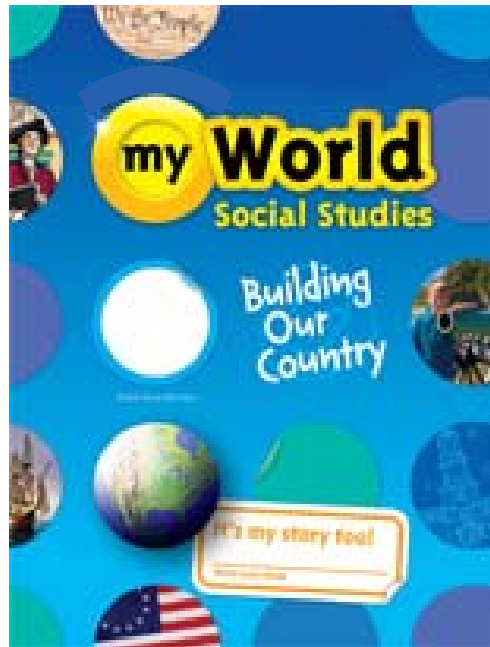


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To the

**Minnesota**  
**Grade 5 Academic Standards**  
**in Social Studies**

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**Introduction**

**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. This document demonstrates how **myWorld Social Studies** ©2013 meets the Minnesota Grade 5 Academic Standards in Social Studies. Correlation page references are to the Student Worktext, and Teacher's Guide. Alignments are cited at the page level.

**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
- Kindergarten Teacher Lesson Plan Blackline Masters
- 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
- Exam View® 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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to the  
Minnesota Grade Five  
Academic Standards in Social Studies**

**Table of Contents**

<b>1. Citizenship and Government.....</b>	<b>2</b>
<b>2. Economics .....</b>	<b>5</b>
<b>3. Geography.....</b>	<b>6</b>
<b>4. History .....</b>	<b>7</b>

**A Correlation of  
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<b>Minnesota Academic Standards in Social Studies History of North America (Up to 1800)</b>	<b>Savvas myWorld Social Studies Building Our Country ©2013</b>
<b>Grade 5: History of North America (Up to 1800)</b>	
<p>In grade five, the lead discipline is history supplemented by a strong secondary emphasis on citizenship and government. Students explore the history of North America in the period before 1800. They learn about complex societies that existed on the continent before 1500, and subsequent interactions between Indigenous peoples, Europeans and Africans during the period of colonization and settlement. They examine regional economies and learn that profit motivates entrepreneurs (such as early American fur traders). They trace the development of self- governance in the British colonies and identify major conflicts that led to the American Revolution. They analyze the debates that swirled around the creation of a new government and learn the basic principles of democracy that were set forth in the Declaration of Independence, the Constitution and the Bill of Rights. Students become immersed in historical inquiry, learning to “think like a historian.” They weigh the costs and benefits of decisions (such as the decision of some colonists to sever ties with the British) and analyze the contributions of historically significant people to the development of American political culture.</p>	
<b>1. Citizenship and Government</b>	
<b>1. Civic Skills</b>	
<p>1. Democratic government depends on informed and engaged citizens who exhibit civic skills and values, practice civic discourse, vote and participate in elections, apply inquiry and analysis skills and take action to solve problems and shape public policy.</p>	
<p>5.1.1.1.1 Simulate a historic event to show how civic engagement (voting, civil discourse about controversial issues and civic action) improves and sustains a democratic society, supports the general welfare, and protects the rights of individuals.</p> <p><i>For example:</i> Historic events— Constitutional Convention, a town meeting.</p>	<p><b>SW:</b> For related material see: Being a Good Citizen, SSH34; How We Participate in Government, SSH35; Collaboration and Creativity: Work in Teams, 10–11 <b>TG:</b> Active Reading &amp; Lesson Summary pages, SSH16, 9–10; Differentiated Instruction: 144: L2–L4; 149: L1–L4; 155: L3</p>
<p>5.1.1.1.2 Identify a public problem in the school or community, analyze the issue from multiple perspectives, and create an action plan to address it.</p> <p><i>For example:</i> Public problem— Students litter while walking to school; balls from the playground land in neighbors' yards.</p>	<p><b>SW:</b> Being a Good Citizen, SSH34; How We Participate in Government, SSH35; Collaboration and Creativity: Work in Teams, 10–11 <b>TG:</b> Active Reading &amp; Lesson Summary pages, SSH16, 9–10</p>

