

5th Grade
HISTORY AND GEOGRAPHY OF THE LAND NOW KNOWN
AS THE UNITED STATES, SPECIFIC TO THE BOUNDARIES
FROM THE EAST COAST TO 90* W LONGITUDE

The fifth grade curriculum examines the beginnings of a new nation, with emphasis from 1492-1850. This course focuses on the development of a new country in conjunction with the burgeoning relationships that developed with the people who were the first inhabitants of what is now known as North America. In this time frame western Europeans moved onto traditional Tribal Nation lands. Students will study the consequences of this contact and eventual colonialism. Included in these centuries was the crafting of the Declaration of Independence as a precursor to the Revolutionary War. The many causes of the war will be examined. Students will explore the U.S. Constitution and the Bill of Rights. They will recognize the important influence of the Iroquois Confederacy on the new democracy and the documents' mandated rights and protections for all citizens.

Given that students learn when they are engaged and actively participating in their curriculum, students will demonstrate their understanding of these social studies topics and key concepts by producing relevant projects. It is imperative that students' interaction with Social Studies includes more than reading and writing.

THE LAND AND PEOPLE 1492

Students examine major Pre-1492 people in the area now known as Montana. These people include Salish, Kootenai, Students will understand how people adjusted to their natural environment. Students should see and respect all tribes as individual entities who developed individual economies, systems of government, and histories. Each group expressed their culture through a variety of art forms and traditional stories.

EXPLOITATION, CONSEQUENCES AND TRADE

In this unit students will concentrate on European invaders who sought land, gold, and glory. Students will examine the consequences of contact between Europeans and the original inhabitants of the land. Students will identify the major individuals and groups responsible for the founding of the various colonies and the reasons for their founding.

CAUSES OF THE AMERICAN REVOLUTION

Students will examine how political, religious, and economic ideas and interests brought about the Revolution, including the views, lives, and impact of key individuals during this period. Students should learn about the importance of the French and Indian War in shattering French power in North America. Each effort by the British to impose their will on the colonies resulted in a strong counter reaction and a growing spirit of independence. Students should become familiar key events that led to the Revolutionary War. Students should understand the Declaration of Independence with its idealistic statements that all men are created equal and that governments derive their just power from the consent of the governed.

THE WAR FOR INDEPENDENCE

America's War for Independence would change the world. While some colonists fought for independence from British rule, others remained loyal to King George III. Major events in the Revolution should be vividly described, including the battles of Bunker Hill, Lexington, and Concord; the selection of George Washington to command the army; and Patrick Henry's famous appeal to his fellow legislators to support the fight. The role of free blacks in the battles of the American Revolution

should be considered. Students should learn about Abigail Adams, Molly Pitcher, Nathan Hale, and Benedict Arnold. Students should understand the significance of the events at Valley Forge, the alliance with France, and the final battle at Yorktown. Students should be familiar with the hardships faced by colonists during the war.

THE CONSTITUTION AND ITS ORIGINS AND TRIBAL NATION INFLUENCE

The Articles of Confederation were inadequate as a framework for a new nation. Students should become familiar with the Constitution and the Bill of Rights. Students will learn the influence of the Iroquois Confederacy on the development of the Constitution. Students should understand how the Constitution is designed to secure our liberty by both empowering and limiting central government, and understand the roles of and relationships among the executive, legislative, and judicial branches.

LIFE IN THE YOUNG REPUBLIC AND EASTERN INVASION

In this unit, students examine the daily lives of those who built the young republic under the new Constitution. Between 1789 and 1850, new waves of immigrants arrived from Europe--mostly English, Scots-Irish, Irish, and Germans. Traveling by overland wagons, canals, flatboats, and steamboats, these newcomers advanced into the fertile Ohio and Mississippi valleys and through the Cumberland Gap to the South. Students should learn about the Louisiana Purchase and the expeditions of Lewis and Clark and of John C. Fremont.

Students should learn about the resistance of Tribal Nations to encroachments by settlers and about the government's policy of Indian removal to lands west of the Mississippi, including the story of the Cherokees' "Trail of Tears."

