Oklahoma Social Studies

Grade 5

Practice Standards

1 The student will apply critical thinking skills to address authentic civic issues. 5.P.1

1 Demonstrate an understanding of the virtue of civil discourse to analyze and address real- world problems. 5.P.1.1

A Explain how human experiences can shape a person's point of view about civic issues. 5.P.1.1.A

B Use a range of democratic procedures to discuss and make decisions about real-world problems in the community, region, and nation. 5.P.1.1.B

C Explain challenges of the past and present and describe strategies used to address local, regional, or national problems. 5.P.1.1.C

2 Develop practices which demonstrate an understanding that social studies involves the evaluation of evidence. 5.P.1.2

2 The student will use interdisciplinary tools to acquire, apply, and evaluate content understanding of the four strands of social studies. 5.P.2

1 Demonstrate an understanding of the principles of government, the benefits of democratic systems, and their responsibilities as citizens. 5.P.2.1

A Explain democratic principles in historic documents by identifying examples of civic virtues and principles at work in state and national settings. 5.P.2.1.A

B Explain the structure, responsibilities, and powers exercised by officials of the national government and describe ways informed citizens can and should participate. 5.P.2.1.B

C Examine the principles of the Constitution of the United States, including how laws are made in a democratic society and are used to protect individual rights. 5.P.2.1.C

2 Develop skills which demonstrate an understanding of historical events and the people who shaped our history. 5.P.2.2

A Compare and analyze primary and secondary sources from the past and present, including the intended audience and author's purpose. 5.P.2.2.A

B Compare perspectives of individuals and groups from different regions and experiences, including the past and present. 5.P.2.2.B

C Explain multiple causes and effects of events and developments of the past or present; create timelines to identify multiple causes and effects from given information. 5.P.2.2.C

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3 Demonstrate a mastery of geographic concepts and the use of geographic tools to understand the impact of geography on the past and present. 5.P.2.3

A Answer geographic questions by organizing geographic information from historical as well as contemporary perspectives. 5.P.2.3.A

B Analyze human and physical features of the nation by drawing conclusions and explaining spatial relationships of physical and human places from geographic representations. 5.P.2.3.B

C Explain how environmental factors affected historical events and continue to impact contemporary human activities. 5.P.2.3.C

4 Identify the principles of economic systems and develop an understanding of the benefits of a market system in local, national, and global settings. 5.P.2.4

A Interpret and draw conclusions from economic data on charts and graphs. 5.P.2.4.A

B Explain how the concept of supply and demand operates in a market economy, using historical and contemporary examples. 5.P.2.4.B

C Analyze the importance of innovation and entrepreneurship in a market economy. 5.P.2.4.C

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3 The student will engage in critical, active reading of primary and secondary sources related to social studies concepts. 5.P.3

1 Comprehend, evaluate, and synthesize textual sources to acquire and refine knowledge in the social studies. 5.P.3.1

A Use information accurately from a text when explaining the text explicitly and when drawing inferences from the text. 5.P.3.1.A

B Use information from multiple print or digital sources (e.g., timelines, maps, graphs, political cartoons, images, artwork) to answer a question. 5.P.3.1.B

2 Apply critical reading and thinking skills to interpret, evaluate, and respond to a variety of complex texts and perspectives. 5.P.3.2

A Determine an author's purpose and draw conclusions to evaluate how well the author's purpose was achieved. 5.P.3.2.A

B Distinguish fact from opinion in nonfiction text and investigate facts for accuracy. 5.P.3.2.B

C Engage in collaborative discussions about appropriate topics and texts, expressing ideas clearly to others in group and whole class settings. 5.P.3.2.C

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4 The student will develop a variety of evidence-based written products designed for multiple purposes. 5.P.4

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1 Summarize and paraphrase, integrate evidence, and cite sources to create written products, research projects, and presentations for multiple purposes related to social studies content. 5.P.4.1

A Compose informative written products by introducing and developing a topic, supported by evidence (e.g. facts, examples, details) and maintaining an organized structure. 5.P.4.1.A

B Clearly state an opinion through written products, supported by examples, details, and reasoning. 5.P.4.1.B

