Randolph Township Schools
Randolph Elementary School

Grade 5 Social Studies Curriculum

“Those who cannot remember the past are condemned to repeat it.”
-George Santayana

Social Studies
Katherine Thorn, Supervisor
Jonathan Olsen, Director of Secondary Education

Curriculum Committee
Linda Andrews
Nicole Cannici

Curriculum Developed
August 2016

Date of Board Approval
October 2017
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Randolph Township Schools

Mission Statement

*We commit to inspiring and empowering all students in Randolph schools to reach their full potential as unique, responsible and educated members of a global society.*

Randolph Township Schools

Affirmative Action Statement

Equality and Equity in Curriculum

The Randolph Township School district ensures that the district’s curriculum and instruction are aligned to the state’s standards. The curriculum provides equity in instruction, educational programs and provides all students the opportunity to interact positively with others regardless of race, creed, color, national origin, ancestry, age, marital status, affectionsal or sexual orientation, gender, religion, disability or socioeconomic status.

N.J.A.C. 6A:7-1.7(b): Section 504, Rehabilitation Act of 1973; N.J.S.A. 10:5; Title IX, Education Amendments of 1972
The statements represent the beliefs and values regarding our educational system. Education is the key to self-actualization, which is realized through achievement and self-respect. We believe our entire system must not only represent these values, but also demonstrate them in all that we do as a school system.

We believe:

- The needs of the child come first
- Mutual respect and trust are the cornerstones of a learning community
- The learning community consists of students, educators, parents, administrators, educational support personnel, the community and Board of Education members
- A successful learning community communicates honestly and openly in a non-threatening environment
- Members of our learning community have different needs at different times. There is openness to the challenge of meeting those needs in professional and supportive ways
- Assessment of professionals (i.e., educators, administrators and educational support personnel) is a dynamic process that requires review and revision based on evolving research, practices and experiences
- Development of desired capabilities comes in stages and is achieved through hard work, reflection and ongoing growth
Randolph Township Schools  
Department of Social Studies  
Grade 5 Social Studies  

Introduction  

The fifth grade social studies program examines the history of United States history from the Age of Exploration to the period of Westward Expansion. The New Jersey Student Learning Standards in the Social Studies and the standards and goals established by the Randolph Township Board of Education will guide the course.

This program will integrate and infuse content information from all subject areas as mandated by the New Jersey Department of Education. The role of women, immigrants, African-Americans, Native Americans, and the diverse racial, religious, and ethnic groups of America will be highlighted throughout the course of study.

The core of this curriculum will be developed in compliance with New Jersey State Learning Standards for Social Studies and the New Jersey State mandate for Holocaust Education.
<table>
<thead>
<tr>
<th>SUGGESTED TIME ALLOTMENT</th>
<th>UNIT NUMBER</th>
<th>CONTENT - UNIT OF STUDY</th>
</tr>
</thead>
<tbody>
<tr>
<td>2 weeks</td>
<td>I</td>
<td>European Interest in North America</td>
</tr>
<tr>
<td>3 weeks</td>
<td>II</td>
<td>North American Colonies</td>
</tr>
<tr>
<td>3 ½ weeks</td>
<td>III</td>
<td>Tensions and Causes of the American Revolution</td>
</tr>
<tr>
<td>3 weeks</td>
<td>IV</td>
<td>The American Revolution</td>
</tr>
<tr>
<td>3 ½ weeks</td>
<td>V</td>
<td>A New Nation &amp; the Constitution</td>
</tr>
<tr>
<td>3 weeks</td>
<td>VI</td>
<td>Manifest Destiny</td>
</tr>
</tbody>
</table>
### RANDOLPH TOWNSHIP SCHOOL DISTRICT
Grade 5 Curriculum
UNIT I: European Interest in North America

**TRANSFER:** Students will be able to compare and contrast motives and tools for exploration during the 1400’s with a modern-day example.

