

Fifth Grade Social Studies Learning Goals

United States History and Geography: Making a New Nation

_____ Describes how geography and climate influenced the way various nations lived and adjusted to the natural environment, including locations of villages, the distinct structures that they built, and how they obtained food, clothing, tools, and utensils

_____ Describes their varied customs and folklore traditions

_____ Explains their varied economies and systems of government

_____ Describes the entrepreneurial characteristics of early explorers (e.g., Christopher Columbus, Francisco Vásquez de Coronado) and the technological developments that made sea exploration by latitude and longitude possible (e.g., compass, sextant, astrolabe, seaworthy ships, chronometers, gunpowder)

_____ Explains the aims, obstacles, and accomplishments of the explorers, sponsors, and leaders of key European expeditions and the reasons Europeans chose to explore and colonize the world (e.g., the Spanish Reconquista, the Protestant Reformation, the Counter Reformation)

_____ Traces the routes of the major land explorers of the United States, the distances traveled by explorers, and the Atlantic trade routes that linked Africa, the West Indies, the British colonies, and Europe

_____ Locates on maps of North and South America land claimed by Spain, France, England, Portugal, the Netherlands, Sweden, and Russia

_____ Describes the competition among the English, French, Spanish, Dutch, and Indian nations for control of North America

_____ Describes the cooperation that existed between the colonists and Indians during the 1600s and 1700s (e.g., in agriculture, the fur trade, military alliances, treaties, cultural interchanges)

_____ Examines the conflicts before the Revolutionary War (e.g., the Pequot and King Philip's Wars in New England, the Powhatan Wars in Virginia, the French and Indian War)

_____ Discusses the role of broken treaties and massacres and the factors that led to the Indians defeat, including the resistance of Indian nations to encroachments and assimilation (e.g., the story of the Trail of Tears)

_____ Describes the internecine Indian conflicts, including the competing claims for control of lands (e.g., actions of the Iroquois, Huron, Lakota [Sioux])

_____ Explains the influence and achievements of significant leaders of the time (e.g., John Marshall, Andrew Jackson, Chief Tecumseh, Chief Logan, Chief John Ross, Sequoyah)

_____ Understands the influence of location and physical setting on the founding of the original 13 colonies, and identify on a map the locations of the colonies and of the American Indian nations already inhabiting these areas

_____ Identifies the major individuals and groups responsible for the founding of the various colonies and the reasons for their founding (e.g., John Smith, Virginia; Roger Williams, Rhode Island; William Penn, Pennsylvania; Lord Baltimore, Maryland; William Bradford, Plymouth; John Winthrop, Massachusetts)

_____ Describes the religious aspects of the earliest colonies (e.g., Puritanism in Massachusetts, Anglicanism in Virginia, Catholicism in Maryland, Quakerism in Pennsylvania)

_____ Identifies the significance and leaders of the First Great Awakening, which marked a shift in religious ideas, practices, and allegiances in the colonial period, the growth of religious toleration, and free exercise of religion

_____ Understands how the British colonial period created the basis for the development of political self-government and a free-market economic system and the differences between the British, Spanish, and French colonial systems

_____ Describes the introduction of slavery into America, the responses of slave families to their condition, the ongoing struggle between proponents and opponents of slavery, and the gradual institutionalization of slavery in the South

_____ Explain the early democratic ideas and practices that emerged during the colonial period, including the significance of representative assemblies and town meetings

_____ Understands how political, religious, and economic ideas and interests brought about the Revolution (e.g., resistance to imperial policy, the Stamp Act, the Townshend Acts, taxes on tea, Coercive Acts)

_____ Knows the significance of the first and second Continental Congresses and of the Committees of Correspondence

_____ Declaration of Independence and the document's significance, including the key political concepts it embodies, the origins of those concepts, and its role in severing ties with Great Britain

_____ Describes the views, lives, and impact of key individuals during this period (e.g., King George III, Patrick Henry, Thomas Jefferson, George Washington, Benjamin Franklin, John Adams)

_____ Identifies and maps the major military battles, campaigns, and turning points of the Revolutionary War, the roles of the American and British leaders, and the Indian leaders' alliances on both sides

_____ Describes the contributions of France and other nations and of individuals to the out-come of the Revolution (e.g., Benjamin Franklin's negotiations with the French, the French navy, the Treaty of Paris, The Netherlands, Russia, the Marquis Marie Joseph de Lafayette, Tadeusz Ko'osciuszko, Baron Friedrich Wilhelm von Steuben)

_____ Identifies the different roles women played during the Revolution (e.g., Abigail Adams, Martha Washington, Molly Pitcher, Phillis Wheatley, Mercy Otis Warren)

_____ Understands the personal impact and economic hardship of the war on families, problems of financing the war, wartime inflation, and laws against hoarding goods and materials and profiteering

_____ Explains how state constitutions that were established after 1776 embodied the ideals of the American Revolution and helped serve as models for the U.S. Constitution.

_____ Demonstrates knowledge of the significance of land policies developed under the Continental Congress (e.g., sale of western lands, the Northwest Ordinance of 1787) and those policies' impact on American Indians' land

_____ Understands how the ideals set forth in the Declaration of Independence changed the way people viewed slavery

_____ Lists the shortcomings of the Articles of Confederation as set forth by their critics

_____ Explains the significance of the new Constitution of 1787, including the struggles over its ratification and the reasons for the addition of the Bill of Rights

_____ Understands the fundamental principles of American constitutional democracy, including how the government derives its power from the people and the primacy of individual liberty

_____ Understands how the Constitution is designed to secure our liberty by both empowering and limiting central government and compare the powers granted to citizens, Congress, the president, and the Supreme Court with those reserved to the states

_____ Discusses the meaning of the American creed that calls on citizens to safeguard

the liberty of individual Americans within a unified nation, to respect the rule of law, and to preserve the Constitution

_____ Knows the songs that express American ideals (e.g., "America the Beautiful," "The Star Spangled Banner")

_____ Discusses the waves of immigrants from Europe between 1789 and 1850 and their modes of transportation into the Ohio and Mississippi Valleys and through the Cumberland Gap (e.g., overland wagons, canals, flatboats, steamboats)

_____ Names the states and territories that existed in 1850 and identifies their locations and major geographical features (e.g., mountain ranges, principal rivers, dominant plant regions)

_____ Demonstrates knowledge of the explorations of the trans-Mississippi West following the Louisiana Purchase (e.g., Meriwether Lewis and William Clark, Zebulon Pike, John Fremont)

_____ Discusses the experiences of settlers on the overland trails to the West (e.g., location of the routes; purpose of the journeys; the influence of the terrain, rivers, vegetation, and climate; life in the territories at the end of these trails)

_____ Describes the continued migration of Mexican settlers into Mexican territories of the West and Southwest

_____ Relates how and when California, Texas, Oregon, and other western lands became part of the United States, including the significance of the Texas War for Independence and the Mexican-American War