Rhode Island Social Studies

Grade 5

Adopted 2023

Anchor Standards

Civics and Government

1. Identify what political power is and who has political power in a society. CG.P.1
2. Explain how political power is and has been obtained and used to govern communities and individuals with attention to their intersectional identities and lived experiences. CG.P.2
3. Analyze the purpose of government and the use of power, including balancing order and freedom, to advance and control different communities and individuals based on their intersectional identities and lived experiences. CG.P.3
4. Argue how power can be distributed and used to create a more equitable society for communities and individuals based on their intersectional identities and lived experiences. CG.P.4

1. Identify what rules and laws are, and who has the power to make them, in different settings and cultures that are familiar and unfamiliar to students. CG.RL.1
2. Explain why rules and laws exist, and how they are implemented by and for individuals and communities based on their intersectional identities and lived experiences. CG.RL.2
3. Analyze how rules and laws positively and/or negatively impact different individuals and communities based on their intersectional identities and lived experiences. CG.RL.3
4. Argue how rules and laws can be used to create an equitable society. CG.RL.4

1. Identify what rights and responsibilities individuals and communities have in a society and who can take advantage of them. CG.RR.1
2. Explain different ways communities and individuals inform themselves, exercise their rights and responsibilities, and engage formally and/or informally in political processes. CG.RR.2
3. Analyze how individuals and communities have been included or excluded from the political process based on their intersectional identities and lived experiences and the impact these actions have had on their rights, responsibilities, and the functioning of a democratic society. CG.RR.3
4. Argue for a possible solution to make rights equitable and the roles of those involved in pursuing that solution. CG.RR.4

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istory

1. Identify historical events that are culturally relevant to global, national, and local histories and connect to students' intersectional identities and lived experiences. H.CC.1
2. Explain multiple causes and effects of historical events, centering and representing the voices and experiences of individuals and communities who were agents of change and resistance. H.CC.2
3. Analyze multiple sources to compare and contrast historical events through the lenses of identity, power, and resistance. H.CC.3
4. Argue how social change, intersectional identities, and lived experiences are crucial to the study and practice of history. H.CC.4

1. Identify key people, central ideas, and the mechanisms by which stories are told and retold regarding an event or series of events, centering the voices of historical actors and groups engaged in resistance and change. H.HP.1
2. Explain the purpose, audience, and perspective of multiple types of sources (art, music, oral histories, pamphlets, film, texts, etc.) relating to a historical event or series of events, individual, or group of people, including indications of bias toward or against the subject portrayed. H.HP.2
3. Analyze multiple types of sources, including art, music, oral histories, pamphlets, film, texts, etc., through a critical reflection of the creators' and students' intersectional identities and lived experiences. H.HP.3
4. Argue, using multiple narratives rooted in identity, power, and resistance, how history itself is an interpretation of events. H.HP.4

1. Identify peoples, events, technologies, and ideas involved in historical and social change in various geographical and temporal locations. H.IG.1
2. Explain how historical and social change have been and continue to be accomplished in relation to systems of power, identity, and resistance. H.IG.2
3. Analyze historical change through the intersectional identities and lived experiences of people who have accomplished social change throughout history in relation to systems of power, identity, and resistance. H.IG.3
4. Argue how all individuals can act as local, national, and/or global agents of social change by using lessons learned from history. H.IG.4

Geography

1. Identify the characteristics of populations based on their size, place, region, and cultural demographics, as well as identifying patterns of migration. H.HSP.1
2. Explain how and why a population's characteristics, including their spatial distribution, growth, and movement, have divided, organized, and unified areas of Earth's surface and impacted both human and physical systems. H.HSP.2
3. Analyze how human systems and the distribution of populations interact with and impact physical systems, and how conflict and access to resources influence physical systems. H.HSP.3

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4. Argue how the relationship between populations and physical systems influence decision-making about the equitable access to resources and land at the local, regional, and/or global levels. H.HSP.4