<table>
<thead>
<tr>
<th><strong>STANDARDS / GOALS:</strong></th>
<th><strong>ENDURING UNDERSTANDINGS</strong></th>
<th><strong>ESSENTIAL QUESTIONS</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>6.1.8.C.1.a Evaluate the impact of science, religion, and technology innovations on European exploration.</td>
<td>Europeans came to North America to claim new land, discover resources, spread religious beliefs and increase power.</td>
<td>● Why did Europeans explore other lands in the 1400’s?</td>
</tr>
<tr>
<td>6.1.8.D.1.b Explain how interactions among European and Native American groups began a cultural transformation.</td>
<td>Newly discovered natural resources allowed Europeans to grow wealth and power; man-made tools enabled explorers to plan routes during exploration.</td>
<td>● How did resources and tools aid explorers in the New World during the Age of Exploration?</td>
</tr>
<tr>
<td>6.1.8.A.2.a Determine the roles of religious freedom and participatory government in various North American colonies.</td>
<td>Location, relations with natives and support from Europe affects the success of early settlements in the New World.</td>
<td>● Why did some early settlements succeed and others fail?</td>
</tr>
<tr>
<td>6.1.8.B.2.b Compare and contrast how the search for natural resources resulted in conflict and cooperation among European colonists and Native American groups in the New World.</td>
<td><strong>KNOWLEDGE</strong></td>
<td><strong>SKILLS</strong></td>
</tr>
<tr>
<td>6.1.12.B.1.a Explain how geographic variations (e.g., climate, soil conditions, and other natural resources) impacted economic development in the New World.</td>
<td><strong>Students will know:</strong> Archeologists investigate sites and examine artifacts to answer research questions and develop theories about past cultures.</td>
<td><strong>Students will be able to:</strong> Describe the importance of artifacts.</td>
</tr>
<tr>
<td>6.1.12.D.1.a Assess the impact of the interactions and conflicts between native groups and North American settlers.</td>
<td>Artifacts from the Age of Exploration included navigation tools, motives for exploration and/or products from the Americas.</td>
<td>Explain how and why archaeologists study artifacts.</td>
</tr>
<tr>
<td>RI.5.2 Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.</td>
<td></td>
<td>Classify artifacts from the Age of Exploration.</td>
</tr>
</tbody>
</table>

7
Early exploration was motivated by the desire to gain wealth, spread Christianity and expand empires.

English settlers built on land to the east of the Appalachian Mountains.

Settlers were looking for religious freedom, wealth and power or job opportunities.

Early settlers in North America suffered from supply shortages, starvation, poor relations with natives and harsh climate conditions.

Some early settlements succeeded and others failed.

King Phillip’s War was a result of increasingly hostile relations between the local Wampanoag Indians and colonial settlers. The violent war eliminated Native American presence in Plymouth and initiated colonial expansion of the region.

**KEY TERMS:** New World, Age of Exploration, explorers, archeologists, astrolabe, cash crop, marsh, democratic, Roanoke, Jamestown, Plymouth, democratic, ally

<table>
<thead>
<tr>
<th>ASSESSMENT EVIDENCE: Students will show their learning by:</th>
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<tbody>
<tr>
<td>● Composing a journal entry, essay or letter from the perspective of an explorer to describe and explain the influence of artifacts and tools</td>
</tr>
<tr>
<td>● Creating and presenting an advertisement, using any medium, by illustrating the factors that contributed to success or failures of settlement, including a slogan to reflect what makes the colony unique</td>
</tr>
</tbody>
</table>

Give examples of various motives for exploring new land.

Locate English settlements on a map of colonial southern New England.

Contrast motives for building settlements in a variety of colonies.

Discuss and illustrate hardships settlers endured in the New World.

Evaluate the success of the three English settlements Roanoke, Jamestown and Plymouth.

Analyze the causes and effects of King Philip’s War.
**KEY LEARNING EVENTS AND INSTRUCTION:**

