

## **FIFTH GRADE SOCIAL STUDIES**

### **Introduction**

The primary focus of the fifth grade social studies curriculum is to study the history of the United States from early European explorations to approximately 1850. Students will identify major physical and cultural characteristics of the United States. They will also name and locate the major physical features of the states and major cities of the United States. In addition to developing map skills, students will explain the changing interaction of people with their environment. Children in fifth grade will identify the main components and characteristics of the United States. Fundamental economic principles, such as scarcity, interdependence, and taxation will also be developed at this level.

### **History**

#### **1. The student will describe life in America before the arrival of the Europeans.**

- a. Give examples of historic American Indian cultures and settlements that existed in North America prior to contact with the Europeans.
- b. Describe how geography and climate influenced the way various nations lived and adapted to the natural environment (e.g. food, shelter, clothing, and tools).
- c. Describe various customs and folklore traditions.

#### **2. The student will trace the routes of early explorers and describe the early explorations of America.**

- b. Explain the reasons Europeans chose to explore and colonize the world (e.g. Protestant Reformation, Counter Reformation, and Spanish Reconquista). Describe the motivations, obstacles, and accomplishments of the explorers, sponsors, and leaders of key European expeditions.
- c. Examine the results of expeditions of Portugal, Spain, France, the Netherlands, and England. Describe the problems faced on the expeditions.
- d. Explain the competition for control of North America.
- e. Describe the impact of the encounter between Europeans and Native Americans.

#### **3. The student will describe the relationship between the American Indians and the new settlers.**

- a. Recognize the cooperation that existed between colonists and Indians (e.g. agriculture, fur trade, military alliances, and treaties).
- c. Discuss the role of broken treaties and the factors that led to the Indians' defeat. Describe the Trail of Tears.
- d. Explain the role of significant leaders of the time (e.g. John Marshall, Andrew Jackson, Chief Tecumseh, and Sequoyah).

#### **4. The student will describe life in colonial America.**

- a. Locate the thirteen British colonies that became the United States. Describe the contributions of important individuals and groups (e.g. John Smith, John Rolfe, Puritans, Pilgrims, Peter Stuyvesant, Roger Williams, Anne Hutchinson, Lord Baltimore, Quakers, William Penn, and James Ogelthorpe).
- b. Analyze reasons people came to America (e.g. economic opportunity, slavery, escape from religious persecution, release from prison, military adventure).
- c. Compare and contrast life in the New England, Middle, and Southern colonies from different perspectives (e.g. landowners, farmers, women, slaves, indentured servants).

- d. Describe the role of religion in the English colonies (e.g. Puritans, separation of church and state).

**5. The student will explain the causes of the American Revolution.**

- a. Analyze the causes and results of conflicts between England and colonial America (e.g. Stamp Act, Boston Massacre, Intolerable Acts, Boston Tea Party, Battles of Lexington and Concord, Battle of Saratoga, Battle of Yorktown).
- b. Identify the people and events associated with the signing of the Declaration of Independence. Analyze the document's significance and its role in severing ties with Great Britain.
- c. Identify key individuals who contributed to the American Revolution (e.g. Samuel Adams, Paul Revere, George Washington, Thomas Paine, Thomas Jefferson, King George III, and Lord Cornwallis).
- d. Assess the influence of other countries (e.g. France, Spain, Russia, Germany, Poland, and the Netherlands) in the American Revolution. Identify individuals from other countries who assisted the American cause (e.g. Marquis de Lafayette, Bernardo de Galvez, Thaddeus Kosciuszko, and Friedrich William Von Steuben).
- e. Identify the different roles women played during the Revolution (e.g. Abigail Adams, Martha Washington, Molly Pitcher, Phyllis Wheatley, and Mercy Otis Warren).
- f. Describe the major military campaigns of the Revolutionary War. Explain why the colonies were able to defeat the British.