2 Engage in authentic research to acquire, refine, and share knowledge through written presentations and products. 5.P.4.2

A Formulate a viable research question related to expanding knowledge of social studies concepts. 5.P.4.2.A

B Organize information from research, quoting accurately from the source and avoiding plagiarism. 5.P.4.2.B

C Create presentations or products which summarize research findings from two or more sources. 5.P.4.2.C

Ask and examine essential questions that are important to others, as well as enduring across social studies topics. 5.P.1.2.A

A **Ask and examine essential questions that are important to others, as well as enduring across social studies topics.** 5.P.1.2.A

Compare points of agreement from reliable information used to answer supporting questions related to social studies content. 5.P.1.2.B

B **Compare points of agreement from reliable information used to answer supporting questions related to social studies content.** 5.P.1.2.B

Demonstrate critical thinking skills by frequently developing and answering various depth of knowledge questions. 5.P.1.2.C

C **Demonstrate critical thinking skills by frequently developing and answering various depth of knowledge questions.** 5.P.1.2.C

Reinforce understanding of social studies content through collaborative inquiries and the completion of authentic tasks and assessments.

D **Reinforce understanding of social studies content through collaborative inquiries and the completion of authentic tasks and assessments.** 5.P.1.2.D

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Content Standards

1 **The student will examine and compare the Jamestown and Plymouth settlements as the foundations of American culture and society.** 5.C.1

1 Describe the region prior to English settlement as the home to established and self-governing Native societies representing multiple cultures and engaging in vast intertribal trade routes. 5.C.1.1

2 Summarize the economic, political, and cultural reasons for European colonization of North America, including competition over the continent's land and natural resources, the development of new trade relationships, and opportunities for religious freedom. 5.C.1.2

3 Compare England's goals for the settlement of Virginia, including attempts to stake claim on North America at Roanoke and to develop Jamestown as a profit venture for investors. 5.C.1.3

4 Explain the personal, economic, and political motivations of immigrants and indentured servants who migrated to Virginia, as well as the forced immigration of enslaved Africans. 5.C.1.4

5 Analyze the early successes and challenges of Jamestown, by explaining the 5.C.1.5

A leadership and diplomacy of Captain John Smith 5.C.1.5.A

B challenges of the Starving Time and the value of Powhatan trade to sustain the colony 5.C.1.5.B

C export of natural resources and John Rolfe's development of tobacco as a cash crop 5.C.1.5.C

D deteriorating relationships with the Powhatan, characterized by differing views on land ownership. 5.C.1.5.D

6 Explain the English commitment to the permanent settlement at Jamestown as evidenced through an elected representative government (House of Burgesses), private ownership of land, and the recruitment of women and families. 5.C.1.6

7 Describe the importance of religious expression and freedom from persecution which motivated immigration to the Plymouth Colony by separatists (Pilgrims). 5.C.1.7

8 Explain the early successes and challenges for Pilgrims of the Plymouth settlement including the 5.C.1.8

A adaptation to an unfamiliar and harsh environment 5.C.1.8.A

B practice of self-government established by the Mayflower Compact 5.C.1.8.B

C leadership of William Bradford. 5.C.1.8.C

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9 Explain the founding and development of the Massachusetts Bay Colony, including 5.C.1.9

- A a stable government influenced by Puritan religious beliefs 5.C.1.9.A
- B self-government through town meetings 5.C.1.9.B
- C governors elected by freemen 5.C.1.9.C
- D protection of individual rights established in the Massachusetts Body of Liberties. 5.C.1.9.D
- E leadership of John Winthrop and his vision of a "city upon a hill." 5.C.1.9.E

10 Describe the contact and exchange between colonists and Native peoples by explaining 5.C.1.10

- A how American Indian knowledge of the environment, agricultural practices (e.g., three sisters) and hunting skills contributed to colonists' survival 5.C.1.10.A
- B early alliances with the Wampanoag under the leadership of Ousamequin (Massasoit) and the importance of Tisquantum (Squanto) to Plymouth's survival 5.C.1.10.B
- C how contact between cultures led at times to misunderstandings and conflict. 5.C.1.10.C

