










# Elementary/Middle - 5th Grade Social Studies

## North Boone CUSD 200

UNITS (9/9 SELECTED)

SUGGESTED DURATION

 Unit 1: The First Americans	<i>7 lessons</i>
 Unit 2: Age of Exploration	<i>15 lessons</i>
 Unit 3: Settling the Colonies in North America	<i>18 lessons</i>
 Unit 4: Life in the Colonies	<i>20 lessons</i>
 Unit 5: The American Revolution	<i>18 lessons</i>
 Unit 6: A New Nation	<i>18 lessons</i>
 Unit 7: Life in the Young Republic	<i>18 lessons</i>
 Unit 8: Westward Expansion	<i>18 lessons</i>
 Unit 9: Civil War and Reconstruction	<i>16 lessons</i>

# Unit 1: The First Americans

Elementary/Middle - 5th Grade Social Studies - Last Updated on June 30, 2022

## STANDARDS

<b>CSUSA Illinois - Grade 5 - Social Sciences</b>
SS.IS.2.3-5.
Create supporting questions to help answer essential questions in an inquiry.
SS.IS.6.3-5.
Construct and critique arguments and explanations using reasoning, examples, and details from multiple sources.
SS.IS.7.3-5.
Identify a range of local problems and some ways in which people are trying to address these problems.
SS.CV.1.5
Distinguish the responsibilities and powers of government officials at various levels and branches of government and in different times and places.
SS.IS.3.3-5.
Determine sources representing multiple points of view that will assist in answering essential questions.
SS.CV.3.5.
Compare the origins, functions, and structure of different systems of government.
SS.G.1.5.
Investigate how the cultural and environmental characteristics of places within the United States change over time.
SS.G.2.5.
Describe how humans have utilized natural resources in the United States
SS.EC.1.5.
Analyze why and how individuals, businesses, and nations around the world specialize and trade.
SS.H.2.5.
Use information about a historical source including the maker, date, place of origin, intended audience, and purpose to judge the extent to which the source is useful for studying a particular topic.

# Unit 1: The First Americans

Elementary/Middle - 5th Grade Social Studies - Last Updated on June 30, 2022

## PRIORITY STANDARDS

SS.IS.3.3-5.: Determine sources representing multiple points of view that will assist in answering essential questions.

SS.IS.6.3-5.: Construct and critique arguments and explanations using reasoning, examples, and details from multiple sources.

SS.H.2.5.: Use information about a historical source including the maker, date, place of origin, intended audience, and purpose to judge the extent to which the source is useful for studying a particular topic.

## DESIRED RESULTS

Enduring Understandings	Essential Question(s)
<ul style="list-style-type: none"><li>American Indians both adapted to and modified the geography of their region, creating thriving civilizations in North and South America.</li></ul>	<p>The Big Question: How does geography influence how people live?</p>

Students will know (Knowledge):	Students will be able to do (Skills):
<p>Know the following vocabulary for this unit:</p> <p>migrate hunter-gatherer geography climate nomad agriculture technology irrigation civilization</p>	<ul style="list-style-type: none"><li>Identify and describe the ways of life of the ancient American Indians.</li><li>Compare and contrast how geography and climate influenced American Indian groups differently.</li></ul>

# Unit 1: The First Americans

Elementary/Middle - 5th Grade Social Studies - Last Updated on June 30, 2022

## LEARNING PLAN

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### Unit Resources:

- Chapter 1: MyWorld Interactive Building our Country, Grade 5

### Summary of Learning Activities:(including lessons from MyWorld Interactive)

Lessons from MyWorld Interactive Chapter 1

- Ancient American Indian Civilizations

## Unit 2: Age of Exploration

Elementary/Middle - 5th Grade Social Studies - Last Updated on June 30, 2022

### STANDARDS

<b>CSUSA Illinois - Grade 5 - Social Sciences</b>
SS.IS.3.3-5.
Determine sources representing multiple points of view that will assist in answering essential questions.
SS.IS.6.3-5.
Construct and critique arguments and explanations using reasoning, examples, and details from multiple sources.
SS.IS.7.3-5.
Identify a range of local problems and some ways in which people are trying to address these problems.
SS.G.1.5.
Investigate how the cultural and environmental characteristics of places within the United States change over time.
SS.G.2.5.
Describe how humans have utilized natural resources in the United States
SS.G.3.5.
Analyze the effects of specific catastrophic and environmental events as well as technological developments that have impacted our nation and compare to other places.
SS.G.4.5.
Compare the environmental characteristics of the United States to other world regions.
SS.H.1.5.
Create and use a chronological sequence of related events to compare developments that happened at the same time.
SS.H.2.5.
Use information about a historical source including the maker, date, place of origin, intended audience, and purpose to judge the extent to which the source is useful for studying a particular topic.
SS.H.3.5.
Explain probable causes and effects of events and developments in U.S. history.
SS.EC.1.5.

## Unit 2: Age of Exploration

Elementary/Middle - 5th Grade Social Studies - Last Updated on June 30, 2022

Analyze why and how individuals, businesses, and nations around the world specialize and trade.

### PRIORITY STANDARDS

SS.IS.3.3-5.: Determine sources representing multiple points of view that will assist in answering essential questions.

SS.IS.6.3-5.: Construct and critique arguments and explanations using reasoning, examples, and details from multiple sources.

SS.H.2.5.: Use information about a historical source including the maker, date, place of origin, intended audience, and purpose to judge the extent to which the source is useful for studying a particular topic.

