

5th grade Social Studies (U.S. History) Curriculum Map

Some of the strategies used here, along with other ideas, can be seen on a video or are described here:
<http://jhatjr.wikispaces.com/Strategies>

Time Frame	Utah State Core Standard	Expected Student Outcome (Objective)	Essential Academic Vocabulary	Summative Assessments	Instructional Learning Activities
				These assessments should only be done AFTER instruction from teachers	
	<p>Standard 1</p> <p>Students will understand how the exploration and colonization of North America transformed human history</p>	I can describe and explain the settling, growth and development of the American colonies.	colony exploration Europe North America South America cultural diffusion indentured servant slavery displacement charter compact Iroquois Confederacy	<p><i>Note: These assessment ideas are ONLY SUGGESTIONS and teachers may design their own assessments.</i></p> <p>Using a map that shows the 13 colonies, students will label each colony. On the back of the map or another sheet of paper, students will tell the name of each colony, who founded it and why, plus one important</p>	<p>a. Using maps and other geographic tools locate and analyze the routes by the explorers.</p> <p>b. Explain how advances in technology led to an increase in exploration (ship technology, equipment, etc.).</p> <p>c. Identify explorers who came to the Americas and the nations they represented.</p>

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				fact about each colony (if it was a religious colony, what was the major crop, Indian problems, etc.)	<p>d. Determine reasons for the exploration of North America (religious, economic, political).</p> <p>e. Compare the geographic and cultural differences between the New England, Middle, and Southern colonies (religious, economic, political).</p> <p>f. Analyze contributions of the American Indian people to the colonial settlements.</p>
		I can tell the impact on the world as a result of American colonization		Using a map showing the west coast of Europe, Africa and the east coast of the US, students will draw the triangular trade route and describe what goods were transported in each leg of the triangular trade.	a. Describe the cultural and economic impacts that occurred as a result of trade between North America and other markets (arts, language, ideas, the slave trade, new agricultural markets).

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				<p>Students will write a short (one paragraph) piece telling about the relationship between the settlers of Jamestown and the Indians in the area.</p> <p>They should address:</p> <ul style="list-style-type: none"> • Why were the Indians and settlers sometimes friends? • Why were the Indians and settlers sometimes enemies? • In your opinion, was the settling of Jamestown colony a good thing? Why or why not? 	<p>b. Analyze and explain the population decline in American Indian populations (disease, warfare, displacement).</p>
		<p>I can explain the rights and responsibilities of different groups of people during the colonial period.</p>		<p>Give students a graphic organizer that contains a list of the groups of people (to the right here) and columns they fill</p>	<p>a. Compare the varying degrees of freedom held by different groups of people, such as Indians,</p>

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				<p>out that are headed: rights, responsibilities, amount of freedom.</p>	<p>landowners, women, indentured servants and slaves.</p> <p>b. Explain how early leaders established the first colonial governments (Mayflower compact, charters).</p> <p>c. Describe the basic principles and purposes of the Iroquois Confederacy.</p>
	<p>Standard 2</p> <p>Students will understand the chronology and significance of key events leading to self-government.</p>	<p>I can describe how the activities of the colonists and the British led to a Declaration of Independence.</p>	<p>revolution independence declaration self-rule taxation representation</p>	<p>Students will make a timeline using the following events: French and Indian War, Stamp Act, Boston Tea Party, Boston Massacre, Battle of Bunker Hill Intolerable Acts, Lexington and Concord. For each event they need to include the date (month/year) and one short</p>	<p>a. Explain the role of events that led to declaring independence (French and Indian War, Stamp Act, Boston Tea Party, Boston Massacre, Battle of Bunker Hill Intolerable Acts, Lexington and Concord).</p> <p>b. Analyze arguments both for and against</p>

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				statement of what the event was.	<p>declaring independence using primary sources from Loyalist and Patriot perspectives.</p> <p>c. Explain the content and purpose for the Declaration of Independence.</p>
		I can explain the Revolutionary War's impact on self-rule.		Students will write one paragraph explaining how the Revolutionary War allowed the new states to be self-governing.	<p>a. Plot a timeline of the key events of the Revolutionary War.</p> <p>b. Profile citizens who rose to greatness as leaders.</p> <p>c. Assess how the Revolutionary War changed the way people thought about their own rights.</p> <p>d. Explain how the winning of the war set in motion a need for a new government that</p>

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					would serve the needs of the new states.
	<p>Standard 3</p> <p>Students will understand the rights and responsibilities guaranteed in the United States Constitution and Bill of Rights.</p>	I can describe how the US Constitution governs our nation.	constitution confederation preamble legislative executive judicial amendment petition assembly checks and balances	Students will do a short writing piece answering the question, "How does our Constitution govern our nation?"	<p>a. Recognize ideas from documents used to develop the Constitution (Magna Carta, Articles of Confederation, Virginia Plan, New Jersey Plan).</p> <p>b. Analyze goals outlined in the Preamble of the Constitution.</p> <p>c. Distinguish between the role of the legislative, executive and judicial branches of the government.</p> <p>d. Explain the process of passing a law.</p> <p>e. Describe the concept of checks and balances.</p>

