

SCHOOL DISTRICT OF THE CHATHAMS

Social Studies

Grade 5

Full Year

Course Overview

The Social Studies curriculum in the 5th grade is designed to provide students with an understanding of the practices of the discipline of history by analyzing primary and secondary sources while introducing them to the basic narrative of US History from colonization through the Civil War. Through active learning experiences that engage student interest through developmentally-appropriate and meaningful lessons, 5th grade social studies promotes students' critical thinking skills and social/emotional and cognitive growth. Students consider various interpretations of key events and/or issues in US history while exploring different experiences, beliefs and motivations of different groups of people. Students also explore the roots of American culture and the manner in which it was built from different traditions and practices to create basic ideals of democracy.

New Jersey Student Learning Standards

The New Jersey Student Learning Standards (NJSL) can be located at www.nj.gov/education/cccs/2020/.

Civics, Government, and Human Rights

- 6.1.8.CivicsPI.3.a: Cite evidence to evaluate the extent to which the leadership and decisions of early administrations of the national government met the goals established in the Constitution.
- 6.1.8.CivicsPI.3.c: Distinguish the powers and responsibilities of citizens, political parties, interest groups, and the media in a variety of governmental and nongovernmental contexts.
- 6.1.8.CivicsPI.3.d: Use data and other evidence to determine the extent to which demographics influenced the debate on representation in Congress and federalism by examining the New Jersey and Virginia plans.
- 6.1.8.CivicsPD.3.a: Cite evidence to determine the role that compromise played in the creation and adoption of the Constitution and Bill of Rights.
- 6.1.8.CivicsDP.3.a: Use primary and secondary sources to assess whether or not the ideals found in the Declaration of Independence were fulfilled for women, African Americans, and Native Americans during this time period.
- 6.1.8.CivicsDP.4.a: Research and prioritize the most significant events that led to the expansion of voting rights during the Jacksonian period.
- 6.1.8.CivicsHR.3.a: Explain how and why constitutional civil liberties were impacted by acts of government during the Early Republic (i.e., Alien and Sedition Acts).
- 6.1.8.CivicsHR.3.b: Evaluate the impact of the institution of slavery on the political and economic expansion of the United States.
- 6.1.8.CivicsHR.3.c: Construct an argument to explain how the expansion of slavery violated human rights and contradicted American ideals.
- 6.1.8.CivicsHR.4.a: Examine sources from a variety of perspectives to describe efforts to reform education, women's rights, slavery, and other issues during the Antebellum period

Geography, People and the Environment

- 6.1.8.GeoSV.3.a: Use maps and other geographic tools to construct an argument on the impact of geography on the developments and outcomes of the American Revolution including New Jersey's pivotal role.
- 6.1.8.GeoSV.4.a: Map territorial expansion and settlement, highlighting the locations of conflicts with and resettlement of Native Americans.

Economics, Innovation and Technology

- 6.1.8.EconET.3.a: Identify the effect of inflation and debt on the American people and evaluate the policies of state and national governments during this time.
- 6.1.8.EconET.4.a: Analyze the debates involving the National Bank, uniform currency, and tariffs, and determine the extent to which each of these economic tools met the economic challenges facing the new nation.
- 6.1.8.EconET.4.a: Assess the impact of the Louisiana Purchase and western exploration on the expansion and economic development of the United States.
- 6.1.8.EconNE.4.a: Explain how major technological developments revolutionized land and water transportation, as well as the economy, in New Jersey and the nation.
- 6.1.8.EconNE.4.b: Analyze how technological innovations affected the status and social class of different groups of people and explain the outcomes that resulted.

