



5th Grade Social Studies

A New Nation

7/10/2014



5th Grade Social Studies Curriculum

Effective Instruction Promotes

Reading a variety of primary and secondary sources so that it is possible to

- Determine the meaning and main idea, identifying and analyzing evidence, relationships, and supporting details.
- Interpret words, discipline-specific phrases, analyze text structure, and identify purpose, bias, and point of view.
- Evaluate an argument or claim citing evidence in support of, or against, the argument or claim.
- Analyze two or more texts on the same topic drawing conclusions about the similarities and differences.
- Comprehend complex and difficult text within the discipline.
- Identify and evaluate critical information communicated in multiple forms of media.

Writing clearly and coherently

- To support a claim, or make an argument using evidence, logic, and reasoning.
- To inform or explain an event, relationship, position, or opinion.
- To tell a story.
- So that each example is open to revision and rewriting.
- By applying the appropriate technologies for the purpose and audience.
- By gathering multiple sources of information and integrating them into short and long term projects.

Communicating effectively by

- Preparing and collaborating with diverse partners in conversations about topics within the discipline
- Evaluating information from various formats.
- Presenting information and evaluation to others in a manner that is not totally written text.
- Gathering and organizing information and evidence.
- Designing and delivering a presentation on a specific topic.
- Using multiple modes of communication and adjusting presentations to meet the requirements of the task or audience.

Effective Instruction includes: * Multiple perspectives and disciplines * Multiple causes and consequences * Use of primary sources * Authentic intellectual work * Higher order thinking * Literacy within the Social Studies * Multiple means of communication * Research and construction of knowledge *

from the 2013 Kansas Standards for History, Government, and Social Studies(HGSS)



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Social Studies Standards:

1. Choices have consequences.
2. Individuals have rights and responsibilities.
3. Societies are shaped by beliefs, ideas, and diversity.
4. Societies experience continuity and change over time.
5. Relationships among people, places, and environments are dynamic.

History Benchmark:

The student 1) recognizes and evaluates, 2) analyzes the context and draws conclusions, 3) investigates examples and connects with contemporary issues, and 4) constructs/creates and justifies/defends claims related to the standards through the lens of history.

Essential questions: How does history reveal itself? How do beliefs and ideas impact the choices people make? Can diverse societies interact to the benefit of each society? How have changing perspectives on rights and responsibilities impacted our nation’s history?

(Formative and summative classroom assessments are included in each Social Studies Alive lesson. Social studies is not assessed at the district or state level.)

History Indicators	Skills, Concepts, and Content	Teaching Strategies and Resources
<p>SSH5.1 Creates and uses a chronological sequence of related events to compare developments that happened at the same time.</p>	<ul style="list-style-type: none"> • Uses historical timelines to trace the cause and effect relationships between events in different places during the same time period. (4.2) • Describes the causes of the American Revolution including, but not limited to, the Proclamation of 1763, Intolerable Acts, Stamp Act, Boston Tea Party, Boston Massacre, and taxation without representation). (4.2) 	<p>Compelling questions: How do societies experience continuity and change over time? (Standard 4) How did relationships between people, places and ideas, influence chronological events in American History? (Steps to the Revolution) (Standard 5)</p> <p>Resources: SSA Lesson 5 Routes of Exploration to the New World SSA Lesson 10 Tensions Grow Between the Colonies and Great Britain</p>
<p>SSH5.2 Draws connections between life today and life at previous times.</p>	<ul style="list-style-type: none"> • Discusses the international support for the American Revolution such as the French and Lafayette. (3.2) • Examines the significance of important turning points in the American Revolution including the First and Second Continental 	<p>Compelling questions: How do societies experience continuity and change over time? (Standard 4) How do relationships between people, places and ideas, influence chronological events in American History? (Standard 5)</p> <p>Resources: SSA Lesson 1 Geography of the United States SSA Lesson 2 American Indians and Their Land</p>