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					f. Discover the basis for the patriotic and citizenship traditions we have today (Pledge of Allegiance, flag etiquette, voting)
		I can describe how the US Constitution has been amended and interpreted over time and the impact the amendments have had on the rights and responsibilities of citizens of the United States.		Each student will make a PowerPoint slide (or poster) that highlights one amendment. There may be a couple of duplicates in a large class. The teacher will either combine the slides into a power point or do a gallery walk. The students will complete a graphic organizer giving the right(s) or responsibility/(ies) that each amendment gives us.	<p>a. Explain the significance of the Bill of Rights.</p> <p>b. Identify how the rights of selected groups have changed and how the Constitution reflects those changes (women, slaves, Indians).</p> <p>c. Analyze the impact of the Constitution on our lives today (freedom of religion, speech, press, assembly, petition and others guaranteed)</p>

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	<p>Standard 4</p> <p>Students will understand that the 19th century was a time of incredible change for the United States, including geographic expansion, constitutional crisis, and economic growth.</p>	<p>I can describe the significant events during America's expansion and the roles people played.</p>	<p>expansion Civil War abolition Underground Railroad compromise Emancipation reconciliation free-market system Industrial Revolution immigrants emigrants</p>	<p>On a map of the US, students will show the location of the following: *Louisiana Purchase *Oregon Trail *Mormon Trail *Old Spanish Trail *California Trail *Trail of Tears *Sutter's Mill (where gold was found) *The location of at least 5 Indian tribes</p> <p>On the back of the map, students will write a short statement explaining how each of the following contributed to America's expansion and who were the major players in each: Louisiana Purchase Treaties with Indians Homestead Act Trail of Tears Gold Rush.</p> <p>Allow students to work as partners</p>	<p>a. Identify key reasons why people move and the traits necessary for survival.</p> <p>b. Examine causes and consequence of important events in the United States expansion (Louisiana Purchase, Lewis and Clark expedition, treaties with American Indians, Homestead Act, the Trail of Tears, and California Gold Rush)</p> <p>c. Compare the trails that were important during westward expansion (Oregon, Mormon, Old Spanish, and California)</p> <p>d. Assess the impact of expansion on native</p>

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				and use books for this assessment.	inhabitants of the west.
		I can compare the geographic, cultural, political, and economic division between regions that contributed to the Civil War.		Students will do a Venn diagram and compare the North and the South in these areas: climate, culture, politics, economics, industry, geography.	<p>a. Describe the impact of physical geography on the cultures of the northern and south regions of the US (industrial resources, agriculture, and climate)</p> <p>b. Compare how cultural and economic differences of the North and South led to tensions.</p> <p>c. Identify the range of individual responses to the growing political conflicts between the North and South (states' rights advocates, abolitionists, slave holders and slave).</p>

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		I can explain the events of the Civil War and describe the impact of the Civil War.		<p>Students will complete a timeline of the following events during the Civil War. They should include the month and year of each event, an illustration, and a short description of what the event (on back) was:</p> <p>Attack on Fort Sumpter</p> <p>Gettysburg Address</p> <p>Emancipation Proclamation</p> <p>Surrender at Appomattox Courthouse</p> <p>Missouri Compromise</p> <p>Battle of Gettysburg</p> <p>Also on the back, have students write one statement that summarizes their</p>	<p>a. Identify the key ideas, events, and leaders of the Civil War using primary sources (Gettysburg Address, Emancipation Proclamation, news accounts, photographic records and diaries).</p> <p>b. Contrast the impact of the war on individuals in the North, South, and West.</p> <p>c. Explain how the Civil War helped forge ideas of national identity.</p> <p>d. Examine the difficulties of reconciliation within the nation.</p>

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				understanding of the impact of the Civil War on the country.	
		I can describe the impact that economic forces played after the Civil War.		<p>Let students choose (or teacher assign) one of the three following topics. They will write a short paragraph that tells how the United States was economically different because of this topic after the Civil War.</p> <p><u>Topics:</u> Free-market system</p> <p>Industrial Revolution and inventions</p> <p>Immigrants</p>	<p>a. Assess how the free-market system in the United States serves as an engine of change and innovation.</p> <p>b. Describe the wide-ranging impact of the Industrial Revolution (inventions, industries, innovations).</p> <p>c. Evaluate the roles new immigrants played in the economy of this time.</p>
	<p>Standard 5</p> <p>Students will address the causes, consequences, and implications of the emergence of the United States as a world power.</p>	I can describe the role of the US during World War I, the Great Depression, and World War II.	<p>depression</p> <p>migration</p> <p>superpower</p> <p>democracy</p> <p>rule of law</p> <p>human rights</p> <p>suffrage</p> <p>genocide</p>	Students will complete a 3-part Venn diagram comparing and contrasting the role the US played in WWI, the Great Depression, and WWII.	<p>a. Review the impact of World War I on the United States.</p> <p>b. Summarize the consequences of the Great Depression on the</p>

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					<p>United States (mass migration, the New Deal, etc.).</p> <p>c. Analyze how the United States' involvement in World War II led to its emergence as a superpower.</p>
		I can explain the impact of social and political movements in recent US History.			<p>a. Identify major social movements of the 20th century (the women's movement, civil rights movement, child labor reforms).</p> <p>b. Identify leaders of social and political movements.</p>
		I can explain the role of the United States as a world power.			<p>a. Assess differing points of view on the role of the US as a world power (influencing the spread of democracy, supporting the rule of law, advocating human rights, promoting</p>

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					<p>environmental stewardship).</p> <p>b. Identify a current issue facing the world and propose a role the United States could play in being part of a solution (genocide, child labor, civil rights, education, public health, environmental protections, suffrage, and economic disparities).</p>