

**Randolph Township Schools
Randolph Elementary School
Grade 5 Social Studies Curriculum**

“Those who cannot remember the past are condemned to repeat it.”

-George Santayana

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Curriculum Developed:

August 2021

Date of Board Approval:

September 21, 2021

**Randolph Township Schools
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Mission Statement

We commit to inspiring and empowering all students in Randolph schools to reach their full potential as unique, responsible and educated members of a global society.

**Affirmative Action Statement
Equality and Equity in Curriculum**

The Randolph Township School district ensures that the district's curriculum and instruction are aligned to the state's standards. The curriculum provides equity in instruction, educational programs and provides all students the opportunity to interact positively with others regardless of race, creed, color, national origin, ancestry, age, marital status, affectional or sexual orientation, gender, religion, disability or socioeconomic status.

N.J.A.C. 6A:7-1.7(b): Section 504, Rehabilitation Act of 1973; N.J.S.A. 10:5; Title IX, Education Amendments of 1972

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**EDUCATIONAL GOALS
VALUES IN EDUCATION**

The statements represent the beliefs and values regarding our educational system. Education is the key to self-actualization, which is realized through achievement and self-respect. We believe our entire system must not only represent these values, but also demonstrate them in all that we do as a school system.

We believe:

- The needs of the child come first
- Mutual respect and trust are the cornerstones of a learning community
- The learning community consists of students, educators, parents, administrators, educational support personnel, the community and Board of Education members
- A successful learning community communicates honestly and openly in a non-threatening environment
- Members of our learning community have different needs at different times. There is openness to the challenge of meeting those needs in professional and supportive ways
- Assessment of professionals (i.e., educators, administrators and educational support personnel) is a dynamic process that requires review and revision based on evolving research, practices and experiences
- Development of desired capabilities comes in stages and is achieved through hard work, reflection and ongoing growth

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Introduction

The fifth-grade social studies curriculum examines the history of the United States from the Age of Exploration to the development of a New Nation, the establishment of government and the writing of the Constitution. Throughout the units of study, there is an emphasis on the impact of geography, alliances with global nations, relationships with Native Americans, and the human desire for freedom, equality and independence.

Students will analyze issues and events from many perspectives to gain an appreciation of diversity. Collaborative, authentic and student-centered lessons will promote a sense of unity, acceptance, and positive social interactions in order to become active, informed, and contributing members of local, state, national, and global communities. The core of this curriculum will be developed in compliance with New Jersey State Learning Standards for Social Studies and the New Jersey State mandate for Holocaust Education.

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Curriculum Pacing Chart

SUGGESTED TIME ALLOTMENT	UNIT NUMBER	CONTENT - UNIT OF STUDY
3 weeks	I	European Interest in North America
3 weeks	II	North American Colonies
4 weeks	III	Tensions and Causes of the American Revolution
4 weeks	IV	The American Revolution
4 weeks	V	A New Nation & the Constitution

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Unit I: European Interest in North America

TRANSFER: Identify motives and tools of early exploration and their relevance to the modern-day.		
<p>STANDARDS / GOALS:</p> <p><u>Democratic Principals</u> 6.1.5.CivicsDP.2: Compare and contrast responses of individuals and groups, past and present, to violations of fundamental rights (e.g., fairness, civil rights, human rights). 6.1.5.CivicsPD.3: Explain how and why it is important that people from diverse cultures collaborate to find solutions to community, state, national, and global challenges.</p> <p><u>Human Population Patterns</u> 6.1.5.GeoPP.2: Describe how landforms, climate and weather, and availability of resources have impacted where and how people live and work in different regions of New Jersey and the United States. 6.1.5.GeoPP.3: Use geographic models to describe how human movement relates to the location of natural resources and sometimes results in conflict. 6.1.5.GeoPP.5: Describe how the migration and settlement patterns of Native American groups impacted different regions of the Western Hemisphere. 6.1.5.GeoPP.6: Compare and contrast the voluntary and involuntary migratory experiences of different groups of people and explain why their experiences differed.</p>	ENDURING UNDERSTANDINGS	ESSENTIAL QUESTIONS
	Europeans came to North America to claim new land, discover resources, spread religious beliefs, and increase power.	<ul style="list-style-type: none"> Why did Europeans explore other lands in the 1400s?
	Newly discovered natural resources and man-made tools allowed European explorers to grow wealth and enabled them to plan routes during exploration.	<ul style="list-style-type: none"> How did resources and tools aid explorers in the New World during the Age of Exploration?
	Settlement locations, relations with Native Americans and support from Europe affected the success of early settlements in the New World.	<ul style="list-style-type: none"> Why did some early settlements succeed and others fail?
	<u>KNOWLEDGE</u> Students will know:	<u>SKILLS</u> Students will be able to:
	Artifacts can be used as resources to better understand history.	Describe the importance of artifacts.

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<p><u>Spatial Views of the World</u> 6.1.5.GeoSV.1: Identify the maps or types of maps most appropriate for specific purposes, (e.g., to locate physical and/or human features in a community, to determine the shortest route from one town to another town, to compare the number of people living at two or more locations). 6.1.5.GeoSV.3: Demonstrate how to use digital geographic tools, maps and globes to measure distances and determine time zones, and locations using latitude 6.1.5.GeoSV.5: Use geographic data to examine how the search for natural resources resulted in conflict and cooperation among European colonists and Native American resulting in changes to condition.</p> <p><u>Global Interconnections</u> 6.1.5.GeoGI.1: Use multiple sources to evaluate the impact of the movement of people from place to place on individuals, communities, and regions. 6.1.5.GeoGI.2: Use historical maps to explain what led to the exploration of new water and land routes. 6.1.5.GeoGI.3: Use geographic tools to determine factors that impacted emigration, settlement patterns, and regional identities of the US colonies. 6.1.5.GeoGI.4: Explain how cultural and environmental characteristics affect the distribution and movement of people, goods, and ideas.</p> <p><u>Economic Ways of Thinking</u> 6.1.5.EconET.1: Identify positive and negative incentives that influence the decisions people make. 6.1.5.EconET.3: Explain how scarcity and choice influence decisions made by individuals, communities, and nations.</p>	<p>Archeologists investigate sites and examine artifacts to answer research questions and develop theories about past cultures.</p> <p>Artifacts from the Age of Exploration included navigation tools, motives for exploration, and/or products from the Americas.</p> <p>Historians investigate and closely read documents from and about a particular time period to gain knowledge and perspective.</p> <p>Early exploration was motivated by the desire to gain wealth, spread Christianity, and expand empires.</p> <p>Early explorers discovered more efficient travel routes both across the ocean and through major</p>	<p>Explain how and why archeologists study artifacts.</p> <p>Classify artifacts from the Age of Exploration.</p> <p>Read and annotate a variety of articles and primary source documents.</p> <p>Annotate historical images to uncover perspective.</p> <p>Compare and contrast experiences and perspectives of various groups.</p> <p>Provide examples of various motives for exploring new land.</p> <p>Research New World explorers to identify their country of origin, their purpose for exploring, what they</p>
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<p><u>Exchange and Markets</u> 6.1.5.EconEM.1: Explain why individuals and businesses specialize and trade. 6.1.5.EconEM.2: Identify examples of the variety of resources that are used to produce goods and services (i.e., human capital, physical capital, natural resources). 6.1.5.EconEM.5: Explain why individuals and societies trade, how trade functions, and the role of trade. 6.1.5.EconEM.6: Explain the system of mercantilism and its impact on the economies of the colonies and European countries.</p> <p><u>National Economy</u> 6.1.5.EconNM.2: Use data to describe how the availability of resources in New Jersey and other regions in the United States have impacted economic opportunities. 6.1.5.EconNM.3: Describe how the development of different transportation systems impacted the economies of New Jersey and the United States. 6.1.5.EconNM.4: Explain how creativity and innovation resulted in scientific achievement and inventions in many cultures during different historical periods.</p> <p><u>Global Economy</u> 6.1.5.EconGE.2: Illustrate how production, distribution, and consumption of goods and services are interrelated and are affected by the global market and events in the world community. 6.1.5.EconGE.4: Compare and contrast how the availability of resources affects people across the world differently. 6.1.5.EconGE.5: Evaluate the economic impact of science and technology innovations on European exploration.</p>	<p>waterways that impacted future exploration and the establishment of settlements.</p> <p>English settlers built on lands to the east of the Appalachian Mountains.</p> <p>Early settlers in North America suffered from supply shortages, starvation, poor relations with the natives and harsh climate conditions.</p> <p>King Phillip’s War was a result of increasingly hostile relations between the local Wampanoag Indians and the colonial settlers.</p> <p>The violent war eliminated Native American presence in Plymouth and initiated colonial expansion of the region.</p> <p>KEY TERMS: New World, Age of Exploration, Columbian Exchange, Wampanoag, explorers, artifact, archeologists, astrolabe, cash crop, marsh, democratic, Roanoke, Jamestown, Plymouth,</p>	<p>discovered, and how that impacted the future.</p> <p>Locate the English settlements of Roanoke, Jamestown, and Plymouth.</p> <p>Discuss and illustrate the hardships settlers endured in the New World.</p> <p>Evaluate the success of each of the three early settlements.</p> <p>Identify the Native America tribes in the New England Colonies and their relationships with one another and the settlers.</p> <p>Analyze the causes and effects of King Phillip’s War.</p>
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<p><u>Continuity and Change</u></p> <p>6.1.5.HistoryCC.1: Analyze key historical events from the past to explain how they led to the creation of the state of New Jersey and the United States.</p> <p>6.1.5.HistoryCC.2: Use a variety of sources to illustrate how the American identity has evolved over time. Interactions of people and events throughout history have shaped the world we experience today.</p> <p>6.1.5.HistoryCC.4: Use evidence to document how the interactions among African, European, and Native American groups impacted their respective cultures.</p> <p>6.1.5.HistoryCC.5: Analyze the power struggle among European countries and determine its impact on people living in Europe and the Americas.</p> <p>6.1.5.HistoryCC.6: Use multiple sources to make evidence-based inferences on the impact of European colonization on Native American populations, including the Lenni Lenape of New Jersey.</p> <p>6.1.5.HistoryCC.8: Make evidence-based inferences to describe how the influence of Native American groups, including the Lenni Lenape culture, is manifested in different regions of New Jersey.</p> <p>6.1.5.HistoryCC.10: Analyze the power struggle among European countries and determine its impact on people living in Europe and the Americas.</p> <p>6.1.5.HistoryCC.11: Make evidence-based inferences to explain the impact that belief systems and family structures of African, European, and Native American groups had on government structures.</p> <p>6.1.5.HistoryCC.14: Compare the practice of slavery and indentured servitude in Colonial labor systems.</p> <p>6.1.5.HistoryCC.15: Analyze key historical documents to determine the role they played in past and present-day government and citizenship (i.e., the Mayflower</p>	<p>democratic, ally, annotate, primary source, secondary source</p>	
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<p>Compact, the Declaration of Independence, the United States Constitution, the Bill of Rights).</p> <p><u>Understanding Perspectives</u></p> <p>6.1.5.HistoryUP.1: Describe the reasons various groups, voluntarily and involuntarily, immigrated to New Jersey and America, and cite evidence from multiple perspectives to describe the challenges they encountered.</p> <p>6.1.5.HistoryUP.2: Compare and contrast forms of governance, belief systems, and family structures among African, European, and Native American groups.</p> <p>6.1.5.HistoryUP.3: Use multiple perspectives to evaluate the impact of the Columbian Exchange on ecology, agriculture, and culture.</p> <p>6.1.5.HistoryUP.4: Compare and contrast gender roles, religion, values, cultural practices, and political systems of Native American groups.</p> <p>6.1.5.HistoryUP.5: Compare and contrast historians' interpretations of important historical ideas, resources and events.</p> <p>6.1.5.HistoryUP.6: Evaluate the impact of different interpretations of experiences and events by people with different cultural or individual perspectives.</p> <p>6.1.5.HistoryUP.7: Describe why it is important to understand the perspectives of other cultures in an interconnected world.</p> <p><u>Historical Sourcing and Evidence</u></p> <p>6.1.5.HistorySE.1: Examine multiple accounts of early European explorations of North America including major land and water routes, reasons for exploration, and the impact the exploration had.</p> <p><u>Active Citizenship in the 21st Century</u></p>		
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<p>6.3.5.CivicsPD.2: Use a variety of sources and data to identify perspectives and actions taken by individuals involving a current or historical community, state, or national issue.</p> <p>Progress Indicators for Reading Informational Text</p> <p>Key Ideas and Details</p> <p>RI.5.1. Quote accurately from a text and make relevant connections when explaining what the text says explicitly and when drawing inferences from the text.</p> <p>RI.5.2. Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.</p> <p>RI.5.3. Explain the relationships or interactions between two or more individuals, events, ideas, or concepts in a historical, scientific, or technical text based on specific information in the text.</p> <p>Craft and Structure</p> <p>RI.5.4. Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a <i>grade 5 topic or subject area</i>.</p> <p>RI.5.6. Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent.</p> <p>Integration of Knowledge and Ideas</p> <p>RI.5.7. Draw on information from multiple print or digital sources, demonstrating the ability to locate an answer to a question quickly or to solve a problem efficiently.</p> <p>RI.5.8. Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point(s).</p> <p>RI.5.9. Integrate and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge)</p>		
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<p>information from several texts on the same topic in order to write or speak about the subject knowledgeably.</p> <p>Text Types and Purposes W.5.2. Write informative/explanatory texts to examine a topic and convey ideas and information clearly.</p> <p>Research to Build and Present Knowledge W.5.7. Conduct short research projects that use several sources to build knowledge through investigation of different perspectives of a topic. W.5.8. Recall relevant information from experiences or gather relevant information from print and digital sources; summarize or paraphrase information in notes and finished work and provide a list of sources. W.5.9. Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <p>Comprehension and Collaboration SL.5.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on <i>grade 5 topics and texts</i>, building on others' ideas and expressing their own clearly. SL.5.2. Summarize a written text read aloud or information presented in diverse media and formats (e.g., visually, quantitatively, and orally). SL.5.3. Summarize the points a speaker makes and explain how each claim is supported by reasons and evidence.</p> <p>Presentation of Knowledge and Ideas SL.5.4. Report on a topic or text or present an opinion, sequencing ideas logically and using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.</p>		
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<p>SL.5.5. Include multimedia components (e.g., graphics, sound) and visual displays in presentations when appropriate to enhance the development of main ideas or themes.</p> <p>SL.5.6. Adapt speech to a variety of contexts and tasks, using formal English when appropriate to task and situation.</p> <p>CASEL Competencies</p> <p>Self-Awareness</p> <ul style="list-style-type: none">• Identifying emotions• Accurate self-perception• Recognizing strengths• Self-confidence• Self-efficacy <p>Self-Management</p> <ul style="list-style-type: none">• Impulse control• Stress management• Self-discipline• Self-motivation• Goal-setting• Organizational skills <p>Social Awareness</p> <ul style="list-style-type: none">• Perspective-taking• Empathy• Appreciating diversity• Respect for others <p>Responsible Decision Making</p> <ul style="list-style-type: none">• Identifying problems• Analyzing situations• Solving problems• Evaluating• Reflecting• Ethical responsibility <p>Relationship Skills</p>		
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| <ul style="list-style-type: none">• Communication• Social engagement• Relationship-building• Teamwork | | |
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ASSESSMENT EVIDENCE: Students will show their learning by:

- Creating an interactive notebook for each unit of study
- Composing a journal entry, essay, or letter from the perspective of an explorer to describe and explain the influence of artifacts and tools on their journey and discovery.
- Creating and presenting an advertisement by illustrating the factors that contributed to success or failures of settlement, including a slogan to reflect what makes the particular colony unique.
- Creating a community timeline to record the key events for each time period studied in this unit.

KEY LEARNING EVENTS AND INSTRUCTION:

- Research and record key information about artifacts used or discovered during the Age of Exploration, including its purpose and function (TCI Reading Notes, a graphic organizer or a self-created format)
- Categorize artifacts on chart paper according to motives for exploration, products found in the New World, and tools for exploration
- Record information from the perspective of settlers to describe what they experienced in the New World (TCI Notes or graphic organizer)
- Create a visual of the various Native American groups in Southern New England depicting their relationship with one another and with the colonists
- Read and annotate articles and primary source documents available through TCI and Heinemann’s Toolkit Texts for Colonial Times
- Analyze paintings (available through the TCI program) to make predictions, draw conclusions, and develop theories

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Unit I: European Interest in North America

SUGGESTED TIME ALLOTMENT	3 weeks
SUPPLEMENTAL UNIT RESOURCES	<ul style="list-style-type: none"> • Social Studies Alive! America’s Past (Chapters 4, 6) • TCI Transparencies • TCI Placards • TCI Interactive Student Notebooks <p><u>Suggested Resources:</u></p> <ul style="list-style-type: none"> • <u>Colonial Times: Short Nonfiction for American History</u> by Stephanie Harvey and Anne Goudvis • <u>Roanoke: The Lost Colony--An Unsolved Mystery from History</u> by Heidi E. Y. Stemple • <u>The Lost Colony of Roanoke</u> by Jean Fritz • <u>Encounter</u> by Jane Yolen • BrainPOP video "Thirteen" https://www.brainpop.com/socialstudies/ushistory/thirteencolonies/ • Freedom Flix: “Jamestown” http://freedomflix.digital.scholastic.com/unitPage/node-34832/10014092/ • History Channel: "The Lost Colony of Roanoke" http://www.schooltube.com/video/89c920dac3962b0ae572/ • History Channel: “Jamestown Colony” http://www.history.com/topics/jamestown • History Channel:” Plymouth Colony” http://www.history.com/topics/plymouth • King Philips War (The History Channel) http://www.history.com/topics/native-american-history/king-philips-war

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| | <ul style="list-style-type: none">• Search for relevant reading passages at ReadWorks.org
http://www.readworks.org/books/passages |
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Unit II: North American Colonies

TRANSFER: Analyze and develop theories on how location might impact quality of life.		
<p>STANDARDS / GOALS:</p> <p><u>Civics and Political Institutions</u> 6.1.5.CivicsPI.1: Describe ways in which people benefit from and are challenged by working together, including through government, workplaces, voluntary organizations, and families.</p> <p><u>Participation and Deliberation</u> 6.1.5.CivicsPD.3: Explain how and why it is important that people from diverse cultures collaborate to find solutions to community, state, national, and global challenges.</p> <p><u>Process and Roles</u> 6.1.5.CivicsPR.1: Compare procedures for making decisions in a variety of settings including classroom, school, government, and /or society. 6.1.5.CivicsPR.4: Explain how policies are developed to address public problems.</p> <p><u>Civic Mindedness</u> 6.1.5.CivicsCM.4: Examine the responsibilities of differing positions of authority and identify criteria that are likely to make leaders qualified for those positions.</p> <p><u>Human Population Patterns</u> 6.1.5.GeoPP.1: Compare and contrast characteristics of regions in the United States based on culture, economics, and physical characteristics to understand the concept of regionalism.</p>	ENDURING UNDERSTANDINGS	ESSENTIAL QUESTIONS
	People relocate for many reasons and often face challenges when adapting to a new country.	<ul style="list-style-type: none"> • What motivates people to leave their homeland? • What challenges do people face when moving to a new land?
	Throughout history, people have enslaved others for profit, accumulation of wealth, and power.	<ul style="list-style-type: none"> • Why have people throughout history been enslaved?
	Effective colonies establish a government, culture, and a way of life.	<ul style="list-style-type: none"> • What makes a community successful?
	<u>KNOWLEDGE</u> Students will know:	<u>SKILLS</u> Students will be able to:
Historians investigate and closely read documents from and about a particular time period to gain knowledge and perspective.	<p>Read and annotate a variety of articles and primary source documents.</p> <p>Annotate historical images to uncover perspective.</p>	