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History Indicators	Skills, Concepts, and Content	Teaching Strategies and Resources
	<p>Congress, Lexington and Concord, Saratoga, Valley Forge, Yorktown, Treaty of Paris. (4.2)</p> <ul style="list-style-type: none"> • Examines the establishment, growth, and distinctive qualities of the colonies including the regional, political, social, and economic differences between the New England, Middle, and Southern colonies. (3.2, 4.2, 5.2) • Explains the significance of important groups in the American Revolution including Loyalists, Patriots, Sons of Liberty, and women. (2.2, 4.2) • Analyzes the impact of American Indian nations on American society. (3.2, 5.2) 	<p>SSA Lesson 3 American Indian Cultural Regions SSA Lesson 4 How and Why Europeans Came to the New World SSA Lesson 5 Routes of Exploration to the New World SSA Lesson 6 Early English Settlements SSA Lesson 7 Comparing the Colonies SSA Lesson 8 Slavery in the Americas SSA Lesson 9 Life in Colonial Williamsburg SSA Lesson 10 Tensions Grow Between the Colonies and Great Britain SSA Lesson 11 To Declare Independence or Not SSA Lesson 12 The Declaration of Independence SSA Lesson 13 The American Revolution SSA Lesson 14 The Constitution SSA Lesson 15 The Bill of Rights SSA Lesson 17 Shaping America’s Economy</p>
<p>SSH5.3 Describes how people’s perspectives shaped the historical sources they created.</p>	<ul style="list-style-type: none"> • Identifies the perspective of the creator of various historical sources. (3.1) • Identifies various types of perspective. (3.1) 	<p>Compelling questions: How are groups of people shaped by their beliefs, ideas, and diversity and how does this change their perspective? (Standard 3)</p> <p>Resources: SSA Lesson 2 American Indians and Their Land SSA Lesson 3 American Indian Cultural Regions SSA Lesson 4 How and Why Europeans Came to the New World SSA Lesson 5 Routes of Exploration to the New World SSA Lesson 8 Slavery in the Americas SSA Lesson 10 Tensions Grow Between the Colonies and Great Britain SSA Lesson 11 To Declare Independence or Not SSA Lesson 12 The Declaration of Independence SSA Lesson 15 The Bill of Rights SSA Lesson 17 Shaping America’s Economy</p>
<p>SSH5.4 Summarizes how different kinds of historical sources, both primary and secondary, are used to explain events in the past.</p>	<ul style="list-style-type: none"> • Evaluates primary and secondary sources. • Draws conclusions. • Contextualizes. 	<p>Compelling questions: How do different societies leave behind traces of beliefs, ideas, choices, etc. and what can we learn from them through primary and secondary sources? (Standards 1-5)</p>

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History Indicators	Skills, Concepts, and Content	Teaching Strategies and Resources
	<ul style="list-style-type: none"> • Sources. • Corroborates. 	<p>Resources:</p> <p>SSA Lesson 2 American Indians and Their Land SSA Lesson 3 American Indian Cultural Regions SSA Lesson 4 How and Why Europeans Came to the New World SSA Lesson 5 Routes of Exploration to the New World SSA Lesson 7 Comparing the Colonies SSA Lesson 8 Slavery in the Americas SSA Lesson 9 Life in Colonial Williamsburg SSA Lesson 10 Tensions Grow Between the Colonies and Great Britain SSA Lesson 11 To Declare Independence or Not SSA Lesson 12 The Declaration of Independence SSA Lesson 13 The American Revolution SSA Lesson 14 The Constitution SSA Lesson 15 The Bill of Rights SSA Lesson 17 Shaping America’s Economy</p>
<p>SSH5.5 Compares information provided by different historical sources about the past.</p>	<ul style="list-style-type: none"> • Recognizes that a document reflects one moment in a changing past. (4.2) (contextualization) • Uses context/background information to draw more meaning from document (contextualization). (1.2, 2.2, 3.2, 4.2, 5.2) • Infers historical context from document (contextualization) (4.2) 	<p>Compelling questions: How do historical sources reflect how societies experience continuity and change overtime and how is this reflected upon their beliefs and ideas? (Standards 1-5)</p> <p>Resources:</p> <p>SSA Lesson 2 American Indians and Their Land SSA Lesson 3 American Indian Cultural Regions SSA Lesson 4 How and Why Europeans Came to the New World SSA Lesson 5 Routes of Exploration to the New World SSA Lesson 7 Comparing the Colonies SSA Lesson 8 Slavery in the Americas SSA Lesson 9 Life in Colonial Williamsburg SSA Lesson 10 Tensions Grow Between the Colonies and Great Britain SSA Lesson 11 To Declare Independence or Not SSA Lesson 15 The Bill of Rights SSA Lesson 17 Shaping America’s Economy</p>
<p>SSH5.6 Generates questions about multiple historical sources and their relationships to particular historical events and developments.</p>	<ul style="list-style-type: none"> • Understands that events and developments are documented by more than one source. (3.2) • Compares and contrasts information from sources to generate questions. (3.2) 	<p>Resources:</p> <p>SSA Lesson 2 American Indians and Their Land SSA Lesson 3 American Indian Cultural Regions SSA Lesson 4 How and Why Europeans Came to the New World SSA Lesson 5 Routes of Exploration to the New World SSA Lesson 9 Life in Colonial Williamsburg</p>

