Grade 5 Year-Long Overview

Students in social studies should explore key questions through multiple sources to develop claims about social studies content. As such, teachers must create instructional opportunities that delve deeply into content and guide students in developing and supporting claims about social studies concepts.

<table>
<thead>
<tr>
<th>Grade 5 Content Focus</th>
<th>Grade 5 Claims</th>
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<tr>
<td>• Indigenous societies before and after European colonization</td>
<td>• What are the causal relationships between events during this time period?</td>
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<tr>
<td>• Motivations for exploration and colonization</td>
<td>• How did colonial interactions with the Atlantic World evolve over time?</td>
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<tr>
<td>• Colonial interactions with the Atlantic World</td>
<td>• How was life different for different individuals and groups and across time periods?</td>
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<tr>
<td>• Impact of geography on settlement and colonial life</td>
<td>• How was society impacted by geography, historical events, politics, and the economy?</td>
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<tr>
<td>• Diversity of experience in the colonies</td>
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<tr>
<td>• Political, economic, and social continuities and changes over time in the colonies</td>
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</table>

**Content:** Students understand the prehistory and history of America from its peopling through the colonial period of the present-day United States, ending with the French and Indian War. Students use geography skills to analyze settlement patterns and explain how the physical environment influenced historical events. Students distinguish between the different systems of government in the colonies, understand colonial relationships with the mother country and other powers, and trace changes over time. Students examine the economic motivations for exploration and colonization and the economic policies that shaped life in the colonies.

By analyzing changes and continuities over time, students explain how society, the environment, the political and economic landscape, and historical events influence perspectives, values, traditions, and ideas. To accomplish this, they:

- Use key questions to build understanding of content through multiple sources
- Corroborate sources and evaluate evidence by considering author, occasion, and purpose

**Claims:** Students develop and express claims through discussions and writing which examine the impact of relationships between ideas, people, and events across time and place. In a fifth grade class, students use primary and secondary source documents as evidence to support their claims. To accomplish this, they:

- Recognize recurring themes and patterns in history, geography, economics, and civics
- Evaluate the causes and consequences of events and developments over spans of time and across disciplines
### Sample Scope and Sequence

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<th>Unit 1</th>
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<tr>
<td>Indigenous Peoples of the Americas</td>
<td>European Exploration and Conquest (15th and 16th Centuries)</td>
<td>The Americas in the Atlantic World</td>
<td>Settlement of the Present-Day United States (17th Century)</td>
<td>Development of the Thirteen Colonies (18th Century)</td>
<td>Causes and Effects of the French and Indian War</td>
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<tr>
<td>August-Mid-September</td>
<td>Mid-September-Mid-October</td>
<td>Mid-October-December</td>
<td>January-February</td>
<td>March-Mid-April</td>
<td>Mid-April-May</td>
</tr>
<tr>
<td><strong>GLEs</strong>1: 5.1.1-4, 5.2.1, 5.4.1, 5.4.2</td>
<td><strong>GLEs</strong>: 5.1.1-4, 5.2.2-3, 5.3.2-3, 5.4.3, 5.8.1</td>
<td><strong>GLEs</strong>: 5.1.1-4, 5.2.4, 5.3.1-3, 5.4.3, 5.5.1, 5.8.1, 5.9.1</td>
<td><strong>GLEs</strong>: 5.1.1-4, 5.3.2-6, 5.4.3, 5.5.1-2, 5.8.1, 5.9.1-2</td>
<td><strong>GLEs</strong>: 5.1.1-4, 5.3.1-2, 5.3.4, 5.3.6, 5.4.3, 5.5.1-2, 5.6.1-2, 5.7.1, 5.8.1, 5.9.1-2, 5.10.1</td>
<td><strong>GLEs</strong>: 5.1.1-4, 5.3.2-3, 5.3.7, 5.4.3, 5.6.1-2, 5.10.1</td>
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1 Note: The GLEs apply to every unit as they describe the historical thinking skills students should use to learn and demonstrate understanding of social studies content.
Unit 1: Indigenous Peoples of the Americas

(August–Mid-September)

Unit overview: In this unit students explore the complexity and diversity of the pre-Columbian indigenous cultures of the Americas. This sets the stage for the unit to follow where students examine the motivations for European exploration and conquest and their impact.

