

# **History / Social Science**

## **Standards**

### *Level 5*

#### **UNITED STATES HISTORY AND GEOGRAPHY: MAKING A NEW NATION**

Students in grade five study the development of the nation up to 1850 with an emphasis on the population: who was already here, when and from where others arrived, and why people came. Students learn about the colonial government founded on Judeo-Christian principles, the ideals of the Enlightenment, and the English traditions of self-government. They recognize that ours is a nation that has a constitution that derives its power from the people, that has gone through a revolution, that once sanctioned slavery, that experienced conflict over land with the original inhabitants, and that experienced a westward movement that took its people across the continent. Studying the cause, course and consequences of the early explorations through the War for Independence and western expansion is central to students' fundamental understanding of how the principles of the American republic form the basis of a pluralistic society in which individual rights are secured.

**History/Social Science  
Unifying Standards  
Levels K – 12**

- 1.0 Historical Literacy:** Students understand history as an interpretive study of continuity and change within a chronological framework. They know the major events, eras, concepts, people, topics and issues that define and influence United States and world history. They analyze cause and effect relationships, consequences and patterns, make interpretations, judgments and draw conclusions from data using a variety of historical documents that reflect multiple perspectives.
- 2.0 Cultural Literacy:** Students understand the rich, complex nature of a given culture. They recognize that our nation is composed of people from around the world who represent diverse backgrounds, ways of life and various perspectives, which are valued and respected. They understand that a culture captures and expresses ideas, beliefs and values over time.
- 3.0 Geographic Literacy:** Students recognize the relationships among place, location, human and environmental interaction, movement, and region. They know that human and environmental processes shape the characteristics of places and regions, and influence historical events and issues. They use, analyze, design, interpret and evaluate geographic information.
- 4.0 Economic Literacy:** Students analyze and understand economic systems and concepts. They explain the basic processes of supply and demand, market economies and distribution of scarce resources. They interpret trends and basic indicators of economic performance in order to analyze economic and political issues.
- 5.0 Sociopolitical Literacy:** Students understand political and social systems, the origins of our national identity, the relationship between a society and its laws, and the differences between democratic and non-democratic systems. They realize that a democracy depends on the participation of responsible, informed, and ethical citizens.
- 6.0 Historical Thinking:** Students develop and apply historical understanding as they read, research, analyze and interpret information from a variety of sources and points of view. They communicate their thinking through writing, reading, speaking and multi-media presentations.

(c) = State Standard      (p) PUSD addition      rw= aligned to grade level reading and writing standards  
(n/a) not a focus to address in this unit

**FOCUS GOALS**  
**LEVEL 5**

**1.0 Historical Literacy**

- 1.1 Describe the major pre-Columbian settlements that influenced United States History.
- 1.2 Understand and trace the impact of events, people, and issues of the age of exploration.
- 1.3 Understand and trace the impact of events, people, and issues during the period of colonization
- 1.4 Understand and trace the impact of events, people and issues that led to the Revolution.
- 1.5 Understand the course and consequences of the American Revolution.
- 1.6 Understand the development and significance of the United States Constitution.
- 1.7 Understand and describe the impact of migration and westward expansion.

**2.0 Cultural Literacy**

- 2.1 Describe how diverse beliefs, values, and ideas were expressed. (Pre-Columbian, Colonization, and Westward Expansion).

**3.0 Geographic Literacy**

- 3.1 Describe how geography and climate influenced settlement choices and decisions. (Pre-Columbian, Colonization)
- 3.2 Use geographic tools and documents to locate and record various places and events. (Pre-Columbian, Age of Exploration, Colonization, Revolution)
- 3.3 Trace the Westward Expansion movement.

**4.0 Economic Literacy**

- 4.1 Identify emerging economic factors and incentives. (Pre-Columbian, Age of Exploration, Colonization, Revolution, Westward Expansion)

**5.0 Sociopolitical Literacy**

- 5.1 Describe early attempts to establish governance. (Pre-Columbian, Age of Exploration)
- 5.2 Understand and describe the development of political and social institutions. (Colonization, Revolution)
- 5.3 Understand the consequences associated with the development of the U.S. Constitution and its significance as the foundation of the American Republic.

