



Social Studies | Grade 5

A New Nation: Beginnings Through 1800



ORGANIZING THEME/TOPIC

FOCUS STANDARDS & SKILLS

<p>UNIT 1: SOCIETIES OF NORTH AMERICA: LANDS & PEOPLE ANCIENT – 1400s</p> <p>Suggested Time Frame: Early Quarter 1</p>	<p>How do people decide where to live?</p> <ul style="list-style-type: none"> The student will analyze the context under which choices are made and draw conclusions about the motivations and goals of the decision-makers (1.2) <p>In various American Indian culture groups, how did the rights and responsibilities of men and women compare?</p> <ul style="list-style-type: none"> The student will recognize and evaluate the rights and responsibilities of people living in societies (2.1) <p>How were American Indian cultural groups shaped by beliefs and ideas?</p> <ul style="list-style-type: none"> The student will recognize and evaluate significant beliefs, contributions, and ideas of the many diverse peoples and groups and their impact on individuals, communities, states, and nations (3.1) <p>What caused the American Indians to change the way they live?</p> <ul style="list-style-type: none"> The student will recognize and evaluate continuity and change over time and its impact on individuals, institutions, communities, states, and nations (4.1) <p>Why were natural resources a common cause of conflict among American Indian cultural groups?</p> <ul style="list-style-type: none"> The student will investigate the relationships among people, places, ideas, and/or the environment and connect those relationships to contemporary issues (5.3)
<p>UNIT 2: EXPLORATION & CONFLICT: 1000s – 1600s</p> <p>Suggested Time Frame: Late Quarter 1 Early Quarter 2</p>	<p>What were the choices and consequences of exploration?</p> <ul style="list-style-type: none"> The student will recognize and evaluate significant choices made by individuals, communities, states, and nations that have impacted our lives and futures (1.1) <p>What were the perceived rights of the explorers and how did they impact the rights of the American Indians?</p> <ul style="list-style-type: none"> The student will analyze the context under which significant rights and responsibilities are defined and demonstrated, their various interpretations, and draw conclusions about those interpretations (2.2) <p>How did beliefs of American Indians contrast with those of Europeans?</p> <ul style="list-style-type: none"> The student will draw conclusions about significant beliefs, contributions, and ideas, analyzing the origins and context under which these competing ideas were reached and the multiple perspectives from which they come (3.2) <p>What consequences were brought upon the people and land of North America by European exploration and settlement?</p> <ul style="list-style-type: none"> The student will investigate examples of causes and consequences of particular choices and connect those with contemporary issues (1.3)

	<p>How did early European settlements differ from each other?</p> <ul style="list-style-type: none"> The student will recognize and evaluate dynamic relationships that impact lives in communities, states, and nations (5.1)
<p>UNIT 3: COLONIZATION 1600s – 1760s</p> <p>Suggested Time Frame: Quarter 2</p>	<p>What were the consequences of colonizing the New World?</p> <ul style="list-style-type: none"> The student will investigate examples of causes and consequences of particular choices and connect those with contemporary issues (1.3) <p>Why might individuals agree to give up their rights to become indentured servants in the New World and what were the consequences of making such a decision?</p> <ul style="list-style-type: none"> The student will analyze the context under which choices are made and draw conclusions about the motivations and goals of the decision-makers (1.2) The student will recognize and evaluate the rights and responsibilities of people living in societies (2.1) <p>How has Puritanism shaped American values?</p> <ul style="list-style-type: none"> The student will investigate specific beliefs, contributions, ideas, and/or diverse populations and connect those beliefs, contributions, ideas and/or diversity to contemporary issues (3.3) <p>What critical factors led to the relative success of Massachusetts Bay Colony and the relative failures of Roanoke and Jamestown?</p> <ul style="list-style-type: none"> The student will analyze the context of continuity and change and the vehicles of reform, drawing conclusions about past change and potential future change (4.2) <p>How did geography affect the development of Colonial America?</p> <ul style="list-style-type: none"> The student will investigate the relationships among people, places, ideas, and/or the environment and connect those relationships to contemporary issues (5.3)
<p>UNIT 4: THE ROAD TO INDEPENDENCE 1750s – 1770s</p> <p>Suggested Time Frame: Late Quarter 2 Early Quarter 3</p>	<p>What were the consequences of colonists resisting British policies?</p> <ul style="list-style-type: none"> The student will investigate examples of causes and consequences of particular choices and connect those with contemporary issues (1.3) <p>How were the rights of colonists different from those of citizens living in Britain?</p> <ul style="list-style-type: none"> The student will recognize and evaluate the rights and responsibilities of people living in societies (2.1) <p>How did the Enlightenment shape the idea of government in the American colonies?</p> <ul style="list-style-type: none"> The student will recognize and evaluate significant beliefs, contributions, and ideas of the many diverse peoples and groups and their impact on individuals, communities, states, and nations (3.1) <p>How did the French and Indian War change the relationship between colonists, American Indians, and the British government?</p> <ul style="list-style-type: none"> The student will recognize and evaluate continuity and change over time and its impact on individuals, institutions, communities, states, and nations (4.1) <p>How did the deteriorating relationship between Great Britain and the American colonies impact both countries?</p> <ul style="list-style-type: none"> The student will analyze the context of significant relationships and draw conclusions about a contemporary world (5.2)