Note: This content could be taught in conjunction with the *Birchbark House* unit (Lessons 2, 4, and 8) from the [English Language Arts Guidebook](#) for Grade 5.

<table>
<thead>
<tr>
<th>Topic and Days</th>
<th>Content and Claims</th>
<th>Possible Sources</th>
</tr>
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</table>
| Indigenous Peoples of the Americas 25 days | • What is known about how the Americas were peopled and settled and why are so many questions still unanswered? (5.2.1)  
• What was life like for different groups of indigenous peoples before European conquest? (5.2.1, 5.4.1, 5.4.2)  
• How did different groups of indigenous peoples interact with one another? (5.2.1, 5.4.2)  
• How do the accomplishments of the pre-Columbian civilizations demonstrate their complexity? (5.2.1) | • *What Is a Civilization, Anyway?*, Cynthia Stokes Brown  
• *Aztec, Inca, and Maya*, DK Publishing  
• *The Mayas*, Dolores Gassos  
• *The Maya* (Early Peoples), Lisa Klobuchar  
• *The Inca* (Early Peoples), Dale Anderson  
• *The Inca Empire*, Sandra Newman  
• *The Aztec Empire*, R. Conrad Stein  
• *The Aztec* (Early Peoples), Andrew Langley  
• *Nations of the Northwest Coast*, Bobbie Kalman  
• *Nations of the Plains*, Bobbie Kalman  
• *We are the Many, A Picture Book of American Indians*, Doreen Rappaport  
• *Eastern Woodland Indians*, Mir Tamim Ansary  
• “1491,” *The Atlantic*, Charles C. Mann  
• *Exploring the Early Americas Exhibit*, Library of Congress  
• “Decode Stela 3,” *NOVA* interactive artifact  
• “Cahokia,” *National Geographic* teacher context article, photo gallery, and map  
• “Map of the Maya World,” *NOVA* interactive map  
• “Rise of the Inca,” *NOVA* expert interview  
• “Unburying the Aztec,” *National Geographic* teacher context article and image gallery  
• “Inca Empire,” *National Geographic* teacher context article, photos, interactive map, and 3D graphic  
• “A Marvel of Inca Engineering,” *NOVA* expert interview  
• “Ghosts of Machu Picchu,” *NOVA* episode  
• Text from ELA Guidebook unit  
  o *The First Americans: Prehistory-1600 (A History of US, Book 1)*, Joy Hakim |
Unit 2: European Exploration and Conquest (15th and 16th Centuries)
(Mid-September–Mid-October)

Unit overview: In this unit students explore the motivations for European exploration and conquest of the Americas and begin to analyze their impact. This sets the stage for the unit to follow where students continue to examine the effects of conquest, focusing specifically on colonial interactions with the Atlantic World and the Columbian Exchange.

Note: This content could be taught in conjunction with The Birchbark House unit (Lesson 11) from the English Language Arts Guidebook for Grade 5.

<table>
<thead>
<tr>
<th>Topic and Days</th>
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<th>Sample Tasks and Possible Sources</th>
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| Exploration and Conquest 25 days | • What were the motivations for European exploration and conquest and how did these motivations change over time? (5.2.2, 5.8.1, 5.4.3)  
• Why were Europeans able to conquer territory in the New World? (5.2.3, 5.3.2-3)  
• How did European conquest affect life for different groups of indigenous peoples? (5.2.3, 5.3.2)  
• What were the most significant outcomes of the struggle for territory among European powers? (5.3.3, 5.4.3) | Sample Tasks  
• Louisiana Instructional Task  
  o Spanish Conquest of the Inca (pages 17 - 28)  
• Instructional tasks from the Stanford History Education Group  
  o “Moctezuma and Cortés”  
  o “Atahualpa and the Bible”  

