

Revised 2007

**BILLINGS PUBLIC SCHOOLS  
SOCIAL STUDIES  
Learning Objectives  
Fifth Grade**

**Overview: UNITED STATES HISTORY AND GEOGRAPHY**

The fifth grade curriculum presents the story of the development of our nation. This course focuses on the creation of a new nation populated by indigenous peoples and by immigrants from all parts of the globe.

Students will identify and master geographic terms and physical features of the world. They will place emphasis on the United States as they examine major pre-Columbian settlements, learn how people adjusted to their natural environment, developed an economy and system of government, and expressed their culture. The relationship between indigenous peoples and the early colonists will be a concentration as we examine the power struggle and conflicts between European powers and the Indian nations for control of North America prior to the Revolutionary War.

Students will learn about European explorers who sought trade routes, economic gain, national glory and the spreading of religion. Tracing the explorers routes will focus on motives, technological developments, and new trade products. Students will examine the relationship between European explorers and indigenous peoples.

Students will examine European motives, obstacles, and accomplishments in settling the United States. They will compare the New England, Middle and Southern colonies, examining location, the political, religious, social and economic institutions that evolved, the major individuals and responsible groups, as well as issues leading to the American Revolution, involving views and the British efforts to impose their will on the colonies.

Students will compare and contrast Montana Indian history and present day reservation life. Information provided on Montana Indians should be authentically presented, utilizing museums, publications, artifacts and appropriate web sites. Children will have an understanding of the beliefs, cultures and traditions of the twelve Montana tribes.

**Introduce:** Teacher (high support)  
Modeling to children

**Develop:** Teacher / Student work together, interactive, 17  
guided processing, developing strategies

***Essential: Tested***

**Apply:** Student demonstrates an understanding with low  
support from teacher, on-going self extended  
learning, student may be tested

**BILLINGS PUBLIC SCHOOLS  
SOCIAL STUDIES  
Learning Objectives  
Fifth Grade**

*In 5<sup>th</sup> grade, students will be learning about U.S. history and geography and the development of our Nation focusing on the Native people and civilizations of North America. Study will continue on the exploration and colonization of North America. Students will be able to respond to the following key questions:*

- What are the different theories of how American Indians came to North America?  
What were the early American Indian civilizations, and how did they adapt to their environment?  
Who were the explorers of North America, and why did they come?  
Why did immigrants come to North America?  
What were the cultural effects of colonization?  
What were the distinguishing characteristics of the colonies?  
What are the similarities and differences of the various tribes in Montana?  
How are the various types of maps used as a tool to gather information about the world?  
(Focus on types of maps, hemispheres, latitude and longitude, key countries of study)*

*\* The studies of the American Revolution, the Constitution and the Civil War have been omitted due to the extensive coverage in the Middle School and High School programs*

**LEARNING OBJECTIVES**

**I. Students access, synthesize, and evaluate information to communicate and apply social studies knowledge to real world situations.**

- 1. \_\_\_\_\_ Assess the quality of information (e.g. primary or secondary sources, point of view and embedded value of the author). (I, D, E, A)**

**II. Students analyze how people create and change structures of power, authority, and governance to understand the operation of government and to demonstrate civic responsibility.**

- 2. \_\_\_\_\_ Discuss how key elements of the colonists' needs and beliefs led to self government and its relationship to present day government. (I, D, E, A)**

**III. Students apply geographic knowledge and skills (e.g., locations, place, human/environment interactions, movement, and regions).**

- 3. \_\_\_\_\_ Identify the key physical features of North America. (I, D, E, A)**  
**4. \_\_\_\_\_ Locate key countries of study using hemispheres, latitude, and longitude. (I, D, E, A)**  
**5. \_\_\_\_\_ Compare the characteristics of the Northern, Middle and Southern colonies. (I, D, E, A)**

Introduce: Teacher (high support)  
Modeling to children

Develop: Teacher / Student work together, interactive,  
guided processing, developing strategies

18

*Essential: Tested*

Apply: Student demonstrates an understanding with low support from teacher, on-going self extended learning, student may be tested

**BILLINGS PUBLIC SCHOOLS  
SOCIAL STUDIES  
Learning Objectives  
Fifth Grade**

6. \_\_\_\_\_ **Explain how indigenous people adapted to their environment. (I, D, E, A)**
7. \_\_\_\_\_ **Compare the migration routes of European and African immigrants to North America. (I, D, E, A)**
8. \_\_\_\_\_ **Locate and identify common features of the seven reservations including, Tribal Colleges and seats of Tribal Government. (I, D, E, A)**
9. \_\_\_\_\_ **Understand that the beliefs and spirituality of Montana tribes are directly connected to the land. (I, D, E, A)**

**IV. Students demonstrate an understanding of the effects of time, continuity, and change on historical and future perspectives and relationships.**

10. \_\_\_\_\_ **Compare western theories of migration to the Crow and Northern Cheyenne origin stories. (I, D, E, A)**
11. \_\_\_\_\_ **Identify major European explorers of North America during the 15<sup>th</sup>-17<sup>th</sup> centuries and evaluate the reasons for their exploration.(I, D, E, A)**
12. \_\_\_\_\_ **Analyze the immigrants' reasons for settling in North America. (I, D, E, A)**
13. \_\_\_\_\_ **Explore positive and negative effects of early exploration and settlement of North America. (I, D, E, A)**
14. \_\_\_\_\_ **Summarize the effects of the Northern, Middle and Southern colonies on the American Indian. (I, D, E, A)**
15. \_\_\_\_\_ **Identify similarities and differences between 2 or 3 MT tribes and their unique languages, oral histories, cultures and traditions. (I, D, E, A)**

**V. Students make informed decisions based on an understanding of the economic principles of production, distribution, exchange, and consumption.**

16. \_\_\_\_\_ **Describe how economic concepts explain historical events, such as the creation of reservations and treaties. (I, D, E, A)**

**VI. Students demonstrate an understanding of the impact of human interaction and cultural diversity on societies.**

17. \_\_\_\_\_ **Explain how the cultural elements of language, belief systems, etc. of the American Indian and colonists influence our present day lives. (I, D, E, A)**
18. \_\_\_\_\_ **Examine and compare the cultures of indigenous North American civilizations. (I, D, E, A)**

**Introduce:** Teacher (high support)  
Modeling to children

**Develop:** Teacher / Student work together, interactive,  
guided processing, developing strategies

19

**Essential: Tested**

**Apply:** Student demonstrates an understanding with low support from teacher, on-going self extended learning, student may be tested