

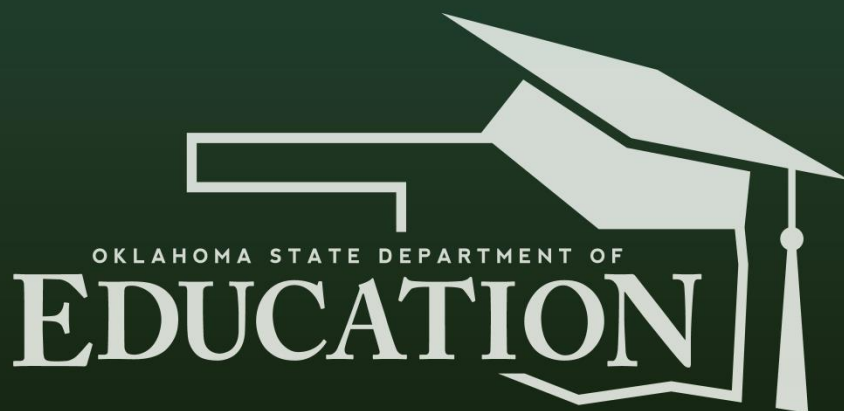


SOCIAL STUDIES

United States Studies

Creating the United States: 1607-1806

Grade 5



OKLAHOMA
ACADEMIC
STANDARDS

► **Grade 5**
UNITED STATES STUDIES
***Creating the United States:
 The Foundation, Formation, and
 Transformation of the American
 Nation, 1607-1806***

In the Grade 5 curriculum section of *The Foundation, Formation, and Transformation of United States History*, students will examine the inheritance of the British system and the practices of constitutionalism, self-government, individual rights, representative government, and separation of powers. The United States Studies will begin with the British settlement of Virginia at James Towne in 1607 and will conclude with the explorations of the Louisiana Purchase by Lewis and Clark.

The Social Studies Process and Literacy Skills (PALS) are to be integrated throughout the Grade 5 content standards and methods of instructional delivery.

ASSESSMENT NOTE: For the Grade 5 Criterion-Referenced Test (CRT) in Social Studies, the time frame is James Towne, 1607 through the ratification of the *United States Constitution* and the adoption of the *Bill of Rights* on December 15, 1791.

The Process and Literacy Standards 1-3 should be integrated throughout the content standards and used in teaching and assessing the course content at the classroom and district level. At the state level, the Process and Literacy Standards 1-3 will be measured and reported within each of the content standards 1, 2, 3, and 4 as appropriate. Only Content Standard 5 will not be assessed on the Grade 5 CRT. The Process and Literacy Skills (PALS) assessment items will be content-based and reported under each of the content standards. For assessment purposes, each Content Standard 1- 4 will have items using primary and secondary source documents, timelines, maps, charts, graphs, pictures, photographs, and/or political cartoons. There will be a balance of graphic and textual stimulus materials within the various United States History test forms. At least 50 percent of the assessment items will have appropriate pictorial and graphical representations.

An asterisk (*) has been used to identify Content Standard 5 and the following objectives that must be assessed by the local school district. All other skills may be assessed by the Oklahoma School Testing Program (OSTP).

**PROCESS AND LITERACY SKILLS (PALS)
 FOR LEARNING**

Process and Literacy Skills Standard 1: The student will develop and demonstrate Common Core informational text reading literacy skills.

A. Key Ideas and Details

1. Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.
2. Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.
3. Explain the relationships or interactions between two or more individuals, events, ideas, or concepts in United States history primary and/or secondary sources based on specific information in the texts.

B. Craft and Structure

4. Determine the meaning of social studies-specific words and phrases in a text relevant to United States history and government.
5. Compare and contrast the overall structure (e.g., chronology, comparison, cause/effect, historic problem/solution) of events, ideas, concepts, or information in two or more texts.
6. Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent.

C. Integration of Knowledge and Ideas

7. Draw on information from multiple print or digital sources (e.g., timelines, maps, graphs, charts, political cartoons, images, artwork), demonstrating the ability to locate an answer to a question or to solve an historic problem.
8. Identify and explain how an author uses reasons and evidence to support particular points in a text.
9. Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably.

Process and Literacy Skills Standard 2: The student will develop and demonstrate Common Core writing literacy skills.

A. Text Types and Purposes

1. Write opinion pieces on topics in United States history and government, supporting a point of view with reasons and information.
2. Write informative/explanatory texts to examine a topic in United States history and government.
3. Write historically-based narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.

B. Production and Distribution of Writing

4. Produce clear and coherent writing in which the development and organization are appropriate to the task, purpose, and audience.
6. With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others.