## Unit 2: Age of Exploration

Elementary/Middle - 5th Grade Social Studies - Last Updated on June 30, 2022

### DESIRED RESULTS

Enduring Understandings	Essential Question(s)
<ul style="list-style-type: none"> <li>The desire to expand trade spurred European explorers in the fifteenth and sixteenth centuries to seek new opportunities, some of which had unexpected results.</li> <li>The Age of Discovery launched a period of interaction and exchange among Europe, Africa, and the Americas, which had both beneficial and tragic results, and long-lasting effects.</li> <li>This period of time also resulted in advances in technologies such as map-making, and other navigational tools, that would have a lasting impact on future travel.</li> </ul>	<p>The Big Question: Why do people explore?</p>

Students will know (Knowledge):	Students will be able to do (Skills):
<p>Know the following vocabulary for this unit:</p> <ul style="list-style-type: none"> <li>merchant</li> <li>slave trade</li> <li>navigation</li> <li>astrolabe</li> <li>caravel</li> <li>colony</li> <li>patron</li> <li>conquistador</li> <li>expedition</li> <li>empire</li> <li>epidemic</li> <li>Columbian Exchange</li> <li>plantation</li> </ul>	<ul style="list-style-type: none"> <li>Explain what motivated the king and queen of Spain to send explorers to find a route to west Asia.</li> <li>Describe how Columbus sailed west hoping to reach Asia, but landed on a continent previous unknown to most Europeans.</li> <li>Describe the entrepreneurial characteristics of Columbus and later Spanish explorers.</li> <li>Define the term colony and describe how Spain started colonies in the Americas.</li> <li>Define the term Columbian Exchange as an interchange of cultures and goods between Europeans, American Indians, and Africans following Columbus's explorations.</li> </ul>

## Unit 2: Age of Exploration

Elementary/Middle - 5th Grade Social Studies - Last Updated on June 30, 2022

Students will know (Knowledge):	Students will be able to do (Skills):
	<ul style="list-style-type: none"><li>• Analyze the consequences of the Columbian Exchange, both positive and negative.</li><li>• Draw conclusions about the lasting impact of the Columbian Exchange on the cultures of Europeans, American Indians, and African peoples.</li></ul>

### LEARNING PLAN

#### Unit Resources:

- Chapter 2: MyWorld Interactive Building our Country, Grade 5

#### Summary of Learning Activities:(including lessons from MyWorld Interactive)

Lessons from MyWorld Interactive Chapter 2

- Explorers for Spain
- The Columbian Exchange



## Unit 3: Settling the Colonies in North America

Elementary/Middle - 5th Grade Social Studies - Last Updated on June 30, 2022

### STANDARDS

<b>CSUSA Illinois - Grade 5 - Social Sciences</b>
SS.IS.1.3-5.
Develop essential questions and explain the importance of the questions to self and others.
SS.IS.2.3-5.
Create supporting questions to help answer essential questions in an inquiry.
SS.IS.4.3-5
Gather relevant information and distinguish among fact and opinion to determine credibility of multiple sources.
SS.IS.7.3-5.
Identify a range of local problems and some ways in which people are trying to address these problems.
SS.IS.8.3-5.
Use listening, consensusbuilding, and voting procedures to decide on and take action in their classroom and school.
SS.CV.1.5
Distinguish the responsibilities and powers of government officials at various levels and branches of government and in different times and places.
SS.CV.2.5.
Examine the origins and purposes of rules, laws, and key U.S. constitutional provisions.
SS.CV.3.5.
Compare the origins, functions, and structure of different systems of government.
SS.EC.1.5.
Analyze why and how individuals, businesses, and nations around the world specialize and trade.
SS.G.1.5.
Investigate how the cultural and environmental characteristics of places within the United States change over time.
SS.G.2.5.
Describe how humans have utilized natural resources in the United States

## Unit 3: Settling the Colonies in North America

Elementary/Middle - 5th Grade Social Studies - Last Updated on June 30, 2022

### SS.G.3.5.

Analyze the effects of specific catastrophic and environmental events as well as technological developments that have impacted our nation and compare to other places.

### SS.H.1.5.

Create and use a chronological sequence of related events to compare developments that happened at the same time.

### SS.H.2.5.

Use information about a historical source including the maker, date, place of origin, intended audience, and purpose to judge the extent to which the source is useful for studying a particular topic.

### SS.H.3.5.

Explain probable causes and effects of events and developments in U.S. history.

#### PRIORITY STANDARDS

SS.IS.1.3-5.: Develop essential questions and explain the importance of the questions to self and others.

SS.IS.4.3-5: Gather relevant information and distinguish among fact and opinion to determine credibility of multiple sources.

SS.H.2.5.: Use information about a historical source including the maker, date, place of origin, intended audience, and purpose to judge the extent to which the source is useful for studying a particular topic.

