

GRADE 5

UNITED STATES HISTORY AND GEOGRAPHY: BEGINNINGS TO 1870

The fifth-grade curriculum presents the story of the development of the nation, with emphasis from Pre-1600 to 1850. This course focuses on one of the most remarkable stories in history: the creation of a new nation, populated by immigrants from all parts of the globe and governed by institutions founded on the Judeo-Christian heritage, the ideals of the Enlightenment, and English traditions of self-government. This experiment was inspired by the innovative dream of building a new society, a new order for the ages, in which the promises of the Declaration of Independence would be realized. Whenever possible, events should be seen through the eyes of participants--such as explorers, American Indians, colonists, free blacks and slaves, women, children, and pioneers. The narrative for the year must reflect the experiences of different racial, religious, and ethnic groups.

The Land and People Before Columbus

In this unit students examine major pre-Columbian settlements: Mayan, Aztec, and Inca; the cliff dwellers and pueblo people of the desert Southwest; the American Indians of the Pacific Northwest; the nomadic tribes of the Great Plains; and the woodland peoples east of the Mississippi. Students should learn how these people adjusted to their natural environment; developed an economy and system of government; and expressed their culture in art, music, and dance. Students should be introduced to the rich mythology and literature of American Indian cultures.

Age of Exploration

In this unit students will concentrate on European explorers who sought trade routes, economic gain, adventure, national glory, and —the greater glory of God. Tracing the routes of these explorers on the globe should encourage discussion of Europe's innovative use of technological developments that were invented by other civilization--inventions that made this age of exploration possible: the compass, the astrolabe, and seaworthy ships. Students will examine the relationships between European explorers and indigenous peoples.

Indigenous Peoples and Colonist

In this unit students will examine the relationship between indigenous peoples and the early colonists. Students will examine the power struggle and conflicts between the European powers and the Indian nations for control of North America prior to the Revolutionary War.

Settling the Colonies

A brief survey should be made of English, French, Portuguese, and Spanish colonization in the New World, including the influence of location and physical setting on the founding of the original 13 colonies. Major emphasis should then be placed on the English colonies, where the political values and institutions of the new nation were shaped. Students will compare and contrast the New England, Middle, and Southern colonies, examining the political, religious, social, and economic institutions that evolved during this time. Students will identify the major individuals and groups responsible for the founding of the various colonies and the reasons for their founding.

Causes of the American Revolution

Students will examine how political, religious, and economic ideas and interests brought about the Revolution, including the views, lives, and impact of key individuals during this period. Students should learn about the importance of the French and Indian War in shattering French power in North

America. The English attempt to reserve the land west of the Appalachians for the inland Indian nations failed.

Each effort by the British to impose their will on the colonies resulted in a strong counter reaction and a growing spirit of independence. Students should become familiar with the Stamp Act of 1765 and the outraged colonial reaction to it; the Townshend Acts that again stirred protest and led to the Boston Massacre; and the tax on tea that provoked the Boston Tea Party. Parliament's efforts to repress dissent led to the first Continental Congress of 1774 and the Committees of Correspondence that established communication among the colonies and developed a national consciousness. Students should understand the Declaration of Independence with its idealistic statements that all men are created equal and that governments derive their just power from the consent of the governed.

The War for Independence

America's War for Independence would change the world. While some colonists fought for independence from British rule, others remained loyal to King George III. Major events in the Revolution should be vividly described, including the battles of Bunker Hill, Lexington, and Concord; the selection of George Washington to command the army; and Patrick Henry's famous appeal to his fellow legislators to support the fight. The role of free blacks in the battles of the American Revolution should be considered. Students should learn about Abigail Adams, Molly Pitcher, Nathan Hale, and Benedict Arnold. Students should understand the significance of the events at Valley Forge, the alliance with France, and the final battle at Yorktown. Students should be familiar with the hardships faced by colonists during the war.

After the war, the northeastern and Middle Atlantic States abolished slavery, and the Northwest Ordinance of 1787 banned slavery from the new territories north of the Ohio River. The antislavery movement did not, however, significantly affect the South, where nine out of ten American slaves lived.

The Constitution

Following the revolution, the colonies struggled with their identity. The Articles of Confederation were inadequate as a framework for a new nation. Dissatisfaction with the Articles of Confederation, culminating with Shay's Rebellion, ultimately led to the writing of the Constitution in 1787. Students should become familiar with the tenets of the American creed by discussing the meaning of key phrases in the Constitution and the Bill of Rights. Students should understand how the Constitution is designed to secure our liberty by both empowering and limiting central government, and understand the roles of and relationships among the executive, legislative, and judicial branches.

