



Lafayette Parish School System 2025-2026

Social Studies Fifth Grade Curriculum Guide

*This is the official curriculum guide for the 2025-2026 school year. Changes made are not approved by the Lafayette Parish School System.

Social Studies Goals: The Louisiana Student Standards for Social Studies were written with the goal of producing individuals who have (1) broad and deep knowledge of U.S. and world history, (2) a firm grasp and appreciation of the civic principles that underlie our system of government, (3) a solid understanding of fundamental economic principles and the ability to make wise financial decisions, and (4) proficiency in both physical and human geography. To achieve these goals students should build content knowledge through engagement with authentic primary and secondary sources and express well-reasoned and nuanced arguments about social studies topics.



The Louisiana Student Standards for Social Studies reflect the understanding that building content knowledge and the acquisition of disciplinary skills and practices are intertwined and inseparable.



The Louisiana Student Standards for Social Studies establish grade-level expectations for all students. Local school systems, schools, and teachers decide how to teach the standards and ensure that every student meets these expectations.

Social Studies Fifth Grade Curriculum Guide

Content Progression

The 5th grade builds on what students learned about ancient and classical civilizations in grade 4. In this course, students will examine Medieval Europe and Africa, Aztec and Incan civilizations, the Renaissance and Reformation, the Age of Exploration, and the European conquest and colonization of the Americas. Students will also examine the growth in economic interactions among civilizations as well as the exchange of ideas, beliefs, technologies, and commodities.

Online Resources

 [LPSS Social Studies Website](#)

 [STANDARDS](#)

 [Companion Documents](#)

 [Discovery Education](#)

 [Pacing Calendar](#)

 [LDOE Social Studies Resources](#)

 [Teacher Toolbox](#) ☐ *Check it out!!*

 [* Optional Topic Assessments](#)

 [Course Framework \(LDOE\)](#)

 [LEAP Assessment Guide](#)

 [LEAP Practice Questions](#)

5th Grade Social Studies Year at a Glance

[Pacing Calendar](#)

Unit <small>*Timeline includes dates for Unit Assessments*</small>	Overview
<p><u>Unit 1-The Medieval World</u> Suggested Timeline: 6 weeks Aug 7- Sept 24 Topic 1: Medieval Europe (2 wks) Topic 2: Expansion of Empires (2 wks) Topic 3: Hundred Years War & The Black Death (2wks)</p>	<p>Topic 1: The society and culture of Western Europe throughout the early and middle Medieval Period. Topic 2: The origins and spread of Islam, the Crusades, and some political changes that occurred in England during the Late Middle Ages. Topic 3: The Hundred Years' War, one of the most significant conflicts between England and France, and the Black Death (bubonic plague epidemic) in Western Eurasia and North Africa.</p>
<p><u>Unit 2-African Kingdoms</u> Suggested Timeline: 3 Weeks Sept 25 - Oct 24 Topic 1: Ghana (1 wk) Topic 2: Mali (1 wk) Topic 3: Songhai (1 wk)</p>	<p>Topic 1: The complex societies that formed the Ghana Empire, the introduction of the camel, trade routes and trade resources including gold, ivory, and salt. Topic 2: The Mali Empire, how it became renowned for the wealth of its rulers, especially Mansa Musa I, as well as its cultural influence on West Africa. Topic 3: The Songhai Empire that dominated the western Sahel in the 15th and 16th centuries and the important cities in the empire including Timbuktu and Djenné</p>
<p><u>Unit 3-Civilization in North America</u> Suggested Timeline: 4 Weeks Oct 27- Nov 21 Topic 1: Peoples of the Southeast (1 wk) Topic 2: Peoples of the Plains (1 wk) Topic 3: Peoples of the Northeast (1 wk) Topic 4: Indigenous Peoples of the West (Southwest and West Coast) (1 wk)</p>	<p>Topic 1: Mississippian cultures flourished, adopting maize and later becoming agrarian, many built platform mounds. Topic 2: Early people mixed hunting and gathering, then developed agriculture, as they settled in villages and towns. Maize became widespread in the south of the Great Plains. Many people hunted the American bison to make items used in everyday life, and lived in tipis that were easily moved, allowing the nomadic life of following game. Topic 3: Cultures developed in present-day New England, 15th century the 5 nations of the Iroquois League became a powerful confederacy. The confederacy was the most powerful political grouping in the Northeastern woodlands. Topic 4: This region has long been occupied by hunter-gatherers and agricultural people, including the Pueblo peoples. Topic 5: This region is made up of a great variety of environments and cultures, However, there is an absence of farming.</p>
<p><u>Unit 4-The Inca and Aztec Empires</u> Suggested Timeline: (5 Weeks) Dec 1 - Jan 22 Topic 1: The Inca Empire (3 wks) Topic 2: The Aztec Empire (2 wks)</p>	<p>Topic 1: The largest pre-Columbian empire in western South America known for architecture, road networks, textiles, record keeping and communication (using quipu), and agricultural innovations. Topic 2: This Mesoamerican tribe flourished in central Mexico before it was conquered by Spanish conquistador Hernán Cortés. They expanded their empire by trade and military conquests and were known for their religious traditions as well as architectural and artistic accomplishments.</p>
<p><u>Unit 5-Renaissance and Reformation</u> Suggested Timeline: 4.5 weeks Jan 23 - Mar 5 Topic 1: The Renaissance (2 wks) Topic 2A: The Reformation (1 wk) Topic 2B : Scientific Revolution (1.5 wks)</p>	<p>Topic 1: This period in European history marked the transition from the Middle Ages to modernity, including great social change and an effort to revive and surpass ideas and achievements of the past-the Renaissance.. Topic 2A: There was a movement within Western Christianity in 16th-century Europe led by Martin Luther that posed a religious and political challenge to the Catholic Church. Topic 2B: Gutenberg's printing press made it possible to quickly spread new information and thinking about the Earth, the heavens, and the human body far and wide. New scientific ideas and discoveries from this era would bring great changes to our understanding of the world in which we live.</p>
<p><u>Unit 6-The First Global Age</u> Suggested Timeline: 7 weeks Mar 6 - Apr 14, Apr 23 -May 21 Topic 1A: European Exploration (1.5 wks) Topic 1B: Colonization and Conquest (1.5 wks) Topic 2: Columbian Exchange, Transatlantic Slave Trade (4 wks) <i>End of year Extension activities: (2 weeks)</i></p>	<p>Topic 1A: In the Age of Exploration Europeans explored regions across the globe. Portugal and Spain were at the forefront of overseas exploration but were later joined by the Dutch, English, and French. (approx 15th-17th century) Topic 1B: Europeans colonized and conquered many of the regions they explored. The era saw the widespread enslavement, exploitation, and military conquest of native populations. Topic 2: Exploration led to the rise of international trade and colonial empires, between the Old and New World, leading to the Columbian exchange-the transfer of plants, animals, food, ideas, and human populations (including enslaved people), diseases, and culture between Eastern & Western Hemispheres.</p>

Skills and Practice

Disciplinary skills and practices are explicit and embedded in each grade level and course and ***should be integrated as students learn content throughout the year.***

Skills and Practice for Grades 3-5

Skills and Practice 1- Examine sources in order to:

- a. Distinguish between primary, secondary, and tertiary sources.
- b. Determine the origin, author's point of view, and intended audience.
- c. Understand and use content specific vocabulary and phrases.

Skills and Practice Standards for Grade 5

5.1 Create and use a chronological sequence of related events to compare developments and describe instances of change and continuity.

5.2 Use a variety of primary and secondary sources to:

- a. Analyze social studies content.
- b. Explain claims and evidence.
- c. Compare and contrast multiple sources.

5.3 Explain connections between ideas, events, and developments in world history.

5.4 Compare and contrast events and developments in world history.

5.5 Construct and express claims that are supported with relevant evidence from primary and/or secondary sources, content knowledge, and clear reasoning in order to:

- a. Demonstrate an understanding of social studies content.
- b. Compare and contrast content and viewpoints.
- c. Explain causes and effects.
- d. Describe counterclaims.

5.6 Create and use geographic representations to locate and describe places and geographic characteristics, including hemispheres; landforms such as continents, oceans, rivers, mountains, deserts; cardinal and intermediate directions; latitude and longitude, climate, and environment.

5.7 Use geographic representations and historical information to explain how physical geography influenced the development of civilizations and empires.

Unit 1: The Medieval World (Aug 7-Sept 24) ❖ Topic 1: Medieval Europe

Suggested Time: 10 days

Framing Question: What ideas and practices characterized the Middle Ages? [Course Framework](#) [Grade 5 Standards](#)

Standards

5.9 Describe the geographic, political, economic, and cultural structures of Europe during the Middle Ages.

- Identify and locate geographic features of Europe, including the Alps, Atlantic Ocean, North European Plain, English Channel, Ural Mountains and the Mediterranean Sea.
- Describe the role of monasteries in the preservation of knowledge and the spread of the Catholic Church throughout Europe.
- Explain how Charlemagne shaped and defined medieval Europe, including the creation of the Holy Roman Empire, and the establishment of Christianity as the religion of the Empire.

