

Grade 5: Colonization to Constitution

Specific Overview

Grade 5: Introduction

The goal of social studies education is for children to develop thinking and decision-making skills that prepare them for responsible citizenship in a democratic society. Fifth grade students will work toward this goal by examining the conflict and compromise that resulted from migration and settlement to understand the tensions and factors that led to the fight for independence and the establishment of the United States. Students will analyze the development and establishment of the U.S. federal government. Students will describe why the government collects taxes and what goods and services it provides society. Students will analyze how cultural, economic and environmental factors encouraged and restricted the movement of people, ideas and goods to and within the United States. Students will describe the impact of fundamental documents on the development of the United States to inform their analysis on how a founding principle is applicable to today.

Key Vocabulary

May include, but is not limited to: absolute location, amendments, Antifederalists, cabinet, checks and balances, culturally diverse, executive branch, federal system, Federalists, government, House of Representatives, inalienable rights, judicial branch, judicial review, latitude, legislative branch, longitude, opportunity cost, physical environment, political system, popular sovereignty, preamble, relative location, Senate, specialization, veto

Looking Back, Looking Ahead: Connections to Grades 4 and Grade 6

In grade 4, students examine the reasons why and how people move from one place to another through the migration and settlement of Colonial America. In grade 5, students analyze the conflict and compromise that resulted from migration and settlement to understand the tensions and factors that led to the fight for independence and the establishment of the United States. In grade 6, students use their knowledge of the formation of the government and society of the United States to explore the development of early civilizations throughout the world.

What this would look like in practice

This example provides guidance on how to combine the standards into a learning experience for students and how the standards work together to ensure students are engaged in the inquiry practices throughout grade 5. The identified sample evidence of learning is a possible suggestion of how the disciplinary strand standards interact with the inquiry practices; however, it is not the only pathway and is not comprehensive to obtain mastery of the standards.

Standard	Sample Evidence of Learning
5.I.Q.1 Ask compelling questions about the founding of the United States.	“What unites Americans?” Teachers can pose this question to students to facilitate exploration about why this standard applies to the founding of the United States.
5.I.Q.3 Identify the types of supporting questions each of the social studies disciplines uses to answer compelling and supporting questions.	<p>Teachers can pose these questions to students to facilitate exploration about why this standard applies the founding of the United States to address the compelling question.</p> <ul style="list-style-type: none"> • Why did the British Parliament raise taxes on the colonists? • What actions taken by the British Parliament angered the colonists? • How do the fundamental documents establish an American identity?
5.E.MA.1 Describe why the government collects taxes and what goods and services it provides society.	Taxes are instrumental for governments to operate. Following the French and Indian War, Britain raised revenues on the colonies sparking outrage and questions of legitimacy. This was one action that led colonists to question their role within the British Empire, setting the stage for the American Revolution. Students can describe why the government collects taxes and what can occur when people feel that taxation does not meet the needs of its citizens.
5.H.CE.1 Analyze the causes of the American Revolution and the effects individuals and groups had on the conflict.	There are multiple causes of the American Revolution, including, but not limited to, the role of the French and Indian War, the enactments of a series of taxes and duties, the presence of British troops, and the Enlightenment ideologies. Many of the different British Acts are listed in the Declaration of Independence. These causes served as a basis for individuals like George Washington, Thomas Jefferson, Sam Adams, others and groups like the Sons of Liberty and the Second Continental Congress to take action. The fight for independence pulled together different colonies and individuals for a common cause. Students can analyze the fundamental documents to determine the causes of the American Revolution and the ways individuals and groups were united to fight for a common cause.
5.I.U.1 Use evidence to develop claims in response to compelling and supporting questions.	Through sourcing, building context and doing close readings of historical sources, students can corroborate these sources to build evidence for claims made in response to compelling and supporting questions.
5.I.CC.4 Use a range of deliberative and democratic procedures to identify strategies on how to address a current issue.	Students can discuss current issues in small or whole group settings. When current issues are identified, students can collaborate to collectively understand and access how to address current issues and have possible opportunities for civic engagement.

