

SA Revised Fifth Grade Standards (10/21/2022)

Fifth Grade Strand 1: The Impacts of Geography and Human Interaction in North America Pre-contact to Early Colonization: Students will understand how geography had a major impact on the more than 500 tribes and over 50 million indigenous people living in North America prior to European exploration, as well as how it affected methods of exploration. They will evaluate how the Age of Exploration and early colonization opened the way for the global movement of ideas, innovations, foods and values, and how the world was affected in ways that we can still see today.

- How did geography help shape the lives of Native Americans and early explorers?
- What were some of the most significant ways Native Americans interacted with European settlers?
- Why did different groups who were in North America during this time experience varying degrees of freedom?
- How did spirituality and ritual shape the lives of Native American individuals and communities?

5.1.1 Cite examples to illustrate how the physical geography of North America (for example, landforms, seasons, weather, bodies of water) influenced the lives of Native American tribal groups.

5.1.2 Identify ideas, innovations and contributions of Native Americans that have had a lasting impact on human civilization (for example, agriculture, respect for the earth and environment, inventions, fashion, art, government, language, medicines, ritual and ceremony).

5.1.3 Use maps and primary/secondary sources to evaluate the push and pull factors that led to exploration and colonization of North America (for example, fleeing persecution, enslavement, economic advancement, indentured servitude, religious freedom/isolationism).

5.1.4 Describe how conflicts over land, trade and alliances sometimes arose during colonization in North America (for example, Bacon's Rebellion, King Philip's War, French and Indian War).

5.1.5 Explain how religious groups such as Puritans, Quakers, other Protestants, Catholics and Jews influenced ideas about religious freedom and tolerance, and the influence of key figures such as William Bradford, Roger Williams, and William Penn.

5.1.6 Explain the causes of the establishment of slavery in North America. Compare North American slavery with other systems of slavery throughout history. Describe indentured servitude of Englishmen, the intra-African slave trade, and the life of free African Americans in the colonies.

Fifth Grade Strand 2: Road to Self-Government: Students will examine British

colonial policies that led colonists to becoming Loyalists, Patriots or neutral leading up to the American Revolution. They will recognize how the actions of key individuals influenced the outcome of the Revolution. Students will explain how the colonists prevailed in gaining their independence and summarize significant ideas in the Declaration of Independence.

Compelling Questions:

- What motivated some groups to be revolutionary, some to be loyalists and others to be neutral?
- In what ways was the American Revolution a war of ideas?
- Under what circumstances did the Declaration of Independence justify rebellion?
- What are factors that may lead to victory in war?

5.2.1 Use primary sources to craft an argument representing different perspectives during the period leading to the revolution (for example, men and women who were Loyalists, Patriots, Native Americans, enslaved people).

5.2.2 Summarize the most significant ideas found in the Declaration of Independence. Review the grievances listed in the Declaration of Independence and compare how the Bill of Rights can protect United States citizens against tyranny of the government.

5.2.3 Explain how the actions of key individuals and groups influenced the outcome of the American Revolution (for example, George Washington, Thomas Jefferson, Thomas Paine, Benjamin Franklin, Mercy Warren, Alexander Hamilton, King George III, Six Nations Iroquois Confederacy, Marquis De Lafayette, Phillis Wheatley).

5.2.4 Using evidence from primary and secondary sources, craft an argument that explains how the American colonists prevailed over one of the world's most powerful empires.

Fifth Grade Strand 3: United States Government and Citizenship: Students will demonstrate their understanding of the Constitution and its relevance in their life, including the Bill of Rights, the branches of government and how it has changed and been interpreted over time.

Compelling Questions:

- What civil rights and liberties are included in the Constitution?
- How have the rights and liberties in the Constitution been interpreted and applied to different groups over time?
- What is the purpose of the three branches of government, and how do they interact?

5.3.1 Using examples from the Constitution, explain the general purpose and investigate significant foundational principles of the United States government (a compound constitutional republic), as well as earlier documents and philosophies used to help develop the Constitution (for example, Magna Carta, Mayflower

Compact, Articles of Confederation, Iroquois Confederation).

5.3.2 Apply the ideals found in the Preamble of the United States Constitution to historic and current events and issues.

5.3.3 Explain why the Founders established a compound constitutional republic with three branches, and cite historic and current examples of checks and balances.

5.3.4 Explain why James Madison is called the father of the Constitution and discuss his ability to work with diverse and opposing figures including Alexander Hamilton and Thomas Jefferson.

5.3.5 Explain the significance of the Bill of Rights and identify the impact of one of these amendments in history, a current event and/or your daily life.

