

## Preston Social Studies Standards Fifth Grade

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| <b>DIMENSION 1: DEVELOPING QUESTIONS AND PLANNING INQUIRY</b>      |  |  |
| INQ 5 1.1  | Explain why compelling questions are important to others.  |  |
| INQ 5 1.2  | Identify disciplinary concepts and ideas associated with a compelling question that are open to different interpretations.   |  |
| INQ 5 1.3  | Identify the disciplinary concepts and ideas associated with a supporting question that are open to interpretation.  |  |
| INQ 5 1.4  | Determine and kinds of sources that will be helpful in answering compelling and supporting questions, taking into consideration that different opinions people have about how to answer the questions.   |  |
| CT Core Standards: ELA-Literacy – RI.5.1, W.5.7, and SL.5.1        |  |  |
| Key Vocabulary: questioning, argument, explanation, point of view. |  |  |
| <b>DIMENSION 2: APPLYING DISCIPLINARY CONCEPTS AND TOOLS</b>       |  |  |
| <b>History</b>   |  |  |
| <i>Change, Continuity and Context</i>                              |  |  |
| <b>Standard</b>  | <b>Description</b>   | <b>Theme/Content</b>   |
| HIST 5 2.1   | Create and use a chronological sequence of related events to compare developments that happened at the same time.  | The Struggle for Freedom, Equality, and Social Justice;<br>Indigenous Life in New England;<br>Europe in the 1400s and 1500s;<br>Early Settlements;<br>13 Colonies. |
| HIST 5 2.2   | Compare life in specific historical periods to life today.   | The Struggle for Freedom, Equality, and Social Justice;<br>Indigenous Life in New England;<br>Europe in the 1400s and 1500s;<br>Early Settlements;<br>13 Colonies. |
| HIST 5 2.3   | Use information about a historical source, including the maker, date, place of origin, intended audience, and purpose to judge the extent to which the source is useful for studying a particular topic. | The Struggle for Freedom, Equality, and Social Justice;<br>Indigenous Life in New England;<br>Europe in the 1400s and 1500s;<br>Early Settlements;<br>13 Colonies. |

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| Compelling Question  | How did colonization affect and change the freedom of various groups including indigenous Americans; French, British, and Dutch colonists; women; religious groups?                              |  |
| Supporting Questions | How were the colonies of Jamestown and Plymouth similar and how were they different?   |  |
|                      | What does the Mayflower Compact tell me about the people who settled in Plymouth?  |  |
|                      | How were the lives of children during colonial times similar to the lives of children today?   |  |
|                      | How did transportation and the ability to share information affect the people in colonial times and how do transportation and the ability to share information affect the people of the present? |  |
|                      | How did colonization affect the indigenous peoples of the Northeast?   |  |
|                      | Why were the Fundamental Orders of Connecticut so important and what do they tell us about the colony of Connecticut?  |  |
| <b>Perspectives</b>  |  |  |
| <b>Standard</b>      | <b>Description</b>   | <b>Theme/Content</b>   |
| HIST 5 2.4           | Explain why individuals and groups during the same historical period different in their perspectives.  | The Struggle for Freedom, Equality, and Social Justice; Indigenous Life in New England; Europe in the 1400s and 1500s; Early Settlements; 13 Colonies. |
| HIST 5 2.5           | Explain connections among historical contexts and people’s perspectives at the time.   | The Struggle for Freedom, Equality, and Social Justice; Indigenous Life in New England; Europe in the 1400s and 1500s; Early Settlements; 13 Colonies. |
| Compelling Question  | In what ways and for whom was America an economic land of opportunity during the colonial period?  |  |
| Supporting Questions | Why did certain groups of people want to leave Europe to colonize the Americas?  |  |
|                      | How were the economic interests of “loyalists” different from the “rebels” leading up to the American Revolution?  |  |
|                      | How did indigenous peoples view the ownership of land? How did that view differ from the colonists?  |  |
|                      | Why was the colony of Connecticut different from the other colonies and how did that affect its colonial governmental structures and economic development?                                       |  |
|                      | How did the growth and development of tobacco farming in the South affect relationships with indigenous peoples?   |  |

