

5th Grade Social Studies

Instructional Focus: US History

- Define geography through the use of map and geographic features.
- Identify physical characteristics of geographic regions in North America.
- Determine the influence of geography and climate on migration of American Indian cultures.
- Identify technological advancements and motives that shaped the age of North American exploration.
- Identify accomplishments of early European explorers.
- Compare and Contrast why some early settlements succeeded while others failed.
- Determine how geography and natural resources effected life in the colonies.
- Determine the cause, effect, and results of Triangular Trade.
- Explain the causes and effects of the American Revolution.

Geography: Map Skills

Cross Cutting:

- Earth and Space Science Water Cycle

Standard	Objective	Examples
<p>5-G-1. Students will use maps, globes, photographs, pictures, and tables to locate key geographic features, locations, and landmarks in North America.</p>	<p>Students will:</p> <ul style="list-style-type: none"> • Understand and interpret current and historical information using a variety of geographic tools (e.g., maps, globe). • Understand how to use map features to locate and identify seven continents and five oceans. • Understand and use key map features (e.g. compass, key) to describe physical characteristics of the geographic regions in North America. • Understand how to use key map features (e.g. compass, key) to describe how bodies of water in the U.S. support and link geographic regions. • Understand how to locate and identify states and capitals on a map. 	<ul style="list-style-type: none"> • Identifying and locating seven continents, five oceans, geographic regions and physical characteristics of North America using map features. • Identifying and describing major bodies of water using map features. Identifying and locating the states and capitals of the United States on a map.

Key Vocabulary: Geography, globe, equator, Prime Meridian, hemisphere, latitude, longitude, parallel, degree, compass rose, cardinal directions, key, symbol, political map, physical map, plain, shield, basin, continent, and ocean.

Culture: Pre-Columbian North America (Native Americans)

Cross Cutting:

- Compare and Contrast of different Native American groups of early North America.
- Cause and effect of natural resources.
- Sequencing using timelines.

Standard	Objective	Examples
<p>5-C-1. Students will demonstrate how early cultures developed in America by describing reasons to migrate, identifying early tribes of specific regions, and describing how the environment impacted survival and cultural characteristics.</p>	<p>Students will:</p> <ul style="list-style-type: none"> • Understand and describe reasons for migration of first Americans. • Understand and describe how First Americans adapted to their environment. • Understand and compare cultural aspect of Native American tribes. 	<ul style="list-style-type: none"> • Reviewing how first Americans migrated from Asia to North America crossing Bering Strait. • Ancient North American Civilizations, like Mayans, Aztecs, and Anasazi, adapted to their geography in various ways and developed their own cultures. Prior to the arrival of Europeans, American Indians (the First Americans) were dispersed across different environments in North America and their culture depended upon their environment.

Key Vocabulary: Bering Strait, land bridge, migrate, adapt, culture, irrigation, geographic regions, climate, tribe, artifact, agriculture, economy, nomad, government, league, bison, desert, and mesa.

History: Exploration and Early Settlement of America

Cross Cutting:

- Drawing Conclusions, Sequencing with Timelines, and Technology

Standard	Objective	Examples
<p>5-H-1. The student will describe the technological advancements that shaped exploration, describe their knowledge of European explorers, and describe interaction between Europeans and Native Americans.</p>	<p>Students will:</p> <ul style="list-style-type: none"> • Understand and describe technological advancements that shaped European exploration. • Understand and compare and contrast the motives for travel, obstacles faced, routes traveled, and accomplishments of European explorers. • Understand and describe the positive and negative interactions between two cultures. • Understand and investigate causes of failure and success of early settlements. (e.g. Jamestown, Plymouth) 	<ul style="list-style-type: none"> • Some examples include: Major European countries were in competition to extend their power into North America and claim the land as their own. (<i>England, Spain, Portugal, and France</i>). • Technologies that shaped the age of exploration. (Astrolabe, compass, etc.) Motivation for exploration (God, Gold, and Glory) and challenges and achievements. Colonies in North America were established for religious and economic reasons. Some succeeded while others failed.

Key Vocabulary: Navigation, merchants, astrolabe, technology, slave trade, expedition, patron, missionary, conquistador, inventor, circumnavigate, colony, Columbian Exchange, epidemic, drought, cash crop, pilgrim, Mayflower Compact, indentured servants, Puritans, and Northwest Passage.

