

**Southington Public Schools
Curriculum Map**

Subject: Social Studies

Grade: 5

UNIT TITLE	#1 Age of Exploration	#2 Colonial America	#3 American Revolution
CONTENT	<ul style="list-style-type: none"> • The accomplishments of the Vikings as related to America • Important explorers • Areas where Explorers originated from, the routes they took, and the lands they claimed • Motives the explorers had to explore the new world • The results that European explorers had on America 	<ul style="list-style-type: none"> • The early English settlements • The relationships between the Colonies and the Native Americans • The contributions that European groups made to America • The original location of the Thirteen Colonies • How various economies were impacted by the environment • Contrast different ways the colonists lived in the three sections • The importance of colonial cities as centers of business, trade, education and communication 	<ul style="list-style-type: none"> • The events leading up to the American Revolution • Important historical figures • How the Americans succeeded in winning the Revolutionary War • The purpose of the Declaration of Independence
STATE STANDARDS	<p><i>Social Studies Standards</i></p> <p>1.1 Formulate historical questions based on primary and secondary sources, including documents, eyewitness accounts, letters and diaries, artifacts, real or simulated historical sites, charts, graphs, diagrams and written texts</p> <p>1.2 Gather information from multiple sources, including archives or electronic databases, to have experience with historical sources and to appreciate the need for multiple perspectives</p> <p>1.4 Interpret data in historical maps, photographs, art works and other artifacts.</p> <p>1.5 Examine data to determine the adequacy and sufficiency of evidence, point of view, historical context, bias, distortion and propaganda, and to distinguish fact from opinion</p> <p>1.6 Analyze data in order to see persons and events in their historical context; understand causal factors and appreciate change over time</p>	<p><i>Social Studies Standards</i></p> <p>1.1 Formulate historical questions based on primary and secondary sources, including documents, eyewitness accounts, letters and diaries, artifacts, real or simulated historical sites, charts, graphs, diagrams and written texts</p> <p>1.2 Gather information from multiple sources, including archives or electronic databases, to have experience with historical sources and to appreciate the need for multiple perspectives</p> <p>1.4 Interpret data in historical maps, photographs, art works and other artifacts</p> <p>1.5 Examine data to determine the adequacy and sufficiency of evidence, point of view, historical context, bias, distortion and propaganda, and to distinguish fact from opinion</p> <p>1.6 Analyze data in order to see persons and events in their historical context; understand causal factors and appreciate change over time</p>	<p><i>Social Studies Standards</i></p> <p>1.1 Formulate historical questions based on primary and secondary sources, including documents, eyewitness accounts, letters and diaries, artifacts, real or simulated historical sites, charts, graphs, diagrams and written texts</p> <p>1.2 Gather information from multiple sources, including archives or electronic databases, to have experience with historical sources and to appreciate the need for multiple perspectives</p> <p>1.4 Interpret data in historical maps, photographs, art works and other artifacts</p> <p>1.5 Examine data to determine the adequacy and sufficiency of evidence, point of view, historical context, bias, distortion and propaganda, and to distinguish fact from opinion</p> <p>1.6 Analyze data in order to see persons and events in their historical context; understand causal factors and appreciate change over time</p>

