

5th Grade Early U.S. History Curriculum Guidance

The following document outlines the units of study supported by WCSD to meet the Nevada Academic Content Standards in Social Studies (history, civics, economics, and geography) and support mastery of the Nevada Academic Standards in ELA (CCSS) for 5th grade.

Included are two required units of study per semester, with flexible time frames for each unit based on teacher and student needs and interest. That is, a class may choose to spend 5 weeks on the Revolution Unit and 13 weeks on the Constitution Unit. These units should be taught with equal instructional emphasis on content and literacy. Therefore, teachers can use time during the literacy block to engage in these historical subjects through reading, writing, speaking and listening as well as through the study of academic vocabulary. These resources were developed by teachers, vetted in classrooms, and edited by instructional specialists. The resources listed for each unit will be updated periodically as they are developed and/or edited based upon teacher feedback. These resources provide options for teachers to choose from in meeting their pedagogical goals. Not all resources need to or should be used in every unit. There are a multitude of resources to choose from, based on teacher discretion. Direct links are provided. Most resources are also available on www.projecttahoe.org.

The 5th grade Social Studies Curriculum is framed by four essential questions, six essential concepts (P.L.A.C.E.S.), and the historical thinking skills of sourcing, contextualization, corroboration, and close reading¹. Related graphic organizers and activities using these questions, concepts and skills can be found on www.projecttahoe.org. Teachers should be incorporating these questions, concepts, and skills into every unit throughout the year as well as in assessments.

Special Note: The We the People curriculum, which includes the textbooks from www.civiced.org and the Washoe County Core-Aligned Teacher's Guide, is a program choice for teaching the unit, The Constitution and the American People. If this program is implemented, this unit will likely take between 10-15 weeks.

Please direct questions about the content to [Angela Orr](#) and [Katie Anderson](#).

¹ See page 2 for explanation.

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Essential Questions

How do physical geography and natural resources affect the settlement of people and the development of culture?

How have conflict, compromise, and cooperation shaped U.S. history?

What does it mean to be an American?

How should individuals exercise rights and responsibilities?

PLACES

(Concept Poster Available)

Political

Land

Area/Geography

Culture/Arts

Economy

Social

Historical Thinking Skills

Sourcing <ul style="list-style-type: none">• What type of document is this?• Who wrote/created it?• What is the author's perspective?• Why was it written?• What question do you have about the sourcing?	Contextualization <ul style="list-style-type: none">✓ When and where was this source created?✓ What do you know about that time period?✓ How might the circumstances of the creation of this document affect the content?	Corroboration <ul style="list-style-type: none">✓ What other types of documents would be interesting to look at after reading this one?✓ Where do the different texts support/ confirm one another and where do they conflict?✓ What bias is evident?	Close Reading <ul style="list-style-type: none">✓ What claims does the author make?✓ What evidence does the author use?✓ What language (words, phrases, symbols, etc.) does the author use to develop ideas?✓ What question(s) do you have about this document?
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Units to Study <i>(Note: Chronology is overlapping in the history of most of these units.)</i> Semester 1	Standards to be Addressed <i>History, Economics, Geography, Civics, ELA</i>	What main ideas and academic vocabulary will help students answer the overarching essential questions?		Instructional Resources <i>(strategies, texts, lessons, etc. to meet NVACS)</i>
Conflict & Compromise :Native Americans Meet European Explorers	History: 1.5.1, 1.5.2, 1.5.3, 1.5.4, 1.5.7, 2.5.1, 2.5.3, 2.5.5	How do physical geography and natural resources affect the settlement of people and the development of culture?	P- empire, tribe, league, cultural region, emperor, conquistador	<u>Discussion Lesson</u> What impact did European Explorers have on Native Culture?
	Geography: 5.5.1, 5.5.6, 6.5.1, 6.5.3, 7.5.2, 8.5.1	How have conflict, compromise, and cooperation shaped U.S. history?	L- migrate, caravan, pilgrimage, expedition	<u>C3 Inquiries</u> New France
	Economics: 10.5.1	What does it mean to be an American?	A- Ice Age, Bering Strait, glacier, West Indies	<u>Zoom In</u> Diego Rivera's Colonial Domination
	ELA: RI.5.1, RI.5.2., RI.5.3, RI.5.4, RI.5.7, RI.5.9, RI.5.10	How should individuals exercise rights and responsibilities?	C- civilization, shaman, missionary	<u>Document Analysis/DBQ</u> What did the Europeans see in the New World Native Americans?
	RF.5.4		E- wampum, Columbian Exchange	<u>Textbook Support</u> Unit 1: Ch. 1, Ch. 2, Ch. 3 Unit 2: Ch. 4
	W.5.1, W.5.2, W.5.3 SL.5.1, SL.5.2, SL.5.3, SL.5.4 L.5.1, L.5.2, L.5.3, L.5.6		S- slave trade, convert	

