

Indiana Social Studies

# Grade 5

Adopted 2023

## History

### **H. Students describe the historical movements that influenced the development of the United States from pre-Columbian times to 1800, with an emphasis on the American Revolution and the founding of the United States. 5.H**

1. Identify and describe early cultures and settlements that existed in North America prior to contact with Europeans. (E) 5.H.1
2. Examine accounts of early European explorations of North America, including major land and water routes, reasons for exploration, and the impact the exploration had. (E) 5.H.2
3. Compare and contrast historic Indian groups of the West, Southwest, Northwest, Arctic and sub-Arctic, Great Plains, and Eastern Woodlands regions at the beginning of European exploration in the late fifteenth and sixteenth centuries. 5.H.3
4. Locate the early Spanish, French, and British settlements on a map, and compare the origins, physical structure, and social structure of these settlements. 5.H.4
5. Compare and contrast the religious, political, and economic reasons for the colonization of the Americas by Europe. (E) 5.H.5
6. Identify and explain instances of both cooperation and conflict that existed between Native Americans and colonists. 5.H.6
7. Identify and locate the 13 British colonies by region (e.g., New England, Middle, Southern). Describe the political and social organization of each region. Explain the economic organization of each region. (E) 5.H.7
8. Identify the early founders of colonial settlements, and describe early colonial resistance to British rule. 5.H.8
9. Understand how political, religious, and economic ideas brought about the American Revolution. 5.H.9
10. Analyze the causes of the American Revolution as outlined in the Declaration of Independence. (E) 5.H.10
11. Identify major British and American leaders of the American Revolutionary War and describe their significance in key events of the war. (E) 5.H.11
12. Describe the contributions of France, other nations, and individuals to the outcome of the American Revolution. 5.H.12
13. Identify contributions of women and minorities during the American Revolution. 5.H.13
14. Explain consequences of the American Revolution, including the strengths and weaknesses of the Articles of Confederation, changes in trade relationships, and the achievement of independence by the United States. 5.H.14
15. Explain why the United States Constitution was created in 1787 and how it established a stronger union among the original 13 states by making it the supreme law of the land. Identify people who were involved in its development. (E) 5.H.15

16. Describe the origins and drafting of the Bill of Rights that was ratified in 1791. (E) [5.H.16](#)
  17. Explain why the first American political parties developed, and analyze the impact political parties had on early presidential elections. [5.H.17](#)
  18. Identify and describe the contributions of important early American artists and writers and traditional arts and crafts to the new nation's cultural landscape. [5.H.18](#)
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## Civics and Government

### **C. Students identify main components and characteristics of the United States government. Students identify and explain key ideas in government from the colonial and founding periods that continue to shape civic and political life.** [5.C](#)

1. Summarize the principles and purposes of government as stated in the Preamble to the United States Constitution. [5.C.1](#)
  2. Identify and explain ideas about limited government, the rule of law, and individual rights in key colonial era documents. (E) [5.C.2](#)
  3. Identify and explain key ideas about government as noted in the Declaration of Independence, Articles of Confederation, Northwest Ordinance, United States Constitution, and the Bill of Rights. (E) [5.C.3](#)
  4. Describe the primary and general election process for local, state, and national offices, including those used to select congressional and presidential office holders. [5.C.4](#)
  5. Identify the three branches of the United States government, and explain the functions of each. (E) [5.C.5](#)
  6. Describe group and individual actions that illustrate civic virtues, such as civility, cooperation, respect, and responsible participation. [5.C.6](#)
  7. Examine ways by which citizens may effectively voice opinions, monitor government, and bring about change in government, including voting and participation in the election process. [5.C.7](#)
  8. Use a variety of information resources to identify and evaluate contemporary issues that involve civic responsibility, individual rights, and the common good. [5.C.8](#)
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## Geography

**G. Students use global grid systems; identify climate regions; describe physical and cultural characteristics; and locate states, capitals, and major physical features of the United States. They also explain the changing interaction of people with their environment in regions of the United States and show how the United States is related geographically to the rest of the world. 5.G**

1. Demonstrate that lines of latitude and longitude are measured in degrees of a circle, that places can be precisely located where these lines intersect, and that location can be stated in terms of degrees north or south of the equator and east or west of the Prime Meridian. (E) 5.G.1
2. Use maps and globes to locate states, capitals, major cities, major rivers, the Great Lakes, and mountain ranges in the United States. (E) 5.G.2
3. Locate the continental divide and the major drainage basins/watersheds in the United States, noting the watersheds that Indiana lies within. 5.G.3
4. Use maps to describe the characteristics of climate regions of the United States. 5.G.4
5. Identify major sources of accessible fresh water, and describe the impact of access on the local and regional communities. 5.G.5
6. Identify the major manufacturing and agricultural regions in colonial America, and summarize the ways that agriculture and manufacturing changed between 1600 and 1800. (E) 5.G.6
7. Describe the ways Native Americans, Africans, immigrant groups, and colonists adapted to variations in the physical environment. 5.G.7
8. Describe and analyze how specific physical features influenced historical events. (E) 5.G.8

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## Economics

**E. Students describe the productive resources and market relationships that influence the way people produce goods and services and earn a living in the United States in different historical periods. Students consider the importance of economic decision making and how people make economic choices that influence their future. 5.E**

1. Describe the economic activities within and among Native American cultures prior to contact with Europeans. Examine the economic incentives that helped motivate European exploration and colonization. (E) 5.E.1
2. Define types of trade barriers. 5.E.2
3. Describe the impact of technological developments and major inventions on business productivity during the early development of the United States. (E) 5.E.3
4. Explain how education and training, specialization, and investment in capital resources increase productivity. 5.E.4
5. Predict the effect of changes in supply and demand on price. (E) 5.E.5
6. Explain the purpose and components of a personal budget, and compare factors that influence household saving and spending decisions in early United States history and today. 5.E.6