1. Identify the characteristics of human systems, physical systems, and the environment, and ways they interact at local, regional and/or global levels. G.HPE.1
2. Explain how humans and their societies and institutions affect, modify and/or preserve the environment, as well as how the modifications of the physical environment affect physical, behavioral, and diverse cultural systems. G.HPE.2
3. Analyze how individuals and societies at local, regional and/or global levels influence political, economic, and social decision-making. G.HPE.3
4. Argue how decisions about resources and the environment made by individuals and/or communities impact current and future peoples differently and how those decisions might be made more equitable. G.HPE.4

1. Identify maps, globes, and other geographic tools and technologies that are used to describe where places are located both absolutely and relatively across time, space, and distance. G.WST.1
2. Explain how the characteristics and elements of maps, globes, geographic tools, and other technologies are used and selected to identify and describe local, regional and/or global locations. G.WST.2
3. Analyze multiple types of maps, charts, and graphs and how they are used to interpret topographical information, draw inferences about the development of societies, and determine how places shape events and how places may be changed by events. G.WST.3
4. Argue how the systematic analysis of the spatial patterns provides an integral understanding of a place or region and supports equitable decisions about climate and land use. G.WST.4

Economics

1. Identify the choices communities make about how to use resources based on the scarcity of that resource, including those that are familiar and unfamiliar. E.SA.1
2. Explain how scarcity affects the cost and availability of desired goods and services, and who has the power to influence the factors related to cost and availability and why. E.SA.2
3. Analyze how decisions affecting access to goods and services are influenced by systems of power and cultural norms including how these effects of decisions create more equitable or inequitable outcomes. E.SA.3
4. Argue how a resource can be used differently to create a more equitable outcome for individuals and communities including how individuals and communities can influence systems of power to achieve that change. E.SA.4

1. Identify the individuals and communities involved in the production of any good or service, the materials needed for producing them, where and how the materials are obtained, and the various interrelationships among all of these elements. E.PC.1

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2. Explain who has the power to make decisions related to the means of production and the effects those decisions have on individuals and communities E.PC.2
3. Analyze how individuals and communities acting through intersectional identities and lived experiences can affect the means of production. E.PC.3
4. Argue whether the costs and benefits of an aspect of the means of production equitably serve all individuals and communities. E.PC.4

1. Identify the ways that different political systems utilize economic systems to organize and distribute goods and services to individuals and communities. E.EG.1
2. Explain how those traditionally privileged and marginalized across intersecting identities can influence and interact with economic systems. E.EG.2
3. Analyze how inequities within the economic system have been addressed or sustained by the actions of those traditionally privileged and marginalized. E.EG.3
4. Argue how different economic systems can create more equitable outcomes for individuals and communities, particularly for those traditionally marginalized from the economic system. E.EG.4

Content Standards

Grade 5 - United States History: Pre-European Contact to Reconstruction

1. Analyze the countries, geographic features, and climates of North America. SS5.1.1
   a. Identify the major geographical features of North America (e.g., climate zones, bodies of water, mountains, deserts), and analyze their relationships with human settlement SS5.1.1.A
   b. Identify the countries that make up North America today and their locations on a map SS5.1.1.B
   c. Identify the locations people settled, and analyze the reasons people chose those areas over others (e.g., access to resources, fertile land) SS5.1.1.C
2. Analyze the lived experiences of Indigenous peoples prior to European colonization. SS5.1.2
   a. Explain the geographical spread of Indigenous communities and language families, and analyze the relationship between geography and location of settlements (e.g., access to resources, climate) SS5.1.2.A
   b. Analyze the cultures, government structures, and lived experiences (e.g., trade networks, kinship system, spiritual practices) of groups of Indigenous peoples across North America prior to the arrival of Europeans (e.g., Haudenosaunee, Huron, Cherokee, Navajo, Creek, Apache, Paiute, Pueblo, Hopi, Lakota (Sioux), Seminole, Taino, Inuit, Maya), including those local to Rhode Island (e.g., Nahaganset (Narragansett), Wampanoag (Pokanoket), Nehantick and Eastern Nehantick (Niantic), Pequot, Nipmuc, Massachuset, Mohegan, Manissean) SS5.1.2.B
   c. Analyze the cooperation and conflict between Indigenous nations prior to European arrival SS5.1.2.C
   d. Analyze ways that Indigenous peoples continue their government and traditional practices today SS5.1.2.D

