

Social Studies Curriculum

Fifth Grade “Making a New Nation - 1800”

By the end of fifth grade students know and understand the story of the development of the nation, with emphasis on the period up to 1800. They focus on one of the most remarkable stories in history: the creation of a new nation, peopled by immigrants from all parts of the globe, and governed by institutions founded on the Judeo-Christian heritage, the ideals of the Enlightenment, and English traditions of self-government. This experiment was inspired by the innovative dream of building a new society, a new order for the ages, in which the promises of the Declaration of Independence would be realized. Whenever possible, events should be seen through the eyes of participants such as explorers, Native Americans, colonists, slaves and free blacks, children, or pioneers. The narrative for the year must reflect the experiences of different racial, religious, and ethnic groups.

Archdiocese of Santa Fe Standard 1:

History:

Students are able to identify important people and events; understand trends and movements; as well as analyze significant patterns, relationships, themes, ideas, beliefs and turning points in New Mexico, United States and world history. Students will evaluate historic and current events in the context of Catholic Social Principles and recognize the role of the Church in human history.

Critical for Mastery in Grade 5

LEARNING OUTCOMES (What students will be able to do, know, understand and value)	SAMPLE ASSESSMENTS/STRATEGIES (What evidence will demonstrate that students have achieved the Learning Outcome)	BEST PRACTICES
Students are able to identify important people and events in order to analyze significant patterns, relationships, themes, ideas, beliefs, and turning points in United States history in order to understand the complexity of the human experience.		
1. Describe major pre-Columbian settlements, including the Cliff Dwellers	<ul style="list-style-type: none"> • Create a Four-Door book with a map of the United States divided into the four regions. 	

and Pueblo people of the desert Southwest, the American Indians of the Pacific Northwest, the nomadic nations of the Great Plains and the Woodland peoples east of the Mississippi River to include characteristics, development of tools, and adaptation to environments.	Under each flap list characteristics, development of tools, and adaptations to environments.	
2. Identify early trade routes and their influence in the discovery of North America (e.g., Silk Road).	<ul style="list-style-type: none"> • Create a map showing trade routes and early exploration routes. 	
3. Diagram the routes of early explorers and describe the early explorations of the Americas (e.g., Magellan, Coronado, Leif Erikson, Juan Ponce de Leon, Da Gama, Balboa, Marco Polo).	<ul style="list-style-type: none"> • Create a timeline of early explorers. • Research an explorer and prepare a PowerPoint presentation for the class. 	
4. Analyze the colonization, immigration, and settlement patterns of the American people up to 1800.	<ul style="list-style-type: none"> • Write five journal entries detailing a voyage to new lands including: method of transportation, terrain, reasons for traveling, and point of origin. 	
5. Describe the cooperation and conflict that existed among the Indian nations and the European settlers (i.e., agriculture, cultural exchanges, alliances and conflicts – e.g., the first Thanksgiving, the Pueblo Revolt, French and Indian War).	<ul style="list-style-type: none"> • Make a three-column chart labeled: Groups (Settler/Indian Nation name), cooperation, and conflict. Give multiple of examples of cooperation/conflict. 	
6. Understand the French and Indian War in relation to colonization of the British.	<ul style="list-style-type: none"> • Map the conflicts of the French and Indian War in relation to the Appalachians and Colonies. 	
7. Explain the significance of major historical documents (e.g., the Mayflower Compact, the Declaration of Independence, the Federalist Papers, United States Constitution, Bill of Rights, government to government accords).	<ul style="list-style-type: none"> • Have students create a newscast depicting a major historical document. Have an anchorperson detail the impact of the document on the society. 	
8. Identify and interpret reasons leading up to the Revolutionary War.	<ul style="list-style-type: none"> • Create a cause and effect chart showing the British actions and the colonists reactions. 	