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Minnesota Academic Standards in Social Studies History of North America (Up to 1800)	Savvas myWorld Social Studies Building Our Country ©2013
<b>2. Civic Values and Principles of Democracy</b>	
2. The civic identity of the United States is shaped by historical figures, places and events and by key foundational documents and other symbolically important artifacts.	
5.1.2.2.1 Identify historically significant people during the period of the American Revolution; explain how their actions contributed to the development of American political culture.  <i>For example:</i> Historically significant people might include George Washington, Thomas Jefferson, James Madison, Alexander Hamilton, Mercy Otis Warren, Joseph Brandt, Elizabeth Freeman.	<b>SW:</b> George Washington, 132, 133, 161, 166–169, 171; Samuel Adams: Champion of Liberty, 141–143; Patrick Henry, 146; Mercy Otis Warren & Daughters of Liberty, 148; Crispus Attucks, 152; Paul Revere, 157; Thomas Paine, 161; Thomas Jefferson, 162–163; James Madison, 196, 204; Alexander Hamilton, 197, 204; Mercy Otis Warren, 148 <b>TG:</b> Active Reading & Lesson Summary pages, 96, 103, 104, 107, 108, 112, 117, 121, 122, 123, 143, 148
<b>3. Rights and Responsibilities</b>	
5. Individuals in a republic have rights, duties and responsibilities.	
5.1.3.5.1 Explain specific protections that the Bill of Rights provides to individuals and the importance of these ten amendments to the ratification of the United States Constitution.  <i>For example:</i> Protections— speech, religion (First Amendment), bear arms (Second Amendment), protections for people accused of crimes (Fourth, Fifth, Sixth, Eighth Amendments).	<b>SW:</b> The Bill of Rights, 204–209 <b>TG:</b> Active Reading & Lesson Summary pages, 147–150

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<b>4. Governmental Institutions and Political Processes</b>	
7. The United States government has specific functions that are determined by the way that power is delegated and controlled among various bodies: the three levels (federal, state, local) and the three branches (legislative, executive, judicial) of government.	
5.1.4.7.1 Explain the primary functions of the three branches of government and how the leaders of each branch are selected, as established in the United States Constitution.  <i>For example:</i> Legislative branch makes laws; Congress is elected. Executive branch carries out laws; President is elected, cabinet members are appointed. Judicial branch decides if laws are broken; Supreme Court justices and federal judges are appointed.	<b>SW:</b> Three Branches of Government, SSH29; A New Plan for Government, 200; Limiting Government, 201; Powers of Government, 202–203 <b>TG:</b> Active Reading & Lesson Summary pages, 145, 146
5.1.4.7.2 Describe how governmental power is limited through the principles of federalism, the separation of powers, and checks and balances.	<b>SW:</b> The U.S. Constitution, SSH28; Three Branches of Government, SSH29; The Bill of Rights, SSH30; Creating the Constitution, 196–203; The Bill of Rights, 204–209; Key Concepts of the Constitution, 210–217; Constitution, R4–R26 <b>TG:</b> Active Reading & Lesson Summary pages, 142, 143, 144, 145, 146, 147, 148, 149, 150, 151, 152, 153, 154, 155
<b>4. Governmental Institutions and Political Processes</b>	
7. The United States government has specific functions that are determined by the way that power is delegated and controlled among various bodies: the three levels (federal, state, local) and the three branches (legislative, executive, judicial) of government.	
5.1.4.7.3 Identify taxes and fees collected, and services provided, by governments during colonial times; compare these to the taxes and fees collected, and services provided, by the government today.  <i>For example:</i> Property tax funds local government (schools, parks, city streets). Sales and income tax funds state government (State Patrol, Department of Natural Resources). Fees fund parks.	<b>SW:</b> Taxes, SSH32; Tariffs, 147, 229 <b>TG:</b> Active Reading & Lesson Summary pages, SSH15, 107, 165