Possible Sources  
• What do You Know about the Age of Exploration, Lynn George  
• Waldseemuller’s Map (1507), Library of Congress  
• Age of Exploration, Steck-Vaughn Flip Perspectives  
• Explorers of the New World, Carla Mooney  
• Around the World in a Hundred Years, Jean Fritz  
• Lives of the Explorers: Discoveries, Disasters (and What the Neighbors Thought), Kathleen Krull  
• Colonization and Settlement in the New World: 1585-1763 Pat McCarthy  
• Age of Exploration, Mariners’ Museum  
• Exploration of North America Map, Eduplace interactive map  
• Early Voyages of Exploration, Prentice Hall interactive map  
• Texts from the ELA Guidebook Unit  
  o “Columbus Controversy” History.com (video)  
  o “The Real Story of Columbus” History.com (video) |
# Unit 3: The Americas in the Atlantic World

(Mid-October–December)

**Unit overview:** In this unit students explore colonial interactions with the wider Atlantic World focusing on the Columbian Exchange and the origins and development of African slavery in the Americas. This sets the stage for the unit to follow where students concentrate on the colonies established in the present-day United States during the 17th century.

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<tr>
<td><strong>The Americas in the Atlantic World</strong>&lt;br&gt;38 days</td>
<td>• Why did the Columbian Exchange develop? (5.2.4, 5.3.1, 5.4.3, 5.8.1, 5.9.1)&lt;br&gt;• What were the consequences of the Columbian Exchange? (5.2.4, 5.3.1-2, 5.9.1)&lt;br&gt;• How did slavery develop in the New World and why did its practice change over time? (5.2.4, 5.3.2-3, 5.5.1, 5.8.1)&lt;br&gt;• How were individuals and groups affected by slavery and the slave trade? (5.2.4, 5.3.2)</td>
<td><strong>Sample Tasks</strong>&lt;br&gt;• Instructional tasks from the Stanford History Education Group&lt;br&gt;  ○ “The Middle Passage”&lt;br&gt;<strong>Possible Sources</strong>&lt;br&gt;• <em>1493 for Young People: From Columbus’s Voyage to Globalization</em> (For Young People Series)&lt;br&gt;• <em>Maps of the Transatlantic Slave Trade</em>, David Eltis and David Richardson, 2010&lt;br&gt;• <em>Graph of Total Shipping Tonnage between Spain and Spanish America, 1550-1650</em>&lt;br&gt;• “A Brief Overview of the Trans-Atlantic Slave Trade,” David Eltis (Emory University), 2007</td>
</tr>
</tbody>
</table>
Unit 4: Settlement of the Present-Day United States (17th Century)
(January–February)

Unit overview: In this unit students explore the establishment and development of colonies in the present-day United States during the 17th century. This sets the stage for the unit to follow where students examine how the thirteen colonies developed politically, economically, and socially during the 18th century.

<table>
<thead>
<tr>
<th>Topic and Days</th>
<th>Content and Claims</th>
<th>Sample Tasks</th>
</tr>
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</table>
| Settlement of the Present-Day United States (17th Century) 34 days | • How were the motivations for exploring and settling the present-day United States both similar to and different from the motivations of the earlier conquistadors? (5.3.3-5)  
• What role did geography play in settlement, land use, and systems of labor? (5.4.3, 5.5.1-2, 5.9.2)  
• What forms of labor were used in the colonies and how did this change over time? (5.3.2, 5.3.6, 5.5.1, 5.8.1, 5.9.2)  
• How did the different colonies interact with indigenous peoples, one another, and the Atlantic World? (5.3.1-3, 5.8.1, 5.9.1)  
• What was life like for different groups of people? (5.3.2, 5.3.4, 5.3.6, 5.5.1-2, 5.6.1, 5.9.2) | Sample Tasks  
• Louisiana Instructional Task  
  o [Religion in Colonial America](#)  
• Instructional tasks from the Stanford History Education Group  
  o “Mapping the New World”  
  o “The Puritans”  
  o “Pocahontas”  
  o “King Philip’s War”  
  o “Salem Witch Trials”  
  o “Examining Passenger Lists”  
Possible Sources  
• *Jamestown, A Struggle for Survival*, Marcia Sewall  
• “The Starving Time in Jamestown,” Historical Scene Investigation  
• *Jamestown*, Library of Congress  
• “Bacon’s Rebellion,” Historical Scene Investigation  
• *The New Americans, Colonial Times 1620-1689*, Betsy Maestro  
• *Virginia Richly Valued* title page, 1609  
• *The Generall Historie of Virginia, New-England, and the Summer Isles*... title page, John Smith, 1632  
• Title page from *English translation* of La Casas, 1656  
• *Tobacco Paper, Virginia, 17th century*  
• “Jamestown,” *National Geographic* teacher context article, photo gallery, and interactive maps  
• *Puritans vs. Pilgrims*, History.com video  
• *Who Were the Pilgrims?*, Plymouth Plantation
Unit 5: Development of the thirteen colonies (18th Century)
(March–Mid-April)