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<p>6.1.5.GeoPP.2: Describe how landforms, climate and weather, and availability of resources have impacted where and how people live and work in different regions of New Jersey and the United States.</p> <p>6.1.5.GeoPP.3: Use geographic models to describe how human movement relates to the location of natural resources and sometimes results in conflict.</p> <p>6.1.5.GeoPP.5: Describe how the migration and settlement patterns of Native American groups impacted different regions of the Western Hemisphere.</p> <p>6.1.5.GeoPP.6: Compare and contrast the voluntary and involuntary migratory experiences of different groups of people and explain why their experiences differed.</p> <p><u>Spatial Views of the World</u></p> <p>6.1.5.GeoSV.1: Identify the maps or types of maps most appropriate for specific purposes, (e.g., to locate physical and/or human features in a community, to determine the shortest route from one town to another town, to compare the number of people living at two or more locations).</p> <p>6.1.5.GeoSV.2: Use maps to explain the impact of location and place on the relationships between places in New Jersey, the United States and other countries.</p> <p>6.1.5.GeoSV.5: Use geographic data to examine how the search for natural resources resulted in conflict and cooperation among European colonists and Native American resulting in changes to condition.</p> <p><u>Global Interconnections</u></p> <p>6.1.5.GeoGI.1: Use multiple sources to evaluate the impact of the movement of people from place to place on individuals, communities, and regions.</p> <p>6.1.5.GeoGI.2: Use historical maps to explain what led to the exploration of new water and land routes.</p>	<p>Settlers came to the New World to seek religious freedom, to escape debt, to build wealth, and/or to discover new economic opportunities.</p> <p>Each region had unique geography and natural resources to manage livestock, grow crops, and produce goods.</p> <p>Each of the three colonial regions offered different careers (farming, printing, fishing).</p> <p>The slave trade forced West African leaders and enslaved people(s) to confront life changing decisions to survive.</p>	<p>Compare and contrast experiences and perspectives of various groups.</p> <p>Introduce questions that explore purpose, point of view, and bias.</p> <p>Identify the various reasons why settlers came to the New World.</p> <p>Compare and contrast the New England, Middle, and Southern regions based on geography, climate, and economy.</p> <p>Give examples of careers available in the colonies.</p> <p>Define the role of indentured servants in the economics of the colony.</p> <p>Discuss dilemmas West Africans faced in trading people for goods.</p>
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Unit II: North American Colonies

<p>6.1.5.GeoGI.3: Use geographic tools to determine factors that impacted emigration, settlement patterns, and regional identities of the US colonies.</p> <p>6.1.5.GeoGI.4: Explain how cultural and environmental characteristics affect the distribution and movement of people, goods, and ideas.</p> <p><u>Economic Ways of Thinking</u></p> <p>6.1.5.EconET.1: Identify positive and negative incentives that influence the decisions people make.</p> <p>6.1.5.EconET.2: Use quantitative data to engage in cost benefit analysis of decisions that impact the individual and/or community.</p> <p>6.1.5.EconET.3: Explain how scarcity and choice influence decisions made by individuals, communities, and nations.</p> <p><u>Exchange and Markets</u></p> <p>6.1.5.EconEM.1: Explain why individuals and businesses specialize and trade.</p> <p>6.1.5.EconEM.2: Identify examples of the variety of resources that are used to produce goods and services (i.e., human capital, physical capital, natural resources).</p> <p>6.1.5.EconEM.3: Describe how supply and demand influence price and output of products.</p> <p>6.1.5.EconEM.5: Explain why individuals and societies trade, how trade functions, and the role of trade.</p> <p>6.1.5.EconEM.6: Explain the system of mercantilism and its impact on the economies of the colonies and European countries.</p> <p><u>National Economy</u></p>	<p>The Triangular Trade involved shipping goods from Britain to West Africa to be exchanged for people who were then shipped to the West Indies and exchanged for sugar, rum, and other goods, which were then shipped back to Britain.</p> <p>Enslaved West Africans were sold as property to the colonists.</p> <p>Enslaved West Africans relied on their customs from Africa to cope with abuse. Such rituals included storytelling, prayer and singing spirituals.</p>	<p>Discuss dilemmas enslaved people(s) faced in West Africa during the Middle Passage.</p> <p>Identify the geographic locations of the Triangular Trade.</p> <p>Illustrate the route.</p> <p>Describe the purpose of the Triangular Trade.</p> <p>Discuss ways enslaved people were sold and treated by the colonists.</p> <p>Demonstrate and illustrate ways that enslaved West African used their culture and religion to endure.</p> <p>Understand the importance of storytelling in maintaining origins, tradition, and culture.</p>
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<p>6.1.5.EconNM.2: Use data to describe how the availability of resources in New Jersey and other regions in the United States have impacted economic opportunities.</p> <p>6.1.5.EconNM.4: Explain how creativity and innovation resulted in scientific achievement and inventions in many cultures during different historical periods.</p> <p>6.1.5.EconNM.5: Explain how the availability of private and public goods and services is influenced by the government and the global economy.</p> <p>6.1.5.EconNM.6: Examine the qualities of entrepreneurs in a capitalistic society.</p> <p>6.1.5.EconNM.7: Describe the role and relationship among households, businesses, laborers, and governments within the economic system.</p>	<p>Colonial Williamsburg, the capitol of Virginia, offered educational, political, social, and economic opportunities.</p> <p>In the 1700’s, most children were expected to work; they were taught different skills and given different jobs based on gender.</p>	<p>Examine educational, social, religious, and economical aspects of life in Colonial Williamsburg.</p> <p>Compare and contrast children’s responsibilities, gender roles, and educational opportunities in the Colonial Williamsburg time period versus the present day.</p>
<p><u>Global Economy</u></p> <p>6.1.5.EconGE.2: Illustrate how production, distribution, and consumption of goods and services are interrelated and are affected by the global market and events in the world community.</p> <p>6.1.5.EconGE.4: Compare and contrast how the availability of resources affects people across the world differently.</p> <p>6.1.5.EconGE.5: Evaluate the economic impact of science and technology innovations on European exploration.</p> <p><u>Continuity and Change</u></p> <p>6.1.5.HistoryCC.1: Analyze key historical events from the past to explain how they led to the creation of the state of New Jersey and the United States.</p> <p>6.1.5.HistoryCC.2: Use a variety of sources to illustrate how the American identity has evolved over time.</p>	<p>KEY TERMS: economy, plantation, indentured servant, West Indies, grant, assembly, apprentice, slave trade, dilemma, Middle Passage, Triangular Trade, slave auction, overseer, Williamsburg, capitol, craftsman, trade, politics, royal colony, bills</p>	

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<p>Interactions of people and events throughout history have shaped the world we experience today.</p> <p>6.1.5.HistoryCC.4: Use evidence to document how the interactions among African, European, and Native American groups impacted their respective cultures.</p> <p>6.1.5.HistoryCC.5: Analyze the power struggle among European countries and determine its impact on people living in Europe and the Americas.</p> <p>6.1.5.HistoryCC.6: Use multiple sources to make evidence-based inferences on the impact of European colonization on Native American populations, including the Lenni Lenape of New Jersey.</p> <p>6.1.5.HistoryCC.7: Evaluate the initial and lasting impact of slavery using sources that represent multiple perspectives.</p> <p>6.1.5.HistoryCC.10: Analyze the power struggle among European countries and determine its impact on people living in Europe and the Americas.</p> <p>6.1.5.HistoryCC.11: Make evidence-based inferences to explain the impact that belief systems and family structures of African, European, and Native American groups had on government structures.</p> <p>6.1.5.HistoryCC.13: Craft a claim explaining how the development of early government structures impacted the evolution of American politics and institutions.</p> <p>6.1.5.HistoryCC.14: Compare the practice of slavery and indentured servitude in Colonial labor systems.</p> <p>6.1.5.HistoryCC.15: Analyze key historical documents to determine the role they played in past and present-day government and citizenship (i.e., the Mayflower Compact, the Declaration of Independence, the United States Constitution, the Bill of Rights).</p> <p><u>Understanding Perspectives</u></p>		
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<p>6.1.5.HistoryUP.1: Describe the reasons various groups, voluntarily and involuntarily, immigrated to New Jersey and America, and cite evidence from multiple perspectives to describe the challenges they encountered.</p> <p>6.1.5.HistoryUP.2: Compare and contrast forms of governance, belief systems, and family structures among African, European, and Native American groups.</p> <p>6.1.5.HistoryUP.3: Use multiple perspectives to evaluate the impact of the Columbian Exchange on ecology, agriculture, and culture.</p> <p>6.1.5.HistoryUP.4: Compare and contrast gender roles, religion, values, cultural practices, and political systems of Native American groups.</p> <p>6.1.5.HistoryUP.5: Compare and contrast historians' interpretations of important historical ideas, resources and events.</p> <p>6.1.5.HistoryUP.6: Evaluate the impact of different interpretations of experiences and events by people with different cultural or individual perspectives.</p> <p>6.1.5.HistoryUP.7: Describe why it is important to understand the perspectives of other cultures in an interconnected world.</p> <p><u>Historical Sourcing and Evidence</u></p> <p>6.1.5.HistorySE.1: Examine multiple accounts of early European explorations of North America including major land and water routes, reasons for exploration, and the impact the exploration had.</p> <p><u>Claims and Argumentation</u></p> <p>6.1.5.HistoryCA.1: Craft an argument, supported with historical evidence, for how factors such as demographics (e.g., race, gender, religion, and economic status) affected social, economic, and political opportunities during the Colonial era.</p>		
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<p><u>Active Citizenship in the 21st Century</u> 6.3.5.CivicsPD.2: Use a variety of sources and data to identify perspectives and actions taken by individuals involving a current or historical community, state, or national issue.</p> <p>Progress Indicators for Reading Informational Text Key Ideas and Details</p> <p>RI.5.1. Quote accurately from a text and make relevant connections when explaining what the text says explicitly and when drawing inferences from the text.</p> <p>RI.5.2. Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.</p> <p>RI.5.3. Explain the relationships or interactions between two or more individuals, events, ideas, or concepts in a historical, scientific, or technical text based on specific information in the text.</p> <p>Craft and Structure</p> <p>RI.5.4. Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a <i>grade 5 topic or subject area</i>.</p> <p>RI.5.6. Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent.</p> <p>Integration of Knowledge and Ideas</p> <p>RI.5.7. Draw on information from multiple print or digital sources, demonstrating the ability to locate an answer to a question quickly or to solve a problem efficiently.</p> <p>RI.5.8. Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point(s).</p>		
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<p>RI.5.9. Integrate and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge information from several texts on the same topic in order to write or speak about the subject knowledgeably.</p> <p>Text Types and Purposes</p> <p>W.5.2. Write informative/explanatory texts to examine a topic and convey ideas and information clearly.</p> <p>Research to Build and Present Knowledge</p> <p>W.5.7. Conduct short research projects that use several sources to build knowledge through investigation of different perspectives of a topic.</p> <p>W.5.8. Recall relevant information from experiences or gather relevant information from print and digital sources; summarize or paraphrase information in notes and finished work and provide a list of sources.</p> <p>W.5.9. Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <p>Comprehension and Collaboration</p> <p>SL.5.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on <i>grade 5 topics and texts</i>, building on others' ideas and expressing their own clearly.</p> <p>SL.5.2. Summarize a written text read aloud or information presented in diverse media and formats (e.g., visually, quantitatively, and orally).</p> <p>SL.5.3. Summarize the points a speaker makes and explain how each claim is supported by reasons and evidence.</p> <p>Presentation of Knowledge and Ideas</p> <p>SL.5.4. Report on a topic or text or present an opinion, sequencing ideas logically and using appropriate facts</p>		
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<p>and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.</p> <p>SL.5.5. Include multimedia components (e.g., graphics, sound) and visual displays in presentations when appropriate to enhance the development of main ideas or themes.</p> <p>SL.5.6. Adapt speech to a variety of contexts and tasks, using formal English when appropriate to task and situation.</p> <p>CASEL Competencies</p> <p>Self-Awareness</p> <ul style="list-style-type: none">• Identifying emotions• Accurate self-perception• Recognizing strengths• Self-confidence• Self-efficacy <p>Self-Management</p> <ul style="list-style-type: none">• Impulse control• Stress management• Self-discipline• Self-motivation• Goal-setting• Organizational skills <p>Social Awareness</p> <ul style="list-style-type: none">• Perspective-taking• Empathy• Appreciating diversity• Respect for others <p>Responsible Decision Making</p> <ul style="list-style-type: none">• Identifying problems• Analyzing situations• Solving problems• Evaluating• Reflecting		
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<ul style="list-style-type: none"> • Ethical responsibility Relationship Skills • Communication • Social engagement • Relationship-building • Teamwork 		
<p>ASSESSMENT EVIDENCE: Students will show their learning by:</p> <ul style="list-style-type: none"> • Creating and delivering a presentation to persuade European settlers to relocate to one particular region (What job opportunities are available? What natural resources are available? etc). • Select song lyrics to reflect spiritual songs that enslaved people sang to keep hope alive, or writing a journal entry about an aspect of life as an enslaved person, or constructing a folktale about gaining freedom, or engage in an inquiry in the spirituals and explain how the lyrics provided messages of hope. • Generating a composition from the perspective of a child living in colonial times to describe daily life (including skills learned in school, domestic chores, games played for entertainment, and clothing worn). • Continuing the community timeline on the major events during this time period. <p>KEY LEARNING EVENTS AND INSTRUCTION:</p> <ul style="list-style-type: none"> • Research and record key information about the various reasons why settlers came to the New World (using TCI Reading Notes or a graphic organizer) • Compare and contrast the geography, economy, government of the Northeast, Middle and South region, including reasons for settlement in each region • Examine and analyze photographs of slaves and indentured servants working on plantations to understand working conditions • Respond in writing to describe dilemmas of the slave trade (using TCI Reading Notes or teacher-provided prompts) • Create learning activities or exhibits to experience life in Colonial Williamsburg • Participate in virtual tours of Colonial Williamsburg 		

