

GRADE 5

Anchor Standard	Grades 3-5 Inquiry Standards
<i>The student demonstrates an understanding of</i>	<i>Therefore, the student is able to</i>
Anchor Standard 1 Developing Questions and Planning Inquiries	Inquiry Standard SS.3-5.1.1 Construct compelling questions and explain the importance of the questions to self and others
	Inquiry Standard SS.3-5.1.2 Categorize questions according to the social studies disciplines
	Inquiry Standard SS.3-5.1.3 Create supporting questions to help answer compelling questions
	Inquiry Standard SS.3-5.1.4 Explain how supporting questions help answer compelling questions
Anchor Standard 2 Gathering and Evaluating Sources	Inquiry Standard SS.3-5.2.1 Determine whether a source is primarily fact or opinion
	Inquiry Standard SS.3-5.2.2 Determine whether a source is primary or secondary
	Inquiry Standard SS.3-5.2.3 Gather relevant information from multiple sources that would be helpful in addressing compelling and supporting questions
Anchor Standard 3 Creating Claims	Inquiry Standard SS.3-5.3.1 Develop claims in response to compelling questions
	Inquiry Standard SS.3-5.3.2 Identify specific evidence that supports the claims
Anchor Standard 4 Communicating Conclusions	Inquiry Standard SS.3-5.4.1 Construct arguments and explanations about classroom, school, or community issues and use relevant reasons to support the arguments
	Inquiry Standard SS.3-5.4.2 Respectfully ask and answer questions about the reasons others use in their arguments and explanations
	Inquiry Standard SS.3-5.4.3 Present arguments and explanations using a variety of print, oral, and digital technologies

Anchor Standard 5 Taking Informed Action	Inquiry Standard SS.3-5.5.1 Identify local, regional, or global problems or issues in various times and places
	Inquiry Standard SS.3-5.5.2 Explain different ways students could work individually or in collaboration with others (e.g., other students, teachers, community and/or global organizations) to address local, regional, or global problems or issues and predict possible results of their actions
	Inquiry Standard SS.3-5.5.3 Use deliberative and democratic procedures (e.g., listening, consensus-building, voting) to identify ways to take action about local and/or regional problems or issues
	Inquiry Standard SS.3-5.5.4 Show evidence of taking individual or group action on one or more problems or issues

Theme 1	Pre-Contact Native America		
Sample Compelling Questions	<ul style="list-style-type: none"> • How does place influence society? • Why did Native American societies have different cultures? 		
Anchor Standard	Topic	Content Standard	Sample Content/Concepts
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Geography Anchor Standard 14 Human-Environment Interaction: Place, Regions and Culture	Development of Societies	Content Standard SS.5.1.14.1 Explain how the geography of North America shaped the development of Native American societies	<ul style="list-style-type: none"> • Regions: Great Basin, Great Plains, Northeast, Northwest, Pacific Coast, Pacific Northwest, South, Southwest • Geographic Features: climate, fauna, flora, landforms, water • Cultural Elements: clothing, farming, fishing, gathering, housing, hunting, tools
History Anchor Standard 17 Change, Continuity, and Context	Elements of Societies	Content Standard SS.5.1.17.2 Compare elements of culture in early Native American societies	<ul style="list-style-type: none"> • Native American Societies: Paiute (Great Basin), Wampanoag (Northeast), Nez Perce (Northwest), Dakotah (Great Plains), Pomo (Pacific Coast), Inuit (Pacific Northwest), Cherokee (South), Pueblo (Southwest) • Cultural Elements: family, gender, government, labor, relationship to land, religion

