

## **Fifth Grade Social Studies**

### **INTEGRATED UNITED STATES HISTORY ORGANIZED BY ERA**

**Mike Baarlaer**

**Bob Thomson**

#### **U1 USHG ERA 1 – Beginning to 1620**

##### **U1.1 American Indian Life in the Americas**

*Describe the life of peoples living in North America before European exploration.*

1. I can identify the major Native American Cultural Regions on a map (Desert Southwest, the Pacific Northwest, the Great Plains, and the Eastern Woodland). 5 – U1.1.1
2. I can compare and contrast the different ways Native Americans have adapted to their cultural regions (Desert Southwest, the Pacific Northwest, the Great Plains, and the Eastern Woodland) 5 – U1.1.2
3. I can describe Native American life with respect to governmental and family structures, trade, and views on property ownership and land use. 5 – U1.1.3

##### **U1.2 European Exploration**

*Identify the causes and consequences of European exploration and colonization.*

1. I can explain or demonstrate how improvements in navigational technologies (invention of the astrolabe and improved maps), along with changing economic needs launched the Age of Exploration. 5 – U1.2.1
2. I can use primary and secondary sources to show why individual explorers went to extremes to discover and colonize the Americas. (obstacles, motivations, and consequences for European exploration and colonization) 5 – U1.2.2

##### **U1.3 African Life Before the 16th Century**

*Describe the lives of peoples living in western Africa prior to the 16th century.*

1. I can use maps to locate the major regions of Africa and describe the life and cultural development of people living in western Africa before the 16<sup>th</sup> century (economic, family structures, and the growth of states, towns, and trade.) 5 – U1.3.1/5 – U1.3.2

##### **U1.4 Three World Interactions**

*Describe the environmental, political, and cultural consequences of the interactions among European, African, and American Indian peoples in the late 15th through the 17th century.*

1. I can use primary and secondary sources (e.g., letters, diaries, maps, documents, narratives, pictures, graphic data) to compare and contrast the meeting of Europeans, American Indians and Africans in North America after 1492 from the perspective of these three groups. 5 – U1.4.1/5 – U1.4.2 5
2. I can elucidate the cultural impact of combining European, Native American, and African cultures in the New World and how they adapted to these changes. 5– U1.4.3/5 – U1.4.4

## **U2 USHG ERA 2 – Colonization and Settlement (1585-1763)**

### **U2.1 European Struggle for Control of North America**

*Compare the regional settlement patterns and describe significant developments in Southern, New England, and the mid-Atlantic colonies.*

1. I can describe developments in the Southern colonies that lead their success; (including impact of geography, establishment of colonial towns, development of cash-crop economies, relationships with Native Americans, development of colonial representative assemblies, and the development of slavery). 5 – U2.1.1
2. I can describe developments in the New England colonies that lead their success; (including impact of geography, relations with American Indians, growth of small farms, shipping, and manufacturing economies, the development of colonial government, and religious tensions that led to the establishment of other colonies in New England). 5 – U2.1.2
3. I can describe developments in the Middle colonies that lead their success; (including impact of geography, the growth of Middle Colonies economies and farm, diverse religious settlements, and immigration patterns leading to ethnic diversity). 5 – U2.1.3
4. I can compare and contrast regional settlement patterns of the Southern, New England, and the Middle Colonies. 5 – U2.1.4

### **U2.2 European Slave Trade and Slavery in Colonial America**

*Analyze the development of the slave system in the Americas and its impact upon the life of Africans.*

1. I can explain the Triangular Trade including: cultures involved, trade routes, trade goods, the Middle Passage, and its impact on life in Africa. 5 – U2.2.1
2. I can describe the life of enslaved Africans and free Africans in the American colonies and how they drew upon their African past and adapted to create a new African American culture. 5 – U2.2.2/5 – U2.2.3

### **U2.3 Life in Colonial America**

*Distinguish among and explain the reasons for regional differences in colonial America.*

1. I can describe colonial life in America from the perspectives of at least three different groups of people from the New England, Middle, and Southern, and describe their daily life. 5 – U2.3.1/5 - U2.3.2/5 – U2.3.3
2. I can make generalizations about the reasons for regional differences in colonial America including geography, labor force, and religion. 5 – U2.3.4/5 – U2.3.5