Don't forget about Skills & Practice!!

Supporting Questions with Lesson Plan Builders

**Note: some have been modified to better address the standard*

[Bayou Bridges U1 Student Reader](#) [Teacher Edition](#)

Additional Resources

[Studies Weekly Unit 1: Black Line Masters & Images](#)

[Gallopade: Pages 5 - 24](#)

❑ **Supporting Question 1 (Modified):**

What were the causes of the decline of the Western Roman Empire? (5.9.a)

[Lesson Plan Builder 1 with Geography Connection](#)

❑ **Supporting Question 2 (Modified):**

What were the effects of the decline of the Western Roman Empire? (5.9)

[Lesson Plan Builder](#)

❑ **Supporting Question 3 (Modified):**

What new religious practices helped people in Europe during the Middle Ages? (5.9.b)

[Lesson Plan Builder](#)

❑ **Supporting Question 4 (Modified):**

How did Charles the Great, also known as Charlemagne, shape and define Medieval Europe? (5.9.c)

[Lesson Plan Builder](#)

❑ **Supporting Questions 1 & 2:**

[Bayou Bridges pages 5-7](#) (read and discuss "After the Fall of Rome")

[Enrichment--Studies Weekly Week 2: Article 1: Introduction to Medieval Europe](#)

[Gallopade: 5-15](#), **Digital Student Book Activity: pg 34-35**

❑ **Supporting Question 3:**

[Bayou Bridges pages 7-8](#), [MAP on page 6](#)

[Enrichment--Studies Weekly Week 3 Article 5: Monasteries and Convents](#)

[Gallopade: 16-18](#), **Digital Student Book pg 41- 47**

❑ **Supporting Question 4:**

[Primary Source Analysis:](#)

[Bayou Bridges Additional Activities: Charlemagne's Coronation Non Fiction Excerpt](#)

[Enrichment--Studies Weekly Week 3 Article 7: Charlemagne](#)

[Gallopade: 19-20](#), **Digital Student Book pg 48-51**, [Charlemagne Video](#), [Ch1 Study Guide\(edited\)](#) [Answer Key](#)

Unit 1: The Medieval World (Aug 7-Sept 24) ❖ Topic 1: Medieval Europe

Suggested Time: 10 days (continued)

Framing Question: What ideas and practices characterized the Middle Ages? [Course Framework](#) [Grade 5 Standards](#)

Standards

5.9 Describe the geographic, political, economic, and cultural structures of Europe during the Middle Ages.

d. Describe the development of feudalism and manorialism and their role in the medieval European economy.

Don't forget about Skills & Practice!!

Supporting Questions with Lesson Plan Builders

**Note: some have been modified to better address the standard*
[Bayou Bridges U1 Student Reader](#) [Teacher Edition](#)

☐ **Supporting Question 5 & 7 (Modified):**

How did the system of feudalism develop and what was its effect on the Medieval European economy? (5.9.d)

[Lesson Plan Builder](#)

☐ **Supporting Questions 6 (Modified):**

How did manorialism develop and what was its effect on the Medieval European economy? (5.9.d)

[Lesson Plan Builder](#)

☐ **Supporting Question 8 & 9 (Modified):**

How did the development of towns affect the Medieval economy, and what was the role of women? (5.9.d)

[Lesson Plan Builder](#)

Additional Resources

[Studies Weekly Unit 1: Black Line Masters & Images](#)
[Gallopade: Pages 5 - 24](#)

☐ **Supporting Questions 5 & 7:**

[Studies Weekly Week 4 Article 3: Feudalism](#)

[Studies Weekly Week 4 Article 4: Knights](#)


[Primary Source Activity \(LDOE\): Homage Oath](#)

[Student Sheet](#) [Answer Key](#)

[Gallopade: 21-22](#), [Digital Student Book pg 52-58](#)

☐ **Supporting Question 6:**

[Studies Weekly Week 4 Article 4 Manorialism](#)

 [U1T1SQ5 - A Feudal Society](#) The following sections **ONLY**: "The Manor", "Exchanging Labor for Land", & "The Three-Field System".

[Gallopade: 23-24](#), [Digital Student Book pg 59-63](#)

☐ **Supporting Questions 8 & 9:**

[Studies Weekly Week 4 Article 7: Guilds](#)

[Culminating Task: Constructed Response \(LDOE\)](#) 4 points.

[Gallopade: Culminating activity. key](#)

Unit 1: The Medieval World (Aug 7-Sept 24) ❖ Topic 2: Expansion of Empires, War and Reform

Suggested Time: 10 days

Framing Question: What were the hallmarks of early Islamic civilization? [Course Framework](#) [Grade 5 Standards](#)

Standards

5.8 Describe the origin and spread of major world religions as they developed throughout history.

5.10 Describe the geographic, political, economic, and cultural structures of Southwest Asia and North Africa.

- a. Identify and locate the geographic features of Southwest Asia and North Africa, including the Arabian Peninsula, the Persian Gulf, Arabian Sea, Red Sea, Black Sea, and the Caspian Sea.
- b. Describe the diffusion of Islam, its culture, and the Arabic language throughout North Africa and Southwest Asia.
- c. Summarize the contributions of Islamic scholars in the areas of art, medicine, science, and mathematics.

Don't forget about Skills & Practice!!

Supporting Questions with Lesson Plan Builders

**Note: some have been modified to better address the standard*

[Bayou Bridges U1 Student Reader](#) [Teacher Edition](#)

Additional Resources

[Studies Weekly Unit 1: Black Line Masters & Images](#)

[Gallopade: Pages 25-45](#)

☐ **Supporting Question 1:**

What are the origins of Islam? (5.8, 5.10.a)

[Lesson Plan Builder with Geography Connection](#)

☐ **Supporting Questions 2 (Modified):**

How did the diffusion of Islam influence and change the medieval world? (5.8, 5.10.b)

[Lesson Plan Builder](#)

☐ **Supporting Question 3: **May be a 2 day lesson***

What advances in art, medicine, science, and math occurred during the Golden Age of Islam, and how did they influence the Medieval World? (5.8, 5.10.b, 5.10.c)

[Lesson Plan Builder](#)

☐ **Supporting Question 1:**

[Studies Weekly Week 5 Article 4: Geography](#)

Bayou Bridges Activity: Chapter 2 Student Reader [Pilgrimage to Mecca](#) [KEY](#)

[Gallopade: 25-28](#), **Digital Student Book pg 2-11**

☐ **Supporting Question 2:**

[Studies Weekly Week 6 Article 3 Arabic Language](#)

[Gallopade: 29-31](#), **Digital Student Book pg 13-20**, [Cultural Diffusion](#)

☐ **Supporting Questions 3:**

[Studies Weekly Week 6 Article 4 Art and Architecture](#)

[Studies Weekly Week 6: Article 7: Mathematics](#)

[Discovery Video \(2 minutes\) Arabic Literature](#) [Video Analysis Worksheet](#)

Primary Source Activity ([LDOE](#)) [Ibn Sina](#) [Key](#)

[Gallopade: 32-34](#), **Digital Student Book (Not the eBook) pg 21-23**

Unit 1: The Medieval World (Aug 7-Sept 24) ❖ Topic 2: Expansion of Empires, War, and Reform

Suggested Time: 10 days (continued)

Framing Question: What were the hallmarks of early Islamic civilization? [Course Framework](#) [Grade 5 Standards](#)

Standards

5.9 Describe the geographic, political, economic, and cultural structures of Europe during the Middle Ages.

e. Describe the significance of the Magna Carta, including limiting the power of the monarch, the rule of law, and the right to trial by jury.

f. Explain how the Crusades affected Christian, Muslim, and Jewish populations in Europe.

Don't forget about Skills & Practice!!

Supporting Questions with Lesson Plan Builders

**Note: some have been modified to better address the standard*

[Bayou Bridges U1 Student Reader](#) [Teacher Edition](#)

Additional Resources

[Studies Weekly Unit 1: Black Line Masters & Images](#)

[Gallopade: Pages 25-45](#)

☐ **Supporting Question 4 (Modified):**

What were the Crusades, and how did they affect the Christian, Muslim, and Jewish people in Europe? (5.9.f)

[Lesson Plan Builder](#)

☐ **Supporting Questions 5:**

What is the historical significance of the Magna Carta? (5.9.e)

[Lesson Plan Builder](#)

☐ **Supporting Question 4:**

Primary Source Activity LDOE [Pope Urban](#) [Key](#)

[Gallopade: 35-42](#), Digital Student Book pg 25-40

Video: [Pope Urban II Orders the First Crusade](#)

☐ **Supporting Question 5:**

[Video \(British Library: What is the Magna Carta\) 3 min](#)

[Studies Weekly Week 5 Article 2: Magna Carta](#)

[Gallopade: 42-45](#), Digital Student Book pg 41-47, [Ticket-Out-The-Door \(Key\)](#), [Culminating Activity \(key\)](#)

LEAP Practice Item Set: Rule of Law In England/
The Magna Carta [PDF](#) (Pgs. 2-8, Grading/Key
Pgs. 19 & 21) [PEAR Assessment](#)

Unit 1: The Medieval World (Aug 7-Sept 24) ❖ Topic 3: The Hundred Years War and the Black Death

Suggested Time: 9 days

Framing Question: How did plague and war affect Medieval Europe? [Course Framework](#) [Grade 5 Standards](#)

Standards

5.9 Describe the geographic, political, economic, and cultural structures of Europe during the Middle Ages.

g. Describe the economic and social effects of the spread of the Black Death (Bubonic Plague) from Central Asia to China, the Middle East, and Europe, and its effect on the global population.

h. Describe the significance of the Hundred Years' War, including the roles of Henry V in shaping English culture and language and Joan of Arc in promoting a peaceful end to the war.

