

HUDSONVILLE PUBLIC SCHOOLS ELEMENTARY COURSE FRAMEWORK



COURSE/SUBJECT

Fifth Grade Social Studies

UNIT	STANDARD Which Michigan state standards does the unit address?	KEY CONCEPTS/ VOCABULARY	ASSESSMENTS Which assessments are given to determine student growth?
<p>Era 1: Three Cultures Interact in North America (Beginnings to 1620)</p> <p>Three Worlds Meet:</p> <ol style="list-style-type: none"> How were the worlds of America, Africa, and Europe alike and different? How and why did the three worlds meet? How did Europeans, American Indians, and Africans view the meeting of their three worlds? <p>Colonization & Settlement:</p> <ol style="list-style-type: none"> How did the push and pull factors of migration influence the settlement of different colonial regions in North America? How did the geography of North America affect settlement patterns and the economic, political, and cultural development of different colonial regions? How did cultural differences and similarities between Europeans and American Indians influence their interactions? 	<p>3 - H3.0.1: Identify questions historians ask in examining the past (e.g., What happened? When did it happen? Who was involved? How and why did it happen?).</p> <p>5 – U1.1.1: Use maps to locate peoples in the desert Southwest, the Pacific Northwest, the nomadic nations of the Great Plains, and the woodland peoples east of the Mississippi River (Eastern Woodland).</p> <p>5 – U1.1.2: Compare how American Indians in the desert Southwest and the Pacific Northwest adapted to or modified the environment.</p> <p>5 – U1.1.3: Describe Eastern Woodland American Indian life with respect to governmental and family structures, trade, and views on property ownership and land use.</p> <p>5 – U1.2.1: Explain the technological (e.g., invention of the astrolabe and improved maps), and political developments, (e.g., rise of nation-states), that made sea exploration possible.</p> <p>5 – U1.2.2: Use case studies of individual explorers and stories of life in Europe to compare the goals, obstacles, motivations, and consequences for European exploration and colonization of the Americas (e.g., economic, political, cultural, and religious).</p> <p>5 – U1.3.1: Use maps to locate the major regions of Africa (northern Africa, western Africa, central Africa, eastern Africa, southern Africa).</p> <p>5 – U1.3.2: Describe the life and cultural development of people living in western Africa before the 16th century with respect to economic (the ways people made a living) and family structures, and the growth of states, towns, and trade.</p> <p>5 – U1.4.1: Describe the convergence of Europeans, American Indians, and Africans in North America after 1492 from the perspective of these three groups.</p> <p>5 – U1.4.4: Describe the Columbian Exchange and its impact on Europeans, American Indians, and Africans</p>	<p><u>Three Worlds Meet</u> cause and effect chronology cultural diffusion culture Columbian Exchange exploration historical thinking human/environment interaction region three worlds</p> <p><u>Colonization & Settlement</u> colonial regions colonization cultural differences diversified economy economic development ethnic diversity migration one-crop economies staple crops political institutions primary and secondary sources role of religion representative government settlement settlement patterns slavery</p>	<p>Unit Assessment</p>