| <i>Historical Sources and Evidence</i> |  |   |
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| <b>Standard</b>                        | <b>Description</b>   | <b>Theme/Content</b>  |
| HIST 5 2.6                             | Compare information provided by different historical sources about the past.   | The Role of Connecticut in U.S. History;<br>Cultural Diversity and an American National Identity;<br>American Revolution.   |
| HIST 5 2.7                             | Generate questions about multiple historical sources and their relationships to particular historical events and developments.   | The Role of Connecticut in U.S. History;<br>Cultural Diversity and an American National Identity;<br>American Revolution.   |
| HIST 5 2.8                             | Use information about a historical source including the maker, date, place of origin, intended audience, and purpose to judge the extent to which the source is useful for studying a particular topic.        | The Role of Connecticut in U.S. History;<br>Cultural Diversity and an American National Identity;<br>American Revolution.   |
| Compelling Question                    | How did the development of the colonies and the American Revolution contribute to an American identity?  |   |
| Supporting Questions                   | What important documents from colonial development and the American Revolution provide insight into a developing American identity (e.g., Declaration of Independence, Fundamental Orders of Connecticut)?     |   |
|  | Is American identity today still influenced by the American Revolution? What evidence from primary sources exists to support answers to this question?   |   |
|  | How do textbooks represent colonial America and the American Revolution?   |   |
|  | How do museums in Connecticut and elsewhere in New England help us understand the American Revolution? How do museums represent American identity? Are museums trustworthy places to learn about U.S. history? |   |
| <i>Causation and Argumentation</i>     |  |   |
| <b>Standard</b>                        | <b>Description</b>   | <b>Theme/Content</b>  |
| HIST 5 2.9                             | Explain probable causes and effects of events and developments.  | The Struggle for Freedom, Equality, and Social Justice;<br>The Role of Connecticut in U.S. History;<br>Relations with Indigenous Peoples;<br>French and Indian War;<br>American Revolution. |
| HIST 5 2.10                            | Use evidence to develop a claim about the past.  | The Struggle for Freedom, Equality, and Social Justice;<br>The Role of Connecticut in U.S. History;<br>Relations with Indigenous Peoples;<br>French and Indian War;<br>American Revolution. |

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| Compelling Question                     | How did a perception of injustice fuel conflict during the colonial period in U.S. history?   |  |
| Supporting Questions                    | How did the events of the Boston Massacre affect the way the colonists viewed the British government and troops?  |  |
|   | What were the effects of the French and Indian War on the relationship between the colonists and indigenous peoples?  |  |
|   | What issues contributed to conflict between indigenous peoples and the colonists (e.g., King Philip’s War, Queen Anne’s War)?                                       |  |
|   | What role did slaves (and the issue of slavery) play in the American Revolution?  |  |
|   | Why was freedom of religion an important reason for people to leave Europe and colonize the Americas?   |  |
|   | How did the colonies unite to fight against the injustices of the British?  |  |
| <b>Civics</b>                           |   |  |
| <i>Civic and Political Institutions</i> |   |  |
| <b>Standard</b>                         | <b>Description</b>  | <b>Theme/Content</b>   |
| CIV 5 2.1                               | Explain how groups of people make rules to create responsibilities and protect freedoms.  | The Role of Connecticut in U.S. History;<br>Early Settlements;<br>13 Colonies;<br>Relations with Indigenous Peoples. |
| CIV 5 2.2                               | Describe ways in which people benefit from and are challenged by working together, including through government, workplaces, voluntary organizations, and families. | The Role of Connecticut in U.S. History;<br>Early Settlements;<br>13 Colonies;<br>Relations with Indigenous Peoples. |
| Compelling Question                     | How did the laws and rules in the colonies both promote and hinder freedom and equality?  |  |
| Supporting Questions                    | Why did the people of Connecticut create the Fundamental Orders of Connecticut?   |  |
|   | How were laws made in Virginia?   |  |
|   | How did new laws and rules affect various groups including indigenous Americans, various religious groups, women, slaves, and others?                               |  |
|   | How were governments and laws established in royal colonies?  |  |
|   | What were voting laws like in the different colonies?   |  |
|   | Why were families and family structures so important to the survival of the New England colonies?   |  |