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8. The primary purposes of rules and laws within the United States constitutional government are to protect individual rights, promote the general welfare and provide order.	
5.1.4.8.1 Explain how law limits the powers of government and the governed, protects individual rights and promotes the general welfare.  <i>For example:</i> Miranda v. Arizona, Ninth and Tenth Amendments, Civil Rights Act of 1964.	<b>SW:</b> Rule of Law, 211, SSH31; The Bill of Rights, SSH29, 204–209; Key Concepts of the Constitution, 210–217 <b>TG:</b> Active Reading & Lesson Summary pages, 147–150, 151–155
<b>2. Economics</b>	
<b>1. Economic Reasoning Skills</b>	
1. People make informed economic choices by identifying their goals, interpreting and applying data, considering the short- and long-run costs and benefits of alternative choices and revising their goals based on their analysis.	
5.2.1.1.1 Apply a decision-making process to identify an alternative choice that could have been made for a historical event; explain the probable impact of that choice.  <i>For example:</i> Decision-making processes—a decision tree, PACED decision-making process (Problem, Alternative, Criteria, Evaluation, Decision).	<b>SW:</b> Scarcity and Opportunity Cost, SSH23; Critical Thinking: Make Decisions, 88–89 <b>TG:</b> Active Reading & Lesson Summary pages, SSH9, 64–65
<b>2. Personal Finance</b>	
2. Personal and financial goals can be achieved by applying economic concepts and principles to personal financial planning, budgeting, spending, saving, investing, borrowing and insuring decisions.	
5.2.2.2.1 Describe various uses of income and discuss advantages and disadvantages of each.  <i>For example:</i> Uses of income— spend, save, pay taxes, contribute to others. Advantages of saving earning interest and having enough money later to make a big purchase. Disadvantage—getting fewer goods and services now.	<b>SW:</b> For related material see: Banks, SSH24; Jobs, SSH26; Technology and Specialization, SSH27 <b>TG:</b> Active Reading & Lesson Summary pages, SSH10, SSh11

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<b>4. Microeconomic Concepts</b>	
6. Profit provides an incentive for individuals and businesses; different business organizations and market structures have an effect on the profit, price and production of goods and services.	
5.2.4.6.1 Describe the concept of profit as the motivation for entrepreneurs; calculate profit as the difference between revenue (from selling goods and services) and cost (payments for resources used).  <i>For example:</i> Entrepreneurs-- European explorers and traders. Profit equals revenue minus cost.	<b>SW:</b> For related material see: Changing Ways of Life, 52; Mercantilism, 115; Slavery Spreads West, 254 <b>TG:</b> Active Reading & Lesson Summary pages, 193, 211
<b>3. Geography</b>	
<b>1. Geospatial Skills</b>	
1. People use geographic representations and geospatial technologies to acquire, process and report information within a spatial context.	
5.3.1.1.1 Create and use various kinds of maps, including overlaying thematic maps, of places in the North American colonies; incorporate the "TODALS" map basics, as well as points, lines and colored areas to display spatial information.  <i>For example:</i> "TODALS" map basics—title, orientation, date, author, legend/ key and scale. Spatial information—cities, roads, boundaries, bodies of water, regions.	<b>SW:</b> Reading Maps, SSH12; Political Maps, SSH13; Physical Maps, SSH14; Topographic Maps, SSH15; Regions, SSH16; Historical Maps, SSH17; Special Purpose Maps, SSH18; Current Event Maps, SSH19; Maps, 5, 34, 40, 48, 66, 70, 130, 160, 169, 170, 175, 192, 238, 247, 249, R28-R38 <b>TG:</b> Analyze Maps, SSH2, SSH3, SSH4, SSH5, 6, 12, 28, 37, 41, 51, 83, 84, 95, 115, 123, 172, 178, 203, 208



