

**Hardin County Schools Combined Curriculum Guide
Social Studies -- Fifth Grade – Historical Perspective
DRAFT**

Big Idea		HISTORICAL PERSPECTIVE			
Academic Expectations	2.20 Students understand, analyze, and interpret historical events, conditions, trends, and issues to develop historical perspective.				
POS Understandings	SS-5-HP-U-2 Students will understand that the history of the United States can be analyzed by examining significant eras (<i>Colonization and Settlement, Revolution and a New Nation, Expansion and Conflict, Industrialization and Immigration and the Twentieth Century</i>) to develop a chronological understanding and recognize cause and effect relationships and multiple causation, tying past to present.			9 Weeks Taught	1 2 3 4
POS Skills & Concepts	Date(s) Taught	Core Content for Assessment	Objective	Essential Vocabulary	
<p>SS-5-HP-S-1 Students will demonstrate an understanding of the interpretative nature of history using a variety of tools (e.g., primary and secondary sources):</p> <ul style="list-style-type: none"> a) investigate and chronologically describe major events in United States history (e.g., using timelines, charts, fictional and report writing, role playing) b) explain and draw inferences about the importance of major events in United States history c) examine cause and effect relationships in the history of the United States; identify examples of multiple causes of major historical events <p>SS-5-HP-S-2 Students will use information from print and non-print sources (e.g., documents, informational passages/texts, interviews, digital and environmental):</p> <ul style="list-style-type: none"> a) examine factual and fictional accounts of significant historical events and people in United States history b) explore change over time (e.g., transportation, communication, education, technology, lifestyles and conditions) in the United States d) investigate the events surrounding patriotic symbols, songs, landmarks (e.g., American flag, Statue of Liberty, the Star-Spangled Banner), and selected readings (e.g., Dr. Martin Luther King's speech: I Have a Dream), and explain their historical significance <p>SS-5-HP-S-3 Students will investigate patterns across in U.S. history (e.g., major events/conflicts/culture; compare with major</p>		<p>SS-05-5.1.1 <u>2nd, 3rd & 4th nine weeks</u> Students will use a variety of primary and secondary sources (e.g., artifacts, diaries, maps, timelines) to describe significant events in the history of the U.S. and interpret different perspectives. DOK 3</p> <p>SS-05-5.2.1 Students will identify historical documents, selected readings and speeches (e.g., Mayflower Compact <u>2nd 9 wks.</u>, Emancipation Proclamation <u>3rd 9 wks.</u>, Dr. Martin Luther King's speech: <i>I Have a Dream</i> <u>4th 9 wks.</u>) and explain their historical significance. DOK 3</p> <p>SS-05-5.2.2 Students will explain reasons (e.g., freedoms, opportunities, fleeing negative situations) immigrants came to America long ago (Colonization and Settlement <u>2nd 9 wks.</u>, Industrialization and Immigration , Twentieth Century to Present, <u>3rd 9 wks.</u>) and compare with why immigrants come to America today. DOK 2</p> <p>SS-05-5.2.3 Students will compare change over time (Colonization <u>2nd 9 wks.</u>, Industrialization, Twentieth Century to Present <u>3rd 9 wks.</u>) in communication, technology, transportation and education. DOK 3</p> <p>SS-05-5.2.4 Students will describe significant historical events in each of the broad historical periods and eras in U.S. history (Colonization and Settlement, Revolution and a New Nation <u>2nd 9 wks.</u>, Expansion and Conflict, Industrialization and Immigration,</p>	<p>I can use various primary and secondary sources (e.g., artifacts, diaries, maps, timelines) to describe significant events in the history of the U.S. and interpret different perspectives. <u>2nd, 3rd, 4th</u></p> <p>I can identify historical documents, selected readings. <u>2nd, 3rd, 4th</u></p> <p>I can explain the historical significance of the Mayflower Compact, The Declaration of Independence, the U. S. Constitution and the "Star Spangled Banner" <u>2nd</u>, Emancipation Proclamation <u>3rd</u>, and Dr. Martin Luther King's speech, "I have a Dream." <u>4th</u></p> <p>I can explain why immigrants came to America in the past</p>	<p>Primary source, secondary source, perspective.</p> <p>Immigrants, colonization, settlement, industrialization, immigration</p> <p>Technology, transportation, revolution, conflict, cause and effect relationship.</p>	