Theme 2	Contact and Conflict: 1500–1700		
Sample Compelling Questions	<ul style="list-style-type: none"> • Why do people explore? • How should we commemorate the discovery of the New World? 		
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History Anchor Standard 19 Causation and Argumentation	Causes of Exploration	Content Standard SS.5.2.19.1 Compare motivations of European powers in the exploration and conquest of the New World	<ul style="list-style-type: none"> • European Countries: England (John Cabot, Walter Raleigh), France (Robert de La Salle, Jacques Cartier), Holland (Henry Hudson), Portugal (Juan Rodrigues Cabrillo), Spain (Cabeza de Vaca, Columbus, Juan de Onate, Ponce de Leon) • Motivations: discovery, power, religion, trade, wealth
History Anchor Standard 19 Causation and Argumentation	Adaptation and Cultural Exchange	Content Standard SS.5.2.19.2 Analyze the impact of European discovery and settlement on Native Americans	<ul style="list-style-type: none"> • Social and Economic Impacts: introduced diseases, new foods, new animals (e.g., cattle, horses, pigs), depopulation, spiritual crisis and Christianization, enslavement of indigenous peoples, trade and warfare • Political Impact: Powhatan Confederacy and wars with Powhatans in Virginia, Iroquois federation, King Philip’s War, Pontiac’s Rebellion

Theme 3		Establishment of European Colonies: 1500–1700	
Sample Compelling Questions		<ul style="list-style-type: none"> • What happened to the lost colony of Roanoke? • What makes a colony succeed? 	
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Geography Anchor Standard 15 Human Population: Spatial Patterns and Movements	European Colonies	Content Standard SS.5.3.15.1 Analyze how European culture influenced the development of settlements in North America	<ul style="list-style-type: none"> • French: subject to king, traders, missionaries, Catholic, built relationships with Native Americans • Spanish: subject to king, traders, soldiers and missionaries, Catholic, wanted to convert Native Americans, incorporated Native American laborers • English: established local government, settlers, farmers and indentured servants, non-Catholics, wanted a purely settler society, migration pressures • Dutch: charters, trade agreements with Native Americans, fur traders, explorers, Mennonites, Dutch Reformed Church
Civics Anchor Standard 8 Processes, Rules and Laws	Early Governance	Content Standard SS.5.3.8.2 Explain the role of government in the establishment of early English settlements	<ul style="list-style-type: none"> • Settlements: Jamestown, Plymouth, The Lost Colony of Roanoke • Governance: House of Burgesses, Mayflower Compact, The Fundamental Orders of Connecticut, William Bradford, John Rolfe, John Smith
History Anchor Standard 18 Perspectives	Religious Tolerance and Intolerance	Content Standard SS.5.3.18.3 Explain the role religion played in early colonial society	<ul style="list-style-type: none"> • Dominance of Protestantism in Colonial Society: Puritans, Quakers, Anglicans, Separatists • Religious Persecution in New England: attacks on Quakers, dissenters, native religion • Events and Individuals: John Winthrop, Roger Williams, Salem Witch Trials, William Penn, Anne Hutchinson, Anti-Catholic rituals such as Pope's Day

Theme 4		Slavery and Freedom in Colonial America: 1600–1800		
Sample Compelling Questions		<ul style="list-style-type: none"> • What does it mean to be free? • Why was slavery supported in the colonies? 		
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Geography Anchor Standard 15 Human Population: Spatial Patterns and Movements	Slave Trade and the Atlantic World	Content Standard SS.5.4.15.1 Explain the system and impact of the transatlantic slave trade	<ul style="list-style-type: none"> • Slave Trade: Guinea Coast (Slave Coast), Middle Passage, treatment, ships • Triangular Trade: Africa (enslaved people), Western Europe (guns, spirits, ironwear, ammunition), West Indies and Colonial America (agricultural goods, sugar, spices, cotton, tobacco) • Impact: dehumanization, depopulation, economic development, trade, warfare 	
Economics Anchor Standard 10 Exchange and Markets	Labor Systems	Content Standard SS.5.4.10.2 Compare labor systems and their socioeconomic impact on Colonial America	<ul style="list-style-type: none"> • Labor Systems: free labor, indentured servitude, slavery, slave societies, trade routes • Commodities: African captives, cod, gunpowder, iron, molasses, rice, rum tobacco 	
History Anchor Standard 18 Perspectives	Life of Enslaved People	Content Standard SS.5.4.18.3 Draw conclusions about the lives of enslaved people in the American colonies	<ul style="list-style-type: none"> • Culture: African culture vs. slave culture of the New World, mixture and adaptation, slave society in 17th and 18th century Chesapeake, banjo, foods, religion, slave families, spirituals • Resistance and Repression: escape, New York Uprising, patrols, slave codes, Stono Rebellion 	