History, Culture, and Perspectives

- 6.1.8.HistoryCC.3.a: Explain how the consequences of the Seven Years War, changes in British policies toward American colonies, and responses by various groups and individuals in the North American colonies led to the American Revolution.
- 6.1.8.HistoryCC.3.b: Explain how political parties were formed and continue to be shaped by differing perspectives regarding the role and power of federal government.
- 6.1.8.HistoryCC.3.c: Use geographic tools and resources to investigate how conflicts and alliances among European countries and Native American groups impacted the expansion of American territory.
- 6.1.8.HistoryCC.3.d: Compare and contrast the Articles of Confederation and the United States Constitution in terms of the decision-making powers of national government.
- 6.1.8.HistoryUP.3.a: Use primary sources as evidence to explain why the Declaration of Independence was written and how its key principles evolved to become unifying ideas of American democracy.
- 6.1.8.HistoryUP.3.b: Examine the roles and perspectives of various socioeconomic groups (e.g., rural farmers, urban craftsmen, northern merchants, and southern planters), African Americans, Native Americans, and women during the American Revolution, and determine how these groups were impacted by the war.
- 6.1.8.HistoryUP.3.c: Analyze how the terms of the Treaty of Paris affected United States relations with Native Americans and with European powers that had territories in North America from multiple perspectives.
- 6.1.8.HistorySE.3.a: Analyze how the leadership of George Washington during the American Revolution and as president allowed for the establishment of American democracy.
- 6.1.8.HistorySE.3.b: Analyze a variety of sources to make evidence-based inferences about how prominent individuals and other nations contributed to the causes, execution, and outcomes of the American Revolution.
- 6.1.8.HistoryCC.4.a: Explain the changes in America's relationships with other nations by analyzing policies, treaties, tariffs, and agreements.
- 6.1.8.HistoryCC.4.b: Explain the growing resistance to slavery and New Jersey's role in the Underground Railroad.
- 6.1.8.HistoryCC.4.c: Analyze how the concept of Manifest Destiny influenced the acquisition of land through annexation, diplomacy, and war.

- 6.1.8.HistoryCC.4.d: Analyze the push-pull factors that led to increase in immigration and explain why ethnic and cultural conflicts resulted.
- 6.1.8.HistoryCC.5.a: Prioritize the causes and events that led to the Civil War from different perspectives.
- 6.1.8.HistoryCC5.b: Analyze critical events and battles of the Civil War from different perspectives.
- 6.1.8.HistoryCC.5.c: Assess the human and material costs of the Civil War in the North and South.
- 6.1.8.HistoryUP.5.a: Analyze the effectiveness of the 13th, 14th, and 15th Amendments to the United States Constitution from multiple perspectives.
- 6.1.8.HistoryUP.5.b: Examine the roles of women, African Americans, and Native Americans in the Civil War.
- 6.1.8.HistoryUP.5.c: Explain how and why the Emancipation Proclamation and the Gettysburg Address continue to impact American life.
- 6.1.8.HistoryCC.5.d: Assess the role of various factors that affected the course and outcome of the Civil War (i.e., geography, natural resources, demographics, transportation, leadership, and technology).
- 6.1.8.HistoryCC.5.e: Compare and contrast the approaches of Congress and Presidents Lincoln and Johnson toward the reconstruction of the South.
- 6.1.8.HistoryCC.5.f: Analyze the economic impact of Reconstruction on the South from different perspectives.
- 6.1.8.HistoryCC.5.g: Construct an argument that prioritizes the causes and events that led to the Civil War using multiple sources from different perspectives.

Technology Standards

- 9.4.5.IML.1: Evaluate digital sources for accuracy, perspective, credibility and relevance
- 9.4.5.IML.4: Determine the impact of implicit and explicit media messages on individuals, groups, and society as a whole.
- 9.4.5.IML.5: Distinguish how media are used by individuals, groups, and organizations for varying purposes.
- 9.4.5.TL.3: Format a document using a word processing application to enhance text, change page formatting, and include appropriate images graphics, or symbols
- 9.4.5.TL.5: Collaborate digitally to produce an artifact