# Unit 3: Settling the Colonies in North America

Elementary/Middle - 5th Grade Social Studies - Last Updated on June 30, 2022

## DESIRED RESULTS

Enduring Understandings	Essential Question(s)
<ul style="list-style-type: none"> <li>Immigrants leave their homelands due to political and economic problems and to seek religious freedom and economic opportunities.</li> <li>Colonization of the Americas had unintended and sometimes devastating consequences.</li> <li>When people from different cultures first meet, there are opportunities for cooperation and compromise as well as for conflict.</li> <li>Europeans and American Indians often had different points of view.</li> </ul>	<p>The Big Question: Why do people leave their homelands?</p>

Students will know (Knowledge):	Students will be able to do (Skills):
<p>Know the following vocabulary for this unit:</p> <ul style="list-style-type: none"> <li>viceroi</li> <li><i>encomienda</i></li> <li>class system</li> <li>missionary</li> <li>royal charter</li> <li>indentured servant</li> <li>Anglican</li> <li>cash crop</li> <li>House of Burgesses</li> <li>representative</li> <li>pilgrim</li> <li>Mayflower Compact</li> <li>Puritan</li> <li>Northwest Passage</li> <li>monopoly</li> <li>royal province</li> </ul>	<ul style="list-style-type: none"> <li>Analyze the relationships between Spanish settlers and American Indians.</li> <li>Understand the effects of the competition between the European countries to settle in North America.</li> <li>Summarize the impact of the <i>encomienda</i> system in the Spanish settlements.</li> <li>Describe the importance of the Spanish mission in the spread of Spanish settlements in North America.</li> <li>Explain why and how the English started colonies in Virginia.</li> <li>Analyze the impact of geography and climate on the Virginia colonies.</li> <li>Summarize the sequence of events leading to a permanent settlement in Virginia.</li> <li>Trace the development of representative</li> </ul>

## Unit 3: Settling the Colonies in North America

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Students will know (Knowledge):	Students will be able to do (Skills):
	<p>government in Virginia.</p> <ul style="list-style-type: none"><li>• Summarize the religious and economic reasons that prompted Pilgrims and Puritans to settle in New England.</li><li>• Explain the significance of the Mayflower Compact.</li><li>• Describe the relationship between American Indians and English settlers in New England.</li><li>• Describe the kinds of communities the Pilgrims and Puritans created, including the influence of religion on daily life.</li></ul> <ul style="list-style-type: none"><li>• Identify ways in which Europeans competed for economic opportunities in North America.</li><li>• Summarize the relationship between American Indians and the French, and between American Indians and the Dutch.</li><li>• Identify the major French and Dutch explorers that established colonies in North America.</li><li>• Compare the colonization efforts of the English, French, and Dutch in North America.</li></ul>

## Unit 3: Settling the Colonies in North America

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### LEARNING PLAN

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#### **Unit Resources:**

- Chapter 3: MyWorld Interactive Building our Country, Grade 5

#### **Summary of Learning Activities:(including lessons from MyWorld Interactive)**

Lessons from MyWorld Interactive Chapter 3

- Spanish Colonies in the Americas
- The English Colonies in Virginia
- Pilgrims and Puritans in New England
- The French and Dutch in North America

# Unit 4: Life in the Colonies

Elementary/Middle - 5th Grade Social Studies - Last Updated on June 30, 2022

## STANDARDS

<b>CSUSA Illinois - Grade 5 - Social Sciences</b>
SS.IS.1.3-5.
Develop essential questions and explain the importance of the questions to self and others.
SS.IS.2.3-5.
Create supporting questions to help answer essential questions in an inquiry.
SS.IS.3.3-5.
Determine sources representing multiple points of view that will assist in answering essential questions.
SS.IS.5.3-5.
Develop claims using evidence from multiple sources to answer essential questions.
SS.IS.6.3-5.
Construct and critique arguments and explanations using reasoning, examples, and details from multiple sources.
SS.CV.1.5
Distinguish the responsibilities and powers of government officials at various levels and branches of government and in different times and places.
SS.CV.3.5.
Compare the origins, functions, and structure of different systems of government.
SS.G.1.5.
Investigate how the cultural and environmental characteristics of places within the United States change over time.
SS.G.2.5.
Describe how humans have utilized natural resources in the United States
SS.G.3.5.
Analyze the effects of specific catastrophic and environmental events as well as technological developments that have impacted our nation and compare to other places.
SS.H.1.5.
Create and use a chronological sequence of related events to compare developments that happened at the same

## Unit 4: Life in the Colonies

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time.
SS.H.2.5.
Use information about a historical source including the maker, date, place of origin, intended audience, and purpose to judge the extent to which the source is useful for studying a particular topic.
SS.H.3.5.
Explain probable causes and effects of events and developments in U.S. history.
SS.EC.1.5.
Analyze why and how individuals, businesses, and nations around the world specialize and trade.
SS.EC.FL.1.5.
Explain that interest is the price the borrower pays for using someone else's money.

### PRIORITY STANDARDS

SS.IS.1.3-5.: Develop essential questions and explain the importance of the questions to self and others.

SS.IS.3.3-5.: Determine sources representing multiple points of view that will assist in answering essential questions.

SS.IS.5.3-5.: Develop claims using evidence from multiple sources to answer essential questions.

SS.IS.6.3-5.: Construct and critique arguments and explanations using reasoning, examples, and details from multiple sources.

SS.H.2.5.: Use information about a historical source including the maker, date, place of origin, intended audience, and purpose to judge the extent to which the source is useful for studying a particular topic.