History: Colonization of North America

Cross Cutting:

- Drawing Conclusions and Sequencing with Timelines

Standard	Objective	Examples
<p>5-H-2. Students will compare and contrast life in New England, Middle, and Southern Colonies.</p>	<p>Students will:</p> <ul style="list-style-type: none"> • Understand the motive for settlement, key individuals, geography, economy, government, social structure, and relationships with Native Americans. • Understand and compare and contrast geographical, political, social, and economical aspects of colonial life in each region (New England, Middle, and Southern). • Understand and identify key individuals responsible for development of colonies and describe their impact. • Understand and identify the causes for triangular trade and its impact/effect on individuals and society. 	<ul style="list-style-type: none"> • Some examples include: New England–Founded by individuals seeking religious freedom, moderate summers, cold winters, rocky soil, fishing, shipbuilding, trade, port cities, craftsmen, shop keepers, religious reformers, and church was the center of town, and town meetings. • Middle Colonies–Moderate climate, rich farmlands, deep rivers, bays and harbors, trading, livestock, diverse, skilled and un-skilled workers, fisherman, cities and small villages, diverse religions, and market towns. • Southern–warm climate, rivers, harbors, small and large farms, plantations, slavery, indentured servants, cash crops, few cities, few schools, and Church of England. • Triangular Trade and Slavery including: Exchange of goods and people between Africa, Europe, and Americas; Cash crops in the south; and Slave culture in plantations. • Economic and political relationships including: England imposed strict control over trade; Colonists had to obey English laws that were enforced by governors (appointed by king or proprietor); and Colonial legislatures

		made laws for each colony and were monitored by colonial governors.
Key Vocabulary: Region, climate, govern, economy, proprietor, debt, diverse, barter, export, import, triangular trade, artisans, apprentice, classes, slavery, Middle Passage, and raw materials.		
History: American Revolution		
Cross Cutting: • Drawing Conclusions and Sequencing with Timelines		
Standard	Objective	Examples
5-H-3. The student will demonstrate knowledge of the causes of the American Revolution.	Students will: <ul style="list-style-type: none"> • Understand and describe events that led up to the American Revolution (create a time line, flow map, etc.) • Understand and describe the factors that allowed the Continental Army to defeat the British Army in the Revolutionary War. • Understand and analyze primary and secondary documents and use its relevant details to make judgments. 	<ul style="list-style-type: none"> • Significant events leading up to the war including the French and Indian War, Proclamation of 1763, Stamp Act, Taxation without representation, Boston Tea Party and Massacre, Townshend and Intolerable Acts. • Significant groups and individuals. Examples include: King George III, George Washington, John Hancock, Crispus Attucks, Ben Franklin, Paul Revere, Sons of Liberty, Loyalists, and Neutralists. • Significant ideas and philosophies that inspired revolution. Declaration of Independence factors that enabled American Independence. Examples include Lexington and Concord, Trenton, Yorktown, and the Treaty of Paris.
Key Vocabulary: Revolt, independence, Sons of Liberty, Daughters of Liberty, boycott, massacre, tariff, quarter, Patriot, Loyalists, neutral, militia, Continental Army, Treaty of Paris, treason, mercenaries, alliance, enlist, strategy, morale.		
Government/Citizenship: Civics and Government		
Cross Cutting: • Drawing Conclusions and Sequencing with Timelines		
5-G/C-1. Students will demonstrate knowledge of the challenges faced by the new nation by identifying weakness of early government and the principles and laws established by the Constitution.	Students will: <ul style="list-style-type: none"> • Understand and explain how and why government changed in Early America. • Understand and explain purpose of the constitution by the founding fathers of America. • Understand and describe how cultural symbols represent the United States. 	<ul style="list-style-type: none"> • Articles of Confederation, Constitution, Federalist vs. Anti-Federalist point of view of government. Some cultural symbols include: Statue of Liberty, Liberty Bell, flag, bald eagle, and the American seal.
Key Vocabulary: Articles of Confederation, inflation, ordinances, Constitution, ratify, compromise, separation of powers, democracy, federalist, anti-federalist, preamble, and due process.		