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<p>events/conflicts/culture to the present)</p>		<p>Twentieth Century to Present (<u>3rd</u> <u>9 wks.</u>) and explain cause and effect relationships.</p> <p style="text-align: right;">DOK 3</p>	<p>and compare with why immigrants come today <u>3rd</u>, <u>4th</u> (freedoms, opportunities, fleeing negative situations).</p> <p>I can compare change over time (Colonization, Industrialization <u>2nd</u>, Twentieth Century to Present <u>3rd</u> & <u>4th</u>) in communication, technology, transportation and education.</p> <p>I can describe significant historical events in each of the broad historical periods and eras in U. S. history (Colonization and Settlement, Revolution and a New Nation <u>2nd</u>, Expansion and Conflict <u>3rd</u>, Industrialization and Immigration, twentieth century to present <u>3rd</u>, <u>4th</u>).</p> <p>I can explain cause and effect relationships of each of the historical periods of U. S. History. <u>2nd</u>, <u>3rd</u>, <u>4th</u></p>	
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Strategies & Activities	Resources	Common Assessments
<ul style="list-style-type: none"> • Notemaking • Coding • American Revolution Task Rotation (2nd 9 weeks) 	Text “Starving Time” Harcourt Leveled Readers TE Tool Book Mayflower Compact, Emancipation Proclamation <u>3rd 9 wks</u> , Dr. Martin Luther King’s Speech “I have a Dream,” <u>3rd 9 wks</u>	Common Assessment (2 nd 9 weeks) – KCCT format – both the Colonization and Revolution assessments contain items that cover this understanding.
	Essential Questions <u>2nd 9 weeks</u> How did Colonization and Settlement lead to Revolution and a new nation? 5.1.1 How does the use of documents, primary sources and secondary sources increase our understanding of U.S. history? 5.2.2 Why did the colonists come to America? 5.2.3 How are communication, technology, transportation and education today different from American in the 1600’s-1700’s? 5.2.4 What caused the institution of slavery and what were its effects during the colonization and settlement of America?	Higher Order Questions <u>2nd 9 weeks</u> 5.1.1 Explain why documents are considered a primary source. 5.1.1 How can information on a map reveal insights that a time line or chart cannot? 5.1.1 Describe the importance of 3 historic documents that were written by the colonists (Declaration of Independence, U. S. Constitution and Bill of Rights). 5.2.2 Compare and contrast the reasons people immigrated to different colonies. 5.2.3 How did limited communication(s) and transportation affect the relationship among the colonies and between the colonies and Parliament? 5.2.4 How did Britain and the colonies interact before, during, and after the Revolutionary War?

