

The fifth grade social studies content expectations mark a departure from the social studies approach taken in previous grades. Building upon the geography, civics and government, and economics concepts of the United States mastered in fourth grade and historical inquiry from earlier grades, the fifth grade expectations begin a more discipline-centered approach concentrating on the early history of the United States. Students begin their study of American history with American Indian peoples before the arrival of European explorers and conclude with the adoption of the Bill of Rights in 1791. Although the content expectations are organized by historical era, they build upon students' understandings of the other social studies disciplines from earlier grades and require students to apply these concepts within the context of American history.

### **Era 1: Beginnings to 1620**

Beginning with pre-Columbian times, the expectations focus on American Indians living in North America before European exploration. The geographic concepts of spatial awareness, places and regions, human systems, and human-environment interactions are addressed throughout the era as students study American history to 1620. The expectations deliberately expand upon students' knowledge of American Indians living in Michigan and the concept of regions from previous grades. In examining European exploration and conquest, the expectations embed geographic, civics, and economic concepts, and revisit the case study method used by historians to explain the technological and political developments that made exploration possible. In deepening understanding of perspective, students also explore the goals, obstacles, motivations, and consequences of European exploration and the subsequent colonization of the Americas. The expectations also include an introduction to life in Africa as a foundation for examining interactions among Europeans, American Indians, and Africans from the 15th through the 17th centuries with a focus on how economic concepts influenced the behavior of people and nations. Students apply the tools of the historian by using primary and secondary sources to compare European and American Indian cultures, using previously established criteria. The expectations also focus on the interaction among Europeans, American Indians, and Africans, by exploring the impact of European contact on American Indian cultures, comparing the approaches of the British and French in their interactions with American Indians, and examining the Columbian Exchange and its impact on all three groups.

### **Era 2: Colonization and Settlement**

In learning about the regional settlement patterns and significant developments of the three distinct colonial regions prior to the American Revolution, students apply their conceptual understanding of regions and the geography of the United States. They explore how the geography influenced peoples' daily lives and economic activities as three distinct colonial regions developed. The expectations require students to apply concepts of government and economics to further understand the Southern, New England, and Middle colonies as they learn about the establishment of colonial settlements, development of colonial governments, role of religion, relationships between colonists and American Indians, and development of the institution of slavery. Using geography, students explore how human systems such as religion, movement of people, and ethnic diversity led to the establishment of other colonies within particular regions. Special attention is paid to the European slave trade and slavery in Colonial America as students explore the lives of enslaved peoples and free Africans living in the American colonies. Fifth grade students enhance their understanding of historical perspective by analyzing the perspectives of different groups living in colonial America. By comparing the different colonial regions that developed with respect to politics, economics, religion, social institutions, and human-environment interactions, the expectations prepare students for American history in middle school serving as the precursor for the regional and racial issues that culminated in the Civil War.

### **Era 3: Revolution and the New Nation**

In studying the American Revolution and the New Nation, the expectations deliberately build upon students' prior knowledge in government and economics. The political and economic aspects of the French and Indian War and its aftermath are stressed. Students deepen their understanding of perspective by comparing patriot and loyalist perspectives with respect to events that eventually culminated in the American Revolution. The expectations in this historical era emphasize significant ideas about government as reflected in the Declaration of Independence and the role of key individuals and groups in declaring independence. Students also apply concepts of power and authority to the perspectives of the colonists and the British during the revolutionary era. Emphasis is placed on how colonial experiences and ideas about government influenced the decision of the colonists to declare independence. Students examine the course, character, and consequences of the American Revolution using geography and economics students to compare the advantages and disadvantages of each side in the war. Students also describe the significant events and turning points during the war. In examining the challenges faced by the new nation under the Articles of Confederation, the expectations continue to build upon students' understanding of government. By exploring the political ideas underlying the Articles of Confederation and the subsequent adoption of the U.S. Constitution and Bill of Rights (with particular emphasis on the rights contained in first four amendments), the values and principles

of American democracy are revisited through a historical context. Students examine how the Founders sought to limit the power of government through principles of separation of powers, checks and balances, dual sovereignty (federalism), protection of individual rights, popular sovereignty, and rule of law.

## Public Discourse, Decision Making, and Citizen Involvement

The expectations continue to stress the importance of citizen action in a democratic republic as students expand their ability to address public policy issues. Students address contemporary public issues related to the Constitution and identify the related factual, definitional, and ethical questions. They use graphic data and other sources to analyze information about the issue, evaluate alternative resolutions, and use core democratic values to explain why people may differ on the resolution to a constitutional issue. Students are required to demonstrate increasing sophistication in their abilities to communicate a position on more complex national public policy issue and support it with a reasoned argument.