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2 The student will compare the developments of the New England Colonies, the Middle Colonies, and the Southern Colonies. 5.C.2

1 Explain how settlement in other colonies were influenced by a desire for religious freedom, economic opportunity, and self-government, including 5.C.2.1

- A Roger Williams' advocacy for religious freedom and his founding of the Providence Plantation 5.C.2.1.A
- B Anne Hutchinson's opposition to Puritan restrictions on religious freedom 5.C.2.1.B
- C the founding of Pennsylvania as a haven for Quakers under the leadership of William Penn 5.C.2.1.C
- D Thomas Hooker's influence in formulating the Fundamental Orders of Connecticut 5.C.2.1.D
- E George Calvert's (First Baron of Baltimore) creation of a refuge for persecuted Catholics in Maryland 5.C.2.1.E
- F James Oglethorpe's recruitment of England's impoverished and religious minorities to Georgia. 5.C.2.1.F

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2 Compare the economic development of the three colonial regions including 5.C.2.2

- A agriculture and exports as affected by climate, physical features, and natural resources 5.C.2.2.A
- B a labor system utilizing indentured servants in various occupations 5.C.2.2.B
- C a growing reliance on enslaved labor considered essential to the plantation system. 5.C.2.2.C

3 Explain the economic and cultural interactions resulting from the triangular trade routes, including the forced migration of Africans through the Transatlantic slave trade and experiences of the Middle Passage. 5.C.2.3

4 Analyze the forms of self-government in the colonies. 5.C.2.4

- A Explain how English traditions of limited government (Parliament's relationship to the monarchy) and Judeo-Christian values shaped the colonial experience in self-government. 5.C.2.4.A
- B Describe how representative government was established through various institutions (e.g., New England town hall meetings, colonial legislatures). 5.C.2.4.B
- C Examine early discussions on intercolonial cooperation exemplified by the rejected Albany Plan of Union and Benjamin Franklin's "Join or Die" political cartoon. 5.C.2.4.C
- D Evaluate the influence of the Haudenosaunee (Iroquois) Confederacy on colonial attempts to unite. 5.C.2.4.D

5 Analyze the evolving relationship between American Indians and the British colonists describing how 5.C.2.5

- A although both sides benefited from trade, disputes erupted over territorial claims. 5.C.2.5.A
- B armed conflicts devastated both British settlements and Tribal communities. 5.C.2.5.B

6 Compare the experiences of both free and enslaved persons in the British colonies, including resistance efforts by enslaved peoples and attempts to preserve aspects of African culture. 5.C.2.6

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3 The student will analyze the series of events and policies which led American colonists to seek and declare independence. 5.C.3

1 Analyze how growing political and economic tensions led to dissent among American colonists by explaining 5.C.3.1

- A the enforcement of trade restrictions and tax collection by England in response to its debt from the French and Indian War. 5.C.3.1.A
- B resentment over the Proclamation of 1763 and its restriction of western settlement. 5.C.3.1.B

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2 Identify the primary cause of the American Revolution as a colonial struggle for self-rule. 5.C.3.2

A Describe the impact of the Stamp Act and Quartering Act which prompted formation of the Stamp Act Congress. 5.C.3.2.A

B Compare different forms of protests, including the use of propaganda and the boycott of British imports. 5.C.3.2.B

C Explain how the enactment of the Townshend Duties and the Tea Act led to escalated tensions, such as the Boston Massacre and the Boston Tea Party. 5.C.3.2.C

D Describe how the passage of the Intolerable Acts (Coercive Acts) prompted the American colonists to unite at the First Continental Congress. 5.C.3.2.D

3 Explain efforts to mobilize support for the American Revolution. 5.C.3.3

A Compare the role of the Sons of Liberty, the Committees of Correspondence, and the Minutemen. 5.C.3.3.A

B Describe how the British raids and armed encounters at Lexington and Concord became catalysts for the revolution. 5.C.3.3.B

C Explain how Thomas Paine's Common Sense shifted American sentiment toward independence. 5.C.3.3.C

