Michigan Social Studies

Grade 5

Adopted 2019

Social Studies Process And Skills Standards

P1. Reading And Communication – Read And Communicate Effectively K-5.P1

1. Use appropriate strategies to read and interpret basic social science tables, graphs, graphics, maps, and texts. K-5.P1.1
2. Differentiate between primary and secondary source documents. K-5.P1.2
3. Express social science ideas or information in written, spoken, and graphic forms including tables, line graphs, bar graphs, and maps. K-5.P1.3
4. Identify point of view and bias. K-5.P1.4

P2. Inquiry, Research, And Analysis K-5.P2

1. Use compelling and supporting questions to investigate social studies problems. K-5.P2.1
2. Differentiate between compelling questions and supporting questions. K-5.P2.2
3. Use supporting questions to help answer compelling social studies questions. K-5.P2.3
4. Know how to find relevant evidence from a variety of sources. K-5.P2.4
5. Use data presented in social science tables, graphs, graphics, maps, and texts to answer compelling and supporting questions. K-5.P2.5

P3. Public Discourse And Decision Making K-5.P3

1. State an issue as a question of public policy and discuss possible solutions from different perspectives. K-5.P3.1
2. Apply Democratic Values or Constitutional Principles to support a position on an issue. K-5.P3.2
3. Construct an argument and justify a decision supported with evidence. K-5.P3.3
4. Explain the challenges people have faced and actions they have taken to address issues at different times and places. K-5.P3.4

P4. Civic Participation K-5.P4

1. Act out of the rule of law and hold others to the same standard. K-5.P4.1
2. Assess options for individuals and groups to plan and conduct activities intended to advance views on matters of public policy. K-5.P4.2
3. Explain different strategies students and others could take to address problems and predict possible results. K-5.P4.3

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4. Use democratic procedures to make decisions on civic issues in the school or classroom. K-5.P4.4

Public Discourse, Decision Making, And Civic Participation

1. **Clearly state a problem as a public policy issue, analyze various perspectives, and generate and evaluate possible alternative resolutions.** P3.1
    1. Identify contemporary public issues related to the U.S. Constitution and their related factual, definitional, and ethical questions. 5-P3.1.1
    2. Use graphic data and other sources to analyze information about a contemporary public issue related to the U.S. Constitution and evaluate alternative resolutions. 5-P3.1.2
    3. Give examples of how conflicts over Democratic Values lead people to differ on contemporary Constitutional issues in the United States. 5-P3.1.3

3. **Communicate a reasoned position on a public issue.** P3.3
    1. Compose a short essay expressing a position on a contemporary public-policy issue related to the Constitution and justify the position with a reasoned argument. 5-P3.3.1

2. **Act constructively to further the public good.** P4.2
    1. Develop and implement an action plan and know how, when, and where to address or inform others about a public issue. 5-P4.2.1
    2. Participate in projects to help or inform others. 5-P4.2.2

USHG Era 1 - Beginnings To 1620 U1

1. **Describe the lives of the Indigenous Peoples living in North America prior to European contact.** U1.1
    1. Use maps to locate peoples in the Eastern Woodland (the Woodland Peoples east of the Mississippi River), desert Southwest, the Pacific Northwest, and the nomadic nations of the Great Plains. 5-U1.1.1
    2. Compare how Indigenous Peoples in the Eastern Woodland and another tribal region adapted to or modified the environment. 5-U1.1.2
    3. Describe Eastern Woodland life with respect to governmental and family structures, trade, and their relationship to the land. 5-U1.1.3

2. **Identify the causes and consequences of European exploration and colonization.** U1.2
    1. Explain the technological and political developments that made sea exploration possible. 5-U1.2.1
    2. Use case studies of individual explorers and stories of life in Europe to compare the goals, obstacles, motivations, and consequences for European exploration and colonization of the Americas. 5-U1.2.2

Describe the lives of peoples living in West Africa prior to the 16th century. U1.3

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1. Use maps to locate the major regions of Africa (North Africa, West Africa, Central Africa, East Africa, Southern Africa). 5-U1.3.1
2. Describe the life and cultural development of people living in West Africa before the 16th century with respect to economic (the ways people made a living) and family structures, and the growth of states, towns, and trade. 5-U1.3.2

4. **Describe the environmental, political, and cultural consequences of the interactions among European, African, and Indigenous Peoples in the late 15th century through the 17th century.** U1.4
    1. Describe the convergence of Europeans, Indigenous Peoples, and Africans in the Americas after 1492 from the perspective of these three groups. 5-U1.4.1
    2. Use primary and secondary sources to compare Europeans, Africans, and Indigenous Peoples who converged in the Western Hemisphere after 1492 with respect to governmental structure, and views on property ownership and land use. 5-U1.4.2
    3. Explain the cultural impact that occurred between the British, French, and Spanish on the lives of Indigenous Peoples. 5-U1.4.3
    4. Describe the Columbian Exchange and its impact on Europeans, Indigenous Peoples, and Africans. 5-U1.4.4

