

A Correlation of myView Literacy, Grade 5, ©2020 to the Massachusetts Curriculum Framework - History and Social Science Framework

Introduction

This document demonstrates how **myView Literacy, ©2020** meets the **Massachusetts Curriculum Framework – History and Social Science Framework**. Correlation page references are to the Teacher’s Edition and are cited by grade, unit and page references.

myView Literacy is a K-5 comprehensive, interactive literacy program that provides a balanced approach to teaching reading, writing, speaking, listening and viewing using a collection authentic reading texts and collaborative writing workshops. Competencies of 21st century thinking and social-emotional learning are taught and practiced using authentic literature, highly-engaging trade books, collaborative learning, and project-based inquiry. The instructional model follows connected reading and writing workshops that focus on teaching the critical skills and strategies students need to be highly competent thinkers, readers, and writers ready for college and career. It is designed to teach students to think carefully about what they read, discern what is relevant to them, and what is important in their world. *myView Literacy* offers a balanced instructional model with an emphasis on conceptual understandings, standards-based instruction and application through rigorous performance tasks and the workshop model.

Inspire Confidence and Collaboration

- Create opportunities for student success. Provide a supportive and nurturing environment that empowers students to become independent learners.

Focus on Balance and Flexibility

- Develop predictable routines for teaching and learning. Minilessons, small groups, and collaboration lead to a gradual release of responsibility.

Nurture Every Learner

- Spend more time coaching, differentiating, and promoting positive attitudes toward reading and writing.

Copyright © 2020 Savvas Learning Company LLC All Rights Reserved.
Savvas™ and **Savvas Learning Company™** are the exclusive trademarks of Savvas Learning Company LLC in the US and in other countries.

**A Correlation of myView Literacy, Grade 5, ©2020 to the
Massachusetts Curriculum Framework - History and Social Science Framework**

Table of Contents

Topic 1. Early colonization and growth of colonies	4
Topic 2. Reasons for revolution, the Revolutionary War, and the formation of government	7
Topic 3. Principles of United States Government	10
Topic 4. The growth of the Republic	12
Topic 5. Slavery, the legacy of the Civil War, and the struggle for civil rights for all	13

**A Correlation of myView Literacy, Grade 5, ©2020 to the
Massachusetts Curriculum Framework - History and Social Science Framework**

Massachusetts Curriculum Framework 2018 History and Social Framework	myView Literacy Grade 5, ©2020
Grade 5 Content Standards	
Building on knowledge from previous years, students should be able to:	
Topic 1. Early colonization and growth of colonies [5.T1]	
<i>Supporting Question: To what extent was North America a land of opportunity, and for whom?</i>	
1. Explain the early relationships of English settlers to Native Peoples in the 1600s and 1700s, including the impact of diseases introduced by Europeans in severely reducing Native populations, the differing views on land ownership or use, property rights, and the conflicts between the two groups (e.g., the Pequot and King Philip's Wars in New England).	For supporting content please see: Digital Resources: <i>Book Club: Trade Books >Unit 1>Journeys in Time: A New Atlas of American History Leveled Readers >Guided Reading Level U> Journey to the New World Leveled Readers >Guided Reading Level V>Lewis and Clark: Westward Expansion</i>
2. Compare the different reasons colonies were established and research one of the founders of a colony (e.g., Lord Baltimore in Maryland, William Penn in Pennsylvania, John Smith in Virginia, Roger Williams in Rhode Island, John Winthrop in Massachusetts).	For supporting content please see: Digital Resources: <i>Book Club: Trade Books >Unit 1>Journeys in Time: A New Atlas of American History Leveled Readers >Guided Reading Level U> Journey to the New World Leveled Readers >Guided Reading Level V>Lewis and Clark: Westward Expansion</i>
3. Analyze the reasons why English colonists had the strongest influence on the language, political institutions, and political principles of the country that became the United States of America, even though other major European nations also explored North America (e.g., the relatively small number of colonists from other nations, England's history of self- government, high rates of literacy, and strong economic, and military position in the world).	For opportunities to address this standard please see: Digital Resources: <i>Book Club: Trade Books >Unit 1>Journeys in Time: A New Atlas of American History Leveled Readers >Guided Reading Level U> Journey to the New World Leveled Readers >Guided Reading Level V>Lewis and Clark: Westward Expansion</i>
4. On a map of the United States, locate the first	For opportunities to address this standard please