- Research and record key information about artifact’s purpose and function using TCI Reading Notes or a graphic organizer.
- Categorize artifacts on chart paper according to motives for exploration, products found in the New World and tools for exploration.
- Record information on TCI or other graphic organizer from the perspective of settlers to describe what they experienced in the New World.
- Analyze paintings (available through the TCI program) to make predictions, draw conclusions and develop theories.
<table>
<thead>
<tr>
<th>SUGGESTED TIME ALLOTMENT</th>
<th>CONTENT-UNIT OF STUDY</th>
<th>SUPPLEMENTAL UNIT RESOURCES</th>
</tr>
</thead>
<tbody>
<tr>
<td>2 weeks</td>
<td>European Exploration</td>
<td>• <em>Social Studies Alive! America’s Past</em> (Chapters 4, 6)</td>
</tr>
<tr>
<td></td>
<td>Early Settlements in North America</td>
<td>• TCI Transparencies</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• TCI Placards</td>
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<tr>
<td></td>
<td></td>
<td>• TCI Interactive Student Notebooks</td>
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<tr>
<td></td>
<td></td>
<td>• <em>BrainPOP video “Thirteen”</em></td>
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<td></td>
<td></td>
<td>• <em>Freedom Flix: Jamestown</em></td>
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<td></td>
<td></td>
<td>• <em>The Roanoke Island Colony: Lost, and Found? (The New York Times, August 2015)</em></td>
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<tr>
<td></td>
<td></td>
<td>• *History Channel: &quot;The Lost Colony of Roanoke&quot;</td>
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<td></td>
<td></td>
<td>• <em>Map’s Hidden Marks Illuminate and Deepen Mystery of Lost Colony (New York Times, May 2012)</em></td>
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<td></td>
<td></td>
<td>• <em>History Channel: Jamestown Colony</em></td>
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<tr>
<td></td>
<td></td>
<td>• <em>History Channel: Plymouth Colony</em></td>
</tr>
<tr>
<td></td>
<td></td>
<td>• <em>Roanoke: The Lost Colony--An Unsolved Mystery from History</em> by Heidi E. Y. Stemple</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• <em>The Lost Colony of Roanoke</em> by Jean Fritz</td>
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<tr>
<td></td>
<td></td>
<td>• <em>Encounter</em> by Jane Yolen</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• <em>King Philips War (The History Channel)</em></td>
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<tr>
<td></td>
<td></td>
<td>• Search for relevant reading passages at ReadWorks.org</td>
</tr>
</tbody>
</table>
**TRANSFER:** Students will analyze and develop theories on how location might help or hurt the success of a business.

<table>
<thead>
<tr>
<th>STANDARDS / GOALS:</th>
<th>ENDURING UNDERSTANDINGS</th>
<th>ESSENTIAL QUESTIONS</th>
</tr>
</thead>
<tbody>
<tr>
<td>6.1.8.A.2.a Determine the roles of religious freedom and participatory government in various North American colonies.</td>
<td>People relocate for economic opportunities, religious freedom and better quality of life.</td>
<td>● What motivates people to leave their homeland?</td>
</tr>
<tr>
<td>6.1.8.A.2.b Explain how and why early government structures developed, and determine the impact of these early structures on the evolution of American politics and institutions.</td>
<td>Difficulties people face when adapting to a new country include language barriers, climate changes and access to resources.</td>
<td>● What challenges do people face when moving to a new land?</td>
</tr>
<tr>
<td>6.1.8.A.2.c Explain how demographics (i.e., race, gender, and economic status) affected social, economic, and political opportunities during the Colonial era.</td>
<td>Throughout history, people have enslaved others for profit, accumulation of wealth and to achieve power.</td>
<td>● Why have people throughout history been willing to enslave others?</td>
</tr>
<tr>
<td>6.1.8.B.2.a Determine factors that impacted emigration, settlement patterns, and regional identities of the colonies.</td>
<td>Effective colonies establish a government, culture and a way of life.</td>
<td>● What makes a community successful?</td>
</tr>
<tr>
<td>6.1.8.C.2.a Compare the practice of slavery and indentured servitude in Colonial labor systems.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>6.1.8.C.2.c Analyze the impact of triangular trade on multiple nations and groups.</td>
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</tr>
<tr>
<td>6.1.12.B.1.a Explain how geographic</td>
<td></td>
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</tr>
</tbody>
</table>

**KNOWLEDGE**

**Skills**

**Students will know:**

Settlers came to the New World seeking religious freedom, to escape debt, to build wealth and/or discover new economic opportunities.

**Students will be able to:**

Identify the various reasons why settlers came to the New World.
variations (e.g., climate, soil conditions, and other natural resources) impacted economic development in the New World.

SL.5.1 Engage effectively in a range of collaborative discussions.

SL.5.4 Report on a topic or text or present an opinion, sequencing ideas logically and using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.

W.5.4 Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.

W.5.5 With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

RI.5.9 Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably.