USHG Era 2 - Colonization And Settlement (1585-1763) U2

1. **Compare the regional settlement patterns and describe significant developments in Southern, New England, and the Mid-Atlantic colonies.** U2.1
    1. Describe significant developments in the Southern colonies, including:
patterns of settlement and control, including the impact of geography (landforms and climate) on settlement.
the establishment of Jamestown.
the development of one-crop economies (plantation land use and growing season for rice in Carolinas and tobacco in Virginia).
interactions with Indigenous Peoples, including the trading of goods, services, and ideas among Europeans and Indigenous Peoples.
the development of colonial representative assemblies (House of Burgesses).
the development of slavery. 5-U2.1.1
    2. Describe significant developments in the New England colonies, including:
patterns of settlement and control including the impact of geography (landforms and climate) on settlement.
interactions with Indigenous Peoples, including the trading of goods, services, and ideas among Europeans and Indigenous Peoples, growth of agricultural (small farms) and non-agricultural (shipping, manufacturing) economies.
the development of government, including the establishment of town meetings, development of colonial legislatures, and growth of royal government.
religious tensions in Massachusetts that led to the establishment of other colonies in New England. 5-U2.1.2

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3. Describe significant developments in the Middle colonies, including:
patterns of settlement and control, including the impact of geography (landforms and climate) on settlement.
interactions with Indigenous Peoples, including the trading of goods, services, and ideas among Europeans and Indigenous Peoples.
the growth of economies in the Middle colonies, the Dutch settlement in New Netherlands, Quaker settlement in Pennsylvania, and subsequent English takeover of the Middle colonies.
immigration patterns leading to ethnic diversity in the Middle colonies. 5-U2.1.3
4. Compare the regional settlement patterns of the Southern colonies, New England, and the Middle colonies. 5-U2.1.4
5. Explain the economic, political, cultural, and religious causes of migration to colonial North America. 5-U2.1.5

2. **Analyze the development of the slave system in the Americas and its impact.** U2.2
   1. Describe Triangular Trade, including:
the trade routes.
the people and goods that were traded.
the Middle Passage.
the impact on life in Africa. 5-U2.2.1
   2. Describe the lives of enslaved Africans and free Africans, including fugitive and escaped slaves in the American colonies. 5-U2.2.2
   3. Describe how enslaved and free Africans struggled to retain elements of their diverse African histories and cultures to develop distinct African-American identities. 5-U2.2.3

3. **Distinguish among and explain the reasons for regional differences in colonial America.** U2.3
   1. Locate the New England, Middle, and Southern colonies on a map. 5-U2.3.1
   2. Describe the daily lives of people living in the New England, Middle, and Southern colonies. 5-U2.3.2
   3. Describe colonial life in America from the perspectives of at least three different groups of people. 5-U2.3.3
   4. Describe the development of the emerging labor force in the colonies. 5-U2.3.4
   5. Make generalizations about the reasons for regional differences in colonial America. 5-U2.3.5

Revolution And The New Nation (1754-1800) USHG ERA 3

1. **Identify the major political, economic, and ideological reasons for the American Revolution.** U3.1
   1. Describe how the French and Indian War affected British policy toward the colonies and subsequent colonial dissatisfaction with the new policy. 5-U3.1.1
   2. Describe the causes and effects of events such as the Stamp Act, the Boston Massacre, the Boston Tea Party, and the Intolerable Acts. 5-U3.1.2
   3. Using an event from the Revolutionary era, explain how British and colonial views on authority and the use of power without authority differed (views on representative government). 5-U3.1.3

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4. Describe the role of the First and Second Continental Congresses in unifying the colonies. 5-U3.1.4
5. Use the Declaration of Independence to explain why many colonists wanted to separate from Great Britain and why they believed they had the right to do so. 5-U3.1.5
6. Identify the role that key individuals played in leading the colonists to revolution, including George Washington, Thomas Jefferson, Benjamin Franklin, Patrick Henry, Samuel Adams, John Adams, and Thomas Paine. 5-U3.1.6
7. Describe how colonial experiences with self-government and ideas about government influenced the decision to declare independence. 5-U3.1.7
8. Identify a problem that people in the colonies faced, identify alternative choices for addressing the problem with possible consequences, and describe the course of action taken. 5-U3.1.8

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2. **Explain the multi-faceted nature of the American Revolution and its consequences.** U3.2
    1. Describe the advantages and disadvantages each side had during the American Revolution with respect to military leadership, geography, types of resources, and motivations. 5-U3.2.1
    2. Describe the importance of Valley Forge, the Battle of Saratoga, and the Battle of Yorktown in the American Revolution. 5-U3.2.2
    3. Investigate the role of women, enslaved and freed Africans, Indigenous Peoples, and France in helping shape the outcome of the war. 5-U3.2.3
    4. Describe the significance of the Treaty of Paris (establishment of the United States and its initial boundaries). 5-U3.2.4

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3. **Explain some of the challenges faced by the new nation under the Articles of Confederation, and analyze the development of the Constitution as a new plan for governing.** U3.3
    1. Describe the powers of the national government and state governments under the Articles of Confederation. 5-U3.3.1
    2. Give examples of problems the country faced under the Articles of Confederation. 5-U3.3.2
    3. Explain why the Constitutional Convention was convened and why the Constitution was written. 5-U3.3.3
    4. Describe the issues over representation and slavery the Framers faced at the Constitutional Convention and how they were addressed in the Constitution. 5-U3.3.4
    5. Give reasons why the Framers wanted to limit the power of government. 5-U3.3.5
    6. Describe the principle of federalism and how it is expressed through the sharing and distribution of power as stated in the Constitution. 5-U3.3.6
    7. Describe the concern that some people had about individual rights and why the inclusion of a Bill of Rights was needed for ratification. 5-U3.3.7

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8. Describe the rights of individuals protected in the Bill of Rights (the first 10 amendments) to the U.S. Constitution. 5-U3.3.8