5.3.6 Investigate how constitutional amendments are passed, and provide examples of how amendments to the Constitution have extended rights to groups originally denied protection under the Constitution (for example, women, enslaved people, immigrants, Black Americans, Native Americans).

5.3.7 Describe the civic duties members of American society have today (for example, voting, holding public office, jury duty).

Fifth Grade Strand 4: 19th Century: A Time of Change: Students will analyze changes brought by Westward Expansion, the Industrial Revolution and the movement of people. They will understand the effects of this expansion and movement on Native American people and the preservation of those communities while facing adversity. Students will examine how conflicts and division led to the Civil War, and the lasting impacts of its outcome.

Compelling Questions:

- What were some of the impacts of Westward Expansion?
- Why did the North and South go to war?
- How did the Industrial Revolution change our country?

5.4.1 Use evidence from multiple perspectives (for example, pioneers, 49ers, Black Americans, Chinese Americans, Native Americans, new immigrants, religious persecution) to make a case for the most significant social, economic and environmental changes brought about by Westward Expansion and the Industrial Revolution.

5.4.2 Using primary sources, explain the driving forces for why people immigrated and emigrated during the 19th century, as well as the ways that movement changed the nation.

5.4.3 Summarize the impacts of forced relocation and assimilation on Native American people and how they have preserved their communities into the present

day in the face of such adversity.

5.4.4 Using primary and secondary documents, compare how differences in economics, politics and culture (for example, slavery, political and economic competition in Western territories) between the North and South led to the United States Civil War.

5.4.5 Explain how the actions of key individuals and groups influenced the outcome of the Civil War (for example, Abraham Lincoln, Jefferson Davis, Clara Barton, Robert E. Lee, Ulysses S. Grant, Stonewall Jackson, William Tecumseh Sherman, Harriet Beecher Stowe, Rose O'Neal Greenhow, Frederick Douglass, Harriet Tubman).

5.4.6 Using evidence from primary and secondary sources, craft an argument that explains how the United States of America prevailed over the Confederate States of America in the United States Civil War.

5.4.7 Identify the Civil War's most important outcomes (for example, end of slavery, Reconstruction, expanded role of the federal government, industrial growth in the North), and explain how outcomes of the War continue to resonate today.

Fifth Grade Strand 5: 20th Century to Now (Modern America: Social Movements, Economic Changes, Modern Warfare, and Current Events): Students will examine impactful conflicts, moments, movements, communities and people of the 21st century. They will analyze the role of the United States as a world power and the effects of its territorial and colonial expansion.

Compelling Questions:

- What makes an event historically significant and worthy of remembering?
- Have the benefits of leading on the world stage outweighed the costs for the United States?
- How do social movements form and grow?
- What are the benefits of learning about communities that are different from our own?
- How did the United States' territorial expansion affect the people native to those lands?

5.5.1 Describe the process by which the United States expanded its territorial and influenced state holdings during the late 19th and early 20th centuries, and the impact it had on native groups (for example, Pacific, Latin America, Alaska, Puerto Rico).

5.5.2 Compare the motivations for and desired outcomes of the United States entry into World War I and World War II.

5.5.3 Craft an evidence-based argument for why a particular event should be considered the most significant moment in United States history from 1900-now (for example, Stock Market Crash of 1929, Great Depression, Voting Rights Act of 1965, terrorist attack on 9/11, the launch of the internet).

5.5.4 Make an evidence-based claim about the role the United States should play as a world power and leader in solving current global problems.

Fifth Grade Strand 6: Current National Issues and Potential Solutions: Students will understand current national issues and explore their rights and responsibilities as citizens and residents of the United States. [The number of Standards taught from this Strand is at the teacher's discretion, with the teacher choosing to teach as few as one Standard and as many as all four Standards.]

Compelling Questions:

- What are the most pressing issues facing the United States today?
- What are some of the ways students my age can help to make a positive difference?
- Who are some of the most inspiring people working to make positive change in the United States?

5.6.1 Investigate and report on current pressing issues facing the United States and propose potential solutions that students can support (for example, raising awareness through digital media, energy and resource conservation, letter writing, fundraising).

5.6.2 Evaluate the methods and impact of individuals and/or groups making positive changes in the United States today as models for civic engagement.

5.6.3 Connect the causes and lasting effects of at least two social movements and their leaders in the 20th Century (for example, the women's movement, labor unions, the Civil Rights movement, child labor reforms).

5.6.4 Research and summarize the accomplishments and contributions of a minority community in the United States today.