

## SOCIAL STUDIES UNIT OUTLINES – FIFTH GRADE

In fifth grade, students use their understanding of social studies concepts and cause-and-effect relationships to study the development of the United States up to 1791. By applying what they know from civics, economics and geography, students learn the ideals, principles, and systems that shaped this country's founding. They conclude the fifth grade by applying their understanding of the country's founding and the ideals in the nation's fundamental documents to issues of importance to them today. This learning forms the foundation and understanding of social studies concepts that will provide students with the ability to examine their role in the community, state, nation, and world.

The following pages organize the required social studies standards for the 5<sup>th</sup> grade by suggested unit plans and supplement these standards with suggested examples, essential questions, guiding questions, and available classroom-based assessments. In the first unit, students focus on life when contact occurred between indigenous peoples, Europeans, and Africans in North America. This builds off understanding of indigenous cultures before contact which students developed in the third and fourth grades. Students gain a basic understanding of economic systems, trade, and migration and use this understanding to analyze this historical era. Students also examine interpretations of events during this time period from the indigenous, European, and African perspectives. In the second unit, students focus on the American Revolution. Students apply their basic understanding of timelines, maps, economic choices, the government's role in the economy, and human interaction with the environment to explain the causes of the American Revolution. They explore multiple perspectives on the Revolution before coming to their own conclusions. In the third unit, students focus on the founding of the United States. Students learn about the key ideals outlined in the Declaration of Independence and the U.S. Constitution. They also learn what the structure and function of the U.S. federal government is and how people participate in civic life. In the fourth and final unit, students explore how geography, history, and civics help us understand the world today. They learn about the concepts of rights, responsibilities, justice, and the common good and apply their understanding to take and defend positions on public issues.

As with the other grade levels, these suggested unit outlines are framed along two dimensions: chronological era and major developments or themes. Civics, economics, geography, and social studies skills are embedded in this framework. They start with possible essential and guiding questions to help frame the unit. The sample guiding questions focus on the specific issues that connect with the particular era, developments, or themes. The sample essential questions are meant to remind us of how the themes and eras addressed in a particular unit relate to timeless important issues and concepts. Please note that while the GLEs (in bold) are required, the examples are merely suggestions. Since it would be impossible to address all of the important people, cultures, and events from early U.S. history that promotes in-depth understanding, these examples are meant to provide some possible contexts in which to teach these standards. They are not meant to be followed like a recipe or as a one-size-fits-all curriculum. Ultimately, it is up to teachers and administrators in each district to decide how to tailor this course and these examples to their students' and community's particular interests and needs. The document is in Word format to facilitate this tailoring. Local educators will have to help decide which themes and developments students will examine deeply and which they will look at as points of comparison. By balancing depth and breadth, students will have the opportunity to gain enduring understandings that the history of the United States teaches us about ourselves and our world. To help develop these enduring understandings, these unit outlines include recommended placement of several of the state's Classroom-Based Assessment models (CBAs). To see the full requirements of the CBAs referenced below, visit OSPI's social studies assessment web page.

### Unit Outlines for Fifth Grade

Overview - Setting in Time and Place

1. US-Encounter, Colonization, and Devastation (1492 – 1763)
2. US-Independence (1763 – 1791)
3. US-Founding the Nation (1776 – 1791)
4. US-Legacy for Us Today

**Recommended CBAs:** Causes of Conflict, What's the Big Idea?, You Decide

**Overview - Setting in Time and Place**

		<b>Required GLE</b>	<b>Suggested Examples</b>
<b>HISTORY</b>	4.1.2	<p><b>Understands how the following themes and developments help to define eras in U.S. history from time immemorial to 1791:</b></p> <ul style="list-style-type: none"> <li>• <b>Development of indigenous societies in North America (time immemorial to 1791).</b></li> <li>• <b>Encounter, colonization, and devastation (1492—1763).</b></li> <li>• <b>Revolution and the Constitution (1763—1791).</b></li> </ul>	<ul style="list-style-type: none"> <li>• Explains how the rise of the Anasazi civilization helps to define the history of North America prior to European settlement as a time when indigenous societies were developing.</li> <li>• Explains how the interaction between the Puritans and the Wampanoag define the history of the Americans between 1492 and 1763 as a time of encounter.</li> <li>• Explains how the establishment of the colony of Virginia, the Massachusetts Bay Colony, and the Pennsylvania Colony helps to define the history of the Americas between 1492 and 1763 as a time of settlement and colonization.</li> <li>• Explains how the effects of disease on indigenous peoples in the Americas between 1492 and 1763 define this era as a time of devastation.</li> <li>• Explains how the Revolution and Constitution help to define U.S. history from 1763 to 1791.</li> </ul>

**Unit Outline 1: US-Encounter, Colonization, and Devastation**

Essential Question(s):

- What is our history?