| <b><i>Participation and Deliberation</i></b> |  |   |
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| <b>Standard</b>                              | <b>Description</b>   | <b>Theme/Content</b>  |
| CIV 5 2.3                                    | Identify core civic virtues and democratic principles that guide government, society, and communities.   | The Role of Connecticut in U.S. History;<br>Economic Prosperity and Equity;<br>13 Colonies;<br>American Revolution. |
| Compelling Question                          | How did the actions of colonists in colonial America influence the development of the democratic principles that provided the foundation for our country and still influence us today? |   |
| Supporting Questions                         | What are the key principles of the Declaration of Independence and of the Constitution of the United States and which of the principles are most important today?                      |   |
|  | Why were the people of the colonies so upset that they were being taxed without representation in the English government?  |   |
|  | Why was popular sovereignty so important to the colonists?   |   |
| <b><i>Processes, Rules, and Laws</i></b>     |  |   |
| <b>Standard</b>                              | <b>Description</b>   | <b>Theme/Content</b>  |
| CIV 5 2.4                                    | Explain how policies are developed to address public problems.   | The Role of Connecticut in U.S. History;<br>Economic Prosperity and Equity;<br>13 Colonies;<br>American Revolution. |
| Compelling Question                          | How effective were colonial policies and actions in influencing British control?   |   |
| Supporting Questions                         | How were laws and decisions made in the colonies?  |   |
|  | Were formal appeals to the British or actions like the Boston Tea Party more effective in influencing the British?   |   |
| <b>Economics</b>                             |  |   |
| <b><i>Economic Decision-Making</i></b>       |  |   |
| <b>Standard</b>                              | <b>Description</b>   | <b>Theme/Content</b>  |
| ECO 5 2.1                                    | Identify positive and negative incentives that influence the decisions people make.  | The Role of Connecticut in U.S. History;<br>Economic Prosperity and Equity;<br>13 Colonies;<br>American Revolution. |
| Compelling Question                          | Why was America seen as a land of economic opportunity by the colonists?   |   |

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| Supporting Questions   | What were the economic reasons for the settlement of the American colonies?  |   |
|  | Why was the Virginia Company established?  |   |
|  | How did Americans' view of economic opportunity clash with those of the British?   |   |
| <b><i>Exchange and Markets</i></b>                                   |  |   |
| ECO 5 2.2  | Identify examples of the variety of resources (human capital, physical capital, and natural resources) that are used to produce goods and services.                              | Economic Prosperity and Equity;<br>The Impact of Geography on History;<br>13 Colonies.    |
| ECO 5 2.3  | Explain why individuals and businesses specialize and trade.   | Economic Prosperity and Equity;<br>The Impact of Geography on History;<br>13 Colonies.    |
| Compelling Question  | What were the economic contributions and opportunities in the various colonies?  |   |
| Supporting Questions   | What resources were available in the different colonies and how were those resources used?   |   |
|  | How did the resources available in a particular colony affect its growth and development?  |   |
|  | Why were the New England colonies focused on trade?  |   |
|  | Why was the shipping industry important to New England?  |   |
|  | Why did the economy of the southern colonies center on farming and selling goods to the northern colonies?   |   |
| <b>Geography</b>   |  |   |
| <b><i>Geographic Representations: Spatial Views of the World</i></b> |  |   |
| <b>Standard</b>  | <b>Description</b>   | <b>Theme/Content</b>  |
| GEO 5 2.1  | Use maps, satellite images, photographs, and other representations to explain relationships between the locations of places and regions and their environmental characteristics. | The Impact of Geography on History;<br>13 Colonies;<br>Relations with Indigenous Peoples. |
| Compelling Question  | How did the physical geography of New England affect how the colonies developed?   |   |

