

Nashoba Regional School District

HISTORY AND SOCIAL SCIENCE

**Standards and Benchmarks
Grade 5**



Nashoba Regional School District History and Social Science Standards and Benchmarks, 2008.

Work in this document is based upon the standards outlined in the Massachusetts History and Social Science Framework, August 2003.

History and Social Studies by Grade Level

Grade 5

Massachusetts Curriculum Frameworks (August 2003)

United States History, Geography, Economics, and Government: Early Exploration to Westward Movement

Grade Five Focus: The four disciplines of history, geography, economics, and civics & government are embedded in content.

Concepts and Skills to be addressed:

Fifth grade students will study the major pre-Columbian civilizations in the New World; the 15th and 16th century European explorations around the world, in the western hemisphere, and in North America in particular; the earliest settlements in North America; and the political, economic, and social development of the English colonies in the 17th and 18th centuries. Students will also study the early development of democratic institutions and ideas, including the ideas and events that led to the independence of the original thirteen colonies and the formation of a national government under the U.S. Constitution. The purpose of the grade 5 curriculum is to give students their first concentrated study of the formative years of U.S. history.

Big Ideas:

Specialized maps provide information such as population, income, and climate change. (H,C,G,E)

The first explorers had different motivations, had different sponsors, and met different successes. (H,G,E)

Civilizations rise and fall. (H,G,E)

The Revolutionary War and the Constitution gave Americans the freedom to govern themselves. (H) (Note: *This Big Idea is continued from grade 3)

Historical figures and philosophies laid the foundations for the system of government under which we live. (C,G)

People form governments to establish order, provide security, and accomplish common goals. (C,G)

The Constitution of the United States establishes a government of limited powers that are shared among different levels and branches. (C,G)

All citizens of the United States have certain rights and responsibilities as members of a democratic society. (C,G)

Becoming a major state or federal official brings with it responsibility and powers. (C)

Supply and demand impacted the prices of goods and services during colonial times. (E)

Essential Questions:

In relation to Time and Events:

What is the difference between a political and topographical map?

What kinds of information can be gleaned from a specialized map?

What can you learn about historical events from a timeline?

Essential Questions – continued:

In relation to Civics and Government:

What do the following government terms mean? *Citizen, suffrage, rights, representation, federal state, county, and municipal?*

What types of responsibilities and powers come with being a federal or state official?

How is your town government structured?

In relation to Economics:

What is the relationship between profit and entrepreneurship?

Why were Benjamin Franklin and Peter Faneuil considered colonial entrepreneurs?

How did the availability of a resource impact its cost during colonial times (e.g., fur, lumber, fish, and meat)?

In relation to a study of Early Civilizations of the New World and European Exploration:

What motivated the first explorers?

What challenges did the first explorers encounter?

Do explorers exist today?

How do maps of the modern world differ from historical maps of the world before the Age of Exploration?

What factors contribute to the rise and fall of a civilization?

How did the coming of the Europeans change life for the Native Americans?

How is our life the same and different from those who were here before us?

In relation to the Growth and Formation of our Nation:

If you set up the rules to run an entire country, how could you maintain order and still be fair to everyone?

Does the land shape the people, or do people shape the land?

What did it mean to be an American in the 18th Century?

To what extent did the American Revolution create the new American Identity?

How do the Constitution and the Bill of Rights preserve the principles of American democracy?

How are the responsibilities of government different at the federal, state, and local levels?

If there had been television and radio news broadcasts throughout the 1700's, what themes would you have heard over and over?