Students learn about the advance of pioneer settlements beyond the Mississippi. The flow of migration westward included grizzled fur traders and mountain men, settlers heading for Texas, Mormon families on their way to the new Zion in Utah, Midwestern farmers moving to western Oregon's fertile valleys, and 49ers bound for the Mother Lode region of California. Not to be forgotten are the whalers, New England sailors engaged in the hide and tallow trade with California, and the sea traders in furs (sea otter and seal) who supplied their clipper ships around Cape Horn and westward to the Pacific. Students should compare this Oregon Trail with the California overland trail, the trail to Santa Fe, and the trail to Texas, comparing each time the purpose of the journey; where the trail ran; the influence of geographic terrain, rivers, vegetation, and climate; and life in the territories at the end of these trails. While learning about life on the trail, students should discuss the reactions of the Tribal Nations to the increasing migration and the reasons for their growing concern.

Pioneer women played varied roles in coping with the rigors of daily life on the frontier. Many slave women gained their freedom in the West. In recognition of the new status that western women achieved, Wyoming in 1869 became the first state to grant suffrage to women. Students will also examine America's international conflicts up until 1850, including the War of 1812 and the Mexican-American War.

GRADE COURSE: GRADE 5

NCSS THEMES

- Culture
- Time, Continuity, and Change
- People, Places and Environments
- Individual Development and Identity
- Individuals, Groups, and Institutions
- Power, Authority, and Governance
- Production, Distribution, and Consumption
- Science, Technology, Society
- Global Connections
- Civic Ideals and Practices

OPI MONTANA STANDARDS

1. Students access, synthesize, and evaluate information to communicate and apply social studies knowledge to real world situations.
2. Students analyze how people create and change structures of power, authority, and governance to understand the operations of government and to demonstrate civic responsibility.
3. Students apply geographic knowledge and skills (e.g., location, place, human/environment interactions, movement, and regions).
4. Students demonstrate an understanding of the effects of time, continuity, and change on historical and future perspectives and relationships.
5. Students make informed decisions based on an understanding of the economic principles of productions, distribution, exchange, and consumption.
6. Students demonstrate an understanding of the impact of human interaction and cultural diversity on societies.

COMMON CORE LITERACY STANDARDS FOR SOCIAL STUDIES

READING (Informational)

RI.KI.1 Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.

RI.KI.2 Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.

RI.KI.3 Explain the relationships or interactions between two or more individuals, events, ideas, or concepts in a historical, scientific, or technical text based on specific information in the text.

RI.CS.4 Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 5 topic or subject area.

RI.CS.5 Compare and contrast the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in two or more texts.

RI.CS.6 Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent.

WRITING

WR.TT.1a Write opinion pieces on topics or texts, supporting a point of view with reasons and information: Introduce a topic or text clearly, state an opinion, and create an organizational structure in which ideas are logically grouped to support the writer's purpose.

WR.TT.1b Write opinion pieces on topics or texts, supporting a point of view with reasons and information: Provide logically ordered reasons that are supported by facts and details.

WR.TT.1c Write opinion pieces on topics or texts, supporting a point of view with reasons and information: Link opinion and reasons using words, phrases, and clauses (e.g., consequently, specifically).

WR.TT.1d Write opinion pieces on topics or texts, supporting a point of view with reasons and information: Provide a concluding statement or section related to the opinion presented.

RI.IK.7 Draw on information from multiple print or digital sources, demonstrating the ability to locate an answer to a question quickly or to solve a problem efficiently.

RI.IK.8 Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point(s).

RI.IK.9 Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably.

RI.RR.10 By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 4–5 text complexity band independently and proficiently.

WR.TT.2a Write informative/explanatory texts to examine a topic and convey ideas and information clearly: Introduce a topic clearly, provide a general observation and focus, and group related information logically; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension.

WR.TT.2b Write informative/explanatory texts to examine a topic and convey ideas and information clearly: Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.

WR.TT.2c Write informative/explanatory texts to examine a topic and convey ideas and information clearly: Link ideas within and across categories of information using words, phrases, and clauses (e.g., in contrast, especially).