**6.0 Historical Thinking**

- 6.1 Make historical connections by applying Language Arts literacy skills. (Pre-Columbian, Age of Exploration, Colonization, Revolution, Constitution and the Republic, Westward Expansion)

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# HISTORY / SOCIAL SCIENCE

## Level 5

### ***PRE-COLUMBIAN ERA***

#### **1.0 Historical Literacy**

##### **1.1 Describe the major pre-Columbian settlements that influenced United States history.**

- Identify the people known as the early settlers: cliff dwellers, pueblo people of the desert Southwest, Indians of the Pacific Northwest, the nomadic nations of the Great Plains, and the woodland people east of the Mississippi. (c1.0)
- Describe the needs and actions of the early settlers. (p)

1.2-1.7 N/A

#### **2.0 Cultural Literacy**

##### **2.1 Describe how beliefs, values and ideas were expressed during the pre-Columbian era.**

- Identify how the cliff dwellers, Southwest, Pacific Northwest, Great Plains, and Woodland Indians expressed their culture through art, music, dance and mythology. (c1.2)

#### **3.0 Geographic Literacy**

##### **3.1 Recognize and describe how geography and climate influenced settlement choices and decisions.**

- Investigate how pre-Columbian settlers adjusted to their environment: locations of villages, features of structures, acquiring food, clothing, and tools. (c1.1)

##### **3.2 Use geographic tools and documents to locate and record various places and events.**

- Locate and map Native American regions.(p)

3.3 N/A

#### **4.0 Economic Literacy**

##### **4.1 Identify emerging economic factors and incentives during the pre-Columbian era.**

- Explain Native American economic systems. (c.1.3)

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**5.0 Sociopolitical Literacy:**

**5.1 Describe early attempts to establish governance systems during the pre-Columbian era.**

- Explain how Native Americans set up government (e.g., constitutions, councils, federations, organizations). (p)

**5.2 N/A**

**5.3 N/A**

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# HISTORY / SOCIAL SCIENCE

## Level 5

### **AGE OF EXPLORATION**

#### **1.0 Historical Literacy**

1.1 N/A

1.2 **Understand and trace the events, people, and issues of the age of exploration.**

- Explain the goals, challenges and contributions of the explorers, sponsors, and leaders of key European expeditions, and why Europeans chose to explore and colonize the world (e.g., the Protestant Reformation, the Spanish Reconquista). (c.2.2).
- Identify the cause and effect of the competition among the English, French, Portuguese, Spanish, Dutch, and Indian Nations for control of North America. (c3.1)
- Explain the cooperation that existed among colonists and Indians between the 1600's and 1700's. (c3.2)
- Explain how broken treaties and massacres led to the Indians' defeat (e.g., the *Trail of Tears*). (c3.4)
- Understand the conflicts among different Indian tribes, including the competing claims for control. (c3.5)
- Identify how leaders of the time influenced the relations and issues between Indians and new settlers (refer to biographies of John Marshall, Andrew Jackson, Chief Tecumseh, Chief Logan, Chief John Ross, Sequoyah). (c3.6)

1.3-1.7 N/A

#### **2.0 Cultural Literacy**

N/A

#### **3.0 Geographic Literacy**

3.1 N/A

3.2 **Use geographic tools and documents to locate and record places and events.**

- Explore the routes of the major land explorers of the United States: the distances traveled by early explorers; and the Atlantic trade routes that linked Africa, the West Indies, the British colonies, and Europe. (c.2.3)
- Locate the lands that were claimed by Spain, France, England, Portugal, the Netherlands, Sweden and Russia. (c2.4)

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#### **4.0 Economic Literacy**