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History Indicators	Skills, Concepts, and Content	Teaching Strategies and Resources
	<ul style="list-style-type: none"> • Uses information about a historical source, including the maker, date, place of origin, intended audience and purpose to judge the extent to which the source is useful for studying a particular topic. (3.3) • Places historical sources within context. (4.2) • Evaluates sources for credibility. (3.2) 	SSA Lesson 10 Tensions Grow Between the Colonies and Great Britain SSA Lesson 11 To Declare Independence or Not SSA Lesson 12 The Declaration of Independence SSA Lesson 15 The Bill of Rights SSA Lesson 17 Shaping America’s Economy
SSH5.7 Explains probable causes and effects of events and developments.	<ul style="list-style-type: none"> • Explores the narratives and theories about the origins of peoples in North America. (3.2) • Compares the motives and technology that encourages European exploration of the Americas. (5.2) • Explains the impact of religious freedom as colonies were settled by various Christian groups, including, but not limited to, Catholics in Maryland, Quakers in Pennsylvania, and Puritans in Massachusetts. (3.2) 	Compelling questions: What important choices were made throughout early American history that still impact us today? (Standards 1-5) Resources: SSA Lesson 1 Geography of the United States SSA Lesson 3 American Indian Cultural Regions SSA Lesson 4 How and Why Europeans Came to the New World SSA Lesson 5 Routes of Exploration to the New World SSA Lesson 6 Early English Settlements SSA Lesson 7 Comparing the Colonies SSA Lesson 8 Slavery in the Americas SSA Lesson 9 Life in Colonial Williamsburg SSA Lesson 10 Tensions Grow Between the Colonies and Great Britain SSA Lesson 11 To Declare Independence or Not SSA Lesson 12 The Declaration of Independence SSA Lesson 13 The American Revolution SSA Lesson 14 The Constitution SSA Lesson 15 The Bill of Rights SSA Lesson 17 Shaping America’s Economy
SSH5.8 Makes a claim and supports it with evidence and argument about history.	<ul style="list-style-type: none"> • Analyzes how the competing interests of England, France, and the American colonists impacted their interactions with American Indians before, during, and after the American Revolution. (1.2, 3.2,4.2) • Discusses the importance of the 	Resources: SSA Lesson 3 American Indian Cultural Regions SSA Lesson 4 How and Why Europeans Came to the New World SSA Lesson 5 Routes of Exploration to the New World SSA Lesson 6 Early English Settlements SSA Lesson 7 Comparing the Colonies SSA Lesson 8 Slavery in the Americas SSA Lesson 12 The Declaration of Independence