**A Correlation of myView Literacy, Grade 5, ©2020 to the
Massachusetts Curriculum Framework - History and Social Science Framework**

Massachusetts Curriculum Framework 2018 History and Social Framework	myView Literacy Grade 5, ©2020
13 colonies and describe the impact of regional differences in climate on the types of crops that could be grown or harvested profitably in the Northern, mid-Atlantic, and Southern colonies; describe varied sources of labor (e.g., self-employed colonists, apprentices, employees, indentured servants, free and enslaved Africans).	see: Digital Resources: <i>Leveled Readers</i> >Guided Reading Level U> Journey to the New World
5. Describe the origins of slavery, its legal status in all the colonies through the 18th century, and the prevalence of slave ownership, including by many of the country’s early leaders (e.g., George Washington, Thomas Jefferson, James Madison, George Mason.)	For opportunities to address this standard please see: Digital Resources: <i>Book Club: Trade Books</i> >Unit 1>Journeys in Time: A New Atlas of American History
6. Describe the Triangular Trade and the harsh conditions of trans-Atlantic voyages (called the Middle Passage) for enslaved Africans.	For opportunities to address this standard please see: Digital Resources: <i>Book Club: Trade Books</i> >Unit 1>Journeys in Time: A New Atlas of American History
7. Compare and contrast the living and working conditions of enslaved and free Africans in the colonies in the 18th century, and explain how some enslaved people sought their freedom.	For supporting content please see: Unit 4: Shared Read: Keeping Mr. John Holton Alive, T31-T43 Cross-Curricular Perspectives, Social Studies, T40, T42 Digital Resources: <i>Book Club: Trade Books</i> >Unit 1>Journeys in Time: A New Atlas of American History <i>Leveled Readers</i> >Guided Reading Level V>Pathways to Freedom
a. Enslaved African Americans were property that could be bought, sold, and separated from their families by their owners; they were generally not taught to read or write, and generally owned no property; they suffered many kinds of abuse and	For supporting content please see: Unit 4: Shared Read: Keeping Mr. John Holton Alive, T31-T43 Cross-Curricular Perspectives, Social Studies, T40,

**A Correlation of myView Literacy, Grade 5, ©2020 to the
Massachusetts Curriculum Framework - History and Social Science Framework**

<p style="text-align: center;">Massachusetts Curriculum Framework 2018 History and Social Framework</p>	<p style="text-align: center;">myView Literacy Grade 5, ©2020</p>
<p>could be punished if they were caught after running away from their masters. A number of slave rebellions resulted from these harsh conditions.</p>	<p>T42</p> <p>Digital Resources: <i>Book Club: Trade Books</i> >Unit 1>Journeys in Time: A New Atlas of American History <i>Leveled Readers</i> >Guided Reading Level V>Pathways to Freedom</p>
<p>b. Many enslaved Africans became skilled artisans, such as cabinetmakers, coopers, and ironworkers and could be hired out to work.</p>	<p>For supporting content please see: Unit 4: Shared Read: Keeping Mr. John Holton Alive, T31-T43 Cross-Curricular Perspectives, Social Studies, T40, T42</p> <p>Digital Resources: <i>Book Club: Trade Books</i> >Unit 1>Journeys in Time: A New Atlas of American History <i>Leveled Readers</i> >Guided Reading Level V>Pathways to Freedom</p>
<p>c. Some Africans came to America as indentured servants or sailors and were freed when their service was completed; some former slaves were granted freedom and some in the North took legal action to obtain their freedom (e.g., in Massachusetts, Elizabeth Freeman, Quock Walker, and Prince Hall).</p>	<p>For supporting content please see: Unit 4: Shared Read: Keeping Mr. John Holton Alive, T31-T43 Cross-Curricular Perspectives, Social Studies, T40, T42</p> <p>Digital Resources: <i>Book Club: Trade Books</i> >Unit 1>Journeys in Time: A New Atlas of American History <i>Leveled Readers</i> >Guided Reading Level V>Pathways to Freedom</p>
<p>d. States in the North adopted gradual emancipation (for example, Massachusetts outlawed slavery in 1783 and no enslaved people appear in the 1790 Massachusetts census); free African Americans could have families, own property, hold jobs, and earn a living.</p>	<p>For supporting content please see: Unit 4: Cross-Curricular Perspectives: Social Studies, T40</p> <p>Digital Resources: <i>Book Club: Trade Books</i> >Unit 1>Journeys in Time: A New Atlas of American History</p>