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SUGGESTED TIME ALLOTMENT	3 weeks
SUPPLEMENTAL UNIT RESOURCES	<ul style="list-style-type: none"> • Social Studies Alive! America’s Past (Chapters 7, 8, 9) • TCI Transparencies • TCI Placards • TCI Interactive Student Notebooks <p><u>Suggested Resources:</u></p> <ul style="list-style-type: none"> • <u>Colonial Times: Short Nonfiction for American History</u> by Stephanie Harvey and Anne Goudvis • <u>If You Traveled on the Underground Railroad</u> by Ellen Levin • <u>If You Lived When There Was Slavery in America</u> by Anne Kamma • <u>Unspoken: A Story from the Underground Railroad</u> by Henry Cole • <u>African Americans in the Thirteen Colonies</u> by Deborah Kent • <u>Jump Ship to Freedom</u> by James Lincoln Collier and Christopher Collier • <u>Colonial Life</u> by Bobbie Kalman • DK Find Out: Thirteen Colonies http://www.dkfindout.com/us/history/american-revolution/british-america-thirteen-colonies/ • Trueflix: “The Thirteen Colonies” http://tfx.grolier.com/cb/node-35053 • TrueFlix: “The U.S. Regions” http://tfx.grolier.com/cb/node-34641 • Freedom Flix: “African Americans in the Thirteen Colonies” http://freedomflix.digital.scholastic.com/unitPage/node-34832/10015417/ • Search for relevant reading passages at ReadWorks.org

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| | <ul style="list-style-type: none">• http://www.readworks.org/books/passages• BrainPOP video "Slavery"• https://www.brainpop.com/socialstudies/africanamericanhistory/slavery/• BrainPOP video "Underground Railroad"• https://www.brainpop.com/socialstudies/africanamericanhistory/undergroundrailroad/• DK Find Out "Slave Trade"
http://www.dkfindout.com/us/history/slave-trade/• Virtual tours of Colonial Williamsburg
https://www.colonialwilliamsburg.org/learn/virtual-tours/• Harriet Tubman: Secret Messages Through Song
https://www.kennedy-center.org/education/resources-for-educators/classroom-resources/lessons-and-activities/lessons/3-5/harriet-tubman-secret-messages-through-song/ |
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TRANSFER: Voice opinions and advocate for change on critical issues.		
<p>STANDARDS / GOALS:</p> <p><u>Participation and Deliberation</u> 6.1.5.CivicsPD.2: Explain how individuals can initiate and/or influence local, state, or national public policymaking (e.g., petitions, proposing laws, contacting elected officials). 6.1.5.CivicsPD.3: Explain how and why it is important that people from diverse cultures collaborate to find solutions to community, state, national, and global challenges.</p> <p><u>Democratic Principals</u> 6.1.5.CivicsPD.3: Explain how and why it is important that people from diverse cultures collaborate to find solutions to community, state, national, and global challenges.</p> <p><u>Process and Roles</u> 6.1.5.CivicsPR.4: Explain how policies are developed to address public problems.</p> <p><u>Civic Mindedness</u> 6.1.5.CivicsCM.1: Use a variety of sources to describe the characteristics exhibited by real and fictional people that contribute(d) to the well-being of their community and country.</p>	ENDURING UNDERSTANDINGS	ESSENTIAL QUESTIONS
	Colonists were angered by the laws and taxes that were imposed without their representation.	<ul style="list-style-type: none"> • When should one question authority? • What causes people to rebel?
	Colonists were divided in their positions and reactions to the laws and taxes imposed by Great Britain.	<ul style="list-style-type: none"> • What causes people to view a situation differently?
	Boycotts, protests, and attempts at peaceful resolution were unsuccessful in providing colonists with a voice in their government and eventually led to more violent forms of protest.	<ul style="list-style-type: none"> • How do people initiate and persevere in bringing about change?
	<u>KNOWLEDGE</u> Students will know:	<u>SKILLS</u> Students will be able to:
	Historians investigate and closely read documents from and about a particular time period to gain knowledge and perspective.	<p>Read and annotate a variety of articles and primary source documents.</p> <p>Annotate historical images to uncover perspective.</p>

