

Course: Social Studies
Grade Level: Fifth
Topic: United States History and Geography

Essential Learning	#	Components	Suggested	
			Activities	Assessments
VCS SS5.1 Students describe the major pre-Columbian settlements, including the cliff dwellers 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 Mississippi River. AK – A.4, A.5, A.6, A.8	VCS 5.1.1	Describe how geography and climate influence the way various nations lived and adjusted to their natural environment, including locations of villages, the distinct structures that they built and how they obtained, food, clothing, tools, and utensils.	Construct Native American dwelling. Describe how it helped them survive in their specific environment	Rubric
	VCS 5.1.2	Describe their varied customs and folklore conditions.		
	VCS 5.1.3	Explain their varied economies and systems of government.		
VCS SS 5.2 Students trace the roots of early explorers and describe the early explorations of the Americas. AK – A.4, A.5, A.7, A.8, B.1.a, B.1.b	VCS 5.2.1	Describe the entrepreneurial characteristics of early explorers (e.g., Christopher Columbus, Francisco Baquez de Coronado) and the technological developments that made sea exploration by latitude and longitude possible (e.g., compass, sextant, astrolabe, seaworthy ships, chronometers, and gunpowder).	Read biography of early explorer. Build a compass or astrolabe	Report explorer. Rubric

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	VCS 5.2.2	Explain the aims, obstacles, and accomplishments of the explorers, sponsors, and leaders of key European expeditions and the reasons Europeans chose to explore and colonize the world (e.g., the Spanish Roconquista, the Protestant Reformation, The Counter Reformation).		
	VCS 5.2.3	Trace the roots of the major land explorers of the United States, the distances traveled by the explorers, and the Atlantic trade routes that linked Africa, the West Indies, the British Colonies, and Europe.	Create a map depicting various explorer's trade routes	Rubric Teacher made scoring guide
	VCS 5.2.4	Locate on maps of North and South America land claimed by Spain, France, England, Portugal, the Netherlands, Sweden, and Russia.		
VCS SS 5.3 Students describe the cooperation and conflict that existed among the American Indians and between the Indian nations and the new settlers. AK – A.1, A.3, A.4, A.5, A.6, A.7, A.8, A.9, B.1, B.1.a, B.1.b, B.1.d	VCS 5.3.1	Describe the competition among the English, French, Spanish, Dutch, and Indian Nations for control of North America.		

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	VCS 5.3.2	Describe the cooperation that existed between the colonists and Indians between the 1600s and 1700s. (e.g., in agriculture, the fur trade, military alliances, treaties, and cultural interchanges).		
	VCS 5.3.3	Examine the conflicts before the Revolutionary War (e.g., the Pequot and King Phillip's Wars in New England, the Powhatan Wars in Virginia, and the French and Indian War.)	Draw a timeline of event occurring before the Revolutionary War	Teacher made test
	VCS 5.3.4	Discuss the role of the broken treaties and massacres and the factors that led to the Indian's defeat, including the resistance of Indian nations to encroachments and assimilations (e.g., the story of the Trail of Tears.)		
	VCS 5.3.5	Describe the Indian conflicts including the competing claims for control of lands (e.g., actions of the Iroquois, Huron, Lakota, Sioux)		
	VCS 5.3.6	Explain the influence and achievements of significant leaders of the time (e.g., John Marshall, Andrew Jackson, Chief Logan, Chief John Ross, and Sequoyah).		

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VCS SS 5.4 Students understand the political, religious, social, and economic institutions that evolved in the colonial era. AK – A.3, A.4, A.5, A.6, A.8, B.1.c, B.5, C.2	VCS 5.4.1	Understand the influence of location and physical setting on the founding of the original thirteen colonies, and identify on a map the locations of the colonies and of the American Indian Nations already inhabiting these areas.	Build a 3D scene of one of the thirteen colonies. Explain where the colonists acquired their goods. Discuss the importance of waterways	Rubric
	VCS 5.4.2	Identify the major individuals and groups responsible for the founding of the various colonies and the reasons for their founding. (e.g., John Smith, Virginia; Roger Williams, Rhode Island; William Penn, Pennsylvania; Lord Baltimore, Maryland; William Bradford, Plymouth; and John Winthrop, Massachusetts).		
	VCS 5.4.3	Describe the religious aspects of the earliest colonies (e.g., Puritanism in Massachusetts, Anglicanism in Virginia, Catholicism in Maryland).		
	VCS 5.4.4	Identify the significance and leaders of the First Great Awakening which marked a shift in religious ideas, practices, and alliances in the colonial period, the growth of religious toleration, and free exercise of religion.		