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POS Understandings	All of the following Understandings are grouped together in this document to reflect the conceptual nature of historical perspective. Each specific era will include the following Understandings:		9 Weeks Taught	1 2 3 4
	<p>SS-5-HP-U-1 Students will understand that history is an account of human activities that is interpretive in nature. A variety of tools (e.g., primary and secondary sources) are needed to understand and analyze historical events.</p> <p>SS-5-HP-U-3 Students will understand that the history of the United States has been impacted by significant individuals, groups and advances In technology.</p> <p>SS-5-HP-U-4 Students will understand that geography, culture, and economics have a significant impact on historical perspectives and events.</p>			
POS Skills & Concepts	Date(s) Taught	Core Content for Assessment	Objective	Essential Vocabulary
<p>SS-5-HP-S-1 Students will demonstrate an understanding of the interpretative nature of history using a variety of tools (e.g., primary and secondary sources):</p> <ul style="list-style-type: none"> a) investigate and chronologically describe major events in United States history (e.g., using timelines, charts, fictional and report writing, role playing) d) explain reasons that individuals and groups explored and settled in the United States e) research influences/contributions of diverse groups to the culture (e.g., beliefs, traditions, literature, the arts) of the United States today <p>SS-5-HP-S-2 Students will use information from print and non-print sources (e.g., documents, informational passages/texts, interviews, digital and environmental):</p> <ul style="list-style-type: none"> a) examine factual and fictional accounts of significant historical events and people in United States history c) compare reasons (e.g., freedoms, opportunities, fleeing negative situations) immigrants came/come to America 		<p>SS-05-5.1.1 <u>2nd, 3rd & 4th nine weeks</u> Students will use a variety of primary and secondary sources (e.g., artifacts, diaries, maps, timelines) to describe significant events in the history of the U.S. and interpret different perspectives. DOK 3</p> <p>SS-05-5.2.1 Students will identify historical documents, selected readings and speeches (e.g., Mayflower Compact <u>2nd 9 wks.</u>, Emancipation Proclamation <u>3rd 9 wks.</u>, Dr. Martin Luther King’s speech: <i>I Have a Dream</i> <u>4th 9 wks.</u>) and explain their historical significance. DOK 3</p> <p>SS-05-5.2.2 Students will explain reasons (e.g., freedoms, opportunities, fleeing negative situations) immigrants came to America long ago (Colonization and Settlement <u>2nd 9 wks.</u>, Industrialization and Immigration , Twentieth Century to Present, <u>3rd 9 wks.</u>) and compare with why immigrants come to America today. DOK 2</p> <p>SS-05-5.2.3 Students will compare change over time (Colonization <u>2nd 9 wks.</u>, Industrialization, Twentieth Century to Present <u>3rd 9 wks.</u>) in communication, technology, transportation and education.</p>	<p>I can use various primary and secondary sources (e.g., artifacts, diaries, maps, timelines) to describe significant events in the history of the U.S. and interpret different perspectives. <u>2nd, 3rd, 4th</u></p> <p>I can identify historical documents, selected readings. <u>2nd, 3rd, 4th</u></p> <p>I can explain the historical significance of the Mayflower Compact, the Declaration of Independence, the U.S. Constitution, the “The Star Spangled Banner,” <u>1st 9 weeks</u>, Emancipation Proclamation <u>3rd</u>, and Dr. Martin Luther King’s speech, “I have a Dream.” <u>4th</u></p> <p>I can explain why</p>	<p>Primary source, secondary source, perspective</p> <p>Immigrants, colonization, settlement, industrialization, immigration, revolution, expansion</p> <p>Liberty, technology, transportation, revolution, conflict, cause and effect relationship.</p>

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		<p>SS-05-5.2.4 Students will describe significant historical events in each of the broad historical periods and eras in U.S. history (Colonization and Settlement, Revolution and a New Nation <u>2nd 9 wks.</u>, Expansion and Conflict, Industrialization and Immigration <u>3rd 9 weeks</u>, Twentieth Century to Present <u>4th 9 wks.</u>) and explain cause and effect relationships.</p>	<p style="text-align: right;">DOK 3</p> <p>immigrants came to America in the past and compare with why immigrants come today <u>3rd, 4th</u> (freedoms, opportunities, fleeing negative situations).</p> <p>I can compare change over time (Colonization, Industrialization <u>2nd</u>, Twentieth Century to Present <u>3rd & 4th</u>) in communication, technology, transportation and education.</p> <p>I can describe significant historical events in each of the broad historical periods and eras in U. S. history (Colonization and Settlement, Revolution and a New Nation <u>2nd</u>, Expansion and Conflict <u>3rd</u>, Industrialization and Immigration, twentieth century to present <u>3rd, 4th</u>).</p> <p>I can explain cause and effect relationships of each of the historical periods of U. S. History. <u>2nd, 3rd, 4th</u></p>	
Strategies & Activities		Resources	Common Assessments	
		Mayflower Compact, Emancipation Proclamation, MLK's speech, "I Have a Dream"	Common Assessment (2 nd 9 weeks) – KCCT format – both the Colonization and the Revolution assessments contain items for these understandings and core content bullets.	
		Essential Questions	Higher Order Questions	

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	<p><u>2nd 9 weeks</u> 5.1.1 How does the use of documents and of primary and secondary sources increase our understanding of U.S. history? 5.2.2 What has influenced groups of people from different countries to settle in American throughout our history? 5.2.3 How did people's way of life (communication, technology, transportation and education) change when they moved to the colonies from Europe? 5.2.4 How have the actions of certain individuals or groups made an impact on our country's history?</p>	<p><u>2nd 9 weeks</u> 5.1.1 Why did the founding fathers write these three historic documents – Declaration of Independence, U. S. Constitution and the Bill of Rights? 5.2.2 Why did people migrate and settle in a particular area? 5.2.3 How did the colonists adapt in order to meet their needs of communication, transportation and education? 5.2.4 How did the beliefs of individuals/groups influence the formation of government and societies? What were some of the causes and effects of laws and taxes imposed on the colonists?</p>
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