Unit overview: In this unit students explore the political, economic, and social development and evolution of the thirteen colonies during the 18th century. This sets the stage for the unit to follow where students examine the causes and effects of the French and Indian War.

<table>
<thead>
<tr>
<th>Topic and Days</th>
<th>Content and Claims</th>
<th>Sample Tasks and Possible Sources</th>
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</table>
| Development of the Thirteen Colonies (18th Century) 34 days | • How did the different colonies develop politically, economically, and socially over time? What role did geography play in this development? (5.3.4, 5.3.6, 5.4.3, 5.5.1-2, 5.6.1-2, 5.9.1-2)  
• How did the relationship between the colonies and the British government change over time? (5.6.1-2, 5.7.1, 5.8.1, 5.9.1, 5.10.1)  
• How did the different colonies interact with indigenous peoples, one another, and the Atlantic World? (5.3.1-2, 5.8.1, 5.9.1)  
• What was life like for different groups of people during the 18th century? How does this represent continuity and change from the early colonial period? (5.3.2, 5.3.4, 5.3.6, 5.5.1-2, 5.6.1-2, 5.9.2, 5.10.1) | Sample Tasks  
• Louisiana Instructional Task  
  o Forced Labor  
• Instructional task from the Stanford History Education Group  
  o “Great Awakening”  
Possible Sources  
• A True Book - The Thirteen Colonies (13 Book Set), Kevin Cunningham  
• Northern British Colonies Map, Library of Congress  
• Middle British Colonies Map, Library of Congress  
• Southern British Colonies Map, Library of Congress  
• Daily Life in the Colonies, PBS  
• Colonial Trade Pattern, North Atlantic, 18th Century, Hofstra University  
• “Social Class in Colonial America,” Digital History task  
• “Government in England and the Colonies,” Digital History task  
• “The Tobacco Economy: How Did the Geography of the Chesapeake Region Influence Its Development?,” UMBC Center for History Education history lab  
• “What Factors Brought Settlers to Maryland?,” UMBC Center for History Education history lab |
## Unit 6: Causes and Effects of the French and Indian War

(Mid-April–May)

**Unit overview:** In this unit students explore the causes and effects of the French and Indian War to understand why this war marked a turning point in colonial history. Students will be prepared to resume their study of this content in 7th grade beginning with the causes of the American Revolution.

<table>
<thead>
<tr>
<th>Topic and Days</th>
<th>Content and Claims</th>
<th>Sample Tasks and Possible Sources</th>
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</thead>
</table>
| Causes and Effects of the French and Indian War 25 days | • What were the causes of the French and Indian War? How does the war reflect a continuation of earlier power struggles between European countries? (5.3.3, 5.3.7, 5.10.1)  
• What role did different tribal groups play in the war and how did its outcome affect them? (5.3.2, 5.3.7)  
• How did the outcome shift the balance of power in the New World? (5.3.3, 5.3.7, 5.4.3)  
• What were the consequences of the war for the British colonists and how did it change the colonies’ relationship to the mother country? (5.3.2, 5.6.1-2, 5.10.1) | Source-Based Lessons & Activities  
• "The French and Indian War: The War That Shaped America's Destiny" NC Program in the Humanities and Human Values  
Books  
• *Struggle for a Continent: The French and Indian Wars: 1689-1763*, Betsy Maestro  
• *The Matchlock Gun*, Walter D. Edmonds  
• *Indigo Production, South Carolina, 1757*  
• *A Guide to the French and Indian War*, Library of Congress  
• *Edward Randolph’s Report of King Philip’s War in New England, 1675*, Smithsonian Source  
• *Map of General Braddock’s Route*, Library of Congress  
• *The French and Indian War*, Revolutionary War Animated  
• *The War that Made America*, PBS |
2011 Social Studies Grade-Level Expectations:
Grade 5