<p>STATE STANDARDS</p>	<p>1.7 Examine current concepts, issues, events, and themes from historical perspectives and identify principle conflicting ideas between competing narratives or interpretations of historical events</p> <p>2.1 Demonstrate an in-depth understanding of major events and trends of United States history (e.g. the American Revolution, the Civil War, industrialization, the Great Depression, the Cold War)</p> <p>2.2 Demonstrate an in-depth understanding of selected events representing major trends of world history (e.g. emergence of new centers of agrarian society in the 3rd and 2nd millennia BCE, the Black Death, the Columbian voyages, the French Revolution, World War II)</p> <p>2.3 Demonstrate an in-depth understanding of major events and trends in local history (e.g. the Pequot War, establishment of self-government, disestablishment of the Puritan church, industrialization, waves of in-and-out migration, suburbanization, racial tensions)</p> <p>3.1 Explain the origins of American religious diversity, showing knowledge of some of the beliefs of Native Americans and migrants to the new world and give examples of ways those beliefs have changed over time</p> <p>3.2 Explain how roles and status of people have differed and changed throughout history based on gender, age, class, racial and ethnic identity, wealth, and/or social position</p> <p>3.3 Describe the emergence of select governmental systems, principles and institutions</p> <p>3.4 Describe some of the more common forms of government found in the past, giving examples of societies that have practiced them (e.g. monarchy, oligarchy, clan/tribal, autocracy, dynasty, theocracy, republic, democracy)</p>	<p>2.1 Demonstrate an in-depth understanding of major events and trends of United States history (e.g. the American Revolution, the Civil War, industrialization, the Great Depression, the Cold War)</p> <p>2.2 Demonstrate an in-depth understanding of selected events representing major trends of world 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involved in contemporary conflicts or decision making</p> <p>4.3 Be active learners at cultural institutions such as museums and historical exhibitions.</p> <p>4.4 Display empathy for people who have lived in the past</p> <p>5.7 Describe means of conflict management, including negotiation, mediation, arbitration, and litigation</p> <p>6.5 Research an issue of interest and be able to take and defend a position on that issue</p> <p>9.1 Describe human and natural characteristics of places and how they shape or place identity.</p> <p>9.2 Describe the process and impact of regional change</p> <p>9.3 Examine ways in which regions are interconnected</p>	<p>1.7 Examine current concepts, issues, events, and themes from historical perspectives and identify principle conflicting ideas between competing narratives or interpretations of historical events</p> <p>2.1 Demonstrate an in-depth understanding of major events and trends of United States history (e.g. the American Revolution, the Civil War, 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STATE STANDARDS	3.5	Describe examples of how societies throughout history have used various forms of visual arts, dance, theater, myths, literature, and music to express their beliefs, sense of identity and philosophical ideas	9.4	Identify and evaluate various perspectives associated with places and regions	3.5	Describe examples of how societies throughout history have used various forms of visual arts, dance, theater, myths, literature, and music to express their beliefs, sense of identity and philosophical ideas
	3.7	Identify and analyze the various causes and effects of movements of groups of people	11.1	Explain the patterns and characteristics of human migrations at various levels	3.6	Explain reasons for conflict and the ways conflicts have been resolved
	4.1	Initiate questions and hypotheses about historic events being studied	11.2	Explain how patterns of international trade change technology, transportation, and communication, and affect economic activities and human migration	4.1	Initiate questions and hypotheses about historic events being studied
	4.2	Describe and analyze, using historical data and understandings, the options which are available to parties involved in contemporary conflicts or decision making.	12.1	Explain the essential features and functions of maps, globes, photographs, geographic models and satellite images.	4.3	Be active learners at cultural institutions such as museums and historical exhibitions
	4.3	Be active learners at cultural institutions such as museums and historical exhibitions.	12.2	Make maps, globes, models, charts, and geographic databases	4.4	Display empathy for people who have lived in the past
	4.4	Display empathy for people who have lived in the past	12.4	Use maps, globes, models, graphs, charts, and databases to analyze distributions and patterns	5.1	Demonstrate an understanding of the historical background of the Declaration of Independence
	4.5	Describe relationships between historical subject matter and other subjects they study, current issues and personal concerns	12.5	Describe human and natural characteristics of places and how they shape or place identity.	5.7	Describe means of conflict management, including negotiation, mediation, arbitration, and litigation
	9.4	Identify and evaluate various perspectives associated with places and regions.	12.7	Demonstrate and explain ways that humans depend on, adapt to, and alter the physical environment	6.3	Evaluate situations involving conflicts between rights and propose solutions to these conflicts
	12.1	Explain the essential features and functions of maps, globes, photographs, geographic models and satellite images	14.1	Explain how different economic systems (traditional, market, and command (use different means to produce, distribute, and exchange goods and services)	6.5	Research an issue of interest and be able to take and defend a position on that issue
	12.2	Make maps, globes, models, charts, and geographic databases	14.2	Explain that all countries' economies reflect a mix of market, command, and traditional elements	8.1	Describe the organization of the world into nation-states and describe some ways that nation-states interact with one another
	12.3	Compare and contrast differences among maps, globes, photographs, models, and satellite images for solving geographic problems	14.3	Describe the relationships among demand, supply, and price and their roles in a market system	8.2	Explain what foreign policy is and give examples of United States foreign policy
	12.5	Describe human and natural characteristics of places and how they shape or place identity	14.4	Identify how fundamental characteristics of a market system (e.g. private property, profits and competition, businesses, labor, banks, and government) influence decision-making.	8.3	Describe the influence of US political, economic and cultural ideas on other nations and the influence of other nations' ideas on the United States
	Language Arts Standards		14.5	Identify governmental activities that affect the local, state, national, and international economy	8.4	Evaluate the impact of significant international events on the United States and on other nations
	1A.2	Monitor comprehension and apply appropriate strategies when understanding breaks down	15.1	Explain how specialization leads to more efficient use of economic resources and economic growth	8.5	Describe the roles of the three branches of US government in developing and conducting foreign policy
	1A.3	Select and organize relevant information from text to summarize	15.2	Explain why trade encourages specialization	8.6	Describe how foreign policy decisions may affect domestic groups and organizations.
	1A.4	Identify, use and explain text structures	15.3	Explain how specialization increases interdependence among producers, consumers and nations and consequently leads to a higher standard of living	9.2	Describe the process and impact of regional change
	1A.5	Draw conclusions and use evidence to substantiate them by using texts heard, read and viewed.	Language Arts Standards		9.3	Examine ways in which regions are interconnected
	1A.6	Make and justify inferences from explicit and/or implicit information	1A.1	Activate prior knowledge, establish purposes for reading and adjust the purposes while reading	9.4	Identify and evaluate various perspectives associated with places and regions
	1B.1	Generate and respond to questions				