Guiding Question(s):

- How did the encounter between native and non-native peoples shape early colonization?
- Why did Europeans want to settle in the Americas?
- Why were enslaved Africans brought to the colonies?
- Why did different European nations want to control North America and the Caribbean?
- Why was life different from one colony to another?

		<b>Required GLE</b>	<b>Suggested Examples</b>
<b>HISTORY</b>	4.2.2	<p><b>Analyzes how people from various cultural groups have shaped the history of the United States.</b></p>	<ul style="list-style-type: none"> <li>• Examines how African slaves and free people of color contributed to the establishment and growth of agriculture in the thirteen colonies.</li> <li>• Examines how Germans and Swiss contributed to the development of Pennsylvania.</li> <li>• Examines how native peoples helped the colonists establish survival skills in their new environment.</li> </ul>
<b>ECONOMICS</b>	2.1.1	<p><b>Analyzes the costs and benefits of decisions colonists made to meet their needs and wants.</b></p>	<ul style="list-style-type: none"> <li>• Examines reasons why colonists chose to move away from Britain, including needs such as economic opportunities and wants such as freedom of religion.</li> <li>• Examines the costs colonists faced when deciding to move to the Americas, including the costs of lost possessions and risks to personal safety and the benefits of economic opportunities and freedoms once settlements were formed.</li> </ul>

	2.2.2	<b>Understands how trade affected the economy of the thirteen colonies.</b>	<ul style="list-style-type: none"> <li>Explains how the triangular trade between Britain, Africa, and the thirteen colonies supported cotton, tobacco, and sugar production in the colonies.</li> <li>Explains the causes and effects of Eastern Woodland tribes trading with the French.</li> <li>Explains how and why the colonists traded cotton, tobacco, and sugar.</li> <li>Explains that the African slave trade provided labor for the farming in the colonies.</li> <li>Explains the fur trade system between Eastern Woodland tribes and European colonists.</li> </ul>
<b>GEOGRAPHY</b>	3.1.1	<b>Constructs and uses maps to show and analyze information about the thirteen colonies.</b>	<ul style="list-style-type: none"> <li>Constructs maps that show the location of the thirteen colonies, major landforms, climate, natural resources, and economic products.</li> </ul>
	3.1.2	<b>Understands the physical and cultural characteristics of the thirteen colonies.</b>	<ul style="list-style-type: none"> <li>Explains the differences in the physical characteristics, including landforms, climate and natural resources, of the thirteen colonies.</li> <li>Explains the cultural characteristics, including distribution of population and languages, of the people in the thirteen colonies.</li> </ul>
<b>GEOGRAPHY</b>	3.2.3	<b>Understands and analyzes the impact of the European colonists' movement to the Americas on the land and the indigenous peoples.</b>	<ul style="list-style-type: none"> <li>Explains and analyzes how the movement of the colonists to the Americas forced the movement of native peoples from their land.</li> <li>Explains how the Triangular Trade route between Africa, Britain, and the thirteen colonies forced the movement of African people as slave labor.</li> </ul>
<b>HISTORY</b>	4.3.1	<b>Analyzes the multiple perspectives and interpretations of historical events in U.S. history.</b>	<ul style="list-style-type: none"> <li>Examines different accounts of the colonization era, including colonists' perspective of settlement and indigenous people's perspective of genocide.</li> <li>Examines different accounts of colonists and indentured servants.</li> <li>Differentiates between historical facts, evidence, and historical interpretations of the Boston Massacre as a turning point igniting the Revolutionary War.</li> </ul>

**Unit Outline 2: US-Independence**

Essential Question(s):

- Why do people want to be free?
- How can we be heard by our government?