##### **4.1 Identify emerging economic factors and incentives during the age of exploration.**

- Describe the entrepreneurial characteristics of early explorers (e.g., biographies of Columbus, Coronado). (c2.1)
- Recognize how the desire for wealth impacted trade, competition, and profit.(p)
- Identify technological and scientific developments that made sea exploration by latitude and longitude possible (e.g., maps, compass, sextant, astrolabe, seaworthy ships, chronometers, and gunpowder). (c2.1)

#### **5.0 Sociopolitical Literacy**

N/A

#### **6.0 Historical Thinking**

##### **6.1 Make historical connections by applying Language Arts literacy skills. (p)**

- Learn and use historical vocabulary from reading informational text of the time period (r1.0)
- Read historical text to answer questions and complete projects. (r2.0)
- Write narratives, persuasive letters or compositions, or research reports on a historical topic of the time period utilizing technology (w2.0, r3.0)

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# HISTORY / SOCIAL SCIENCE

## Level 5

### **COLONIZATION**

#### **1.0 Historical Literacy**

1.1 N/A

1.2 N/A

1.3 **Understand and trace the impact of events, people, and issues during the period of colonization.**

- Identify the major individuals and groups responsible for exploring and founding the various colonies and the reasons for their founding (e.g., John Smith and Virginia, Roger Williams and Rhode Island, William Penn and Pennsylvania, Lord Baltimore and Maryland, William Bradford and Plymouth, John Winthrop and Massachusetts). (c4.2)
- Explain how religious perspectives helped define colonies: Puritanism in Massachusetts, Anglicanism in Virginia, Catholicism in Maryland, Quakerism in Pennsylvania. (c4.3)
- Describe the significance of the First Great Awakening; shifting allegiances, and growth of tolerance and free exercise. (c4.4)
- Compare and contrast the issue of governing colonies from the British, Spanish and French perspectives. (c4.5)
- Trace the introduction of slavery into America and analyze the responses of slave families to their condition, the ongoing struggle between proponents and opponents of slavery, and the gradual institutionalization of slavery in the South . (c4.6)

1.4-1.7 N/A

#### **2.0 Cultural Literacy**

2.1 N/A

2.2 **Describe the diverse values, beliefs and ideas that were expressed during the colonization period.**

- Identify religious practices that were reflected in the colonies (e.g., Puritanism in Massachusetts, Anglicanism in Virginia, Catholicism in Maryland, and Quakerism in Pennsylvania). (c4.3)
- Explain the changing religious beliefs that occurred during the First Great Awakening. (c4.4)

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### 3.0 Geographic Literacy

#### 3.1 Describe how geography and climate influenced settlement choices and decisions during the colonization period.

- Identify factors that influenced location and principal setting of the original 13 colonies. (c4.1)

#### 3.2 Use geographic tools and documents to locate and record places and events.

- Locate the lands claimed by Spain, France, England, Portugal, the Netherlands, Sweden, and Russia on maps of North and South America. (c2.4)

### 4.0 Economic Literacy

#### 4.1 Identify economic factors and incentives that emerged during the colonization period.

- Analyze the work of men, women and children in the colonies. (p)
- Explain how farmers, fur traders, craftsmen, merchant, bankers, shipbuilders and traders impacted prosperity. (p)
- Recognize the role of tobacco and slavery related to labor, supply and demand. (p)

### 5.0 Sociopolitical Literacy

#### 5.1 Understand and describe the development of political and social institutions.

- Recognize how the British colonial period created the basis for the development of political self-government. (c4.5)
- Explain how the early democratic ideas and practices emerged during the colonial period, including the significance of representative assemblies (House of Burgesses), and town meetings.(c4.7)

5.2 N/A

5.3 N/A

### 6.0 Historical Thinking

#### 6.1 Make historical connections by applying Language Arts literacy skills. (p)

- Learn and use historical vocabulary from reading informational text of the time period (r1.0)
- Read historical text to answer questions and complete projects. (r2.0)
- Write narratives, persuasive letters or compositions, or research reports on a historical topic of the time period utilizing technology (w2.0, r3.0)