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	location of something in time and place and how these factors impact our interpretation. (5.3)	SSA Lesson 13 The American Revolution SSA Lesson 14 The Constitution SSA Lesson 15 The Bill of Rights SSA Lesson 17 Shaping America’s Economy
SSH5.9 Summarizes the central claim in a secondary work of history (close reading).	<ul style="list-style-type: none"> • Identifies the author’s claims about an event (close reading). (3.2) • Evaluates evidence/reasoning author uses to support claims (close reading). (3.2) • Evaluates author’s word choice; understand that language is used deliberately (close reading). (3.2) 	Resources: SSA Lesson 1 Geography of the United States SSA Lesson 2 American Indians and Their Land SSA Lesson 3 American Indian Cultural Regions SSA Lesson 4 How and Why Europeans Came to the New World SSA Lesson 5 Routes of Exploration to the New World SSA Lesson 6 Early English Settlements SSA Lesson 7 Comparing the Colonies SSA Lesson 8 Slavery in the Americas SSA Lesson 10 Tensions Grow Between the Colonies and Great Britain SSA Lesson 11 To Declare Independence or Not SSA Lesson 12 The Declaration of Independence SSA Lesson 13 The American Revolution SSA Lesson 14 The Constitution SSA Lesson 15 The Bill of Rights SSA Lesson 17 Shaping America’s Economy
SSH5.10 Infers the intended audience and purpose of a historical source from information within the source itself.	<ul style="list-style-type: none"> • Identifies author’s position on historical event (sourcing). (3.2) • Predicts what author will say before reading document (sourcing). (3.3) 	Resources: SSA Lesson 2 American Indians and Their Land SSA Lesson 4 How and Why Europeans Came to the New World SSA Lesson 10 Tensions Grow Between the Colonies and Great Britain SSA Lesson 12 The Declaration of Independence SSA Lesson 15 The Bill of Rights
SSH5.11 Analyzes multiple accounts of the same event noting important similarities and difference in the point of view they represent (corroboration).	<ul style="list-style-type: none"> • Recognizes disparities between two accounts of the same event. (corroboration) (3.2) • Establishes what is true by comparing documents to each other (corroboration) (3.3) 	Resources: SSA Lesson 2 American Indians and Their Land
SSH5.12 Explains why individuals and groups during the same historical period differed in their perspectives.	<ul style="list-style-type: none"> • Knows/Understands various perspectives including: Explorers vs. Sponsors; Native American, Enslaved Africans, Women perspectives; King George vs. Colonists (3.2) 	Compelling questions: How are groups of people shaped by their beliefs, ideas, and diversity and how does this change their perspective? (Standard 3)



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		Resources: SSA Lesson 4 How and Why Europeans Came to the New World SSA Lesson 5 Routes of Exploration to the New World SSA Lesson 6 Early English Settlements SSA Lesson 7 Comparing the Colonies SSA Lesson 8 Slavery in the Americas SSA Lesson 9 Life in Colonial Williamsburg SSA Lesson 10 Tensions Grow Between the Colonies and Great Britain SSA Lesson 11 To Declare Independence or Not SSA Lesson 12 The Declaration of Independence SSA Lesson 13 The American Revolution SSA Lesson 14 The Constitution



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Civics/Government Benchmark:

The student 1) recognizes and evaluates, 2) analyzes the context and draws conclusions, 3) investigates examples and connects with contemporary issues, and 4) constructs/creates and justifies/defends claims related to the standards through the lens of civics and government.

Essential questions: How does history reveal itself? How do beliefs and ideas impact the choices people make? Can diverse societies interact to the benefit of each society? How have changing perspectives on rights and responsibilities impacted our nation’s history?