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Abundant Diversity: The American Colonies	<p>History 1.5.4, 1.5.5, 1.5.6, 1.5.7, 2.5.1, 2.5.2, 2.5.3, 2.5.4, 2.5.5, 3.5.1, 3.5.2, 3.5.3,</p> <p>Geography 5.5.1, 5.5.3, 5.5.4, 5.5.5, 5.5.6, 6.5.1, 6.5.2, 6.5.3, 7.5.1, 7.5.2, 7.5.3, 8.5.1, 8.5.3, 8.5.5</p> <p>Economics 9.5.4, 9.5.5, 10.5.1, 11.5.6, 12.5.1, 12.5.3</p> <p>Civics 15.5.1, 15.5.5, 16.5.1</p> <p>ELA: RI.5.1, RI.5.2., RI.5.3, RI.5.4, RI.5.7, RI.5.9, RI.5.10</p> <p>RF.5.4</p> <p>W.5.1, W.5.2, W.5.3</p> <p>SL.5.1, SL.5.2, SL.5.3, SL.5.4</p> <p>L.5.1, L.5.2, L.5.3, L.5.6</p>	<p>How do physical geography and natural resources affect the settlement of people and the development of culture?</p> <p>How have conflict, compromise, and cooperation shaped U.S. history?</p> <p>What does it mean to be an American?</p> <p>How should individuals exercise rights and responsibilities?</p>	<p>P- Powhatan, charter, George III, King Philip’s War, French and Indian War, Proclamation of 1763</p> <p>L- triangular trade routes, haciendas, presidio, differences between colonies</p> <p>A- Roanoke Island, Jamestown, Plymouth, Massachusetts Bay Colony, New England Colonies, Middle Colonies, Southern Colonies, town common, St. Augustine, tributary, Fort Necessity</p> <p>C- Great Awakening</p> <p>E- proprietor, debtor, apprentice, artisan</p> <p>S- indentured servant, Pilgrim, Puritan</p>	<p>Core-Aligned Unit Resources Colonial Life Colonial Life Jigsaw Readings</p> <p>Close Read The Colonial Era/City Life</p> <p>Discussion Lessons Slavery and the Culture of Colonial America</p> <p>What roles did women plan in establishing American colonies?</p> <p>Zoom In Penn’s Treaty</p> <p>Text Sets Growing Up in American Colonies</p> <p>Salem Witch Trials</p> <p>C3 Inquiries How did sugar feed slavery?</p> <p>Textbook Unit 2: Ch. 5 Unit 3: Ch. 6, Ch. 7</p>

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Units to Study <i>(Note: Chronology is overlapping in the history of most of these units.)</i> Semester 2	Standards to be Addressed <i>History, Economics, Geography, Civics, ELA</i>	What main ideas will we teach in order to help us our students answer the overarching essential questions?	Instructional Resources <i>(strategies, texts, lessons, etc. to meet NVACS)</i>
Rights & Responsibilities: The Revolutionary War	History 1.5.6, 1.5.7, 2.5.2, 2.5.3, 2.5.6, 2.5.7, 2.5.8, 3.5.1, 3.5.2, 3.5.3, 4.5.1,	How do physical geography and natural resources affect the settlement of people and the development of culture? How have conflict, compromise, and cooperation shaped U.S. history? What does it mean to be an American? How should individuals exercise rights and responsibilities?	Core Aligned Unit Resources Liberty
	Geography 5.5.1, 5.5.3, 5.5.4, 5.5.5, 5.5.6, 6.5.1, 6.5.2, 6.5.3, 8.5.1, 8.5.3,		OUT Boston Massacre Victory at Yorktown
	Economics 11.5.7, 12.5.1, 12.5.3		C3 Inquiries Declaration of Independence
	Civics 13.5.1, 13.5.2, 15.5.1, 15.5.4, 15.5.5, 16.5.1		Text Set Spies of the Revolution Women in the American Revolution
	ELA RI.5.1, RI.5.2., RI.5.3, RI.5.4, RI.5.7, RI.5.9, RI.5.10		Textbook Support Unit 4: Ch. 8, 9
	RF.5.4		We the People Unit 1: Lesson 1, Lesson 5
	W.5.1, W.5.2, W.5.3 SL.5.1, SL.5.2, SL.5.3, SL.5.4 L.5.1, L.5.2, L.5.3, L.5.6		P- Parliament, Stamp Act, repeal, Sons of Liberty, Townshend Acts, Daughters of Liberty, Tea Act, Intolerable Acts, Patriots, Loyalists, First Continental Congress, militia, minutemen, Thomas Jefferson, Second Continental Congress, Declaration of Independence, Treaty of Paris, Boston Massacre L- A- Valley Forge C- E- tariff, boycott S- Boston Massacre, Committee of Correspondence, Boston Tea Party

