

Brookline Social Studies Learning Expectations for Grade 5

I. Overview: Early American History

Students will begin 5th grade Social Studies by investigating life in the English colonies, focusing on reasons for migration, adaptation to new environments, and resulting social and ethnic conflicts. Next, students will explore the causes and consequences of the War for Independence. Additionally, students will examine the problems that motivated the founders to begin writing the Constitution, the principles of American democracy that it embodies, and the process of compromise that led to the ratification of a new government. Students will conclude by tracing the development of the new nation, exploring the extension of suffrage, territorial expansion, and the emergence of a national identity.

II. Big Ideas

Life in the English Colonies

People migrate because of difficulties in country of origin and hope for a better life in their new homes.

The physical geography of a place impacts the cultures of the peoples who live in that place or move there.

Cultures of origin will influence the way of life of the new colonies in a variety of manners.

Cultural difference and competition for resources can lead to conflict.

American Revolution and War for Independence

Revolutions occur when a significant number of people feel that they can no longer live under what they perceive to be illegitimate undemocratic authority.

Independence comes with painful economic and emotional consequences, but opens up exciting new opportunities.

Patriots thought that human rights and democracy were worth fighting for.

Writing the Constitution

The founders created the Constitution in response to what they saw as the weaknesses of the Articles of Confederation as a plan for national government.

The founders had to make many compromises in order to write the Constitution and get it ratified.

The Constitution provides a variety of ways to check and balance government power.

New Nation

Political parties developed to develop and enact political policy.

America's expansion was motivated by many causes and concerns, including national security and economic growth.

Nationalism, driven by pride in country and fear of foreign aggression, developed as a result of both the problems and accomplishments of the War of 1812.

The spread of voting rights to common people in early 1800 America was unprecedented, but many Americans (women and African-Americans) remained disenfranchised.

III. Essential Questions

Life in the English Colonies

Why do people migrate?

How does where we live affect who we are?

How does the culture people bring with them affect the developing colonial culture and our lives today?

How can differences lead to conflict?

American Revolution and War for Independence

When is appropriate to challenge authority?

What are the costs and benefits of independence?

What is worth fighting for? What are the human costs of war?

Writing the Constitution

Why do we need government?

How do we balance the Common Good with individual liberty?

How can leadership be prevented from becoming too powerful?

New Nation

Why do we have political parties?

Why did the United States expand its territory?

What is nationalism and how is it fostered?

How did America democratize and who was included or excluded?

IV. Content Learning Expectations by Topic

Life in the English Colonies

Students will:

- Examine the early relationship of the English settlers to the indigenous peoples (Indians) in North America. Compare their differing views on ownership or use of land and the conflicts that created (e.g., the Pequot and King Philip's Wars in New England)
- Identify some of the major leaders and groups responsible for the founding of the original colonies in North America.
 - a) Lord Baltimore in Maryland
 - b) William Penn in Pennsylvania
 - c) John Smith in Virginia
 - d) Roger Williams in Rhode Island
 - e) John Winthrop in Massachusetts
- Analyze the religious, political, and economic motives of free immigrants from different parts of Europe to the New World.
- Explore the reasons that the language, political institutions, and political principles of what became the United States of America were largely shaped by English colonists, even though other major European nations (e.g. Spanish, Dutch, French) also explored the New World.

- a) the relatively small number of colonists who came from other nations besides England
- b) long experience with representative government (e.g. Magna Carta, House of Burgesses)
- c) England's strong economic, intellectual, and military position
 - Analyze how the regional differences in climate, land, available resources, and sources of labor predetermined the economy of the New England, Mid-Atlantic, and Southern colonies.
 - Compare and contrast in daily life, society, commerce, religion and political structures between the New England, Mid-Atlantic, and Southern colonies.
 - Explain the importance of maritime commerce in the development of the economy of the colonies, using historical societies and museums as needed.
- a) the fishing and shipbuilding industries
- b) trans-Atlantic trade (Triangle Trades)
 - Trace the arrival of Africans in the European colonies in the 17th century and the reasons behind the increase in slave importation in the 18th century. Describe the harsh conditions of the Middle Passage and slavery, and the responses of enslaved people to their condition. Describe the life of free African Americans in the colonies.