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<p>6.1.5.CivicsCM.2: Use evidence from multiple sources to construct a claim about how self-discipline and civility contribute to the common good.</p> <p>6.1.5.CivicsCM.4: Examine the responsibilities of differing positions of authority and identify criteria that are likely to make leaders qualified for those positions.</p> <p><u>Human Population Patterns</u></p> <p>6.1.5.GeoPP.3: Use geographic models to describe how human movement relates to the location of natural resources and sometimes results in conflict.</p> <p>6.1.5.GeoPP.5: Describe how the migration and settlement patterns of Native American groups impacted different regions of the Western Hemisphere.</p> <p><u>Spatial Views of the World</u></p> <p>6.1.5.GeoSV.1: Identify the maps or types of maps most appropriate for specific purposes, (e.g., to locate physical and/or human features in a community, to determine the shortest route from one town to another town, to compare the number of people living at two or more locations).</p> <p>6.1.5.GeoSV.2: Use maps to explain the impact of location and place on the relationships between places in New Jersey, the United States and other countries.</p> <p>6.1.5.GeoSV.5: Use geographic data to examine how the search for natural resources resulted in conflict and cooperation among European colonists and Native American resulting in changes to condition.</p> <p><u>Global Interconnections</u></p> <p>6.1.5.GeoGI.1: Use multiple sources to evaluate the impact of the movement of people from place to place on individuals, communities, and regions.</p> <p>6.1.5.GeoGI.2: Use historical maps to explain what led to the exploration of new water and land routes.</p>	<p>Great Britain and France clashed over land ownership of the Ohio River Valley which resulted in the French and Indian War, part of the Seven Years War.</p> <p>British policies after 1763 were designed to raise revenue to pay for the cost of the empire which caused conflict between Great Britain and the colonies.</p>	<p>Compare and contrast experiences and perspectives of various groups.</p> <p>Introduce questions that explore, purpose, point of view, and bias.</p> <p>Analyze a map of the Ohio River Valley to determine causes of the French and Indian War, which was part</p> <p>Discuss the relationship between the Native Americans and the French and the Native American and the English settlers.</p> <p>Investigate the impact war had on the colonies and Great Britain.</p> <p>Show the cause-and-effect relationship between British debt due to the French and Indian War and the subsequent acts imposed upon the colonists.</p>
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<p>6.1.5.HistoryCC.8: Make evidence-based inferences to describe how the influence of Native American groups, including the Lenni Lenape culture, is manifested in different regions of New Jersey.</p> <p>6.1.5.HistoryCC.10: Analyze the power struggle among European countries and determine its impact on people living in Europe and the Americas.</p> <p>6.1.5.HistoryCC.11: Make evidence-based inferences to explain the impact that belief systems and family structures of African, European, and Native American groups had on government structures.</p> <p>6.1.5.HistoryCC.13: Craft a claim explaining how the development of early government structures impacted the evolution of American politics and institutions.</p> <p>6.1.5.HistoryCC.15: Analyze key historical documents to determine the role they played in past and present-day government and citizenship (i.e., the Mayflower Compact, the Declaration of Independence, the United States Constitution, the Bill of Rights).</p> <p><u>Understanding Perspectives</u></p> <p>6.1.5.HistoryUP.1: Describe the reasons various groups, voluntarily and involuntarily, immigrated to New Jersey and America, and cite evidence from multiple perspectives to describe the challenges they encountered.</p> <p>6.1.5.HistoryUP.2: Compare and contrast forms of governance, belief systems, and family structures among African, European, and Native American groups.</p> <p>6.1.5.HistoryUP.4: Compare and contrast gender roles, religion, values, cultural practices, and political systems of Native American groups.</p> <p>6.1.5.HistoryUP.5: Compare and contrast historians' interpretations of important historical ideas, resources and events.</p>	<p>Many Patriots impacted the argument for independence.</p> <p>Tensions increased throughout the colonies until the Continental Congress declared independence on July 4, 1776.</p> <p>The Declaration of Independence illustrated the values and ideals of the colonists who felt they could no longer be ruled by Great Britain.</p>	<p>Evaluate the impact these battles had on supporting the need for independence, organizing intelligence networks, and communicating the need for involvement of the middle and southern colonies.</p> <p>Explore a variety of citizens and statesmen who contributed to the cause for independence through the use of primary sources. (e.g.: <i>Common Sense</i>, <i>Give me Liberty Speech</i>)</p> <p>Recognize the critical outcomes of the Second Continental Congress with reference to governing the colonies, forming an army with George Washington as its leader and taking steps to separate from Great Britain.</p> <p>Analyze and interpret key passages of the Declaration of Independence.</p>
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<p>6.1.5.HistoryUP.6: Evaluate the impact of different interpretations of experiences and events by people with different cultural or individual perspectives.</p> <p>6.1.5.HistoryUP.7: Describe why it is important to understand the perspectives of other cultures in an interconnected world.</p> <p><u>Historical Sourcing and Evidence</u></p> <p>6.1.5.HistorySE.1: Examine multiple accounts of early European explorations of North America including major land and water routes, reasons for exploration, and the impact the exploration had.</p> <p>6.1.5.HistorySE.2: Construct an argument for the significant and enduring role of historical symbols, monuments, and holidays and how they affect the American identity.</p> <p><u>Claims and Argumentation</u></p> <p>6.1.5.HistoryCA.1: Craft an argument, supported with historical evidence, for how factors such as demographics (e.g., race, gender, religion, and economic status) affected social, economic, and political opportunities during the Colonial era.</p> <p><u>ERA 3 Revolution and the New Nation</u></p> <p>6.1.8.CivicsDP.3.a: Use primary and secondary sources to assess whether or not the ideals found in the Declaration of Independence were fulfilled for women, African Americans, and Native Americans during this time period.</p> <p>6.1.8.HistoryCC.3.a: Explain how the consequences of the Seven Years War, changes in British policies toward American colonies, and responses by various groups and individuals in the North American colonies led to the American Revolution.</p>	<p>KEY TERMS: act, taxation without representation, protest, proclamation, delegate, massacre, boycott, First Continental Congress, independence, Patriot, Loyalist, neutral, traitor, tyrant, treason, resolution, Declaration of Independence, Second Continental Congress, Minuteman, militia, speech</p>	
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<p>6.1.8.HistoryCC.3.c: Use geographic tools and resources to investigate how conflicts and alliances among European countries and Native American groups impacted the expansion of American territory.</p> <p>6.1.8.HistoryUP.3.b: Examine the roles and perspectives of various socioeconomic groups (e.g., rural farmers, urban craftsmen, northern merchants, and southern planters), African Americans, Native Americans, and women during the American Revolution, and determine how these groups were impacted by the war.</p> <p>6.1.8.HistoryUP.3.c: Analyze how the terms of the Treaty of Paris affected United States relations with Native Americans and with European powers that had territories in North America from multiple perspectives.</p> <p>6.1.8.HistorySE.3.a: Analyze how the leadership of George Washington during the American Revolution and as president allowed for the establishment of American democracy.</p> <p>6.1.8.HistorySE.3.b: Analyze a variety of sources to make evidence-based inferences about how prominent individuals and other nations contributed to the causes, execution, and outcomes of the American Revolution.</p> <p>Progress Indicators for Reading Informational Text Key Ideas and Details</p> <p>RI.5.1. Quote accurately from a text and make relevant connections when explaining what the text says explicitly and when drawing inferences from the text.</p> <p>RI.5.2. Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.</p> <p>RI.5.3. Explain the relationships or interactions between two or more individuals, events, ideas, or concepts in a historical, scientific, or technical text based on specific information in the text.</p>		
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<p>Craft and Structure RI.5.4. Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a <i>grade 5 topic or subject area</i>. RI.5.6. Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent.</p> <p>Integration of Knowledge and Ideas RI.5.7. Draw on information from multiple print or digital sources, demonstrating the ability to locate an answer to a question quickly or to solve a problem efficiently. RI.5.8. Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point(s). RI.5.9. Integrate and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge information from several texts on the same topic in order to write or speak about the subject knowledgeably.</p> <p>Text Types and Purposes W.5.2. Write informative/explanatory texts to examine a topic and convey ideas and information clearly.</p> <p>Research to Build and Present Knowledge W.5.7. Conduct short research projects that use several sources to build knowledge through investigation of different perspectives of a topic. W.5.8. Recall relevant information from experiences or gather relevant information from print and digital sources; summarize or paraphrase information in notes and finished work and provide a list of sources. W.5.9. Draw evidence from literary or informational texts to support analysis, reflection, and research.</p>		
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<p>Comprehension and Collaboration</p> <p>SL.5.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on <i>grade 5 topics and texts</i>, building on others' ideas and expressing their own clearly.</p> <p>SL.5.2. Summarize a written text read aloud or information presented in diverse media and formats (e.g., visually, quantitatively, and orally).</p> <p>SL.5.3. Summarize the points a speaker makes and explain how each claim is supported by reasons and evidence.</p> <p>Presentation of Knowledge and Ideas</p> <p>SL.5.4. Report on a topic or text or present an opinion, sequencing ideas logically and using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.</p> <p>SL.5.5. Include multimedia components (e.g., graphics, sound) and visual displays in presentations when appropriate to enhance the development of main ideas or themes.</p> <p>SL.5.6. Adapt speech to a variety of contexts and tasks, using formal English when appropriate to task and situation.</p> <p>CASEL Competencies</p> <p>Self-Awareness</p> <ul style="list-style-type: none">• Identifying emotions• Accurate self-perception• Recognizing strengths• Self-confidence• Self-efficacy <p>Self-Management</p> <ul style="list-style-type: none">• Impulse control• Stress management		
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<ul style="list-style-type: none">• Self-discipline• Self-motivation• Goal-setting• Organizational skillsSocial Awareness• Perspective-taking• Empathy• Appreciating diversity• Respect for othersResponsible Decision Making• Identifying problems• Analyzing situations• Solving problems• Evaluating• Reflecting• Ethical responsibilityRelationship Skills• Communication• Social engagement• Relationship-building• Teamwork		
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ASSESSMENT EVIDENCE: Students will show their learning by:

- Creating a protest poster depicting one of the events or acts and its historical parallel from the period.
- Presenting and defending the argument as a Loyalist or Patriot for declaring or not declaring independence from Great Britain (examples include but are not limited to panel debate, journal entry, or digital poster).
- Creating and presenting a skit (examples include but are not limited to comic strip, video, or blog) to convey the meaning of an excerpt from the Declaration of Independence.
- Continuing the community timeline on the major events of the time period.

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KEY LEARNING EVENTS AND INSTRUCTION:	
<ul style="list-style-type: none"> • Using metaphors, make connections to the colonists’ point of view regarding their relationship with Great Britain • Analyze a map of the Ohio River Valley to draw conclusions about British and French forts and possessions to understand the reasons for the French and Indian War • Collaborate in groups to research and present information on the policies and the acts that caused tensions between the colonies and Great Britain • Collaborate in preparing a presentation of the argument for a Loyalist or for Patriot declaring or not declaring independence from Great Britain • Read, interpret, and paraphrase excerpts from the Declaration of Independence • Analyze visuals, including but not limited to paintings from the TCI program, and/or Heinemann’s Toolkit Texts: <u>The American Revolution and Constitution</u> to draw conclusions and formulate theories 	
SUGGESTED TIME ALLOTMENT	4 weeks
SUPPLEMENTAL UNIT RESOURCES	<ul style="list-style-type: none"> • Social Studies Alive! America’s Past (Chapters 10, 11, 12) • TCI Transparencies • TCI Interactive Student Notebooks <p><u>Suggested Resources:</u></p> <ul style="list-style-type: none"> • <u>The American Revolution and Constitution: Short Nonfiction for American History</u> by Stephanie Harvey and Anne Goudvis • <u>Tea Overboard</u> by Elizabeth Franklin • <u>The Boston Tea Party</u> by Conrad Stein • <u>If You Lived in the Time of the American Revolution</u> by Kay Moore • <u>Dear Benjamin Banneker</u> by Andrea Davis Pinkney • FreedomFlix: “The Boston Tea Party” http://freedomflix.digital.scholastic.com/unitPage/node-34832/10014020/