# Unit 4: Life in the Colonies

Elementary/Middle - 5th Grade Social Studies - Last Updated on June 30, 2022

## DESIRED RESULTS

Enduring Understandings	Essential Question(s)
<ul style="list-style-type: none"> <li>• Environment and location influence where people live and what they do there.</li> <li>• People adapt and modify the world around them to better suit their needs.</li> <li>• Trade and technology promote economic growth.</li> <li>• Varied systems of labor were factors in the prosperity of colonial America.</li> <li>• As people and nations interact, they shape cultural and political institutions in new ways.</li> </ul>	<p>The Big Question: What does it take to build a new society?</p>

Students will know (Knowledge):	Students will be able to do (Skills):
<p>Know the following vocabulary for this unit:</p> <ul style="list-style-type: none"> <li>region</li> <li>proprietor</li> <li>diverse</li> <li>barter</li> <li>export</li> <li>import</li> <li>raw materials</li> <li>mercantilism</li> <li>triangular trade</li> <li>classes</li> <li>artisans</li> <li>slavery</li> <li>Middle Passage</li> <li>uprisings</li> <li>boundary</li> <li>King Philip's War</li> </ul>	<ul style="list-style-type: none"> <li>• Compare and contrast the geography of the New England, Middle, and Southern Colonies.</li> <li>• Analyze how land and climate had an impact on the development of communities in the three colonial regions.</li> <li>• Compare and contrast the resources and economies of the three colonial regions.</li> <li>• Explain how protectionism and mercantilism affected the colonies and trade.</li> <li>• Describe the triangular trade and provide examples of items imported and exported via the trade routes.</li> <li>• Discuss the roles people of various classes, women, and children played in colonial America.</li> <li>• Explain the influence of the Great Awakening.</li> <li>• Summarize the advent of slavery in the American</li> </ul>



## Unit 4: Life in the Colonies

Elementary/Middle - 5th Grade Social Studies - Last Updated on June 30, 2022

Students will know (Knowledge):	Students will be able to do (Skills):
	<p>colonies.</p> <ul style="list-style-type: none"><li>• Describe the life of enslaved Africans.</li><li>• Discuss ways in which enslaved Africans resisted slavery.</li></ul> <ul style="list-style-type: none"><li>• Explain the causes and effects of conflicts between American Indians and European settlers.</li><li>• Identify key groups of people involved in major conflicts between American Indians and European settlers.</li></ul>

### LEARNING PLAN

#### Unit Resources:

- Chapter 4: MyWorld Interactive Building our Country, Grade 5

#### Summary of Learning Activities:(including lessons from MyWorld Interactive)

Lessons from MyWorld Interactive Chapter 4

- New England, Middle, and Southern Colonies
- Daily Life in the Colonies
- Slavery in the Colonies
- Cooperation and Conflict

## Unit 5: The American Revolution

Elementary/Middle - 5th Grade Social Studies - Last Updated on June 30, 2022

### STANDARDS

<b>CSUSA Illinois - Grade 5 - Social Sciences</b>
SS.IS.1.3-5.
Develop essential questions and explain the importance of the questions to self and others.
SS.IS.2.3-5.
Create supporting questions to help answer essential questions in an inquiry.
SS.IS.4.3-5
Gather relevant information and distinguish among fact and opinion to determine credibility of multiple sources.
SS.IS.5.3-5.
Develop claims using evidence from multiple sources to answer essential questions.
SS.IS.8.3-5.
Use listening, consensusbuilding, and voting procedures to decide on and take action in their classroom and school.
SS.CV.1.5
Distinguish the responsibilities and powers of government officials at various levels and branches of government and in different times and places.
SS.CV.2.5.
Examine the origins and purposes of rules, laws, and key U.S. constitutional provisions.
SS.CV.4.5.
Explain how policies are developed to address public problems.
SS.H.2.5.
Use information about a historical source including the maker, date, place of origin, intended audience, and purpose to judge the extent to which the source is useful for studying a particular topic.
SS.H.3.5.
Explain probable causes and effects of events and developments in U.S. history.

## Unit 5: The American Revolution

Elementary/Middle - 5th Grade Social Studies - Last Updated on June 30, 2022

### PRIORITY STANDARDS

SS.IS.1.3-5.: Develop essential questions and explain the importance of the questions to self and others.

SS.IS.4.3-5: Gather relevant information and distinguish among fact and opinion to determine credibility of multiple sources.

SS.IS.5.3-5.: Develop claims using evidence from multiple sources to answer essential questions.

SS.H.2.5.: Use information about a historical source including the maker, date, place of origin, intended audience, and purpose to judge the extent to which the source is useful for studying a particular topic.

# Unit 5: The American Revolution

Elementary/Middle - 5th Grade Social Studies - Last Updated on June 30, 2022

## DESIRED RESULTS

Enduring Understandings	Essential Question(s)
<ul style="list-style-type: none"> <li>• People can stand up for what they believe.</li> <li>• Many American colonists united in the common goal of freedom and were willing to fight for it.</li> <li>• Political change can have costs and benefits for different groups.</li> <li>• There are universal rights that all people share.</li> </ul>	<p>The Big Question: What is worth fighting for?</p>

Students will know (Knowledge):	Students will be able to do (Skills):
<p>Know the following vocabulary for this unit:</p> <p>congress debt Stamp Act Sons of Liberty boycott Townshend Acts tariff custom massacre quarter martial law Patriot Loyalist neutral militia Continental Army independence equality treason mercenary</p>	<ul style="list-style-type: none"> <li>• Explain how tensions rose between the American colonists and the British following the French and Indian War.</li> <li>• Identify leaders and groups who organized protests.</li>   <li>• Explain the events that led to the beginning of the American Revolutionary War.</li> <li>• Identify Patriot and British leaders at the beginning of the revolution and their impact.</li> <li>• Understand the significance of the First Continental Congress.</li>   <li>• Describe the purpose, actions, and significance of the Second Continental Congress.</li> <li>• Identify the leaders who wrote and signed the Declaration of Independence.</li>   <li>• Compare the advantages and disadvantages of</li> </ul>