<table>
<thead>
<tr>
<th>Variations in natural resources impacted economic development in the New World.</th>
<th>Each region had unique geography and natural resources to manage livestock, grow crops and produce goods.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Each of the three colonial regions offered different careers (farming, printing, fishing).</td>
<td>The slave trade forced West Africans to confront dilemmas in order to survive.</td>
</tr>
<tr>
<td>The Triangular Trade involved shipping goods from Britain to West Africa to be exchanged for slaves, who were then shipped to the West Indies and exchanged for sugar, rum and other goods, which were then shipped back to Britain.</td>
<td>Slaves relied on their customs from Africa to cope with abuse. Such rituals included storytelling, prayer and singing spirituals.</td>
</tr>
<tr>
<td>Slaves faced cruel and sometimes fatal consequences for not cooperating or running away.</td>
<td>Colonial Williamsburg, the capitol of Virginia, offered educational, political, social and economic opportunities.</td>
</tr>
<tr>
<td>In the 1700’s, most children were expected to work as soon as they were able. Children were taught different skills and given different jobs based on gender.</td>
<td>Compare and contrast the New England, Middle and Southern regions based on geography, climate and economy.</td>
</tr>
<tr>
<td>Give examples of careers available in the colonies.</td>
<td>Discuss dilemmas slaves faced in West Africa, during the Middle Passage and in the New World.</td>
</tr>
<tr>
<td>Identify the geographic location, illustrate the route and describe the purpose of the Triangular Trade.</td>
<td>Demonstrate and illustrate ways that West African slaves used their culture and religion to endure suffering.</td>
</tr>
<tr>
<td>Analyze the choices West Africans made to accept, resist or escape slavery.</td>
<td>Examine educational, social, religious and economical aspects of life in colonial Williamsburg.</td>
</tr>
<tr>
<td>Compare and contrast children’s responsibilities, gender roles and educational opportunities between colonial Williamsburg and the present-day.</td>
<td></td>
</tr>
<tr>
<td>KEY TERMS: economy, plantation, indentured servant, West Indies, grant, assembly, apprentice, slave trade, dilemma, Middle Passage, Triangular Trade, slave auction, overseer, Williamsburg, capitol, craftsman, trade, politics, royal colony, bills</td>
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<tr>
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</tr>
</tbody>
</table>

**ASSESSMENT EVIDENCE:** Students will show their learning by:
- Rewriting song lyrics to reflect a spiritual that slaves sang to keep hope alive
- Creating and delivering a presentation to persuade European settlers to relocate to one particular region (What job opportunities are available? What natural resources are available?)
- Generating a composition from the perspective of a child living in Colonial times to describe daily life (including skills learned in school, domestic chores, games played for entertainment and clothing worn)

**KEY LEARNING EVENTS AND INSTRUCTION:**
- Use a graphic organizer to compare and contrast the geography, economy, government of the Northeast, Middle and South region, including reasons for settlement in each region
- Examine and analyze photographs of slaves and indentured servants working on plantations to understand working conditions
- Respond to reading by writing to describe dilemmas of the slave trade (using TCI Reading Notes or teacher-provided prompts)
- Participate in simulation stations to experience life in Colonial Williamsburg
**SUGGESTED TIME ALLOTMENT** | **CONTENT-UNIT OF STUDY** | **SUPPLEMENTAL UNIT RESOURCES**
--- | --- | ---
3 weeks | ● The Northeast, Middle and Southern Regions  
● The Origin of Slavery in America  
● The Original Capital of Virginia | ● *Social Studies Alive! America’s Past* (Chapters 7, 8, 9)  
● TCI Transparencies  
● TCI Placards  
● TCI Interactive Student Notebooks  
● [DK Find Out: Thirteen Colonies](#)  
● [Trueflix: The Thirteen Colonies](#)  
● [TrueFlix: The U.S. Regions](#)  
● *If You Traveled on the Underground Railroad* by Ellen Levin  
● *If You Lived When There Was Slavery in America* by Anne Kamma  
● *Unspoken: A Story from the Underground Railroad* by Henry Cole  
● *African-Americans in the Thirteen Colonies* by Kent  
● [Freedom Flix: African Americans in the Thirteen Colonies](#)  
● BrainPOP video "Slavery"  
● BrainPOP video "Underground Railroad"  
● DK Find Out "Slave Trade"  
● Simulation Game from Mission US (Preview first)  
● Search for relevant reading passages at [ReadWorks.org](#)  
● *Jump Ship to Freedom* by James Lincoln Collier and Christopher Collier
Colonial Life by Bobbie Kalman
## Transfer
Students will suggest a protest (examples include, but are not limited to an illustrative poster or persuasive letter/essay) to voice discontent and advocate for change on an issue that personally affects them.

