

**Trinity Area School District
Social Studies Curriculum**

Course: Social Studies Grade: 5	Overview of Course (Briefly describe what students should understand and be able to do as a result of engaging in this course): <i>In 5th grade, Students will discover the development of the Americas through ancient cultures, early colonists, conflicts, and resolutions that shaped our country and culture as well as their role as a United States Citizen.</i>
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Overarching Big Ideas, Enduring Understandings, and Essential Questions
(These “spiral” throughout the entire curriculum.)

Big Idea (A Big Idea is typically a noun and always transferable within and among content areas.)	Standard(s) Addressed (What Common Core Standard(s) and/or PA Standard(s) address this Big Idea?)	Enduring Understanding(s) (SAS refers to Enduring Understandings as “Big Ideas.” EUs are the understandings we want students to carry with them after they graduate. EUs will link Big Ideas together. Consider having only one or two EUs per Big Idea.)	Essential Question(s) (Essential Questions are broad and open ended. Sometimes, EQs can be debated. A student’s answer to an EQ will help teachers determine if he/she truly understands. Consider having only one or two EQs per Enduring Understanding.)
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<p>Change Systems Conflict Location</p>	<p style="text-align: center;"><u>Civics and Government</u></p> <p>5.1.5. A: Understand the rule of law in protecting property rights, individual rights and the common good.</p> <p>B: Describe the basic purposes of government in the classroom, school, community, state, and nation.</p> <p>C: Describe the principles and ideals shaping local state, and national government.</p> <ul style="list-style-type: none"> • Liberty / Freedom • Democracy • Justice • Equality <p>D: Interpret key ideas about government found in significant documents:</p> <ul style="list-style-type: none"> • Declaration of Independence • United States Constitution • Bill of Rights • Pennsylvania Constitution <p>E: Identify the individual rights guaranteed by the PA Constitution and the U.S. Constitution.</p> <p>F: Explain the significance of state symbols, national symbols, and national holidays.</p> <p>5.2.5. A: Identify individual rights and needs</p>	<p>Laws are established to protect property rights, individual rights and the common good.</p> <p>Rules are established to protect rights, order, and property.</p> <p>Governments are systems, so they are comprised of smaller parts that make up a whole.</p> <p>The United States is a democracy.</p> <p>Every citizen possesses means to influence the government (Right to Vote).</p> <p>Civil Rights are protected by PA and US Constitution.</p> <p>Each level of government has specific operations and duties.</p> <p>Our government is based on significant documents. (Declaration of Independence Constitution, Bill of Rights, and PA Constitution.)</p> <p>State symbols, national symbols, and national holidays have significant meanings.</p>	<p>What are the roles of a citizen in our democracy/republic?</p> <p>Why are rules and laws established in our communities?</p> <p>What are the functions of our government?</p> <p>How does the legal system protect all citizens?</p> <p>What are the Declaration of Independence, US Constitution, and the Bill of Rights?</p> <p>What rights were gained because of the Constitution?</p> <p>How did written documents create change for America?</p> <p>What is the meaning of the Nations Great Seal?</p> <p>How have events in history influenced changes in our society?</p> <p>How have people in the past influenced the future?</p>
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	<p>and the rights and needs of others in the classroom, school, community, state, and nation.</p> <p>B: Identify behaviors that promote cooperation among individuals.</p> <p>C: Explain why individuals become involved in leadership and public service</p> <p>D: Identify specific ways individuals participate in school and community activities.</p> <p>5.3.5.A: Describe the responsibilities and powers of the three branches of government.</p> <p>B: Describe how the elected representative bodies function in making local, state, and national laws.</p> <p>C: Describe the role of local and state government officials.</p> <p>D: Describe the primary duties of elected local, state, and national positions.</p> <p>E: Identify the requirements to vote in local, state, and national elections.</p> <p>F: Examine different ways conflicts can be resolved</p> <p>G: Describe how groups try to influence each other.</p> <p>H: Identify various sources of mass media.</p> <p>5.4.5 B; Describe the difference</p>	<p>Individuals have rights and responsibilities.</p> <p>Individual rights and needs of others in the classroom, school, community, state, and nation are different.</p> <p>Socially accepted behaviors promote cooperation among individuals.</p> <p>Individuals can be leaders.</p> <p>Individuals and groups participate in school and community activities.</p> <p>Conflict can be resolved in various ways.</p> <p>Groups influence each other.</p> <p>Mass media informs the public.</p> <p>Each region developed its own identity based on resources, agriculture, climate, industry, and physical features.</p> <p>People came to the Americas for religious and economic benefits.</p> <p>Early economics centered on agriculture and trade of goods and services.</p>	<p>How do members of a community interact to help each other meet their basic needs?</p> <p>What are the economic challenges of starting a new society?</p> <p>How did the economics of our country change over time?</p> <p>How does specialization change economy?</p> <p>How does location impact culture?</p> <p>What can be done to increase food production?</p> <p>How does creating a speedy communication system change people and places?</p> <p>What makes one place different from another?</p> <p>How do resources and environments affect culture?</p> <p>How does increased population impact physical and human systems?</p>