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	VCS 5.4.5	Understand how the British colonial period created the basis for the development of political self-government and a free-market economic system and the differences between the British, Spanish, and French colonial systems.		
	VCS 5.4.6	Describe the introduction of slavery in to America, the responses of slave families to their condition, the ongoing struggle between proponents and opponents of slavery, and the gradual institutionalization of slavery in the South.		
	VCS 5.4.7	Explain the early democratic ideas and practices that emerge during the colonial period, including the significance of representative assemblies and town meetings.		
VCS SS 5.5 Students explain the causes of the American Revolution. AK – A.1, A.4, A.5, A.7, B.1, B.1.d, B.5, C.3	VCS 5.5.1	Understand how political, religious, and economic ideas and interest brought about the Revolution (e.g., resistance to imperial policy, the Stamp Act, the Townsend Acts, taxes on tea, and the coercive acts).	Create a timeline Reenactment of the Boston Tea Party	Teacher made test

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	VCS 5.5.2	Know the significance of the first and second Continental Congresses and of the Committees of Correspondence.		
	VCS 5.5.3	Understand the people and events associated with the drafting and signing of the Declaration of Independence and the documents significance, including the key political concepts and bodies, the origins of those concepts, and its role in severing ties with Great Britain.		
	VCS 5.5.4	Describe the views, lives, and impact of key individuals during this period (e.g., King George III, Patrick Henry, Thomas Jefferson, George Washington, Benjamin Franklin, John Adams).		
VCS SS 5.6 Students understand the course of consequences of the American Revolution. AK – A.4, A.5, A.7, B.1.d, B.4, B.5, C.1, C.3	VCS 5.6.1	Identify and map the major military battles, campaigns, and turning points of the Revolutionary War, the roles of the American and British leaders, and the Indian leaders' alliances on both sides.	Create a bulletin board mural of the military battle locations. Describe the various battles in a power point presentation	Rubric Teacher made assessment

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	VCS 5.6.2	Describe the contributions of France and other nations and of individuals to the outcome of the Revolution (Benjamin Franklin's negotiations with the French, the French navy, the Treaty of Paris, the Netherlands, Russia, and Marquis Marie Joseph de Lafayette, Tadeusz Kosciuszko, Baron Friedrich Wilhelm von Steuben).		
	VCS 5.6.3	Identify the different roles women played during the Revolution (e.g., Abigail Adams, Martha Washington, Molly Pitcher, Phyllis Wheatley, and Mercy Otis Warren).	Students write a booklet about Woman in the Revolution and include photographs of students portraying each woman.	Checklist
	VCS 5.6.4	Understand the personal impact and economic hardships of the war on families, problems of financing the war, war time inflation, and laws against hoarding goods and materials from profiteering.		
	VCS 5.6.5	Explain how state constitutions that were established after 1776 embodied the ideals of the American Revolution and helped serve as models for the U.S. Constitution.	Celebrate Constitution Day September 17 th	Participation

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	VCS 5.6.6	Demonstrate knowledge of the significance of land policies developed under the Continental Congress (e.g., sale of western lands, the Northwest Ordinance of 1787) and those policies' impact on American Indians' land.		
	VCS 5.6.7	Understand how the ideals set forth in the Declaration of Independence changed the way people viewed slavery.		
VCS SS 5.7 Students describe the people and events associated with the development of the U.S. Constitution and analyzed the Constitution's significance as the foundation of the American Republic. AK – A.7, B.1.e, B.5, C.3, C.4, C.5.b	VCS 5.7.1	List the shortcomings of the Articles of Confederation as set forth by their critics.		
	VCS 5.7.2	Explain the significance of the new Constitution of 1787, including the struggles over its ratification and the reasons for the addition of the Bill of Rights.	Watch "Brain Pop" presentation on the U.S. Constitution	"Brain Pop" Quiz

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	VCS 5.7.3	Understand the fundamental principles of American Constitutional democracy, including how the government derives its power from the people and the primacy of individual liberty.		
	VCS 5.7.4	Understand how the Constitution is designed to secure our liberty by both empowering and limiting central government and compare the powers granted to citizens, Congress, the President, and the Supreme Court with those reserved to the states.		
	VCS 5.7.5	Discuss 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 Constitution.		
	VCS 5.7.6	Know the songs that express the American ideals (e.g., “America the Beautiful,” The Star Spangled Banner”.	Listen to and learn songs. (May incorporate this into music class)	Participation