Guiding Question(s):

- What were the causes of the American Revolution?
- What is the Declaration of Independence and why is it important?

CBA: Causes of Conflict

		<b>Required GLE</b>	<b>Suggested Examples</b>
<b>HISTORY</b>	4.1.1	<b>Understands and creates timelines to show how historical events are caused by other important events.</b>	<ul style="list-style-type: none"> <li>• Constructs and explains a timeline that shows the major eras in U.S. history up to 1776.</li> <li>• Constructs a timeline that relates events involving historical, economic, geographic, and civic factors to the causes of the Revolutionary War.</li> </ul>
	4.3.2	<b>Analyzes the multiple causes of change and conflict in U.S. history.</b>	<ul style="list-style-type: none"> <li>• Analyzes the historical, economic, civic, and geographical causes of the Revolution.</li> <li>• Analyzes the historical, economic, civic, and geographical causes of the Boston Tea Party.</li> <li>• Explains how the distance between England and the thirteen colonies was a factor in the Revolutionary War.</li> </ul>
<b>ECONOMICS</b>	2.3.1	<b>Understands the impact of the British government on the economy of the thirteen colonies.</b>	<ul style="list-style-type: none"> <li>• Explains how British taxes on tea and sugar affected the distribution of goods in the colonies.</li> <li>• Explains how the Stamp Act imposed by British Parliament affected the economy of the colonies by requiring the purchase of a tax stamp for all legal documents.</li> <li>• Examines the reasons why colonists chose to dump tea into the Boston Harbor on December 16, 1773.</li> </ul>
<b>HISTORY</b>	4.2.1	<b>Understands and analyzes how individuals caused change in U.S. history.</b>	<ul style="list-style-type: none"> <li>• Examines the impact Crispus Attucks had on the colonists' desire to fight for freedom from Great Britain.</li> <li>• Explains how George Washington led troops to victory over Great Britain in the Revolutionary War.</li> </ul>
<b>SOCIAL STUDIES SKILLS</b>	5.2.1	<b>Understands how essential questions define the significance of researching an issue or event.</b>	<ul style="list-style-type: none"> <li>• Explains how the essential question "Why do people want to be free?" reminds us why we study the American Revolution.</li> <li>• Explains how the essential question "How can people cause change?" reminds us why we study the writing of the Declaration of Independence.</li> </ul>
	5.4.1	<b>Researches multiple perspectives to take a position on a public or historical issue in a paper or presentation.</b>	<ul style="list-style-type: none"> <li>• Researches multiple perspectives on the causes of the Revolutionary War.</li> <li>• Researches Paul Revere's engraving of the Boston Massacre and the Declaration of Independence to take a position on the causes of the American Revolutionary War.</li> </ul>

**Unit Outline 3: US-Founding the Nation**

Essential Question(s):

- What are our values and principles?

Guiding Question(s):

- Where does our democratic system come from?
- What values and principles are basic to our democracy?
- What is the purpose of the Constitution?
- What is the Bill of Rights and why is it important?

CBA: What's the Big Idea?

		<b>Required GLE</b>	<b>Suggested Examples</b>
<b>HISTORY</b>	4.2.3	<b>Understands how technology and ideas have affected the way people live and change their values, beliefs, and attitudes.</b>	<ul style="list-style-type: none"> <li>• Explains how the idea of individual rights led to the creation of the Bill of Rights.</li> <li>• Explains how the printing press was used to print the Declaration of Independence in newspapers throughout the thirteen colonies, which led to an interest in democratic movements.</li> <li>• Explains how the idea of democracy led the colonists to seek change by fighting Great Britain in the Revolutionary War.</li> </ul>
<b>CIVICS</b>	1.1.1	<b>Understands the key ideals of liberty and patriotism as outlined in the Declaration of Independence, U.S. Constitution, and other fundamental documents.</b>	<ul style="list-style-type: none"> <li>• Explains that the Declaration of Independence was written to declare the freedom of the thirteen colonies from Great Britain.</li> <li>• Explains how the First Amendment promotes liberty.</li> </ul>
	1.2.1	<b>Understands the organization of the United States government.</b>	<ul style="list-style-type: none"> <li>• Explains that the national government is organized into three branches: executive, legislative, and judicial.</li> <li>• Explains who is involved in each of the branches of government.</li> <li>• Explains that the President and the Cabinet are part of the federal executive branch.</li> </ul>
	1.2.2	<b>Understands the function of the U.S. government.</b>	<ul style="list-style-type: none"> <li>• Explains how the legislative branch makes laws.</li> <li>• Explains how the judicial branch judges laws according to the U.S. Constitution.</li> </ul>
<b>SOCIAL STUDIES SKILLS</b>	5.1.1	<b>Understands the purpose of documents and the concepts used in them.</b>	<ul style="list-style-type: none"> <li>• Explains the purposes of the Declaration of Independence and how Thomas Jefferson used the concept of rights in this document.</li> <li>• Explains how the concept of rights outlined in the Declaration of Independence relates to a particular public issue.</li> <li>• Explains the purposes of the Constitution and how the framers of the Constitution expressed the concept of government responsibilities.</li> <li>• Explains how the concept of government responsibilities in the Constitution relates to a particular public issue.</li> <li>• Explains how the founders expressed the concept of individual rights in the Bill of Rights.</li> </ul>