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Civics/Government Indicators	Skills, Concepts, and Content	Teaching Strategies and Resources
<p>SSC5.1 Distinguishes the responsibilities and powers of government officials at various levels and branches of government in different times and places.</p>	<ul style="list-style-type: none"> • Explains the functions of the three branches of federal government: legislative – makes laws, executive – enforces laws, judicial – interprets laws. (2.1) 	<p>Compelling questions: How do the three branches of government impact individual’s rights and responsibilities? (Standard 2) How do individuals impact the rights and responsibilities of the three branches of government? (Standard 2)</p> <p>Resources: SSA Lesson 7 Comparing the Colonies SSA Lesson 9 Life in Colonial Williamsburg SSA Lesson 10 Tensions Grow Between the Colonies and Great Britain SSA Lesson 11 To Declare Independence or Not SSA Lesson 12 The Declaration of Independence SSA Lesson 14 The Constitution SSA Lesson 15 The Bill of Rights SSA Lesson 16 Our Role in Government SSA Lesson 17 Shaping America’s Economy</p>
<p>SSC5.2 Understands how Enlightenment ideas influenced individual and natural rights of citizens.</p>	<ul style="list-style-type: none"> • Examines how Enlightenment ideas come together in the Declaration of Independence and ultimately the 	<p>Compelling questions: How did Enlightenment ideas shape the beliefs and ideas of the founding fathers? (natural rights and responsibilities, inalienable rights, borrowing ideas from the</p>



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	<p style="text-align: center;">American Revolution. (3.2)</p>	<p>Enlightenment period and John Locke) (Standards 2 & 3) How were Thomas Jefferson’s ideas on individual rights and responsibilities influenced by the Enlightenment Period while writing the Declaration of Independence? (Standards 2 & 3)</p> <p>Resources: SSA Lesson 12 The Declaration of Independence</p>
<p>SSC5.3 Describes the principles contained in the Declaration of Independence and the Constitution of the U.S. including the Bill of Rights.</p>	<ul style="list-style-type: none"> • Understands how during the post-revolutionary period the American experiment goes through a period of refinement while dealing with the difficulties faced by the new nation. (2.2, 4.2) • Identifies key people and groups of people and their contributions including, but not limited to, George Mason, Thomas Jefferson, James Madison, George Washington, Benjamin Franklin, Samuel Adams, and John Adams. (1.2, 2.2, 3.2) • Compares how the Articles of Confederation and other similar documents influenced the development of American constitutional government. (3.2) • Describes how the Constitutional Convention led to the creation of the U.S. Constitution (3/5th Compromise, Great Compromise). (2.2, 3.2) • Discusses key U.S. constitutional concepts and principles. (2.2, 3.2) 	<p>Compelling questions: How did the contributions of key people influence the early government of the United States? (Standards 1 & 3) What principles in founding documents and ideas were continuous and/or changed over time? (Standards 3 & 4) How did the relationships of common people/groups of people influence constitutional concepts and principles? (Standard 5)</p> <p>Resources: SSA Lesson 10 Tensions Grow Between the Colonies and Great Britain SSA Lesson 11 To Declare Independence or Not SSA Lesson 12 The Declaration of Independence SSA Lesson 14 The Constitution SSA Lesson 15 The Bill of Rights SSA Lesson 16 Our Role in Government SSA Lesson 17 Shaping America’s Economy</p>
<p>SSC5.4 Explains how people make rules to create responsibilities and protect freedom.</p>	<ul style="list-style-type: none"> • Understands that the British attempts to regain its colonies are consistent with the actions of a 	<p>Compelling questions: What events over time changed personal and societal beliefs and ideas regarding freedoms and protection of freedoms? (Standards 3 & 4)</p>