**A Correlation of myView Literacy, Grade 5, ©2020 to the
Massachusetts Curriculum Framework - History and Social Science Framework**

Massachusetts Curriculum Framework 2018 History and Social Framework	myView Literacy Grade 5, ©2020
	<i>Leveled Readers</i> >Guided Reading Level V>Pathways to Freedom
Topic 2. Reasons for revolution, the Revolutionary War, and the formation of government [5.T2]	
<i>Supporting Questions: Why did most Native Peoples side with the French against the British in the French and Indian Wars? Were the colonists justified in rebelling against Great Britain in the American Revolution?</i>	
1. Explain the reasons for the French and Indian War and how its costs led to an overhaul of British imperial policy; explain key British policies and the colonial response to them.	
a. policies: the Proclamation of 1763, the Sugar Act (1764), the Stamp Act (1765), the Townsend Duties (1767), the Tea Act (1773), the Intolerable Acts (1774)	Digital Resources: <i>Leveled Readers</i> >Guided Reading Level V>Road to Freedom <i>Book Club: Trade Books</i> >Unit 1>Journeys in Time: A New Atlas of American History
b. the slogan, “no taxation without representation”	Digital Resources: <i>Leveled Readers</i> >Guided Reading Level V>Road to Freedom
c. the roles of the Stamp Act Congress, the Sons of Liberty, and the Boston Tea (1773), the Suffolk Resolves (1774), in which Massachusetts declared a boycott of British goods, the early battles between Massachusetts colonists and the British soldiers in Lexington, Concord, and Bunker Hill (1775) and the evacuation of the British from Boston (1776)	Unit 4: Student Interactive: The American Revolution, T87 Digital Resources: <i>Leveled Readers</i> >Guided Reading Level V>Road to Freedom <i>Book Club: Trade Books</i> >Unit 1>Journeys in Time: A New Atlas of American History
d. the role of women in the boycott of British textiles and tea, in writing to support liberty, in managing family farms and businesses, raising funds for the war, and supporting the Continental Army (1760s–1780s)	For supporting content please see: Unit 4: Historical Fiction: The Scarlet Stockings Spy, T97-T113 Digital Resources: <i>Leveled Readers</i> >Guided Reading Level V>Road to Freedom
2. On a historic map of the Boston area in the	For opportunities to address this standard please

**A Correlation of myView Literacy, Grade 5, ©2020 to the
Massachusetts Curriculum Framework - History and Social Science Framework**