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# HISTORY / SOCIAL SCIENCE

## Level 5

### **REVOLUTION**

#### **1.0 Historical Literacy**

**1.1-1.3 N/A**

**1.4 Understand and trace the impact of events, people and issues that led to the Revolution.**

- Identify conflicts that were occurring before the Revolutionary War (e.g., the Pequot and King Philip's Wars in New England, the Powhatan Wars in Virginia, and the French and Indian War). (c3.3)
- Explore the political, religious, and economic ideas and interests that contributed to the Revolution (e.g., resistance to imperial policy, Stamp Act, Townshend Acts, tax on tea, Coercive Acts). (c5.1)
- Explain the significance of the first and second Continental Congress and the Committees of Correspondence. (c5.2)
- Identify the people and events associated with the drafting and signing of the Declaration of Independence and the document's significance, including the key political concepts it embodies, the origins of those concepts, and its role in severing ties with Great Britain. (c5.3)

**1.5 Understand the course and consequences of the American Revolution.**

- Identify key battles, campaigns and turning points of the Revolutionary War, the roles of leaders and alliances.(c6.1)
- Describe the views, lives, and impact of key individuals during this period (e.g., biographies of King George III, Patrick Henry, Thomas Jefferson, George Washington, Benjamin Franklin, and John Adams). (c5.4)
- Describe the contributions of France and other nations and individuals to the outcome of the Revolution (e.g., Benjamin Franklin's negotiations with the French, the French navy, the Treaty of Paris, The Netherlands, Russia, Marquis de Lafayette, Kosciuszko, and Baron von Steuben,). (c6.2)
- Describe the different roles women played during the Revolution (e.g., Abigail Adams, Martha Washington, Molly Pitcher, Phillis Wheatley, and Mercy Otis Warren). (c6.3)

**1.6-1.7 N/A**

#### **2.0 Cultural Literacy**

**2.1 N/A**

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### **3.0 Geographic Literacy**

3.1 N/A

3.2 Use geographic tools and documents to locate and record places and events.

- Identify and map the major military battles. (c6.1)

### **4.0 Economic Literacy**

4.1 Identify emerging economic factors and incentives during the revolutionary period.

- Explain personal economic hardship on families, problems of financing the war, wartime inflation, and laws against hoarding and profiteering. (c6.4)
- Explain the difference between economies and systems of government (4.5)

### **5.0 Sociopolitical Literacy**

5.1 Understand and describe the development of political and social institutions during the revolutionary period.

- Explain how political, religious, and economic ideas and interests were causes of the Revolution (e.g., resistance to imperial policy, Stamp Act, Townshend Acts, tax on tea, and Coercive Acts).(c5.1)
- Understand how the ideals of the Declaration of Independence changed the way people viewed slavery. (c6.7)

5.2 N/A

5.3 N/A

### **6.0 Historical Thinking**

6.1 Make historical connections by applying Language Arts literacy skills.

- Learn and use historical vocabulary from reading informational text of the time period (r1.0)
- Read historical text to answer questions and complete projects. (r2.0)
- Write narratives, persuasive letters or compositions, or research reports on a historical topic of the time period utilizing technology (w2.0, r3.0)

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# HISTORY / SOCIAL SCIENCE

## Level 5

### **CONSTITUTION AND THE REPUBLIC**

#### **1.0 Historical Literacy**

1.1-1.5 N/A

#### **1.6 Understand the development and significance of the United States Constitution.**

- Explain how state constitutions established after 1776 embodied the ideals of the American Revolution and helped serve as models for the U.S. Constitution. (c6.5)
- Explain the significance of land policies developed under the Continental Congress (e.g., sale of western lands, the Northwest Ordinance of 1787) and their impact on American Indian land. (c6.6)
- Describe how the ideals of the Declaration of Independence changed the way people viewed slavery. (c6.7)
- Identify the shortcomings set forth by the Articles of Confederation’s critics. (c7.1)
- Analyze and explain the significance of the new Constitution of 1787, including the struggles over its ratification and the reasons for the addition of the Bill of Rights. (c7.2)