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- 9.1.5.EG.1: Explain and give examples of what is meant by the term “tax.”
- 9.1.5.EG.2: Describe how tax monies are spent.
- 9.1.5.FP.5: Illustrate how inaccurate information is disseminated through various external influencers including the media, advertisers/marketers, friends, educators, and family members
- 9.4.5.GCA.1: Analyze how culture shapes individual and community perspectives and points of view.
- 9.4.5.CI.3: Participate in a brainstorming session with individuals with diverse perspectives to expand one’s thinking about a topic of curiosity.
- 9.4.5.CT.1: Identify and gather relevant data that will aid in the problem-solving process.
- 9.4.5.CT.2: Identify a problem and list the types of individuals and resources (e.g., school, community agencies, governmental, online) that can aid in solving the problem.
- 9.4.5.CT.4: Apply critical thinking and problem-solving strategies to different types of problems such as personal, academic, community and global.

Career Ready Practice

- CRP5. Consider the environmental, social and economic impacts of decisions.
- CRP6. Demonstrate creativity and innovation.
- CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.
- CRP11. Use technology to enhance productivity increase collaboration and communicate effectively.
- CRP12. Work productively in teams while using cultural/global competence.

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Interdisciplinary Connections

English Language Arts

- RI.5.1. Quote accurately from a text and make relevant connections when explaining what the text says explicitly and when drawing inferences from the text.
- RI.5.4. 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.5.7. 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.
- W.5.1. Write opinion pieces on topics or texts, supporting a point of view with reasons and information.
 - A. 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.
 - B. Provide logically ordered reasons that are supported by facts and details from text(s), quote directly from text when appropriate.
 - C. Link opinion and reasons using words, phrases, and clauses (e.g., consequently, specifically).
 - D. Provide a conclusion related to the opinion presented.
- W.5.2. Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
 - A. Introduce a topic clearly to provide a focus and group related information logically; include text features such as headings, illustrations, and multimedia when useful to aiding comprehension.
 - B. Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.
 - C. Link ideas within paragraphs and sections of information using words, phrases, and clauses (e.g., in contrast, especially).
 - D. Use precise language and domain-specific vocabulary to inform about or explain the topic.
 - E. Provide a conclusion related to the information of explanation presented.
- SL.5.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 5 topics and texts, building on others' ideas and expressing their own clearly.
 - A. Explicitly draw on previously read text or material and other information known about the topic to explore ideas under discussion.
 - B. Follow agreed-upon rules for discussions and carry out assigned roles.
 - C. Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others.
 - D. Review the key ideas expressed and draw conclusions in light of information and knowledge gained from the discussions.
- SL.5.4. Report on a topic or text or present an opinion, sequencing ideas logically and using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.
- SL.5.5. Include multimedia components (e.g., graphics, sound) and visual displays in presentations when appropriate to enhance the development of main ideas or themes.

Computer Science and Design Thinking

- 8.1.5.DA.1: Collect, organize, and display data in order to highlight relationships or support a claim.
- 8.1.5.DA.3: Organize and present collected data visually to communicate insights gained from

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different views of the data

- 8.1.5.DA.5: Propose cause and effect relationships, predict outcomes, or communicate ideas using data.

Units of Study

Unit 1: Three Worlds Meet (~24 classes)

- Native Americans before European Exploration
 - How do we know how people lived in time periods before there was written history?
 - Do environmental resources and climate shape different cultures more than people do themselves?
 - How does learning about colonists and Native Americans during this period help us decide if it is better to stay in the same place and make the best life you can, or go somewhere else in the hope you'll have a better life?
 - What are the similarities and differences between Native Americans who migrated to North America thousands of years ago and Europeans who did 600 years ago?
- European Exploration
 - Were the Americas "discovered" or were they conquered?
 - Would the incentives that made settlers take a long dangerous trip to a wilderness 5,000 miles away from their home and everyone they knew be enough for us to do the same thing?
 - How do we decide who owns land and who doesn't?