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Civics/Government Indicators	Skills, Concepts, and Content	Teaching Strategies and Resources
	sovereign nation. (3.2) <ul style="list-style-type: none"> • Describes political and economic structures in the colonies such as the House of Burgesses, town meetings, and colonial forms of representation. (5.2) • Examines how the American Revolution cast a vision for a nation founded upon revolutionary ideas. (3.2) 	Resources: SSA Lesson 6 Early English Settlements SSA Lesson 7 Comparing the Colonies SSA Lesson 9 Life in Colonial Williamsburg SSA Lesson 10 Tensions Grow Between the Colonies and Great Britain SSA Lesson 11 To Declare Independence or Not SSA Lesson 12 The Declaration of Independence SSA Lesson 14 The Constitution SSA Lesson 15 The Bill of Rights SSA Lesson 16 Our Role in Government SSA Lesson 17 Shaping America’s Economy
SSC5.5 Discusses how perspectives shape the world they live in.	<ul style="list-style-type: none"> • Understands the concept of perspectives. (3.1) 	Compelling questions: How are societies shaped by different perspectives? (Standard 3) How are societies shaped by beliefs, ideas, and diversity? (Standard 3) What consequences may occur if different perspectives are not taken into consideration? (Standard 1) Resources: SSA Lesson 7 Comparing the Colonies SSA Lesson 8 Slavery in the Americas SSA Lesson 9 Life in Colonial Williamsburg SSA Lesson 10 Tensions Grow Between the Colonies and Great Britain SSA Lesson 11 To Declare Independence or Not SSA Lesson 12 The Declaration of Independence SSA Lesson 14 The Constitution SSA Lesson 15 The Bill of Rights SSA Lesson 16 Our Role in Government SSA Lesson 17 Shaping America’s Economy



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Geography Benchmark:

The student 1) recognizes and evaluates, 2) analyzes the context and draws conclusions, 3) investigates examples and connects with contemporary issues, and 4) constructs/creates and justifies/defends claims related to the standards through the lens of geography.

Essential questions: How does history reveal itself? How do beliefs and ideas impact the choices people make? Can diverse societies interact to the benefit of each society? How have changing perspectives on rights and responsibilities impacted our nation’s history?

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Geography Indicators	Skills, Concepts, and Content	Teaching Strategies and Resources
SSG5.1 Maps the patterns of colonial settlements.	<ul style="list-style-type: none"> • Maps the early British, French, Spanish, and Dutch settlements. (5.1) 	<p>Compelling question: What factors drove colonial settlement? (Standards 1 & 5)</p> <p>Resources: SSA Lesson 1 Geography of the United States SSA Lesson 2 American Indians and Their Land SSA Lesson 5 Routes of Exploration to the New World SSA Lesson 6 Early English Settlements SSA Lesson 7 Comparing the Colonies SSA Lesson 8 Slavery in the Americas SSA Lesson 9 Life in Colonial Williamsburg SSA Lesson 10 Tensions Grow Between the Colonies and Great Britain</p>
SSG5.2 Locates major physical and political features from memory in the context of the history being taught.	<ul style="list-style-type: none"> • Identifies key places related to the content being taught (Spain, England, France, Portugal, triangular trade route, Atlantic Ocean, East Indies, present day states/original colonies). (5.1) • Draws, colors, creates maps. (5.2) 	<p>Compelling questions: What is the relationship between key places? (Standard 5)</p> <p>Resources: SSA Lesson 1 Geography of the United States SSA Lesson 2 American Indians and Their Land SSA Lesson 3 American Indian Cultural Regions</p>