Life in the Young Republic and Westward Expansion

In this unit, students examine the daily lives of those who built the young republic under the new 35

Constitution. Between 1789 and 1850, new waves of immigrants arrived from Europe--mostly English, Scots-Irish, Irish, and Germans. Traveling by overland wagons, canals, flatboats, and steamboats, these newcomers advanced into the fertile Ohio and Mississippi valleys and through the Cumberland Gap to the South. Students should learn about the Louisiana Purchase and the expeditions of Lewis and Clark and of John C. Fremont.

Students should learn about the resistance of American Indian tribes to encroachments by settlers and about the government's policy of Indian removal to lands west of the Mississippi, including the story of the Cherokees' —Trail of Tears. Students learn about the advance of pioneer settlements beyond the Mississippi. The flow of migration westward included grizzled fur traders and mountain men, settlers heading for Texas, Mormon families on their way to the new Zion in Utah, Midwestern farmers moving to western Oregon's fertile valleys, and 49ers bound for the Mother Lode region of California. Not to be forgotten are the whalers, New England sailors engaged in the hide and tallow trade with California, and the sea traders in furs (sea otter and seal) who supplied their clipper ships around Cape Horn and westward to the Pacific. Students should compare this Oregon Trail with the California overland trail, the trail to Santa Fe, and the trail to Texas, comparing each time the purpose of the journey; where the trail ran; the influence of geographic terrain, rivers, vegetation, and climate; and life in the territories at the end of these trails. While learning about life on the trail, students should discuss the reactions of the American Indians to the increasing migration and the reasons for their growing concern.

Pioneer women played varied roles in coping with the rigors of daily life on the frontier. Many slave women gained their freedom in the West. In recognition of the new status that western women achieved, Wyoming in 1869 became the first state to grant suffrage to women. Students will also examine America's international conflicts up until 1850, including the War of 1812 and the Mexican-American War.

Pre Civil War

The writing of the Constitution through the movement and growth of the nation Westward set the foundation of the Civil War. Students should be able to recognize that parts of the Constitution helped develop a strong tension between Northern and Southern states. This tension was only escalated during the Industrial revolution when Eli Whitney's Cotton Gin made cotton the most lucrative crop in the south. Additionally, students should be able to recognize that Congressional events such as the Missouri Compromise and the Kansas-Nebraska Act set the stage for unrest in the Country. Students will also examine the role abolitionists, participants on the Underground Railroad, and Abraham Lincoln played in this Pre-Civil War era.

Civil War

Students will examine the main points of the American Civil War. These points should include major battles and war heroes from both sides. Additionally, students will be able to recognize the strengths and weaknesses of both armies. Strategies including the "Anaconda Plan," will be thoroughly discussed to ensure students develop a strong understanding of the war. Students will examine political events such as the Emancipation Proclamation and the Gettysburg Address and their impact on the war. Also in the unit, students will learn about the assassination of President Lincoln and the struggles of reconstructing a country torn apart by war.

Conclusion

After a year of studying American history, students should be able to reflect on the ethical content of the nation's principles and on America's promise to its citizens--the promise of a democratic government in which the rights of the individual are protected by the government, by a free press, and by an informed public. America's ideals are closely related to the nature of American Society. We are strong because we are united in a pluralistic society of many races, cultures, and ethnic groups; we have built a great nation because we have learned to live in peace with each other, respecting each other's right to be different and supporting each other as members of a common community.

Students should understand that the American creed calls on them to safeguard their freedoms and those of their neighbors, to value the nation's diversity, to work for change within the framework of law, and to do their part as citizens in contributing to the welfare of their community. Students should reflect on the importance of living up to the nation's ideals and the importance of participating in the unfinished struggle to make these principles and ideals a reality for all.