<p>9. Understand the course and consequences of the American Revolution.</p>	<ul style="list-style-type: none"> • Have students create a “what if...” chart showing possible outcomes if the revolution had not succeeded. 	
<p>10. Describe the people and events associated with the development of the United States Constitution and determine their significance to the foundation of the American republic, to include:</p> <p>a) Colonists’ and Native Americans’ shared sense of individualism, independence and religious freedom that developed before the revolution.</p> <p>b) Articles of Confederation.</p> <p>c) Purpose of the Constitutional Convention.</p> <p>d) Natural rights expressed in the Declaration of Independence.</p>	<ul style="list-style-type: none"> • Create a poster illustrating the natural rights expressed in the Declaration of Independence. Include pictures or ideas from modern society that show these rights are still in place today. 	
<p>11. Describe the contributions and roles of major individuals, including George Washington, James Madison and Benjamin Franklin.</p>	<ul style="list-style-type: none"> • Write a biography report on an historical figure and then give a presentation (wax museum) orally, dressed as the figure. 	

Archdiocese of Santa Fe Standard 2:

People in Societies, Cultural Diversity and Catholic Identity:

Students are able to explore, describe, compare and contrast the diverse nature of various cultures as reflected through their literature, language, arts, traditions, beliefs, values and behaviors. Students will describe, compare and contrast similarities and differences in the ways groups, societies, cultures and the Catholic Church address similar human needs and concerns while developing a respect for the dignity of human life.

Critical for Mastery in Grade 5

<p>LEARNING OUTCOMES (What students will be able to do, know,</p>	<p>SAMPLE ASSESSMENTS/STRATEGIES (What evidence will demonstrate that students</p>	<p>BEST PRACTICES</p>
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understand and value)	have achieved the Learning Outcome)	
Students will describe cultural similarities, differences, and connections among various cultures; strive to understand the work of God in the history of His people and develop a respect for the dignity of human life.		
1. Identify the effects of the Crusades on the Age of Exploration.	<ul style="list-style-type: none"> Write a paragraph summarizing the effects of the Crusades on exploration. 	
2. Explain the motivations for the European exploration of the Americas, (e.g., Leif Erikson, Christopher Columbus, John Cabot, Hernán Cortez, Jacques Cartier, Henry Hudson).	<ul style="list-style-type: none"> Create a Four-Door book – label the doors with the Who (Explorers name), What, When and Where and research using a variety of resources (internet, library etc.) to complete. 	
3. Analyze the Christian motivation for the exploration of the Americas.	<ul style="list-style-type: none"> Write a paragraph summarizing why Christians were eager to explore and settle the new land. 	
4. List the religious aspects of the earliest colonies to include: religious affiliation, founders, daily practices.	<ul style="list-style-type: none"> Create a slide show with one slide for each colony describing the colony’s location, religious affiliation, founders and daily practices. 	
5. Describe and explain the reasons for colonization, to include: religious freedom, desire for land, economic opportunity, including the roles and views of key individuals who founded colonies (e.g., John Smith, William Penn, Lord Baltimore).	<ul style="list-style-type: none"> Choose a colony and create a Bio-cube detailing reasons for colonization, roles of key individuals, economic opportunities and location. 	
6. Determine how the introduction of slavery into the United States laid a foundation for conflict.	<ul style="list-style-type: none"> Create a Venn diagram comparing and contrasting slavery in the colonies to slavery after the formation of the United States. 	
7. Compare African American and Native American slavery. (Bartolomé de Las Casas)	<ul style="list-style-type: none"> Write a two paragraph compare/contrast paper. 	
8. Describe the development of slavery as a widespread practice that limits human	<ul style="list-style-type: none"> Write a journal entry about how your life would be different today if you were a 	