D Describe the significance of the rallying cry, "no taxation without representation." 5.C.3.3.D

4 Explain the meaning of the key ideals expressed in the Declaration of Independence, drafted by Thomas Jefferson and the Committee of Five, adopted July 4, 1776, including 5.C.3.4

A natural, unalienable rights, such as life, liberty, and the pursuit of happiness 5.C.3.4.A

B the equality of all individuals 5.C.3.4.B

C the purpose of government 5.C.3.4.C

D the principle of self-rule by consent of the governed 5.C.3.4.D

E specific colonial grievances and rights as British citizens. 5.C.3.4.E

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4 The student will examine the struggles of the Revolutionary War and ultimate victory to gain independence. 5.C.4

1 Explain how colonists were divided toward the growing call for independence by identifying various points of view and motivations, including patriots, loyalists, American Indian Nations, and enslaved persons. 5.C.4.1

2 Compare the advantages and disadvantages of the British and the American colonies during the Revolutionary War, including military leadership and strength, population, resources, and foreign alliances. 5.C.4.2

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3 Examine the first American centralized system of government under the Continental Congress and the Articles of Confederation. 5.C.4.3

A Identify the Articles of Confederation as a loose alliance of states. 5.C.4.3.A

B Explain the importance of the Articles of Confederation to wage a war and conduct foreign diplomacy. 5.C.4.3.B

4 Analyze the relationships of significant military and diplomatic events of the Revolutionary War. 5.C.4.4

A Explain how the Battle of Bunker Hill, although a Patriot loss, confirmed colonial commitment to the patriot cause. 5.C.4.4.A

B Describe the Continental Army's victory at Trenton, exemplified by Washington's military leadership against professional British and Hessian troops. 5.C.4.4.B

C Explain that the Battles of Saratoga are considered a turning point with regards to securing French support for the revolution. 5.C.4.4.C

D Describe the harsh conditions at the Valley Forge Encampment and how Washington's leadership created a cohesive, disciplined fighting force. 5.C.4.4.D

E Explain the significance of Thomas Paine's The Crisis in bolstering patriot morale among the public and military. 5.C.4.4.E

F Describe how the support of the French army and navy helped Americans defeat Lord Cornwallis at Yorktown. 5.C.4.4.F

G Summarize the significance of the Treaty of Paris (1783) on the United States' status as a free nation. 5.C.4.4.G

5 Identify the contributions of key individuals influential to the American Revolution in the fields of 5.C.4.5

A patriot leadership (e.g., Samuel Adams, Benjamin Rush, Paul Revere) 5.C.4.5.A

B politics and diplomacy (e.g., Patrick Henry, Benjamin Franklin, John Adams, Nancy Ward "Nanyehi") 5.C.4.5.B

C military service (e.g., Nathan Hale, John Paul Jones, Daniel Morgan, Ethan Allen, Nathanael Greene, Benedict Arnold, Marquis de Lafayette) 5.C.4.5.C

D Native alliances (e.g., Stockbridge Indian regiment of Minutemen, Oneida scouts) 5.C.4.5.D

E ideological writing (e.g., Thomas Paine, Mercy Otis Warren, Phillis Wheatley). 5.C.4.5.E

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5 The student will examine the formation of the American system of government following the American Revolution. 5.C.5

1 Evaluate the major issues that led to the Constitutional Convention, including the public alarm raised from Shays' Rebellion and challenges faced by a national government too weak to conduct its affairs. 5.C.5.1

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Identify the role of leaders at the Constitutional Convention, including its president George Washington, and the influence of James Madison, known as the "Father of the Constitution." 5.C.5.2

3 Explain how the Framers based the Constitution on "the Laws of Nature and of Nature's God," as expressed in the Declaration of Independence and influenced by Biblical principles, reflected in the writings of the Founders. 5.C.5.3

4 Explain the key debates and compromises of the Constitutional Convention, including 5.C.5.4

A the goals of a stronger union with respect to commerce and political stability 5.C.5.4.A

B state representation in Congress, presented by opposing Virginia and New Jersey Plans, and resolved by the Great Compromise, creating a bicameral legislature 5.C.5.4.B

