South Dakota Social Studies

Grade 5

WORLD HISTORY: 1300-1648

1 **Building upon skills learned in previous grades, the student learns the skills to complete the following tasks, completing each task with relative ease by the end of 5th grade.** 5.SS.1

- A The student can give examples of natural resources, limited resources, and unlimited resources. E 5.SS.1.A
- B The student can give examples of how natural resources affect the choices of human beings and societies. E 5.SS.1.B
- C The student can give examples of how supply and demand influence price, producers, and consumers. E 5.SS.1.C
- D The student can use a map of time zones to determine the time in different places in the world. G 5.SS.1.D
- E The student can recite from memory the Gettysburg Address. HC 5.SS.1.E
- F The student can outline and write a narrative essay of 3-4 paragraphs in length about a historical event. H 5.SS.1.F
- G The student can outline and write an informative essay of 3-4 paragraphs in length about a historical figure. H 5.SS.1.G

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2 The student demonstrates knowledge of European geography. 5.SS.2

A The student locates on a map and describes the features of Europe's physical geography, including: G 5.SS.2.A

1 Bodies of Water: Atlantic Ocean, Arctic Ocean, Baltic Sea, Irish Sea, Bay of Biscay, English Channel, Mediterranean Sea, Dardanelle Straits, Black Sea, North Sea 5.SS.2.A.1

2 Major Rivers: Volga River, Danube River, Rhine River, Elbe River, Seine River, Po River, Thames River 5.SS.2.A.2

3 Major Mountains: Ural Mountains, Carpathian Mountains, Alps Mountains, Apennine Mountains, Pyrenees Mountains, Mount Blanc 5.SS.2.A.3

4 Regions: Iberian Peninsula, Scandinavia, the Balkans, Peloponnesus, Normandy, the Rhineland, the Polish Plain, the Caucuses 5.SS.2.A.4

B The student locates on a map the countries of Europe and spells all their names and capitals correctly. G 5.SS.2.B

C The student locates on a map and names the country in which major cities are located, including London, Paris, Rome, Berlin, Dublin, Madrid, Lisbon, Athens, Warsaw, Moscow, St. Petersburg, Copenhagen, Brussels, Vienna, Kiev, Amsterdam, Geneva, Milan, Venice, Oxford, and Edinburgh. G 5.SS.2.C

3 The student demonstrates knowledge of the Renaissance and the Age of Exploration. 5.SS.3

A The student explains the disruptions to society in the late Middle Ages and their effects, including the Black Death, the Great Schism of 1378, the Hundred Years' War, the ideas of John Wycliffe and Jan Hus. H 5.SS.3.A

B The student explains the origins and major ideas of the Renaissance, including a revival of classical Greece and Rome, humanism, and the growth of towns. H 5.SS.3.B

C The student explains the major cultural features and contributions of the Renaissance in Italy and Northern Europe in painting, architecture, sculpture, and literature. H 5.SS.3.C

D The student explains the Reconquista of the Iberian Peninsula with the decline of Muslim rule and the ascendance of the Portuguese and Spanish crowns. H 5.SS.3.D

E The student explains 15th century trade between Europe and Asia, and different European motivations for exploration. H 5.SS.3.E

F The student explains the 15th century slave trade among Africans, Arabs, and Europeans, and compares it to the practice of indentured servitude. H 5.SS.3.F

4 The student demonstrates knowledge of the Reformation. 5.SS.4

A The student explains the main ideas of major Protestant leaders, including Martin Luther, Henry VIII, and John Calvin, and how they contrasted with Catholic ideas and practices. H 5.SS.4.A

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B The student explains the major historical events during the Protestant Reformation and the subsequent Catholic Reformation, including their reflection in art, architecture, and politics. H 5.SS.4.B

C The student identifies the historical figures and features of Elizabethan England. H 5.SS.4.C

D The student explains the political and religious elements to the wars of religion in the 16th and 17th centuries, including the Anglo-Spanish War, the French Wars of Religion, and the Thirty Years' War. H 5.SS.4.D

E The student explains instances of conquest and cooperation between Europeans and indigenous peoples in the Americas. H 5.SS.4.E

F The student explains the Columbian Exchange of resources, people, and disease, including how smallpox decimated Native Americans and the science of why this happened. H 5.SS.4.F

AMERICAN HISTORY: 1820-1908

5 The student demonstrates knowledge of American history between the War of 1812 and the presidency of Andrew Jackson. 5.SS.5

A The student names inventions that helped transform the American economy and way of life in the first half of the 19th century, especially in transportation. H 5.SS.5.A

B The student identifies various examples of westward expansion prior to the Civil War. H 5.SS.5.B

C The student explains the Monroe Doctrine. H 5.SS.5.C

D The student describes the lives of slaves on southern plantations and at slave auctions, including cultural developments among African Americans in slavery. H 5.SS.5.D

