

# Fifth Grade: United States Studies

## (American Revolution to Industrialism - 1763 to 1900s)

Students understand the history of the United States within an integrated approach considering the following factors:

- Historic and economic events from American Revolution to Industrialism including but not limited to the American Revolution, Constitutional Convention, westward expansion, Civil War and Reconstruction, and growth of industrial and urban America looking at origins, founders, and key political, economic, and social figures as they relate to the events outlined above such as technological developments, urbanization, territorial expansion, industrialization, political parties, and universal suffrage
- Creation of the Constitution and the principles within the document including historical and philosophical influences, influence of state constitutions, Articles of Confederation, compromises and ratification debates at the Constitutional Convention, Bill of Rights, limited government, popular sovereignty, federalism, rule of law, checks and balances, and separation of powers
- Development and structure of the national government including the Preamble, the three branches, examples of powers granted to each branch, powers granted to the states and individuals, the Bill of Rights, and current issues in regard to federalism and rights
- Influence of immigration including push/pull factors, industrialization, urbanization, diversification of the population, and debates over immigration
- Contributions of various cultural and ethnic groups to the changing social and political structure of the United States
- Roles and responsibilities as citizens of the United States including participation in the political system
- Examination of primary and secondary sources including written and oral histories, images, and artifacts with special attention being given to founding documents including the Declaration of Independence, the Constitution and amendments, and landmark Supreme Court cases
- Inclusion of historical fiction, images, books, graphic novels, in addition to informational texts
- Disciplinary skills and processes including change and continuity over time, multiple perspectives, using and understanding sources, and cause and effect

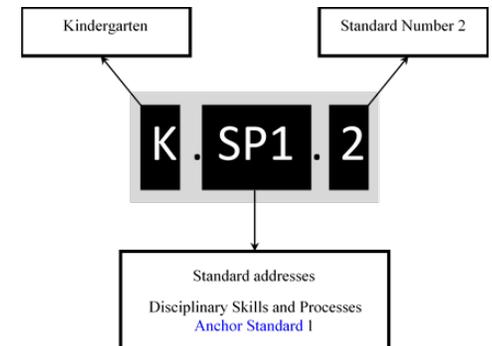
The Arizona History and Social Science Standards assume students have regular standards-based social studies instruction every year. The amount of time individual students need to learn these standards will vary.

### Instructional time necessary to master standards:

- Assumed Minutes per Week: 225
- Assumed Average Minutes per Day: 45

### Coding of the K-8 Standards

Each K-8 standard is made up of three components. The grade level appears first, followed by the core discipline Big Idea, and finally a standard number. The standard number at the end of the code is designed for recording purposes and does not imply instructional sequence or importance. Examples and explanations of the coding of the standards are below.



## DISCIPLINARY SKILLS AND PROCESSES

- 5.SP1.1** Create and use a chronological sequence of related events to compare developments that happened at the same time.
- 5.SP1.2** Explain how events of the past affect students' lives and society.
- 5.SP1.3** Generate questions about individuals and groups who have shaped significant historical changes and continuities.
  - Key individuals or groups should represent the time period being studied and be inclusive of the diversity represented in the history of the United States
- 5.SP2.1** Explain why individuals and groups during the same historical period differed in their perspectives.
  - Key individuals and groups can include but are not limited to loyalists and patriots, federalists and anti-federalists, Hamilton and Jefferson, abolitionists and slave owners, Abraham Lincoln and John C. Calhoun, southerners and northerners, labor and business, nativists and immigrants, and American Indians and settlers
  - Key issues and events can include but are not limited to federalism, constitutional interpretation, individual liberties, slavery, Jim Crow Laws and segregation, secession, westward expansion, Indian boarding schools, immigration, Manifest Destiny, worker's rights, and women's rights

## DISCIPLINARY SKILLS AND PROCESSES

- 5.SP3.1** Develop compelling and supporting questions about the United States that are open to different interpretations.
- 5.SP3.2** Use distinctions among fact and opinion to determine the credibility of multiple sources.
- 5.SP3.3** Compare information provided by multiple sources about events and developments in the United States.
- 5.SP3.4** Infer the intended audience and purpose of a source from information within the source itself.
- 5.SP3.5** Use information about a historical source including the author, date, place of origin, intended audience, and purpose to judge the extent to which the source is useful for studying a topic and evaluate the credibility of the source.
- 5.SP3.6** Construct and present arguments using claims and evidence from multiple sources.
- 5.SP3.7** Construct and present explanations using reasoning, correct sequence, examples and details with relevant information and data.
- 5.SP4.1** Explain probable causes and effects of events and developments in United States history from the revolutionary period to the rise of industry and urbanization.
- Key events include but are not limited to the American Revolution, Constitutional Convention, Civil War, Reconstruction, westward expansion, industrialism, and urbanization
- 5.SP4.2** Use evidence to develop a claim about the past.
- 5.SP4.3** Summarize the central claim in a secondary source.

