Maryland Social Studies

Grade 5

Adopted 2021

Development of American Government (1780 –1789)

1. **Examine the distribution of power in the United States Constitution by:** AG.1
   a. determining how disagreements among the states and federal government under the Articles of Confederation led to people wanting to reform the government. AG.1.A
   b. assessing the promises set forth in the Preamble. AG.1.B
   c. evaluating the principles of separation of powers and checks and balances. AG.1.C
   d. critiquing the Great Compromise and Three-Fifths Compromise. AG.1.D
   e. identifying scope of powers within branches and levels of government. AG.1.E
   f. distinguishing the powers and responsibilities of government on the federal, state, and local levels. AG.1.F
   g. evaluating how perspectives and decisions at the Constitutional Convention limited the definition of citizenship. AG.1.G
   h. analyzing the roles and powers between the executive, legislative, and judicial branches of the Maryland state government. AG.1.H

2. **Examine the implications of the Bill of Rights by:** AG.2
   a. analyzing how individuals with varying interests contributed to the emergence of the federalists and antifederalists perspectives. AG.2.A
   b. appraising how Maryland's Declaration of Rights influenced the debate over ratification between Daniel Carroll, Luther Martin, and John Francis Mercer. AG.2.B
   c. identifying the purpose and importance of the first ten Amendments of the United States Constitution. AG.2.C
   d. exploring how the amendments are exercised in contemporary times in Maryland and the nation. AG.2.D

Challenges of a New and Expanding Nation (1800 – 1900)

1. **Identify slavery as the central cause of the Civil War by:** CN.1
   a. contrasting the role of slavery in the North and South as it defined their distinct and interdependent economies and culture. CN.1.A
   b. analyzing Maryland's unique role as a hub for industry and transportation as it contributed to national growth and sectional conflict. CN.1.B
   c. comparing forms of resistance used by Harriet Tubman, Frederick Douglass, and the abolitionist movement. CN.1.C

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d. evaluating how the Supreme Court, federal law, and individual action increased the conflict over slavery. CN.1.D

e. examining the significance of Maryland's status as a border state in order to explain why there was conflict in Maryland. CN.1.E

2. **Evaluate the effects of the Civil War by:** CN.2

a. explaining the economic, political, and social impact of the war in the North, the South, and in Maryland. CN.2.A

b. analyzing the 13th,14th, and 15th Amendments and how Jim Crow and state voting regulations limited the citizenship granted to African Americans. CN.2.B

c. evaluating the successes and failures of the Freedmen's Bureau. CN.2.C

d. comparing the founding missions of the four historically black colleges and universities in Maryland that were formed between 1865 – 1900. CN.2.D

3. **Analyze the transformations in the movement of goods, people and ideas by:** CN.3

a. evaluating how the emergence of new industries, technologies, and manufacturing processes impacted the standard of living and daily lives for Marylanders. CN.3.A

b. identifying changes in immigration and settlement patterns in Maryland. CN.3.B

c. assessing how mass urbanization led to reforms that improved the quality of life for citizens of Baltimore. CN.3.C

U.S. The Challenges of American Economic, Political, and Civic Life (1900 - today)

1. **Analyze the freedom of the press by:** CA.1

a. analyzing examples of the media upholding a free and democratic society. CA.1.A

b. analyzing how interpretations of First Amendment rights to speech and press have changed over time. CA.1.B

c. developing critical media literacy and online civic literacy skills as they pertain to being an informed citizen in the 21st century. CA.1.C

2. **Analyze local community leaders by** CA.2

a. explaining how historical or contemporary local unelected community leaders addressed local needs. CA.2.A

b. describing ways that people have benefitted from and been challenged by working together including through government, work-places, voluntary organizations, and families. CA.2.B

3. **Analyze the role of institutions in shaping American ideas of freedom by:** CA.3

a. assessing the effectiveness of presidential or congressional foreign policy decisions that impacted trade, human rights, and/or national security CA.3.A

b. evaluating the effectiveness of presidential, congressional, or judicial domestic decisions on American ideas, freedoms, the rights of individuals and groups, and to maintain order and/or provide safety. CA.3.B

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4. **Evaluate civil rights in Maryland and the United States by:** CA.4
    a. defining civil rights and their importance to life in the United States. CA.4.A
    b. analyzing methods used by individuals and/or groups throughout the 20th century to contribute to the advancement of civil rights for all people. CA.4.B
    c. exploring how federal law, Constitutional amendments and the Supreme Court have extended and protected civil rights. CA.4.C