# Unit 5: The American Revolution

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Students will know (Knowledge):	Students will be able to do (Skills):
retreat alliance scarcity profiteering peninsula negotiate Treaty of Paris	each side of the American Revolution. <ul style="list-style-type: none"><li>• Identify and map the major military battles and campaigns of the war and describe their importance.</li><li>• Summarize how other countries helped the Americans in their fight for independence.</li><li>• Understand the roles of women, African Americans, and American Indians in the American Revolution.</li></ul> <ul style="list-style-type: none"><li>• Summarize how alliances with other nations contributed to the colonists' victory in the American Revolution and proved to be a turning point in the war.</li><li>• Describe the actions of individuals who changed the course of the American Revolution.</li><li>• Explain the significance of the Treaty of Paris.</li></ul>

## LEARNING PLAN

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### Unit Resources:

- Chapter 5: MyWorld Interactive Building our Country, Grade 5

### Summary of Learning Activities:(including lessons from MyWorld Interactive)

Lessons from MyWorld Interactive Chapter 5

- Tensions with Britain
- The Road to War
- Declaring Independence
- On the Battlefield and at Home
- Winning Independence

## Unit 6: A New Nation

Elementary/Middle - 5th Grade Social Studies - Last Updated on June 30, 2022

### STANDARDS

<b>CSUSA Illinois - Grade 5 - Social Sciences</b>
SS.IS.1.3-5.
Develop essential questions and explain the importance of the questions to self and others.
SS.IS.2.3-5.
Create supporting questions to help answer essential questions in an inquiry.
SS.IS.3.3-5.
Determine sources representing multiple points of view that will assist in answering essential questions.
SS.IS.5.3-5.
Develop claims using evidence from multiple sources to answer essential questions.
SS.IS.6.3-5.
Construct and critique arguments and explanations using reasoning, examples, and details from multiple sources.
SS.CV.1.5
Distinguish the responsibilities and powers of government officials at various levels and branches of government and in different times and places.
SS.CV.2.5.
Examine the origins and purposes of rules, laws, and key U.S. constitutional provisions.
SS.CV.3.5.
Compare the origins, functions, and structure of different systems of government.
SS.CV.4.5.
Explain how policies are developed to address public problems.
SS.EC.3.5.
Determine the ways in which the government pays for the goods and services it provides.
SS.H.2.5.
Use information about a historical source including the maker, date, place of origin, intended audience, and purpose to judge the extent to which the source is useful for studying a particular topic.

## Unit 6: A New Nation

Elementary/Middle - 5th Grade Social Studies - Last Updated on June 30, 2022

### SS.H.3.5.

Explain probable causes and effects of events and developments in U.S. history.

#### PRIORITY STANDARDS

SS.IS.1.3-5.: Develop essential questions and explain the importance of the questions to self and others.

SS.IS.3.3-5.: Determine sources representing multiple points of view that will assist in answering essential questions.

SS.IS.5.3-5.: Develop claims using evidence from multiple sources to answer essential questions.

SS.IS.6.3-5.: Construct and critique arguments and explanations using reasoning, examples, and details from multiple sources.

SS.H.2.5.: Use information about a historical source including the maker, date, place of origin, intended audience, and purpose to judge the extent to which the source is useful for studying a particular topic.

# Unit 6: A New Nation

Elementary/Middle - 5th Grade Social Studies - Last Updated on June 30, 2022

## DESIRED RESULTS

Enduring Understandings	Essential Question(s)
<ul style="list-style-type: none"><li>• Every citizen is equal under the laws of the United States.</li><li>• The US Constitution is an enduring document that has been amended over time.</li><li>• The US Constitution guarantees the rights of citizens and gives them power over the government.</li><li>• The US Constitution provides a system with separation of powers and checks and balances to help limit the power of the federal government.</li><li>• Compromise was used to find a balance between the needs and desires of various groups brought together under the US Constitution.</li></ul>	<p>The Big Question: What is the purpose of government?</p>

Students will know (Knowledge):	Students will be able to do (Skills):
<p>Know the following vocabulary for this unit:</p> <p>Articles of Confederation ratified legislative executive judicial inflation ordinances delegate constitution compromise Preamble separation of powers checks and balances veto</p>	<ul style="list-style-type: none"><li>• Understand how the US government was structured under the Articles of Confederation and identify the weaknesses of this structure.</li><li>• Explain the causes and effects of Shays' Rebellion and how it contributed to the calls for a stronger government.</li><li>• Summarize the principles of the Land Ordinance and the Northwest Ordinance on US settlers and American Indians.</li> <li>• Explain why the Constitutional Convention was held.</li><li>• Identify the leaders of the Constitutional Convention and their views and the challenges and compromises involved while writing it.</li></ul>



