



### Grade 5 Overview: United States History to the Civil War and the Modern Civil Rights Movement

Building on their knowledge of North American geography and peoples, students learn about the history of the colonies, the early Republic, the expansion of the United States, the growing sectional conflicts of the 19th century, and the Civil Rights Movement of the mid-20th century. They study these topics by exploring guiding questions such as, "What is the meaning of the statement, 'All men are created equal'?" and "Is a person ever justified in disobeying a law?" Students develop an understanding of how the country's founders created the government and for what reasons there are three branches of government, as well as develop tools for conversing respectfully about the historical issues that slavery has had on the current state of equity in the United States.

### Grade 5 Standards for History & Social Sciences

Topic	Description of Standards + Topic Covered
<p><b>Topic 1</b> Early colonization and growth of colonies</p>	<p><i>To what extent was North America a land of opportunity, and for whom?</i> Fifth graders study the early relationships of English settlers to Native Peoples in the 1600s and 1700s, including the impact of diseases introduced by Europeans in severely reducing Native populations, the differing views on land ownership or use, property rights, and the conflicts between the two groups. They compare the different reasons colonies were established and conduct research on one of the founders of a colony. Students analyze the reasons why English colonists had the strongest influence on the language, political institutions, and political principles of the United States. They use map skills to locate the first 13 colonies and describe the impact of regional differences in climate on the types of crops that could be grown or harvested profitably in the Northern, mid-Atlantic, and Southern colonies. Students study the origins of slavery, its legal status in all the colonies through the 18th century, and the prevalence of slave ownership, including by many of the country's early leaders, as well as the Triangular Trade and the harsh conditions of trans-Atlantic voyages for enslaved Africans. Students compare and contrast the living and working conditions of enslaved and free Africans in the colonies in the 18th century, and explain how some enslaved people sought their freedom.</p>
<p><b>Topic 2</b> Reasons for revolution, the Revolutionary War, and the formation of government</p>	<p><i>Why did most Native Peoples side with the French against the British in the French and Indian Wars? Were the colonists justified in rebelling against Great Britain in the American Revolution?</i> Students study the reasons for the French and Indian War, and how its costs led to an overhaul of British imperial policy by exploring key British policy and the colonies' response to them. On a historic map of the Boston area in the 1770s, students identify important sites in the Revolutionary period and analyze the role and the significance of Massachusetts people who played key roles. Fifth graders learn about the development of colonial governments and describe how these developments contributed to the Revolution. They read the Declaration of Independence (1776), explain its main argument, the reasons given for seeking independence, the meaning of the key ideas on equality and natural and legal rights, and the rule of law. Students study the impact as the Revolutionary War continued, and the factors that ultimately led to American victory and British defeat. Students compare and contrast the impact of the actions of important leaders during the Revolution and the early years of the United States Republic, including the adoption of the Articles of Confederation in 1781, the weaknesses of the Articles as a plan for government, and the reasons for their failure. Students conclude this topic with a study of Shays' Rebellion, and why it was one of the crucial events leading to the Constitutional Convention.</p>
<p><b>Topic 3</b> Principles of United States government</p>	<p><i>How did the Constitution attempt to balance competing interests, the question of power, and ideas about slavery?</i> Fifth graders study the Constitution, including the Preamble, and analyze how these documents affect political principles such as individual rights and responsibilities, equality, the rule of law, general welfare, limited government, and representative democracy. Students study the function of each branch of government and the system of checks and balances. They analyze and compare the responsibilities of government at the federal, state, and local levels. Students learn about the process of writing the Constitution, analyzing the significance of the major issues debated by members of the Constitutional Convention and explain why the framers agreed to the 3/5 Compromise in order to keep the states united and how the decision reinforced the institution of slavery. Fifth graders recognize the restrictions in the Constitution, including that voting rights and property rights did not extend to women. They read the Bill of Rights and explain the freedoms it guarantees and the historical background of the inclusion of the first ten amendments.</p>
<p><b>Topic 4</b> Growth of the Republic</p>	<p><i>How did events of the early Republic test the newly-founded United States?</i> Fifth graders identify the first three Presidents of the United States, summarize key developments during their time, and evaluate their leadership of the new nation. They learn the importance of the Louisiana Purchase and trace the expedition of Meriwether Lewis and William Clark, with Sacagawea and the Corps of Discovery, from 1803 to 1806. Students study the causes of the War of 1812 and how events during the war contributed to a sense of American nationalism. They locate cities and towns that played important roles in the development of the textile and machinery industries, whaling, shipping, and the China trade in the 18th and 19th centuries and analyze the benefits and costs of these industries. Students analyze 19th century conflicts between Native Peoples and national, state, and local governments in the United States over land ownership and rights to self-government.</p>

# Pentucket Regional School District

## History & Social Sciences Curriculum Guide

Grade 5



### Topic 5 Slavery, the legacy of the Civil War and the struggle for civil rights for all

*What ideas and events of the 19th century led to the expansion of civil rights in the 20th and 21st centuries?*  
Fifth graders trace the state-by-state abolition of slavery in the Northern states in the 18th and 19th centuries and the expansion of slavery into western states. They study the effects of the 1808 law that banned the importation of slaves into the United States and explain how a robust slave trade continued within the United States. Students study the major reasons for the Civil War, the ideas and roles of key people pre-Civil War, major military leaders and battles, and the War's major outcomes. Students analyze the role of Abraham Lincoln in the development of the Republican Party, his significant actions as President during the Civil War, and the consequences of the Emancipation Proclamation and the 13th, 14th, and 15th Amendments for the rights of African Americans. They study living conditions for African Americans following the Civil War, during the Jim Crow era. Fifth graders analyze the role African American churches, civic organizations, and newspapers played in supporting and unifying African American communities. Students conduct research on one of the people, organizations, events, or legislative acts from the 20th century that contributed to expanding civil rights of African Americans, women, and others in the United States.

**Textbook:** U.S History - Making a New Nation 2020 - McGraw Hill

### [Grade 5 History & Social Studies Sciences Standards](#)

#### Standards for History & Social Science Practice

1. Demonstrate civic knowledge, skills, and dispositions.
2. Develop focused questions or problem statements and conduct inquiries.
3. Organize information and data from multiple primary and secondary sources.
4. Analyze the purpose and point of view of each source; distinguish opinion from fact.
5. Evaluate the credibility, accuracy, and relevance of each source.
6. Argue or explain conclusions, using valid reasoning and evidence.
7. Determine next steps and take informed action, as appropriate.



# Pentucket Regional School District

## History & Social Sciences Curriculum Guide

Grade 5



### GUIDING PRINCIPLES FOR EFFECTIVE HISTORY & SOCIAL SCIENCE EDUCATION

- 1** **Teach** students about the legacy of democratic government.
- 2** **Incorporate** diverse perspectives & acknowledges that perceptions of events are affected by race, ethnicity, culture, religion, education, gender, gender identity, sexual orientation, disability, and personal experience.
- 3** Every student **deserves** to study history & social science every year, from pre-K-12.
- 4** **Teach** students to think historically.
- 5** **Integrate** knowledge from many fields of study.
- 6** **Build** students' capacities for research, reasoning, making logical arguments, & thinking for themselves.
- 7** **Improve** reading Comprehension by increasing students' content knowledge
- 8** **Incorporate** the study of current events and news/media literacy
- 9** **Teach** students about using data analysis and digital tools as research and presentation techniques in the social sciences.
- 10** **Develop** social and emotional skills.