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| | <ul style="list-style-type: none">• DK Find Out: "The American Revolution"
http://www.dkfindout.com/us/history/american-revolution/• BrainPOP video "Causes of the American Revolution"
https://www.brainpop.com/socialstudies/ushistory/causesoftheamericanrevolution/• BrainPOP video "Declaration of Independence"
https://www.brainpop.com/socialstudies/ushistory/declarationofindependence/• BrainPOP video "Thomas Jefferson"
https://www.brainpop.com/socialstudies/ushistory/declarationofindependence/• Transcript of the Declaration of Independence
https://www.monticello.org/site/jefferson/transcript-declaration-independence-rough-draft |
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TRANSFER: Design tactics and apply strategic thinking skills to achieve a goal.		
<p>STANDARDS / GOALS:</p> <p><u>Civics and Political Institutions</u> 6.1.5.CivicsPI.1: Describe ways in which people benefit from and are challenged by working together, including through government, workplaces, voluntary organizations, and families. 6.1.5.CivicsPI.9: Research and compare the differences and similarities between the United States and other nations' governments, customs, and laws.</p> <p><u>Civic Mindedness</u> 6.1.5.CivicsCM.1: Use a variety of sources to describe the characteristics exhibited by real and fictional people that contribute(d) to the well-being of their community and country. 6.1.5.CivicsCM.2: Use evidence from multiple sources to construct a claim about how self-discipline and civility contribute to the common good. 6.1.5.CivicsCM.4: Examine the responsibilities of differing positions of authority and identify criteria that are likely to make leaders qualified for those positions. 6.1.5.CivicsCM.5: Investigate the lives of New Jersey individuals with diverse experiences who have contributed to the improvement of society. 6.1.5.CivicsCM.6: Cite evidence from a variety of sources to describe how a democracy depends upon and responds to individuals' participation.</p>	ENDURING UNDERSTANDINGS	ESSENTIAL QUESTIONS
	Violence and conflict may be inevitable in achieving independence.	<ul style="list-style-type: none"> • How can people affect change? • How does a revolution change a country?
	Wars are often won due to motivation, innovative military tactics, and support from allies.	<ul style="list-style-type: none"> • What factors lead to a military victory?
	The American Revolution created a great shift in power for the people living in America.	<ul style="list-style-type: none"> • What can happen when leadership and governance changes?
	<u>KNOWLEDGE</u> Students will know:	<u>SKILLS</u> Students will be able to:
	Historians investigate and closely read documents from and about a particular time period to gain knowledge and perspective.	<p>Read and annotate a variety of articles and primary source documents.</p> <p>Annotate historical images to uncover perspective.</p>

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<p><u>Spatial Views of the World</u> 6.1.5.GeoSV.2: Use maps to explain the impact of location and place on the relationships between places in New Jersey, the United States and other countries. 6.1.5.GeoSV.5: Use geographic data to examine how the search for natural resources resulted in conflict and cooperation among European colonists and Native American resulting in changes to condition.</p> <p><u>Global Interconnections</u> 6.1.5.GeoGI.1: Use multiple sources to evaluate the impact of the movement of people from place to place on individuals, communities, and regions. 6.1.5.GeoGI.2: Use historical maps to explain what led to the exploration of new water and land routes. 6.1.5.GeoGI.3: Use geographic tools to determine factors that impacted emigration, settlement patterns, and regional identities of the US colonies.</p> <p><u>Continuity and Change</u> 6.1.5.HistoryCC.1: Analyze key historical events from the past to explain how they led to the creation of the state of New Jersey and the United States. 6.1.5.HistoryCC.2: Use a variety of sources to illustrate how the American identity has evolved over time. Interactions of people and events throughout history have shaped the world we experience today. 6.1.5.HistoryCC.4: Use evidence to document how the interactions among African, European, and Native American groups impacted their respective cultures. 6.1.5.HistoryCC.5: Analyze the power struggle among European countries and determine its impact on people living in Europe and the Americas.</p>	<p>The British military used an offensive war tactic, while the Continental army used a defensive war tactic and initiated surprise attacks.</p> <p>The Continental army had a strong desire to win and a knowledge of the territory but lacked resources and experience.</p> <p>George Washington proved to be a well-liked and highly effective military leader.</p> <p>The British army was experienced, well trained, and had resources and allies. However, the British were fighting in an unfamiliar territory and in an unsupportive environment.</p> <p>Several battles took place in the colony of New Jersey, including the Battle of Trenton after</p>	<p>Compare and contrast experiences and perspectives of various groups.</p> <p>Introduce questions that explore purpose, point of view, and bias.</p> <p>Compare and contrast strategies that the British army and the Continental army used to win the war.</p> <p>Identify the advantages and disadvantages the Continental army had throughout the American Revolution.</p> <p>List the positive attributes George Washington exuded as a military leader.</p> <p>Identify the advantages and disadvantages the British military had throughout the American Revolution.</p> <p>Describe the importance of New Jersey during the American Revolution.</p>
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<p>6.1.5.HistoryCC.6: Use multiple sources to make evidence-based inferences on the impact of European colonization on Native American populations, including the Lenni Lenape of New Jersey.</p> <p>6.1.5.HistoryCC.7: Evaluate the initial and lasting impact of slavery using sources that represent multiple perspectives.</p> <p>6.1.5.HistoryCC.8: Make evidence-based inferences to describe how the influence of Native American groups, including the Lenni Lenape culture, is manifested in different regions of New Jersey.</p> <p>6.1.5.HistoryCC.10: Analyze the power struggle among European countries and determine its impact on people living in Europe and the Americas.</p> <p><u>Understanding Perspectives</u></p> <p>6.1.5.HistoryUP.1: Describe the reasons various groups, voluntarily and involuntarily, immigrated to New Jersey and America, and cite evidence from multiple perspectives to describe the challenges they encountered.</p> <p>6.1.5.HistoryUP.2: Compare and contrast forms of governance, belief systems, and family structures among African, European, and Native American groups.</p> <p>6.1.5.HistoryUP.4: Compare and contrast gender roles, religion, values, cultural practices, and political systems of Native American groups.</p> <p>6.1.5.HistoryUP.5: Compare and contrast historians' interpretations of important historical ideas, resources and events.</p> <p>6.1.5.HistoryUP.6: Evaluate the impact of different interpretations of experiences and events by people with different cultural or individual perspectives.</p> <p><u>Claims and Argumentation</u></p> <p>6.1.5.HistoryCA.1: Craft an argument, supported with historical evidence, for how factors such as demographics</p>	<p>Washington famously led his troops to cross the Delaware River.</p> <p>Geographic features and knowledge about the landscape of the colonies impacted the battles and outcome of the American Revolution.</p> <p>Many Patriots served as writers, spies, soldiers, and nurses during the American Revolution.</p> <p>African Americans fought on both sides of the war for the promise of freedom.</p> <p>Native American groups fought alongside the Colonists, some with the British and still others remained neutral, hoping that the two sides would weaken each other.</p> <p>KEY TERMS: revolution, strategy, volunteer, enlist, mercenary, tactic, turning point, treaty, home front, offence, defense, Continental Army, Sons of Liberty, Daughters of Liberty, Treaty of Paris, leadership</p>	<p>Utilize physical maps of the regions to explain how battles were won or lost throughout the war.</p> <p>Explain how Patriots influenced the outcome of the American Revolution.</p> <p>Depict ways in which African Americans were involved in the American Revolution.</p> <p>Evaluate the roles of Native Americans during the American Revolution.</p>
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<p>(e.g., race, gender, religion, and economic status) affected social, economic, and political opportunities during the Colonial era.</p> <p><u>ERA 3 Revolution and the New Nation</u></p> <p>6.1.8.CivicsDP.3.a: Use primary and secondary sources to assess whether or not the ideals found in the Declaration of Independence were fulfilled for women, African Americans, and Native Americans during this time period.</p> <p>6.1.8.GeoSV.3.a: Use maps and other geographic tools to construct an argument on the impact of geography on the developments and outcomes of the American Revolution including New Jersey's pivotal role.</p> <p>6.18.EconET.3.a: Identify the effect of inflation and debt on the American people and evaluate the policies of state and national governments during this time.</p> <p>6.1.8.HistoryCC.3.a: Explain how the consequences of the Seven Years War, changes in British policies toward American colonies, and responses by various groups and individuals in the North American colonies led to the American Revolution.</p> <p>6.1.8.HistoryCC.3.c: Use geographic tools and resources to investigate how conflicts and alliances among European countries and Native American groups impacted the expansion of American territory.</p> <p>6.1.8.HistoryUP.3.a: Use primary sources as evidence to explain why the Declaration of Independence was written and how its key principles evolved to become unifying ideas of American democracy.</p> <p>6.1.8.HistoryUP.3.b: Examine the roles and perspectives of various socioeconomic groups (e.g., rural farmers, urban craftsmen, northern merchants, and southern planters), African Americans, Native Americans, and</p>		
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<p>women during the American Revolution, and determine how these groups were impacted by the war.</p> <p>6.1.8.HistoryUP.3.c: Analyze how the terms of the Treaty of Paris affected United States relations with Native Americans and with European powers that had territories in North America from multiple perspectives.</p> <p>6.1.8.HistorySE.3.a: Analyze how the leadership of George Washington during the American Revolution and as president allowed for the establishment of American democracy.</p> <p>6.1.8.HistorySE.3.b: Analyze a variety of sources to make evidence-based inferences about how prominent individuals and other nations contributed to the causes, execution, and outcomes of the American Revolution.</p> <p><u>Active Citizenship in the 21st Century</u></p> <p>6.3.5.CivicsPD.2: Use a variety of sources and data to identify perspectives and actions taken by individuals involving a current or historical community, state, or national issue.</p> <p>Progress Indicators for Reading Informational Text Key Ideas and Details</p> <p>RI.5.1. Quote accurately from a text and make relevant connections when explaining what the text says explicitly and when drawing inferences from the text.</p> <p>RI.5.2. Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.</p> <p>RI.5.3. Explain the relationships or interactions between two or more individuals, events, ideas, or concepts in a historical, scientific, or technical text based on specific information in the text.</p> <p>Craft and Structure</p>		
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<p>RI.5.4. Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a <i>grade 5 topic or subject area</i>.</p> <p>RI.5.6. Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent.</p> <p>Integration of Knowledge and Ideas</p> <p>RI.5.7. Draw on information from multiple print or digital sources, demonstrating the ability to locate an answer to a question quickly or to solve a problem efficiently.</p> <p>RI.5.8. Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point(s).</p> <p>RI.5.9. Integrate and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge information from several texts on the same topic in order to write or speak about the subject knowledgeably.</p> <p>Text Types and Purposes</p> <p>W.5.2. Write informative/explanatory texts to examine a topic and convey ideas and information clearly.</p> <p>Research to Build and Present Knowledge</p> <p>W.5.7. Conduct short research projects that use several sources to build knowledge through investigation of different perspectives of a topic.</p> <p>W.5.8. Recall relevant information from experiences or gather relevant information from print and digital sources; summarize or paraphrase information in notes and finished work and provide a list of sources.</p> <p>W.5.9. Draw evidence from literary or informational texts to support analysis, reflection, and research.</p>		
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<p>Comprehension and Collaboration</p> <p>SL.5.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on <i>grade 5 topics and texts</i>, building on others' ideas and expressing their own clearly.</p> <p>SL.5.2. Summarize a written text read aloud or information presented in diverse media and formats (e.g., visually, quantitatively, and orally).</p> <p>SL.5.3. Summarize the points a speaker makes and explain how each claim is supported by reasons and evidence.</p> <p>Presentation of Knowledge and Ideas</p> <p>SL.5.4. Report on a topic or text or present an opinion, sequencing ideas logically and using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.</p> <p>SL.5.5. Include multimedia components (e.g., graphics, sound) and visual displays in presentations when appropriate to enhance the development of main ideas or themes.</p> <p>SL.5.6. Adapt speech to a variety of contexts and tasks, using formal English when appropriate to task and situation.</p> <p>CASEL Competencies</p> <p>Self-Awareness</p> <ul style="list-style-type: none">• Identifying emotions• Accurate self-perception• Recognizing strengths• Self-confidence• Self-efficacy <p>Self-Management</p> <ul style="list-style-type: none">• Impulse control• Stress management		
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<ul style="list-style-type: none">• Self-discipline• Self-motivation• Goal-setting• Organizational skillsSocial Awareness• Perspective-taking• Empathy• Appreciating diversity• Respect for othersResponsible Decision Making• Identifying problems• Analyzing situations• Solving problems• Evaluating• Reflecting• Ethical responsibilityRelationship Skills• Communication• Social engagement• Relationship-building• Teamwork		
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ASSESSMENT EVIDENCE: Students will show their learning by:

- Creating an historical marker using any medium to commemorate factors that helped the Continental Army win the American Revolution.
- Composing a timeline using multiple resources outlining key events and battles either before or after the Battle of Saratoga to illustrate the Continental Army’s initial struggle or its ultimate victory (Guiding question: What events and battles helped or hurt the Continental Army?)
- Continuing the community timeline to record the key events for each time period studied in this unit.

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KEY LEARNING EVENTS AND INSTRUCTION:

- Write (using TCI Reading Notes or teacher-provided prompts) to describe war strategies used by the Continental and British armies
- Construct a T-chart to assess the factors that contributed to the performance of each military force
- Generate a journal entry, letter or graphic organizer to explain how women helped the war effort during the American Revolution
- Illustrate a scene using any medium to demonstrate what slaves or American Indians may have experienced during the American Revolution
- Analyze visual images, including photographs and paintings, to draw conclusions and formulate theories

SUGGESTED TIME ALLOTMENT

4 weeks

SUPPLEMENTAL UNIT RESOURCES

- Social Studies Alive! America’s Past (Chapter 13)
- TCI Transparencies
- TCI Interactive Student Notebooks

Suggested Resources:

- The American Revolution and Constitution: Short Nonfiction for American History by Anne Goudvis and Stephanie Harvey
- Downstream Crossing: A Revolutionary Tale by Sharon Fear
- Haym Salomon: American Patriot by Susan Goldman Rubin
- Weapons of the Revolutionary War by Matt Doeden
- The American Revolution by Alden R. Carter
- George Washington’s Socks by Elvira Woodruff
- Did It All Start with a Snowball Fight? by Mary Kay Carson
- The Crossing by Jim Murphy
- Freedom Flix: “The Revolutionary War”

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	<p>http://freedomflix.digital.scholastic.com/unitPage/node-34832/10011264/</p> <ul style="list-style-type: none">• BrainPOP video "American Revolution" https://www.brainpop.com/socialstudies/ushistory/americanrevolution/• BrainPOP video "George Washington" https://www.brainpop.com/socialstudies/ushistory/georgewashington/• BrainPOP video "French and Indian War" https://www.brainpop.com/socialstudies/ushistory/frenchandindianwar/• DK Find Out: "American Revolution" http://www.dkfindout.com/us/history/american-revolution/
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TRANSFER: Determine that the rights and responsibilities of citizens are contingent upon the goals and values of each individual and the group.		
<p>STANDARDS / GOALS:</p> <p><u>Civics and Political Institutions</u></p> <p>6.1.5.CivicsPI.5: Explain how government functions at the local, county, and state level.</p> <p>6.1.5.CivicsPI.6: Distinguish the roles and responsibilities of the three branches of the national government.</p> <p>6.1.5.CivicsPI.7: Explain how national and state governments share power in the federal system of government.</p> <p>6.1.5.CivicsPI.8: Describe how the United States Constitution defines and limits the power of government.</p> <p>6.1.5.CivicsPI.9: Research and compare the differences and similarities between the United States and other nations' governments, customs, and laws.</p> <p><u>Democratic Principals</u></p> <p>6.1.5.CivicsDP.1: Using evidence, explain how the core civic virtues and democratic principles impact the decisions made at the local, state, and national government (e.g., fairness, equality, common good).</p> <p>6.1.5.CivicsDP.2: Compare and contrast responses of individuals and groups, past and present, to violations of fundamental rights (e.g., fairness, civil rights, human rights).</p> <p>6.1.5.CivicsPD.3: Explain how and why it is important that people from diverse cultures collaborate to find</p>	ENDURING UNDERSTANDINGS	ESSENTIAL QUESTIONS
	Through debate and discussion, the colonies were able to create a system of government that recognized the importance of states' rights as well as national government.	<ul style="list-style-type: none"> • How do you create order in a society? • How do competing interests influence how power is distributed and exercised?
	The U.S. Constitution created a government with three distinctive branches and a system of checks and balances.	<ul style="list-style-type: none"> • What is the purpose of a government? • What are the benefits of having a system of government which incorporates checks and balances?
	The Bill of Rights protects the rights and liberties of American citizens.	<ul style="list-style-type: none"> • What are the basic rights of all American citizens?
	<u>KNOWLEDGE</u> Students will know:	<u>SKILLS</u> Students will be able to:

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<p>solutions to community, state, national, and global challenges.</p> <p><u>Human and Civil Rights</u> 6.1.5.CivicsHR.1: Describe how fundamental rights guaranteed by the United States Constitution and the Bill of Rights contribute to the improvement of American democracy (i.e., freedom of expression, freedom of religion, freedom of the press, freedom of assembly, freedom of petition, the right to vote, and the right to due process).</p> <p><u>Civic Mindedness</u> 6.1.5.CivicsCM.1: Use a variety of sources to describe the characteristics exhibited by real and fictional people that contribute(d) to the well-being of their community and country. 6.1.5.CivicsCM.6: Cite evidence from a variety of sources to describe how a democracy depends upon and responds to individuals' participation.</p> <p><u>Continuity and Change</u> 6.1.5.HistoryCC.1: Analyze key historical events from the past to explain how they led to the creation of the state of New Jersey and the United States. 6.1.5.HistoryCC.2: Use a variety of sources to illustrate how the American identity has evolved over time. Interactions of people and events throughout history have shaped the world we experience today. 6.1.5.HistoryCC.4: Use evidence to document how the interactions among African, European, and Native American groups impacted their respective cultures.</p>	<p>Historians investigate and closely read documents from and about a particular time period to gain knowledge and perspective.</p> <p>The Articles of Confederation were the first system of government set up for the New Nation.</p> <p>Colonies sent delegates to the Constitutional Convention to create a new and more effective government.</p> <p>Compromises and debates were integral in developing the U.S. Constitution, which replaced the Articles of Confederation.</p>	<p>Read and annotate a variety of articles and primary source documents.</p> <p>Annotate historical images to uncover perspective.</p> <p>Compare and contrast experiences and perspectives of various groups.</p> <p>Introduce questions that explore, purpose, point of view, and bias.</p> <p>Identify the weaknesses of the Articles of Confederation.</p> <p>Explain the need for a new form of government and the fear of having too powerful of a central government.</p> <p>Describe how the Great Compromise settled disputes regarding representation between smaller and larger states.</p>
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<p>6.1.5.HistoryCC.13: Craft a claim explaining how the development of early government structures impacted the evolution of American politics and institutions.</p> <p>6.1.5.HistoryCC.15: Analyze key historical documents to determine the role they played in past and present-day government and citizenship (i.e., the Mayflower Compact, the Declaration of Independence, the United States Constitution, the Bill of Rights).</p> <p><u>Understanding Perspectives</u></p> <p>6.1.5.HistoryUP.2: Compare and contrast forms of governance, belief systems, and family structures among African, European, and Native American groups.</p> <p>6.1.5.HistoryUP.5: Compare and contrast historians' interpretations of important historical ideas, resources and events.</p> <p><u>Claims and Argumentation</u></p> <p>6.1.5.HistoryCA.1: Craft an argument, supported with historical evidence, for how factors such as demographics (e.g., race, gender, religion, and economic status) affected social, economic, and political opportunities during the Colonial era.</p> <p><u>ERA 3 Revolution and the New Nation</u></p> <p>6.1.8.CivicsPI.3.a: Cite evidence to evaluate the extent to which the leadership and decisions of early administrations of the national government met the goals established in the Constitution.</p> <p>6.1.8.CivicsPI.3.b: Evaluate the effectiveness of the fundamental principles of the Constitution (i.e., consent of the governed, rule of law, federalism, limited government, separation of powers, checks and balances,</p>	<p>The three branches of government are the executive branch, legislative branch, and judicial branch.</p> <p>A system of checks and balances ensures that no one branch has more power than the others.</p> <p>A balance of power between the states and the national governments was achieved.</p> <p>A democracy is a republic where the citizens elect representatives who are responsible to the people.</p> <p>The Bill of Rights was included in the U.S. Constitution to ensure the basic rights of American citizens and to place specific limits on federal power.</p> <p>The U.S. Constitution is a legal document which affirms the fundamental principles and rights of the American people guided by an established government.</p>	<p>Evaluate the compromises which ultimately led to the Constitution.</p> <p>Explain the role of each branch of government.</p> <p>Demonstrate the concept of checks and balances.</p> <p>Analyze the debate between state and national power (Federalist vs. Anti-Federalist).</p> <p>Describe the process by which representatives seek election.</p> <p>Analyze the ten amendments in the Bill of Rights and how they provided for the basic rights of individuals.</p> <p>Interpret various articles of the U.S. Constitution to explain their meaning and/or to identify themes.</p>
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<p>and individual rights) in establishing a federal government that allows for growth and change over time.</p> <p>6.1.8.CivicsPI.3.c: Distinguish the powers and responsibilities of citizens, political parties, interest groups, and the media in a variety of governmental and nongovernmental contexts.</p> <p>6.1.8.CivicsPI.3.d: Use data and other evidence to determine the extent to which demographics influenced the debate on representation in Congress and federalism by examining the New Jersey and Virginia plans.</p> <p>6.1.8.CivicsDP.3.a: Use primary and secondary sources to assess whether or not the ideals found in the Declaration of Independence were fulfilled for women, African Americans, and Native Americans during this time period.</p> <p>6.1.8.CivicsHR.3.b: Evaluate the impact of the institution of slavery on the political and economic expansion of the United States.</p> <p>6.1.8.GeoSV.3.a: Use maps and other geographic tools to construct an argument on the impact of geography on the developments and outcomes of the American Revolution including New Jersey's pivotal role.</p> <p>6.18.EconET.3.a: Identify the effect of inflation and debt on the American people and evaluate the policies of state and national governments during this time.</p> <p>6.1.8.CivicsHR.3.c: Construct an argument to explain how the expansion of slavery violated human rights and contradicted American ideals.</p> <p>6.1.8.HistoryCC.3.a: Explain how the consequences of the Seven Years War, changes in British policies toward American colonies, and responses by various groups and individuals in the North American colonies led to the American Revolution.</p> <p>6.1.8.HistoryCC.3.b: Explain how political parties were formed and continue to be shaped by differing</p>	<p>The U.S. Constitution is a fluid document that can be modified at any time to meet the needs of a changing society.</p>	<p>Identify the need for ongoing changes, or amendments, to the Constitution.</p>
	<p>KEY TERMS: Articles of Confederation, Constitutional Convention, constitution, checks and balances, legislative branch, executive branch, judicial branch, compromise, cabinet, impeach, veto, monarchy, rule of law, republic, amendment, Bill of Rights, jury, ratify, due process, prejudice, civil, appeal</p>	