Don't forget about Skills & Practice!!

Supporting Questions with Lesson Plan Builders

**Note: some have been modified to better address the standard*

[Bayou Bridges U1 Student Reader](#) [Teacher Edition](#)

Additional Resources

[Studies Weekly Unit 1: Black Line Masters & Images](#)

[Gallopade: Pages 46-52](#)

☐ **Supporting Question 1 (Modified):**

What were the economic and social effects of the spread of the Bubonic Plague? (5.9.g)

[Lesson Plan Builder](#)

☐ **Supporting Question 2:**

What were the causes of the Hundred Years' War and how did it affect Europe? (5.9.h)

[Lesson Plan Builder](#)

☐ **Supporting Question 1:**

LDOE Primary Source & Questions: [The Black Death](#) [KEY](#)

[Studies Weekly: Week 7 Article 1 The Plague](#)

[Studies Weekly :Week 7: Activity 7 IMAGE: Victims of the Plague](#)

[Studies Weekly: Week 7 Article 3: How the Plague Spread](#)

[Gallopade: 46-49](#), **Digital Student Book** (Not the eBook) **pg 2-11**

☐ **Supporting Question 2:**

[Studies Weekly: Week 7 Article 4: The Significance of the Hundred Years' War](#)

[Discovery Education Video \(1 min 30 sec\): Depopulation of Europe from Plague and War](#)

[Gallopade: 50-52](#), **Digital Student Book** **pg 12-16**, [Hundred Years War \(key\)](#)

Unit 1: The Medieval World (Aug 7-Sept 24) ❖ Topic 3: The Hundred Years War and the Black Death

Suggested Time: 9 days (continued)

Framing Question: How did plague and war affect Medieval Europe? [Course Framework](#) [Grade 5 Standards](#)

Standards

5.9 Describe the geographic, political, economic, and cultural structures of Europe during the Middle Ages.

h. Describe the significance of the Hundred Years' War, including the roles of Henry V in shaping English culture and language and Joan of Arc in promoting a peaceful end to the war.

Don't forget about Skills & Practice!!

Supporting Questions with Lesson Plan Builders

**Note: some have been modified to better address the standard*

[Bayou Bridges U1 Student Reader](#) [Teacher Edition](#)

Additional Resources

[Studies Weekly Unit 1: Black Line Masters & Images](#)

[Gallopade: Pages 46-52](#)

☐ **Supporting Question 3:**

Why was Henry V an important figure in European history?

(5.9.h)

[Lesson Plan Builder](#)

☐ **Supporting Questions 4:**

Why was Joan of Arc an important figure in European history? (5.9.h)

[Lesson Plan Builder](#)

☐ **Supporting Question 3:**

[Studies Weekly Week 7 Article 5: Henry V](#)

[Gallopade: 51-52](#), Digital Student Book pg 14

☐ **Supporting Question 4:**

[Studies Weekly Week 7 Article 6: Joan of Arc](#)

Discovery Education Video: [Joan Leads the French Army \(6 min\)](#)

LDOE Primary Source Activity with Questions: [Joan of Arc](#) [KEY](#)

[Gallopade: 52](#)

[Culminating Activity \(key\)](#)

Unit 1 Practice LEAP Items

PDF: [Unit 1: Rule of Law in England Stand-Alone Items](#) (Pg. 10)

PEAR Assessment: [Unit 1: Rule of Law in England Stand-Alone Items](#)

Unit 2: The Medieval African Kingdoms (Sept 25 - Oct 24) ❖ Topic 1: Ghana

Suggested Time: 5 days

Framing Question: What characterized the African Empire of Ghana? [Course Framework](#) [Grade 5 Standards](#)

Standards

- 5.11 Describe the geographic, political, economic, and cultural structures of Medieval West African Kingdoms.
- Identify and locate the geographic features of West Africa, including the Atlantic Ocean, Niger River, Djenne, the Sahara, Gulf of Guinea, and Timbuktu.
 - Describe the growth of the kingdoms of **Ghana**, Mali, and Songhai, including cities such as Djenne and Timbuktu as centers of trade, culture, and learning.
 - Describe the role of the Trans-Saharan caravan trade in the changing religious and cultural characteristics of West Africa and in the exchange of salt, gold, and enslaved people.
- Don't forget about Skills & Practice!!**

Supporting Questions with Lesson Plan Builders

**Note: some have been modified to better address the standard*

[Bayou Bridges U2 Student Reader](#) [Teacher Edition](#)

□ **Supporting Question 1:**

How did the geography of Africa influence the development of early African kingdoms and empires?

(5.11.a) [Lesson Plan Builder](#)

□ **Supporting Question 2 (Modified) :**

What role did natural resources and trade play in Ghana's economy and the growth of the empire?

(5.11.b)

[Lesson Plan Builder](#)

□ **Supporting Question 3 (Modified):**

How did the Trans-Saharan caravan trade affect Ghana's religion, culture, and the exchange of salt, gold, and enslaved people? (5.11.c)

[Lesson Plan Builder](#)

Additional Resources

[Studies Weekly Unit 2: Blackline Masters and Images](#)

[Gallopade: Pages 53-69](#)

□ **Supporting Question 1:**

LDOE Maps - [Africa Outline](#), [Ancient Ghana](#), [Three Kingdoms](#), [Surrounding Bodies of Water of Africa](#)

[Studies Weekly Week 8 Activity 4: West Africa's Geography](#)

[Gallopade: 53-55](#).

Digital Student Book pg 2-12

[Ghana Big Questions \(with key\)](#), [West African Kingdoms Note Catcher \(key\)](#),

[Culminating Activity \(Key\)](#) (Geography Portion)

□ **Supporting Question 2:**

LDOE Primary Source and Questions: [Trade in the Ghana Empire](#) [Key](#)

LDOE Secondary Sources - [Resources of Ghana](#)

Activity: [Annotation made easy/Marking the Text](#)

[Gallopade: 58-59](#) Digital Student Book pg 13- 17

[Ghana Big Questions \(with key\)](#), [West African Kingdoms Note Catcher \(key\)](#), [Culminating Activity \(Key\)](#) (Kingdom of Ghana Portion)

□ **Supporting Question 3:**

LDOE Secondary Text - [Trans-Saharan Trade and Religion in Ghana](#)

LDOE Maps - [Spread of Islam](#), [Early Trans-Saharan Trade Routes](#)

[Studies Weekly Week 8 Article 5: Trade](#)

[Gallopade: 59](#), Digital Student Book pg 20-21, [Ghana Big Questions \(with key\)](#), [West African Kingdoms Note Catcher \(key\)](#), [Culminating Activity \(Key\)](#)

Unit 2: The Medieval African Kingdoms (Sept 25 - Oct 24) ❖ Topic 2: Mali

Suggested Time: 6 days

Framing Question: How did strong leaders change West Africa? [Course Framework](#) [Grade 5 Standards](#)

Standards

5.11 Describe the geographic, political, economic, and cultural structures of Medieval West African Kingdoms.

- Identify and locate the geographic features of West Africa, including the Atlantic Ocean, Niger River, Djenne, the Sahara, Gulf of Guinea, and Timbuktu.
- Describe the growth of the kingdoms of Ghana, **Mali**, and Songhai, including cities such as **Djenne and Timbuktu** as centers of trade, culture, and learning.
- Describe the role of the Trans-Saharan caravan trade in the changing religious and cultural characteristics of West Africa and in the exchange of salt, gold, and enslaved people.
- Explain the importance of the Malian king Mansa Musa and his pilgrimage to Mecca.

Don't forget about Skills & Practice!!

