

**Social Studies Curriculum
Union 61/Tantasqua Schools
Grade 5**

Theme: US History: Revolution & New Republic

| | STUDENT LEARNING OUTCOMES* | ASSESSMENT STRATEGIES/ACTIVITIES |
|---|---|--|
| <p><i>Students will demonstrate an understanding of the following vocabulary/concepts:</i></p> <p>Identify different ways of dating historical narratives (<i>17th century, seventeenth century, 1600s, colonial period</i>). (H)</p> <p>Interpret timelines of events studied. (H)</p> <p>Observe and identify details in cartoons, photographs, charts, and graphs relating to an historical narrative. (H, E, C)</p> <p>Use maps and globes to identify <i>absolute locations (latitude and longitude)</i>. (G)</p> <p>Identify the location of the North and South Poles, the equator, the prime meridian, Northern, Southern, Eastern, and Western Hemispheres. (G)</p> <p>Distinguish between <i>political</i> and <i>topographical</i> maps and identify specialized maps that show information such as population, income, or climate change. (G, H, E)</p> <p>Compare maps of the modern world with historical maps of the world before the Age of Exploration, and describe the changes in 16th and 17th century maps of the world. (G, H, E)</p> | <p style="text-align: center;">A student will be able to:</p> <p>5.7 Identify the links between the political principles and practices developed in ancient Greece and political practices as written constitutions and town meetings of the Puritans. (H, C)</p> <p>5.8 Explain the development of colonial governments and describe how these developments contributed to the Revolution. (H, G, E, C)</p> <p style="padding-left: 20px;">A. legislative bodies B. town meetings C. charters on individual freedom and rights D. Important Leaders such as : Lord Baltimore, William Penn, John Smith, Roger Williams and John Winthrop></p> <p>5.9 Explain the meaning of the key ideas on equality, natural rights, the rule of law, and the purpose of government contained in the Declaration of Independence. (H, C, E)</p> <p>5.10 Describe the major battles of the Revolution and explain the factors leading to American victory and British defeat. <i>Lexington and Concord (1775), Bunker Hill (1775), Saratoga (1777), Valley Forge (1777-1778) and Yorktown (1781)</i>. (H)</p> <p>5.11 Describe the life and achievements of important leaders during the Revolution and the early years of the United States. (H, C)(<i>John Adams, Benjamin Franklin, King George III, Alexander Hamilton, Thomas Jefferson, James Madison, George Washington.</i>)</p> <p>5.12 Explain the reasons for the adoption of the Articles of Confederation in 1781 and for its later failure. (H, C)</p> <p>5.13 Describe Shays’s Rebellion of 1786-1787 and explain why it was one of the crucial events leading to the Constitutional Convention. (H, E, C)</p> | <p>Students will demonstrate their knowledge/skill by:</p> <p><i>Collaborative project: develop the front page of a newspaper that would be read during the Revolutionary period.</i></p> <p style="text-align: center;">SUGGESTED TEACHING STRATEGIES & LEARNING ACTIVITIES</p> <p><i>Journal Open response questions Role play Group activities/oral presentations Interdisciplinary activities Models projects artifacts Integration with art and music</i></p> |

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| <p><i>Constitution, federal, legislature, executive, judiciary, democracy, republic, compromise, debate, preamble and equality.</i> <i>Representative, amendment, pioneer</i> <i>Pilgrim, pilgrimage</i> <i>Revolution</i> <i>Nationalism</i> <i>Independence, industry, economy</i> <i>Economics, expedition, territory</i> <i>abolition</i></p> <p>RELATED WEBSITES/TECHNOLOGY http://www.marcopolo.org has the following related sites:</p> <ul style="list-style-type: none"> • <i>Declare the Causes: The Declaration of Independence</i> • <i>Liberty! The American Revolution</i> • <i>America's Story: Jump Back in Time</i> http://revolution.h-net.msu.edu/ <p>Videos: <i>American Revolution narrated by Charles Kuralt vol. 5</i> <i>The Best of Schoolhouse Rock –</i> <i>a) I'm Just a Bill</i> <i>b) Preamble</i> <i>c) Shot Heard Round the World</i> <i>The Birth of the Constitution- Charlie Brown and Friends</i> <i>Independence</i> <i>Shh... We're Writing the Constitution</i> <i>To Keep our Liberty</i> <i>U.S. Bill of Rights and Constitution Amendments</i></p> | <p>A student will be able to:</p> <p>5.14 Describe the major issues debated at the Constitutional Convention.(H, E, C) <i>E.G., distribution of political power, rights of individuals, rights of states, the Great Compromise and slavery.</i></p> <p>5.15 Describe the responsibilities of government at the federal, state, and local levels (e.g., protection of individual rights and the provision of services such as law enforcement and the building and funding of schools). (C)</p> <p>5.16 Describe the basic political principles of American democracy and explain how the Constitution and the Bill of Rights reflect and preserve these principles: <i>individual rights and responsibilities ,equality , the rule of law, limited government and representative democracy.</i> (C)</p> <p>5.17 Identify the three branches of the United States government as outlined by the Constitution, describe their functions and relationships, and identify what features of the Constitution were unique at the time (e.g., the presidency and the independent judiciary). (H, C)</p> <p>5.18 Identify the rights in the Bill of Rights and explain the reasons for its inclusion in the Constitution in 1791. (H, C)</p> <p>5.19 Explain how American citizens were expected to participate in, monitor, and bring about changes in their government over time, and give examples of how they continue to do so today. (H, C)</p> | <p><i>Students will demonstrate their knowledge/skill by:</i></p> <p><i>Collaborative project: develop the front page of a newspaper that would be read during the Revolutionary period.</i></p> <p>SUGGESTED INSTRUCTIONAL MATERIALS & RESOURCES</p> <p><i>History Alive!</i> <i>Declaration of Independence</i> by R. Conrad Stein <i>Shh... We're Writing the Constitution</i> by Jean Fritz <i>We the Kids</i> by David Catrow <i>Why America is Free(1750-1800)</i> The Mount Vernon Ladies for the Society of Cincinnati 2118 Mass Ave. Washington, D.C. <i>1791-1991 200 Years of our Bill of Rights</i> <i>Play An Imaginary Trial of George Washington</i> by Diana Wolman</p> |

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