## Unit 6: A New Nation

Elementary/Middle - 5th Grade Social Studies - Last Updated on June 30, 2022

Students will know (Knowledge):	Students will be able to do (Skills):
<p>Federalist Anti-Federalist Bill of Rights proposal anarchy constitutional republic popular sovereignty rule of law domestic tranquility suffrage</p>	<ul style="list-style-type: none"><li>• Explain how the Constitution divides powers between three branches of government and limits the power of each branch through checks and balances.</li><li>• Differentiate between powers that belong to the federal government and to the states under the Constitution.</li> <li>• Compare and contrast the views of the Federalists and Anti-Federalists.</li><li>• Describe the process that led to the ratification of the Constitution by the states.</li><li>• Explain the relationship between the ratification of the Constitution and the Bill of Rights.</li><li>• Describe how the Bill of Rights provides protections for all American citizens.</li> <li>• Analyze important sections and clauses of the Constitution and how those clauses are important to citizens today.</li><li>• Describe how the Supreme Court serves as a check on the power of the branches of government, and how the other branches check the power of the court.</li><li>• Describe the process of amending the Constitution.</li><li>• Summarize how voting rights have been expanded to include more citizens.</li></ul>

# Unit 6: A New Nation

Elementary/Middle - 5th Grade Social Studies - Last Updated on June 30, 2022

## LEARNING PLAN

### Learning Targets / Focusing Questions:

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### Unit Resources:

- Chapter 6: MyWorld Interactive Building our Country, Grade 5

### Summary of Learning Activities:(including lessons from MyWorld Interactive)

Lessons from MyWorld Interactive Chapter 6

- Articles of Confederation
- Creating the Constitution
- The Bill of Rights
- Key Concepts of the Constitution

## Unit 7: Life in the Young Republic

Elementary/Middle - 5th Grade Social Studies - Last Updated on June 30, 2022

### STANDARDS

<b>CSUSA Illinois - Grade 5 - Social Sciences</b>
SS.IS.5.3-5.
Develop claims using evidence from multiple sources to answer essential questions.
SS.IS.6.3-5.
Construct and critique arguments and explanations using reasoning, examples, and details from multiple sources.
SS.IS.7.3-5.
Identify a range of local problems and some ways in which people are trying to address these problems.
SS.CV.1.5
Distinguish the responsibilities and powers of government officials at various levels and branches of government and in different times and places.
SS.CV.2.5.
Examine the origins and purposes of rules, laws, and key U.S. constitutional provisions.
SS.CV.4.5.
Explain how policies are developed to address public problems.
SS.EC.3.5.
Determine the ways in which the government pays for the goods and services it provides.
SS.G.3.5.
Analyze the effects of specific catastrophic and environmental events as well as technological developments that have impacted our nation and compare to other places.
SS.H.2.5.
Use information about a historical source including the maker, date, place of origin, intended audience, and purpose to judge the extent to which the source is useful for studying a particular topic.
SS.H.3.5.
Explain probable causes and effects of events and developments in U.S. history.

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Elementary/Middle - 5th Grade Social Studies - Last Updated on June 30, 2022

### PRIORITY STANDARDS

SS.IS.5.3-5.: Develop claims using evidence from multiple sources to answer essential questions.

SS.IS.6.3-5.: Construct and critique arguments and explanations using reasoning, examples, and details from multiple sources.

SS.H.2.5.: Use information about a historical source including the maker, date, place of origin, intended audience, and purpose to judge the extent to which the source is useful for studying a particular topic.

# Unit 7: Life in the Young Republic

Elementary/Middle - 5th Grade Social Studies - Last Updated on June 30, 2022

## DESIRED RESULTS

Enduring Understandings	Essential Question(s)
<ul style="list-style-type: none"><li>• The United States grew rapidly during the early and mid-1800s.</li><li>• The leaders of the United States during this time had a profound impact on future governments, as well as on the ways in which the country grew.</li><li>• The War of 1812 challenged the young nation and helped build pride in America and establish an American identity.</li><li>• Westward settlement and land policies disrupted the traditions and lives of American Indians.</li><li>• Obtaining equal rights was a long process for African Americans, women, and many other groups.</li></ul>	<p>The Big Question: How do leaders shape a nation?</p>

Students will know (Knowledge):	Students will be able to do (Skills):
<p>Know the following vocabulary for this unit:</p> <p>Electoral College inauguration Cabinet political party pioneer frontier caravan interpreter impressment nationalism anthem secede Monroe Doctrine foreign policy</p>	<ul style="list-style-type: none"><li>• Analyze the role of George Washington in creating the first cabinet and executive branch of the federal government.</li><li>• Compare and contrast the opinions of the Federalist and Democratic-Republican parties regarding issues such as the national bank.</li><li>• Summarize the events of John Adams's election as second president and the events that led to the Alien and Sedition Acts.</li> <li>• Summarize the causes and effects of the Louisiana Purchase.</li><li>• Describe the role that Daniel Boone, Lewis and Clark, Zebulon Pike, and John C. Fremont played in the westward expansion of the United States.</li></ul>

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Students will know (Knowledge):	Students will be able to do (Skills):
<p>Trail of Tears reform famine abolition</p>	<ul style="list-style-type: none"><li>• Explain the importance of the Lewis and Clark expedition.</li><li>• Identify the causes of the War of 1812.</li><li>• List key battles and events of the War of 1812.</li><li>• Describe the context in which "The Star-Spangled Banner" was written and the main ideas it expresses.</li><li>• Discuss the effects of the War of 1812, including the impact on how Americans viewed themselves.</li><li>• Explain the purpose of the Monroe Doctrine.</li><li>• Discuss the causes and effects of the Indian Removal Act and the Trail of Tears.</li><li>• Describe the reasons for the influx of immigrants in the early and mid-1800s.</li><li>• Identify the cotton gin as one reason for the spread of slavery.</li><li>• Discuss how the growth of the country contributed to tensions between the North and the South.</li><li>• Identify major leaders of the abolitionist and women's rights movements and the roles they played.</li></ul>