Supporting Questions with Lesson Plan Builders

**Note: some have been modified*

☐ **Supporting Question 1 (Modified):**

What role did geography, natural resources and trade play in Mali's economy and the growth of the empire? (5.11.a - b)

[Lesson Plan Builder](#)

☐ **Supporting Question 2 (Modified):**

How did the Trans-Saharan caravan trade affect Mali's religion, culture, and the exchange of salt, gold, and enslaved people? (5.11.c)

[Lesson Plan Builder](#)

☐ **Supporting Question 3 (Modified):**

Why was Mansa Musa's rule and his pilgrimage to Mecca significant? (5.11.d)

[Lesson Plan Builder](#)

Additional Resources

[Studies Weekly Unit 2: Blackline Masters and Images](#)

[Gallopade: Pages 53-69](#)

☐ **Supporting Question 1:**

[Studies Weekly Week 9 Article 1: The Kingdom of Mali](#), [Week 9 Article 3: Trans-Saharan Caravan Trade](#)

[LDOE Secondary Sources: The Mali Empire](#), [Timbuktu's important Location](#), [Mali Empire](#)

[LDOE Mali Economic Map](#)

[Gallopade: 60](#)

Digital Student Book pg 2-3

[West African Kingdoms Note Catcher \(key\)](#)

☐ **Supporting Question 2:**

Videos: [PBS Clip from Empires of Gold](#), [The Djinguereber Mosque 3D Model](#), [DiscoveryEducation-Islam comes to Timbuktu](#)

Maps: [Barbary Coast Maps](#), [Trans-Saharan Routes \(Taghaza\)](#)

[Mali Primary Sources and Document Based Questions](#)

Studies Weekly: [Trans Saharan Caravan](#)

[Gallopade: 61-62](#)

Digital Student Book pg 4-9

[West African Kingdoms Note Catcher \(key\)](#)

☐ **Supporting Question 3:**

[NEARPOD Video - Mansa Musa](#)

[LDOE Secondary Texts: Musa to Mecca](#), [Mansa Musa](#)

[p 15 Constructed Response Prompt: Explain two ways in which strong leaders changed West Africa.](#)

[Gallopade: 63-65](#)

Digital Student Book pg 4-9

[West African Kingdoms Note Catcher \(key\)](#), [Big Questions \(with key\)](#), [Culminating Activity \(key\)](#)

Unit 2: The Medieval African Kingdoms (Sept 25 - Oct 24) ❖ Topic 3: Songhai

Suggested Time: 6 days

Framing Question: How was the Songhai Empire similar to and different from previous West African empires? [Course Framework](#)

Standards

- 5.11 Describe the geographic, political, economic, and cultural structures of Medieval West African Kingdoms.
- Identify and locate the geographic features of West Africa, including the Atlantic Ocean, Niger River, Djenne, the Sahara, Gulf of Guinea, and Timbuktu.
 - Describe the growth of the kingdoms of Ghana, Mali, and **Songhai**, including cities such as **Djenne and Timbuktu** as centers of trade, culture, and learning.
 - Describe the role of the Trans-Saharan caravan trade in the changing religious and cultural characteristics of West Africa and in the exchange of salt, gold, and enslaved people. **Don't forget about Skills & Practice!!**

Supporting Questions with Lesson Plan Builders

**Note: some have been modified to better address the standard*

☐ **Supporting Question 1:**

What were the major accomplishments of Sonni Ali (or Sunni Ali)? (5.11.b) [Lesson Plan Builder](#)

☐ **Supporting Questions 2 (Modified):**

What role did natural resources and trade, including the trading cities of Timbuktu and Djenne, play in Songhai's economy and culture? (5.11.b, 5.11.c) [Lesson Plan Builder](#)

☐ **Supporting Question 3 (Modified):**

Why was Askia Muhammad's rule significant? (5.11.b) [Lesson Plan Builder](#)

☐ **Supporting Question 4 (Modified):**

What events led to the decline of the Songhai Empire? (5.11.b) [Lesson Plan Builder](#)

Additional Resources

[Studies Weekly Unit 2: Blackline Masters and Images](#)

[Gallopade: Pages 53-69](#)

☐ **Supporting Question 1:**

LDOE Texts: [Songhai Empire](#), [Sonni Ali's Accomplishments](#), [Sonni Ali](#)

Maps: [Three African Kingdoms Map](#), [Songhai Empire Map](#)

Videos: [Sonni Ali Emperor of Songhai](#)

[G.R.A.P.E.S. worksheet](#)

[Gallopade: 66](#) [Digital Student Book pg 2-7](#)

[West African Kingdoms Note Catcher \(key\)](#), [Big Questions with Key](#)

☐ **Supporting Question 2:**

Studies Weekly: [Week 10 Article 4: TRADE](#)

Texts: [Songhai - Timbuktu](#), [Songhai Golden Age](#)

Videos: [Timbuktu - PBS](#)

[Gallopade: 67-68](#)

[Digital Student Book pg 8-10](#)

[West African Kingdoms Note Catcher \(key\)](#), [Big Questions with Key](#)

☐ **Supporting Question 3:**

Maps: [Songhai Empire Location](#),

Studies Weekly: [Week 10 Article 1: Songhai](#)

Studies Weekly: [Week 10 Article 3: Government and Leaders](#)

Readworks: [The Tomb of Emperor Askia](#)

[Gallopade: 68](#)

[Digital Student Book pg 11-12](#)

[West African Kingdoms Note Catcher \(key\)](#), [Big Questions with Key](#)

☐ **Supporting Question 4:**

LDOE Text: [Decline of the Songhai Empire](#) PBS Activity: [The Songhai Empire](#)

[Gallopade: 69](#) [Digital Student Book pg 11-12](#)

[West African Kingdoms Note Catcher \(key\)](#), [Big Questions with Key](#), [Culminating Activity \(key\)](#)

Unit 3: Civilizations in North America (Oct 27 - Nov 21) ❖ Topic 1: Peoples of the Southeast

Suggested Time: 5 days

Framing Question: What were the key characteristics of the nations of the Southeast? [*Course Framework*](#) [*Grade 5 Standards*](#)

Standards

5.13 Describe the geographic, political, economic, and cultural structures of Indigenous civilizations of the Americas.

a. Identify and locate the geographic features of the Americas, including the Andes Mountains, **Appalachian Mountains**, Great Plains, Pacific Ocean, **Gulf of America**, Rocky Mountains, **Atlantic Ocean**, **Mississippi River**, Amazon River, South America, Caribbean Sea, **North America**, Yucatan Peninsula, and the Central Mexican Plateau.

b. Explain the effects of geographic features on Indigenous North American cultures (Northeast, **Southeast**, and Plains), including clothing, housing, and agriculture.

c. Describe the existence of diverse networks of Indigenous North American cultures, including varied languages, customs, and economic and political structures.

Don't forget about Skills & Practices!

Supporting Questions with Lesson Plan Builders

**Note: some have been modified to better address the standard*

Additional Resources

[Studies Weekly Unit 3: Blackline Master and Images](#)

[Gallopade: Pages 70-94](#)

☐ **Supporting Question 1** (Modified) :

What were the effects of geography on the indigenous nations of the Southeast, including their clothing, housing, and agriculture? (5.13.a, 5.13.b)

[Lesson Plan Builder](#)

☐ **Supporting Question 2** (Modified) :

What were the cultural characteristics of the peoples of the Southeast including their language, customs, and economic and political structures?(5.13.c)

[Lesson Plan Builder](#)

☐ **Supporting Question 1:**

[GRAPES](#)

Studies Weekly: [Week 16 Article 1: Introduction to the Southeast](#)

LDOE Source & Questions: [Indigenous Societies of North America](#),

Videos: [Mystery of Cahokia](#), [The Mystery of the Magnificent Monks Mound](#), [History, Everyday Life for Georgia's Native Americans](#)

Discovery Education: [People of the Southeast](#)

[Gallopade](#): 70-71, 73-77

Digital Student Book pg 2-4, 5-11, 14-18

[Southeast Big Questions](#), [Exit Reflection](#)

[Graphic Organizer](#) - [Key](#)

☐ **Supporting Question 2:**

Studies Weekly: [Week 16:Article 4 Economy](#)

LDOE Source & Questions: [The Cherokee](#)

[Gallopade](#): 77-78

Digital Student Book pg 19-21

[Culminating Activity](#) (key)

Unit 3: Civilizations in North America (Oct 27-Nov 21) ❖ Topic 2: Peoples of the Plains

Suggested Time: 5 days

Framing Question: What were the key characteristics of the nations of the Plains? [Course Framework](#) [Grade 5 Standards](#)

Standards

5.13 Describe the geographic, political, economic, and cultural structures of Indigenous civilizations of the Americas.

- Identify and locate the geographic features of the Americas, including the Andes Mountains, **Appalachian Mountains, Great Plains, Pacific Ocean, Gulf of America, Rocky Mountains, Atlantic Ocean, Mississippi River**, Amazon River, South America, Caribbean Sea, **North America**, Yucatan Peninsula, and the Central Mexican Plateau.
- Explain the effects of geographic features on Indigenous North American cultures (Northeast, Southeast, and **Plains**), including clothing, housing, and agriculture.
- Describe the existence of diverse networks of Indigenous North American cultures, including varied languages, customs, and economic and political structures.

Don't forget about Skills & Practice!!