## INTEGRATED\* UNITED STATES HISTORY ORGANIZED BY ERA

### USHG ERA 1 – Beginnings to 1620

- 1.1 American Indian Life in the Americas<sup>1</sup>
- 1.2 European Exploration
- 1.3 African Life Before the 16th Century
- 1.4 Three World Interactions

### USHG ERA 2 – Colonization and Settlement (1585-1763)

- 2.1 European Struggle for Control of North America
- 2.2 European Slave Trade and Slavery in Colonial America
- 2.3 Life in Colonial America

### USHG ERA 3 – Revolution and the New Nation (1754-1800)

- 3.1 Causes of the American Revolution
- 3.2 The American Revolution and its Consequences
- 3.3 Creating New Governments and a New Constitution

<sup>1</sup>Note: U.S. historians, history books, history standards, and the peoples themselves have used, at one time or another, “Native American” and “American Indian,” while Canadian history uses “First Peoples” to refer to inhabitants of North America prior to European exploration, conquest, and settlement. While we are using American Indians throughout the content expectations, students should be familiar with the different names and specific tribal identities as they will likely encounter variations over the course of their studies.

\*Geography, Civics and Government, and Economics are integrated into the historical context.

## National Geography Standards (National Geography Standards are referenced after expectations where appropriate)

### The World in Spatial Terms:

#### Geographical Habits of Mind

1. Tools, Technology, and Information Processing
2. Mental Maps
3. Spatial Organization on Earth's

#### Places and Regions

4. Physical and Human Characteristics of Place
5. Creating Regions
6. Perceptions of Places and Regions

#### Physical Systems

7. Physical Processes
8. Ecosystems

### Human Systems

9. Distribution and Migration of People
10. Cultural Mosaic
11. Economic Interdependence
12. Patterns of Human Settlement
13. Forces of Cooperation and Conflict

### Environment and Society

14. Human Modification of the Environment
15. How Physical Systems Affect Human Systems
16. Resource Use and Distribution

### Uses of Geography

17. Using Geography to Interpret the Past
18. Using Geography to Interpret the Present and Plan for the Future

**UI USHG ERA I – BEGINNINGS TO 1620****UI.1 American Indian Life in the Americas**

*Describe the life of peoples living in North America before European exploration.*

- 5 – UI.1.1 Use maps to locate peoples in the desert Southwest, the Pacific Northwest, the nomadic nations of the Great Plains, and the woodland peoples east of the Mississippi River (Eastern Woodland). (*National Geography Standard 1, p. 144*)
- 5 – UI.1.2 Compare how American Indians in the desert Southwest and the Pacific Northwest adapted to or modified the environment. (*National Geography Standard 14, p. 171*)
- 5 – UI.1.3 Describe Eastern Woodland American Indian life with respect to governmental and family structures, trade, and views on property ownership and land use. (*National Geography Standard 11, p. 164, C, E*)

**UI.2 European Exploration**

*Identify the causes and consequences of European exploration and colonization.*

- 5 – UI.2.1 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. (*National Geography Standard 1, p. 144, C*)
- 5 – UI.2.2 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). (*National Geography Standard 13, p. 169, C, E*)

**UI.3 African Life Before the 16th Century**

*Describe the lives of peoples living in western Africa prior to the 16th century.*

- 5 – UI.3.1 Use maps to locate the major regions of Africa (northern Africa, western Africa, central Africa, eastern Africa, southern Africa). (*National Geography Standard 1, p. 144*)
- 5 – UI.3.2 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. (*National Geography Standard 10, p. 162*)

**UI.4 Three World Interactions**

*Describe the environmental, political, and cultural consequences of the interactions among European, African, and American Indian peoples in the late 15th through the 17th century.*

- 5 – UI.4.1 Describe the convergence of Europeans, American Indians and Africans in North America after 1492 from the perspective of these three groups. (*National Geography Standard 10, p. 162*)
- 5 – UI.4.2 Use primary and secondary sources (e.g., letters, diaries, maps, documents, narratives, pictures, graphic data) to compare Europeans and American Indians who converged in the western hemisphere after 1492 with respect to governmental structure, and views on property ownership and land use. (*National Geography Standard 12, p. 167, C, E*)
- 5 – UI.4.3 Explain the impact of European contact on American Indian cultures by comparing the different approaches used by the British and French in their interactions with American Indians. (*National Geography Standard 10, p. 162, C, E*)
- 5 – UI.4.4 Describe the Columbian Exchange and its impact on Europeans, American Indians, and Africans. (*National Geography Standard 11, p. 164, E*)