WR.TT.2d Write informative/explanatory texts to examine a topic and convey ideas and information clearly: Use precise language and domain-specific vocabulary to inform about or explain the topic.

WR.TT.2e Write informative/explanatory texts to examine a topic and convey ideas and information clearly: Provide a concluding statement or section related to the information or explanation presented.

WR.TT.3a Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences: Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.

WR.TT.3b Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences: Use narrative techniques, such as dialogue, description, and pacing, to develop experiences and events or show the responses of characters to situations.

WR.TT.3c Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences: Use a variety of transitional words, phrases, and clauses to manage the sequence of events.

WR.TT.3d Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences: Use concrete words and phrases and sensory details to convey experiences and events precisely.

WR.TT.3e Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences: Provide a conclusion that follows from the narrated experiences or events.

WR.PD.4 Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)

WR.PD.5 With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

WR.PD.6 With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of two pages in a single sitting.

WR.RB.7 Conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic. Include sources and/or topics by and about Tribal Nations.

WR.RB.8 Recall relevant information from experiences or gather relevant information from print and digital sources; summarize or paraphrase information in notes and finished work, and provide a list of sources.

WR.RB.9a Draw evidence from literary or informational texts to support analysis, reflection, and research: Apply grade 5 Reading standards to literature (e.g., “Compare and contrast two or more characters, settings, or events in a story or a drama, drawing on specific details in the text [e.g., how characters interact]”).

WR.RB.9b Draw evidence from literary or informational texts to support analysis, reflection, and research: Apply grade 5 Reading standards to informational texts (e.g., “Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point[s]”).

	WR.RW.10 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
IEFA: ESSENTIAL UNDERSTANDINGS	GRADES 3-5: FOCUS AREAS (MONTANA)
ESSENTIAL UNDERSTANDING 1: There is great diversity among the 12 tribal Nations of Montana in their languages, cultures, histories and governments. Each Nation has a distinct and unique cultural heritage that contributes to modern Montana.	<ul style="list-style-type: none"> • How languages, cultures, and histories of Montana tribes are different from one another <ul style="list-style-type: none"> ○ 3rd: nearby local Tribal Nations ○ 4th: Montana Tribal Nations ○ 5th: Tribal Nations from the area now known as North America
ESSENTIAL UNDERSTANDING 2: There is great diversity among individual American Indians as identity is developed, defined and redefined by entities, organizations and people. A continuum of Indian identity, unique to each individual, ranges from assimilated to traditional. There is no generic American Indian.	<ul style="list-style-type: none"> • Authentic representations and identification of stereotypes of American Indians in books and the media. • Understanding of the terms <i>assimilated</i> and <i>traditional</i>
ESSENTIAL UNDERSTANDING 3: The ideologies of Native traditional beliefs and spirituality persist into modern day life as tribal cultures, traditions, and languages are still practiced by many American Indian people and are incorporated into how tribes govern and manage their affairs. Additionally, each tribe has its own oral histories, which are as valid as written histories. These histories pre-date the “discovery” of North America.	<ul style="list-style-type: none"> • Native tribal traditions and languages that are still practiced today <ul style="list-style-type: none"> ○ 3rd: Examples from local Tribal Nations ○ 4th: Examples from Montana Tribal Nations ○ 5th: Examples from Tribal Nations from the area now known as North America • Oral histories that pre-date the “discovery” of North America: <ul style="list-style-type: none"> ○ 3rd: Examples from local Tribal Nations ○ 4th: Examples from Montana Tribal Nations ○ 5th: Examples from Tribal Nations from the area now known as North America
ESSENTIAL UNDERSTANDING 4: Reservations are lands that have been reserved by the tribes for their own use through treaties, statutes, and executive orders and were not “given” to them. The principle that land should be acquired from the Indians only through their consent with treaties involved three assumptions: I. Both parties to treaties were sovereign powers. II. Indian tribes had some form of transferable title to the land. III. Acquisition of Indian lands was solely a government matter not to be left to individual colonists.	<ul style="list-style-type: none"> • Location, composition, and history of reservations <ul style="list-style-type: none"> ○ 3rd: Examples from local Tribal Nations ○ 4th: Examples from Montana Tribal Nations ○ 5th: Examples from Tribal Nations from the area now known as North America