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1. Argue the ways the motivations and methods of European colonization in North America affected the Indigenous peoples. SS5.2.1

    a. Analyze the reasons colonial powers (e.g., Dutch, English, French, Portuguese, Russian, Spanish, Vikings) sailed to North America, their understanding of land ownership, and the initial responses of the Indigenous peoples they encountered, and argue the impacts of colonization SS5.2.1.A

    b. Analyze the effects of the Columbian Exchange, and argue who benefited (e.g., introduction of invasive plant species to North America, introduction of animals such as pigs and horses, impact of diseases such as smallpox on Indigenous populations) SS5.2.1.B

    c. Identify the economic motivations of settler colonialism, and argue who benefited SS5.2.1.C

2. Analyze the similarities and differences of the colonies throughout North America. SS5.2.2

    a. Identify the locations and geography of the colonies across North America (New England, Middle Colonies, Southern Colonies, New France, New Spain), and analyze the reasons colonists decided to settle in those locations SS5.2.2.A

    b. Analyze the similarities and differences in the composition and ideologies of each colony including population and reason for immigration, governmental structures, economic systems, sources of labor, lifeways, religion, and relationships with Indigenous communities SS5.2.2.B

3. Analyze the relationships between Indigenous peoples and European colonists and the evolving nature of those relationships. SS5.2.3

    a. Analyze the differences between Indigenous and European colonists' views on land ownership, land use, and property rights SS5.2.3.A

    b. Analyze the similarities and differences between political, cultural, and trade relationships between French, Spanish, and English colonists with Indigenous communities SS5.2.3.B

    c. Analyze the conflicts between Indigenous peoples and European colonists and their outcomes (e.g., Aztec Conquest 1520s, Pueblo Revolt 1680, Pequot War 1630s, King Philip's War 1670s, California Missions 1760s-1830s) SS5.2.3.C

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4. Argue the impacts the new system of enslavement had on the economy and the people involved. SS5.2.4
    a. Explain the rationale local colonists used to enslave Indigenous peoples (e.g., enslavement of Pequot, Narragansett, and Wampanoag after the Pequot War 1637 and King Philip's War 1676, connection to African enslavement), and explain the conditions of enslavement SS5.2.4.A
    b. Analyze the origins and course of African enslavement in the colonies and the development of chattel slavery, and argue who benefited from this new form of slavery SS5.2.4.B
    c. Explain the role the system of slavery had in the economic development of the colonies, and argue who benefited SS5.2.4.C
    d. Analyze laws and codes controlling enslaved Africans, free Blacks, indentured whites, and Indigenous peoples in the 1600-1700s and argue who benefited SS5.2.4.D
    e. Explain the conditions of slavery in colonial Rhode Island (e.g., first enslaved African in Rhode Island 1696 from ship Seaflower, role of Rhode Islanders in the slave trade, rural v. urban slavery, 1652 law limiting terms of servitude) SS5.2.4.E
    f. Identify the significant roles free Blacks had in the colonies (e.g., Anthony Johnson, John Quamino, Bristol Yamma), and explain their contributions SS5.2.4.F
    g. Explain how race was socially constructed during this time, and argue the ways it can be traced to how race is socially constructed today SS5.2.4.G

1. Argue how Britain's response at the end of the French and Indian War led to the American Revolution. SS5.3.1
    a. Identify the causes and course of the French and Indian War, and argue how it impacted the colonies SS5.3.1.A
    b. Analyze the roles and contributions Indigenous peoples had in the French and Indian War SS5.3.1.B
    c. Analyze the Proclamation of 1763 and other acts of the British government meant to recoup financial costs of the French and Indian War (e.g., Sugar Act 1764, Currency Act 1764, Stamp Act 1765, Townshend Act 1767) and assert control over the colonies (e.g., Quartering Act 1765, Coercive Acts 1774) and argue how these led to the start of the Revolution SS5.3.1.C
    d. Analyze protests and major events leading up to the American Revolution (e.g., Boston Massacre, Gaspee Affair, Stamp Act riots, North Carolina Regulators, various Tea Parties), and argue how these led to the start of Revolution SS5.3.1.D

