Minnesota Social Studies

Fifth Grade: Early American Studies

Citizenship and Government

2 **Democratic Values and Principles: Explain democratic values and principles that guide governments, societies and communities. Analyze the tensions within the United States constitutional government.** 5.1.2.1

Identify a democratic principle written in the Declaration of Independence and the preamble to the U.S. Constitution and describe how the principle impacts the decisions of government, society or communities.

3 **Rights and Responsibilities: Explain and evaluate rights, duties and responsibilities in democratic society.** 5.1.3.1

Explain specific protections that the Bill of Rights provides to individuals and the importance of these 10 amendments to the ratification of the U.S. Constitution.

4 **Governmental Institutions and Political Processes: Explain and evaluate processes, rules and laws of United States governmental institutions at local, state and federal levels and within Tribal Nations.** 5.1.4.1

Describe how the U.S. Constitution establishes the three branches of government, how leaders are selected, and how governmental power is limited through the principles of federalism, separation of powers, and checks and balances.

6 **Tribal Nations: Evaluate the unique political status, trust relationships and governing structures of sovereign Tribal Nations and the United States.** 5.1.6.1

Describe a U.S. Federal Indian policy and explain how it impacts tribal nation self-determination and agency.

Economics

9 **Personal Finance: Apply economic concepts and models to develop individual and collective financial goals and strategies for achieving these goals, taking into consideration historical and contemporary conditions that either inhibit or advance the creation of individual and generational wealth.** 5.2.9.1

Apply a decision-making process to identify alternative options available to decision-makers in a historical setting, the decision that was made and the opportunity cost of the decision.

10 **Microeconomics: Explain and evaluate how resources are used and how goods and services are distributed within different economic systems. Analyze how incentives influence the decisions of consumers, producers, and governments.**

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Evaluate the intended and unintended consequences of these decisions from multiple perspectives. 5.2.10.1

Calculate profit as the difference between revenue (from selling goods and services) and cost (payments for resources used).

11 **Macroeconomics: Measure and evaluate the well-being of nations and communities using a variety of indicators. Explain the causes of economic ups and downs. Evaluate how government actions affect a nation's economy and individuals' well-being within an economy.** 5.2.11.1

Investigate the relationship between individual well-being and the well-being of an entire community or nation.

12 **Global and International: Explain why people trade and why nations encourage or limit trade. Analyze the costs and benefits of international trade and globalization on communities and the environment.** 5.2.12.1

Explain how government decisions concerning trading relationships may impact people differently within a community or nation.

Geography

13 **Geospatial Skills and Inquiry: Apply geographic tools, including geospatial technologies, and geographic inquiry to solve spatial problems.** 5.3.13.1

Create and interpret both fixed and dynamic maps that represent the same places in early America from different perspectives and times.

13 **Geospatial Skills and Inquiry: Apply geographic tools, including geospatial technologies, and geographic inquiry to solve spatial problems.** 5.3.13.2

Investigate spatial problems and then act by communicating conclusions with authentic audiences.

14 **Places and Regions: Describe places and regions, explaining how they are influenced by power structures.** 5.3.14.1

Explain how physical and human characteristics and power structures are used to create regions on the land.

15 **Human Systems: Analyze patterns of movement and interconnectedness within and between cultural, economic and political systems from a local to global scale.** 5.3.15.1

Describe interconnectedness and identify patterns within what became the United States, considering past, present and future trends.

16 **Human-Environment Interaction: Evaluate the relationship between humans and the environment, including climate change.** 5.3.16.1

Describe how the choices people make have impacted a physical environment over time.

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Culture: Investigate how sense of place is impacted by different cultural perspectives. 5.3.17.1

Analyze how different perspectives influenced past decisions to name places and impact changing place names today.

History

18 **Context, Change, and Continuity: Ask historical questions about context, change and continuity in order to identify and analyze dominant and nondominant narratives about the past.** 5.4.18.1

Identify at least three Indigenous nations in North America. Describe the social structures, political systems and economic activities of at least one Indigenous nation.

18 **Context, Change, and Continuity: Ask historical questions about context, change and continuity in order to identify and analyze dominant and nondominant narratives about the past.** 5.4.18.2

Compare and contrast the impact of the American Revolution on different groups within the 13 colonies that made up the new United States and identify what narratives are absent.

19 **Historical Perspectives: Identify diverse points of view, and describe how one's frame of reference influences historical perspective.** 5.4.19.1

Describe ways that enslaved people and people in free Black communities resisted slavery and transferred, developed and maintained their cultural identities.

19 **Historical Perspectives: Identify diverse points of view, and describe how one's frame of reference influences historical perspective.** 5.4.19.2

Explain an event or events of the American Revolution through multiple perspectives.

20 **Historical Sources and Evidence: Investigate a variety of historical sources by: a) analyzing primary and secondary sources; b) identifying perspectives and narratives that are absent from the available sources; and c) interpreting the historical context, intended audience, purpose, and author's point of view of these sources.** 5.4.20.1

Identify examples of self-government and sovereignty before the United States became a country by examining multiple primary sources, including Indigenous sources.

20 **Historical Sources and Evidence: Investigate a variety of historical sources by: a) analyzing primary and secondary sources; b) identifying perspectives and narratives that are absent from the available sources; and c) interpreting the historical context, intended audience, purpose, and author's point of view of these sources.** 5.4.20.2

Analyze a primary source from the Revolutionary era by interpreting the historical context, intended audience, purpose and author's point of view and identifying what perspectives and narratives are absent from the source.

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Causation and Argumentation: Integrate evidence from multiple historical sources and interpretations into a reasoned argument or compelling narrative

about the past. 5.4.21.1

Explain the religious, political and economic reasons for the movement of people from Europe to the Americas and examine the impact of colonization and settler colonialism on Indigenous peoples.

21 **Causation and Argumentation: Integrate evidence from multiple historical sources and interpretations into a reasoned argument or compelling narrative about the past.** 5.4.21.2

Explain the difference between indentured servitude and chattel slavery in colonial North America and identify the transatlantic slave route on a map.

22 **Connecting Past and Present: Use historical methods and sources to identify and analyze the roots of a contemporary issue. Design a plan to address it.** 5.4.22.1

Describe Indigenous efforts today to revitalize and reclaim Indigenous languages, traditions and sovereignty.

Ethnic Studies

23 **Identity: Analyze the ways power and language construct the social identities of race, religion, geography, ethnicity, and gender. Apply these understandings to one's own social identities and other groups living in Minnesota, centering those whose stories and histories have been marginalized, erased, or ignored.** 5.5.23.1

Investigate name origins, identity and how language can be exclusionary and liberatory.

24 **Resistance: Describe how individuals and communities have fought for freedom and liberation against systemic and coordinated exercises of power locally and globally. Identify strategies or times that have resulted in lasting change. Organize with others to engage in activities that could further the rights and dignity of all.** 5.5.24.1

Analyze anti-colonial and anti-racist resistance movements of culturally, racially and ethnically diverse people throughout the world.

25 **Ways of Knowing and Methodologies: Use ethnic and Indigenous studies methods and sources in order to understand the roots of contemporary systems of oppression and apply lessons from the past that could eliminate historical and contemporary injustices.** 5.5.25.1

Explore the history of surveillance and oversight in early America and examine their ties to contemporary systems and structures of surveillance and oversight.