Supporting Questions with Lesson Plan Builders

**Note: some have been modified to better address the standard*

Additional Resources

[Studies Weekly Unit 3: Blackline Master and Images](#)

[Gallopade: Pages 70-94](#)

☐ **Supporting Question 1** (Modified) :

What were the effects of geography on the indigenous nations of the Plains, including their clothing, housing, and agriculture? (5.13.a, 5.13.b)

[Lesson Plan Builder](#)

☐ **Supporting Question 1:**

[GRAPES](#)

Studies Weekly: Week 15: Article 1: [Introduction to the Plains](#)

LDOE Sources: [Native Americans of the Plains](#), [The Plains Region Map](#)

Videos: [Native People of the Plains](#) *Note, the video is 12 minutes long, please select the sections that address the standard

[Gallopade: 79-84](#)

Digital Student Book pg 2-13

[Big Questions \(with key\)](#), [Exit Reflection](#), [Graphic Organizer - Key](#)

☐ **Supporting Question 2** (Modified):

What were the cultural characteristics of the peoples of the Plains including their language, customs, and economic and political structures?(5.13.c)

[Lesson Plan Builder](#)

☐ **Supporting Question 2:**

Studies Weekly: [Week 15 Article 4: Economy](#)

LDOE Sources: [World Book Online: Mound Builders](#), [Slidedeck: Mandan and Hidatsa](#), [The Mandan](#), [The Hidatsa](#)

[Gallopade: 84-86](#)

Digital Student Book pg 14-20

[Culminating Activity \(key\)](#)

Unit 3: Civilizations in North America (Oct 27-Nov 21) ❖ Topic 3: Peoples of the Northeast

Suggested Time: 4 days

Framing Question: What were the key characteristics of the nations of the Northeast? [Course Framework](#) [Grade 5 Standards](#)

Standards

5.13 Describe the geographic, political, economic, and cultural structures of Indigenous civilizations of the Americas.

- Identify and locate the geographic features of the Americas, including the Andes Mountains, **Appalachian Mountains**, Great Plains, Pacific Ocean, Gulf of America, Rocky Mountains, **Atlantic Ocean, Mississippi River**, Amazon River, South America, Caribbean Sea, **North America**, Yucatan Peninsula, and the Central Mexican Plateau.
- Explain the effects of geographic features on Indigenous North American cultures (**Northeast**, Southeast, and Plains), including clothing, housing, and agriculture.
- Describe the existence of diverse networks of Indigenous North American cultures, including varied languages, customs, and economic and political structures.

Don't forget about Skills & Practice!!

Supporting Questions with Lesson Plan Builders

**Note: some have been modified to better address the standard*

Supporting Question 1 (Modified) :

What were the effects of geography on the indigenous nations of the Northeast, including their clothing, housing, and agriculture? (5.13.a, 5.13.b)

[Lesson Plan Builder](#)

Supporting Question 2 (Modified) :

What were the cultural characteristics of the peoples of the Northeast including their language, customs, and economic and political structures?(5.13.c)

[Lesson Plan Builder](#)

Additional Resources

[Studies Weekly Unit 3: Blackline Master and Images](#)

[Gallopade: Pages 70-94](#)

Supporting Question 1:

[GRAPES:](#)

Studies Weekly: Week 14: [Introduction to the Northeast](#), [Week 14: Indigenous People of the Northeast](#)

LDOE Sources: [Native American Culture Regions - Eastern Woodlands](#)

[World Book Online: Iroquois](#)

Videos: [Building a Wigwam](#), [Native American Longhouses](#)

Discovery Education: [The Eastern Woodlands People](#)

[Gallopade: 87-93*](#) (Pg 90 aligns to sq 2)

Digital Student Book pg 2-7, 13-19

[Primary Analysis](#), [Big Questions \(with key\)](#), [Graphic Organizer- Key](#)

Supporting Question 2:

Studies Weekly: [Week 14: Article 4 Economy](#)

LDOE Sources: [Great Law of Peace, the constitution established by the Iroquois Confederacy around 1450](#)

Videos: [Field Trip to NYSM - People of the Longhouse](#)

[Gallopade: 90, 93-94](#)

Digital Student Book pg 8-12, 20-21 [Culminating Activity \(key\)](#)

Unit 3: Civilizations in North America (Oct 27-Nov 21) ❖ Topic 4: Peoples of the West

Suggested Time: 4 days

Framing Question: What were the key characteristics of the nations of the West? [Course Framework](#) [Grade 5 Standards](#)

Standards

5.13 Describe the geographic, political, economic, and cultural structures of Indigenous civilizations of the Americas.

- a. Identify and locate the geographic features of the Americas, including the Andes Mountains, Appalachian Mountains, **Great Plains, Pacific Ocean Gulf of America, Rocky Mountains**, Atlantic Ocean, Mississippi River, Amazon River, South America, Caribbean Sea, **North America**, Yucatan Peninsula, and the Central Mexican Plateau.
- b. Explain the effects of geographic features on Indigenous North American cultures (Northeast, Southeast, and Plains), including clothing, housing, and agriculture.
- c. Describe the existence of diverse networks of Indigenous North American cultures, including varied languages, customs, and economic and political structures.

Don't forget about Skills & Practice!!

Supporting Questions with Lesson Plan Builders

**Note: some have been modified to better address the standard*

Additional Resources

[Studies Weekly Unit 3: Blackline Master and Images](#)
Gallopade: Topics 4 and 5 not covered in Gallopade

☐ **Supporting Question 1 (Modified) :**

What were the effects of geography and climate on the indigenous nations of the West? (5.13.a, 5.13.b)

[Lesson Plan Builder](#) (May take 2 days)

☐ **Supporting Question 2 (Modified) :**

What were the effects of geography on the Pueblo peoples of the Southwest and what were their cultural characteristics? (5.13.a, 5.13.b, 5.13.c)

[Lesson Plan Builder](#)

☐ **Supporting Question 3 (Modified) :**

What were the cultural characteristics of the peoples of the West Coast including their language, customs, and economic and political structures?(5.13.c)

[Lesson Plan Builder](#)

☐ **Supporting Question 1 and 2:**

[GRAPES](#)

LDOE Sources: [The American Southwest: The Pueblo](#).

Image Bank: [U3T1SQ1](#)

Videos: [Ancestral Pueblos](#)

Discovery Education: [Ancestral Puebloan Homes](#)

Studies Weekly: [Week 13 Article 5 Regions of Indigenous People](#)

☐ **Supporting Question 3:**

LDOE Sources : [Native People of the American Southwest](#)

Videos: [Native People of the Southwest](#) (Beg to 5:30)

Discovery Education: [People of the Southwest](#)

Studies Weekly:

[The Haida, Haida Map](#)

Image Bank: [Haida Totem Poles](#)

Videos: [The Stories that Totem Poles Tell](#)

Unit 3 & 4 (combined) Practice LEAP Items

PDF: [Civilization of the Americas Task Set](#) (Pgs. 13-18, Grading/Key Pgs. 20 & 22)

PEAR Assessment: [Units 3 & 4 Task Set Civilizations of the Americas with Written Response](#)

Unit 4: The Inca and Aztec Empires (Dec 1 -Jan 22) ❖ Topic 1: The Inca Empire

Suggested Time: 15 days

Framing Question (Modified): How did the Inca advance and grow their empire? [Course Framework](#) [Grade 5 Standards](#)

Standards

5.13 Describe the geographic, political, economic, and cultural structures of Indigenous civilizations of the Americas.

- a. Identify and locate the geographic features of the Americas, including the **Andes Mountains**, Appalachian Mountains, Great Plains, **Pacific Ocean**, **Gulf of America**, Rocky Mountains, **Atlantic Ocean**, Mississippi River, **Amazon River**, **South America**, **Caribbean Sea**, **North America**, **Yucatan Peninsula**, and the **Central Mexican Plateau**.
- d. Explain the effects of geographic features and climate on the agricultural practices and settlement of the Aztec and **Incan civilizations**.
- i. Explain how the Inca built and organized their empire and how Inca engineers overcame challenges presented by the geography of the land.
- j. Explain how the Inca kept their empire together without a written language. **Don't forget about Skills & Practice!**

Supporting Questions

**Note: some have been modified to better address the standard*

The LPSS Booklets will take the place of the lesson plan builders for this unit

[Booklet\(PDF\)](#) [Key SLIDES](#)

☐ **Supporting Question 1 :**

How did geography influence the development of the Incan civilization? [PAGES 1-4](#) [SLIDES](#)

☐ **Supporting Question 2 (Modified) :**

How did the Inca build and organize their empire? [PAGES 5-7](#) [SLIDES](#)

☐ **Supporting Question 3 (Modified) :**

How did the Inca advance their empire without a written language? [PAGE 8](#) [SLIDES](#)

☐ **Supporting Question 4(Modified) :**

How did Inca engineers overcome geographic challenges? [PAGES 9-12](#) [SLIDES](#)

Additional Resources

[Studies Weekly Unit 4: Blackline Master and Images](#)

[Gallopade: Pages 95-120](#)

[Bayou Bridges, Unit 4 Chapter 1](#) [Teacher Guide](#) [GRAPES](#)

☐ **Supporting Question 1:**

Studies Weekly: [Article 4, Week 17: The Inca Empire](#)