<p>UNIT 5: THE AMERICAN REVOLUTION 1770s- 1780s</p> <p>Suggested Time Frame: Late Quarter 3 Early Quarter 4</p>	<p>What were the choices and consequences of being a Patriot or a Loyalist?</p> <ul style="list-style-type: none"> The student will recognize and evaluate significant choices made by individuals, communities, states, and nations that have impacted our lives and futures (1.1) <p>Why were the rights laid out in the Declaration of Independence significant?</p> <ul style="list-style-type: none"> The student will analyze the context under which significant rights and responsibilities are defined and demonstrated, their various interpretations, and draw conclusions about those interpretations (2.2) <p>How did the American Revolution affect the colonies?</p> <ul style="list-style-type: none"> The student will recognize and evaluate significant beliefs, contributions, and ideas of the many diverse peoples and groups and their impact on individuals, communities, states, and nations (3.1) The student will recognize and evaluate dynamic relationships that impact lives in communities, states, and nations (5.1) <p>How did winning the Revolutionary War create changes in America?</p> <ul style="list-style-type: none"> The student will analyze the context of continuity and change and the vehicles of reform, drawing conclusions about past change and potential future change (4.2) <p>How did the relationship between the states before, during and after the American Revolution change?</p> <ul style="list-style-type: none"> The student will analyze the context of significant relationships and draw conclusions about a contemporary world (5.2)
<p>UNIT 6: BUILDING A NEW NATION 1770s – 1790s</p> <p>Suggested Time Frame: Mid to Late Quarter 4</p>	<p>What choices and consequences did the writers of the Constitution face (e.g. slavery, religion, federalism, suffrage, etc.)?</p> <ul style="list-style-type: none"> The student will analyze the context under which choices are made and draw conclusions about the motivations and goals of the decision-makers (1.2) <p>Why was the Bill of Rights drafted and ratified? How does it impact citizens today?</p> <ul style="list-style-type: none"> The student will analyze the context under which significant rights and responsibilities are defined and demonstrated, their various interpretations, and draw conclusions about those interpretations (2.2) The student will use his/her understanding of rights and responsibilities to address contemporary issues (2.4) <p>Why is the Constitution the governing document of the United States government rather than the Articles of Confederation?</p> <ul style="list-style-type: none"> The student will analyze the context under which significant rights and responsibilities are defined and demonstrated, their various interpretations, and draw conclusions about those interpretations (2.2) <p>How did the nation change after ratification of the Constitution?</p> <ul style="list-style-type: none"> The student will analyze the context of continuity and change and the vehicles of reform, drawing conclusions about past change and potential future change (4.2) <p>In what ways does the Constitution influence your daily life?</p> <ul style="list-style-type: none"> The student will analyze the context of significant relationships and draw conclusions about a contemporary world (5.2)