freedoms and potentials.	slave.	
9. Identify the impact of Catholic Missionaries on the spread of Catholicism and on colonization (e.g., Frances Xavier, Bartolomé de Las Casas, Junipero Serra, Marcos de Niza, Juan de Oñate).	<ul style="list-style-type: none"> • Create a two tab concept map book, labeled Catholic Missionaries and each side labeled: spread of Catholicism and Colonization. Have students record the impact of Catholic Missionaries and key figures under each section. 	
10. Identify the major figures in the Revolution and their contributions (e.g., Samuel Adams, Nathanael Greene, Patrick Henry, Thomas Jefferson, Thomas Paine, Paul Revere).	<ul style="list-style-type: none"> • Create a timeline with major Revolutionary figures and their contributions. 	
11. Explain the significance and importance of American customs, symbols, and celebrations.	<ul style="list-style-type: none"> • Create a poster of an American custom, symbol, or celebration. Include: why it is celebrated, how, and by whom. 	
12. Identify and summarize contributions of various racial, ethnic and religious groups to national identity (e.g., Hiawatha, Tecumseh, Metacom, Pontiac).	<ul style="list-style-type: none"> • Make a classroom paper quilt using symbolic images of student ancestry to demonstrate the variety of national identity. 	
13. Describe selected ethnic and religious customs and celebrations that enhance local, state, tribal and national identities.	<ul style="list-style-type: none"> • Have a culture day where students present a report on a selected ethnic group followed by a culture rich lunch (each student brings a food from the culture they researched). 	
14. Explore how the Church has adapted to physical and human changes in various regions (Frances Xavier).	<ul style="list-style-type: none"> • Have students research the Church in various regions and list human and physical adaptations that have been made (language, buildings). 	
15. Recognize the Church and its purpose to spread religion.	<ul style="list-style-type: none"> • Write a paragraph summarizing the Church's mission. 	
16. Describe the relationship between the Church and Native Americans.	<ul style="list-style-type: none"> • Research significant Church figures in the Southwest and write a two paragraph paper describing the relationship. 	
17. Recognize and locate major Church landmarks (e.g., Vatican, major cathedrals of the United States, St. Francis Basilica	<ul style="list-style-type: none"> • Map the major church landmarks – create a map key showing: churches, cathedrals, missions, etc. 	

in Santa Fe, Mission churches in New Mexico).		
18. Discuss the Church's stand/beliefs concerning slavery.	<ul style="list-style-type: none"> • Create an anti-slavery PowerPoint and include quotes from the Church to support your argument. 	
19. Compare and contrast the Church with other religious groups, both major world religions and other Christian denominations.	<ul style="list-style-type: none"> • Choose a major world religion and create a compare/contrast poster. 	
20. Recognize the Church's values and beliefs as it merged with religious customs of various ethnic groups.	<ul style="list-style-type: none"> • Research a religious custom/holiday and give a report on variations caused by ethnic groups. 	
21. Explore the relationship of Church and state prior to and after the Constitution.	<ul style="list-style-type: none"> • Create a two-tab book labeled Before Constitution and After Constitution and under each flap write the differences. 	
22. Recognize the impact of the Church on individual and group decisions in a democratic society.	<ul style="list-style-type: none"> • Research controversial issues in today's society and write two paragraphs about how the Church has influenced public opinion. 	

Archdiocese of Santa Fe Standard 3:

Geography:

Students are able to use a variety of geographic tools in order to locate and distinguish among varying landforms and geographic features; and use maps of cities, regions, states, countries and the world to demonstrate understanding of relative location, direction, size and shape. Students will understand how physical, natural and cultural processes influence where people live, the ways in which people live and how societies interact with one another and their environments.

Critical for Mastery in Grade 5

LEARNING OUTCOMES (What students will be able to do, know, understand and value)	SAMPLE ASSESSMENTS/STRATEGIES (What evidence will demonstrate that students have achieved the Learning Outcome)	BEST PRACTICES
Students understand how physical, natural,		