History

Standard 1 – Historical Thinking Skills

*Students use historical thinking skills to examine the influence of key people, ideas, and events in colonial America.*

5.1.1 Create a timeline of key events in early American history from pre-Columbian civilizations to 1763
5.1.2 Examine primary and secondary sources to research early American colonial history from the Age of Exploration to 1763
5.1.3 Compare and contrast different points of view of key individuals and groups in early colonial American history to 1763
5.1.4 Produce clear and coherent writing for a range of tasks, purposes, and audiences by:
   - conducting historical research
   - Evaluating a broad variety of primary and secondary sources
   - Comparing and contrasting varied points of view
   - Determining the meaning of words and phrases from historical texts
   - Using technology to research, produce, or publish a written product

Standard 2 – Key Events, Ideas, and People

*Students investigate how key events, ideas, and people influenced the social, economic, and political development of the New World during the Age of Exploration.*

5.2.1 Describe the origins, characteristics, and expansion of indigenous cultures and groups that existed in the Americas prior to European exploration
5.2.2 Identify early explorers and their motivations, challenges, and achievements
5.2.3 Describe the Spanish conquests in the Americas including the impact on the Aztecs, Incas, and other indigenous peoples
5.2.4 Explain the course and consequences of the Columbian Exchange, including its cultural, ecological, economic, and political impact on Europe, the Americas, and West Africa

Standard 3 – Key Events, Ideas, and People

*Students explain the reasons why different groups settled in North America and describe the effect of key people, ideas, and events on the growth of the thirteen colonies.*

5.3.1 Compare and contrast the convergence of trade, cultural diffusion, and innovation in the Western Hemisphere after 1492
5.3.2 Describe cooperation and conflict among Native Americans, Europeans, and Africans
5.3.3 Identify the major European powers that colonized North America and explain their goals, challenges, and achievements
2011 Social Studies Grade-Level Expectations:
Grade 5

5.3.4  Compare and contrast religious groups that settled colonial America and examine the role of religion in colonial communities

5.3.5  Evaluate the motives that led to the establishment of the thirteen colonies

5.3.6  Explain and give examples of how Native Americans, Europeans, and free and enslaved Africans adapted to living in the New England colonies, the Middle colonies, and the Southern colonies

5.3.7  Describe the impact of key people, ideas, and events that led to the French and Indian War

Geography

Standard 4 – Geography Skills
Students use geography skills to analyze and interpret maps and explain how physical geography influences historical events.

5.4.1  Differentiate between various types of maps using characteristics, functions, and applications

5.4.2  Analyze a map using a variety of tools

5.4.3  Analyze maps from the Age of Exploration to 1763

Standard 5 – Culture and Environment
Students examine how the physical environment influenced the cultural development of colonial America.

5.5.1  Describe ways in which location and environment influenced the settlements and land use in colonial America

5.5.2  Identify natural resources used by people of colonial America and describe the impact of human action on the physical environment

Civics

Standard 6 – Purposes, Foundation, and Structure
Students investigate different types of government to understand their influence on the development of government in colonial America.

5.6.1  Compare and contrast the different types of government in colonial America that influenced the development of the United States

5.6.2  Summarize the key ideas that influenced the development of colonial governments and their influence on the growth of American democracy
Standard 7 – Civic Literacy
*Students will examine the role of the citizen in government.*

5.7.1 Investigate basic rights and responsibilities of citizens in current day government

**Economics**

**Standard 8 – Resources**
*Students examine the economic motivations that led to the European exploration and settlement of the Americas.*

5.8.1 Cite evidence of the economic motivations for European exploration and settlement in the Americas using economic concepts such as supply and demand, and scarcity

**Standard 9 – Interdependence**
*Students analyze key events that affected trade and exchange in colonial America.*

5.9.1 Describe trade between the Americas, Western Europe, and Western Africa during the colonial period

5.9.2 Analyze the differences in the economies of the New England colonies, Middle colonies, and the Southern colonies

**Standard 10 – Decision Making**
*Students investigate how key British economic policies influenced the thirteen colonies.*

5.10.1 Explain the reasons for the French and Indian War and the economic effects of British policy on colonial America