Unit 2: Colonization and Settlement (~23 classes)

- The Early Settlements
 - What challenges faced the first colonists in English colonies? What challenges faced Native Americans because of English colonization?
 - Does available evidence suggest that Native Americans, explorers and colonists have more similarities than differences?
 - What are some similarities and differences among the early English settlements of Roanoke, Jamestown, and Plymouth? How do we know?
 - How did Native Americans help Europeans to successfully create early settlements in North America such as Roanoke, Jamestown, and Plymouth?
- British Colonies in North America
 - How did climate, geographic features, available resources and the way of life of the colonists distinguish the three regions from each other?
 - What are the challenges of starting a new society?
 - Was colonial America a democratic society?
- The System of Slavery
 - How were Africans enslaved and brought to North America, and what were their lives like once they arrived?
 - How did the system of enslaving Africans work in the colonies?
 - How did enslaved people endure their enslavement?

Unit 3: The American Revolution (~23 classes)

- Resistance to British rule
 - How did Great Britain justify its political and economic control over its colonies?
 - How did some of the colonists justify their opposition to British law?

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- How did some colonists become dissatisfied with Great Britain's control over the colonies while others did not?
- How can histories of the American Revolution help us understand when revolutions are justified?
- Declaring Independence
 - What were the arguments for and against colonial independence from Great Britain?
 - What ideas/philosophies about government, freedom and democracy expressed in the Declaration of Independence are still being debated today?
 - Were the colonists justified in declaring independence and waging war against Great Britain to gain it?
 - How did the political viewpoints of the Patriots prevail (win) against the viewpoints of the Loyalists and the people who were neutral?
 - Would you have been a patriot or loyalist?
- The Revolutionary War
 - What helped the Americans win the Revolution against the strongest Army in the world?
 - Who were some key individuals in the Revolutionary War and what did they do to gain their fame?
 - Why are some historical figures remembered while others are not?
 - How do historians decide what were some of the key events that occurred during the Revolutionary War period?
 - What is the difference between how things are remembered and what really happened?

Unit 4: The New Nation (~23 classes)

- Articles of Confederation
 - Why did Congress write the Articles of Confederation first, and not the Constitution?
 - Could the United States have survived under the Articles of Confederation?
- Constitution
 - What are the key features of the United States Constitution?
 - How did different people in the United States try to balance society's need to provide freedom to its citizens at the same time provide for order and their security?
 - Is it better to have a system of checks and balances between the different branches of government, or does that make our government run too slowly?
 - How did the writers of the Constitution decide how to define the relationship between the federal government and the state governments?
 - Which level of government can best solve problems? Which has the greater effect on our lives?
- Bill of Rights
 - What are the basic rights and freedoms protected by the Bill of Rights?
 - How can we tell why Americans felt that they needed to protect their rights?
 - How are the needs of individuals, groups, and society met through the Bill of Rights?
 - Should the Bill of Rights stay the same or should they change?

Unit 5: Expansion, Reform and Manifest Destiny (~23 classes)

- Manifest Density and Expansion of the United States
 - What is Manifest Destiny and how did it change the United States?
 - What methods were used by the United States to expand its territory before the Civil War? Are there "right" and "wrong" ways to expand a country?
 - How did the migration of settlers affect the lives of the settlers, the slaves they brought with them and the lives of the Native Americans?
- Machinery and Manifest Density

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- How did machinery and new inventions enable people to create and ship goods, and travel more efficiently?
- Did the inventions of the early 1800s change people's lives more than the inventions of today?
- The Diverse People of the West
 - Which groups of people benefited from the westward expansion of the United States and how? Which groups of people were harmed by westward expansion?
 - How do we determine why settlers left their homes to settle in the American frontier?

