

5

Changing Communities: Freedom and Equality



Social Studies

Fairfield Public Schools

Grade 5- Changing Communities: Freedom and Equality (11/19/2015)

DRAFT

Description:

In Grade 5, students will engage in the study of events, early in United States history, from indigenous peoples prior to colonization through the American Revolution. Focus will be on the role of Fairfield and Connecticut through this time. An emphasis is placed on analyzing and evaluating a variety of documents, sources, and perspectives.

Overview

Content Objectives

Students will understand:

- How Americans define freedom and equality and how American conceptions of freedom and equality changed over the course of U.S. history for members of various groups.
- America's political, economic, and social opportunities.
- The significance of Connecticut's contribution to America's story.
- The significance of Fairfield's contribution to America's story.
- The United States society and how has the concept of justice evolved over time.
- What it means to be an American.

Compelling Questions:

Students will apply disciplinary concepts to investigate compelling questions such as:

HISTORY:

- How did colonization affect and change the freedom of various groups including indigenous Americans; French, British, and Dutch colonists; women; and religious groups?
- In what ways, and for whom, was America an economic land of opportunity during the colonial period?
- How did the development of the colonies and the American Revolution contribute to an American identity?
- How did a perception of injustice fuel conflict during the colonial period in United States history?

CIVICS:

- How did laws and rules in the colonies both promote and hinder freedom and equality?
How did the actions of colonists in colonial America influence the development of the democratic principles that provided the foundation for our country and still influence us today?
- How effective were colonial policies and actions in influencing British control?

ECONOMICS:

- Why was America seen as a land of economic opportunity by the colonists?
- What were the economic contributions and opportunities in the various colonies?

GEOGRAPHY:

- How did the physical geography of New England affect how the

	<p>colonies developed?</p> <ul style="list-style-type: none"> • What cultural practices of indigenous Americans and of the colonists influenced how they used land and how they interacted with each other? • How did conflict affect the voluntary and forced movement of people during colonial development?
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Year at a Glance

<p><u>Trimester 1:</u> Exploration And Early Settlements (Era1) <u>Trimester 2:</u> Colonies And Relations With Indigenous Peoples (Era2) <u>Trimester 3:</u> French and Indian War and American Revolution (Era3)</p>

Monitoring Student Progress

Students’ progress in relation to the content and skill standards will be measured with teacher-generated as well as district-wide, formative summative and project based assessments.

- [CCSS.ELA-Literacy.RI.5.2](#)
Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.
- [CCSS.ELA-Literacy.RI.5.3](#)
Explain the relationships or interactions between two or more individuals, events, ideas, or concepts in a historical, scientific, or technical text based on specific information in the text.
- [CCSS.ELA-Literacy.RI.5.5](#)
Compare and contrast the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in two or more texts.
- [CCSS.ELA-Literacy.RI.5.6](#)
Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent.
- [CCSS.ELA-Literacy.RI.5.9](#)
Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably.

Unit 1: Exploration and Early Settlements

Content Objectives:

Students will be able to:

- Explain the reasons (economic, political, social and religious) that lead people to leave Europe for the New World
- Compare and contrast the settlements of Plymouth and Jamestown.
- Explore why the interactions with the native peoples of New England were important to the survival of the Plymouth Colony.
- Explain the views that indigenous peoples had concerning land ownership and how these views were different from the views of land ownership held by Europeans.

Unit Compelling and Supporting Questions

Compelling Question

How did exploration and early settlements affect the perspectives, and change the freedom and opportunities, for various groups?

Supporting Questions

Students will apply disciplinary concepts to investigate compelling questions such as:

HISTORY:

- What was the impact of explorers and indigenous peoples on early settlements?

CIVICS:

- What was the effect of laws and rules established by early settlers?

ECONOMICS:

- Why was America seen as the land of opportunity?

GEOGRAPHY:

- What role did geography play in exploration and early settlements?

Standards Emphasized in the Unit

DIMENSION 1: DEVELOPING QUESTIONS AND PLANNING INQUIRY

INQ 3–5.1 Explain why compelling questions are important to others (e.g., peers, adults).

INQ 3–5.2 Identify disciplinary concepts and ideas associated with a compelling question that are open to different interpretations.

INQ 3–5.3 Identify the disciplinary concepts and ideas associated with a supporting question that are open to interpretation.