Studies Weekly [Article 4, Week 17: Article 4: Geography of the Inca Empire](#)

LDOE Sources: [The Inca Introduction](#),

[World Book Online: Cusco](#) [Discovery Education Video:The Inca](#)

[Gallopade: 95-96](#) [Digital Student Book pg 2-11](#)

[Big Questions](#)

☐ **Supporting Question 2:**

Studies Weekly: [Week 17 Article 4: Political System](#)

LDOE Sources [Inca Government](#)

Studies Weekly: [Week 18 Article 4: Societal Structure](#) [Gallopade: 97-99](#) [Digital](#)

[Student Book pg 12-21](#)

☐ **Supporting Question 3:**

Primary Text: [Chronicles of the Inca](#)

[Bayou Bridges, Student Page 12](#) [Gallopade: 104-105](#) [Digital Student Book pg 26-31](#)

☐ **Supporting Question 4:**

Image Bank: [Inca Roads](#)

[Discovery Education Video: Inca Agriculture and Building](#) [Gallopade: 102-103](#) [Digital](#)

[Student Book pg 22-25](#) [Bridges, Inca Farming, Culminating Activity \(key\)](#)

Unit 4: The Inca and Aztec Empires (Dec 1 - Jan 22) ❖ Topic 2: The Aztec Empire

Suggested Time: 10 days

Framing Question: What were the main characteristics of the Aztec Empire? [Course Framework](#) [Grade 5 Standards](#)

Standards

5.13 Describe the geographic, political, economic, and cultural structures of Indigenous civilizations of the Americas.

- Identify and locate the geographic features of the Americas, including the **Andes Mountains**, Appalachian Mountains, Great Plains, **Pacific Ocean**, **Gulf of America**, Rocky Mountains, **Atlantic Ocean**, Mississippi River, **Amazon River**, **South America**, **Caribbean Sea**, **North America**, **Yucatan Peninsula**, and the **Central Mexican Plateau**.
- Explain the effects of geographic features and climate on the agricultural practices and settlement of the **Aztec** and Incan civilizations.
- Explain how the Aztec built and controlled a powerful empire that covered much of what is now central Mexico.
- Describe Aztec religious beliefs and how they were linked to the traditions of the society.
- Describe Tenochtitlán and the surrounding landscape, including aqueducts, massive temples, and chinampa agriculture.
- Identify Moctezuma II and describe features of his reign.

Don't Forget about Skills & Practice!!

Supporting Questions with Lesson Plan Builders

**Note: some have been modified to better address the standard*

The LPSS Booklets will take the place of the lesson plan builders for this unit [Booklet \(PDF\)](#) [Key](#) [SLIDES](#)

❑ **Supporting Question 1 (Modified) :**

Why was the city of Tenochtitlán important?

[PAGES 1-4](#) [SLIDES](#)

❑ **Supporting Question 2 (Modified) :**

What was the structure of society, government, and the religious beliefs of the Aztec people?

[PAGES 5-8](#) [SLIDES](#)

❑ **Supporting Question 3 (Modified) :**

What were Aztec innovations in agriculture, architecture, science, and art and how was the economy affected by these? [PAGES 9-18](#) [SLIDES](#)

Additional Resources

[Studies Weekly Unit 4: Blackline Master and Images](#)

[Gallopade: Pages 95-120](#)

[Bayou Bridges, Unit 4 Chapter 2](#) [Teacher Guide](#) [GRAPES](#)

❑ **Supporting Question 1:**

Studies Weekly: [Week 20 Article 6: Tenochtitlan](#)

Maps: [Model of the Aztec city of Tenochtitlán at the National Museum of Anthropology in Mexico City](#), [Tenochtitlán-Tlatelolco and its causeways](#)

World Book Online: [Tenochtitlán](#) Videos: [SPOTLIGHT: History of Tenochtitlan](#).

[Gallopade:](#) 107-109

Digital Student Book pg 2-7 [Big Questions](#)

❑ **Supporting Question 2:**

Studies Weekly: [Week 21 Article 5: Rituals, Feasts, and Festivals](#)

LDOE Sources: [Aztec Civilization: Religion](#)

Discovery Education: [Aztec Religion](#)

[Gallopade:](#) 111-112, 114 - 117

Digital Student Book pg 11-25

❑ **Supporting Question 3:**

Studies Weekly: [Week 20: Article 7: Agriculture](#)

Bayou Bridges [Student Pages 18-19](#)

[Gallopade:](#) 110, 118-120 **Digital Student Book** pg 8-10, 26-36

[Inca vs Aztec Timeline](#), [Culminating Activity](#) (key)

Unit 4: The Inca and Aztec Empires (Dec 1 - Jan 22) ❖ Topic 2: The Aztec Empire

Suggested Time: 10 days (cont)

Framing Question: What were the main characteristics of the Aztec Empire? [Course Framework](#) [Grade 5 Standards](#)

Standards

5.13 Describe the geographic, political, economic, and cultural structures of Indigenous civilizations of the Americas.

- a. Identify and locate the geographic features of the Americas, including the **Andes Mountains**, Appalachian Mountains, Great Plains, **Pacific Ocean**, **Gulf of America**, Rocky Mountains, **Atlantic Ocean**, Mississippi River, **Amazon River**, **South America**, **Caribbean Sea**, **North America**, **Yucatan Peninsula**, and the **Central Mexican Plateau**.
- d. Explain the effects of geographic features and climate on the agricultural practices and settlement of the **Aztec** and Incan civilizations.
- e. Explain how the Aztec built and controlled a powerful empire that covered much of what is now central Mexico.
- f. Describe Aztec religious beliefs and how they were linked to the traditions of the society.
- g. Describe Tenochtitlán and the surrounding landscape, including aqueducts, massive temples, and chinampa agriculture.
- h. Identify Moctezuma II and describe features of his reign.

Don't forget about Skills & Practice!!

Supporting Questions with Lesson Plan Builders

**Some have been modified to address the standard*

The LPSS Booklets will take the place of the lesson plan builders for this unit

[Booklet \(PDF\)](#) [Key](#) [SLIDES](#)

☐ **Supporting Question 4 (Modified):** How did the Aztec build and control an empire that covered much of modern day central Mexico? [PAGES 19-20](#) [SLIDES](#)

☐ **Supporting Question 5:** What was the foundation of language and education in the Aztec Civilization? [PAGES 21-24](#) [SLIDES](#)

☐ **Supporting Question 6 (Modified):** Why is the historical significance of the reign of Montezuma II? [PAGES 25-31](#) [SLIDES](#)

Additional Resources

[Studies Weekly Unit 4: Blackline Master and Images](#)

[Gallopade: Pages 95-120](#)

[Bayou Bridges, Unit 4 Chapter 2](#) [Teacher Guide](#) [GRAPES](#)

☐ **Supporting Question 4:**

Maps: [Extent of the Aztec Empire in 1519](#), [Growth of the Aztec Empire](#)

LDOE Sources: [The Aztec](#)

[Studies Weekly: Week 20, Article 7-Military Conquests](#)

☐ **Supporting Question 5:**

Discovery Education: [The Aztecs](#)

Bayou Bridges: [Aztec Schools, Student Page 21](#)

☐ **Supporting Question 6 :** [Studies Weekly: Week 20, Article 4: Montezuma II](#)

LDOE Sources: [The Aztec World](#), [Hernán Cortés, Second Letter to Charles V, 1520](#)

LDOE Sources: [End of the Aztecs: People of the Sun and Earth](#), [Cortés & the Fall of the Aztec Empire](#)

[The Aztec Primary Sources and Document Based Questions](#)

[Gallopade: 113 Digital Student Book pg 14](#)

[Montezuma Image Analysis](#), [Montezuma's Reign](#), [Culminating Activity \(key\)](#)

Unit 3 & 4 (combined) Practice LEAP Items

PDF: [Civilization of the Americas Task Set](#) (Pgs. 13-18, Grading/Key Pgs. 20 & 22)

PEAR Assessment: [Units 3 & 4 Task Set](#) [Civilizations of the Americas with Written Response](#)

Unit 5: Renaissance and Reformation (Jan 23 - Mar 5) ❖ Topic 1: The Renaissance

Suggested Time: 10 days

Framing Question: What factors helped bring about the age known as the Renaissance? [Course Framework](#) [Grade 5 Standards](#)

Standards

- 5.12 **Describe the origins, accomplishments, and geographic diffusion of the Renaissance** as well as the historical developments of the Protestant Reformation and Scientific Revolution.
 - a. Explain how the location of the Italian Peninsula affected the movement of resources, knowledge, and culture throughout Italy's independent trade cities.
 - b. Identify the importance of Florence, Italy and the Medici Family in the early stages of the Renaissance.
 - c. Explain the development of Renaissance art, including the significance of Leonardo da Vinci, Michelangelo, William Shakespeare, and systems of patronage.
 - d. Explain how Johannes Gutenberg's printing press affected the growth of literacy and diffusion of knowledge.

Don't forget about Skills & Practice!!