# Unit 7: Life in the Young Republic

Elementary/Middle - 5th Grade Social Studies - Last Updated on June 30, 2022

## LEARNING PLAN

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### Unit Resources:

- Chapter 7: MyWorld Interactive Building our Country, Grade 5

### Summary of Learning Activities:(including lessons from MyWorld Interactive)

Lessons from MyWorld Interactive Chapter 7

- The First Presidents
- Jefferson and the Louisiana Purchase
- The War of 1812
- American Indians and the Trail of Tears
- New Arrivals and Fight for Freedom

# Unit 8: Westward Expansion

Elementary/Middle - 5th Grade Social Studies - Last Updated on June 30, 2022

## STANDARDS

<b>CSUSA Illinois - Grade 5 - Social Sciences</b>
SS.IS.3.3-5.
Determine sources representing multiple points of view that will assist in answering essential questions.
SS.IS.4.3-5
Gather relevant information and distinguish among fact and opinion to determine credibility of multiple sources.
SS.IS.6.3-5.
Construct and critique arguments and explanations using reasoning, examples, and details from multiple sources.
SS.IS.8.3-5.
Use listening, consensusbuilding, and voting procedures to decide on and take action in their classroom and school.
SS.G.1.5.
Investigate how the cultural and environmental characteristics of places within the United States change over time.
SS.G.2.5.
Describe how humans have utilized natural resources in the United States
SS.G.3.5.
Analyze the effects of specific catastrophic and environmental events as well as technological developments that have impacted our nation and compare to other places.
SS.EC.1.5.
Analyze why and how individuals, businesses, and nations around the world specialize and trade.
SS.EC.2.5.
Discover how positive incentives (e.g., sale prices and earning money) and negative incentives
SS.H.1.5.
Create and use a chronological sequence of related events to compare developments that happened at the same time.
SS.H.2.5.



## Unit 8: Westward Expansion

Elementary/Middle - 5th Grade Social Studies - Last Updated on June 30, 2022

Use information about a historical source including the maker, date, place of origin, intended audience, and purpose to judge the extent to which the source is useful for studying a particular topic.

SS.H.3.5.

Explain probable causes and effects of events and developments in U.S. history.

### PRIORITY STANDARDS

SS.IS.3.3-5.: Determine sources representing multiple points of view that will assist in answering essential questions.

SS.IS.4.3-5: Gather relevant information and distinguish among fact and opinion to determine credibility of multiple sources.

SS.IS.6.3-5.: Construct and critique arguments and explanations using reasoning, examples, and details from multiple sources.

SS.H.2.5.: Use information about a historical source including the maker, date, place of origin, intended audience, and purpose to judge the extent to which the source is useful for studying a particular topic.

# Unit 8: Westward Expansion

Elementary/Middle - 5th Grade Social Studies - Last Updated on June 30, 2022

## DESIRED RESULTS

Enduring Understandings	Essential Question(s)
<ul style="list-style-type: none"> <li>• Changes in technology have both benefits and costs.</li> <li>• Technological advances can change how and where people live.</li> <li>• Nations can gain or lose territory through war, treaties, and the movement of people.</li> <li>• People move for economic, political, and social reasons.</li> <li>• People may undergo personal hardships to obtain economic opportunity or personal freedom.</li> </ul>	<p>What are the costs and benefits of growth?</p>

Students will know (Knowledge):	Students will be able to do (Skills):
<p>Know the following vocabulary for this unit:</p> <ul style="list-style-type: none"> <li>profit</li> <li>mass production</li> <li>canal</li> <li>vaquero</li> <li>annex</li> <li>Manifest Destiny</li> <li>wagon train</li> <li>prairie schooner</li> <li>persecution</li> <li>gold rush</li> <li>entrepreneur</li> <li>discrimination</li> <li>Pony Express</li> </ul>	<ul style="list-style-type: none"> <li>• Identify the major inventions that changed the way people worked in the early to mid-nineteenth century.</li> <li>• Describe the improvements to transportation in the nineteenth century.</li> <li>• Describe why Americans settled in Texas and analyze the conflicts that led to the Mexican War.</li> <li>• Identify and explain the concept of Manifest Destiny.</li> <li>• Explain the causes and effects of declaring California independent.</li> <li>• Identify the economic and social reasons that led settlers to risk moving west.</li> <li>• Identify important individuals and their contributions to westward expansion.</li> </ul>

## Unit 8: Westward Expansion

Elementary/Middle - 5th Grade Social Studies - Last Updated on June 30, 2022

Students will know (Knowledge):	Students will be able to do (Skills):
	<ul style="list-style-type: none"><li>• Analyze the causes and effects of the California gold rush.</li><li>• Describe events that made California a state.</li></ul>

### LEARNING PLAN

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#### Unit Resources:

- Chapter 8: MyWorld Interactive Building our Country, Grade 5

#### Summary of Learning Activities:(including lessons from MyWorld Interactive)

Lessons from MyWorld Interactive Chapter 8

- Inventions, Roads, and Railroads
- Independence for Texas and California
- Trails to the West
- The California Gold Rush