By the end of FIFTH Grade, students should be able to answer the Essential Questions above and apply knowledge and concepts attained to be able to:

PRE-COLUMBIAN CIVILIZATIONS OF THE NEW WORLD AND EUROPEAN EXPLORATION, COLONIZATION, AND SETTLEMENT TO 1700

- Describe the earliest explorations of the New World by the Vikings, the period and locations of their explorations, and the evidence for them. (5.1/ H,G)
- Identify the three major pre-Columbian civilizations that existed in Central and South America (Maya, Aztec, and Inca) and their locations. Describe their political structures, religious practices, and use of slaves. (5.2/H, G, E)

PRE-COLUMBIAN CIVILIZATIONS ... - continued:

- Explain why trade routes to Asia were closed in the 15th century and be able to trace the voyages of at least four explorers listed below. Describe what each explorer sought when he began his journey, what he found, and how his discoveries changed the image of the world, especially the maps used by explorers. (5.3 /H,G,E)
 - A. Vasco Nuñez de Balboa
 - B. John and Sebastian Cabot
 - C. Jacques Cartier
 - D. Samuel de Champlain
 - E. Christopher Columbus
 - F. Henry Hudson
 - G. Ferdinand Magellan
 - H. Juan Ponce de Leon
 - I. Amerigo Vespucci

- Explain why the Aztec and Inca civilizations declined in the 16th century. (5.4/H)
 - A. the encounters between Cortez and Montezuma
 - B. the encounters between Pizarro and the Incas
 - C. the goals of the Spanish conquistadors
 - D. the effects of European diseases, particularly smallpox, throughout the Western hemisphere

- Describe the goals and extent of the Dutch settlement in New York, the French settlements in Canada, and the Spanish settlements in Florida, the Southwest, and California. (5.5/H)

- Explain the early relationship of the English settlers to the indigenous peoples, or Indians, in North America, including the differing views on ownership or use of land and the conflicts between them (e.g., the Pequot and King Philip's Wars in New England). (5.6/H, G, E)

- Identify some of the major leaders and groups responsible for the founding of the original colonies in North America. (5.7/H, C)
 - A. Lord Baltimore in Maryland
 - B. William Penn in Pennsylvania
 - C. John Smith in Virginia
 - D. Roger Williams in Rhode Island
 - E. John Winthrop in Massachusetts

- Identify the links between the political principles and practices developed in ancient Greece and such political institutions and practices as written constitutions and town meetings of the Puritans. (5.8/H, C)

- Explain the reasons that the language, political institutions, and political principles of what became the United States of America were largely shaped by English colonists even though other major European nations also explored the New World. (5.9/H, C)

PRE-COLUMBIAN CIVILIZATIONS ... - continued:

- A. the relatively small number of colonists who came from other nations besides England
- B. long experience with self-government
- C. the high rates of literacy and education among the English colonial leaders
- D. England's strong economic, intellectual, and military position

THE POLITICAL, INTELLECTUAL, AND ECONOMIC GROWTH OF THE COLONIES, 1700-1775

- On a map of North America, identify the first 13 colonies and describe how regional differences in climate, types of farming, populations, and sources of labor shaped their economies and societies through the 18th century. (5.10/H, G, E)
- Explain the importance of maritime commerce in the development of the economy of colonial Massachusetts, using the services of historical societies and museums as needed. (5.11/H, E)
 - A. the fishing and shipbuilding industries
 - B. trans-Atlantic trade
 - C. the port cities of New Bedford, Newburyport, Gloucester, Salem, and Boston
- Explain the causes of the establishment of slavery in North America. Describe the harsh conditions of the Middle Passage and slave life, and the responses of slaves to their condition. Describe the life of free African Americans in the colonies. (5.12/H, G, E, C)
- Identify the founders and the reasons for the establishment of educational institutions in the colonies (grammar schools and colleges such as Harvard and the College of William and Mary). (5.13/H)
- Explain the development of colonial governments and describe how these developments contributed to the Revolution. (5.14/H, G, E, C)
 - A. legislative bodies
 - B. town meetings
 - C. charters on individual freedom and rights
- Explain the reasons for the French and Indian War, how it led to an overhaul of British imperial policy, and the colonial response to these policies. (5.15/H, C, E)
 - A. Sugar Act (1764)
 - B. Stamp Act (1765)
 - C. Townsend Duties (1767)
 - D. Tea Act (1773) and the Intolerable Acts (1774)
 - E. the slogan, "no taxation without representation"
 - F. the roles of the Stamp Act Congress, the Sons of Liberty, and the Boston Tea Party (1773)