<p>Era 2: 1585 – 1763</p> <p><u>Life in Colonial America:</u></p> <p>1. How did economic activities contribute to the significant differences among the colonial regions?</p> <p>2. How did colonial political experiences influence how colonists viewed their rights and responsibilities?</p> <p>3. How did the institution of slavery affect colonial development and life in the colonies?</p>	<p>5 – U2.1.1: Describe significant developments in the Southern colonies, including: development of colonial representative assemblies (House of Burgesses) development of one-crop economies (plantation land use and growing season for rice in Carolinas and tobacco in Virginia).</p> <p>5 – U2.1.2: Describe significant developments in the New England colonies, including:</p> <ul style="list-style-type: none"> •the development of government including establishment of town meetings, development of colonial legislatures and growth of royal government. •growth of agricultural (small farms) and non-agricultural (shipping, manufacturing) economies. <p>5 – U2.1.3: Describe significant developments in the Middle Colonies, including:</p> <ul style="list-style-type: none"> •patterns of settlement and control including the impact of geography (landforms and climate) on settlement •the growth of Middle Colonies economies (e.g., breadbasket). <p>5 – U2.2.1: Describe Triangular Trade including:</p> <ul style="list-style-type: none"> • the trade routes • the people and goods that were traded • the Middle Passage • its impact on life in Africa. <p>5 – U2.2.2: Describe the life of enslaved Africans and free Africans in the American colonies.</p> <p>5 – U2.2.3: Describe how Africans living in North America drew upon their African past (e.g., sense of family, role of oral tradition) and adapted elements of new cultures to develop a distinct African-American culture.</p> <p>5 – U2.3.1: Locate the New England, Middle, and Southern colonies on a map.</p> <p>5 – U2.3.2: Describe the daily life of people living in the New England, Middle, and Southern colonies.</p> <p>5 – U2.3.3: Describe colonial life in America from the perspectives of at least three different groups of people (e.g., wealthy landowners, farmers, merchants, indentured servants, laborers and the poor, women, enslaved people, free Africans, and American Indians).</p> <p>5 – U2.3.4: Describe the development of the emerging labor force in the colonies (e.g., cash crop farming, slavery, indentured servants).</p>	<p>colonial self government</p> <p>economic activities</p> <p>generalizations</p> <p>indentured servants</p> <p>labor force</p> <p>point of view/perspective</p> <p>regional differences</p> <p>royal government</p> <p>slavery</p> <p>staple-crops</p> <p>triangular trade</p>	<p>Unit Assessment</p>
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<p>Era 3: (1754-1783) The American Revolution</p> <p><u>The Road to Revolution</u></p> <p>1. How did economic issues and political experiences and ideas affect the relationship between Great Britain and the colonies?</p> <p>2. Why were the colonists dissatisfied with British rule?</p> <p>3. How and why did people in different colonial regions unite against Great Britain?</p> <p><u>American Revolution</u></p> <p>1. How did the colonists justify their right to rebel?</p> <p>2. In what ways was the American Revolution a war of ideas?</p> <p>3. How did people influence the course of the war?</p>	<p>5 – U3.1.1: Describe the role of the French and Indian War, how British policy toward the colonies in America changed from 1763 to 1775, and colonial dissatisfaction with the new policy.</p> <p>5 – U3.1.2: Describe the causes and effects of events such as the Stamp Act, Boston Tea Party, the Intolerable Acts, and the Boston Massacre.</p> <p>5 – U3.1.3: Using an event from the Revolutionary era (e.g., Boston Tea Party, quartering of soldiers, writs of assistance, closing of colonial legislatures), explain how British and colonial views on authority and the use of power without authority differed (views on representative government).</p> <p>5 – U3.1.4: Describe the role of the First and Second Continental Congress in unifying the colonies (addressing the Intolerable Acts, declaring independence, drafting the Articles of Confederation).</p> <p>5 – U3.1.6: Identify the role that key individuals played in leading the colonists to revolution, including George Washington, Thomas Jefferson, Benjamin Franklin, Patrick Henry, Samuel Adams, John Adams, and Thomas Paine.</p> <p>5 – U3.1.8: 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.</p> <p>5 – U3.1.4: Describe the role of the First and Second Continental Congress in unifying the colonies (addressing the Intolerable Acts, declaring independence, drafting the Articles of Confederation).</p> <p>5 – U3.1.5: Use the Declaration of Independence to explain why the colonists wanted to separate from Great Britain and why they believed they had the right to do so.