

Creating Our Nation America: Origins to 1815

Grade Five

The Grade Five History and Social Science Learning Expectations are organized by theme, in chronological order.

Theme I: The First Americans
Theme II: Making Thirteen Colonies
Theme III: From Colonies to Country

The learning expectations under each theme represent the four strands for the Massachusetts Framework document.

History
Geography
Economics
Civics and Government

After each learning expectation statement is an H, G, E, or C which represent the strands above. The format is somewhat different from other grade levels but it follows the 2002 Massachusetts History and Social Science Framework proposed revision document. It is the sentiment of the Social Studies committee that this format of strand not specific standard identification is easier to understand and works well for some grade levels.

Suggested Instructional Sequence

Theme I: The First Americans: September-November

Theme II: Making Thirteen Colonies: December-February

Theme III: From Colonies to Country: March-June

Theme I: The First Americans

Essential Questions

Who were the people in America before the arrival of Europeans?

What motivates a person to come to a “New World”?

How did geography and natural resources influence the lives of people in America?

Learning Expectations

This is evident when students can:

- use latitude and longitude to identify locations on maps and globes (G);
- identify the location of the North and South poles, the Equator, the Prime Meridian, Northern, Southern, Eastern, and Western Hemispheres (G);
- define and correctly use the terms; archipelago, bay, continent, gulf, harbor, island, isthmus, peninsula, plateau, and strait in relation to North American geography (G);
- interpret a map using information from its title, compass rose, scale, and legend (G);
- memorize and locate the states and capitals on a modern United States map (can be taught throughout the year) (G);
- understand the economic, political and cultural differences/similarities between selected Native American groups in pre-European America (H, E, G);
- explain why trade routes to Asia has been closed in the 15th century and why the trade routes were so important to Europeans (H, E, G);
- identify major explorers of the New World and explain why they made their explorations (H, G, E); (Christopher Columbus, Henry Hudson, Cortes, Cabot, Balboa, Magellan, Pizarro, Vespucci, de Champlain, and Drake)
- discuss what impact these selected explorers had on America (H, G);
- explain why the European explorers called the indigenous groups in the Western Hemisphere “Indian” (H, G).

Theme II: Making Thirteen Colonies

Essential Questions

How can we show our knowledge of United States history on a timeline?

How can different types of maps tell the story of colonial people, economics, and geography?

What motivates a person to come to colonial America and how do communities organize themselves?

Who were the leaders and what were the outcomes of their policies in early colonial America?

Learning Expectations

This is evident when students can:

- compare information shown on modern and historical maps of the same region (G, H, E);
- distinguish between political and topographical maps and identify specialized maps that show information such as population, income, or climate change (G, H, E);
- interpret and create timelines of events studied (H);
- interpret and create maps of North America which identify, the first 13 colonies, their climatic regions, landforms and bodies of water, agricultural products, populations, and economics in the 18th century (H, G, E)
- using the example of the Triangle Trade, give examples of the three types of productive resources: human resources (labor), natural resources (crops, mineral resources), and capital goods (buildings, equipment, machinery, and explain how each is used to produce goods and services (E)
- describe the conditions of slave life and the responses of slaves to their condition, and describe the life of free African Americans in the colonies (H, G, E, C)

Theme II: Making Thirteen Colonies

This is evident when students can:

- identify some of the major leaders and groups responsible for the founding of the original colonies, including John Smith in Virginia, William Penn in Pennsylvania, Lord Baltimore in Maryland, John Winthrop in Massachusetts, and Roger Williams in Rhode Island (H, E, C);
- identify the Native Americans, Powhatan and Pocahontas and their roles in American history (H);
- explain the development of legislative bodies, town meetings, charters on individual freedom and rights, and educational institutions such as grammar schools and colleges. Describe how these developments contributed to the Revolution; (H, G, E, C)

Theme III: From Colonies to Country

Essential Questions

How can we show our knowledge of United States history on a timeline?

How can different types of maps tell the story of the Revolutionary War?

What were the costs and benefits to becoming the United States?

Who were the leaders and what were the outcomes of their policies during and after the Revolutionary War?

What are the Constitution and Bill of Rights and how do they affect our lives today?

Learning Expectations

This is evident when students can:

- compare information shown on modern and historical maps of the same region (G, H, E);
- distinguish between political and topographical maps and identify specialized maps that show information such as population, income, or climate change (G, H, E);
- interpret and create timelines of events studied (H);
- explain how the French and Indian War led to an overhaul of British imperial policy to include the 1764 Sugar Act, the 1765 Stamp Act, the 1767 Townsend Duties, and the 1773 Tea Act (H, E)
- give examples of how changes in supply and demand affected prices in colonial history (E);
- observe and identify details in Paul Revere's copy of Henry Pelham's drawing of the Boston massacre (H);
- discuss how the Boston massacre print was used as propaganda by the Patriots (H);
- identify British and Colonial leaders before the Revolution and describe their roles (H, C)

Theme III: From Colonies to Country

This is evident when students can:

- explain how the colonists examined and weighed the benefits and costs of becoming an independent country (H, E, C);
- explain the meaning of the key ideas contained in the Declaration of Independence (H, C, E);

- describe the major battles of the Revolution and explain the factors leading to American victory and British defeat: Battle of Lexington and Concord; Bunker Hill; Saratoga; Valley Forge; and Yorktown (H);
- Describe the lives and achievements of important leaders during the Revolution and the early years of the United States, including George Washington, Thomas Jefferson, John Adams, James Madison, Alexander Hamilton, and Benjamin Franklin (H, C);
- explain the reasons for the adoption of the Articles of Confederation in 1781 and for its later failure (H, C);
- identify the various leaders of the Constitutional Convention and describe the major issues they debated (H, E, C)
- identify the rights in the Bill of Rights and explain the reasons for its inclusion in the Constitution in 1791 (H, C);
- discuss how the Bill of Rights impacts modern day life, specifically the school's core values (C)
- identify and describe the principles, purposes, and structure of the government as outlined in the Constitution (H, C)