<p style="text-align: center;">Massachusetts Curriculum Framework 2018 History and Social Framework</p>	<p style="text-align: center;">myView Literacy Grade 5, ©2020</p>
<p>1770s, locate important sites in the pre-Revolutionary and Revolutionary period and analyze the role and the significance of Massachusetts people such Samuel Adams, Crispus Attucks, John Hancock, James Otis, Paul Revere, John and Abigail Adams, Mercy Otis Warren, Phillis Wheatley, Peter Salem.</p>	<p>see: Unit 4: Student Interactive: The American Revolution, T87 Historical Fiction: The Scarlet Stockings Spy, T97-T113</p> <p>Digital Resources: <i>Leveled Readers</i> >Guided Reading Level V>Road to Freedom <i>Book Club: Trade Books</i> >Unit 1>Journeys in Time: A New Atlas of American History</p>
<p>3. Explain the development of colonial governments and describe how these developments (e.g., legislative bodies, town meetings, and charters on individual freedoms and rights) contributed to the Revolution.</p>	<p>For supporting content please see: Digital Resources: <i>Leveled Readers</i> >Guided Reading Level V>Road to Freedom <i>Book Club: Trade Books</i> >Unit 1>Journeys in Time: A New Atlas of American History</p>
<p>4. Read the Declaration of Independence (1776), explain its main argument, the reasons given for seeking independence, the meaning of the key ideas on equality and natural and legal rights, and the rule of law.</p>	<p>For opportunities to address this standard please see: Digital Resources: <i>Leveled Readers</i> >Guided Reading Level V>Road to Freedom</p>
<p>5. Describe the impact of events as the Revolutionary War continued; locate the sites of events on a map, and explain the factors leading to American victory and British defeat.</p>	<p>For opportunities to address this standard please see: Unit 4: Historical Fiction: The Scarlet Stockings Spy, T97-T113</p> <p>Digital Resources: <i>Leveled Readers</i> >Guided Reading Level V>Road to Freedom <i>Book Club: Trade Books</i> >Unit 1>Journeys in Time: A New Atlas of American History</p>

**A Correlation of myView Literacy, Grade 5, ©2020 to the
Massachusetts Curriculum Framework - History and Social Science Framework**

Massachusetts Curriculum Framework 2018 History and Social Framework	myView Literacy Grade 5, ©2020
a. The Battles of Trenton in New Jersey (1776) and Saratoga in New York (1777)	For supporting content please see: Unit 4: Historical Fiction: The Scarlet Stockings Spy, T97-T113 Digital Resources: <i>Leveled Readers</i> >Guided Reading Level V>Road to Freedom <i>Book Club: Trade Books</i> >Unit 1>Journeys in Time: A New Atlas of American History
b. The winter encampment of the Continental Army at Valley Forge in Delaware (1777–1778)	For supporting content please see: Unit 4: Student Interactive: The American Revolution, T87 Digital Resources: <i>Leveled Readers</i> >Guided Reading Level V>Road to Freedom <i>Book Club: Trade Books</i> >Unit 1>Journeys in Time: A New Atlas of American History
c. The battle of Yorktown in Virginia (1781)	For supporting content please see: Unit 4: Student Interactive: The American Revolution, T87 Digital Resources: <i>Leveled Readers</i> >Guided Reading Level V>Road to Freedom <i>Book Club: Trade Books</i> >Unit 1>Journeys in Time: A New Atlas of American History
6. Explain that many Americans remained loyal to the British Crown or remained neutral in the conflict and that Native Peoples and free and enslaved Africans fought on both sides in the Revolution.	For supporting content please see: Unit 4: Student Interactive: The American Revolution, T87 Historical Fiction: The Scarlet Stockings Spy, T97-T113 Digital Resources: <i>Leveled Readers</i> >Guided Reading Level V>Road to Freedom <i>Book Club: Trade Books</i> >Unit 1>Journeys in Time: A New Atlas of American History
7. Compare and contrast the impact of the actions of important leaders (e.g., John Adams, Benjamin Franklin, King George III, Edmund Burke, Thomas	For supporting content please see: Unit 4: Shared Read: The Bill of Rights, T167-T181

**A Correlation of myView Literacy, Grade 5, ©2020 to the
Massachusetts Curriculum Framework - History and Social Science Framework**