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Geography Indicators	Skills, Concepts, and Content	Teaching Strategies and Resources
		SSA Lesson 4 How and Why Europeans Came to the New World SSA Lesson 5 Routes of Exploration to the New World SSA Lesson 6 Early English Settlements SSA Lesson 7 Comparing the Colonies SSA Lesson 8 Slavery in the Americas
SSG5.3 Identifies and compares the human characteristics of the New England, Middle, and Southern colonies and the French and Spanish territories.	<ul style="list-style-type: none"> Recognizes human characteristics of places such as national origins, religion, customs, government, agriculture, industry, architecture. (3.2) 	Compelling questions: How did religion, government, agriculture and industry affect where people settled? (Standards 3 & 5) Why did different people come to the colonies and where did they settle? Why? (Standards 1, 3 & 5) How was the English colonial government different from that of Spain and France? (Standard 3) Resources: SSA Lesson 5 Routes of Exploration to the New World SSA Lesson 7 Comparing the Colonies SSA Lesson 8 Slavery in the Americas SSA Lesson 9 Life in Colonial Williamsburg
SSG5.4 Considers the diversity of the various American Indian nations in what is today the United States and their unique experiences before European exploration including their regional locations, populations, and cultural identities.	<ul style="list-style-type: none"> Examines the relationships among different Native American tribes and their regions. (5.2) Explains how various American Indians adapted to their environments in relationship to shelter, food, and natural resources. (1.2, 5.2) Recognizes regional adaptations to weather, climate, natural resources, etc. (5.2) 	Compelling questions: How did the environment affect Native American cultures before European exploration? (Standards 3 & 5) What were the rights and responsibilities of the various tribes? (Standard 2) How did the environment affect Native American cultures in relation to shelter, food, natural resources etc.? (Standard 5) How did the geography and climate of the various tribes affect the Native Americans that lived there? (Standard 5) Resources: SSA Lesson 2 American Indians and Their Land SSA Lesson 3 American Indian Cultural Regions
SSG5.5 Explains how cultural and environmental characteristics affect the distribution and movement of people, goods, and ideas.	<ul style="list-style-type: none"> Identifies and compares the physical characteristics of the New England, Middle, and Southern Colonies and French and Spanish territories (location, climate, resources). (5.1) 	Compelling questions: How does the environment affect relationships among people living in different colonies and abroad? (Standard 5) How did European explorations change the lives of Native Americans over time? (Standards 4 & 5)



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Geography Indicators	Skills, Concepts, and Content	Teaching Strategies and Resources
	<ul style="list-style-type: none">• Understands how the geographic separation of the colonies from the English Crown by the Atlantic Ocean allowed for the free flow of revolutionary and radical ideas. (3.2, 5.2)• Examines the encounters between Native Americans and Explorers such as cultural exchange, trade, disease. (3.2, 5.2)	Resources: SSA Lesson 1 Geography of the United States SSA Lesson 2 American Indians and Their Land SSA Lesson 3 American Indian Cultural Regions SSA Lesson 4 How and Why Europeans Came to the New World SSA Lesson 5 Routes of Exploration to the New World SSA Lesson 6 Early English Settlements SSA Lesson 7 Comparing the Colonies SSA Lesson 8 Slavery in the Americas SSA Lesson 9 Life in Colonial Williamsburg SSA Lesson 10 Tensions Grow Between the Colonies and Great Britain SSA Lesson 17 Shaping America’s Economy



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Economics Benchmark:

The student 1) recognizes and evaluates, 2) analyzes the context and draws conclusions, 3) investigates examples and connects with contemporary issues, and 4) constructs/creates and justifies/defends claims related to the standards through the lens of economics.

Essential questions: How does history reveal itself? How do beliefs and ideas impact the choices people make? Can diverse societies interact to the benefit of each society? How have changing perspectives on rights and responsibilities impacted our nation’s history?

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Economics Indicators	Skills, Concepts, and Content	Teaching Strategies and Resources
SSE5.1 Identifies the costs and benefits of exploration.	<ul style="list-style-type: none"> • Understands the concepts of spending, saving, borrowing. (1.1) • Defines human capital in the context of time, life, religion, ideas, etc. (1.2, 3.2) 	<p>Compelling questions: What were the choices made by the explorers and their sponsors and what consequences were involved? (Standard 1) What ideas motivated sponsors to support explorers traveling to the new world? (Standard 3)</p> <p>Resources: SSA Lesson 1 Geography of the United States SSA Lesson 4 How and Why Europeans Came to the New World SSA Lesson 5 Routes of Exploration to the New World</p>
SSE5.2 Identifies the costs and benefits related to the American Revolution.	<ul style="list-style-type: none"> • Understands the concepts of spending, saving, borrowing. (1.1) • Defines human capital in the context of time, life, religion, ideas, etc. (1.2, 3.2) 	<p>Compelling questions: What were the choices made by loyalists, patriots, natives, women, etc. that were involved in the American Revolution? (Standard 1) What motivated individual’s involvement in the American Revolution and were consequences involved? (Standards 1 & 3)</p> <p>Resources: SSA Lesson 13 The American Revolution</p>