STATE STANDARDS	1B.2	Interpret information that is implied in a text	1A.2	Monitor comprehension and apply appropriate strategies when understanding breaks down	9.5	Explain and assess how culture affects perception of places and regions
	1B.3	Distinguish between fact and opinion	1A.3	Select and organize relevant information from text to summarize	9.6	Use latitude and longitude to locate places and calculate differences between places
	1B.5	Discuss and respond to texts by making text-to-self, text-to-world, and text-to-text connections	1A.5	Draw conclusions and use evidence to substantiate them by using texts heard, read and viewed	11.1	Explain the patterns and characteristics of human migrations at various levels
	1B.6	Identify and discuss the underlying theme or main idea in texts	1B.1	Generate and respond to questions	11.2	Explain how patterns of international trade change technology, transportation, and communication, and affect economic activities and human migration
	1C.3	Analyze the meaning of words and phrases in context	1B.2	Interpret information that is implied in a text	12.7	Demonstrate and explain ways that humans depend on, adapt to, and alter the physical environment
	1C.4	Develop vocabulary through listening, speaking, reading, and writing	1B.3	Distinguish between fact and opinion	15.1	Explain how specialization leads to more efficient use of economic resources and economic growth
	1C.5	Use content vocabulary appropriately and accurately (math, music, science, social studies, etc.)	1B.4	Make and support judgments about texts	Language Arts Standards	
	1D.1	Respond to the ideas of others and recognize the validity of differing views	1B.5	Discuss and respond to texts by making text-to-self, text-to-world, and text-to-text connections	1A.3	Select and organize relevant information from text to summarize
	1D.2	Persuade listeners about judgments and opinions of works read written and viewed	1B.6	Identify and discuss the underlying theme or main idea in texts	1A.5	Draw conclusions and use evidence to substantiate them by using texts heard, read and viewed
	2A.2	Identify and analyze the differences between the structures of fiction and nonfiction	1C.1	Use phonetic, structural, syntactical, and contextual clues to read and understand words	1B.1	Generate and respond to questions.
	2B.2	Develop a critical stance and cite evidence to support the stance	1C.4	Develop vocabulary through listening, speaking, reading, and writing	1B.3	Distinguish between fact and opinion.
	2C.1	Discuss and analyze how characters deal with diversity of human experience and conflict and relate these to real-life situations	1C.5	Use content vocabulary appropriately and accurately (math, music, science, social studies, etc.)	1B.5	Discuss and respond to texts by making text-to-self, text-to-world, and text-to-text connections
	2D.4	Discuss themes and connections that cross cultures	1D.1	Respond to the ideas of others and recognize the validity of differing views	1B.6	Identify and discuss the underlying theme or main idea in texts
	3A.3	Use the appropriate features of persuasive, narrative, expository, or poetic writing	1D.2	Persuade listeners about judgments and opinions of works read written and viewed	1C.5	Use content vocabulary appropriately and accurately (math, music, science, social studies, etc.)
	3B.4	Research information from multiple sources for a specific purpose	2B.1	Develop and defend multiple responses to literature using individual connections and relevant text references	1D.1	Respond to the ideas of others and recognize the validity of differing views
	3B.6	Publish and/or present final products in a myriad of ways, including the use of arts and technology	2B.2	Develop a critical stance and cite evidence to support the stance	1D.2	Persuade listeners about judgments and opinions of works read written and viewed.
			3A.3	Use the appropriate features of persuasive, narrative, expository, or poetic writing	2B.2	Develop a critical stance and cite evidence to support the stance
			3B.1	Determine purpose, point of view, and audience, and choose an appropriate written, oral or visual format	2C.1	Discuss and analyze how characters deal with diversity of human experience and conflict and relate these to real-life situations
			3B.2	Choose from a range of strategies to generate and develop ideas for a variety of writing, speaking and visual activities	2D.5	Interpret, analyze and evaluate the influence of culture, history and ethnicity on themes and issues in literature
			3B.4	Research information from multiple sources for a specific purpose	3A.1	Use oral language with clarity, voice and fluency to communicate a message
			3B.5	Examine sources of information and determine validity	3A.2	Listen to or read a variety of genres to use as models for writing in different modes
			3B.6	Publish and/or present final products in a myriad of ways, including the use of arts and technology		

