157, 162, 175, 178, 183, 186, 187, 191, 194, 198, 201, 214, 215, 219, 223, 228, 229, 234, 239, 246, 247; Ask Questions/Respond after Presentation: 21, 183, 186, 198; Identify Central Issues: 36, 38, 41, 51, 52, 56, 57, 58, 60, 61, 62, 63, 67, 83, 84, 89, 90, 91, 95, 96, 97, 112, 113, 115, 119, 121, 123, 127, 134, 137, 139, 146, 149, 154, 164, 170, 171, 172, 175, 179, 193, 195, 200, 201, 202, 206, 212, 224, 228, 232, 237</p> |