## U2 USHG ERA 2 – COLONIZATION AND SETTLEMENT (1585-1763)

### U2.1 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 Describe significant developments in the Southern colonies, including
- patterns of settlement and control including the impact of geography (landforms and climate) on settlement (*National Geography Standard 12, p. 167*)
  - establishment of Jamestown (*National Geography Standard 4, p. 150*)
  - development of one-crop economies (plantation land use and growing season for rice in Carolinas and tobacco in Virginia) (*National Geography Standard 11, p. 164*)
  - relationships with American Indians (e.g., Powhatan) (*National Geography Standard 10, p. 162*)
  - development of colonial representative assemblies (House of Burgesses) (*National Geography Standard 5, p. 152*)
  - development of slavery
- 5 – U2.1.2 Describe significant developments in the New England colonies, including
- patterns of settlement and control including the impact of geography (landforms and climate) on settlement (*National Geography Standard 12, p. 167*)
  - relations with American Indians (e.g., Pequot/King Phillip’s War) (*National Geography Standard 10, p. 162*)
  - growth of agricultural (small farms) and non-agricultural (shipping, manufacturing) economies (*National Geography Standard 15, p. 173*)
  - the development of government including establishment of town meetings, development of colonial legislatures and growth of royal government (*National Geography Standard 13, p. 169*)
  - religious tensions in Massachusetts that led to the establishment of other colonies in New England (*National Geography Standard 13, p. 169 C, E*)
- 5 – U2.1.3 Describe significant developments in the Middle Colonies, including
- patterns of settlement and control including the impact of geography (landforms and climate) on settlement (*National Geography Standard 12, p. 167*)
  - the growth of Middle Colonies economies (e.g., breadbasket) (*National Geography Standard 7, p. 156*)
  - 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 (*National Geography Standard 10, p. 162, C, E*)
- 5 – U2.1.4 Compare the regional settlement patterns of the Southern colonies, New England, and the Middle Colonies. (*National Geography Standard 12, p. 167*)

### 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 Describe Triangular Trade including
- the trade routes
  - the people and goods that were traded
  - the Middle Passage
  - its impact on life in Africa (*National Geography Standards 9, and 11; pp. 160 and 164 E*)

- 5 – U2.2.2 Describe the life of enslaved Africans and free Africans in the American colonies. (*National Geography Standard 5, p. 152*)
- 5 – U2.2.3 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. (*National Geography Standard 10, p. 162*)

### U2.3 Life in Colonial America

*Distinguish among and explain the reasons for regional differences in colonial America.*

- 5 – U2.3.1 Locate the New England, Middle, and Southern colonies on a map. (*National Geography Standard 3 p. 148*)
- 5 – U2.3.2 Describe the daily life of people living in the New England, Middle, and Southern colonies. (*National Geography Standards 14 and 15; pp. 171 and 173*)
- 5 – U2.3.3 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 and the poor, women, enslaved people, free Africans, and American Indians). (*National Geography Standard 6, p. 154*)
- 5 – U2.3.4 Describe the development of the emerging labor force in the colonies (e.g., cash crop farming, slavery, indentured servants). (E)
- 5 – U2.3.5 Make generalizations about the reasons for regional differences in colonial America. (*National Geography Standard 6, p. 154*)

## 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 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. (*National Geography Standard 13 p. 169 C, E*)
- 5 – U3.1.2 Describe the causes and effects of events such as the Stamp Act, Boston Tea Party, the Intolerable Acts, and the Boston Massacre.
- 5 – U3.1.3 Using an event from the Revolutionary era (e.g., Boston Tea Party, quartering of soldiers, writs of assistance, closing of colonial legislatures), explain how British and colonial views on authority and the use of power without authority differed (views on representative government).
- 5 – U3.1.4 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). (C)
- 5 – U3.1.5 Use the Declaration of Independence to explain why the colonists wanted to separate from Great Britain and why they believed they had the right to do so. (C)
- 5 – U3.1.6 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 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. (C)
- 5 – U3.1.8 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 consequences.*

- 5 – U3.2.1 Describe the advantages and disadvantages of each side during the American Revolution with respect to military leadership, geography, types of resources, and incentives. (*National Geography Standard 4, p. 150, E*)
- 5 – U3.2.2 Describe the importance of Valley Forge, Battle of Saratoga, and Battle of Yorktown in the American Revolution.
- 5 – U3.2.3 Compare the role of women, African Americans, American Indians, and France in helping shape the outcome of the war.
- 5 – U3.2.4 Describe the significance of the Treaty of Paris (establishment of the United States and its boundaries). (*National Geography Standard 13, p. 169, C*)

**U3.3 Creating New Government(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 Describe the powers of the national government and state governments under the Articles of Confederation. (C)
- 5 – U3.3.2 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). (*National Geography Standard 13, p. 169, C*)
- 5 – U3.3.3 Explain why the Constitutional Convention was convened and why the Constitution was written. (C)
- 5 – U3.3.4 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). (*National Geography Standard 9, p. 160, C*)
- 5 – U3.3.5 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). (C)
- 5 – U3.3.6 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). (C)
- 5 – U3.3.7 Describe the concern that some people had about individual rights and why the inclusion of a Bill of Rights was needed for ratification. (C)
- 5 – U3.3.8 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, P4)****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 Identify contemporary public issues related to the United States Constitution and their related factual, definitional, and ethical questions.
- 5 – P3.1.2 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 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 Compose a short essay expressing a position on a contemporary public policy issue related to the Constitution and justify the position with a reasoned argument.

**P4.2 Citizen Involvement**

*Act constructively to further the public good.*

- 5 – P4.2.1 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 Participate in projects to help or inform others.