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3. Places have physical characteristics (such as climate, topography and vegetation) and human characteristics (such as culture, population, political and economic systems).	
5.3.1.3.1 Locate and identify the physical and human characteristics of places in the North American colonies.  <i>For example:</i> Physical characteristics—landforms (Appalachian Mountains), ecosystems (forest), bodies of water (Potomac River, Chesapeake Bay), soil, vegetation, weather and climate. Human characteristics— structures (Faneuil Hall), cities (Richmond, Philadelphia, New York City), political boundaries, population distribution, settlement patterns, language, ethnicity, nationality, religious beliefs.	<b>SW:</b> Maps, 54–55, 66, 70, 75, 82, 91, 104, 112, 115, 130, R31 <b>TG:</b> Active Reading & Lesson Summary pages, 41, 51, 53, 56, 61, 67, 78, 83, 84, 95
<b>4. Human Environment Interaction</b>	
10. The meaning, use, distribution and importance of resources changes over time.	
5.3.4.10.1 Explain how geographic factors affected land use in the North American colonies.  <i>For example:</i> Geographic factors— climate, landforms, availability of natural resources.	<b>SW:</b> Jamestown Settlement, 63–65; The Colony of New Spain, 66–67; The English Colonies in Virginia, 72–79; Pilgrims and Puritans in New England, 80–87; The French and Dutch in North America, 90–95 <b>TG:</b> Active Reading & Lesson Summary pages, 47–49, 50–51, 54–58, 59–63, 66–69
<b>4. History</b>	
<b>1. Historical Thinking Skills</b>	
1. Historians generally construct chronological narratives to characterize eras and explain past events and change over time.	
5.4.1.1.1 Explain the construct of an era; interpret the connections between three or more events in an era depicted on a timeline or flowchart.  <i>For example:</i> Eras—Before 1620; Colonization and Settlement: 1585-1763; Revolution and a New Nation: 1754-1800. Events—the peopling of North America, the settlement of North American colonies, the events of the American Revolution.	<b>SW:</b> Graph Skills: Use Timelines, 42-43; Graph Skills: Use Timelines, 42-43; Complete the timeline, 73, 109, 206; also see: Sequence, SSH7, 239 <b>TG:</b> Active Reading & Lesson Summary pages, Differentiated Instruction: Timeline, 33, Sequence chart, 96; Differentiated Instruction: Cause-and-effect chart, 122, 128

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2. Historical inquiry is a process in which multiple sources and different kinds of historical evidence are analyzed to draw conclusions about how and why things happened in the past.	
5.4.1.2.1 Pose questions about a topic in history, examine a variety of sources related to the questions, interpret findings and use evidence to draw conclusions that address the questions.	<b>SW:</b> Review and Assessment, 27–28, 59–60, 97–98, 137–138, 181–182, 219–220, 259–260; 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 <b>TG:</b> Active Reading & Lesson Summary pages, Check Comprehension, SSH2, SSH3, SSH4, SSH6, SSH8, SSH9, SSH10, SSH11, SSH13, SSH15, SSH16, 78, 80, 91, 95, 103, 106, 107, 108, 119, 122, 123, 144, 145, 152, 153, 176, 195, 196, 200, 202, 205, 206, 207, 212, R1, R2, R3, R4, R7, R8, R9, R11, R12, R13, R14
5.4.1.2.2 Explain a historical event from multiple perspectives.  <i>For example:</i> Event—Boston Massacre; Perspectives—British soldiers, American colonists.	<b>SW:</b> Critical Thinking: Compare Viewpoints, 128–129; also see: Use Primary Sources, 150–151 <b>TG:</b> Active Reading & Lesson Summary pages, 92, 93, 109, 110
3. Historical events have multiple causes and can lead to varied and unintended outcomes.	
5.4.1.3.1 Analyze multiple causes and outcomes of a historical event.  <i>For example:</i> Historical event— the Columbian Exchange, the Seven Years' War.	<b>SW:</b> Cause and Effect, SSH4, 51, 53, 79, 95, 145, 148, 149, 157, 173, 176, 181; Sequence, SSH7, 239 <b>TG:</b> Differentiated Instruction: Cause-and-effect chart, 122: L3, 128: L2; also see: Recognize/Identify Cause and Effect, 3, 53, 18, 25, 28, 30, 36, 37, 41, 51, 52, 55, 56, 57, 58, 62, 63, 69, 78, 79, 83, 85, 86, 90, 91, 106, 107, 108, 112, 114, 115, 117, 121, 123, 128, 138, 154, 161, 165, 170, 176, 178, 179, 190, 194, 196, 201, 202, 203, 206, 207, 211, 212, R4, R11