Massachusetts Curriculum Framework 2018 History and Social Framework	myView Literacy Grade 5, ©2020
Jefferson, Alexander Hamilton, James Madison, George Washington, the Marquis de Lafayette) during the Revolution and the early years of the United States Republic.	<p>Digital Resources: <i>Leveled Readers</i> >Guided Reading Level V>Road to Freedom <i>Book Club: Trade Books</i> >Unit 1>Journeys in Time: A New Atlas of American History</p>
8. Explain the reasons for the adoption of the Articles of Confederation in 1781, the weaknesses of the Articles as a plan for government, and the reasons for their failure.	<p>For supporting content please see: Digital Resources: <i>Leveled Readers</i> >Guided Reading Level V>Road to Freedom <i>Book Club: Trade Books</i> >Unit 1>Journeys in Time: A New Atlas of American History</p>
9. Analyze the causes of Shays’ Rebellion of 1786-1787 and explain why it was one of the crucial events leading to the Constitutional Convention.	<p>For opportunities to address this standard please see: Digital Resources: <i>Leveled Readers</i> >Guided Reading Level V>Road to Freedom <i>Book Club: Trade Books</i> >Unit 1>Journeys in Time: A New Atlas of American History</p>
Topic 3. Principles of United States Government [5.T3]	
Supporting Question: <i>How did the Constitution attempt to balance competing interests, the question of power, and ideas about slavery?</i>	
1. Read the Preamble to and sections of the Constitution and explain how these writings reflect the following political principles: <i>individual rights and responsibilities, equality, the rule of law, general welfare, limited government, representative democracy.</i>	<p>For opportunities to address this standard please see: Unit 4: Student Interactive: Our Constitution, T157 Shared Read: The Bill of Rights, T167-T181</p> <p>Digital Resources: <i>Leveled Readers</i> >Guided Reading Level V>Road to Freedom <i>Book Club: Trade Books</i> >Unit 1>Journeys in Time: A New Atlas of American History</p>
Clarification statement: <i>Teachers may choose the sections of the Constitution that they believe to be most accessible and relevant to their students.</i>	

**A Correlation of myView Literacy, Grade 5, ©2020 to the
Massachusetts Curriculum Framework - History and Social Science Framework**

Massachusetts Curriculum Framework 2018 History and Social Framework	myView Literacy Grade 5, ©2020
2. Explain how the framers of the Constitution divided and shared powers among the three branches of the United States government; describe the function of each branch and the system of checks and balances.	For opportunities to address this standard please see: Unit 4: Student Interactive: Our Constitution, T157 Shared Read: The Bill of Rights, T167-T181
3. Describe the responsibilities of government at the federal, state, and local levels (e.g., protection of individual rights and the provision of services such as law enforcement and the building and funding of schools.	For opportunities to address this standard please see: Unit 4: Student Interactive: Our Constitution, T157 Shared Read: The Bill of Rights, T167-T181
4. Analyze the significance of the major issues debated by members of the Constitutional Convention (e.g., the distribution of political power, the rights of individuals, rights of states, tensions between states with large and smaller populations, the make-up of the Senate and electoral college, slavery and the question of how slaves were to be counted in the Census); explain why the framers agreed to the 3/5 Compromise in order to keep the states united and how the decision reinforced the institution of slavery and the power of states in which slavery was particularly prevalent.	For opportunities to address this standard please see: Unit 4: Student Interactive: Our Constitution, T157 Shared Read: The Bill of Rights, T167-T181 Digital Resources: <i>Leveled Readers</i> >Guided Reading Level V>Road to Freedom <i>Book Club: Trade Books</i> >Unit 1>Journeys in Time: A New Atlas of American History
5. Explain that voting rights and property rights did not extend to women in the new Constitution.	For supporting content please see: Unit 4: Student Interactive: Our Constitution, T157 Shared Read: The Bill of Rights, T167-T181 Digital Resources: <i>Leveled Readers</i> >Guided Reading Level U>Women's Rights
6. Read the Bill of Rights and explain the freedoms it guarantees; research the historical background of one of the first ten Amendments and make an argument using evidence for its inclusion in the Bill of Rights in 1791.	For supporting content please see: Unit 4: Historical Fiction: Jefferson's Desk, T88-T89 Shared Read: The Bill of Rights, T167-T181
Clarification Statement: <i>These standards are designed to be introductory. Students will study United States government in a Grade 8 Civics course and will revisit principles of government as part of high school courses U. S. History I and II.</i>	