and cultural processes influence where people live, the ways in which people live, and how societies interact with one another and their environments.		
1. Make and use different kinds of maps, globes, charts, databases and timelines.	<ul style="list-style-type: none"> • Make a chart of population in New Mexico by ethnic group. 	
2. Demonstrate how different areas of the United States are organized and interconnected.	<ul style="list-style-type: none"> • Make a map showing the regions, interstates, and major waterways. 	
3. Demonstrate a relational understanding of time zones.	<ul style="list-style-type: none"> • Create a time-zone map and tell what time your favorite show would play in each zone. 	
4. Identify the major countries of North America.	<ul style="list-style-type: none"> • Label on a map the major countries of North America. 	
5. Identify and locate on a map: the continents, major oceans and the 50 states and capitals of the United States.	<ul style="list-style-type: none"> • Have students label on a map the continents and oceans. 	
6. Explain the physical and human characteristics of places and use this knowledge to define regions and their relationships with other regions.	<ul style="list-style-type: none"> • Make a layered book with a tab for each region. Under each section identify the physical and human characteristics of each region and draw an illustration of each region. 	
7. Identify tribal territories within the states.	<ul style="list-style-type: none"> • Label the tribal territories on an outline map of the United States. 	
8. Identify and locate natural and man-made features of local, regional, state, national and international locales, to include: the Rockies, the Appalachians, the great plains, the great lakes, significant rivers, etc.	<ul style="list-style-type: none"> • Have students create a pamphlet about a natural or man-made feature. 	
9. Compare the countries bordering on the United States regarding: language, culture, and religion.	<ul style="list-style-type: none"> • Create a poster of a North American country. Identify the primary language, money, location and major landforms. 	
10. Compare and contrast similarities and differences among regions of the globe and their patterns of change.	<ul style="list-style-type: none"> • Create a Venn diagram comparing/contrasting two regions and their changes. 	
11. Identify the European countries that	<ul style="list-style-type: none"> • Create a colony map labeled with the 	

colonized the North American continent and their areas of settlement.	colony, European country that founded it and region.	
12. Identify the influence of location and physical setting on the founding of the original 13 colonies, their location on a map along with the location of the American Indian Nations already inhabiting these areas.	<ul style="list-style-type: none"> • Create a Four-Door book with the picture of the colony on the outside. Under the flaps show: location on map, physical setting, American Indian Nations of the area and name of colony. 	
13. Map the major battles, landmarks, landforms and waterways that influenced historical events.	<ul style="list-style-type: none"> • Create a map showing the major battles of the American Revolution. 	
14. Explain how physical features influenced the expansion of the United States.	<ul style="list-style-type: none"> • Use the Internet or library resources to find a map that shows the route that settlers took to get to New Mexico. Make a list of physical features that would present challenges to the settlers traveling to what is now Illinois. 	
15. Understand how human behavior impacts man-made and natural environments.	<ul style="list-style-type: none"> • Create a brochure discussing the impact of human activity on an environment (e.g., rainforest, ocean pollution, dam, canal, bridge, etc.). 	
16. Employ major fundamental geography vocabulary (e.g., latitude, longitude, interdependence, accessibility, connection).	<ul style="list-style-type: none"> • Find the latitude and longitude of your school. 	
17. Identify and define geographic issues and problems from accounts of current events.	<ul style="list-style-type: none"> • Read the newspaper and write a report on a current event that is impacted by (or impacts) geography. 	

Archdiocese of Santa Fe Standard 4:

Economics:

Students are able to understand and explain basic economic principles and use economic reasoning skills to analyze the impact of economic systems (including the market economy) on individuals, families, businesses, communities, and governments. They can explain and demonstrate financial literacy about the role of money in everyday life and use economic reasoning and Catholic Social Teaching to compare and contrast different economic systems and how they interact from an historical and current point of view.

Critical for Mastery in Grade 5

LEARNING OUTCOMES (What students will be able to do, know, understand and value)	SAMPLE ASSESSMENTS/STRATEGIES (What evidence will demonstrate that students have achieved the Learning Outcome)	BEST PRACTICES
Students understand basic economic principles and use economic reasoning skills to analyze the impact of economic systems (including the market economy) on individuals, families, businesses, communities, and governments.		
1. Explain the basic economic patterns of early societies (e.g., hunter-gathers, early farming, trade).	<ul style="list-style-type: none"> Using the Internet or library resources research early societies and their economic systems (e.g., bartering, wampum, etc.). 	
2. Explain the economic motivation of exploration and colonization by colonial powers.	<ul style="list-style-type: none"> Create a table showing the economic motivation of colonization for each colony. 	
3. Understand the patterns of work and economic activities in New Mexico and the United States (e.g., farming, ranching, oil and gas production, high tech, manufacturing, medicine).	<ul style="list-style-type: none"> Using the Internet or library resources research the major industries of New Mexico and the United States. Write two paragraphs detailing the industries. 	
4. Understand the impact of supply and demand on consumers and producers in a free-enterprise system.	<ul style="list-style-type: none"> Write a short story about what would happen if candy was is short supply and hard to get. 	
5. Understand that resources impact daily life.	<ul style="list-style-type: none"> Make a cause and effect chart describing what would happen if there was a shortage of resources (e.g., natural gas, electricity, 	