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	<p>between nation and country.</p> <p style="text-align: center;"><u>Economics</u></p> <p>6.1.5 A: Explain how limited resources and unlimited wants cause scarcity. B: Explain ways in which people meet their basic needs and wants. C: Explain how people’s choices have different economic consequences. D: Demonstrate how availability of resources affects choices.</p> <p>6.2.5. A: Describe how goods and services are distributed. B: Identify how pricing influences sellers and consumers. C: Explain how advertising causes people to change their behavior in predictable ways. D: Identify factors that cause changes in price. F: Compare and contrast types of private economic institutions. G: Describe various economic systems. <ul style="list-style-type: none"> • Traditional • Market • Command </p> <p>6.4.5. A: Explain why people specialize in the production of goods and services and</p>	<p>Culture is a mirror of the landscape.</p> <p>Europeans colonized different regions of the New World for different reasons.</p> <p>Historical conflict results in various consequences.</p> <p>Europeans explored different regions of the New World for Different purposes.</p> <p>Immigration to the Americas caused global changes</p> <p>Resources have an economic impact on society.</p> <p>Taxes are used to pay for public services.</p> <p>Goods and services change over time.</p> <p>Location changes modes of transportation.</p> <p>Economic forces influenced the westward expansion.</p> <p>Specialization changed the Americas.</p> <p>Information about people, places, and</p>	<p>How are your needs different from others?</p> <p>How can you be socially accepted?</p> <p>What character attributes does it take to be a leader?</p> <p>How can conflict be resolved?</p> <p>How did conflict help shape our Nation?</p> <p>What effect did the early civilizations have on the development of the Americas?</p> <p>What effect did early explorers have on the development of the Americas?</p> <p>What effect did colonists have on the development of the United States?</p> <p>How did location change the various Native American nations?</p> <p>How is present life different from Colonial times?</p>
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	<p>divide labor. B: Explain the growth in international trade. C: Explain how and where multinational corporations operate. D: Identify various economic and non-economic organizations that contribute to interaction among individuals and nations.</p> <p>6.5.5. A: Describe how the availability of goods and services is made possible by the work of members of society.</p> <p style="text-align: center;"><u>Geography</u></p> <p>7.1.5. A: Describe how common geographic tools are used to organize and interpret information about people, places, and environment. B: Describe and locate places and regions as defined by physical and human features.</p> <p>7.2.5. A Describe the characteristics of places and regions. B: Identify the basic physical processes that affect the physical characteristics of places and regions.</p> <p>7.3.5. A: Identify the human characteristics of places and regions using the following criteria:</p> <ul style="list-style-type: none"> • Population 	<p>environments of the past can be interpreted. Contributions of individuals and groups shape a civilization’s culture.</p> <p>Conflict and disagreement can be expected in any society.</p> <p>The movement of settlers westward had a lasting impact on the country.</p> <p>Historical documents give us information about the expansion of the United States.</p> <p>Our knowledge of U.S. history comes from a variety of sources.</p> <p>Information on different types of maps is useful in helping us know more about the people and places.</p> <p>Primary and secondary sources can be used to gather information.</p>	<p>Why do people go to war? How can war change society? How has the past changed the present?</p>
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	<ul style="list-style-type: none"> • Culture • Settlement • Economic activities • Political activities <p>7.4.5A: Describe and explain the effects of the physical systems on people within regions. B: Identify the effect of people on the physical systems within a community.</p> <p style="text-align: center;"><u>History</u></p> <p>8.1.5. A: Identify and explain the influences of economic features on continuity and change over time. B: Classify and analyze fact and opinion from multiple points of view, and secondary sources as related to historical events. C: Locate primary and secondary sources for the research topic and summarize in writing the findings. (Reference RWSL Standard 1.8.5 Research)</p> <p>8.3.5. A: Compare and contrast common characteristics of the social, political, cultural, and economic groups in the U.S. history. B: Illustrate concepts and knowledge of historical documents, artifacts, and places critical to United States history.</p>		
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	<p>C: Differentiate how continuity and change in U.S. history are formed and operate.</p> <ul style="list-style-type: none"> • Belief systems and religions • Commerce and industry • Technology • Politics and government • Physical and human geography • Social organizations <p>D: Examine patterns of conflict and cooperation among groups and organizations that impacted the history and development of the United States. (and PA 8.2.5.D)</p> <ul style="list-style-type: none"> • Ethnicity and race • Working conditions • Immigration • Military conflict • Economic stability <p>8.3.6. A: Explain the social, political, cultural, and economic contributions of individuals and groups to United States history.</p> <p>8.4.5 A: Compare and contrast common characteristics of social, political, cultural, and economic groups on World History.</p> <p>B: Illustrate concepts and knowledge of historical documents, artifacts, and sites, which are critical to World history.</p>		
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Big Ideas, Enduring Understandings, and Essential Questions Per Unit of Study

(These do NOT “spiral” throughout the entire curriculum, but are specific to each unit.)