E The student explains the electoral relationship between the number of slave states and the perpetuation of slavery. H 5.SS.5.E

F The student explains the Missouri Compromise of 1820. H 5.SS.5.F

G The student tells of the major events in Andrew Jackson's presidency, including: H 5.SS.5.G

1 his preservation of the Union in the Nullification Crisis 5.SS.5.G.1

2 the passage of the Indian Removal Act and its terms 5.SS.5.G.2

3 his resistance to Worcester v. Georgia 5.SS.5.G.3

4 his fight against the National Bank 5.SS.5.G.4

6 The student demonstrates knowledge of westward expansion's effects on relationships with Native Americans and the electoral divide over slavery. 5.SS.6

A The student tells about the fur trade, mountain men, and the Santa Fe Trail, including the travels and roles of Manuel Lisa and Pierre Chouteau in South Dakota. H 5.SS.6.A

B The student tells the story of the Trail of Tears, particularly the 1838 Cherokee removal following the Treaty of New Echota. H 5.SS.6.B

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C The student tells the story of the settlement of Texas and the Texas Revolution, including the Mexican-American War. H 5.SS.6.C

D The student explains the interactions between settlers, governing bodies, and Native Americans in South Dakota (including select standards from Oceti Sakowin Essential Understandings 2 and 6) prior to the Civil War, including the Marshall Trilogy, Indian Removal Act of 1830, Fort Laramie Treaty of 1851 (or Horse Creek Treaty), Treaty of Yankton, the role of Indian agencies, and settlement through homesteading. H 5.SS.6.D

E The student explains the differences between various geographic regions, especially the growing divide in culture, lifestyle, and economics between the northern states and the southern states. HG 5.SS.6.E

F The student explains the work of the abolitionist movement and leading abolitionists, including Harriet Tubman, Levi and Catherine Coffin, Frederick Douglass, the efforts of the Underground Railroad, and the effects of Harriet Beecher Stowe's Uncle Tom's Cabin. H 5.SS.6.F

G The student tells the biography of Frederick Douglass, including: H 5.SS.6.G

1 his upbringing 5.SS.6.G.1

2 his learning to read 5.SS.6.G.2

3 his escape from slavery 5.SS.6.G.3

4 his abolitionist writings 5.SS.6.G.4

5 his initial and later views on the Declaration of Independence and the Constitution 5.SS.6.G.5

H The student reads and discusses the meaning of selections from Frederick Douglass's The Narrative of the Life of Frederick Douglass. H 5.SS.6.H

I The student tells the story of women's suffrage efforts in the mid-19th century. H 5.SS.6.I

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7 The student demonstrates knowledge of events leading up to the Civil War. 5.SS.7

A The student explains how the Mexican Cession and the California Gold Rush reignited the issue of the expansion of slavery. H 5.SS.7.A

B The student explains the terms of the Compromise of 1850. H 5.SS.7.B

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C The student tells the biography of Abraham Lincoln, including: H 5.SS.7.C

1 his upbringing 5.SS.7.C.1

2 his self-education 5.SS.7.C.2

3 his words and actions against the expansion of slavery 5.SS.7.C.3

4 his debates with Stephen Douglas 5.SS.7.C.4

5 his presidency 5.SS.7.C.5

6 his command of the Union forces in the Civil War 5.SS.7.C.6

7 his views on slavery, Union, and the Civil War and how they changed during the war 5.SS.7.C.7

8 his Emancipation Proclamation 5.SS.7.C.8

9 his plans for Reconstruction 5.SS.7.C.9

10 his assassination 5.SS.7.C.10

11 the building of the Lincoln Memorial 5.SS.7.C.11

D The student explains Abraham Lincoln's argument that popular sovereignty implied that moral right and wrong simply depended on what most people believed or wanted. HC 5.SS.7.D

E The student tells the story of how the Civil War began. H 5.SS.7.E

F The student explains the major and minor causes of the Civil War, especially the political tension surrounding the spread of slavery. H 5.SS.7.F

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8 **The student demonstrates knowledge of the American Civil War and Reconstruction.** 5.SS.8

A The student tells the stories and explains the effects of major military events, figures, and common soldiers from the Civil War. H 5.SS.8.A

B The student explains how Abraham Lincoln issued and justified the Emancipation Proclamation, including what the order did and did not do, and why. HC 5.SS.8.B

C The student explains Abraham Lincoln's view of the war as an effort both to prove that a people could govern themselves on the principle that "all men are created equal," and to preserve the Union that was founded on this truth. HC 5.SS.8.C

D The student reads and discusses the meaning of Abraham Lincoln's Gettysburg Address. HC 5.SS.8.D

E The student tells the story of and explains the reasons why the Union won the Civil War, including the battles of Antietam, Vicksburg, and Gettysburg. H 5.SS.8.E