Supporting Questions with Lesson Plan Builders

**Note: some have been modified to better address the standard*

Additional Resources

[Studies Weekly Unit 5: Blackline Masters and Images](#)

[Gallopade: Pages 121-131](#)

☐ **Supporting Question 1 : What factors helped bring about the age known as the Renaissance?** (5.12)

[Lesson Plan Builder](#)

☐ **Supporting Questions 2 & 3 : What changes occurred during the Renaissance for artists and the work they produced?**

and How did the Roman Catholic Church use the many talents of Renaissance artists?

**will take more than 1 class period*

(5.12.a, 5.12.b, 5.12.c) [Lesson Plan Builder](#)

☐ **Supporting Question 4: How did the success of merchants and bankers during the Renaissance benefit artists?** (5.12.b) [Lesson Plan Builder](#)

☐ **Supporting Question 1:**

Studies Weekly: [Week 22 Article 1 A Return to Europe](#)

LDOE Sources [A New Dawn](#)

Images: [U5T1SQ1](#) [Bayou Bridges 2-7](#)

[Gallopade: 121-123](#) **Digital Student Book pg 2-7**

[Big Questions](#) (To be completed throughout topic)

☐ **Supporting Question 2 and 3:**

Studies Weekly: [Week 22 Article 5: The Renaissance](#)

LDOE Sources: [From Artisan to Artist](#)

Images: [U5T1SQ2](#) [U5T1SQ4](#) [Bayou Bridges 8-9](#)

[Gallopade: 124](#) **Digital Student Book pg 8**

☐ **Supporting Question 4:**

Studies Weekly: [Week 22: The Medici Family](#)

LDOE Resources: [Rome and the Renaissance Popes](#)

Images: [Bayou Bridges 10-11](#)

[Gallopade: 124-126](#)

Digital Student Book pg 9-14

Unit 5: Renaissance and Reformation (Jan 23 - Mar 5) ❖ Topic 1: The Renaissance

Suggested Time: 10 days (cont)

Framing Question: What factors helped bring about the age known as the Renaissance? [Course Framework](#) [Grade 5 Standards](#)

Standards

- 5.12 **Describe the origins, accomplishments, and geographic diffusion of the Renaissance** as well as the historical developments of the Protestant Reformation and Scientific Revolution.
 - a. Explain how the location of the Italian Peninsula affected the movement of resources, knowledge, and culture throughout Italy's independent trade cities.
 - b. Identify the importance of Florence, Italy and the Medici Family in the early stages of the Renaissance.
 - c. Explain the development of Renaissance art, including the significance of Leonardo da Vinci, Michelangelo, William Shakespeare, and systems of patronage.
 - d. Explain how Johannes Gutenberg's printing press affected the growth of literacy and diffusion of knowledge.

Don't forget about Skills & Practice!!

Supporting Questions with Lesson Plan Builders

**Note: some have been modified to better address the standard*

Additional Resources

[Studies Weekly Unit 5: Blackline Masters and Images](#)

[Gallopade: Pages 121-131](#)

☐ **Supporting Questions 5 & 6 :**

Why might Leonardo da Vinci be described as a symbol of the Renaissance?

and What does the art that Michelangelo created tell us about the Roman Catholic Church at this time in history?

****will take more than 1 class period***

(5.12.b) [Lesson Plan Builder](#)

☐ **Supporting Question 7 :**

How did the ideas of the Renaissance spread to other parts of Europe?(5.12.d) [Lesson Plan Builder](#)

☐ **Supporting Question 5 & 6:**

Studies Weekly: [Week 23 Article 5 and 7](#)

LDOE Sources: , [Adapted from Life of Leonardo da Vinci by Giorgio Vasari \(1550\).](#)

[Michelangelo](#)

[Bayou Bridges 12](#)

[Gallopade: 127-128](#)

Digital Student Book pg 15-19

☐ **Supporting Question 7:**

Studies Weekly: [Week 23 Article 6](#), [Week 23 Article 8: Renaissance Writers](#)

LDOE Sources: [The Renaissance in Northern Europe](#) Excerpt from "The Prince"

Images: [U5T1SQ8](#)

[Gallopade: 129-132](#)

Digital Student Book pg 20-27

[Culminating Activity \(Key\)](#)

Unit 5: Renaissance and Reformation (Jan 23 - Mar 5) ❖ Topic 2A: The Reformation

Suggested Time: 6 days

Framing Question: What factors helped bring about the Reformation? [Course Framework](#) [Grade 5 Standards](#)

Standards

- 5.12 Describe the origins, accomplishments, and geographic diffusion of the Renaissance as well as the **historical developments of the Protestant Reformation** and Scientific Revolution.
 - e. Explain the significant causes of the Protestant Reformation, including the selling of indulgences and Martin Luther's 95 Theses.
 - d. Explain how Johannes Gutenberg's printing press affected the growth of literacy and diffusion of knowledge.

Don't forget about Skills & Practice!!

Supporting Questions with Lesson Plan Builders

**Note: some have been modified to better address the standard*

Additional Resources

[Studies Weekly Unit 5: Blackline Masters and Images](#)

[Gallopade: Pages 133-137](#)

☐ **Supporting Question 1:**

What were the causes and effects of the Protestant Reformation? (5.12.e) [Lesson Plan Builder](#)

☐ **Supporting Questions 2:**

How and where did Protestantism spread?
(5.12.d. 5.12.e) [Lesson Plan Builder](#)

☐ **Supporting Question 1:**

[GRAPES](#)

Studies Weekly: [Week 24 Article 4: Martin Luther](#)

LDOE Sources: [The Birth of Protestantism](#), [Letter to the Archbishop \(1517\)](#)

[95 Theses](#), [Speech at the Diet of Worms \(1521\)](#)

Images: [U5T2SQ2](#)

Video: [The Reformation and the Man Who Started it All](#)

[Gallopade: 133-135](#)

[Gutenberg Bible](#)

Digital Student Book pg 2-11

☐ **Supporting Question 2:**

Studies Weekly: [Week 24 Article 6: Spreading of the Reformation](#)

LDOE Sources: [The Spread of Protestantism](#)

Images: [U5T2SQ3](#)

Timeline: [Events Related to the Protestant Revolution](#)

Map: [Religions in Europe During the 16th Century](#)

[Gallopade: 136-137](#)

[Image Analysis: 95 Theses](#)

Digital Student Book pg 12-14

Unit 5: Renaissance and Reformation (Jan 23 - Mar 5) ❖ Topic 2B: The Scientific Revolution

Suggested Time: 7 days

Framing Question: What factors helped bring about the Scientific Revolution? [Course Framework](#) [Grade 5 Standards](#)

Standards

- 5.12 Describe the origins, accomplishments, and geographic diffusion of the Renaissance as well as the **historical developments of the** Protestant Reformation and **Scientific Revolution**.
 - f. Compare and contrast heliocentric and geocentric theories of the Greeks (geocentric) and Copernicus (heliocentric).
 - g. Describe Galileo Galilei's theories and improvement of scientific tools, including the telescope and microscope.

Don't Forget about Skills & Practice!!

Supporting Questions with Lesson Plan Builders

**Note: some have been modified to better address the standard*

Additional Resources

[Studies Weekly Unit 5: Blackline Masters and Images](#)

[Gallopade: Pages 138-143](#)

☐ **Supporting Question 1 and 2 (Modified):**

What were the similarities and differences in the heliocentric and geocentric theories of the Greeks and Copernicus? How might scientific discovery have challenged religious belief? (5.12, 5.12.f)

[Lesson Plan Builder](#)

☐ **Supporting Question 3 (Modified):**

What were Galileo Galilei's theories and how did he improve scientific tools?

(5.12.) [Lesson Plan Builder](#)

☐ **Supporting Question 1 and Supporting Question 2:**

[GRAPES](#)

Studies Weekly: [Week 25 Article 5 Nicolaus Copernicus](#), [Week 25 Article 1: Scientific Revolution](#)

LDOE Sources: [A Revolution in Science](#)

[Bayou Bridges pg 28-30](#)

[Gallopade: 138-139](#)

Digital Student Book pg 15-21

[Big Questions](#)

☐ **Supporting Question 3:**

Studies Weekly: [Week 25 Article 6](#)

LDOE Sources: [The Reformation and Scientific Revolution Sources and Document Based Questions](#)

[Galilei, Galileo - Dialogue Concerning the two Chief World Systems](#)

[Letter to the Grand Duchess Christina of Tuscany](#)

[Bayou Bridges pg 31-33](#)

Images: [U5T2SQ4](#)

[Gallopade: 141-143](#)

Digital Student Book pg 22-28

[Culminating Activity \(key\)](#)

Unit 6: The First Global Age (Mar 6 - May 8) ❖ Topic 1A: European Exploration

Suggested Time: 8 days

Framing Question: How did European interests and rivalries shape exploration and trade? [Course Framework](#) [Grade 5 Standards](#)

Standards

- 5.14 Analyze the motivations for the movement of people from Europe to the Americas and describe the effects of exploration by Europeans.
 - a. Analyze why European countries were motivated to explore the world, including religion, political rivalry, and economic gain.
 - b. Identify the significance of the voyages and routes of discovery of the following explorers by their sponsoring country: England: Henry Hudson; France: Jacques Cartier; Portugal: Vasco da Gama, Bartolomeu Dias; Spain: Christopher Columbus, Hernando de Soto, Ferdinand Magellan, and Amerigo Vespucci.
 - c. Describe Prince Henry the Navigator's influence on exploration, voyages, cartographic improvements, and tools related to exploration, including the compass, caravel, and astrolabe.