1.7 N/A

#### **2.0 Cultural Literacy**

#### **2.1 Describe the diverse values, beliefs and ideas that were expressed during the westward expansion.**

- Know the songs, “America the Beautiful” and “The Star Spangled Banner”. (c7.6)

#### **3.0 Geographic Literacy**

N/A

#### **4.0 Economic Literacy**

N/A

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## **5.0 Sociopolitical Literacy**

**5.1 N/A**

**5.2 Understand the consequences associated with the development of the U.S. Constitution and its significance as the foundation of the American Republic.**

- Identify the shortcomings set forth of the Articles of Confederation. (c7.1)
- Explain the significance of the new Constitution of 1787, including the struggles over its ratification and the reasons for the addition of the Bill of Rights. (c7.2)
- Analyze the fundamental principles of American constitutional democracy including how the government derives its power from the people, and the importance of individual liberty. (c7.3)
- Explain how the Constitution is designed to secure our liberty by both empowering and limiting central government; the powers granted to the citizens, Congress, the President, the Supreme Court, and those reserved to the states. (c7.4)
- Explain and provide examples of the meaning of the American creed that calls on citizens to safeguard the liberty of individual Americans within a unified nation, to respect the rule of law, and to preserve the Constitution. (c7.5)

## **6.0 Historical Thinking**

**6.1 Make historical connections by applying Language Arts Literacy skills.**

- Learn and use historical vocabulary from reading informational text of the time period (r1.0)
- Read historical text to answer questions and complete projects. (r2.0)
- Write narratives, persuasive letters or compositions, or research reports on a historical topic of the time period utilizing technology (w2.0, r3.0)

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# HISTORY / SOCIAL SCIENCE

## Level 5

### **WESTWARD EXPANSION**

#### **1.0 Historical Literacy**

1.1-1.6 N/A

##### **1.7 Understand and describe the impact of migration and westward expansion.**

- Describe the waves of immigrants from Europe between 1789 and 1850 and the modes of transportation used to advance into the Ohio and Mississippi Valley and through the Cumberland Gap (e.g., overland wagons, canals, flatboats, steamboats). (c8.1)
- Describe how and when California, Texas, Oregon and other western lands became part of the U.S., including the significance of the Texas War for Independence and the Mexican-American War. (c8.6)
- Compare westward migrations with migrations of Mexican settlers into the West and Southwest. (p)

#### **2.0 Cultural Literacy**

##### **2.1 Describe the diverse values, beliefs and ideas that were expressed during the westward expansion.**

- Identify contributions immigrants made in art, music, literature, science, medicine, technology and education. (p)

#### **3.0 Geographic Literacy**

##### **3.1 Use geographic tools and documents to locate and record places and events.**

- Locate the current 50 states and the names of their capitals. (c5.9.)

##### **3.2 Trace the Westward Expansion movement.**

- Locate the routes and features of the explorations of the Trans-Mississippi West following the Louisiana Purchase (e.g., draw from maps, biographies and journals of Lewis & Clark, Zebulon Pike, and John Fremont). (c8.3)
- Identify the location of the routes and the experiences on the overland trails to the West: location of the routes, purpose of each journey; the influence of terrain, rivers, vegetation, and climate; life in the territories at the end of these trails. (c8.4)
- Trace the continued migration of Mexican settlers into Mexican territories of the West and Southwest. (c8.5)

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#### **4.0 Economic Literacy**

##### **4.1 Identify emerging economic factors and incentives during the westward expansion.**

- Recognize how the mode of transportation influenced the economic incentives as people moved westward from the Ohio, Mississippi Valley and through the Cumberland Gap (wagons, land, flatboats, and steamboats). (c8.0)

#### **5.0 Sociopolitical Literacy**

##### **5.1 N/A**

#### **6.0 Historical Thinking**

##### **6.1 Make historical connections by applying Language Arts literacy skills. (p)**

- Learn and use historical vocabulary from reading informational text of the time period (r1.0)
- Read historical text to answer questions and complete projects. (r2.0)
- Write narratives, persuasive letters or compositions, or research reports on a historical topic of the time period utilizing technology (w2.0, r3.0)

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