GRADE LEVEL: 5 th Grade	
Grade 5: Topics by Quarter Quarter 1: Indigenous People Pre- Columbus Age of Exploration Quarter 2: Settling Colonies Causes of the American Revolution Quarter 3: War of Independence Constitution Quarter 4: Westward Expansion Pre Civil War Civil War ESSENTIAL QUESTIONS: <ul style="list-style-type: none">• What were the consequences of contact between tribal nations and western Europeans?	OPI MONTANA STANDARDS THE SOCIAL STUDIES CONTENT STANDARDS FOR FIFTH GRADE <ol style="list-style-type: none">1. The civics and government content standards for fifth grade are that each student will:<ol style="list-style-type: none">a. examine the origins, ideals, and purposes of rules, laws, and key U.S. constitutional provisions and other foundational documentsb. use deliberative processes when engaging in civic participation within the 5 classroom or schoolc. distinguish between the responsibilities of local, state, tribal, and national governmentsd. explain how democracy relies upon active and responsible participation of citizense. describe the basic duties of the three branches of government2. The economics content standards for fifth grade are that each student will:

<ul style="list-style-type: none">● What were the consequences of colonization on the original inhabitants?● What were the key issues leading to The Revolutionary War?● How did the Iroquois Confederacy influence the philosophies of The Constitution?● How did moving further west into the land of original people affect the Young Republic?	<ul style="list-style-type: none">a. explain how people have to make choices between wants and needs and evaluate the outcomes or consequences of those choices.b. identify positive and negative incentives that influence the decisions people makec. identify resources that are used to produce goods and services.d. explain the role of money in the exchange of goods and servicese. describe the role of manufacturing and agriculture in the economy of the United State.f. describe how interest rates impact economic decision making <p>3. The geography content standards for fifth grade are that each student will:</p> <ul style="list-style-type: none">a. identify and label US states, territories and their capitals/major cities.b. create, organize and present geographic information to show settlement patterns in the United States, including impacts on tribal landsc. analyze environmental and technological events and conditions that impact human settlements and migration <p>4. The history content standards for fifth grade are that each student will:</p> <ul style="list-style-type: none">a. interpret data presented in timelinesb. understand the inter-relationship of chronological historical eventsc. identify roles of individuals and groups and their impact on U.S. and tribal historical eventsd. understand the unique historical perspectives of American Indians
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e. analyze historical documents and their impact on tribes and their sovereignty

COMMON CORE LITERACY STANDARDS FOR SOCIAL STUDIES

READING (Informational)

RI.KI.1 Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.

RI.KI.2 Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.

RI.KI.3 Explain the relationships or interactions between two or more individuals, events, ideas, or concepts in a historical, scientific, or technical text based on specific information in the text.

RI.CS.4 Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 5 topic or subject area.

RI.CS.5 Compare and contrast the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in two or more texts.

RI.CS.6 Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent.

RI.IK.7 Draw on information from multiple print or digital sources, demonstrating the ability to locate an answer to a question quickly or to solve a problem efficiently.

RI.IK.8 Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point(s).

RI.IK.9 Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably.

RI.RR.10 By the end of the year, read and comprehend informational texts, including

WRITING

WR.TT.1a Write opinion pieces on topics or texts, supporting a point of view with reasons and information: Introduce a topic or text clearly, state an opinion, and create an organizational structure in which ideas are logically grouped to support the writer's purpose.

WR.TT.1b Write opinion pieces on topics or texts, supporting a point of view with reasons and information: Provide logically ordered reasons that are supported by facts and details.

WR.TT.1c Write opinion pieces on topics or texts, supporting a point of view with reasons and information: Link opinion and reasons using words, phrases, and clauses (e.g., consequently, specifically).

WR.TT.1d Write opinion pieces on topics or texts, supporting a point of view with reasons and information: Provide a concluding statement or section related to the opinion presented.

WR.TT.2a Write informative/explanatory texts to examine a topic and convey ideas and information clearly: Introduce a topic clearly, provide a general observation and focus, and group related information logically; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension.

WR.TT.2b Write informative/explanatory texts to examine a topic and convey ideas and information clearly: Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.

WR.TT.2c Write informative/explanatory texts to examine a topic and convey ideas and information clearly: Link ideas within

<p>history/social studies, science, and technical texts, at the high end of the grades 4–5 text complexity band independently and proficiently.</p>	<p>and across categories of information using words, phrases, and clauses (e.g., in contrast, especially).</p> <p>WR.TT.2d Write informative/explanatory texts to examine a topic and convey ideas and information clearly: Use precise language and domain-specific vocabulary to inform about or explain the topic.</p> <p>WR.TT.2e Write informative/explanatory texts to examine a topic and convey ideas and information clearly: Provide a concluding statement or section related to the information or explanation presented.</p> <p>WR.TT.3a Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences: Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.</p> <p>WR.TT.3b Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences: Use narrative techniques, such as dialogue, description, and pacing, to develop experiences and events or show the responses of characters to situations.</p> <p>WR.TT.3c Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences: Use a variety of transitional words, phrases, and clauses to manage the sequence of events.</p>
<p>IEFA: ESSENTIAL UNDERSTANDINGS</p>	<p>GRADES 3-5: FOCUS AREAS (MONTANA)</p>
<p>MONTANA CODE ANNOTATED 20-1-501 Indian Education for All Recognition of American Indian cultural heritage—legislative intent. (1) It is the constitutionality declared policy of this state to recognize the distinct and unique</p>	<p>Grade Five: Learner Competencies 5.1 Students describe the major pre-Columbian settlements, including Mayan, Aztec, and Inca, the cliff dwellers and pueblo people of the desert Southwest, the American Indians of the Pacific Northwest, the nomadic nations of the Great Plains, and the</p>