Opportunities for Cross-Disciplinary Connections

The *KAS for Social Studies* provides opportunities to engage with other content areas. For example, a teacher can connect the *KAS for Social Studies* and the *KAS for Reading and Writing* by providing students with a variety of texts (literary, informational, visual, digital, etc.) and asking them to explain the relationships or interactions between individuals, events, ideas or concepts in a historical text, including what happened and why, based on specific information over the course of a text. Students could also compare and contrast the overall structure of events, ideas, concepts or information in two or more texts. They might analyze multiple accounts of the same event or topic, noting important similarities and differences in the perspective they represent. Students could also integrate information from several texts on the same topic, such as what unites Americans. Students could compose an informative and/or explanatory text, using writing and digital resources, to examine what unites Americans, conveying ideas and information clearly. They may also compose an opinion, using writing and digital resources, on the best strategies for addressing a current issue, supporting the opinion with reasons and evidence.

Grade 5: Colonization to Constitution Standards

Introduction

The focus of grade 5 constitutes a series of explorations about the people, places and ideas that make up the story of the United States. Students examine the founding of the United States to understand why the fundamental documents were developed and how they guided decisions in the past. Students also engage in deeper learning about our government and how it is structured.

Concepts and Practices	Standards	
I: Questioning	5.I.Q.1	Ask compelling questions about the founding of the United States.
	5.I.Q.2	Generate supporting questions to answer compelling questions about the founding of the United States.
	5.I.Q.3	Identify the types of supporting questions each of the social studies disciplines uses to answer compelling and supporting questions.
I: Investigating	<i>Investigating occurs through the exploration of the discipline strand standards.</i>	
C: Civic and Political Institutions	5.C.CP.1	Analyze the development and establishment of the U.S. federal government.
	5.C.CP.2	Analyze the structure of the U.S. government, including separation of power and its system of checks and balances.
	5.C.CP.3	Describe how the Constitution of the United States upholds popular sovereignty, ensures rule of law and establishes a federal system.
C: Roles and Responsibilities of a Citizen	5.C.RR.1	Analyze responsibilities of U.S. citizens by explaining and demonstrating ways to show good citizenship.
	5.C.RR.2	Analyze the personal rights conferred by citizenship, and find examples of citizenship, using a variety of sources.
C: Civic Virtues and Democratic Principles	5.C.CV.1	Describe the democratic principles of equality before the law, inalienable rights, consent of the governed and right to alter or abolish the government.
C: Processes, Rules and Laws	5.C.PR.1	Evaluate whether various rules and laws promote the general welfare, using historical and contemporary examples.
C: Kentucky Government	5.C.KGO.1	Explain the roles and responsibilities of a Kentucky citizen.

Concepts and Practices	Standards	
E: Microeconomics	5.E.MI.1	Explain the relationship between supply and demand.
E: Macroeconomics	5.E.MA.1	Describe why the government collects taxes and what goods and services it provides society.
	5.E.MA.2	Explain how the United States developed into a market economy.
E: Specialization, Trade and Interdependence	5.E.ST.1	Explain how specialization, comparative advantage and competition influence the production and exchange of goods and services in an interdependent economy.
E: Incentives, Choices and Decision Making	5.E.IC.1	Analyze how incentives and opportunity costs impact decision making, using examples from history.
E: Kentucky Economics	5.E.KE.1	Analyze how incentives and opportunity costs impact decision making, using examples from Kentucky history.
G: Migration and Movement	5.G.MM.1	Analyze how cultural, economic and environmental factors encouraged and restricted the movement of people, ideas and goods to and within the United States.
G: Human Interactions and Interconnections	5.G.HI.1	Describe the traditions diverse cultural groups brought with them when they moved to and within the United States.
	5.G.HI.2	Analyze how and why cultural characteristics diffuse and blend with migration and settlement.
G: Human Environment Interaction	5.G.HE.1	Explain how cultural and environmental changes impact population distribution and influence how people modify and adapt to their environments.
G: Geographic Reasoning	5.G.GR.1	Use a variety of maps, satellite images and other models to explain the relationships between the location of places and regions and their human and environmental characteristics.
G: Kentucky Geography	5.G.KGE.1	Compare the lives of Kentucky settlers to those living in other areas during the early years of the United States.