Unit 6: The Civil War (~23 classes)

- The Causes of the Civil War
 - When is it better to compromise and when is it not?
 - How did slavery violate the fundamental principles of our democracy?
 - How could cultural, economic, and constitutional issues create such bitter divisions between the North and the South that they led to the Civil War?
 - What are some reasons that are worth getting into a fight? Is there such a thing as a "just" war?
- Civil War
 - How have historians identified factors that contributed to the outcome of the Civil War?
 - How can the diaries and letters of soldiers and their families help us to understand what life was like for them during the Civil War?
 - How did the lives of African Americans in the south change after the Civil War and how did they stay the same?

Learning Objectives/Discipline Standards of Practice

Learning Objectives:

- Students will understand what history is
 - History is a discipline of inquiry and analysis of the evidence of the past to create useful understandings of the human experience.
- Students will understand how history is practiced
 - The historical practice creates historical understandings through an active process of posing insightful questions of the past, finding, analyzing and synthesizing historical evidence and sources, and drawing defensible conclusions based on evidence (interpretation).
- Students will understand what critical thinking is
 - Critical thinking is the process of analyzing and evaluating our thinking in order to improve it.
 - Thinking consists of separate steps and processes. Paying attention to the separate steps and processes of thinking and understanding how they work improves our thinking.
- Students, alone and in groups, will be able to:
 - Engage in Chronological Thinking
 - Construct timelines of the events occurring during major eras.
 - Explain how major events are related to one another in time.
 - Engage in Spatial Thinking
 - Select and use various geographic representations to compare information about people, places, regions, and environments.

- Use maps and other documents to explain the historical migration of people, expansion and disintegration of empires, and growth of economic and political systems.
- Engage in Critical Thinking
 - Compare and contrast differing interpretations of current and historical events
 - Assess the credibility of sources by identifying bias and prejudice in documents, media, and computer-generated information.
- Engage in Presentation Skills
 - Select and analyze information from a variety of sources to present a reasoned argument or position in a written and/or oral format.
- Students will develop habits & dispositions
 - Be curious and attentive to people, thoughts, ideas and events and appreciate their power to change individuals and groups.
 - Be suspicious and thorough in research and the interpretation and corroboration of evidence.
 - Be mindful of the provisional nature of knowledge, and the limitations of egocentric and sociocentric thinking.
 - Be aware of the elements of their thinking and the intellectual standards by which those elements can be assessed.
 - Be confident of their reasoning and comprehensive in their conclusions.
 - Be responsible in their thoughts and actions, demonstrate honesty, mutual respect, cooperation, and attention to multiple perspectives.
- Students will develop skills to
 - Ask Questions about people, thoughts, ideas and events
 - Research, vet and corroborate evidence.
 - Interpret, analyze and synthesize evidence and ideas in primary and secondary sources.
 - Apply conceptual tools of social studies such as continuity and change over time, context and perspective, causality, contingency and complexity.
 - Prove a thesis of defensible conclusions based on the application of evidence in writing, discussion and presentation.

Discipline Standards of Practice:

- Developing Questions and Planning Inquiry
 - Developing insightful questions and planning effective inquiry involves identifying the purposes of different questions to understand the human experience, which requires addressing real world issues. Inquiries incorporating questions from various social science disciplines build understanding of the past, present and future; these inquiries investigate the complexity and diversity of individuals, groups, and societies.
- Gathering and Evaluating Sources
 - Finding, evaluating and organizing information and evidence from multiple sources and perspectives are the core of inquiry. Effective practice requires evaluating the credibility of primary and secondary sources, assessing the reliability of information, analyzing the context of information, and corroborating evidence across sources. Discerning opinion from fact and interpreting the significance of information requires thinking critically about ourselves and the world.
- Seeking Diverse Perspectives
 - Making sense of research findings requires thinking about what information is included, whether the information answers the question, and what may be missing, often resulting in the need to complete additional research. Developing an understanding of our own and

others' perspectives builds understanding about the complexity of each person and the diversity in the world. Exploring diverse perspectives assists students in empathizing with other individuals and groups of people; quantitative and qualitative information provides insights into specific people, places, and events, as well as national, regional, and global trends.