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| Supporting Questions  | How did the geography of the different colonies affect the way they grew and developed over time?   |  |
|   | How did the geography of New England limit the ability to grow large crops and how did that affect the colonies' development?                     |  |
|   | How did native populations use land and how did that differ from the ways that the colonists used land?   |  |
|   | In what ways did the location of waterways and mountains influence the locations of and growth of towns in New England?                           |  |
| <b><i>Human-Environment Interaction: Places, Regions, and Culture</i></b> |   |  |
| <b>Standard</b>   | <b>Description</b>  | <b>Theme/Content</b>   |
| GEO 5 2.2   | Explain how culture influences the way people modify and adapt to their environments.   | Cultural Diversity and an American National Identity;<br>Relations with Indigenous Peoples;<br>13 Colonies.                                |
| Compelling Question   | What cultural practices of indigenous Americans and of the colonists influenced how they used land and how they interacted with each other?       |  |
| Supporting Questions  | How did the colonists' permanent settlements affect native populations?   |  |
|   | How did the colonists' views of land ownership and of natural resources affect the environment during the growth and development of the colonies? |  |
|   | In what ways did indigenous cultural practices influence or change practices of the colonists?  |  |
| <b><i>Human Population: Spatial Patterns and Movement</i></b>             |   |  |
| GEO 5 2.3   | Explain how human settlements and movements relate to the locations and use of various natural resources.   | The Impact of Geography on History;<br>13 Colonies<br>Relations with Indigenous Peoples;<br>French and Indian war;<br>American Revolution. |
| Compelling Question   | How did conflict affect the voluntary and forced movement of people during colonial development?  |  |
| Supporting Questions  | How did the colonists' use of natural resources and establishment of permanent settlements affect the native people of the region?                |  |
|   | What was the impact of the movement of people as a result of King Philip's War, the French and Indian War, and the American Revolution?           |  |

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| <b>DIMENSION 3: EVALUATING SOURCES AND USING EVIDENCE</b>   |  |
| INQ 5 1.5   | Gather relevant information from multiple sources while using the origin, structure, and context to guide the selection.   |
| INQ 5 1.6   | Use distinctions between fact and opinion to determine the credibility of multiple sources.  |
| INQ 5 1.7   | Identify evidence that draws information from multiple sources in response to compelling questions.  |
| INQ 5 1.8   | Use evidence to develop claims in response to compelling questions.  |
| CT Core Standards: ELA-Literacy – RI.5.1-10, W.5.1-2, W.5.7-10, SL.5.1, L.5.1-3.                                  |  |
| Key Vocabulary: argument, sources, evidence, claims, counterclaims, gather.                                       |  |
| <b>DIMENSION 4: COMMUNICATING CONCLUSIONS AND TAKING INFORMED ACTION</b>  |  |
| INQ 5 1.9   | Construct an argument using claims and evidence from multiple sources.   |
| INQ 5 1.10  | Construct explanations using reasoning, correct sequence, examples, and details with relevant information and data.  |
| INQ 5 1.11  | Present a summary of arguments and explanations to others outside the classroom using print and oral technologies (e.g., posters, essays, letters, debates, speeches, and reports) and digital technologies (e.g., Internet, social media, and digital documentary). |
| INQ 5 1.12  | Critique arguments.  |
| INQ 5 1.13  | Critique explanations.   |
| CT Core Standards: ELA-Literacy – RI 5.1, W.5.1-8, SL.5.1-6, and L.5.1-3.   |  |
| Key Vocabulary: argument, explanation, sources, evidence, claims, counterclaims, visually/visualize, credibility. |  |