Concepts and Practices	Standards	
H: Change and Continuity	5.H.CH.1	Describe the impact of fundamental documents on the development of the United States.
	5.H.CH.2	Analyze the impact innovation and human ingenuity had on the development of the United States from Colonization to Constitution.
H: Cause and Effect	5.H.CE.1	Analyze the causes of the American Revolution and the effects individuals and groups had on the conflict.
	5.H.CE.2	Analyze the role religion played in early colonial society.
	5.H.CE.3	Describe the social and economic impact of the slave trade on diverse groups.
H: Conflict and Compromise	5.H.CO.1	Analyze the role conflict and collaboration played in the founding of the United States.
H: Kentucky History	5.H.KH.1	Describe the role of Kentucky settlers in the American Revolution.
I: Using Evidence	5.I.UE.1	Use evidence to develop claims in response to compelling and supporting questions.
	5.I.UE.2	Analyze primary and secondary sources on the same event or topic, noting key similarities and differences in the perspective they represent.
	5.I.UE.3	Integrate evidence that draws information from multiple sources to answer compelling and supporting questions.
I: Communicating Conclusions	5.I.CC.1	Construct explanatory products, using reasoning, correct sequence, examples and details with relevant information and data, to convey the diverse perspectives that impacted the founding of the United States.
	5.I.CC.2	Construct arguments using claims and evidence from multiple sources on how a founding principle(s) is applicable today.
	5.I.CC.3	Explain different approaches people can take to address local, regional and global problems, using examples from U.S. history.
	5.I.CC.4	Use a range of deliberative and democratic procedures to identify strategies on how to address a current issue.

Grade 5: Disciplinary Clarifications and Instructional Support

The disciplinary clarifications include sample ideas of content and concepts to help teachers better understand the expectations of the standards. The identified disciplinary clarifications are possible suggestions; however, they are not the only pathways and are not comprehensive to obtain mastery of the standards.

Civics Disciplinary Strand

Concepts and Practices	Standard	Disciplinary Clarifications
C: Civic and Political Institutions	5.C.CP.1 Analyze the development and establishment of the U.S. federal government.	The Articles of Confederation formed shortly after the beginning of the Revolutionary War. This governing document ensured state sovereignty, allowing each state to be independent and govern itself. The central government established had very limited power. Later, the Constitution of the United States was established, creating the structure and rules for government, the powers and checks of each branch (grounded in arguments found in the Federalist Nos. 10 and 51 (James Madison)) and how changes can be made (the amendment process). The legislative branch makes the laws; the executive branch carries out the laws; and the judicial branch interprets the laws. Each branch has powers that allow them to check and balance the powers of the others. For example, the executive branch is responsible for nominating federal judges, who then must be confirmed by the legislative branch.
	5.C.CP.2 Analyze the structure of the U.S. government, including separation of power and its system of checks and balances.	
	5.C.CP.3 Describe how the Constitution of the United States upholds popular sovereignty, ensures rule of law and establishes a federal system.	
C: Roles and Responsibilities of a Citizen	5.C.RR.1 Analyze responsibilities of U.S. citizens by explaining and demonstrating ways to show good citizenship.	Americans can demonstrate good citizenship by participating in the election process, contributing to their community through public service, helping others in their school and community and understanding current events. Americans also have personal rights as citizens that are protected by the Constitution of the United States.
	5.C.RR.2 Analyze the personal rights conferred by citizenship, and find examples of citizenship, using a variety of sources.	