- Developing Claims and Using Evidence
 - Developing claims requires careful consideration of evidence, logical organization of information, self-awareness about biases, application of analysis skills, and a willingness to revise conclusions based on the strength of evidence. Using evidence responsibly means developing claims based on factual evidence, valid reasoning, and a respect for human rights.
- Presenting Arguments and Explanations
 - Using a variety of formats designed for a purpose and an authentic audience forms the basis for clear communication. Strong arguments contain claims with organized evidence and valid reasoning that respects the diversity of the world and the dignity of each person. Writing findings and engaging in civil discussion with an audience provides a key step in the process of thinking critically about conclusions and continued inquiry.
- Engaging in Civil Discourse and Critiquing Conclusions
 - Assessing and refining conclusions through metacognition, further research, and deliberative discussions with diverse perspectives sharpens the conclusions and improves thinking as a vital part of the process of sensemaking. Responsible citizenship requires respectfully listening to and critiquing claims by analyzing the evidence and reasoning supporting them. Listening to and understanding contrary views can deepen learning and lay the groundwork for seeking consensus.
- Taking Informed Action
 - After thoroughly investigating questions, taking informed action means building consensus about possible actions and planning strategically to implement change. Democracy requires citizens to practice discussion, negotiation, coalition seeking, and peaceful conflict resolution. When appropriate, taking informed action involves creating and/or implementing action plans designed to solve problems and create positive change.

Instructional Resources and Materials

Whole class resources have been identified with an asterisk.

Teachers may assign, recommend, and make available supplemental instructional resources and materials in the form of book excerpts, articles, essays, data-sets, video clips, maps, charts, photographs, art, music and web-based materials book excerpts, articles, essays, video clips, maps, charts, photographs, art, music, and web-based digital materials in connection with lessons throughout the year. Instructional and reference materials to support student learning are recommended by the Social Studies Department and are included in Units of Study outlines.

Instructional materials are recommended by and included in Units of Study resources and vary in order to explore essential questions and meet the learning needs of students.

Resources

Online Instructional Program and Student Journal: Social Studies Alive!, *America's Past*, Teachers Curriculum Institute, 2022

Supplemental Materials

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- Possible Supplemental Texts:
 - *America's Tea Parties* by Marissa Moss
 - *Thomas Paine: Crusader for Liberty: How One Man's Ideas Helped Form a New Nation* by Albert Martin
 - *No Truth Without Ruth: The Life of Ruth Bader Ginsburg* by Kathleen Krull
 - *Thomas Jefferson: President and Philosopher* by Jon Meacham
- Possible Supplemental Online Instructional Materials:
 - America In Class, from the National Humanities Center
 - Founders Online - National Archives
 - Gilder Lehrman Institute of American History
 - Internet Archive
 - iCivics
 - Museum of the American Revolution
 - National Constitution Center
 - Stanford History Education Group Reading Like an Historian
 - Native Knowledge 360 Educational Initiative - National Museum of the American Indian
 - PBS Learning Media

Assessment Strategies

Assessment is designed to measure a student's mastery of a course standard and learning objective. Assessment can be used for both instructional purposes (formative assessment) and for evaluative purposes (summative assessment).

Teachers may choose to have students practice and demonstrate their understanding of concepts and performance of disciplinary practices through a variety of means including, but not limited to those listed below:

- Discussion and dialogue in whole-class discussions.
- Discussion, dialogue and collaboration in small-group and paired conferences.
- Performative, project-based, activities such as presentations, mock trials, historic role plays and debates.
- Guided question responses in structured analysis of primary and secondary sources.
- Annotation, notation and analytical mark-ups of primary and secondary source, text, images, and maps.
- Drawings, image collages and sketched representations of historical concepts, developments, and events.
- Written responses to Document-Based Questions.
- Quizzes and tests with traditional assessment tools such as short answers, identification questions and persuasive paragraphs.