## Themes and Content Fifth Grade

| Themes  | Content  |
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| <p><b>The Struggle for Freedom, Equality, and Social Justice:</b></p> <ul style="list-style-type: none"> <li>• Evaluate how individuals, groups, and institutions in the United States have both promoted and hindered people’s struggle for freedom, equality, and social justice.</li> <li>• Analyze how the concept of the “American dream” has changed and how various groups have endeavored to reach this goal over time.</li> </ul>  | <p><b>Indigenous Life in New England:</b></p> <ul style="list-style-type: none"> <li>• Explore the cultural practices of indigenous peoples in New England prior to colonization, including ways of governing, gender roles, and economic systems.</li> <li>• Analyze ways that cultural practices of indigenous peoples in Connecticut were similar/different than they were in surrounding regions.</li> <li>• Evaluate the impact of colonization on indigenous people’s ways of life.</li> </ul>   |
| <p><b>Cultural Diversity and an American National Identity:</b></p> <ul style="list-style-type: none"> <li>• Analyze factors that contributed to cultural diversity in the United States.</li> <li>• Examine different forms of, purposes for, and impact of cultural expression in colonial America, including art, literature, and music.</li> <li>• Evaluate how the media, as it existed in colonial America, influenced cultural diversity and an American national identity.</li> </ul> | <p><b>Europe in the 1400s and 1500s:</b></p> <ul style="list-style-type: none"> <li>• Explain the reasons (economic, political, social, and religious) that lead people to leave Europe for the New World.</li> <li>• Analyze the impact of important technological innovations that allowed Europeans to travel to the Americas.</li> </ul>   |
| <p><b>Gender Roles in Economic, Political, and Social Life:</b></p> <ul style="list-style-type: none"> <li>• Analyze the role of women and men in key events, such as indigenous people’s culture, early colonial settlement, and the American Revolution.</li> <li>• Evaluate how the role of women and men in American society changed over time.</li> </ul>  | <p><b>Early Settlements:</b></p> <ul style="list-style-type: none"> <li>• Analyze the reasons for the large number of deaths in the early settlements.</li> <li>• Compare and contrast the settlements of Plymouth and Jamestown.</li> <li>• Explore why the interactions with the native peoples of New England were important to the survival of the Plymouth Colony.</li> <li>• Examine how the geographic features of Jamestown affected the early settlement and development of the colony.</li> <li>• Explain the views that indigenous peoples had concerning land ownership and how these views were different from the views of land ownership held by Europeans.</li> <li>• Evaluate the role of women in early colonial settlements.</li> </ul> |