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<b>4. United States History</b>	
15. North America was populated by indigenous nations that had developed a wide range of social structures, political systems and economic activities, and whose expansive trade networks extended across the continent. (Before European Contact)	
5.4.4.15.1 Describe complex urban societies that existed in Mesoamerica and North America before 1500. (Before European Contact)  <i>For example:</i> Maya, Aztec, Anasazi, Hohokam, Cahokia, Hopewell.	<b>SW:</b> The First Americans, 1–3; Ancient American Civilizations, 4–9; Adapting to Different Places, 12–17; Native American Cultures, 18–25; Review and Assessment, 27–28; myStory Book, 29 <b>TG:</b> Active Reading & Lesson Summary pages, 3, 4, 5–8, 11–14, 15–19, 21, 22
16. Rivalries among European nations and their search for new opportunities fueled expanding global trade networks and, in North America, colonization and settlement and the exploitation of indigenous peoples and lands; colonial development evoked varied responses by indigenous nations, and produced regional societies and economies that included imported slave labor and distinct forms of local government. (Colonization and Settlement: 1585-1763)	
5.4.4.16.1 Identify various motivations of Europeans for exploration and settlement in Asia, Africa and the Americas from the fifteenth to early seventeenth centuries. (Colonization and Settlement: 1585-1763)  <i>For example:</i> Motivations—the search for a route to Asia, rivalries for resources, religious competition.	<b>SW:</b> Technology Shapes Exploration, 34–41; Explorers for Spain, 44–51; The Columbian Exchange, 52–57; Success at Jamestown, 74; Pilgrims and Puritans in New England, 80–87; The French and Dutch in North America, 90–95 <b>TG:</b> Active Reading & Lesson Summary pages, 28–31, 34–38, 39–42, 56, 59–63, 66–69
5.4.4.16.2 Describe early interactions between indigenous peoples, Europeans and Africans, including the Columbian Exchange; identify the consequences of those interactions on the three groups. (Colonization and Settlement: 1585- 1763)	<b>SW:</b> Cortés and the Aztecs, 46; Exploring the North, 48; Coronado’s Expedition, 49; The Columbian Exchange, 52–57; The Spanish Colony in the Americas, 66–71; Hard Times in Jamestown, 76–77; The Pilgrims and Native Americans, 82; Working and Celebrating Together, 83; The French and Dutch in North America, 90–95; Slavery in the Colonies, 120–127 <b>TG:</b> Active Reading & Lesson Summary pages, 36, 37, 39–42, 50–53, 57, 61, 66–69, 87–91

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Minnesota Grade 5 Academic Standards in Social Studies**

<b>Minnesota Academic Standards in Social Studies History of North America (Up to 1800)</b>	<b>Savvas myWorld Social Studies Building Our Country ©2013</b>
5.4.4.16.3 Identify the role of Europeans and West Africans in the development of the Atlantic slave trade. (Colonization and Settlement: 1585-1763)	<b>SW:</b> The Columbian Exchange, 52–57; Slavery in the Colonies, 120–127 <b>TG:</b> Active Reading & Lesson Summary pages, 39–42, 87–91
5.4.4.16.4 Compare and contrast life within the English, French and Spanish colonies in North America. (Colonization and Settlement: 1585- 1763)	<b>SW:</b> Settlements Take Root, 62–65; The Spanish Colony in the Americas, 66–71; The English Colonies in Virginia, 72–79; Pilgrims and Puritans in New England, 80–87; The French and Dutch in North America, 90–95; Review and Assessment, 97–98; Story Book, 99 <b>TG:</b> Active Reading & Lesson Summary pages, 47–49, 50–53, 54–58, 59–63, 66–72
5.4.4.16.5 Describe ways that enslaved people and people in free black communities resisted slavery and transferred, developed and maintained their cultural identities. (Colonization and Settlement: 1585-1763)	<b>SW:</b> Slavery in the Colonies, 120–127 <b>TG:</b> Active Reading & Lesson Summary pages, 87–91
17. The divergence of colonial interests from those of England led to an independence movement that resulted in the American Revolution and the foundation of a new nation based on the ideals of self- government and liberty. (Revolution and a New Nation: 1754-1800)	
5.4.4.17.1 Identify major conflicts between the colonies and England following the Seven Years War; explain how these conflicts led to the American Revolution. (Revolution and a New Nation: 1754-1800)  <i>For example:</i> Conflicts related to the Proclamation Line of 1763, imperial policy shifts aimed at regulating and taxing colonists (Sugar Act, Stamp Act, Townshend Acts, Tea Act, "Coercive" Acts, Quebec Act), "taxation without representation," the Boston Tea Party, the Quartering Act.	<b>SW:</b> The French and Indian War, 130–135; Review and Assessment, 137–138; Story Book, 139; The American Revolution, 140–143; Tensions With Britain, 144–149; The Colonists Rebel, 152–159 <b>TG:</b> Active Reading & Lesson Summary pages, 94–97, 98–100, 102–104, 105–108, 111–115