C congressional representation resolved by the Three-Fifths Compromise and the potential for a future ban of the international slave trade. 5.C.5.4.C

5 Describe the public debates over the Constitution’s ratification, comparing the viewpoints of the Federalists, led by James Madison and Alexander Hamilton, and Anti-Federalists, led by George Mason, regarding the powers of central government and the necessity for a national Bill of Rights. 5.C.5.5

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6 **The student will describe the structure and responsibilities of the American system of government and the role of the individual citizen, as provided in the Constitution of the United States.** 5.C.6

1 Explain that the United States government was established through a written Constitution, establishing the supreme law of the land. 5.C.6.1

A Examine the Preamble of the Constitution of the United States and identify the major purposes of government. 5.C.6.1.A

B Explain how the people are the ultimate source of government’s power in a democracy. 5.C.6.1.B

2 Summarize the rights and liberties protected by the Bill of Rights. 5.C.6.2

A Draw connections to colonial conditions which prompted the adoption of particular amendments. 5.C.6.2.A

B Identify contemporary examples of rights, liberties, and due process protections guaranteed by the Bill of Rights. 5.C.6.2.B

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3 Analyze the structure and operations of government established in the Constitution of the United State 5.C.6.3

- A Explain why the Framers separated government's powers into different branches, identify the three branches of American government (legislative, executive, judicial), and describe each branch's basic function. 5.C.6.3.A
- B Describe the system of checks and balances, explaining how each branch of government can limit the power of other branches. 5.C.6.3.B
- C Examine the system of shared powers (federalism) between the federal and state levels of governments, explaining why the Framers assigned specific powers to each level. 5.C.6.3.C
- D Explain how the Constitution establishes a process for making laws, including specific roles for Congress, the President, and the Supreme Court. 5.C.6.3.D

4 Examine Tribal sovereignty as a Tribal nation's inherent right to self-govern. 5.C.6.4

- A Describe how the Commerce Clause of the Constitution established a nation-to-nation relationship between the United States and Tribal governments. 5.C.6.4.A
- B Explain that Tribal governments possess powers, including the authority to determine Tribal citizenship, make and enforce laws, manage lands and natural resources, and provide for the needs of Tribal citizens. 5.C.6.4.B

5 Analyze the role and responsibilities of all United States citizens by explaining 5.C.6.5

- A why voting in public elections is necessary to maintain a representative democracy 5.C.6.5.A
- B how becoming informed voters contributes to wise decisions 5.C.6.5.B
- C how citizens exchange ideas through peaceful civil discourse 5.C.6.5.C
- D that service on a trial jury guarantees fair justice for all citizens 5.C.6.5.D
- E why payment of taxes is required to support projects for the common good 5.C.6.5.E
- F that safety and order rely on obedience to authority and laws 5.C.6.5.F
- G how registration for military service ensures the nation is prepared to defend itself. 5.C.6.5.G

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7 The student will summarize the growth of a new nation under the leadership of Presidents Washington, Adams, and Jefferson. 5.C.7

1 Describe the presidential leadership of George Washington, including 5.C.7.1

- A the creation of cabinet positions 5.C.7.1.A
- B the precedent of not seeking a third term 5.C.7.1.B
- C issuance of a Thanksgiving proclamation 5.C.7.1.C
- D advice offered in his Farewell Address regarding religion and morality as necessary to American self-government. 5.C.7.1.D

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2 Identify the significant work of President John Adams, which 5.C.7.2

- A ensured the new nation's ability to defend itself by strengthening the army and navy 5.C.7.2.A
- B left a legacy of cautious foreign policy based on national interest. 5.C.7.2.B

3 Explain the impact of President Thomas Jefferson’s presidency, including 5.C.7.3

- A the purchase of Louisiana Territory and its effect on westward expansion 5.C.7.3.A
- B geographic and scientific knowledge gained from the Meriwether Lewis and William Clark expedition 5.C.7.3.B
- C efforts to build relationships, enter into, and maintain treaties with American Indian Nations. 5.C.7.3.C