THE REVOLUTION AND THE FORMATION OF A FEDERAL GOVERNMENT UNDER THE CONSTITUTION, 1775-1789

- Explain the meaning of the key ideas on equality, natural rights, the rule of law, and the purpose of government contained in the Declaration of Independence. (5.16/H, C, E)
- Describe the major battles of the Revolution and explain the factors leading to American victory and British defeat. (5.17/H)
 - A. Lexington and Concord (1775)
 - B. Bunker Hill (1775)
 - C. Saratoga (1777)
 - D. Valley Forge (1777-1778)
 - E. Yorktown (1781)
- Describe the life and achievements of important leaders during the Revolution and the early years of the United States. (5.18/H, C)
 - A. John Adams
 - B. Benjamin Franklin
 - C. King George III
 - D. Alexander Hamilton
 - E. Thomas Jefferson
 - F. James Madison
 - G. George Washington
- Identify the Constitution of the Commonwealth of Massachusetts, including its date, its primary author (John Adams), and the basic rights it gives to citizens of the Commonwealth. (5.19/ C)
- Explain the reasons for the adoption of the Articles of Confederation in 1781 and for its later failure. (5.20/ H, C)
- Describe Shays's Rebellion of 1786-1787 and explain why it was one of the crucial events leading to the Constitutional Convention. (5.21/ H, E, C)
- Identify the various leaders of the Constitutional Convention and describe the major issues they debated. (5.22/ H,E,C)

THE PRINCIPLES AND INSTITUTIONS OF AMERICAN CONSTITUTIONAL GOVERNMENT

- Describe the responsibilities of government at the federal, state, and local levels (e.g., protection of individual rights and the provision of services such as law enforcement and the building and funding of schools). (5.23/C)
- Explain how the U.S. Constitution came to be adopted. (5.24/ C)
 - A. individual rights and responsibilities
 - B. equality
 - C. the rule of law

THE PRINCIPLES AND INSTITUTIONS - continued:

- D. limited government
- E. representative democracy
- Identify the three branches of the United States government as outlined by the Constitution, describe their functions and relationships, and identify what features of the Constitution were unique at the time (e.g., the presidency and the independent judiciary). (5.25/H, C)
- Identify the rights in the Bill of Rights and explain the reasons for its inclusion in the Constitution in 1791. (5.26/H, C)
- Explain how American citizens were expected to participate in, monitor, and bring about changes in their government over time, and give examples of how they continue to do so today. (5.27/H, C)
- Identify the changes in voting qualifications between 1787 and 1820 (e.g., the abolition of property requirements), and compare who could vote in local, state, and national elections in the U.S. with who could vote in England, France, and Russia. (5.28/H, C)

THE FIRST FOUR PRESIDENCES AND THE GROWTH OF THE REPUBLIC UNITED STATES TO 1820

- Explain the events leading up to, and the significance of, the Louisiana Purchase of 1803. (5.29/H, C, E, G)
- Describe the expedition of Lewis and Clark from 1803 to 1806. (5.30/H, E, G)
- Describe the significance and consequences of the abolition of slavery in the northern states after the Revolution and of the 1808 law that banned the importation of slaves into the United States. (5.31/H)
- Describe the causes of the war of 1812 and how events during the war contributed to a sense of American nationalism. (5.32/H)
 - A. British restrictions on trade and impressments
 - B. Major battles and events of the war, including the role of the USS Constitution, the burning of the Capitol and the White House, and the Battle of New Orleans
- Explain the importance of the China trade and the whaling industry to 19th century New England, and give examples of imports from China. (5.33/H)
- Explain the reasons that pioneer moved west from the beginning to the middle of the 19th century, and describe their lives on the frontier. (5.34/H, G, C, E)
 - A. wagon train journeys on the Oregon and Santa Fe Trails
 - B. their settlements in the western territories

THE FIRST FOUR PRESIDENCES - continued:

- Identify the key issues that contributed to the onset of the Civil War. (5.35/H, E)
 - A. the debate over slavery and westward expansion
 - B. diverging economic interests