Don't forget about Skills & Practice!!

Supporting Questions with Lesson Plan Builders

**Note: some have been modified to better address the standard*

□ **Supporting Question 1** (Modified):

What motivated European countries to explore the world? (5.14.a) [Lesson Plan Builder](#)

□ **Supporting Questions 2** (Modified):

What was Prince Henry's influence on exploration? What innovations advanced exploration? (5.14.c) [Lesson Plan Builder](#)

□ **Supporting Question 3:** *may take 2 days

What were the significance of the voyages by explorers representing Portugal and Spain? (5.14.b) [Lesson Plan Builder](#)

□ **Supporting Question 4:** *may take 2 days

What were the significance of the voyages by explorers representing Spain, England, and France? (5.14.b) [Lesson Plan Builder](#)

Additional Resources

[Studies Weekly Unit 6: Blackline Master and Images](#)

[Gallopade: Pages 147-160](#)

□ **Supporting Question 1:**

Studies Weekly: [Week 26 Article 1: Discovery and Navigation](#)

LDOE Sources: [The Spice Islands](#), [The First Europeans on the Spice Islands](#), [The Spice Trade & the Age of Exploration](#), [Entry from The Travels of Marco Polo](#), [Motives and Means](#) Images: [U6T1SQ1](#)

Map: [Maluku Islands in Indonesia](#) Timeline: [Spice Trade Timeline](#) [BB 2- 5](#)

[Gallopade: 147-149](#)

Digital Student Book pg 2-8

[Big Questions](#) (to be completed throughout topic)

□ **Supporting Question 2:**

Studies Weekly: [Week 26 Article 4: Henry the Navigator](#)

LDOE Sources: [Prince Henry the Navigator](#) Images: [U6T1SQ2](#) Video: [Technology of the Age of Exploration](#) [BB 5-6](#)

[Gallopade: 160](#)

Digital Student Book pg 41-43 [Prince Henry the Navigator \(key\)](#)

□ **Supporting Question 3 & 4:**

Studies Weekly: [Week 26 Article 5: Portuguese Exploration](#)

LDOE Sources: [Portuguese Exploration](#), [Portugal Empire](#), [Christopher Columbus](#), [Adapted Excerpts from Christopher Columbus' Log, 1492](#)

Images: [U6T1SQ3](#) [U6T1SQ4](#) Timeline: [Timeline of Portuguese Exploration](#)

Map: [The Voyages of Christopher Columbus 1492-1504](#)

Videos: [Vasco da Gama: Portuguese Explorer - Fast Facts | History](#)

[Bayou Bridges 5-15](#)

[Gallopade: 149-159](#) **Digital Student Book pg 9-40**

[Culminating Activity \(key\)](#)

Unit 6: The First Global Age (Mar 6 - May 8) ❖ Topic 1B: Colonization and Conquest of the Americas

Suggested Time: 7 days

Framing Question: How and why did Europeans colonize the Americas? [Course Framework](#) [Grade 5 Standards](#)

Standards

- 5.14 Analyze the motivations for the movement of people from Europe to the Americas and describe the effects of exploration by Europeans.
 - d. Describe how the Aztec and Inca empires were eventually defeated by Spanish conquistadors.
 - f. Explain how Spanish colonization introduced Christianity, the mission system, and the encomienda system to the Americas as well as the transition to African slavery.

Don't forget about Skills & Practice!!

Supporting Questions with Lesson Plan Builders

**Note: some have been modified to better address the standard*

☐ **Supporting Question 1 (Modified):**

How did the Spanish conquistadors conquer the Aztec and Inca empires?

(5.14.d) [Lesson Plan Builder](#)

☐ **Supporting Questions 2 (Modified):**

What was the effect of Spanish colonization in the Americas?

(5.14.f) [Lesson Plan Builder](#)

☐ **Supporting Question 3:**

How did European exploration of the Americas lead to settlement and colonization? **Focus on the main ideas and key points, please limit to one day*

(5.14) [Lesson Plan Builder](#)

Additional Resources

[Studies Weekly Unit 6: Blackline Master and Images](#)

[Gallopade: Pages 161-168](#)

☐ **Supporting Question 1:**

Studies Weekly: [Week 28 Article 4: Spanish Conquest and conquistadors](#)

LDOE Sources: [A Spanish Empire and its Critics](#),

Videos: [Hernan Cortes: Conquered the Aztec Empire - Fast Facts | History](#)

[Bayou Bridges \(20-25\)](#)

[Gallopade: 161-162](#) Digital Student Book pg 44-51

[Culminating Activity \(key\)](#) - # 18-21

☐ **Supporting Question 2:**

Studies Weekly: [Week 28 Article 7 The Effects of Conquest](#)

LDOE Sources: [Bartolome de Las Casas "Of the Island of Hispaniola" in Very Brief Account of the Devastation of the Indies \(1542\)](#)

Images: [U6T1SQ5](#) [Bayou Bridges \(25-28\)](#) [Gallopade: 162-168](#)

Digital Student Book pg 2-17

[Economic Impact of Imperialism](#) (key included) - To be completed during topic 1B and topic 2

☐ **Supporting Question 3:**

Studies Weekly: [Week 28 Article 3: Spanish Exploration](#)

LDOE Sources: [England Explores and Colonizes](#), [France and the Fur Trade](#)

Images: [U6T1SQ7](#)

[Bayou Bridges \(28-31\)](#)

Unit 6: The First Global Age (Mar 6 - May 8) ❖ Topic 2: Columbian Exchange and Transatlantic Slave Trade

Suggested Time: 20 days

Framing Question: What were the consequences of the Columbian Exchange and the slave trade? [Course Framework](#)

Standards

- 5.14 Analyze the motivations for the movement of people from Europe to the Americas and describe the effects of exploration by Europeans.
 - e. Explain the impact of the Columbian Exchange on people, plants, animals, technology, culture, ideas, and diseases among Europe, Africa, Asia, and the Americas in the fifteenth and sixteenth centuries, and examine the major effects on each continent.
 - g. Describe the development of the transatlantic slave trade and the experiences of enslaved people in the Americas.

Don't forget about Skills & Practice!!

Supporting Questions with Lesson Plan Builders

**Note: some have been modified to better address the standard*

☐ **Supporting Question 1 (Modified):**

**Note: may take more than 1 day*

What was the Columbian Exchange and how did it impact the Americas, Europe, and Africa?

(5.14.e) [Lesson Plan Builder](#)

☐ **Supporting Questions 2:**

How did the Age of Exploration lead to the development of the Triangular trade and transatlantic slave trade? **Note:*

may take more than 1 day

(5.14.g) [Lesson Plan Builder](#)

☐ **Supporting Question 3 (Modified):**

What were the experiences of enslaved people in the Americas?

(5.14.g) [Lesson Plan Builder](#)

Additional Resources

[Studies Weekly Unit 6: Blackline Master and Images](#)

[Gallopade: Pages 168-179](#)

☐ **Supporting Question 1:**

[Studies Weekly: Week 29 Article 1: The Columbian Exchange](#)

LDOE Sources: Secondary Text: [The New World](#) Images: [U6T2SQ3](#)

Video: [Columbian Exchange](#)

Maps: [Columbian Exchange Map](#)

[Bayou Bridges \(34-37\)](#)

[Gallopade: 174-179](#) Digital Student Book pg 30-44

☐ **Supporting Question 2:**

[Studies Weekly: Week 30 Article 7: The Transatlantic Slave Trade](#)

LDOE Sources: [Slavery](#), [Portuguese Angola](#)

Image: [U6T2SQ1](#)

Video: [TedEd: The Atlantic Slave Trade](#), [Why Did Europeans Enslave Africans](#)

Maps and Charts: [Transatlantic Slave Trade Map](#), [Transatlantic Slave Trade Map Bank](#)

[Bayou Bridges \(37-40\)](#)

[Gallopade: 168-171](#)

Digital Student Book pg 18-23

☐ **Supporting Question 3:**

[Studies Weekly: Week 30 Article 8: Life of an Enslaved Person](#)

LDOE Sources: [Olaudah Equiano Describes the Middle Passage, 1789](#)

Images: [U6T2SQ2](#)

Video: [Inside the Last Known American Slave Ship](#)

[Bayou Bridges \(34-37\)](#)

[Gallopade: 172-173](#) Digital Student Book pg 24-29

Unit 6 Topics 1 and 2 Culminating Activities (Gallopade): [Big Questions](#), [Study Guide](#) (key)