<p>Month of Instruction (In what month(s) will you teach this unit?)</p> <p>Big Idea(s) (A Big Idea is typically a noun and always transferable)</p>	<p>ELA Connection</p>	<p>Standard(s) Addressed (What Common Core Standard(s) and/or PA Standard(s) address this Big Idea?)</p>	<p>Enduring Understanding(s) (SAS refers to Enduring Understandings as “Big Ideas.” EUs are the understandings we want students to carry with them after they graduate. EUs will link Big Ideas together. Consider having</p>	<p>Essential Question(s) (Essential Questions are broad and open ended. Sometimes, EQs can be debated. A student’s answer to an EQ will help teachers determine if he/she truly understands. Consider having only one or two EQs per Enduring Understanding.)</p>	<p>Common Assessment(s)* (What assessments will all teachers of this unit use to determine if students have answered the Essential</p>	<p>Common Resource(s)* Used (What resources will all teachers of this unit use to help students understand the Big Ideas?)</p>
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within and among content areas.)			only one or two EUs per Big Idea.)		Questions?)	
Introduction to Social Studies						
Introduction Systems	<p>ELA Connection (Skills/strategy)</p> <ul style="list-style-type: none"> * Story Structure * Story Elements * Point of View * Summarize * Use Text-Based Evidence * Compare/Contrast * Formal & Informal Language * Author's Purpose * Analyze/Evaluate * Generalize * Primary Sources * Explore Historical Events * Explain Historical Events * Problem/Solution * Cause/Effect 	<p>Civics and Government</p> <p>5.1.5. A,B,C,F</p> <p>5.2.5. A,B,C,D</p>	<p>Individuals have rights and responsibilities</p> <p>Laws are established to protect property rights, individual rights and the common good.</p> <p>Rules are established to protect rights, order, and property.</p>	<p>ALL ESSENTIAL QUESTIONS CAN BE USED FOR COLLIN'S WRITING</p> <p>Why/what are rules and laws established in our classroom and communities?</p> <p>What are the roles of a citizen in our democracy/republic?</p> <p>What is the meaning of the Nation's Great Seal?</p>	<p>(whole group)</p> <p>Create a classroom Constitution and have each class member sign</p> <p>The Great Seal and US constitution worksheets (See Z-Drive)</p> <p>Required</p>	<p>Social Studies Text (overview)</p> <p>- The Great Seal</p> <p>- US Constitution</p> <p>Classroom and School Rules</p>

			<p>Socially accepted behaviors promote cooperation among individuals.</p> <p>Individuals can be leaders.</p>	<p>What is the meaning of the Preamble to the US Constitution?</p> <p>How can you be socially accepted?</p> <p>What character attributes does it take to be a leader?</p>	<p>Assessment/ ELA Performance Task: Running for Class President</p>	
1st 9 Weeks Migration/ Empires /Geography						
<p>1st 9 weeks</p> <p>Change Conflict Economics Locations</p>	<p>ELA Connection (Skills/ strategy)</p> <ul style="list-style-type: none"> * Story Structure * Point of View * Summarize * Use Text-Based Evidence * Compare/Contrast * Formal & Informal Language * Author's Purpose * Analyze/Evaluate * Generalization/Conclusions * Primary Sources * Explore Historical Events * Explain Historical Events * Characterization * Question * Infer/Predict * Sequence of Events * Monitor/Clarify Theme 	<p style="text-align: center;"><u>Economics</u></p> <p>6.1.5 A,B,C,D 6.4.5. A,B,C,D 6.5.5. A</p> <p style="text-align: center;"><u>Geography</u></p> <p>7.1.5. A,B 7.2.5. A,B 7.3.5. A 7.4.5A,B</p>	<p>Groups influence each other.</p> <p>Each region developed its own identity based on resources, agriculture, climate, industry, and physical features.</p> <p>Early economics centered on agriculture and trade of goods and services.</p>	<p style="text-align: center;">ALL ESSENTIAL QUESTIONS CAN BE USED FOR COLLIN'S WRITING</p> <p>How/Why did people migrate to the Western Hemisphere?</p> <p>How does location impact culture?</p> <p>How do members of a community interact to help each other meet their basic needs?</p>	<p>* Maya, Aztec, and Inca journal entries</p> <p>Geography: Bering Strait Yucatan Peninsula Continents Oceans Bering Strait Gulf of Mexico Caribbean Sea Latitude</p>	<p>Scott Foresman Migration to the Americas</p> <p>BrainPop</p> <p>You Tube</p> <p>Google Earth</p> <p>Daily Geography workbook</p> <p>Dry erase maps (world and Us)</p>