Theme 5	Transformation of Colonial America: 1700–1750		
Sample Compelling Questions	<ul style="list-style-type: none"> • To what extent were the American colonies free? • Does growth of the economy mean a better life for everyone? 		
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Geography Anchor Standard 15 Human Population: Spatial Patterns and Movements	Regions of English Colonial America	Content Standard SS.5.5.15.1 Draw conclusions about how the physical geography of the New England, Mid-Atlantic, and Southern colonies shaped the development of their unique economies	<ul style="list-style-type: none"> • Geography: New England (mountains, thick trees, shipbuilding, long cold winters), Mid-Atlantic (piedmont, coastal plains, temperate, warm summers, cold winters), Southern (fertile soil, hilly coastal plains, swamps, hot summers, mild winters) • New England: fish, fur, lumber, molasses • Mid-Atlantic: barley, oats, rye, wheat • Southern Colonies: indigo, rice, tar, tobacco
History Anchor Standard 18 Perspectives	Women in Colonial America	Content Standard SS.5.5.18.2 Explain the roles of women in Colonial America	<ul style="list-style-type: none"> • Law: importance of women’s work to family economy, inheritance rights, property rights, suffrage • Diversity: elite women, indentured servants, native women, slaves • Women: Abigail Adams, Esther Reed, Martha Ballard, Martha Washington, Mercy Otis Warren, Molly Pitcher, Phyllis Wheatley, Sarah Bache • Childbirth and Maternity: women as midwives

Theme 6		American Revolution: 1750–1800	
Sample Compelling Questions		<ul style="list-style-type: none"> • Are all people equal? • Were the colonists patriots? 	
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History Anchor Standard 19 Causation and Argumentation	Road to Revolution	Content Standard SS.5.6.19.1 Analyze how economic and political conflicts between the colonies and England led to the American Revolution	<ul style="list-style-type: none"> • Economic: colonial prosperity, efforts to regulate trade with Stamp and Townshend Acts, growth of commerce and markets, trade and the Atlantic economy • Political: Stamp Act Congress, Coercive Acts, Continental Congress, committees of correspondents, non-importation movements, newspapers and communication, Paine and <i>Common Sense</i>, growth of a sense of British identity, demands for the “Rights of Englishmen” and more colonial political authority, Republican ideas about virtue, power, and corruption • Conflicts: Seven Years War, Boston Tea Party, Boston Massacre, Sons of Liberty, Battle of Bunker Hill, Lexington and Concord
Civics Anchor Standard 7 Civic Virtues and Democratic Principles	Nations and Independence	Content Standard SS.5.6.7.2 Explain how principles in the Declaration of Independence became unifying ideas of American democracy	<ul style="list-style-type: none"> • Principles of Declaration: ‘all men are created equal’, ‘inalienable rights’, ‘government deriving their just powers from the consent of the governed’, ‘right of the people to alter or to abolish it’ • Ideas of American Democracy: challenge an unjust government, life, liberty, pursuit of happiness, no kings, popular sovereignty

<p>History Anchor Standard 19 Causation and Argumentation</p>	<p>Revolutionary War</p>	<p>Content Standard SS.5.6.19.3 Explain the significance of key battles, alliances, and people on the outcome of the Revolutionary War</p>	<ul style="list-style-type: none"> • Key Battles: Lexington and Concord, Cowpens, Boston, New York, Trenton/Princeton, Saratoga, Yorktown • Key Alliances: French, Spanish, Prussia • Key Figures: Cornwallis, Howe brothers, Lafayette, Washington
<p>History Anchor Standard 18 Perspectives</p>	<p>Diversity of Participants</p>	<p>Content Standard SS.5.6.18.4 Compare diverse perspectives of participants during the Revolutionary War</p>	<ul style="list-style-type: none"> • Participants: Black support for British army, Native Americans (Iroquois Confederacy, French and Indian War), the role of women in the war (Mrs. Davi Wright's Guard, Deborah Sampson), slaves (Dunmore's Declaration, liberty petitions) and slave flight • Perspectives: loyalists, neutral, patriots