F The student explains the different effects of the Civil War in the North and the South. H 5.SS.8.F

G The student explains the successes of Reconstruction, including the Reconstruction Amendments and the election of freedmen to government offices, and its failures in renewed discrimination during Reconstruction and especially after the Compromise of 1877. HC 5.SS.8.G

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9 The student demonstrates knowledge of the Gilded Age. 5.SS.9

A The student names inventions that transformed the American economy and way of life away from agrarianism in the second half of the 19th century and the early 20th century. HE 5.SS.9.A

B The student names the major industries that drove industrialization in the late 19th century. HE 5.SS.9.B

C The student explains the reasons for and origins of those who immigrated to America after the Civil War, including the cultural and economic contributions of various immigrant groups in South Dakota, and the extent to which they assimilated. H 5.SS.9.C

D The student describes the challenges that accompanied industrialization and immigration. HE 5.SS.9.D

E The student describes the various responses to poor working conditions and standards of living, including charity, populism, and unionization. HCE 5.SS.9.E

F The student describes the style and identifies pieces from the Hudson River School of art. H 5.SS.9.F

G The student explains the Homestead Act of 1862 and the settlement of the west, especially by European immigrants and former slaves. H 5.SS.9.G

H The student describes the life of pioneers in South Dakota during the late 1800s. H 5.SS.9.H

I The student analyzes and defines the extent to which treaties made between the U.S. government and Native Americans were followed and broken, including the historical and contemporary effects of the Treaty of 1868 and the Agreement of 1877. HC 5.SS.9.I

J The student tells of engagements between U.S. government forces and Native Americans in the west during and following the Civil War. H 5.SS.9.J

K The student tells the stories of the Battle of Little Bighorn (Battle of the Greasy Grass), the Massacre of Wounded Knee, Tȟašúŋke Witkó (Crazy Horse), Tȟatȟáŋka Íyotake (Sitting Bull), Big Foot, Red Cloud, and Black Elk. H 5.SS.9.K

L The student explains the role of the railroad, bonanza farming, the Black Hills gold rush, and open-range cattle ranching on South Dakota history. HE 5.SS.9.L

M The student explains the events and figures that led to statehood for South Dakota. HC 5.SS.9.M

N The student explains the symbols of the Great Seal of the State of South Dakota. C 5.SS.9.N

O The student tells of the effects of boarding schools on Native Americans, including the U.S. government's enactment of compulsory attendance of Native American children and its enforcement on reservations in South Dakota. H 5.SS.9.O

P The student explains the kinds of discrimination against African Americans that were present in certain states in the decades following Reconstruction. H 5.SS.9.P

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Q The student explains select standards from Oceti Sakowin Essential Understandings 6 and 7. HC 5.SS.9.Q

10 The student demonstrates knowledge of events around the beginning of the 20th Century. 5.SS.10

A The student tells the biography of Booker T. Washington, including: H 5.SS.10.A

1 his upbringing 5.SS.10.A.1

2 his education 5.SS.10.A.2

3 his views on the betterment of African Americans 5.SS.10.A.3

4 his founding of the Tuskegee Institute 5.SS.10.A.4

B The student tells the biography of Susan B. Anthony, including: H 5.SS.10.B

1 her upbringing 5.SS.10.B.1

2 her time teaching 5.SS.10.B.2

3 her work for abolition 5.SS.10.B.3

4 her friendship with Frederick Douglass 5.SS.10.B.4

5 her work for temperance 5.SS.10.B.5

6 her work for women's suffrage 5.SS.10.B.6

C The student explains the arguments and efforts of the suffragist movement and its major figures. H 5.SS.10.C

D The student tells of the major events in William McKinley's presidency, including: H 5.SS.10.D

1 annexation of Hawaii 5.SS.10.D.1

2 Spanish-American War 5.SS.10.D.2

3 Philippine-American War 5.SS.10.D.3

4 Open Door Policy in China 5.SS.10.D.4

E The student explains laws concerning child labor, workplace safety, trust busting, and food regulation. HCE 5.SS.10.E

F The student explains the ideas and efforts for the betterment of African Americans around 1900, including: H 5.SS.10.F

1 Anna Julia Cooper 5.SS.10.F.1

2 Niagara Movement 5.SS.10.F.2

3 W.E.B. DuBois 5.SS.10.F.3

4 National Association for the Advancement of Colored People 5.SS.10.F.4

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G The student tells the biography of Theodore Roosevelt, including: H 5.SS.10.G

1 his upbringing 5.SS.10.G.1

2 his life outside of politics, especially in the West 5.SS.10.G.2

3 his fighting in the Spanish-American War 5.SS.10.G.3

4 his presidency 5.SS.10.G.4

5 his efforts at conservation 5.SS.10.G.5