# Unit 9: Civil War and Reconstruction

Elementary/Middle - 5th Grade Social Studies - Last Updated on June 30, 2022

## STANDARDS

<b>CSUSA Illinois - Grade 5 - Social Sciences</b>
SS.IS.7.3-5.
Identify a range of local problems and some ways in which people are trying to address these problems.
SS.CV.1.5
Distinguish the responsibilities and powers of government officials at various levels and branches of government and in different times and places.
SS.CV.2.5.
Examine the origins and purposes of rules, laws, and key U.S. constitutional provisions.
SS.CV.4.5.
Explain how policies are developed to address public problems.
SS.G.2.5.
Describe how humans have utilized natural resources in the United States
SS.G.3.5.
Analyze the effects of specific catastrophic and environmental events as well as technological developments that have impacted our nation and compare to other places.
SS.H.1.5.
Create and use a chronological sequence of related events to compare developments that happened at the same time.
SS.H.2.5.
Use information about a historical source including the maker, date, place of origin, intended audience, and purpose to judge the extent to which the source is useful for studying a particular topic.
SS.H.3.5.
Explain probable causes and effects of events and developments in U.S. history.

## PRIORITY STANDARDS

SS.H.2.5.: Use information about a historical source including the maker, date, place of origin, intended audience, and purpose to judge the extent to which the source is useful for studying a particular topic.

# Unit 9: Civil War and Reconstruction

Elementary/Middle - 5th Grade Social Studies - Last Updated on June 30, 2022

## DESIRED RESULTS

Enduring Understandings	Essential Question(s)
<ul style="list-style-type: none"> <li>• Social, political, and economic differences can lead to conflict.</li> <li>• When change is imposed or forced, it is more difficult.</li> <li>• People will fight to protect their beliefs and way of life.</li> <li>• In wars, men, women, children, and the environment may all be affected.</li> <li>• Conflicts can have unexpected results that can reshape a country.</li> </ul>	<p>The Big Question: What is worth fighting for?</p>

Students will know (Knowledge):	Students will be able to do (Skills):
<p>Know the following vocabulary for this unit:</p> <ul style="list-style-type: none"> <li>plantation</li> <li>Union</li> <li>states' rights</li> <li>compromise</li> <li>Underground Railroad</li> <li>abolitionist</li> <li>secession</li> <li>Confederacy</li> <li>enlist</li> <li>blockade</li> <li>proclamation</li> <li>emancipation</li> <li>Juneteenth</li> <li>siege</li> <li>total war</li> <li>assassinate</li> </ul>	<ul style="list-style-type: none"> <li>• Understand the economic, political, and geographic differences between the North and the South in the years before the war.</li> <li>• Summarize different perspectives on both slavery in the western territories and states' rights.</li> <li>• Describe the efforts that were made to keep the country from dividing.</li> <li>• Explain the events that led to the Civil War.</li>   <li>• Understand how the Civil War started.</li> <li>• Compare the political and military strategies of the North and the South.</li> <li>• Describe the similarities and differences between Abraham Lincoln and Jefferson Davis.</li> <li>• Assess the strengths and weaknesses of the North and the South.</li> <li>• Understand the importance of new technologies to the way the war was fought and to its outcome.</li> </ul>

# Unit 9: Civil War and Reconstruction

Elementary/Middle - 5th Grade Social Studies - Last Updated on June 30, 2022

Students will know (Knowledge):	Students will be able to do (Skills):
<p>Reconstruction amendment impeachment carpetbaggers segregation black codes sharecropping</p>	<ul style="list-style-type: none"><li>• Describe significant battles in the first years of the war.</li><li>• Explain the importance of the Emancipation Proclamation and its impact on American life.</li><li>• Describe the roles of women, African Americans, and American Indians in the war.</li><li>• Understand the hardships soldiers faced.</li><li>• Understand the hardships on the home front.</li><li>• Describe women's contributions to the war effort.</li><li>• Explain the impact of letters, newspapers, and photographs that brought the battlefield to the home front.</li><li>• List the significant battles and the turning point leading to the war's end.</li><li>• Compare the leaders of the two armies.</li><li>• Understand the reaction to the war's end.</li><li>• Explain the human and material costs of the war in the North and the South.</li><li>• Describe the significance of the Gettysburg Address.</li><li>• Know how Abraham Lincoln died.</li><li>• Understand the effects of Abraham Lincoln's assassination on the course of Reconstruction.</li><li>• Compare and contrast the different aims and plans toward Reconstruction held by Congress and Presidents Lincoln and Johnson.</li><li>• Explain the difficulty of rebuilding the South.</li><li>• Describe the provisions of the Thirteenth, Fourteenth, and Fifteenth Amendments to the</li></ul>

# Unit 9: Civil War and Reconstruction

Elementary/Middle - 5th Grade Social Studies - Last Updated on June 30, 2022

Students will know (Knowledge):	Students will be able to do (Skills):
	Constitution. <ul style="list-style-type: none"><li>• Understand the impact on racial relations in the United States made by Reconstruction.</li><li>• Relate what happened after Reconstruction.</li></ul>

## LEARNING PLAN

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### Unit Resources:

- Chapter 9: MyWorld Interactive Building our Country, Grade 5

### Summary of Learning Activities:(including lessons from MyWorld Interactive)

Lessons from MyWorld Interactive Chapter 9

- Struggle over Slavery
- The War Begins
- Life During the Civil War
- The War Ends
- Reconstruction