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What does it mean to be an American? The Constitution and the American People	History 2.5.2, 2.5.4, 2.5.5, 2.5.8, 3.5.2, 3.5.3, 4.5.1	How do physical geography and natural resources affect the settlement of people and the development of culture?	Core Aligned Unit Resource United States Government Close Reading One Document Under Siege Discussion Lessons Did the Constitution include protections for slavery and slave holders? Did the Constitution represent women? Free Speech Inside the School House Gate? C3 Inquiries Declaration of Independence DBQ How and why has the right to suffrage been expanded?	
	Geography 5.5.4, 5.5.5, 5.5.6, 6.5.2, 6.5.5, 7.5.1, 7.5.4, 7.5.5, 8.5.1, 8.5.3, 8.5.5	How have conflict, compromise, and cooperation shaped U.S. history?		P- Articles of Confederation, legislative branch, executive branch, judicial branch, Northwest Ordinance of 1787, Constitutional Convention, Virginia plan, New Jersey Plan, checks and balances, veto, Federalists, Antifederalists, amendment, Bill of Rights, Constitution, framers L-
	Civics 13.5.1-13.5.4 14.5.1- 14.5.7 15.5.1- 15.5.5 16.5.1	How should individuals exercise rights and responsibilities?		A- Northwest Territory, Washington, D.C.
	ELA RI.5.1, RI.5.2., RI.5.3, RI.5.4, RI.5.7, RI.5.9, RI.5.10	What does it mean to be an American?		C-
	RF.5.4, W.5.1, W.5.2, W.5.3 SL.5.1, SL.5.2, SL.5.3, SL.5.4			E- First Bank of the United States

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	L.5.1, L.5.2, L.5.3, L.5.6		S- compromise, political party, common good	<p><u>Zoom In</u> <u>State of Nature</u></p> <p><u>Community Partnership</u> Young lawyers of Nevada visit your classroom and share about the legal system and students act as a jury in the <u>Goldilocks Trial</u>. Contact Chandeni Sendall at <u>chandenikgill@gmail.com</u>.</p> <p><u>Textbook Support</u> Unit 5: Ch. 10, Ch. 11 – Lesson 1</p>
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Units to Study <i>OPTIONAL</i>	Standards to be Addressed <i>History, Economics, Geography, Civics</i>	What main ideas will we teach in order to help us our students answer the overarching essential questions?	Instructional Resources (strategies, texts, lessons, etc. to meet NVACS)	
Geography & Resources: The Story of Early American Westward Expansion <i>(Optional Unit, if time allows)</i>	<p>History 1.5.7, 2.5.2, 3.5.1, 3.5.2, 3.5.4</p> <p>Geography 5.5.1, 5.5.2, 5.5.3, 5.5.4, 5.5.5, 5.5.6, 6.5.1, 6.5.2, 6.5.4, 6.5.5, 6.5.6, 7.5.1, 7.5.2, 7.5.3, 8.5.1, 8.5.2, 8.5.3, 8.5.5</p> <p>Economics 9.5.1, 10.5.1, 11.5.2, 11.5.7</p> <p>Civics 14.5.5, 15.5.1, 15.5.4</p> <p>ELA RI.5.1, RI.5.2., RI.5.3, RI.5.4, RI.5.7, RI.5.9, RI.5.10</p> <p>RF.5.4</p> <p>W.5.1, W.5.2, W.5.3</p> <p>SL.5.1, SL.5.2, SL.5.3, SL.5.4</p> <p>L.5.1, L.5.2, L.5.3, L.5.6</p>	<p>How do physical geography and natural resources affect the settlement of people and the development of culture?</p> <p>How have conflict, compromise, and cooperation shaped U.S. history?</p> <p>What does it mean to be an American?</p> <p>How should individuals exercise rights and responsibilities?</p>	<p>P- Trail of Tears, Indian Removal Act, Monroe Doctrine, nationalism, Seneca Falls Convention</p> <p>L- canal, annex</p> <p>A- frontier, Louisiana Purchase</p> <p>C- wagon train</p> <p>E- gold rush, forty-niners</p> <p>S- pioneer, abolitionist, manifest destiny, mountain men, discrimination</p>	<p>DBQ Children on the Trail</p> <p>Textbook Support Unit 5: Ch. 11 – Lesson 2 Unit 6: Ch. 12, 13</p>