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Economics Indicators	Skills, Concepts, and Content	Teaching Strategies and Resources
<p>SSE5.3 Examines the economic differences between the New England, Middle, and Southern Colonies.</p>	<ul style="list-style-type: none"> Explains how natural resources drive industries of different regions (New England: logging, whaling, fishing; Middle: farming of wheat, corn and rye; Southern: tobacco, rice, and indigo) (5.2) 	<p>Compelling questions: How did the geography impact the economic industries within the colonies? (Standard 5) How did geography impact settlement? (Standard 5)</p> <p>Resources: SSA Lesson 7 Comparing the Colonies SSA Lesson 8 Slavery in the Americas SSA Lesson 9 Life in Colonial Williamsburg</p>
<p>SSE5.4 Explains the effects of increasing interdependence on nations.</p>	<ul style="list-style-type: none"> Explains how trade leads to increasing interdependence among nations. (5.2) Examines trade during the American Revolution. (5.1) Examines trade between American Indians and European explorers. (5.1) Examines the Silk Road/Asia trade and connects to the American colonies. (5.1) Examines the relationships and trade among different Native American Tribes and their regions. (5.1) Recognizes barriers to trade among people across nations (triangular trade route, taxes, slavery, quotas, tariffs, boycotts, geography) (5.2) 	<p>Compelling questions: What were some consequences of trading? (intended vs. unintended) (Standards 1 & 5) How did the relationship of various groups of people (natives, explorers, colonists, enslaved Africans, etc.) motivate further interactions and what were the consequences? (Standards 1 & 5)</p> <p>Resources: SSA Lesson 4 How and Why Europeans Came to the New World SSA Lesson 5 Routes of Exploration to the New World SSA Lesson 6 Early English Settlements SSA Lesson 7 Comparing the Colonies SSA Lesson 8 Slavery in the Americas SSA Lesson 10 Tensions Grow Between the Colonies and Great Britain SSA Lesson 13 The American Revolution SSA Lesson 17 Shaping America’s Economy</p>
<p>SSE5.5 Examines the hardships and successes faced by the revolutionary army, the effects of the revolution on the home front, and the global context of the American Revolution.</p>	<ul style="list-style-type: none"> Identifies economic factors such as funding, continental currency, regulation of currency, quartering act. (5.2) 	<p>Compelling questions: What were the economic impacts on King George and his relationship with the colonies? (Standard 5) How did Colonists respond to acts placed on them by other countries? (Stamp act, tea act, etc.) (Standard 1) What were the rights and responsibilities of the individuals involved in the Revolution? (Standard 2)</p>



5th Grade Social Studies Curriculum

Economics Indicators	Skills, Concepts, and Content	Teaching Strategies and Resources
		<p>How did the lack of a common currency impact the continental army and how did they respond to it? (made their own uniforms, etc.) (Standard 5)</p> <p>Resources: SSA Lesson 13 The American Revolution</p>
<p>SSE5.6 Explains how profits influenced sellers in markets.</p>	<ul style="list-style-type: none"> • Describes markets in the Colonial period (shift from self-sustained farms to growing cash crops and the development of plantations, need for a common currency). (5.2) • Describes how changes in supply and demand affect prices of specific products (tea, British goods, trade routes). (Standards 1 & 5) 	<p>Compelling questions: What are the consequences of lowering or raising prices? (Standard 1) How did the markets in the colonies change over time and what factors impacted these changes? (Standard 4) What environmental factors impacted the goods or products available? (soil for tobacco, weather for ships, etc.) (Standard 5)</p> <p>Resources: SSA Lesson 1 Geography of the United States SSA Lesson 4 How and Why Europeans Came to the New World SSA Lesson 5 Routes of Exploration to the New World SSA Lesson 7 Comparing the Colonies SSA Lesson 8 Slavery in the Americas SSA Lesson 9 Life in Colonial Williamsburg SSA Lesson 17 Shaping America’s Economy</p>