## **U3 USHG ERA 3 Revolution and the New Nation (1754 - 1800)**

### **U3.1 Causes of the American Revolution**

*Identify the major political, economic, and ideological reasons for the American Revolution.*

1. I can describe the cause and effects of the French and Indian War, and how the relationship changed between the Britain and the American Colonies through historical events; (such as the Stamp Act, Boston Tea Party, the Intolerable Acts, and the Boston Massacre). 5 – U3.1.1/5 – U3.1.2
2. I and use an event from the American Revolution to explain how British and colonial views on political authority differed. (Boston Tea Party, quartering of soldiers, writs of assistance, closing of colonial legislatures). 5 – U3.1.3

3. I can identify the role of the First and Second Continental Congress in unifying the colonies. (addressing the Intolerable Acts, declaring independence, drafting the Articles of Confederation). 5 – U3.1.4
4. I can identify some of the key colonial leaders and how their political views contributed to the separation of the colonies from Britain and the development and signing of the Declaration of Independence. (George Washington, Thomas Jefferson, Benjamin Franklin, Patrick Henry, Samuel Adams, John Adams, and Thomas Paine). 5 – U3.1.5/5 – U3.1.6/5 – U3.1.7
5. I can identify a problem confronting people in the colonies, identify alternative choices for addressing the problem with possible consequences, and describe the course of action taken. 5 – U3.1.8

### **U3.2 The American Revolution and Its Consequences**

*Explain the multi-faceted nature of the American Revolution and its consequences.*

1. I can describe the advantages and disadvantages of each side during the American Revolution with respect to military leadership, geography, types of resources, and incentives. 5 – U3.2.1
2. I can describe the importance of Valley Forge, Battle of Saratoga, and Battle of Yorktown in the American Revolution. 5 – U3.2.2
3. I can compare the role of women, African Americans, American Indians, and France in helping shape the outcome of the war. 5 – U3.2.3
4. I can describe the importance of the Treaty of Paris. 5 – U3.2.4

### **U3.3 Creating New Government(s) and a New Constitution**

*Explain some of the challenges faced by the new nation under the Articles of Confederation, and analyze the development of the Constitution as a new plan for governing.*

1. I can describe the powers of government under the Articles of Confederation and give examples of problems faced by the country based on the first form of government. 5 – U3.3.1/5 – U3.3.2
2. I can explain why the Constitutional Convention was convened and why the Constitution was written. 5 – U3.3.3
3. I can describe the issues over representation and slavery the Framers faced at the Constitutional Convention and how they were addressed in the Constitution (Great Compromise, Three-Fifths Compromise). 5 – U3.3.4
4. I can give reasons why the Framers wanted to limit the power of government (fear of a strong executive, representative government, importance of individual rights). 5 – U3.3.5
5. I can describe the principle of federalism and how it is expressed through the sharing and distribution of power as stated in the Constitution (enumerated and reserved powers). 5 – U3.3.6
6. I can describe the concern that some people had about individual rights and why the inclusion of a Bill of Rights was needed for ratification. 5 – U3.3.7
7. I can describe the rights found in the First, Second, Third, and Fourth Amendments to the United States Constitution. 5 – U3.3.8

## **Public Discourse, Decision Making, and Citizen Involvement (P3, P4)**

*Implement the following “I can,” statements throughout the three main historical eras of the Fifth Grade Social Studies Curriculum.*

### **P3.1 Identifying and Analyzing Public Issues**

*Clearly state a problem as public policy issue, analyze various perspectives, and generate and evaluate possible alternative resolutions.*

1. I can identify public issues related to the United States Constitution and how they relate to me. 5 – P3.1.1
2. I can use graphic data and other sources to analyze information about a public issue related to the United States Constitution. 5 – P3.1.2
3. I can give examples of how conflicts over core democratic values lead people to differ on constitutional issues in the United States. 5 – P3.1.3

### **P3.3 Persuasive Communication About a Public Issue**

*Communicate a reasoned position on a public issue.*

1. I can write a short essay expressing a position on a public policy issue related to the Constitution and justify the position with a reasoned argument. 5 – P3.3.1

### **P4.2 Citizen Involvement**

*Act constructively to further the public good.*

1. I can develop and implement an action plan and know how, when, and where to address or inform others about a public issue. 5 – P4.2.1
2. I can participate in projects to help or inform others. 5 – P4.2.2