

Jackson Area Catholic Schools
Social Studies Academic Standards
for
Fifth Grade

United States History

U1 USHG Era 1 - Beginnings to 1620

U1.1 Native American Life in the Americas: Describe the life of peoples living in North America before European exploration.

5-U1.1.1 The student will use maps to locate peoples in the desert Southwest, the Pacific Northwest, the nomadic nations of the Great Plains, and the woodland peoples of the Mississippi River (Eastern Woodland).

5-U1.1.2 The student will compare how Native Americans in the desert Southwest and the Pacific Northwest adapted to or modified the environment.

5-U1.1.3 The student will describe Eastern Woodland Native American life with respect to governmental and family structures, trade, and views on property ownership and land use.

U1.2 European Exploration: Identify the causes and consequences of European exploration and colonization.

5-U1.2.1 The student will explain the technological (e.g., invention of the astrolabe and improved maps), and political developments, (e.g., rise of nation-states), that made sea exploration possible.

5-U1.2.2 The student will use case studies of individual explorers and stories of life in Europe to compare the goals, obstacles, motivations, and consequences for European exploration and colonization of the Americas (e.g., economic, political, cultural, and religious).

U1.3 African Life Before the 16th Century: Describe the lives of peoples living in western Africa prior to the 16th century.

5-U1.3.1 The student will use maps to locate the major regions of Africa.

5-U1.3.2 The student will describe the life and cultural development of people living in western Africa before the 16th century with respect to economic (the ways people made a living) and family structures, and the growth of states, towns, and trade.

U1.4 Three World Interactions: Describe the environmental, political, and cultural consequences of the interactions among European, African, and Native American peoples in the late 15th through the 17th century.

5-U1.4.1 The student will describe the convergence of Europeans, Native Americans and Africans in North America after 1492 from the perspective of these three groups.

5-U1.4.2 The student will use primary and secondary sources (e.g., letter, diaries, maps, document, narratives, pictures, graphic data) to compare Europeans and Native Americans who converged in the western hemisphere after 1492 with respect to governmental structure, and views on property ownership and land use.

5-U1.4.3 The student will explain the impact of European contact on Native American cultures by comparing the different approaches used by the British and French in their interactions with Native Americans.

5-U1.4.4 The student will describe the Columbian Exchange and its impact on Europeans, Native Americans, and Africans.

U2 USHG Era 2 – Colonization and Settlement (1585-1763)

U3.1 European Struggle for Control of North America: Compare the regional settlement patterns and describe significant developments in Southern, New England, and the mid-Atlantic colonies.

5-U2.1.1 The student will describe significant developments in the Southern colonies, including:

- patterns of settlement and control including the impact of geography (landforms and climate) on settlement
- establishment of Jamestown
- development of one-crop economies (plantation land use and growing season for rice in Carolinas and tobacco in Virginia)
- relationships with Native Americans
- development of colonial representative assemblies
- development of slavery

5-U2.1.2 The student will describe significant developments in the New England colonies, including:

- patterns of settlement and control including the impact of geography (landforms and climate) on settlement
- relations with Native Americans
- growth of agricultural (small farms) and non-agricultural (shipping, manufacturing) economies
- the development of government including establishment of town meetings, development of colonial legislatures and growth of royal government
- religious tensions in Massachusetts that led to the establishment of other colonies in New England

5-U2.1.3 The student will describe significant developments in the Middle Colonies, including:

- patterns of settlement and control including the impact of geography (landforms and climate) on settlement
- the growth of Middle Colonies economies (e.g., breadbasket)
- the Dutch settlements in New Netherlands, Quaker settlement in Pennsylvania, and subsequent English takeover of the Middle Colonies.
- immigration patterns leading to ethnic diversity in the Middle Colonies

5-U2.1.4 The student will compare the regional settlement patterns of the Southern colonies, New England, and the Middle Colonies.

U2.2 European Slave Trade and Slavery in Colonial America: Analyze the development of the slave system in the Americas and its impact upon the life of Africans.

- 5-U2.2.1 The student will describe Triangular Trade including:
- the trade routes
 - the people and goods that were traded
 - the Middle Passage
 - its impact on life in Africa
- 5-U2.2.2 The student will describe the life on enslaved Africans and free Africans in the American colonies.
- 5-U2.2.3 The student will describe how Africans living in North America drew upon their African past (e.g., sense of family, role of oral tradition) and adapted elements of new cultures to develop a distinct African-American culture.

U2.3 Life in Colonial America: Distinguish among and explain the reasons for regional differences in colonial America.

- 5-U2.3.1 The student will locate the New England, Middle, and Southern colonies on a map.
- 5-U2.3.2 The student will describe the daily life of people living in the New England, Middle, and Southern colonies.
- 5-U2.3.3 The student will describe colonial life in America from the perspectives of at least three different groups of people (e.g., wealthy landowners, farmers, merchants, indentured servants, laborers, women, the poor, enslaved people, free Africans, and Native Americans).
- 5-U2.3.4 The student will describe the development of the emerging labor force in the colonies (e.g., cash crop farming, slavery, indentured servants).
- 5-U2.3.5 The student will make generalizations about the reasons for regional differences in colonial America.