**A Correlation of myView Literacy, Grade 5, ©2020 to the
Massachusetts Curriculum Framework - History and Social Science Framework**

Massachusetts Curriculum Framework 2018 History and Social Framework	myView Literacy Grade 5, ©2020
Topic 4. The growth of the Republic [5.T4]	
Supporting Question: <i>How did events of the early Republic test the newly-founded United States?</i>	
1. Identify the first three Presidents of the United States (George Washington, 1787-1797, John Adams, 1797-1801, and Thomas Jefferson, 1801-1809); summarize key developments during their time (e.g., the founding of political parties in the 1790s; the first Bank of the U.S., the Alien and Sedition Acts in 1798; the Louisiana Purchase of 1803, the Haitian Revolution in 1804), and evaluate their leadership of the new nation.	For opportunities to address the standard please see: Unit 4: Historical Fiction: Jefferson’s Desk, T88-T89 Shared Read: The Bill of Rights, T167-T181 Digital Resources: <i>Leveled Readers</i> >Guided Reading Level V>Road to Freedom <i>Book Club: Trade Books</i> >Unit 1>Journeys in Time: A New Atlas of American History
2. Evaluate the importance to the nation of the Louisiana Purchase and trace the expedition of Meriwether Lewis and William Clark, with Sacagawea and the Corps of Discovery, from 1803 to 1806.	Digital Resources: <i>Leveled Readers</i> >Guided Reading Level V>Lewis and Clark, Westward Expansion <i>Book Club: Trade Books</i> >Unit 1>Journeys in Time: A New Atlas of American History
3. Describe the causes of the War of 1812 and how events during the war contributed to a sense of American nationalism.	
a. British restrictions on trade and impressment	The focus of <i>myView Literacy</i> is English Language Arts, therefore this skill lies outside the scope of the program.
b. Major battles and events of the war, including the role of the USS Constitution, the burning of the Capitol and the White House, and the Battle of New Orleans	The focus of <i>myView Literacy</i> is English Language Arts, therefore this skill lies outside the scope of the program.
4. On a map of New England, locate cities and towns that played important roles in the development of the textile and machinery industries, whaling, shipping, and the China trade in the 18th and 19th centuries and give examples of the short- and long-term benefits and costs of these industries.	The focus of <i>myView Literacy</i> is English Language Arts, therefore this skill lies outside the scope of the program.

**A Correlation of myView Literacy, Grade 5, ©2020 to the
Massachusetts Curriculum Framework - History and Social Science Framework**