	<ul style="list-style-type: none"> * Dialogue * Sequence of Events * Visualize * Understanding Characters * Main Idea and Details * Monitor and Clarify * Fact & Opinion * Tone 		<p>Culture is a mirror of the landscape.</p> <p>Resources have an impact on society.</p> <p>Location changes modes of transportation.</p> <p>Specialization changed the Americas.</p> <p>Contributions of individuals and groups shape a civilization's culture.</p> <p>Historical documents give us information about the expansion of the United States.</p> <p>Our knowledge of US history comes from a variety of sources.</p>	<p>How does specialization change economy?</p> <p>What can be done to increase food production?</p> <p>How does creating a speedy communication system change people and places?</p> <p>What makes one place different from another?</p> <p>How do resources and environments affect culture?</p> <p><u>Geography Locations</u></p> <ul style="list-style-type: none"> • Bering Strait • Continents • Oceans • Yucatan Peninsula • Mexico City • Gulf of Mexico • Caribbean Sea • Hemispheres 	<p>Longitude Hemispheres (see Z Drive)</p> <p>Required Assessment</p>	
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			<p>Information on maps is useful in helping us know more about the people and places.</p> <p>Primary and secondary sources can be used to gather information.</p>	<ul style="list-style-type: none"> Latitude/ Longitude 		
2nd 9 Weeks Native Americans/ Explorers/ Geography (Integrated)						
2nd 9 Weeks	<p>ELA Connection (Skills/ strategy)</p> <ul style="list-style-type: none"> * Story Structure * Point of View * Summarize * Use Text-Based Evidence * Analyze/Evaluate * Generalization/Conclusions * Primary Sources * Explore Historical Events * Characterization * Infer/Predict * Sequence of Events * Dialogue * Sequence of Events * Visualize * Understanding Characters * Author's Word Choice * Visualize 	<p>Economics</p> <p>6.2.5. A,B,C,D,F,G 6.4.5. A,B,C,D 6.5.5. A</p> <p>Geography</p> <p>7.1.5.A 7.3.5. A 7.4.5A,B</p> <p>History</p> <p>8.1.5. A,C 8.3.5. A</p>	<p>Individuals have rights and responsibilities.</p> <p>Interpret information about people, places, and environments of the past.</p> <p>Immigration to the Americas caused global changes</p> <p>Conflict and disagreement can be</p>	<p>ALL ESSENTIAL QUESTIONS CAN BE USED FOR COLLIN'S WRITING</p> <p>What effect did the early civilizations have on the development of the Americas?</p> <p>What are the challenges of starting a new society?</p> <p>How does location affect people?</p> <p>How did location</p>	<p>* Read and respond to <i>The Sign of the Beaver</i> (See Z drive resources)</p> <p><i>Read and Respond: Dear America The Diary of Remember Patience Whipple</i></p>	<p>Scott Foresman Native American units</p> <p>Class novel: Sign of the Beaver by Elizabeth George Speare</p> <p>BrainPop</p> <p>You Tube</p> <p>Library Texts</p>

	<ul style="list-style-type: none"> * Author's Purpose * Main Idea and Details * Monitor and Clarify * Fact & Opinion * Question * Text and Graphic features 		<p>expected.</p> <p>Conflict can be resolved in various ways.</p> <p>Europeans explored different regions of the New World for different reasons.</p> <p>Our knowledge of US history comes from a variety of sources.</p> <p>Information from different types of maps is useful in helping us know more about the people and places.</p> <p>Primary and secondary sources can be used to gather information.</p>	<p>change the various Native American nations?</p> <p>What are the economic challenges of starting a new society?</p> <p>How did conflict help shape our nation?</p> <p>Why did Explorers come to the New World? What impact did Explorers have on the native people?</p> <p>How can conflict be resolved?</p> <p>How does increased population impact physical and human systems?</p> <p>What caused the conflict between Europeans and Native Americans?</p> <p><u>Geography Skills</u></p>	<p>* Explorer report (See Z-Drive for Explorer list)</p> <p>Required ASSESSMENT</p> <p>EXPLORER RESEARCH and World MAP</p>	<p>Class novel: <i>Dear America The Diary of Remember Patience Whipple</i></p> <p>Google Earth</p> <p>Daily Geography workbook</p> <p>Dry Erase Maps</p>