	water, etc.).	
6. Explain the basic questions of economics: what to produce, how to produce, and for whom to produce.	<ul style="list-style-type: none"> • Have students work in groups to come up with a product that could be sold to their school mates to make a profit. 	
7. Describe the aspects of trade (e.g., supply and demand, availability, price, tariffs, shipping costs, etc.).	<ul style="list-style-type: none"> • Play a trading game where each student is given a product to trade. As each trade is made have students connect to another student by a yarn line on floor. When all trades are made, the students should be connected to each other creating a web. 	
8. Define voluntary trade and demonstrate its non-coercive nature.	<ul style="list-style-type: none"> • Give each student a small toy or trinket, have them rate the toy they got. Then let them trade (remind them that they do NOT have to trade if they do not want to). Have them rate their satisfaction again after all trading is done. 	
9. Identify the influence of bordering countries (Canada and Mexico) on United States commerce.	<ul style="list-style-type: none"> • Have students create a three-tab concept map book detailing the commerce of Canada, Mexico, and the United States. 	

Archdiocese of Santa Fe Standard 5:

Government, Civics and Citizenship:

Students are able to identify the ideals, rights and responsibilities of citizenship; explain government and its role and responsibilities to society; identify and distinguish various forms of government; examine historical documents and the impact they had on the development of government particularly the United States and New Mexico; and describe how government functions at local, state, tribal and national levels. Students will analyze the causes, consequences, and possible solutions to persistent, contemporary and emerging city, state, national and world problems in light of Catholic Social Teaching.

Critical for Mastery in Grade 5

LEARNING OUTCOMES (What students will be able to do, know, understand and value)	SAMPLE ASSESSMENTS/STRATEGIES (What evidence will demonstrate that students have achieved the Learning Outcome)	BEST PRACTICES
Students understand the ideals, rights, and responsibilities of citizenship and understand the content and history of the founding documents of the United States with particular emphasis on the United States Constitution and how government functions at local, state, tribal and national levels.		
1. Recognize early representative government and distinguish democratic practices that emerged (e.g., Iroquois Nation model, town meetings, assemblies).	<ul style="list-style-type: none"> • Make a two-column chart labeled: Representative government and democratic practices used. Complete each column. 	
2. Define the fundamental ideals and principles of our republican form of government (e.g., inalienable rights such as “life, liberty, and the pursuit of happiness,” the rule of law, justice, equality under the law).	<ul style="list-style-type: none"> • Define the terms listed and give an example of each in American life. 	
3. Explain how the three branches of national government function and how they are defined in the United States Constitution.	<ul style="list-style-type: none"> • Create a Three-tab book with each tab labeled with a branch of the national government. Under the respective tab define the powers, function and checks and balances of each branch. 	
4. Explain the meaning of the American creed that calls on citizens to safeguard the liberty of individual Americans within a unified nation, to respect the rule of law and to preserve the constitutions of local, state, tribal and federal governments.	<ul style="list-style-type: none"> • Discuss the elements of American history and tradition found in the American's Creed. Working in groups, create a paragraph that represents a brief summary of American political faith. Compare your creed to the version by William Tyler Page. 	
5. Memorize the Preamble to the Constitution.	<ul style="list-style-type: none"> • Have students recite the Preamble to the Constitution. 	