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2. Analyze the ideals of the Declaration of Independence. SS5.3.2
    a. Analyze how liberty and natural rights are defined in the Declaration of Independence SS5.3.2.A
    b. Analyze the grievances and ideals laid out in the Declaration of Independence SS5.3.2.B
    c. Analyze the backgrounds (race, gender, occupation, religion, age, location, and view of slavery) of the Declaration of Independence signatories, and explain their perspectives and political views (e.g., Rhode Island's Stephen Hopkins and William Ellery) SS5.3.2.C
    d. Analyze the influences of the Haudenosaunee Confederacy on the drafting of the Declaration of Independence (e.g., Great League of Peace) SS5.3.2.D
    e. Explain ways that students see the ideals of the Declaration of Independence represented in their lives today SS5.3.2.E
3. Analyze the actions and activities of the participants of the Revolution. SS5.3.3
    a. Identify the diversity of patriots (e.g., white men and women from all classes, free Blacks, enslaved peoples, and Indigenous peoples), and analyze their reasons for and ways of rebelling against the Crown SS5.3.3.A
    b. Identify the individuals and organizations who remained loyal to the Crown (e.g., Newport Gazette, Joseph Brant or Thayendanegea), and analyze the reasons for their loyalty SS5.3.3.B
    c. Analyze the reasons individuals and groups remained neutral (e.g., Quakers, Indigenous tribes such as the Six Nations) SS5.3.3.C
    d. Identify the events of the war (e.g., Battle of Lexington and Concord 1775, Non-importation Agreements, Siege of Newport 1778, Battle of Rhode Island 1778, Battle of Yorktown 1781), and analyze their significance to the outcome SS5.3.3.D
    e. Analyze women's role as patriots (e.g., Deborah Sampson, Phillis Wheatley, homespun, spinning bees, camp followers) SS5.3.3.E
    f. Analyze the contributions of enslaved and free Blacks during this era (e.g., Rhode Island Black Regiment, Olaudah Equiano, Phillis Wheatley, Duchess Quamino, Newport Gardner) SS5.3.3.F
4. Analyze the elements of the Constitution of the United States and its significance in forming a new United States. SS5.3.4
    a. Analyze the Articles of Confederation in terms of advantages and disadvantages SS5.3.4.A
    b. Analyze the role of the institution of slavery in the drafting of the Constitution (e.g., 3/5th rule of representation, fugitive-slave clause, slave importation clause) SS5.3.4.B
    c. Identify the elements of the Constitution (e.g., branches of government, checks and balances), and explain the purpose of the Bill of Rights SS5.3.4.C

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1. Argue the impacts of the political changes and uncertainties immediately following the ratification of the Constitution of the United States. SS5.4.1
    a. Analyze the similarities and differences among the first three presidents and their administrations (i.e., George Washington, John Adams, Thomas Jefferson) SS5.4.1.A
    b. Explain the development of the two-party system, and analyze the resulting debates (e.g., Alexander Hamilton v. Thomas Jefferson, Federalists, Democratic-Republicans) SS5.4.1.B
    c. Explain the limits of political participation (e.g., voting requirements, holding office rules, Alien and Sedition Acts 1798), and argue who benefited SS5.4.1.C
    d. Analyze the changing views of slavery in legislation (e.g., role of the Northwest Ordinance is limiting the spread of slavery, emancipation acts in Northern States including Rhode Island's Gradual Emancipation Act of 1784, "Act Prohibiting Importation of Slaves" 1807), and argue the impacts of those views SS5.4.1.D
2. Argue how the acquisition of land from the Atlantic to the Pacific had consequences for different peoples. SS5.4.2
    a. Identify the definition of manifest destiny and analyze the justification for westward expansion SS5.4.2.A
    b. Analyze the efforts to gain land and expand territory (e.g., the Louisiana Purchase 1803, Spanish Florida 1810-1819, Texas Annexation 1845, Oregon Country from Great Britain 1846, Gadsden Purchase 1853), Indigenous response and resistance, and argue the ways Indigenous peoples were affected SS5.4.2.B
    c. Explain the route, purpose, and events of the Lewis and Clark expedition 1804-1806 SS5.4.2.C
    d. Analyze the causes and course of the Mexican American War 1846-1848 (e.g., Mexican freedom from Spain in 1821, Treaty of Guadalupe-Hidalgo 1848, California Constitution 1849), and Indigenous response and resistance, and argue the impacts on Mexican citizens and Indigenous peoples SS5.4.2.D
    e. Analyze the rationale and rules for establishing free and slave states, and argue the impacts on enslaved Africans SS5.4.2.E

