

Grade 5: United States History I: Migration–American Revolution

Develop Questions and Plan Inquiries

- a** Identify concepts, ideas, and interpretations associated with compelling and supporting questions about early United States history. **5.INQ.1.A**
- b** Explain how supporting questions help answer compelling questions in an inquiry about United States history. **5.INQ.1.B**
- c** Determine the kinds of sources that will be helpful in answering compelling and supporting questions, taking into consideration the different opinions people have about how to answer the questions. **5.INQ.1.C**

Apply Disciplinary Concepts and Tools

- a** Apply disciplinary knowledge and practices to demonstrate an understanding of United States history content. **5.INQ.2.A**

Evaluate Sources and Use Evidence

- a** Gather relevant evidence from multiple sources about a person, event, or issue in United States history while using the origin, structure, and context to guide selection. **5.INQ.3.A**
- b** Identify evidence response to a compelling question while determining among fact and opinion to determine the credibility of multiple sources. **5.INQ.3.B**
- c** Use evidence to develop claims in response to a compelling question by using evidence related to early United States history. **5.INQ.3.C**

Communicate Conclusions and Take Informed Action

- a** Construct arguments using claims and evidence from multiple sources about United States history. **5.INQ.4.A**
- b** Construct explanations using reasoning, correct sequence, examples, and details with relevant information and data. **5.INQ.4.B**
- c** Critique arguments and explanations. **5.INQ.4.C**
- d** Present a summary of arguments and explanations about early United States history using print, oral, and digital technologies in classrooms, schools, and out-of-school contexts. **5.INQ.4.D**

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- e** Explain the challenges and opportunities, both present and past, in addressing local, regional, and global problems in United States history. [5.INQ.4.E](#)
 - f** Use a range of deliberative and democratic procedures to evaluate and implement strategies to address problems in classrooms and schools. [5.INQ.4.F](#)
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Migration and Settlement [5-1](#)

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- 1** Explain probable causes and effects of the migration of Indigenous peoples and the formation of Native nations in North America (e.g., archeological evidence). [5.HIS.14.A](#)
 - 2** Describe the connection between natural resources and human settlement patterns in the Atlantic and Pacific Worlds (e.g., Caribbean, Europe, North America, South America, West Africa). [5.GEO.8.A](#)
 - 3** Describe the causes and effects of European exploration and settlement of the Americas (e.g., conflict, enslavement, land rights, sovereignty, trade). [5.HIS.14.B](#)
 - 4** Explain how the culture and experiences of African, Indigenous, and European people influenced their perspectives during the Age of Exploration (e.g., cultural norms, political beliefs, trade motives, exploitation). [5.HIS.5.A](#)
 - 5** Explain how cultural diffusion of agricultural and technological knowledge held by African, Indigenous, and European communities contributed to North American settlements (e.g., rice cultivation, open field system, companion planting). [5.GEO.4.A](#)
 - 6** Describe gender roles within and among Black, Indigenous, and European communities in early United States history. [5.CIV.6.A](#)
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The Colonial Era [5-2](#)

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- 1** Use maps to explain the relationship between the location of the New England, Middle, and Southern colonies, and the environmental characteristics of each region (e.g., New Amsterdam, New France, Jamestown, Plymouth, Saint Augustine). [5.GEO.2.A](#)
 - 2** Describe the role of money and currency in trade during the Colonial Era (e.g., British and Spanish coins, tobacco, wampum, paper money). [5.ECO.5.A](#)
 - 3** Explain how the desire for global power and influence led to the exploitation of colonies (e.g., Spanish galleon, Triangle Trade, Dutch East India Company, British East India Company). [5.ECO.14.A](#)
 - 4** Summarize how the Fundamental Orders of Connecticut represented new ideas about government (e.g., enfranchisement, representative government, consent of the governed). [5.HIS.9.A](#)
 - 5** Identify examples of resources used to produce goods and services throughout colonial settlements in the New England, Middle, and Southern regions (e.g., indentured and slave labor, natural resources, tools, machines). [5.ECO.3.A](#)
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- 6** Compare the reasons for different areas of specialization and trade among individuals and businesses in New England, Middle, and Southern colonies (e.g., availability and access to natural resources, hydropower, labor, trade routes). **5.ECO.4.A**