6. Identify and describe the significance of American symbols, and landmarks (e.g., Washington D.C., Liberty Bell, Statue of Liberty).	<ul style="list-style-type: none"> Choose an American landmark or symbol and prepare an oral presentation about it – include a visual aid poster. 	
7. Compare and contrast the basic government sovereignty of local, state, tribal and national governments.	<ul style="list-style-type: none"> Write a paper comparing the rights and privileges of tribal and state government. 	
8. Discuss changes of governance of New Mexico (e.g., indigenous, Spanish, Mexican, French, Texan, Confederate, United States).	<ul style="list-style-type: none"> Make a time-line of the governance of New Mexico. 	
9. Summarize the significance of participation, responsibility and cooperation in a classroom and a community.	<ul style="list-style-type: none"> Write a “what if” paper in which students write about what might happen if nobody participated in the class, community and nation. 	
10. Understand the impact of individual and group decisions on communities in a democratic society.	<ul style="list-style-type: none"> Have a class election on what movie to watch or game to play. Only continue when the vote is unanimous. Have students take a class survey of their satisfaction of the results. 	
11. Implement mediation for resolving conflicts and disagreements.	<ul style="list-style-type: none"> Create a mediation system for classroom disputes. Elect mediators to assist in resolving disputes. 	
12. Examine current events to keep informed of recent happenings.	<ul style="list-style-type: none"> Read the newspaper and find an article of interest. Write a report summarizing the article and telling how it impacted the area (local, state or national) and how it affects you. 	

Archdiocese of Santa Fe Standard 6:

Social Studies Skills, Methods and Technology:

Students are able to effectively use critical thinking, research, communication and technology to obtain and use information from oral, visual, print, and electronic sources, both primary and secondary. They can evaluate the reliability and credibility of sources, both fact and opinion; organize and interpret information and communicate orally, visually and in writing; and analyze and synthesize information in order to draw conclusions and to make inferences and predictions. Students will apply the teachings of the Catholic Church as they evaluate the quality and effectiveness of sources of information and effectively share, exchange, explore and question facts and opinions. Knowledge and use of Social Studies skills, methods and technology are integrated throughout the curriculum.

Critical for Mastery in Grade 5

LEARNING OUTCOMES (What students will be able to do, know, understand and value)	SAMPLE ASSESSMENTS/STRATEGIES (What evidence will demonstrate that students have achieved the Learning Outcome)	BEST PRACTICES
Students will use critical thinking, research, communication, technology, and study skills to learn about the United States.		
1. Use resources (e.g., libraries, museums, historical societies, courthouse, internet, family records, elders) to gather, organize and interpret historical information using a variety of media and technology.	<ul style="list-style-type: none"> • Research a topic using at least two sources; cite the sources in your presentation. 	
2. Distinguish between, locate and use primary and secondary sources (e.g., computer software, interviews, biographies, oral histories, print, visual material, artifacts) to acquire information.	<ul style="list-style-type: none"> • Have students create a primary source poster of an event from their life (they can use pictures, journal entries, poetry and captions). Have them discuss what makes it a primary source. 	
3. Differentiate between reliable and unreliable sources. Understand the author’s point of view, bias, etc.	<ul style="list-style-type: none"> • Divide the class into two groups. Make one group Loyalists, and one group Patriots. Have them create a newspaper reporting on the: Stamp Act, Townsend Act, Boston Massacre, Boston Tea Party, and the Intolerable Acts. 	
4. Identify points of agreement and	<ul style="list-style-type: none"> • Compare two sources using a Venn 	

disagreement between sources.	diagram.	
5. Analyze and interpret political cartoons.	<ul style="list-style-type: none"> • Discuss symbolism. Look at political cartoons, evaluate the symbolism. Also try to determine author's point of view and bias. 	
6. Use evidence to support point of view.	<ul style="list-style-type: none"> • Hold a class debate. 	
7. Show the relationship between social contexts and events.	<ul style="list-style-type: none"> • Write a compare/contrast paper about seeing a movie with friends or watching a movie your teacher has prepared for you. Answer these questions: How did you feel about each experience? Who created the movie? Who was the intended audience? 	
8. Utilize effective communication skills and strategies to share research findings.	<ul style="list-style-type: none"> • Present a report orally. Include visual aids. 	
9. Use spatial organization to communicate information (e.g., take notes, create outlines and utilize graphic organizers to organize information).	<ul style="list-style-type: none"> • Take notes using a variety of styles such as Cornell, outlining, and mind mapping. Use the notes to create a review for the chapter or lesson. 	