</p> <p>5 – U3.1.7: Describe how colonial experiences with self-government (e.g., Mayflower Compact, House of Burgesses and town meetings) and ideas about government (e.g., purposes of government such as protecting individual rights and promoting the common good, natural rights, limited government, representative government) influenced the decision to declare independence.</p> <p>5 – U3.2.1: Describe the advantages and disadvantages of each side during the American Revolution with respect to military leadership, geography, types of resources, and incentives.</p> <p>5 – U3.2.2: Describe the importance of Valley Forge, Battle of Saratoga, and Battle of Yorktown in the American Revolution.</p> <p>5 – U3.2.3: Compare the role of women, African Americans, American Indians, and France in helping shape the outcome of the war.</p> <p>5 – U3.2.4: Describe the significance of the Treaty of Paris (establishment of the United States and its boundaries).</p>	<p><u>The Road to Revolution</u></p> <p>authority / power conflict</p> <p>imperialism</p> <p>liberty</p> <p>limited government</p> <p>Patriot/Loyalist</p> <p>representative government</p> <p>self-government</p> <p>trade policies</p> <p><u>American Revolution</u></p> <p>Declaration of Independence</p> <p>government by consent</p> <p>military advantages & disadvantages</p> <p>revolution</p> <p>right of revolution</p> <p>sovereignty</p> <p>treaty</p> <p>turning point</p> <p>tyranny</p> <p>unalienable rights</p>	<p>Unit Assessment</p>
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<p>Era 4: (1783 - 1800) Creating New Government and a New Constitution</p> <p><u>A New Nation</u> 1. How effectively did the Framers of the Constitution resolve the problems the nation encountered under the Articles of Confederation? 2. What role did compromise play in constructing the Constitution? 3. How did the Framers address the issues of governmental power and individual rights?</p> <p><u>Our Government</u> 1. Why do we have both state and federal governments? 2. How are core democratic values and constitutional principles reflected in our government? 3. How is our government organized to give and to limit power?</p>	<p>5 – U3.3.1: Describe the powers of the national government and state governments under the Articles of Confederation. 5 – U3.3.2: Give examples of problems the country faced under the Articles of Confederation (e.g., lack of national army, competing currencies, reliance on state governments for money). 5 – U3.3.3: Explain why the Constitutional Convention was convened and why the Constitution was written. 5 – U3.3.4: Describe the disagreements over representation and slavery at the Constitutional Convention and how the Framers addressed them in the Constitution (Great Compromise, Three-Fifths Compromise). 5 – U3.3.5: Give reasons why the Framers wanted to limit the power of government (e.g., fear of a strong executive, representative government, importance of individual rights). 5 – U3.3.6: Describe the principle of federalism and how it is expressed through the sharing and distribution of power as stated in the Constitution (e.g., enumerated and reserved powers). 5 – U3.3.7: Describe the concern that some people had about individual rights and why the inclusion of a Bill of Rights was needed for ratification. 5 – U3.3.8: Describe the rights found in the First, Second, Third, and Fourth Amendments to the United States Constitution. 5 – P3.1.1: Identify contemporary public issues related to the United States Constitution and their related factual, definitional, and ethical questions. 5 – P3.1.2: Use graphic data and other sources to analyze information about a contemporary public issue related to the United States Constitution and evaluate alternative resolutions. 5 – P3.1.3: Give examples of how conflicts over core democratic values lead people to differ on contemporary constitutional issues in the United States. 5 – P3.3.1: Compose a short essay expressing a position on a contemporary public policy issue related to the Constitution and justify the position with a reasoned argument. 5 – U3.3.6: Describe the principle of federalism and how it is expressed through the sharing and distribution of power as stated in the Constitution (e.g., enumerated and reserved powers).</p>	<p><u>A New Nation</u> amendment Articles of Confederation Bill of Rights compromise consent of the governed Constitutional Convention federalism Federalists AntiFederalists Framers limited government public issue U.S. Constitution</p> <p><u>Our Government</u> checks and balances Constitution federalism government individual rights limited government popular sovereignty purposes of government rule of law separation of powers</p>	<p>Unit Assessment</p>
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