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<p>perspectives regarding the role and power of federal government.</p> <p>6.1.8.HistoryCC.3.d: Compare and contrast the Articles of Confederation and the United States Constitution in terms of the decision-making powers of national government.</p> <p>6.1.8.HistoryUP.3.a: Use primary sources as evidence to explain why the Declaration of Independence was written and how its key principles evolved to become unifying ideas of American democracy.</p> <p>6.1.8.HistoryUP.3.b: Examine the roles and perspectives of various socioeconomic groups (e.g., rural farmers, urban craftsmen, northern merchants, and southern planters), African Americans, Native Americans, and women during the American Revolution, and determine how these groups were impacted by the war.</p> <p>6.1.8.HistoryUP.3.c: Analyze how the terms of the Treaty of Paris affected United States relations with Native Americans and with European powers that had territories in North America from multiple perspectives.</p> <p>6.1.8.HistorySE.3.a: Analyze how the leadership of George Washington during the American Revolution and as president allowed for the establishment of American democracy.</p> <p>6.1.8.HistorySE.3.b: Analyze a variety of sources to make evidence-based inferences about how prominent individuals and other nations contributed to the causes, execution, and outcomes of the American Revolution.</p> <p>6.1.8.CivicsDP.4.a: Research and prioritize the most significant events that led to the expansion of voting rights during the Jacksonian period.</p> <p><u>Active Citizenship in the 21st Century</u></p> <p>6.3.5.CivicsPD.2: Use a variety of sources and data to identify perspectives and actions taken by individuals</p>		
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<p>involving a current or historical community, state, or national issue.</p> <p>6.3.5.CivicsPD.3: Propose a solution to a local issue after considering evidence and the perspectives of different groups, including community members and local officials.</p> <p>Progress Indicators for Reading Informational Text</p> <p>Key Ideas and Details</p> <p>RI.5.1. Quote accurately from a text and make relevant connections when explaining what the text says explicitly and when drawing inferences from the text.</p> <p>RI.5.2. Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.</p> <p>RI.5.3. Explain the relationships or interactions between two or more individuals, events, ideas, or concepts in a historical, scientific, or technical text based on specific information in the text.</p> <p>Craft and Structure</p> <p>RI.5.4. Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a <i>grade 5 topic or subject area</i>.</p> <p>RI.5.6. Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent.</p> <p>Integration of Knowledge and Ideas</p> <p>RI.5.7. Draw on information from multiple print or digital sources, demonstrating the ability to locate an answer to a question quickly or to solve a problem efficiently.</p>		
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<p>RI.5.8. Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point(s).</p> <p>RI.5.9. Integrate and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge information from several texts on the same topic in order to write or speak about the subject knowledgeably.</p> <p>Text Types and Purposes</p> <p>W.5.2. Write informative/explanatory texts to examine a topic and convey ideas and information clearly.</p> <p>Research to Build and Present Knowledge</p> <p>W.5.7. Conduct short research projects that use several sources to build knowledge through investigation of different perspectives of a topic.</p> <p>W.5.8. Recall relevant information from experiences or gather relevant information from print and digital sources; summarize or paraphrase information in notes and finished work and provide a list of sources.</p> <p>W.5.9. Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <p>Comprehension and Collaboration</p> <p>SL.5.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on <i>grade 5 topics and texts</i>, building on others' ideas and expressing their own clearly.</p> <p>SL.5.2. Summarize a written text read aloud or information presented in diverse media and formats (e.g., visually, quantitatively, and orally).</p> <p>SL.5.3. Summarize the points a speaker makes and explain how each claim is supported by reasons and evidence.</p>		
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<p>Presentation of Knowledge and Ideas SL.5.4. Report on a topic or text or present an opinion, sequencing ideas logically and using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace. SL.5.5. Include multimedia components (e.g., graphics, sound) and visual displays in presentations when appropriate to enhance the development of main ideas or themes. SL.5.6. Adapt speech to a variety of contexts and tasks, using formal English when appropriate to task and situation.</p> <p>CASEL Competencies Self-Awareness</p> <ul style="list-style-type: none"> • Identifying emotions • Accurate self-perception • Recognizing strengths • Self-confidence • Self-efficacy <p>Self-Management</p> <ul style="list-style-type: none"> • Impulse control • Stress management • Self-discipline • Self-motivation • Goal-setting • Organizational skills <p>Social Awareness</p> <ul style="list-style-type: none"> • Perspective-taking • Empathy • Appreciating diversity • Respect for others <p>Responsible Decision Making</p> <ul style="list-style-type: none"> • Identifying problems • Analyzing situations 		
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<ul style="list-style-type: none"> • Solving problems • Evaluating • Reflecting • Ethical responsibility Relationship Skills • Communication • Social engagement • Relationship-building • Teamwork 		
<p>ASSESSMENT EVIDENCE: Students will show their learning by:</p> <ul style="list-style-type: none"> • Creating a presentation (examples include but are not limited to a skit, illustrative poster, or digital presentation software) which conveys the meaning of an excerpt from the U.S. Constitution. • Designing and delivering a skit, comic strip or written narrative which illustrates an understanding of the freedoms each amendment protects. • Evaluating hypothetical (through TCI) or real-world scenarios to determine which branch(es) of government have power to take action to resolve complex issues. • Continuing the community timeline to record the key events for each time period studied in this unit. <p>KEY LEARNING EVENTS AND INSTRUCTION:</p> <ul style="list-style-type: none"> • Identify and evaluate fundamental principles of the U.S. Constitution in a close reading by highlighting, annotating, and cross-referencing • Synthesize ideas from multiple print and digital resources to explain the powers of each branch of government (using TCI Reading Notes or other graphic organizer) • Synthesize ideas from multiple print and digital resources to list problems with the Articles of Confederation (using TCI Reading Notes or another graphic organizer) • Synthesize ideas from multiple print and digital resources to describe the contributions of key historical figures (using TCI Reading Notes or another graphic organizer) 		

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- Analyze visuals, including paintings, (available through TCI) to draw conclusions and formulate theories

SUGGESTED TIME ALLOTMENT

4 weeks

SUPPLEMENTAL UNIT RESOURCES

- Social Studies Alive! America’s Past (Chapters 14 and 15)
- TCI Transparencies
- TCI Placards
- TCI Interactive Student Notebooks

Suggested Resources:

- The American Revolution and Constitution: Short Nonfiction for American History by Anne Goudvis and Stephanie Harvey
- Shh! We’re Writing the Constitution by Jean Fritz
- We the Kids: The Preamble to the Constitution of the United States by David Catrow
- DK Find Out - The Constitution
<http://www.dkfindout.com/us/search/us-constitution/>
- DK Find Out - The Bill of Rights
<http://www.dkfindout.com/us/more-find-out/what-does-politician-do/bill-rights/>
- BrainPOP video "Constitutional Convention"
<https://www.brainpop.com/socialstudies/ushistory/constitutionalconvention/>
- BrainPOP video "Bill of Rights"
<https://www.brainpop.com/socialstudies/usgovernment/billofrights/>
- BrainPOP video "Articles of Confederation"
<https://www.brainpop.com/socialstudies/ushistory/articlesofconfederation/>
- BrainPOP video "U.S. Constitution"
<https://www.brainpop.com/socialstudies/ushistory/usconstitution/>

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| | <ul style="list-style-type: none">• Freedom Flix: “The Bill of Rights”
http://freedomflix.digital.scholastic.com/unitPage/node-34833/10011283/• Freedom Flix: “The U.S. Constitution”
http://freedomflix.digital.scholastic.com/unitPage/node-34833/10011286/• Freedom Flix: “The Branches of U.S. Government”
http://freedomflix.digital.scholastic.com/unitPage/node-34833/10011289/• True Flix: “U.S. Government”
http://tfx.grolier.com/cb/node-33060 |
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