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3. Argue the ways that migration, laws governing migration, and government actions forcing migration affected different groups of people. SS5.4.3

    a. Analyze the laws governing immigration and citizenship (e.g., 14th Amendment 1868, Naturalization Act of 1870, Chinese Exclusion Act 1882, Rhode Island Bourn Amendment 1888, Immigration Act 1891) and argue how the laws impacted people SS5.4.3.A

    b. Analyze the groups that immigrated and migrated to the East Coast, the Midwest, and the West Coast, analyze effects on immigrant community and family, and argue the impact on Indigenous peoples SS5.4.3.B

    c. Analyze the effects of the removal of Indigenous peoples from their lands by the United States government (e.g., Andrew Jackson's Indian Removal Acts (1830), Trail of Tears (1838), Indian Appropriations Act 1851, Dawes Act 1887, Indian Boarding Schools), and argue the impacts on community and family and who benefited SS5.4.3.C

4. Argue how changes to transportation and industry in the first half of the 19th century impacted people's lives. SS5.4.4

    a. Analyze the definition of the Transportation Revolution, and argue its impact on the United States (e.g., steamboats, canals, roads, bridges, turnpikes, railroads) SS5.4.4.A

    b. Analyze the events of the Industrial Revolution, and argue how the shift from an agricultural to industrial economy shaped daily life prior to the Civil War (e.g., Slater Mill in Rhode Island, Rhode Island System, Lowell Mill Girls, child labor, technological developments) SS5.4.4.B

    c. Analyze other industries, and argue their influence on the United States (e.g., whaling, shipping, international trade) SS5.4.4.C

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1. Analyze the conditions of enslavement and the many efforts of free and enslaved Blacks to obtain freedom for enslaved Africans. SS5.5.1

    a. Identify the conditions of enslavement for enslaved Africans, (e.g., types of labor, living accommodations, Slave Codes), and analyze differences across the states SS5.5.1.A

    b. Analyze the ways enslaved people resisted enslavement (e.g., self-emancipation, slowing down work, destruction of property) and maintained and created culture (e.g., music, clothing, religious beliefs) SS5.5.1.B

    c. Analyze the efficacy of resistance and revolts, (e.g., Stono Rebellion 1739, Nat Turner's Rebellion 1831) and stories of escape (e.g., Harriet Jacobs, Frederick Douglass, Harriet Tubman, Underground Railroad, including role of Elizabeth Buffum Chace in the Underground Railroad in Rhode Island) SS5.5.1.C

    d. Explain the goals and strategies of the abolition movement (e.g., Olaudah Equiano, Frederick Douglass, Sojourner Truth, William Lloyd Garrison, Lydia Maria Child) and argue their impact SS5.5.1.D

    e. Analyze the implications of the Fugitive Slave Law of 1850 SS5.5.1.E

    f. Analyze legal bids for freedom (e.g., Biddy Mason 1856, Dred Scott 1857, Archy Lee 1858), and argue their impact SS5.5.1.F

    g. Analyze the continued racism against Black Americans in the North despite the end of slavery (e.g., limited access to education, turned away from employment, lack of suffrage, racial violence including the destruction of the neighborhoods of Hardscrabble and Snowtown in Rhode Island, personal stories like Elleanor Eldridge in Rhode Island) SS5.5.1.G

