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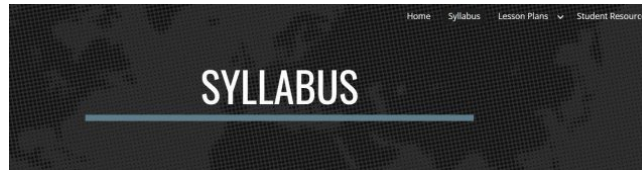
LEARNING FROM U.S. HISTORY – A fifth grade social studies curriculum



From the editors: As we approach the beginning of a new academic year, Not Even Past is delighted to introduce an important new resource for the teaching of History. **Learning from US History: A Fifth Grade Social Studies Curriculum** was designed and developed by two UT Professors, Dr. Daina Ramey Berry and Dr. Jennifer Keys Adair, and a doctoral student: Erin Green, MA.

This [fifth grade U.S. history curriculum](#) is built upon **primary sources** and is an alternative to textbooks that are often one-sided or politicized. This curriculum is one example of how historians and educators can work together to de-center a singular perspective and to offer elementary social studies with greater historical accuracy. This is a **work-in-progress** curriculum that will change as new primary sources emerge and historical interpretations shift.

The full curriculum can be accessed [here](#).



Unit One: Native American and Indigenous Conceptions and Care for the Land now known as the United States of America (4 Weeks)

Unit Two: Native American Nation/Community Research Project (2 Weeks)

Unit Three: Freedom in Central and West Africa and the entrance of White Supremacy (2 Weeks)

Unit Four: American Colonies Past and Present (2 weeks)

Unit Five: The Transatlantic Slave Trade (3 weeks)

Unit Six: The American Revolution (3 weeks)

Unit Seven: The Constitution (3 weeks)

Unit Eight: Resistance to Enslavement (3 weeks)

Unit Nine: The Civil War (3 weeks)

Unit Ten: Moving People and Shifting Boundaries (5 weeks)

Unit Eleven: Im/migration (4 Weeks)

Special Unit: Elections (1 week)

Special Unit: Thanksgiving

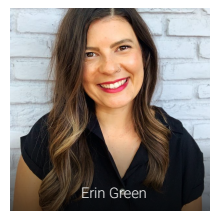
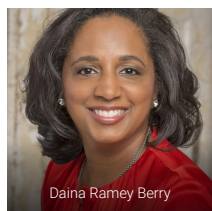
Lesson Plan Example

The screenshot shows a lesson plan page with a header 'Learning from U.S. History' and navigation links for Home, Syllabus, Lesson Plans, and Student Resources. The main title is 'WEEK 1: ESCAPE'. The content is organized by day:

- Monday: What did escaping mean?**
 - Look at and read:** [Enslaver's Ad](#)
http://www.academia.edu/1955619/Missing_Dolly_Mourning_Slavery_The_Slave_Notice_as_Keepsake
 - Write:** What do you think about when you look at and read the notice for Dolly? What do you think happened when/if she was caught? How do you feel reading/looking at this?
- Tuesday: Why did people risk their lives to escape?**
 - Watch:** Reading Rainbow (Season 10: Episode 6 Follow the Drinking Gourd)
Purchase at Amazon https://www.amazon.com/gp/video/detail/B01M3M0243/ref:atv_dp_season_select_s10
 - OR**
Find here: https://www.youtube.com/watch?v=5FB-t_Blunc
 - Write:** What does this mean to you? What do the experiences of enslaved people inspire in you? How do their examples impact the way you think about yourself?
 - Look through** auction block sites to see how the US has covered and tried to ignore the spaces where people were bought and sold by white enslavers: <https://www.nytimes.com/interactive/2020/02/12/magazine/1619-project-slave-auction-sites.html>

Screenshot from Learning from US History

Authors/Curators



Daina Ramey Berry, PhD • Oliver H. Radkey Regents Professor • Chair, Department of History (UT Austin). Professor Berry is one of the most sought-after speakers and consultants for public-facing projects offered by museums, historical sites, K-12 educational initiatives, news media, and television including NBC, PBS News Hour, NPR, New York Times and The Atlantic. She has authored many award-winning books including, *The Price for Their Pound of Flesh* (Beacon, 2017) and *A Black Women's History of the United States* co-authored with Kali Nicole Gross (Beacon, 2020).

Jennifer Keys Adair, PhD • Assoc. Prof. of Curriculum and Instruction • Director, AYCRC (UT Austin). Dr. Adair's teaching and research is focused on improving children's learning experiences at school. Her work has been published and cited in a wide range of journals including Harvard Educational Review and Teachers College Record as well as 40+ media outlets including NPR, Washington Post and CNN. She is the co-author with Kiyomi Sánchez-Suzuki Colegrove of *Segregation by Experience: Agency, Racism and Early Learning* (University of Chicago Press, 2021).

Erin Green, M.A. • Erin Green is a doctoral researcher in Curriculum and Instruction, focusing on Social Studies Education. Her growing research interests include critical elementary social studies, critical literacy, and civic education. She is a former fifth grade teacher and is passionate about critical, anti-racist social studies education for young learners.

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