C. Research to Build and Present Knowledge

7. Conduct short research projects that use several primary and secondary sources to build knowledge through investigation of different aspects of United States history and government.
8. Gather and recall relevant information from experiences, print and digital sources; summarize or paraphrase information in notes and finished work, and provide a list of sources.
9. Draw evidence from literary or informational texts to support analysis, reflection, and research.

D. Range of Writing

10. Write routinely over extended time frames and shorter time frames for a range of United States history and government tasks, purposes, and audiences.

Process and Literacy Skills Standard 3: The student will develop and demonstrate Common Core speaking and listening skills.

A. Comprehension and Collaboration

1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on Grade 5 United States History topics and texts, building on others' ideas and expressing their own clearly.

2. Summarize a social studies text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.
3. Summarize the points a speaker makes and explain how each claim is supported by reasons and evidence.

B. Presentation of Knowledge and Ideas

4. Report on a United States History topic or text or present an opinion, sequencing ideas logically and using appropriate facts and relevant, descriptive details to support main ideas or themes; and speak clearly at an understandable pace.
5. Include multimedia components (e.g., graphics, sound) and visual displays in United States History presentations when appropriate to enhance the development of main ideas or themes.

CONTENT SKILLS

Content Standard 1: The student will examine James Towne Settlement and Plimoth Plantation as the foundations of American culture and society. (CCRIT 3 and 8)

1. Examine the economic and political reasons and motivations for English exploration and settlement in Virginia as evidenced through the competition for resources and the gaining of national wealth and prestige at Roanoke and James Towne. (CCRIT 8)
2. Analyze the economic, political, and religious reasons and motivations of free immigrants and indentured servants from the British Isles who came to Virginia. (CCRIT 8)
3. Explain the contributions, relationships, and interactions of John Smith, Powhatan, and John Rolfe to the establishment and survival of the James Towne settlement including the Starving Times and the development of tobacco as Virginia's cash crop. (CCRIT 3)
4. Identify and explain the reasons for the English commitment to the permanent settlement of James Towne as evidenced through the foundational events of 1619 including the introduction of
 - A. representative government with the meeting of the House of Burgesses,
 - B. private ownership of land, and
 - C. Africans as laborers; initially as indentured servants and later lifetime slavery. (CCRIT 8)

- 5. Use specific textual evidence from primary and secondary sources to summarize the successes and challenges the settlement of Plimoth Plantation experienced in regards to their approach to
 - A. Religious motivations for migration,
 - B. Governing institutions as established by the *Mayflower Compact*,
 - C. Relationship with Native Americans, and
 - D. The contributions of the Pilgrims, William Bradford, Chief Massasoit, and Squanto. (CCRIT 1 and 3)

Content Standard 2: The student will compare and contrast the developments of the New England Colonies, the Middle Colonies, and the Southern Colonies based on economic opportunities, natural resources, settlement patterns, culture, and institutions of self-government. (CCRIT 5, 6 and 7; CCW 9)

- 1. Compare and contrast the three colonial regions in regards to natural resources, agriculture, exports, and economic growth including the different uses of the labor systems use of indentured servants and slaves. (CCRIT 5 and CCRIT 6)
- 2. Analyze the similarities and differences of self-government in the three colonial regions including the role of religion in the establishment of some colonies, the House of Burgesses in Virginia, and town hall meetings in New England. (CCRIT 6)
- 3. Explain the international economic and cultural interactions occurring because of the triangular trade routes including the forced migration of Africans in the Middle Passage to the British colonies. (CCRIT 3)
- 4. Analyze and explain the relationships and interactions of ongoing encounters and conflicts between Native Americans and the British colonists involving territorial claims including King Phillip’s War. (CCRIT 3)
- 5. Draw specific evidence using informational texts and analyze the contributions of important individuals and groups to the foundation of the American system including Roger Williams, the Puritans, William Penn and the Quakers, Lord Baltimore, and James Oglethorpe. (CCRIT 7 and CCW 9)
- 6. Analyze and compare the daily life in the colonies as experienced by different social classes including large landowners, craftsmen and artisans, farmers, women, enslaved and freed African Americans, indentured servants, merchants, and Native Americans, noting important similarities and differences in the points of view they represent. (CCRIT 6)

Content Standard 3: The student will examine the foundations of the American nation laid during the Revolutionary Era through the contributions of historic individuals and groups, the spreading of the ideals found within the *Declaration of Independence*, and the significant military and diplomatic events of the Revolutionary War that resulted in an independent United States. (CCRIT 1, 3, 5, 6, and CCW 7, 9)