## CIVICS

- 5.C2.1** Explain how a democracy relies on people's responsible participation within the context of key historical events pre-American Revolution to Industrialization.
- Key concepts include but are not limited to volunteerism, joining associations and groups, joining political parties, using the First Amendment (free speech, religion, press, assembly, petition), censorship, voting in elections, running for office, working on campaigns, bringing cases to court, civil disobedience, protest movements, and serving in the military
- 5.C3.1** Describe the origins, functions, and structure of the United States Constitution and the three branches of government.
- Key origins include historical and philosophical influences like the government structures of Ancient Greece and Rome, Enlightenment thinkers like John Locke, British documents like the Magna Carta, colonial governments, the Articles of Confederation, and the compromises and ratification debates of the Constitutional Convention
  - Key functions of the United States government as outlined in the Preamble
  - Key structures include distributing, sharing, and limiting powers of the national government through separation of powers, checks and balances, and federalism
  - Key organization of the Constitution include the Preamble, seven Articles, and Amendments (including the Bill of Rights)
- 5.C4.1** Using primary and secondary sources to examine historical and contemporary means of changing society through laws and policies in order to address public problems.
- Key concepts can include but are not limited to the purpose of the Declaration of Independence, the creation of the Constitution, the formation and development of social and reform movements, and responses to industrialism and poverty at the turn of the century
- 5.C4.2** Use a range of deliberative and democratic procedures to make decisions about and act on issues and civic problems in their classrooms and schools.

## ECONOMICS

- 5.E1.1** Give examples of financial risks that individuals and households face within the context of the time period studied.
- 5.E2.1** Compare the benefits and costs of individual choices within the context of key historical events
- Key concepts can include but are not limited to smuggling during the American Revolution, separating from England, economic powers outlined in the Constitution, slavery, secession, territorial expansion, and unregulated industry
- 5.E3.1** Develop an understanding of the characteristics of entrepreneurship within a market economy and apply these characteristics to individuals during the time-period studied.
- Characteristics include but are not limited to risk taking, innovation, and problemsolving
- 5.E4.1** Describe how government decisions on taxation, spending, protections, and regulation affected the national economy during the time-period being studied
- 5.E4.2** Analyze how agriculture, new industries, new technologies, changes in transportation, and labor impacted the national economy including productivity, supply and demand, and price during the time-period being studied
- 5.E5.1** Generate questions to explain how trade leads to increasing economic interdependence on different nations.
- Key concepts include but are not limited to products that are imported into markets within the United States and products that are exported to other markets in the world

## GEOGRAPHY

**5.G1.1** Use and construct maps and graphs to represent changes in the United States.

- Key concepts include but are not limited to physical and human features of the United States, the regions of the United States and their characteristics, geographic location of major events, the growth of the United States through territorial expansion, demographic changes, and the states and their capitals

**5.G2.1** Describe how natural and human-caused changes to habitats or climate can impact our world.

**5.G3.1** Use key historical events with geographic tools to analyze the causes and effects of environmental and technological events on human settlements and migration.

- Key concepts include but are not limited to consequences of territorial expansion on American Indians, the institution of slavery, the positive and negative impact of new technologies on the environment and the growth of cities, and the impact of transportation and infrastructure on settlement and migration

**5.G4.1** Describe how economic activities, natural phenomena, and human-made events in one place or region are impacted by interactions with nearby and distant places or regions.

## HISTORY

**5.H2.1** Use primary and secondary sources to summarize the causes and effects of conflicts, resolutions, and social movements throughout the historical timeframe.

- Key conflicts can include but are not limited to cultural conflicts, political conflicts, economic conflicts, military conflicts, and conflicts related to resource use and availability

**5.H4.1** Use primary and secondary sources to describe how different groups (racial, ethnic, class, gender, regional, immigrant/migrant) shaped the United States' multicultural society within the historical timeframe.