<p>STATE STANDARDS</p>		<p>4B.1 Use sentence patterns typical of spoken and written language to produce text.</p> <p>4B.2 Use appropriate language as related to audience</p> <p>4C.2 Demonstrate proficient use of proper mechanics, usage and spelling skills</p> <p>4C.3 Use resources for proofreading and editing</p>	<p>3A.3 Use the appropriate features of persuasive, narrative, expository, or poetic writing</p> <p>3B.1 Determine purpose, point of view, and audience, and choose an appropriate written, oral or visual format</p> <p>3B.4 Research information from multiple sources for a specific purpose</p> <p>3B.5 Examine sources of information and determine validity</p> <p>3B.6 Publish and/or present final products in a myriad of ways, including the use of arts and technology</p> <p>4C.2 Demonstrate proficient use of proper mechanics, usage and spelling skills</p> <p>4C.3 Use resources for proofreading and editing</p>
<p>ASSESSMENT</p>	<p><u>PERFORMANCE TASK</u> EU: Exploration occurs for many reasons</p> <p>Imagine that you are an explorer returning to Europe from a trip to the New World. Write a page in your Exploration Log that includes:</p> <ul style="list-style-type: none"> • An explanation of why you explored the New World • A description of one new technology that helped you as an explorer • A description and sketch of one item you are bringing back from the New World <p>G The goal is to inform the Monarchy (King and Queen) of your voyage to the New World. R Your role is to be an explorer. A Your audience is the King and Queen. S Your situation is that you have just returned from the New World. You need to present your findings to the King and Queen. P You will create a journal entry, in expository form, in your Exploration Log. S Your product must include sufficient and varied information such as:</p> <ol style="list-style-type: none"> 1. An explanation of why you explored the New World 2. A description of one new piece of technology that helped you as an explorer <p>A description and sketch of one item you are bringing back from the New World EU: Exploration impacts culture and geography (positive and negative)</p>	<p><u>PERFORMANCE TASK</u> EU: Colonists had to overcome hardships in their environment in order to survive</p> <p>As a colonist, you are trying to portray an accurate description of what life is like in the colonies to your family back home in Britain.</p> <p>G To inform your family in Britain of the struggles you are facing. R You are a colonist (could specify colonial area if desired by teacher). A Your audience is your family in Britain. S The challenge is to write accurate letters back home to Britain. P You will write two letters portraying life in the colonies to your family in Britain. You should especially include the hardships. Also include an illustration. S Your work will be judged by:</p> <ol style="list-style-type: none"> 1. Two letters that include climate/environment, difficult adjustments they had to make to survive and their relations with the Indians. 2. Grammar and Mechanics. 3. An illustration depicting their situation. <p>EU: Economics are interdependent</p> <p>You have been given a job as a plantation owner from the colonies, a British merchant or a sugar trader from the West Indies. You will need to determine what product(s) you can contribute to the trade, as well as to think of the products the other</p>	<p><u>PERFORMANCE TASK</u> EU: For every conflict, there are different points of view.</p> <p>You are a colonist during the Revolutionary War. Before the conflict began, you were a well-respected member of the community. Now, you find yourself on opposing sides of the majority of your neighbors and friends. You want your neighbors to understand your point of view, and hopefully, convince them to change sides.</p> <p>G Your goal is to convince a neighbor, with an opposing viewpoint, to change sides. R You are a Loyalist A The target audience is your neighbors and friends. S The challenge is to convince your neighbors and friends that your point of view is right. P You will create an editorial in order to defend your position. S Your product must meet the following standards:</p> <ol style="list-style-type: none"> 1. Contain 3 key events leading up to the Revolutionary War that support your position 2. Describe in detail the events 3. Include your supported opinion