 - 7** Analyze how the abilities and expertise that individuals from the African Diaspora brought with them to the colonies contributed to economic specialization and trade (e.g., West African rice cultivation, metal working, and basket weaving). **5.ECO.4.B**

 - 8** Describe resistance movements, both individual and group, against oppression in the Colonial Era (e.g., Stono Rebellion, Pontiac Rebellion, New English Canaan). **5.HIS.14.C**

 - 9** Explain Connecticut's connection to the transatlantic slave trade (e.g., New London's deep water ports, Wethersfield-constructed ship *The Tryall*). **5.HIS.14.D**

 - 10** Compare how political systems were used to make rules that establish community leadership and protect freedoms for various groups in the Colonial Era (e.g., town hall meetings, tribal council, juries). **5.CIV.4.A**

 - 11** Use evidence to develop a claim about a significant person, place, or event in Connecticut during the Colonial Era (e.g., Pequot War, Connecticut Witch Trials, Charter Oak). **5.HIS.16.A**

 - 12** Identify the civic virtues and democratic principles that contributed to the rejection of British parliamentary rule of the North American colonies. **5.CIV.8.A**
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The American Revolution **5-3**

- 1** Employ chronological thinking to create timelines comparing the events that led to the American Revolution (e.g., Seven Years War, Parliamentary acts of taxation, Boston Tea Party, Boston Massacre, Declaration of Independence). **5.HIS.1.A**

- 2** Compare the benefits and costs of governmental and individual choices leading to the American Revolution (e.g., taxation, homespun movement, right to property). **5.ECO.1.A**

- 3** Explain how political and economic beliefs shaped the perspectives held by Patriots and Loyalists leading to the American Revolution (e.g., individual rights, liberties, representation, sovereignty, trade and taxation). **5.HIS.4.A**

- 4** Explain why members of the Northeastern Woodland Native American tribes and Black communities held conflicting views regarding support for the American Revolution. **5.HIS.4.B**

- 5** Describe how people's perspectives of the American Revolution are documented in historical records while noting representation of marginalized voices (e.g., journals, letters, newspaper articles, pamphlets). **5.HIS.6.A**

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- 6** Compare information provided by multiple historical sources about the people and events of the American Revolution (e.g., purpose, maker, significance, fact, opinion, bias). **5.HIS.10.A**
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- 7** Explain probable causes and effects of major turning points in the American Revolution (e.g., Battle of Bunker Hill, Boston Massacre, Saratoga, Valley Forge). **5.HIS.14.E**
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- 8** Use evidence to develop a claim about the role of Connecticut in the American Revolution (e.g., Provision State, privateers, Tory and Patriot sentiments). **5.HIS.16.B**
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- 9** Develop a claim about significant people, places or events in Connecticut during the American Revolution (e.g., Jonathan Occum, Israel Putnam, Hannah Bunce Watson, Benedict Arnold, Jordan Freeman). **5.HIS.16.C**
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- 10** Explain economic interdependence between the New England, Middle, and Southern colonies during the American Revolution (e.g., trade, efforts to support the continental cause). **5.ECO.15.A**
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- 11** Explain the causes and effects of the Treaty of Paris (e.g., economic, political, social). **5.HIS.14.F**
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**The United States
Constitution and Civic
Participation** **5-4**

- 1** Examine the origins and purpose of key provisions of the United States Constitution (e.g., checks and balances, limited government, popular sovereignty, republicanism, separations of powers, federalism). **5.CIV.3.A**
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- 2** Explain how rules were established at the end of the American Revolution by identifying laws that promoted and limited personal liberties (e.g., citizenship, property, suffrage). **5.CIV.4.B**
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- 3** Explain the role of the Constitution in establishing a system of government in the United States (e.g., federalism, separation of power, states' rights). **5.CIV.5.A**
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- 4** Identify how the political beliefs are represented in the Preamble of the United States Constitution. **5.CIV.10.A**
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- 5** Illustrate how individuals and groups in the Revolutionary Era and today have and can effect change (e.g., school, community, and state issues). **5.CIV.14.A**
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- 6** Identify the contributing factors that underlie multiple and varied points of view about school, community, and civic issues. **5.CIV.10.B**
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