- 1. Research and examine the causes and effects of significant events leading to armed conflict between the colonies and Great Britain drawing evidence from informational texts about the following events including (CCRIT 3, 5, 6 and CCW 7, 9)
 - A. The *Proclamation of 1763* by King George III in restricting the perceived rights of the colonists to Native American lands which they believed they had earned by fighting during the French and Indian War,
 - B. The *Sugar and Stamp Acts* as the first direct taxes levied by Parliament on the American colonists,
 - C. The boycotts of British goods and the efforts of the Committees of Correspondence as economic means of protesting British policies the colonists thought were violating their rights to govern themselves including the right of self-taxation in hopes of getting the acts repealed,
 - D. The *Quartering Act* as a way for the British government to share the costs of defending the colonies and of controlling the growing colonial discontent,
 - E. The Boston Massacre as a sign the colonists were beginning to change protest tactics from peaceful means to direct, physical confrontation,
 - F. Colonial arguments that there should be no taxation without representation in Parliament,
 - G. The Boston Tea Party and issuance of the *Coercive Acts* (the Intolerable Acts) as punishment for destroying private property,
 - H. The British raids on Lexington and Concord, which provoked colonial armed resistance resulting in the siege of the British in Boston, and
 - I. The publication of Thomas Paine’s pamphlet, *Common Sense*, which made a rational argument for colonial independence.

2. Draw evidence from the *Declaration of Independence* to identify and explain the colonial grievances which motivated the Second Continental Congress to make arguments for and to declare independence from Great Britain and establish the ideals in American society of equality, inalienable rights, and the consent of the governed. (CCRIT 8 and CCW 9)
3. Commemorate Celebrate Freedom Week by recognizing the sacrifices and contributions to American freedom by veterans and by reciting the social contract selection from the *Declaration of Independence*:

We hold these truths to be self-evident, that all men are created equal, that they are endowed by their Creator with certain unalienable Rights, that among these are Life, Liberty and the pursuit of Happiness. – That to secure these rights, Governments are instituted among Men, deriving their just powers from the consent of the governed.
4. Draw specific evidence from informational texts and analyze the formation, benefits, and weaknesses of the first American national system of government under the *Articles of Confederation* including conducting and winning the Revolutionary War and management of the western territories. (CCRIT 7 and CCW 9)
5. Analyze and explain the relationships of significant military and diplomatic events of the Revolutionary War including the leadership of General George Washington, the experiences at Valley Forge, the impact of the battles at Trenton, Saratoga, and Yorktown, as well as the recognition of an independent United States by Great Britain through the *Treaty of Paris*. (CCRIT 3)
6. Identify and explain the contributions and points of view of key individuals and groups involved in the American Revolution including Patrick Henry, Samuel Adams, John Adams, Abigail Adams, Paul Revere, Benjamin Franklin, Thomas Jefferson, Mercy Otis Warren, Phillis Wheatley, the Sons and Daughters of Liberty, patriots, and loyalists by drawing information from multiple sources. (CCRIT 7, 8 and CCW 7, 9)

Content Standard 4: The student will examine the formation of the American system of government following the American Revolution.

1. Draw specific evidence from informational texts and examine the issues and events encountered by the young nation that led to the Constitutional Convention in Philadelphia in 1787 including a weak national government, the *Northwest Ordinance*, and civil unrest as typified in Shays' Rebellion. (CCRIT 3 and CCW9)

2. Examine the contributions and leadership of George Washington, James Madison, George Mason, and Gouverneur Morris as evidenced in the great issues, debates, and compromises of the Constitutional Convention including the *Virginia Plan* and the *New Jersey Plan*, slavery, the Three-fifths Compromise, and the Great Compromise. (CCRIT 2)
3. Determine the main purposes of the United States government as expressed in the *Preamble* and as evidenced in the *United States Constitution* including the principles reflected in the separation of powers, checks and balances, and shared powers between the federal and state governments, and the basic responsibilities of the three branches of government. (CCRIT 2)
4. Explain the process of ratification of the *United States Constitution* as well as compare and contrast the viewpoints of the Federalists and Anti-Federalists over the addition of a bill of rights. (CCRIT 5)
5. Examine the *Bill of Rights* and summarize the liberties protected in all 10 amendments. (CCRIT 2)

***Content Standard 5: The student will compare and contrast the continued formation of the new nation under the leadership of Presidents Washington, Adams, and Jefferson. (CCRIT 5)**

1. Analyze the formation of the new government and the presidential leadership qualities of George Washington including the precedent set by his decision not to seek a third term and the impact of his *Farewell Address*.
2. Explain the impact of the presidential election of 1800 regarding the peaceful transfer of political power from one party to another.
3. Examine the transformative impact of the *Louisiana Purchase* in 1803 upon the American system in regards to the explorations by Lewis and Clark and the concept of Manifest Destiny as America expanded westward.

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