INQ 3–5.4 Determine the kinds of sources that will be helpful in answering compelling and supporting questions, taking into consideration the different opinions people have about how to answer the questions.

CT Core Standards: CCSS.ELA-Literacy.RI.5.1, CCSS.ELA-Literacy.W.5.7, CCSS.ELA-Literacy.SL.5.1

DIMENSION 2: APPLYING DISCIPLINARY CONCEPTS AND TOOLS

Change, Continuity and Context

HIST 5.1 Create and use a chronological sequence of related events to compare developments that happened at the same time.

HIST 5.2 Compare life in specific historical periods to life today.

HIST 5.3 Use information about a historical source, including the maker, date, place of origin, intended audience, and purpose to judge the extent to which the source is useful for studying a particular topic.

Perspectives

HIST 5.4 Explain why individuals and groups during the same historical period differed in their perspectives.

HIST 5.5 Explain connections among historical contexts and people’s perspectives at the time.

Historical Sources and Evidence

HIST 5.6 Compare information provided by different historical sources about the past.

HIST 5.7 Generate questions about multiple historical sources and their relationships to particular historical events and developments.

HIST 5.8 Use information about a historical source, including the maker, date, place of origin, intended audience, and purpose to judge the extent to which the source is useful for studying a particular topic.

Causation and Argumentation

HIST 5.9 Explain probable causes and effects of events and developments.

HIST 5.10 Use evidence to develop a claim about the past.

Civic and Political Institutions

CIV 5.1 Explain how groups of people make rules to create responsibilities and protect freedoms.

Economic Decision-Making

ECO 5.1 Identify positive and negative incentives that influence the decisions people make.

Exchange and Markets

ECO 5.2 Identify examples of the variety of resources (human capital, physical capital, and natural resources) that are used to produce goods and services.

ECO 5.3 Explain why individuals and businesses specialize and trade.

Human Population: Spatial Patterns and Movement

GEO 5.3 Explain how human settlements and movements relate to the locations and use of various natural resources.

DIMENSION 3: EVALUATING SOURCES AND USING EVIDENCE

INQ 3–5.5 Gather relevant information from multiple sources while using the origin, structure, and context to guide the selection.

INQ 3–5.6 Use distinctions between fact and opinion to determine the credibility of multiple sources.

INQ 3–5.7 Identify evidence that draws information from multiple sources in response to compelling questions.

INQ 3–5.8 Use evidence to develop claims in response to compelling questions.

CT Core Standards: CCSS.ELA-Literacy.RI.5.1-10, CCSS.ELA-Literacy.W.5.1-2, CCSS.ELA-Literacy.W.5.7-10, CCSS.ELA-Literacy.SL.5.1, CCSS.ELA-Literacy.L.5.1-3

DIMENSION 4: COMMUNICATING CONCLUSIONS AND TAKING INFORMED ACTION

INQ 3–5.9 Construct arguments using claims and evidence from multiple sources.

INQ 3–5.10 Construct explanations using reasoning, correct sequence, examples, and details with relevant information and data.

INQ 3–5.11 Present a summary of arguments and explanations to others outside the classroom using print and oral technologies (e.g., posters, essays, letters, debates, speeches, and reports) and digital technologies (e.g., Internet, social media, and digital documentary).

INQ 3–5.12 Critique arguments.

INQ 3–5.13 Critique explanations.

CT Core Standards: *CCSS.ELA-Literacy.RI.5.1*, *CCSS.ELA-Literacy.W.5.1-8*, *CCSS.ELA-Literacy.SL.5.1-6*, *CCSS.ELA-Literacy.L.5.1-3* **Key academic vocabulary:**

C3 Inquiry Standards and Corresponding Connecticut Core Standards:

Fairfield Public Schools Library Media Standards (K-12):

1. Inquiry and Information Skills

- 1.1 Students will become efficient at gathering, evaluating, using, and creating information using problem-solving and research strategies
- 1.2 Students will practice responsible and ethical use of information and technology, demonstrating personal digital citizenship

2. Critical Thinking and Creativity

- 2.1 Students will analyze, synthesize, and think critically about complex information/data in order to draw conclusions and make decisions
- 2.2 Students will apply their learning to connect interrelated concepts, create new knowledge, develop original products, and generate innovative ideas