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Concepts and Practices	Standard	Disciplinary Clarifications
C: Civic Virtues and Democratic Principles	5.C.CV.1 Describe the democratic principles of equality before the law, inalienable rights, consent of the governed and right to alter or abolish the government.	Americans have the freedoms they enjoy because of the democratic principles laid out in the nation's fundamental documents. These democratic principles include, but are not limited to, equality before the law, inalienable rights (rights people are born with that cannot be taken away), consent of the governed, right to alter or abolish the government, justice, responsibility and freedom.
C: Processes, Rules and Laws	5.C.PR.1 Evaluate whether various rules and laws promote the general welfare, using historical and contemporary examples.	One of the goals of American government laid out in the Preamble to the Constitution of the United States is to promote the general welfare. The government does this in a variety of ways through more formal policies like welfare and informal policies like local food banks.
C: Kentucky Government	5.C.KGO.1 Explain the roles and responsibilities of a Kentucky citizen.	Kentucky citizens have certain roles and responsibilities to the state. Kentuckians also have personal rights as a citizen that are protected by the Constitution of the United States.

Economics Disciplinary Strand

Concepts and Practices	Standard	Disciplinary Clarifications
E: Microeconomics	5.E.MI.1 Explain the relationship between supply and demand.	If demand for a product or service is high, then more producers will make or supply the item, leading to higher supply. If demand is low, producers will create a smaller supply. For example, the British empire needed many ships for their Navy, which required a large demand for lumber and labor from their colonies in the Americas. Because of this demand, a lot of logging and ship building took place in Colonial America to supply that demand.

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Concepts and Practices	Standard	Disciplinary Clarifications
E: Macroeconomics	<p>5.E.MA.1 Describe why the government collects taxes and what goods and services it provides society.</p> <p>5.E.MA.2 Explain how the United States developed into a market economy.</p>	Governments need money to operate and provide services for their citizens. This money comes from taxes, as written in the Constitution of the United States. With new goods being created in the young nation, new markets sprang up leading to a new kind of economy, different from the colonial economy.
E: Specialization, Trade and Interdependence	<p>5.E.ST.1 Explain how specialization, comparative advantage and competition influence the production and exchange of goods and services in an interdependent economy.</p>	As the colonies grew to a nation, each part of the country developed a unique economy (specialized) based on the available resources. New England colonies relied upon the ocean to make money. The swift-moving rivers of New England provided the perfect resource for the growth of factories. This gave New England a comparative advantage over the more agrarian economy of the South. However, New England was still dependent upon the South for the cotton that was spun in the factories.
E: Incentives, Choices and Decision Making	<p>5.E.IC.1 Analyze how incentives and opportunity costs impact decision making, using examples from history.</p>	Many colonists came to the New World to make the most of the opportunities they encountered. Georgia, for example, became a place for debtors to work off what they owed, and many settled in New England for religious freedoms. As the nation grew, new incentives were given to settle in various parts of the colonies, at a large cost to both the colonists themselves and their families. Many of these settlers were having to give up much of their livelihood to do so.
E: Kentucky Economics	<p>5.E.KE.1 Analyze how incentives and opportunity costs impact decision making, using examples from Kentucky history.</p>	Many colonists came to Kentucky to make money, making the most of the opportunities they found. As Kentucky grew from part of the Virginia Colony to a state, Kentuckians discovered new incentives to make money and new opportunities to increase their wealth. In spite of these opportunities, some Kentuckians made the choice to not take advantage of incentives offered.

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Geography Disciplinary Strand

Concepts and Practices	Standard		Disciplinary Clarifications
G: Migration and Movement	5.G.MM.1	Analyze how cultural, economic and environmental factors encouraged and restricted the movement of people, ideas and goods to and within the United States.	A factor restricting movement was physical barriers, such as the Appalachian Mountains and the Mississippi River. A factor encouraging movement included the industrial development in the larger colonial cities at the time.
G: Human Interactions and Interconnections	5.G.HI.1	Describe the traditions diverse cultural groups brought with them when they moved to and within the United States.	Many cultural groups were present in America at this time, including immigrants from many different European countries, forced migrants from Africa and many different American Indian groups. They all possessed different traditions, beliefs and customs that influenced American culture today, including, but not limited to, holidays, music, food and dances.
	5.G.HI.2	Analyze how and why cultural characteristics diffuse and blend with migration and settlement.	
G: Human Environment Interaction	5.G.HE.1	Explain how cultural and environmental changes impact population distribution and influence how people modify and adapt to their environments.	Throughout U.S. history, there have been geographic push and pull factors that have influenced the movement of people. Depending on proximity to water and natural resources, people have altered the environment for means of survival and economic benefits, among other motivations.
G: Geographic Reasoning	5.G.GR.1	Use a variety of maps, satellite images and other models to explain the relationships between the location of places and regions and their human and environmental characteristics.	In the early United States, many larger cities, such as Charleston, Philadelphia and Boston developed in areas where the geographic location made trade easier, especially near oceans, rivers and other waterways.
G: Kentucky Geography	5.G.KGE.1	Compare the lives of Kentucky settlers to those living in other areas during the early years of the United States.	During the early years of the United States, Kentucky was much more sparsely populated than the other states that had already established themselves as colonies. Early pioneers in Kentucky primarily practiced subsistence farming as they lived off of the land and provided for their families.