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			Historical documents give us information about the expansion of the Americas.	US MAP * Native North American Regions * Continents * Oceans * Explorer routes * Silk Road		
3rd 9 Weeks Colonists/French and Indian War/Declaration						
3 rd 9 Weeks Change Conflict Location System	<p>ELA Connection (Skills/strategy)</p> <ul style="list-style-type: none"> * Story Structure * Point of View * Summarize * Use Text-Based Evidence * Compare/Contrast * Generalization/Conclusions * Formal & Informal Language * Analyze/Evaluate * Generalize * Primary Sources * Explore Historical Events * Characterization * Infer/Predict * Sequence of Events * Monitor/Clarify Theme * Visualize * Understanding Characters 	<p>Civics and Government</p> <p>5.1.5. A,B,F 5.2.5. A,B,C,F,G</p> <p style="text-align: center;"><u>Economics</u></p> <p>6.1.5 A,B,C,D 6.2.5. A,B,C,D,F,G 6.4.5. A,B,C,D 6.5.5. A</p> <p style="text-align: center;"><u>Geography</u></p> <p>7.1.5. A,B 7.2.5. A,B 7.3.5. A 7.4.5A,B</p>	<p>People came to the Americas for religious and economic benefits.</p> <p>Laws are established to protect property rights, individual rights and the common good.</p> <p>Communities are established for the common good.</p>	<p>What effect did colonists have on the development of the United States?</p> <p>How does location affect people?</p> <p>How did early colonist govern themselves?</p> <p>What are the economic challenges of starting a new society?</p> <p>How is present life</p>	<p>Read and respond: <i>Secret Soldier : The story of Deborah Sampson (Z-drive resource)</i></p> <p><i>Performance Task: Pennsylvania Gazette And/or: Loyalist vs.</i></p>	<p>Scott Foresman Text</p> <p>BrainPop</p> <p>You Tube</p> <p>Google Earth</p> <p>Daily Geography workbook</p> <p>*Class Novel: <i>Secret Soldier : The story of Deborah Sampson</i> by Ann</p>

	<ul style="list-style-type: none"> * Author's Word Choice * Author's Purpose * Main Idea and Details * Question * Text and Graphic feature 	<p style="text-align: center;"><u>History</u></p> <p>8.1.5. A,B,C 8.3.5. A,B,C,D 8.3.6. A 8.4.5 A,B</p>	<p>Contributions of individuals and groups shape a civilization's culture.</p> <p>Conflict and disagreement can be expected in any society.</p> <p>Treating each other in a civil manner is an effective means of dealing with conflict and compromise.</p> <p>Political powers compete over land and resources.</p> <p>Historical conflict results in various consequences.</p> <p>Individuals have rights and responsibilities.</p> <p>Individuals can be</p>	<p>different from Colonial times?</p> <p>Why are rules and laws established in our communities?</p> <p>What is the Declaration of Independence</p> <p>What rights were gained because of the legal rights documents?</p> <p>How have events in history influenced changes in our society?</p> <p>How have people in the past influenced the future?</p> <p>How do members of a community interact to help each other meet their basic needs?</p> <p>What are the economic challenges of starting a new society?</p>	<p><i>Patriot</i></p> <p>Required ASSESSMENT</p> <p>"We Hold These Truths..."</p>	<p>McGovern (Teachers will have 75 copies)</p>
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			<p>leaders.</p> <p>Immigration to the Americas caused global changes</p> <p>Resources have an economic impact on society.</p> <p>Taxes are used to pay for public services.</p> <p>Goods and services change over time.</p> <p>Location changes modes of transportation.</p> <p>Contributions of individuals and groups shape a civilization's culture.</p> <p>Historical documents give us information about the expansion of the</p>	<p>How did the economics of our country change over time?</p> <p>How does location impact culture?</p> <p>How does creating a speedy communication system change people and places?</p> <p>How do resources and environments affect culture?</p> <p>How does increased population impact physical and human systems?</p> <p>What character attributes does it take to be a leader?</p> <p>In what ways can conflict be resolved?</p> <p>How did conflict help shape our Nation?</p>		
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			United States. Information on different types of maps is useful in helping us know more about the people and places.	How can war change society? How has the past changed the present?		