<p>ASSESSMENT</p>	<p>As a class we will be preparing a mock (pretend) trial of Christopher Columbus to decide whether he is someone who deserves to be honored, or a criminal. We will have two teams – a defense team who tries to help Columbus, and a prosecution team who tries to prove that Columbus’ actions were bad. Each team will research the behaviors or accomplishments of Columbus and use that information to prepare for court.</p> <p>G The goal is to determine whether Christopher Columbus is a hero or a villain.</p> <p>R Your role will be either a member of the prosecution team, the defense team or a member of the jury.</p> <p>A The target audience will be the members of the jury.</p> <p>S The challenge involves proving Columbus was either a hero or a villain by using evidence gathered through research.</p> <p>P You will participate in a mock trial of Christopher Columbus in order to determine if he is to be honored or a declared criminal.</p> <p>S Your work will be judged by:</p> <ol style="list-style-type: none"> 1. Successful completion of a graphic organizer 2. Your prepared note cards 3. Oral presentation 4. Cooperative group work 5. Characterization 	<p>two participants will be contributing and how you will benefit from the trade. You will create a map displaying the trade route. Also, you will write a brief description of each trade point that includes what that person will contribute as well as what they will need to get in return for their trade.</p> <p>G The goal is to visually show how the colonies, the West Indies and Britain are interdependent</p> <p>R Your role will be a plantation owner, sugar trader or British Merchant</p> <p>A Your target audience is your teacher</p> <p>S The situation you find yourself in is determining the contributions and needs that result from trade</p> <p>P Your product will be a map showing the locations of the 3 traders, with an explanation next to each telling what the person will contribute to the trade and what they will come away with</p> <p>S Your map will be judged according to these components:</p> <ol style="list-style-type: none"> 1. The map accurately shows the location of the three trade points 2. Each trade point’s explanation includes the products that they will trade as well as the products that they will receive from the trade 	<p>EU: Every conflict has many causes.</p> <p>G Your goal will be to rationalize the war to the people of Britain.</p> <p>R You are the King.</p> <p>A Your target audience is the British public</p> <p>S The challenge involves dealing with a nation and convincing them you need to fight.</p> <p>P You need to develop a speech so that you can explain your rationale for fighting.</p> <p>S Your work will be judged by:</p> <ol style="list-style-type: none"> 1. The successful completion of a graphic organizer 2. A persuasive speech 3. A persuasive reflection given to prompt
	<p><u>OTHER EVIDENCE</u></p> <ol style="list-style-type: none"> 1. Quiz on identifying the following on a map: <ol style="list-style-type: none"> a. Oceans b. Continents c. Hemispheres 2. Quiz on the Vikings 3. Graphic Organizer on Explorers containing information on: <ol style="list-style-type: none"> a. Areas found by explorer b. Country for which areas were claimed c. Routes taken d. Results of expedition 4. Library Science research on one explorer 5. Explorer Test 6. Explorer Matrix on page 49 in student notebook 	<p><u>OTHER EVIDENCE</u></p> <ol style="list-style-type: none"> 1. Quiz on vocabulary 2. Colony graphic organizers 3. “Colonial Advertisement-Jamestown or Plymouth?” 4. Critical Thinking questions about slavery- pages 34-36 in student notebook 5. Now and Then- Compare and Contrast map of colonies with today’s map of US 6. Clash of Cultures activity- Using a summary to draw conclusions about differences and similarities between Europeans and Native Americans 7. Quiz on location of 13 colonies 8. Test on Colonial America (Chapter 6 Test) 	<p><u>OTHER EVIDENCE</u></p> <ol style="list-style-type: none"> 1. Revolutionary War timeline for declaring independence- Including the major battles 2. Quiz on vocabulary 3. “American Revolution-Sources of Tension” Quiz 4. “American Revolution- Quiz #1” 5. Beginnings of Conflict (1763-1766) and questions that follow – including vocabulary <ul style="list-style-type: none"> ● Sources of Tension – Writing activity/viewpoint of colonist about an act