cultural heritage of American Indians and to be committed in its educational goals to the preservation of their cultural heritage.

(2) It is the intent of the legislature that in accordance with Article X, section 1(2), of the Montana constitution:

(a) Every Montana, whether Indian or non-Indian, be encouraged to learn about the distinct and unique heritage of American Indians in a culturally-responsive manner; and

(b) Every educational agency and all educational personnel will work cooperatively with Montana tribes or those tribes that are in close proximity, when providing instruction or when implementing an educational goal or adopting a rule related to the education of each Montana citizen, to include information specific to the cultural heritage and contemporary contributions of American Indians, with particular emphasis on Montana Indian tribal groups and governments.

(3) It is also the intent of this part, predicated on the belief that all school personnel should have an understanding and awareness of Indian tribes to help them relate effectively with Indian students and parents, that educational personnel provide means by which school personnel will gain an understanding of and appreciation for the American Indian people.

History: En. Sec. 1, Ch. 527, L. 1999.

1. Lesson Plans for incorporating IEFA can be found at numerous locations, including www.opi.mt.gov

woodland peoples east of the Mississippi River.

1. Describe how geography and climate influenced the way various Indian nations lived and adjusted to the natural environment, including locations of villages, the distinct structures that they built, and how they obtained food, clothing, tools, and utensils.
2. Describe the varied customs and folklore traditions of the Indian nations.
3. Explain the varied economies and systems of Indian governments.

5.2 Students trace the routes of early explorers and describe the early explorations of the Americas.

1. Describe the entrepreneurial characteristics of early explorers (for example, Christopher Columbus, Francisco Vásquez de Coronado) and the technological developments that made sea exploration by latitude and longitude possible (for example, compass, sextant, astrolabe, seaworthy ships, chronometers, gunpowder).
2. Explain the aims, obstacles, and accomplishments of the explorers, sponsors, and leaders of key European expeditions and the reasons Europeans chose to explore and colonize the world (for example, the Spanish Reconquista, the Protestant Reformation, and the Counter Reformation).
3. Trace the routes of the major land explorers of the United States, the distances traveled by explorers, and the Atlantic trade routes that linked Africa, the West Indies, the British colonies, and Europe, and the search for the Northwest Passage.
4. Locate on maps of North and South America land claimed by Spain, France, England, Portugal, the Netherlands, Sweden, and Russia.
5. Students will examine the relationships between European explorers and indigenous people.

5.3 Students describe the cooperation and conflict that existed among the American

Indians and between the Indian nations and the new settlers.

1. Describe the competition among the English, French, Spanish, Dutch, and Indian nations for control of North America.
2. Describe the cooperation that existed between the colonists and Indians during the 1600s and 1700s (for example, in agriculture, the fur trade, military alliances, treaties, cultural interchanges).
3. Examine the conflicts before the Revolutionary War (for example, the Pequot and King Philip's Wars in New England, the Powhatan Wars in Virginia, the French and Indian War).
4. Describe the internecine Indian conflicts, including the competing claims for control of lands (for example, actions of the Iroquois, Huron, Lakota [Sioux]).

5.4 Students understand the political, religious, social, and economic institutions that evolved in the colonial era.

1. Understand the influence of location and physical setting on the founding of the original 13 colonies, and identify on a map the locations of the colonies and of the American Indian nations already inhabiting these areas.
2. Identify the major individuals and groups responsible for the founding of the various colonies and the reasons for their founding (for example, John Smith, Virginia; Roger Williams, Rhode Island; William Penn, Pennsylvania; Lord Baltimore, Maryland; William Bradford, Plymouth; John Winthrop, Massachusetts).
3. Describe the religious aspects of the earliest colonies (for example, Puritanism in Massachusetts, Anglicanism in Virginia, Catholicism in Maryland, Quakerism in Pennsylvania).
4. Identify the significance and leaders of the First Great Awakening, which marked a shift in religious ideas, practices, and allegiances in the colonial period, the growth of religious toleration, and free exercise of religion.