2. Analyze the political precursors to the Southern secession from the Union and the start of the Civil War. SS5.5.2

    a. Analyze politics pre-1850s and how it added to the tensions between the North and the South (e.g., Constitutional compromises, Missouri Compromise 1820, Wilmot Proviso, Free Soil Party 1848-1854) SS5.5.2.A

    b. Analyze the 1850s political crisis as the catalyst for secession (e.g., Compromise of 1850, Fugitive Slave Law 1850, Kansas-Nebraska Act 1854, Dred Scott decision 1857, Lincoln-Douglas debates, John Brown's raid on Harpers Ferry 1859) SS5.5.2.B

    c. Analyze the ways that slavery as a political, economic, and social institution divided the country SS5.5.2.C

    d. Analyze the formation of the Confederate States of America, the states involved, and their reasons for secession SS5.5.2.D

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3. Argue the impacts of the events and participants of the Civil War. SS5.5.3
    a. Identify leaders during the war (e.g., Abraham Lincoln, Ambrose Burnside, Ulysses S. Grant, Robert E. Lee, Stonewall Jackson), analyze their actions and contributions, and argue their impacts SS5.5.3.A
    b. Analyze the battles and their effects on the course of the war (e.g., Antietam, Vicksburg, Gettysburg) SS5.5.3.B
    c. Argue the advantages of the North (e.g., more men of military age, larger industrial capacity, strong centralized government, technological developments) SS5.5.3.C
    d. Argue the impact of various individuals and groups in the Civil War (e.g., free Blacks and enslaved Africans, women, children, LGBTQIA+ individuals, Indigenous peoples) SS5.5.3.D
    e. Argue the efficacy of Rhode Island's response to the war, (e.g., Ambrose E. Burnside, 14th Rhode Island Heavy Artillery (Colored), Katharine Prescott Wormeley, Julia Ward Howe, Rhode Island's factory production, Portsmouth Grove Military Hospital) SS5.5.3.E
    f. Argue the impact of the Emancipation Proclamation, General Order No.3, and Juneteenth SS5.5.3.F
    g. Argue the impact of how the Confederacy is remembered today SS5.5.3.G

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4. Argue the impact of the period immediately following the Civil War and the ways Black individuals and groups acted to resist white supremacy and advocate for their freedoms. SS5.5.4

    a. Analyze the components and impact of Reconstruction SS5.5.4.A

    b. Analyze the political advancement of the Black community (e.g., Congressional members during Reconstruction, Black members of state legislatures, voting registration and practices) and what obstructions were placed in their path SS5.5.4.B

    c. Identify the purpose for the 13th, 14th, and 15th Amendments, and argue their short- and long-term impacts SS5.5.4.C

    d. Analyze the role of the Freedmen's Bureau and the Rhode Island Association for Freedmen in supporting formerly enslaved persons during Reconstruction (e.g., redistributing lands, establishing school systems, reuniting families, providing food and medical care), and argue how these organizations supported the work of bettering human rights SS5.5.4.D

    e. Analyze the social and economic changes as a result of ending enslavement of African Americans (e.g., rebuilding of Black families and culture, reuniting families through advertisements, Southern Homestead Act, sharecropping, "40 acres and a mule") SS5.5.4.E

    f. Argue the efficacy of the northern response to Reconstruction (e.g., Petition of Horace Greeley Wade 1866, Petition for equal rights 1870, Rhode Island General Law Chapter 508 in 1885, Reverend Mahlon Van Horne) SS5.5.4.F

    g. Explain the backlash to Reconstruction and the violence aimed at Black officeholding, economic independence, and culture creation (e.g., white supremacy's role in the rise of the KKK, Black Codes, 1872 Amnesty Act, the election of 1876) SS5.5.4.G