The American Revolution and the War for Independence

Students will:

- Explain the development of colonial governments (legislative bodies, town meetings, charters on individual freedom and rights), and analyze how these developments contributed to the Revolution.
- Determine the causes and effects of the French and Indian War, and how it led to an overhaul of British imperial policy, and the colonial responses (different forms of protest) to these policies in light of both Patriot and Loyalist views.
- Examine how propaganda influenced colonial attitudes towards the British.
- Analyze the key ideas of equality, natural rights, the rule of law, and the purpose of government as they are conceived in the Declaration of Independence.
- Evaluate the factors leading to American victory and British defeat, through examining these major battles of the Revolution as well as the various participants.
 - A. Lexington and Concord (1775), Bunker Hill (1775), Long Island (1776), Saratoga (1777), Valley Forge (1777–1778), Yorktown (1781)
 - B. Colonial enlisted men, militia, British regulars, French, and mercenaries
- Describe the life and achievements of important leaders during the Revolution and the early years of the United States.
 - a) John Adams
 - b) Benjamin Franklin
 - c) King George III
 - d) Alexander Hamilton
 - e) Thomas Paine
 - f) Thomas Jefferson
 - g) James Madison

- h) George Washington
- i) Benedict Arnold
- j) John Hancock

Writing the Constitution

Students will:

- Examine the circumstances surrounding the adoption of the Articles of Confederation in 1781 and for its later failure.
- Explore the causes and effects of Shay’s Rebellion (1786–1787).
- Identify the various leaders of the Constitutional Convention and describe the major issues they debated.
 - a) distribution of political power
 - b) rights of individuals
 - c) rights of states (small vs. large)
 - d) the Great Compromise
 - e) slavery/slave trade
 - f) representation
- 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).
- Analyze how the Constitution and the Bill of Rights reflect and preserve the following principles:
 - a) individual rights and responsibilities (natural rights)
 - b) equality C. the rule of law
 - c) limited government
 - d) representative democracy
 - e) federalism
- Compare the three branches of the United States government as outlined by the Constitution.
- Explain the rights in the Bill of Rights and the reasons for their inclusion in the Constitution in 1791.

The New Nation

Students will:

- Examine the rights and responsibilities of citizenship in the new nation. Compare civic participation at that time with one’s civic role in today’s society
- Identify the changes in voting qualifications between 1787 and 1820 (e.g., the abolition of property requirements), and compare who could vote in local, state, and national elections in the U.S. with who could vote in other countries at the time.
- Create a timeline of the events leading up to the Louisiana Purchase (1803) and its exploration by Lewis and Clark (1803-1806). Analyze the impact on the expansion of the new nation.
- Describe the causes and effects of the war of 1812 and how the following events contributed to a sense of American nationalism:
 - a) British restrictions on trade and impressment

- b) Major battles and events of the war, including the role of the USS Constitution, the burning of Washington, D.C. and the White House, and the Battle of New Orleans

Optional Unit (Westward Expansion)

Students will:

- Explain the reasons that pioneers moved west from the beginning to the middle of the 19th century, charting expansion on a map:
 - a) wagon train journeys on the Oregon and Santa Fe Trails
 - b) their settlements in the western territories
 - c) frontier life
 - d) Manifest Destiny (the Alamo)
 - e) U.S. policy on Native Americans (Indian removal, Trail of Tears)

V. Skill Learning Expectations by Domain

A. Study Skill by Category

Investigation Skills

Students will:

- Use technology to research topics.
- Locate data to employ as evidence to support points of view.

Organization Skills

Students will:

- Create a timeline depicting a chronology of interrelated events in a country.
- Engage in note-taking, active reading post-it, and writing in margin.

Comprehension Skills

Students will:

- Actively read non-fiction text.
- Paraphrase text.

Presentation Skills

Students will:

- Write paragraphs supporting arguments with evidence.
- Orally present i.e. simulate a character, report on a topic or defend a point of view.

B. Thinking Skills by Category

Historical Thinking Skills

Students will:

- Take the perspective of an historical figure and articulate their point of view.
- Make observations about the moral implications of historical events and actions.

Analytical Thinking Skills

Students will:

- Compare and contrast world views.
- Determine the cause and effect relationships of sequences of events.

Organizational Thinking Skills

Students will:

- Make generalizations based on evidence.
- Make decisions by selecting best alternatives.

Critical Thinking Skills

Students will:

- Identify the points of view of historical individuals and groups.
- Weigh the advantages and disadvantages of a given idea or action.