U3 USHG Era 3 - Revolution and the New Nation (1754-1800)

U3.1 Causes of the American Revolution: Identify the major political, economic, and ideological reasons for the American Revolution.

- 5-U3.1.1 The student will describe the role of the French and Indian War, how British policy toward the colonies in America changed from 1763 to 1775, and colonial dissatisfaction with the new policy.
- 5-U3.1.2 The student will describe the causes and effects of events such as the Stamp Act, Boston Tea Party, the Intolerable Acts, and Boston Massacre.
- 5-U3.1.3 The student, by using an event from the Revolutionary era (e.g., Boston Tea Party, quartering of soldiers, writs of assistance, closing of colonial legislatures), will explain how British and colonial views on authority and the use of power without authority differed (views on representative government).
- 5-U3.1.4 The student will describe the role of the First and Second Continental Congress in unifying the colonies (addressing the Intolerable Acts, declaring independence, drafting the Articles of Confederation).
- 5-U3.1.5 The student will use the Declaration of Independence to explain why the colonists wanted to separate from Great Britain and why they believed they had a right to do so.
- 5-U3.1.6 The student will identify the role that key individuals played in leading the colonists to revolution, including George Washington, Thomas Jefferson, Benjamin Franklin, Patrick Henry, Samuel Adams, John Adams, and Thomas Paine.
- 5-U3.1.7 The student will describe how colonial experiences with self-government (e.g., Mayflower Compact, House of Burgesses, and town meetings) and ideas about government (e.g., purposes of government such as protecting individual rights and promoting the common good, natural rights, limited government, representative government) influenced the decision to declare independence.
- 5-U3.1.8 The student will identify a problem confronting people in the colonies, identify alternative choices for addressing the problem with possible consequences, and describe the course of action taken.

U3.2 The American Revolution and Its Consequences: Explain the multi-faceted nature of the American Revolution and its consequence.

5-U3.2.1 The student will describe the advantages and disadvantages of each side during the American Revolution with respect to military leadership, geography, types of resources, and incentives.

5-U3.2.2 The student will describe the importance of Valley Forge, Battle of Saratoga, and Battle of Yorktown in the American Revolution.

5-U3.2.3 The student will compare the role of women, African Americans, Native Americans, and France in helping shape the outcome of the war.

5-U3.2.4 The student will describe the significance of the Treaty of Paris (establishment of the United States and its boundaries).

U3.3 Creating New Governments(s) and a New Constitution: Explain some of the challenges faced by the new nation under the Articles of Confederation, and analyze the development of the Constitution as a new plan for governing.

5-U3.3.1 The student will describe the powers of the national government and state governments under the Articles of Confederation.

5-U3.3.2 The student will give examples of problems the country faced under the Articles of Confederation (e.g., lack of national army, competing currencies, reliance on state governments for money).

5-U3.3.3 The student will explain why the Constitutional Convention was convened and why the Constitution was written.

5-U3.3.4 The student will describe the issues over representation and slavery the Framers faced at the Constitutional Convention and how they were addressed in the Constitution (Great Compromise, Three-Fifths Compromise).

5-U3.3.5 The student will give reasons why the Framers wanted to limit the power of government (e.g., fear of a strong executive, representative government, importance of individual rights).

5-U3.3.6 The student will describe the principle of federalism and how it is expressed through the sharing and distribution of power as stated in the Constitution (e.g., enumerated and reserved powers).

5-U3.3.7 The student will describe the concern about individual rights and the inclusion of a Bill of Rights.

5-U3.3.8 The student will describe the rights found in the First, Second, Third, and Fourth Amendments to the United States Constitution.

Public Discourse, Decision Making, and Citizen Involvement

P3.1 Identifying and Analyzing Public Issues: Clearly state a problem as public policy issue, analyze various perspectives, and generate and evaluate possible alternative resolutions.

5-P3.1.1 The student will identify contemporary public issues related to the United States Constitution and their related factual, definitional, and ethical questions.

5-P3.1.2 The student will use graphic data and other sources to analyze information about a contemporary public issue related to the United States Constitution and evaluate alternative resolutions.

5-P3.1.3 The student will give examples of how conflicts over core democratic values lead people to differ on contemporary constitutional issues in the United States.

P3.3 Persuasive Communication About a Public Issue: Communicate a reasoned position on a public issue.

5-P3.3.1 The student will compose a short essay expressing a position on a contemporary public policy issue related to the Constitution and justify with a reasoned argument.

P4.2 Citizen Involvement: Act constructively to further the public good.

5-P4.2.1 The student will develop and implement an action plan and know how, when, and where to address or inform others about a public issue.

5-P4.2.2 The student will participate in projects to help or inform others.