



Boston 5th Grade Curriculum Alignment



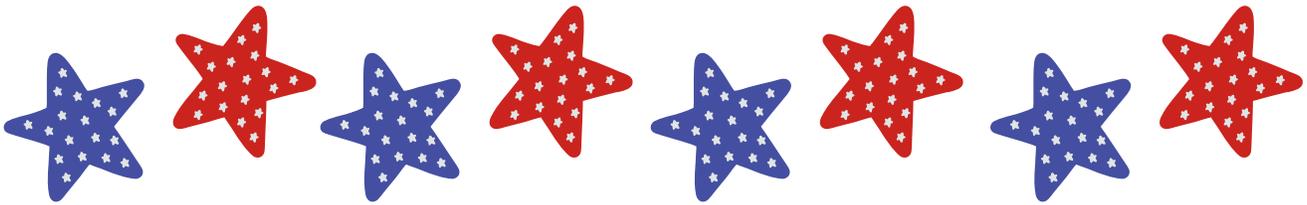
A School Tours of America trip doesn't just allow your students to study history; it allows them to experience it firsthand. STA's program in Boston is designed to support Common Core standards for grade 5, ensuring academic rigor and allowing students to gain a deeper, more meaningful understanding of history, one that inspires curiosity and lasts far beyond the classroom.

Standard - Social Studies	Site	Activity
<p>Standard 1A NCSS: The student understands the causes of the American Revolution.</p>	<p>Boston Harbor Lexington Green Concord Boston Massacre Site</p>	<p>Students investigate the causes of the American Revolution by visiting key Boston landmarks and identifying how each site represents a cause or tension that led to the war.</p> <p>Countdown to Revolution: Cause Tracker</p>
<p>Standard 1B NCSS: The student understands the principles articulated in the Declaration of Independence.</p>	<p>Freedom Trail</p>	<p>Students will explore historic Boston sites to uncover how the principles of The Declaration of Independence were shaped by events and voices in the city.</p> <p>Life, Liberty, and the Boston Connection</p>
<p>Standard 1C NCSS: The student understands the factors affecting the course of the war and contributing to the American victory.</p>	<p>Freedom Trail</p>	<p>Students will track how each site represents a factor that influenced the war's outcome. At each stop, they'll choose which factor is best represented and explain why.</p> <p>Victory Makers: What Helped the Patriots Win?</p>
<p>Standard 2C NCSS: The student understands the Revolution's effects on different social groups.</p>	<p>Freedom Trail</p>	<p>Students explore Boston's Revolutionary sites to investigate how different social groups were affected by the American Revolution.</p> <p>Revolution Through Their Eyes</p>



 Standard: Reading	Site	Activity 
RI.5.1: Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.	Boston Sites	Students can quote from informational brochures, exhibit labels, or historical accounts to support discussions about the key events of the American Revolution. Voices from Salem
RI.5.2: Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.	Plymouth	After reading about the Mayflower Compact or the first Thanksgiving, students can identify the main ideas and supporting details and summarize the key events. Pilgrim Perspectives: Main Idea Mission
RI.5.3: Explain the relationships or interactions between two or more individuals, events, ideas, or concepts in a historical, scientific, or technical text based on specific information in the text.	Paul Revere House Old North Church	Students gain a clear understanding of Paul Revere's pivotal impact on the American Revolution and can explain why his actions mattered. Ride Like Revere
RI.5.4: Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 5 topic or subject area.	All sites	While exploring a historical site, students will hunt for and decode historical and domain-specific vocabulary used in signage, primary source excerpts, and guided tours. History Words in the Wild
RI.5.6: Analyzing multiple accounts of the same event, such as comparing a historical document and an engraving of the Boston Massacre.	Boston Massacre Site	Students take on the role of historical detectives, analyzing and comparing two different accounts of the Boston Massacre The Boston Massacre Investigation - A Tale of Two Stories
RI.5.7: Drawing information from various sources, such as brochures, plaques, and digital resources encountered at historical sites.	All Sites	Students gather information about a specific topic or person by using multiple sources found on-site such as plaques, brochures, museum labels, guide narration, and digital kiosks. History Through Many Lenses





Standard: Speaking and Listening	Site	Activity
<p>SL.5.1: Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 5 topics and texts, building on others' ideas and expressing their own clearly.</p>	<p>All Sites</p>	<p>Students engage in discussions comparing different perspectives of the events they learned about, citing textual evidence to support their points.</p>
<p>SL.5.2: Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.</p>	<p>All Sites</p>	<p>Students summarize information from sites visited or that was heard from tour guides or presentations, drawing conclusions based on this information.</p>
<p>SL.5.3: Summarize the points a speaker makes and explain how each claim is supported by reasons and evidence.</p>	<p>All Sites</p>	<p>Students discuss claims shared about a site by the guide or presenter and determine what facts support it.</p>
<p>SL.5.4: Students can orally present their learning, describing key events, people, and historical contexts, and explaining how the narrator's or speaker's point of view influences the story.</p>	<p>All Sites</p>	<p>Students share how the point of view in a historical setting can influence the story.</p>