**Unit Outline 4: Legacy for Us Today**

Essential Question(s):

- What are our rights and responsibilities?

Guiding Question(s):

- What is the legacy of our founding documents?

		<b>Required GLE</b>	<b>Suggested Examples</b>
<b>HISTORY</b>	4.4.1	<b>Understands that significant historical events in the United States have implications for current decisions and influence the future.</b>	<ul style="list-style-type: none"> <li>• Explains how the slogan of “no taxation without representation” has influenced initiative processes in states across the United States.</li> <li>• Explains how the principles and ideals set forth in the Constitution affect current government and citizen decisions.</li> </ul>

CBA: You Decide

		<b>Required GLE</b>	<b>Suggested Examples</b>
<b>CIVICS</b>	1.1.2	<b>Evaluates how a public issue is related to constitutional rights and the common good.</b>	<ul style="list-style-type: none"> <li>• Justifies how a position on the issue of censorship relates to freedom of speech.</li> <li>• Justifies how a position on the phrase “under God” in the Pledge of Allegiance relates to freedom of religion.</li> </ul>
	1.4.1	<b>Understands that civic participation involves being informed about how public issues are related to rights and responsibilities.</b>	<ul style="list-style-type: none"> <li>• Explains how the public issue of censorship is related to the right to freedom of speech.</li> <li>• Explains how the public issue of “under God” in the Pledge of Allegiance is related to the right to freedom of religion.</li> <li>• Explains how the public issue of maintaining public parks is related to the responsibility of paying taxes.</li> </ul>
<b>SOCIAL STUDIES SKILLS</b>	5.4.1	<b>Researches multiple perspectives to take a position on a public or historical issue in a paper or presentation.</b>	<ul style="list-style-type: none"> <li>• Researches multiple perspectives on the public issue of mandating school uniforms.</li> <li>• Researches multiple perspectives on the public issue of banning cell phones in school.</li> <li>• Researches multiple perspectives on the public issue of removing dams to save salmon.</li> <li>• Researches multiple perspectives on the public issue of mandating recycling.</li> </ul>
	5.1.2	<b>Evaluates the relevance of facts used in forming a position on an issue or event.</b>	<ul style="list-style-type: none"> <li>• Determines which facts are relevant in supporting a position on whether there should be a ban on smoking in public places.</li> <li>• Determines which facts are relevant in supporting a position on whether students should say the Pledge of Allegiance.</li> </ul>
	5.3.1	<b>Engages others in discussions that attempt to clarify and address multiple viewpoints on public issues based on key ideals.</b>	<ul style="list-style-type: none"> <li>• Engages classmates in a discussion to clarify the multiple viewpoints surrounding censorship based on the key ideal of individual rights.</li> <li>• Engages classmates in a discussion to clarify the multiple viewpoints surrounding the inclusion of “under God” in the Pledge of Allegiance based on the key ideal of freedom.</li> </ul>
	5.4.2	<b>Prepares a list of resources, including the title, author, and type of source, date published, and publisher for each source, and arranges the sources alphabetically.</b>	<ul style="list-style-type: none"> <li>• Using an electronic tool, completes an alphabetical list of resources on a public issue, including the title, author, and type of source, date published, and publisher for each source.</li> </ul>