**6. The student will describe the major events of the Early Federal Period.**

- a. Explain the reasons for writing the United States Constitution (e.g. weaknesses of the Articles of Confederation, Shay's Rebellion, and the goals listed in the Preamble).
- b. Outline the major provisions of the Constitution, including the federal system and the three branches of government.
- c. Describe the struggles involved in writing the United States Constitution (e.g. the interests of large states, the major compromises over representation in Congress), its ratification (e.g. Federalists, Anti-Federalists), and the addition of the Bill of Rights.
- d. Explain the purpose of the First and Second Congress of the United States.
- e. Understand how the Constitution is designed to secure our liberty by both empowering and limiting a centralized government.
- f. Analyze the conflicts between Thomas Jefferson and Alexander Hamilton that resulted in the emergence of two political parties (e.g. Federalist, Democratic, Republic).

**7. The student will explore the growth and progress of the new nation.**

- a. Analyze the movement of people through immigration, migration, voyages, and movements to cities in the United States.
- b. Explain the importance of the War of 1812 in the expansion of the United States.
- c. Describe the territorial exploration, expansion, and settlement of the United States (e.g. Louisiana Purchase, Lewis and Clark Expedition, acquisitions of: Florida, Texas, Oregon, and California).
- d. Describe some of the major influences on westward expansion (e.g. Monroe Doctrine, canals and river systems, railroads, economic incentives, "frontier spirit").
- e. Describe the impact of the California gold rush on the westward expansion of the United States.
- f. Explain the impact of Andrew Jackson's presidency (e.g. the role of the "common man" in politics, the significance of Jackson's Indian policy).

## Geography

### **1. The student will examine how natural resources and physical features influenced human activity in each region of the United States.**

- a. Analyze reasons that certain areas of the United States are more densely populated than others. Identify major population centers.
- b. Examine causes and effects of the migration of people.
- c. Compare/contrast United States regions over time.
- d. Analyze topography of United States regions.
- e. Name and locate states, major cities, major climates/regions, major bodies of water, and mountain ranges in the United States.

### **2. The student will develop map skills through the use of maps, globes, charts, graphs, and other geographic tools, including the map key and symbols to gather and interpret data.**

- a. Identify, use, and interpret basic political, physical, and thematic maps and globes.
- b. Use maps of locales, regions, continents, and the world. Demonstrate an understanding of relative location, direction, latitude, longitude, scale, size, and shape.
- c. Interpret color key for altitude and sea depth.

## Civics

### **1. The student will understand the functions of government under the framework of the Constitution of the United States.**

- a. Summarize the principles and purposes of government in the Preamble to the Constitution of the United States.
- b. Identify the individual rights in the Bill of Rights. Give examples.
- c. Describe the structure, functions, and primary responsibilities of executive, legislative, and judicial branches of the United States government. Explain how the concept of checks and balances make these branches of government responsive to the people.

### **2. The student will explain the rights and responsibilities of citizens.**

- a. Identify the process by which citizens affect change in the United States political system (e.g. voting, participation in the election process, petitions, protests, running for office).
- b. Understand the importance of participation through community service, civic improvement, and political activities.
- c. Explain how the flag, national anthem, and national motto were chosen.

## Economics

### **1. The student will determine that our economic system has evolved since the 1850's.**

- a. Compare the different economic needs and practices of the New England, Middle, and Southern colonies.

- b. Identify the economic implications of the westward movement (e.g. expansion, diverse resources, population growth, wealth, poverty, etc.).
- c. Understand and appreciate the geographic factors and inventions that affected the development of the economic system of the United States (e.g. cotton gin, automobile, airplane, telephone).
- d. Understand the role of trade routes in the United States (e.g. canals, railroads).
- e. Recognize the interdependence of states and people in the United States.
- f. Describe the importance of trade within the nation and with other nations.

**2. The student will enhance his or her understanding of basic economic concepts.**

- a. Explain how people participate in economic interdependence (e.g. producing, consuming, exchanging, investing, and specializing).
- b. Give examples that demonstrate how scarcity and choice influence economic decisions (e.g. Boston Tea Party).
- c. Recognize the differences between using cash, checks, or credit to purchase goods.
- d. Recognize different ways that money can increase in value through savings and investments (e.g. savings accounts, stocks, bonds, real estate).
- e. Describe ways the federal government provides goods and services through taxation and borrowing (e.g. highways, education, and military defense).