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<p>5.4.4.17.2 Describe the development of self-governance in the British colonies and explain the influence of this tradition on the American Revolution. (Revolution and a New Nation: 1754-1800)</p> <p><i>For example:</i> Colonial charters, Mayflower Compact, colonial assemblies.</p>	<p><b>SW:</b> Mayflower Compact, 81; Town Meetings, 81, 106; House of Burgesses, 78, 110, 120; Proprietary Colony, 108, 109, 110; Royal Colonies, 109</p> <p><b>TG:</b> Active Reading &amp; Lesson Summary pages, 60, 79, 80, 81</p>
<p>5.4.4.17.3 Identify the major events of the American Revolution culminating in the creation of a new and independent nation. (Revolution and a New Nation: 1754-1800)</p> <p><i>For example:</i> Lexington and Concord, Saratoga, Yorktown, Treaty of Paris.</p>	<p><b>SW:</b> The American Revolution, 140–143; Tensions With Britain, 144–149; The Colonists Rebel, 152–159; Declaring Independence, 160–165; On the Battlefield and at Home, 166–173; Winning Independence, 174-179; Study Guide, 180; Review and Assessment, 181–182; Story Book, 183</p> <p><b>TG:</b> Active Reading &amp; Lesson Summary pages, 102–104, 105–108, 111–115, 116–119, 120–124, 129–131</p>
<p>5.4.4.17.4 Compare and contrast the impact of the American Revolution on different groups within the 13 colonies that made up the new United States. (Revolution and a New Nation: 1754-1800)</p> <p><i>For example:</i> Groups—Women, Patriots, Loyalists, indigenous people, enslaved Africans, free blacks.</p>	<p><b>SW:</b> On the Battlefield and at Home, 166–173</p> <p><b>TG:</b> Active Reading &amp; Lesson Summary pages, 120–124</p>

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<p>5.4.4.17.5 Describe the purposes of the founding documents and explain the basic principles of democracy that were set forth in the Declaration of Independence, the Constitution and the Bill of Rights. (Revolution and a New Nation: 1754-1800)</p> <p><i>For example:</i> Consent of the governed, social contract, inalienable rights, individual rights and responsibilities, equality, rule of law, limited government, representative democracy.</p>	<p><b>SW:</b> Declaring Independence, 160–165; Articles of Confederation, 188–193; Creating the Constitution, 196–203; The Bill of Rights, 204–209; Key Concepts of the Constitution, 210–217; Study Guide, 218; Review and Assessment, 219–220; Declaration of Independence, R1–R3; Constitution, R4–R26</p> <p><b>TG:</b> Active Reading &amp; Lesson Summary pages, 116–119, 136–139, 142–146, 147–150, 151–155, 156–158</p>
<p>5.4.4.17.6 Describe the successes and failures of the national government under the Articles of Confederation and why it was ultimately discarded and replaced with the Constitution. (Revolution and a New Nation: 1754-1800)</p>	<p><b>SW:</b> Articles of Confederation, 188–193</p> <p><b>TG:</b> Active Reading &amp; Lesson Summary pages, 136–139</p>
<p>5.4.4.17.7 Describe the major issues that were debated at the Constitutional Convention. (Revolution and a New Nation: 1754-1800)</p> <p><i>For example:</i> Distribution of political power, rights of individuals, rights of states, slavery, the "Great Compromise."</p>	<p><b>SW:</b> Creating the Constitution, 196–203; The Bill of Rights, 204–209</p> <p><b>TG:</b> Active Reading &amp; Lesson Summary pages, 142–146, 147–150</p>