

## Elementary Social Studies Scope and Sequence: Grade 5

### Unit 1: Unit 1: Development of American Government (1780 -1800)

Students will examine the distribution of power in the United States Constitution by:

- reviewing how disagreements among the states and federal government under the Articles of Confederation led to people wanting to reform the government.
- understanding cause(s) and impacts of the Great Compromise and Three-Fifths Compromise.
- assessing the promises set forth in the Preamble.
- evaluating the principles of separation of powers and checks and balances/identifying scope of powers within branches and levels of government.
- distinguishing the powers and responsibilities of government on the federal, state, and local levels.
- evaluating how perspectives and decisions at the Constitutional Convention limited the definition of citizenship.
- analyzing the roles and powers between the executive, legislative, and judicial branches of the Maryland state government

Students will examine the implications of the Bill of Rights by:

- analyzing how individuals with varying interests contributed to the emergence of the federalists and antifederalists perspectives.
- appraising how Maryland's Declaration of Rights influenced the debate over ratification between Daniel Carroll, Luther Martin, and John Francis Mercer.
- identifying the purpose and importance of the first ten Amendments of the United States Constitution.
- exploring how the amendments are exercised in contemporary times in Maryland and the nation.

### Unit 2: Unit 2: Challenges of a New and Expanding Nation (1800-1865)

Students will evaluate the influence of technological change, geographic expansion, and the growth of enslavement by:

- contrasting the varying perspectives of the Lewis and Clark expedition.
- identifying the causes, course and consequences of the War of 1812.
- identifying the push and pull factors driving antebellum immigration from Europe and Asia.
- assessing the impact of technological developments in communication and transportation and mass production
- identifying the conditions that defined life for the enslaved.
- comparing forms of resistance used by Harriet Tubman, Frederick Douglass, and the abolitionist movement.

Students will analyze factors affecting the causes and the outcome of the Civil War by:

- evaluating how the Supreme Court, federal law, and individual action increased the conflict over enslavement.
- examining the significance of Maryland's status as a border state in order to explain why there was conflict in Maryland.

- describing opportunities and obstacles faced by soldiers, civilians, free and enslaved populations during the Civil War.
- Analyzing the impact of war, diplomacy, and leadership on the outcome of the Civil War.
- evaluating the significance of the Emancipation Proclamation.

### **Unit 3: Post-Civil War America (1865-1930)**

**Students will evaluate the effects of the Civil War by:**

- explaining the economic, political, and social impact of the war in the North, the South, and in Maryland.
- analyzing the 13<sup>th</sup>, 14<sup>th</sup>, and 15<sup>th</sup> Amendments and how Jim Crow and state voting regulations limited the citizenship granted to African Americans.
- evaluating the successes and failures of the Freedmen's Bureau
- comparing the founding missions of the four historically black colleges and universities in Maryland that were formed between 1865 – 1900.

**Students will analyze the transformations in the movement of goods, people, and ideas by:**

- evaluating how the emergence of new industries (steel, oil), technologies (railroads, electrification), and manufacturing processes (mass production) impacted the standard of living and daily lives for Marylanders and Americans.
- Assessing the working conditions, wages, and labor struggles of industrial workers, including child laborers.
- describing the impact of business leaders and the use of trusts/monopolies on the American economy.
- assessing how industrialization led to rapid urbanization.

**Students will analyze the causes and consequences of late 19<sup>th</sup> and early 20<sup>th</sup> century immigration by:**

- identifying the causes of late 19<sup>th</sup> and 20<sup>th</sup> Century immigration from Europe, Asia, and Mexico.
- examining the experiences of immigrants arriving in the United States during this period by exploring their motivations, journey, struggles upon arrival.
- contrasting the responses to late 19<sup>th</sup> and 20<sup>th</sup> Century immigration from Europe, Asia, and Mexico.
- evaluating the contributions made by late 19<sup>th</sup> and early 20<sup>th</sup> century immigrants to the United States

### **Unit 4: Modern America (1900-Today)**

**Students will analyze the roles played by local community leaders in promoting the expansion of civil and political rights by:**

- analyzing the effects of laws and practices on the rights for women and African Americans.
- evaluating the causes and consequence of the Suffrage Movement in Maryland and

nationally.

- explaining how key events and people promoted the expansion of civil and political rights and local needs.

**Students will analyze the effectiveness of presidential, congressional, and judicial decisions on the progress of civil and political rights by:**

- evaluating the short and long-term impacts of the decision in *Brown v. Board of Education* (1954).
- assessing the impact of the Integration of the United States Military, the Civil Rights Act of 1964, the Voting Rights Act of 1965.
- analyzing how the Civil Rights movement impacted 20<sup>th</sup> century efforts by women, American Indians, and those with disabilities to secure civil and political rights.