5. Understand how the British colonial period created the basis for the development of political self-government and a free-market economic system and the differences between the British, Spanish, and French colonial systems.

6. Describe the introduction of slavery into America, 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.

7. Explain the early democratic ideas and practices that emerged during the colonial period, including the significance of representative assemblies and town meetings.

5.5 Students explain the causes of the American Revolution.

1. Understand how political, religious, and economic ideas and interests brought about the Revolution (for example, resistance to imperial policy, the Stamp Act, the Boston Massacre, the Townshend Acts, taxes on tea, Coercive Acts).

2. Know the significance of the first and second Continental Congresses and of the Committees of Correspondence.

3. Understand 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.

4. Describe the views, lives, and impact of key individuals during this period (for example, King George III, Patrick Henry, Thomas Jefferson, George Washington, Benjamin Franklin, John Adams, and Thomas Paine).

5.6 Students understand the course and consequences of the American Revolution.

1. Identify and map the major military battles, campaigns, and turning points of the Revolutionary War, the roles of the American and British leaders, and the Indian leaders' alliances on both sides.

2. Describe the contributions of France and other nations and of individuals to the outcome of the Revolution (for example, Benjamin Franklin's negotiations with the French, the French navy, the Treaty of Paris, The Netherlands, Russia, the Marquis Marie Joseph de Lafayette, Tadeusz Kósciuszko, Baron Friedrich Wilhelm von Steuben).

3. Identify the different roles women played during the Revolution (for example, Abigail Adams, Martha Washington, Molly Pitcher, Phillis Wheatley, and Mercy Otis Warren).

4. Understand the personal impact and economic hardship of the war on families, problems of financing the war, wartime inflation, and laws against hoarding goods and materials and profiteering.

5. Explain how state constitutions that were established after 1776 embodied the ideals of the American Revolution and helped serve as models for the U.S. Constitution.

6. Demonstrate knowledge of the significance of land policies developed under the Continental Congress (for example, sale of western lands, the Northwest Ordinance of 1787) and those policies' impact on American Indians' land.

7. Understand how the ideals set forth in the Declaration of Independence changed the way people viewed slavery.

5.7 Students describe the people and events associated with the development of the U.S. Constitution and analyze the Constitution's significance as the foundation of the American republic.

1. List the shortcomings of the Articles of Confederation as set forth by their critics.

2. 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.

3. Understand the fundamental principles of American constitutional democracy, including how the government derives its power from the people and the primacy of individual liberty.

4. Understand how the Constitution is designed to secure our liberty by both empowering and limiting central government and compare the powers granted to citizens, Congress, the president, and the Supreme Court with those reserved to the states.

5. Discuss 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.

6. Know the songs that express American ideals (for example, —America the Beautiful, —The Star Spangled Banner).

5.8 Students trace the colonization, immigration, and settlement patterns of the American people from 1789 to the mid-1800s, with emphasis on the role of economic incentives, effects of the physical and political geography, and transportation systems.

1. Discuss the waves of immigrants from Europe between 1789 and 1850 and their modes of transportation into the Ohio and Mississippi Valleys and through the Cumberland Gap (for example, overland wagons, canals, flatboats, and steamboats).

2. Name the states and territories that existed in 1850 and identify their locations and major geographical features (for example, mountain ranges, and principal rivers, dominant plant regions).

3. Demonstrate knowledge of the explorations of the trans-Mississippi West following the Louisiana Purchase (for example, Meriwether Lewis and William Clark, Zebulon Pike, John Fremont).

4. Discuss the role of broken treaties and massacres and the factors that led to the Indians' defeat, including the resistance of Indian nations to encroachments and assimilation (for example, the story of the Trail of Tears).

5. Discuss the experiences of settlers on the overland trails to the West (for example, location of the routes; purpose of the journeys;

	<p>the influence of the terrain, rivers, vegetation, and climate; life in the territories at the end of these trails).</p> <p>6. Explain the influence and achievements of significant leaders of the time (for example, John Marshall, Andrew Jackson, Chief Tecumseh, Chief Logan, Chief John Ross, Sequoyah).</p> <p>7. Students will also examine America's international conflicts up until 1850, including the War of 1812 and the Mexican-American War.</p>
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(Curriculum last reviewed 4/22/20)