Massachusetts Curriculum Framework 2018 History and Social Framework	myView Literacy Grade 5, ©2020
5. Explain 19th century conflicts between Native Peoples and national, state, and local governments in the United States over land ownership and rights to self-government.	For supporting content please see: Digital Resources: <i>Leveled Readers</i> >Guided Reading Level V>Lewis and Clark, Westward Expansion
a. Shawnee leader Tecumseh’s call for Native Peoples to unify in resistance to the taking of their land (1810)	The focus of <i>myView Literacy</i> is English Language Arts, therefore this skill lies outside the scope of the program.
b. President Andrew Jackson and the Indian Removal Act (1830), which forced native communities to move from their ancestral lands in the Southeast to territory west of the Mississippi River	For opportunities to address this standard please see: Digital Resources: <i>Leveled Readers</i> >Guided Reading Level V>Lewis and Clark, Westward Expansion
c. the Mashpee Revolt (1833), a dispute over self-government in the Mashpee Indian district in Massachusetts	The focus of <i>myView Literacy</i> is English Language Arts, therefore this skill lies outside the scope of the program.
d. the significance of the Trail of Tears (1838) for the Cherokee and other native communities in the Southeast	The focus of <i>myView Literacy</i> is English Language Arts, therefore this skill lies outside the scope of the program.
Topic 5. Slavery, the legacy of the Civil War, and the struggle for civil rights for all [5.T5]	
<i>Supporting Question: What ideas and events of the 19th century led to the expansion of civil rights in the 20th and 21st centuries?</i>	
1. Trace the state-by-state abolition of slavery in the Northern states in the 18th and 19th centuries and the expansion of slavery into western states; explain the effects of the 1808 law that banned the importation of slaves into the United States and explain how a robust slave trade nonetheless continued within the United States until the mid-19th century.	For supporting content please see: Digital Resources: <i>Leveled Readers</i> >Guided Reading Level V>Pathways to Freedom <i>Book Club: Trade Books</i> >Unit 1>Journeys in Time: A New Atlas of American History
2. Identify the major reasons for the Civil War (e.g., slavery, political and economic competition in Western territories, the emergence of the Republican Party) and the war’s most important outcomes (e.g., end of slavery, Reconstruction, expanded role of the federal government, industrial growth in the North).	For opportunities to address this standard, please see: Digital Resources: <i>Leveled Readers</i> >Guided Reading Level V>Pathways to Freedom <i>Book Club: Trade Books</i> >Unit 1>Journeys in Time: A New Atlas of American History

**A Correlation of myView Literacy, Grade 5, ©2020 to the
Massachusetts Curriculum Framework - History and Social Science Framework**

Massachusetts Curriculum Framework 2018 History and Social Framework	myView Literacy Grade 5, ©2020
Clarification Statement: <i>In Grade 4, students were introduced to the Civil War as they learned about states of the Confederacy and the Union; they will study the Civil War in greater depth in high school.</i>	
3. Explain the ideas and roles of some of the people of the pre-Civil War era who led the struggle against slavery (abolitionism) and for voting and property rights for African Americans (e.g., Harriet Tubman, Nat Turner, Sojourner Truth, Frederick Douglass, William Lloyd Garrison, Harriet Beecher Stowe).	For opportunities to address this standard please see: Digital Resources: <i>Leveled Readers</i> >Guided Reading Level V>Pathways to Freedom <i>Book Club: Trade Books</i> >Unit 1>Journeys in Time: A New Atlas of American History
4. Identify the major military leaders and battles of the Civil War (e.g., Ulysses S. Grant, Robert E. Lee, William Tecumseh Sherman, Stonewall Jackson; Battles of Bull Run, Shiloh, Fredericksburg, Vicksburg, Gettysburg, Appomattox).	The focus of <i>myView Literacy</i> is English Language Arts, therefore this skill lies outside the scope of the program.
5. Describe the role of Abraham Lincoln in the development of the Republican Party and his actions as President during the Civil War, including the Emancipation Proclamation and the 13th, 14th, and 15th Amendments to the Constitution.	For opportunities to address this standard please see: Unit 4: Cross-Curricular Perspectives: Social Studies, T237 Digital Resources: <i>Leveled Readers</i> >Guided Reading Level V>Pathways to Freedom <i>Book Club: Trade Books</i> >Unit 1>Journeys in Time: A New Atlas of American History
6. Explain the consequences of the Emancipation Proclamation and the 13th, 14th, and 15th Amendments for the rights of African Americans.	
a. advocacy for women’s rights surrounding the passage of the 14th and 15th Amendments and its relationship to the later movement for women’s rights	Digital Resources: <i>Leveled Readers</i> >Guided Reading Level U>Women’s Rights
b. women’s attainment of the right to vote with the passage of the 19th Amendment of 1920	Digital Resources: <i>Leveled Readers</i> >Guided Reading Level U>Women’s Rights
7. Describe living conditions for African Americans	For supporting content please see:

**A Correlation of myView Literacy, Grade 5, ©2020 to the
Massachusetts Curriculum Framework - History and Social Science Framework**

Massachusetts Curriculum Framework 2018 History and Social Framework	myView Literacy Grade 5, ©2020
<p>following the Civil War, during the Jim Crow era, including limited educational and economic opportunities, separate public facilities (e.g., segregated schools and colleges, neighborhoods, sections in buses, trains, restaurants, and movie theaters), the organized perpetuation of white supremacist beliefs and the threat of violence from extra-legal groups such as the Ku Klux Klan. Describe the role African American churches, civic organizations, and newspapers played in supporting and unifying African American communities.</p>	<p>Unit 4: Cross-Curricular Perspectives: Social Studies, T239, T241, T246, T251 Shared Read: Delivering Justice, T235-T251 Digital Resources: <i>Leveled Readers</i> >Guided Reading Level V>Pathways to Freedom</p>
<p>8. Research and analyze one of the people, organizations, events, or legislative acts from the 20th century that contributed to expanding civil rights of African Americans, women, and others in the United States.</p>	<p>For opportunities to address this standard please see: Unit 4: Cross-Curricular Perspectives: Social Studies, T251 Shared Read: Delivering Justice, T235-T251 Digital Resources: <i>Leveled Readers</i> >Guided Reading Level V>Pathways to Freedom</p>
<p>Clarification Statement: <i>In addressing this standard, students and teachers may choose to focus on any of the following:</i></p>	
<ul style="list-style-type: none"> • People such as Martin Luther King, Jr., Rosa Parks, Ruby Bridges, Thurgood Marshall, Edward Brooke, Jackie Robinson, Marian Anderson, Bayard Rustin, Eleanor Roosevelt, Frances Perkins, Lorraine Hansberry, Gloria Steinem, Betty Friedan, Geraldine Ferraro, César Chávez, Dolores Huerta, Sandra Day O'Connor, Ruth Bader Ginsburg 	
<ul style="list-style-type: none"> • Organizations such as the National Organization for the Advancement of Colored People (NAACP) the National Organization for Women (NOW) 	
<ul style="list-style-type: none"> • events such as the 1963 March on Washington, efforts of the 1960s and 1970s to desegregate city public school systems in Massachusetts 	
<ul style="list-style-type: none"> • legislation such as the Equal Pay Act (1963), the campaign for, and eventual defeat of the Equal Rights Amendment (1970s), the enactment of Title IX (prohibition of discrimination on the account of gender, 1972) 	
<p>9. Explain how the 20th century African American Civil Rights movement served as a model for other movements for civil rights (e.g., the second phase of the women’s movement in the 1960s and 1970s, the disability rights movement, the LGBTQ movement).</p>	<p>For opportunities to address this standard please see: Unit 4: Cross-Curricular Perspectives: Social Studies, T251 Shared Read: Delivering Justice, T235-T251 Digital Resources: <i>Leveled Readers</i> >Guided Reading Level V>Pathways to Freedom</p>
<p>Clarification Statement: <i>These 20th century standards are designed to make students aware that the movement to extend equality to all has roots in 18th century ideas and is the reason the foundational</i></p>	

**A Correlation of myView Literacy, Grade 5, ©2020 to the
Massachusetts Curriculum Framework - History and Social Science Framework**

Massachusetts Curriculum Framework 2018 History and Social Framework	myView Literacy Grade 5, ©2020
<i>documents are relevant to all periods of United States history. The links among liberty, justice, and equality remain central in the collective civic life of the nation today.</i>	