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|   | <ul style="list-style-type: none"> <li>Analyze the earliest settlements in Connecticut and the reasons that settlers arrived in the region.</li> </ul>   |
| <p><b>The Role of Connecticut in U.S. History:</b></p> <ul style="list-style-type: none"> <li>Explore the history of individual Connecticut cities and towns.</li> <li>Explore how Connecticut contributed to various key events in United States history, such as cooperation and conflict between indigenous peoples and Europeans, colonial expansion, the French and Indian War, principles and ideals leading to independence from Great Britain.</li> <li>Evaluate the political, economic, and social impact of key Connecticut industries on the state and national economies.</li> <li>Evaluate whether Connecticut history is representative of the larger historical context.</li> </ul> | <p><b>13 Colonies:</b></p> <ul style="list-style-type: none"> <li>Identify how the different colonies were created (royal charter/company/split from another colony).</li> <li>Explain the different ways that various early colonies were settled.</li> <li>Compare and contrast settlements in the southern, middle, and New England colonies.</li> <li>Describe the economic differences between the southern and northern colonies. Identify how the geographic characteristics of the two regions affected the economic conditions in the colonies located in these regions.</li> <li>Evaluate similarities and differences between the Connecticut colony and other colonies.</li> <li>Identify the different governmental structures in the colonies. Explore why some colonies were governed differently.</li> <li>Explain the role of indentured servants and slavery in the colonies. Explain the different forms that slavery took in different regions of colonial America.</li> </ul> |
| <p><b>Economic Prosperity and Equity:</b></p> <ul style="list-style-type: none"> <li>Analyze the economic causes and effects of the American Revolution.</li> <li>Evaluate British and American government policies and programs designed to impact trade and income.</li> </ul>  | <p><b>Relations with Indigenous Peoples:</b></p> <ul style="list-style-type: none"> <li>Evaluate ways that indigenous peoples were treated differently in the different colonies.</li> <li>Explore ways that indigenous peoples helped the colonies to survive and the motivations of indigenous peoples for doing this.</li> <li>Analyze the position of indigenous peoples in the Connecticut colony.</li> </ul>   |
| <p><b>The Impact of Science and Technology on Society:</b></p> <ul style="list-style-type: none"> <li>Evaluate how science and technology changed everyday life for Americans.</li> <li>Evaluate the benefits and challenges of science and technological change in the 18<sup>th</sup> Century.</li> </ul>   | <p><b>French and Indian War:</b></p> <ul style="list-style-type: none"> <li>Identify the causes of the French and Indian War.</li> <li>Analyze the effects of the French and Indian War on the colonies.</li> <li>Explore how the French and Indian War affected the relationship between England and its colonies.</li> </ul>   |

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|  | <ul style="list-style-type: none"> <li>Examine the role of the Connecticut militia in the French and Indian War.</li> </ul>  |
| <p><b>Globalization and Economic Interdependence:</b></p> <ul style="list-style-type: none"> <li>Analyze how changes in transportation and information and communication technologies have affected U.S. trade, investment, and financial dealings in the global economy.</li> <li>Analyze the causes and effects of global economic and financial crises.</li> </ul>  | <p><b>American Revolution:</b></p> <ul style="list-style-type: none"> <li>Analyze the significance of the slogan, “no taxation without representation” in the American colonies.</li> <li>Explore the major events that stated the actual conflict between the British and the colonies.</li> <li>Assess how the battles of the American Revolution were different from those of previous wars.</li> <li>Examine the role of Connecticut in the Revolutionary War and what happened to Loyalists who lived in Connecticut at the beginning of the Revolutionary War.</li> <li>Evaluate how indigenous peoples and women both played vital roles in the Revolutionary War.</li> </ul> |
| <p><b>The Role of the United States in World Affairs:</b></p> <ul style="list-style-type: none"> <li>Evaluate the role of the United States in global trade and politics during the late 18<sup>th</sup> Century.</li> <li>Evaluate the effectiveness of American’s foreign policies that have been based on military intervention and diplomacy.</li> </ul>   |  |
| <p><b>The Impact of Geography on History:</b></p> <ul style="list-style-type: none"> <li>Analyze the movement and settlement patterns of people who immigrated to the United States or migrated within the country.</li> <li>Evaluate the decisions of people to use land, other resources, and the overall environment to meet human needs.</li> <li>Analyze geographic and cultural forces that have resulted in conflict and cooperation within and among countries.</li> </ul> |  |

# **Inquiry-Based Instruction and Assessments**

## **5<sup>th</sup> Grade**

Assessments address standards from Dimensions 1 - 4 (Developing Questions and Planning Inquiry, Applying Disciplinary Content and Tools, Evaluating Sources and Using Evidence, Communicating Conclusions and Taking Informed Action). However, assessment formats are aligned with Dimension 4 requirements, specifically:

- Arguments are constructed from claims with evidence from multiple sources;
- Explanations are constructed with reasoning, correct sequences, examples, and details;
- Arguments are critiqued for credibility;
- Explanations are critiqued for structures.

In addition, students engage in analyzing how a specific problem can be manifested at a local, regional, and global level over time and in democratic decision-making in order to take action within and outside of the school.