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History Disciplinary Strand

Concepts and Practices	Standard	Disciplinary Clarifications
H: Change and Continuity	5.H.CH.1 Describe the impact of fundamental documents on the development of the United States.	The fundamental documents, including, but not limited to, the Declaration of Independence, the Constitution of the United States and the first ten (10) amendments to the Constitution of the United States, also known as the Bill of Rights, established the United States government and presented the philosophical, traditional and political foundations on which the nation was built. New political ideologies influenced the democratic principles that guided the founding of the nation and formation of the government. Certain groups, including women, African Americans and American Indians, did not receive equal rights or representation. Protections for the institution of slavery were embedded in the fundamental documents.
	5.H.CH.2 Analyze the impact innovation and human ingenuity had on the development of the United States from Colonization to Constitution.	Innovation, prior to 1789, resulted in a variety of impacts. For example, the inventions of Benjamin Franklin, such as the lightning rod, Franklin Stove and bifocals, helped shape industry in the early United States.
H: Cause and Effect	5.H.CE.1 Analyze the causes of the American Revolution and the effects individuals and groups had on the conflict.	The American Revolution was caused by a variety of events that compounded over time, including many different British Acts, listed in the Declaration of Independence, that increased taxes on American colonists and limited settlement, such as the Stamp Act and the Proclamation of 1763. Other events that increased tension were the Boston Massacre, Boston Tea Party and Intolerable Acts.
	5.H.CE.2 Analyze the role religion played in early colonial society.	Freedom of religion served as the reason many colonists, such as the Puritans, initially immigrated to America. Within the colonies, the Middle colonies offered freedom of religion, which attracted diverse groups, such as Quakers. New England had strict religious rules that governed the rules of their colonies.

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Concepts and Practices	Standard	Disciplinary Clarifications
H: Cause and Effect (continued)	5.H.CE.3 Describe the social and economic impact of the slave trade on diverse groups.	Slavery was a brutal, dehumanizing institution and existed to extract labor, through force, to get difficult work done. Because the economy was built on the production of cash crops for an export market, the South relied on this labor to work plantations and produce the amount of cash crops that sustained their economy. The slave trade caused the loss of personal liberty and degradation of inherent human dignity to enslaved persons and created, through force, the capital through which the later industrial economy was created.
H: Conflict and Compromise	5.H.CO.1 Analyze the role conflict and collaboration played in the founding of the United States.	The creation of the nation's fundamental documents was not a simple task; a great deal of debate and compromise was involved to reach consensus and ratification. For example, representatives from both Virginia and New Jersey each wanted a legislature based on differing factors, and this argument ultimately led to the compromise of creating a two-house legislature in the central government. Also, with the ratification of the Constitution of the United States, differing opinions of the Federalists and Anti-Federalists regarding the rights of individuals and the power of the central government (for example in the Federalist No. 1 (Alexander Hamilton) and the Federalist Nos. 10 and 51 (James Madison)), led to the creation of the first ten (10) amendments to the Constitution of the United States, also known as the Bill of Rights.
H: Kentucky History	5.H.KH.1 Describe the role of Kentucky settlers in the American Revolution.	Although it had not yet achieved statehood and only consisted of three counties at the time, Kentucky militia grew and participated in the Revolution through conflict with the British and American Indians.

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