SKILLS*Students will be able to...*

- summarize the accomplishments of the Vikings
- locate the areas found by each explorer and name the country for which each area was claimed
- explain several factors that led to European exploration of the Americas
- identify areas in North America claimed by explorers sponsored by Spain, France, Holland and England
- use map skills to illustrate various routes of the explorers
- describe the results of the expeditions of Columbus, Cabot, de Leon, Cortes, Cartier, Coronado, Hudson and de La Salle upon America
- students will be able to locate hemispheres, continents, and oceans

Students will be able to...

- evaluate how early English settlements were able to succeed
- describe the various relationships that existed between the colonies and Native Americans
- identify and analyze the contributions of European groups to American culture
- compare and contrast different ways the colonists lived in the three sections
- identify on maps where different colonies were established
- analyze the importance of colonial cities as centers of business, trade, education and communication
- describe ways a farming family met its needs
- explain why there were indentured servants and African slaves in America
- analyze the pros and cons of indentured servitude
- define a plantation, and tell about the various jobs that people did there

Students will be able to...

- identify reasons Americans considered independence necessary
- explain why some colonists remained loyal to Britain
- summarize the events leading up to the Revolution
- identify and locate important Revolutionary places: Boston, Bunker Hill, Lexington, Philadelphia, Saratoga, Valley Forge and Yorktown
- support their opinion on why men such as Thomas Jefferson and Thomas Paine were prominent figures during the American Revolution
- explain the purpose of the Declaration of Independence
- compare and contrast the American and British forces at the beginning of the Revolutionary War
- explain the key factors that allowed the American colonies to defeat Britain in the Revolutionary War such as fighting the war on their own land, volunteers served as Minutemen, motivation to win, guerilla tactics, strong leadership, allies (France, Spain, Canada and Germany)