3. Communication and Collaboration

- 3.1 Students will work collaboratively in a group to solve problems or make decisions
- 3.2 Students will use a variety of ways to craft a message and construct communication to an audience
- 3.3 Students will think critically about media messages, bias, global perspectives, and cultural heritage when analyzing print, visual, and digital information

4. Independent Reading

- 4.2 Students will select and read informational texts that support classroom instruction

5. Technology Skills

- 5.1 Students will become proficient in a variety of technology systems and digital media applications
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Unit 2: Colonies And Relations With Indigenous Peoples

Content Objectives:

Students will be able to:

- Compare and contrast settlements in the southern, middle, and New England colonies.
- Describe the economic differences between the southern and northern colonies. Identify how the geographic characteristics of the two regions affected the economic conditions in the colonies located in these regions.
- Evaluate similarities and differences between the Connecticut colony and other colonies.
- Identify the different governmental structures in the colonies. Explore why some colonies were governed differently.
- Explore the impact indigenous peoples had on the colonies.

Unit Compelling and Supporting Questions

Compelling Question

How did the 13 colonies affect the perspectives, and change the freedom and opportunities, for various groups?

Supporting Questions

Students will apply disciplinary concepts to investigate compelling questions such as:

HISTORY:

- How were the lives of children during colonial times similar to the lives of children today?

CIVICS:

- How were governments and laws established in royal colonies?

ECONOMICS:

- How did the economies of the different colonies function both independently and codependently?

GEOGRAPHY:

- How did the geography of the different colonies affect the way they grew and developed over time?

Standards Emphasized in the Unit

DIMENSION 1: DEVELOPING QUESTIONS AND PLANNING INQUIRY

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Civic and Political Institutions

CIV 5.1 Explain how groups of people make rules to create responsibilities and protect freedoms.

CIV 5.2 Describe ways in which people benefit from and are challenged by working together, including through government, workplaces, voluntary organizations, and families.

Participation and Deliberation

CIV 5.3 Identify core civic virtues and democratic principles that guide government, society, and communities.

Processes, Rules, and Laws

CIV 5.4 Explain how policies are developed to address public problems.

Economic Decision-Making

ECO 5.1 Identify positive and negative incentives that influence the decisions people make.

Exchange and Markets

ECO 5.2 Identify examples of the variety of resources (human capital, physical capital, and natural resources) that are used to produce goods and services.

ECO 5.3 Explain why individuals and businesses specialize and trade.

Geographic Representations: Spatial Views of the World

GEO 5.1 Use maps, satellite images, photographs, and other representations to explain relationships between the locations of places and regions and their environmental characteristics.

Human-Environment Interaction: Places, Regions, and Culture

GEO 5.2 Explain how culture influences the way people modify and adapt to their environments.

Human Population: Spatial Patterns and Movement

GEO 5.3 Explain how human settlements and movements relate to the locations and use of various natural resources.

DIMENSION 3: EVALUATING SOURCES AND USING EVIDENCE

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Unit 3: French and Indian War and American Revolution

Content Objectives:

Students will be able to:

- Explore how the French and Indian War affected the relationship between England and its colonies.
- Examine the role of the Connecticut militia in the French and Indian War.
- Analyze the significance of the slogan, “no taxation without representation” in the American colonies.
- Explore the major events that started the actual conflict between the British and the colonies.
- Examine the role of Connecticut in the Revolutionary War and what happened to Loyalists who lived in Connecticut at the beginning of the Revolutionary War.
- Evaluate how indigenous peoples and women both played vital roles in the Revolutionary War.
- Explore how did the colonies united to fight against the injustices of the British?

Unit Compelling and Supporting Questions

Compelling Question

How did the American Revolution affect the perspectives, and change the freedom and opportunities, for various groups?

Supporting Questions

Students will apply disciplinary concepts to investigate compelling questions such as:

HISTORY:

- What was life like for various groups during the American Revolution?

CIVICS:

- What is the importance of key documents (e.g., Declaration of Independence, Fundamental Orders of Connecticut) and rules (e.g., being taxed without representation) in the development of America?

ECONOMICS:

- What role did differing economic views (loyalists/rebels; colonists/British) play in the American Revolution?

GEOGRAPHY:

- How did geography play a role in the American Revolution?

Standards Emphasized in the Unit

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