<p>ESSENTIAL UNDERSTANDING 5: There were many federal policies put into place throughout American history that have affected Indian people and still shape who they are today. Many of these policies conflicted with one another. Much of Indian history can be related through several major federal policy periods:</p> <ul style="list-style-type: none"> Colonization/Colonial Period 1492 – 1800s Treaty Period 1789 - 1871 Assimilation Period - Allotment and Boarding School 1879 - 1934 Tribal Reorganization Period 1934 - 1958 Termination and Relocation Period 1953 - 1971 Self-determination Period 1968 – Present 	<ul style="list-style-type: none"> • Awareness of Federal Policy Periods: <ul style="list-style-type: none"> ○ 3rd: Examples of impacts on nearby Tribal Nations (Treaty, Assimilation - Allotment and Boarding School, Self- Determination Periods) ○ 4th: Examples of impacts on Montana Tribal Nations (Treaty, Assimilation- Allotment and Boarding School, Self-Determination Periods) ○ 5th: Examples of impacts on Tribal Nations from the area now known as North America (Colonization, Treaty, Assimilation - Allotment and Boarding School, Self-Determination Periods)
<p>ESSENTIAL UNDERSTANDING 6: History is a story most often related through the subjective experience of the teller. With the inclusion of more and varied voices, histories are being rediscovered and revised. History told from an Indian perspective frequently conflicts with the stories mainstream historians tell.</p>	<ul style="list-style-type: none"> • Awareness that history can be told through many voices and perspectives <ul style="list-style-type: none"> ○ 3rd: Examples from Local Tribal Nations ○ 4th: Examples from Montana Tribal Nations ○ 5th: Examples from Tribal Nations from the area now known as North America • Tribal perspectives on history of the “place” <ul style="list-style-type: none"> ○ 3rd: Tribal stories of place names from Local Tribal Nations ○ 4th: Tribal stories of place names from Montana Tribal Nations ○ 5th: Tribal stories of place names from Tribal Nations from the area now known as North America
<p>ESSENTIAL UNDERSTANDING 7: Under the American legal system, Indian tribes have sovereign powers, separate and independent from the federal and state governments. However, the extent and breadth of tribal sovereignty is not the same for each tribe.</p>	<ul style="list-style-type: none"> • N/A

Essential Questions – GRADE 5

- What were the consequences of contact between tribal nations and western Europeans?
- What were the consequences of colonization on the original inhabitants?
- What were the key issues leading to The Revolutionary War?
- How did the Iroquois Confederacy influence the philosophies of The Constitution?
- How did moving further west into the land of original people affect the Young Republic?

TOPICS AND KEY CONCEPTS – GRADE 5

TOPICS

- Examining the Land and First People 1492-1850
- Examining exploitation, Consequences, and Trade
- Learning about colonization and its effects
- Becoming familiar with war for Independence
- The Constitution, its origins, and influence of tribal nations
- Examining life in the Young Republic and Eastern Invasion

KEY CONCEPTS

Peoples, Places, and Change

- Identify locations and names of the Tribal Nations who first made contact with Western Europeans, i.e. the Puritans.
- Describe the relationships that existed between the colonists and Tribal Nations and how the culture of each was impacted by this contact during the 1600's and 1700's.
- Describe the internal conflicts within Tribal Nations that included competing claims for land.

Civic Ideals and Practices

- Identify Tribal Nations' influences on the Constitution including the Iroquois Confederacy.
- Interpret and explain the first ten amendments.
- Explain the historic reasons for each amendment.

Power, Authority, and Governance

- Explore the views, lives, and impact of key individuals during the period from 1600 through 1700. For Example: Massasoit, King Georg III, and Tecumseh.
- Demonstrate knowledge of land policies developed under the Continental Congress and those policies' impact on the land inhabited by the first people/Tribal Nations of what is now known as North America.