4th 9 Weeks Revolution/ Government/ Westward Movement						
4 th 9 Weeks Change Conflict System Location	<p>ELA Connection (Skills/strategy)</p> <ul style="list-style-type: none"> * Story Structure * Point of View * Summarize * Use Text-Based Evidence * Author's Purpose * Analyze/Evaluate * Generalization * Conclusions * Primary Sources * Explore Historical Events * Characterization * Infer/Predict * Sequence of Events * Visualize * Understanding Characters * Author's Word Choice * Author's Purpose * Main Idea and Details 	<p><u>Civics and Government</u></p> <p>5.1.5. A,B,C,D,E,F 5.2.5. A,B,C 5.3.5.A,B,C,D,E,F,G,H 5.4.5 B</p> <p style="text-align: center;"><u>Economics</u></p> <p>6.1.5 A,B,C,D 6.5.5. A</p> <p style="text-align: center;"><u>Geography</u></p> <p>7.1.5. A,B 7.2.5. A,B 7.3.5. A 7.4.5A,B</p> <p style="text-align: center;"><u>History</u></p> <p>8.1.5B</p>	<p>Historical conflict results in various consequences.</p> <p>Individuals have rights and responsibilities.</p> <p>Individuals can be leaders.</p> <p>Our government is based on important documents.</p> <p>Contributions of individuals and</p>	<p style="text-align: center;">ALL ESSENTIAL QUESTIONS CAN BE USED FOR COLLIN'S WRITING</p> <p>How did war change our society?</p> <p>What are the individual rights within the Constitution?</p> <p>What were the factors that influence the writing of the constitution?</p> <p>What influences effect</p>	<p>Read and respond:</p> <p>Bold Journey: West with Lewis and Clark</p> <p>Performance Task: <i>Observer Reporter Law Day Contest</i></p> <p>Required assessment: 3 Branches</p>	<p>Scott Foresman Text</p> <p>BrainPop</p> <p>- <i>Railroad History</i></p> <p>Google Earth</p> <p>Daily Geography Workbook</p> <p>- Novel: In Their Own Words: Lewis and Clark by: George Sullivan</p>

	<ul style="list-style-type: none"> * Monitor and Clarify * Fact & Opinion * Question * Text and Graphic Features 	<p>8.3.5. A,B,C,D 8.2.5.D 8.3.6. A,B</p>	<p>groups shape a civilization's culture.</p> <p>Historical documents give us information about the expansion of the United States.</p> <p>The movement of settlers westward had a lasting impact on the country.</p> <p>Resources have an economic impact on society.</p> <p>Location changes modes of transportation.</p> <p>Economic forces influenced the westward expansion.</p>	<p>the development of our nation's government?</p> <p>What impact did the Louisiana Purchase have on the westward movement?</p> <p>Why did people leave their homes to settle in the American Frontier?</p> <p>What were contributions of individuals or groups during the westward expansion?</p> <p>What were contributions of individuals or groups during the Industrial Revolution?</p> <p>How did the economics of our country change over time?</p> <p>How did regional tools impact culture and</p>	<p><i>of Government</i></p>	
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				economics? What means of transportation did people use for the westward movement? <i>i.e. trails, railroads</i>		
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