## Standards / Goals

<table>
<thead>
<tr>
<th>6.1.8.A.3.a</th>
<th>Examine the ideals found in the Declaration of Independence, and assess the extent to which they were fulfilled for women, African Americans, and Native Americans during this time period.</th>
</tr>
</thead>
<tbody>
<tr>
<td>6.1.8.A.3.c</td>
<td>Determine the role that compromise played in the creation and adoption of the Constitution and Bill of Rights.</td>
</tr>
<tr>
<td>6.1.8.C.3.a</td>
<td>Explain how taxes and government regulation can affect economic opportunities, and assess the impact of these on relations between Britain and its North American colonies.</td>
</tr>
<tr>
<td>6.1.8.C.3.b</td>
<td>Summarize the effect of inflation and debt on the American people and the response of state and national governments during this time.</td>
</tr>
<tr>
<td>6.1.8.D.3.a</td>
<td>Explain how the consequences of the Seven Years War, changes in British policies toward American colonies, and responses by various groups and individuals in the North American colonies led to the American Revolution.</td>
</tr>
<tr>
<td>6.1.8.D.3.b</td>
<td>Explain why the Declaration of Independence was written and how its key principles evolved to become unifying ideas of American democracy.</td>
</tr>
</tbody>
</table>

## Enduring Understandings

| Colonists were angered by the laws and taxes that were created without their representation. | What causes people to rebel? |
| Boycotts, protests and attempts at peaceful resolution were unsuccessful in providing colonists with a voice in their government and eventually led to more violent forms of protest. | How do people bring about change? |

## Essential Questions

| ● What causes people to rebel? | ● How do people bring about change? |

## Knowledge

| Students will know: The conflict between Great Britain and the Colonies grew over taxation, representation and liberty through policies and events such as the Stamp Act, Sugar Act, Intolerable Act, Proclamation of 1763 and the Townshend Acts. |
| British policies after 1763 were designed to raise revenue to pay for the cost of the empire. |

## Skills

| Students will be able to: Describe the events that contributed to growing tension between colonists and the British. |
| Show the cause and effect relationship between British debt as a result of the French and Indian War and subsequent imposed acts upon the colonists. |

| RI.5.2 Determine two or more main ideas of a text |
American colonists were divided over what course of action to take in response to British policies.

Tensions increased throughout the colonies until the Continental Congress declared independence on July 4th, 1776.

The Declaration of Independence illustrated the values and ideals of the colonists who felt they could no longer be ruled by Great Britain.

Creating and presenting a skit (examples include but are not limited to comic strip, video, blog), to convey the meaning of an excerpt from the Declaration of Independence

KEY LEARNING EVENTS AND INSTRUCTION:
- Make connections to the colonists’ point of view regarding their relationship with Great Britain, through metaphors within student experience
- Collaborate in preparing a presentation of the argument for a Loyalist or Patriot in declaring or not declaring independence from Great Britain
- Read, interpret and paraphrase excerpts from the Declaration of Independence
- Analyze visuals, including but not limited to paintings from the TCI program, to draw conclusions and formulate theories
# Grade 5 Curriculum
## UNIT III: Tensions and Causes of the American Revolution

<table>
<thead>
<tr>
<th>SUGGESTED TIME ALLOTMENT</th>
<th>CONTENT-UNIT OF STUDY</th>
<th>SUPPLEMENTAL UNIT RESOURCES</th>
</tr>
</thead>
</table>
| 3 ½ weeks                | • The Colonies and Great Britain: Tensions Mount  
                           • To Declare Independence... or Not?  
                           • The Declaration of Independence | • *Social Studies Alive! America’s Past* (Chapters 10, 11, 12)  
• TCI Transparencies  
• TCI Interactive Student Notebooks  
• *Tea Overboard* by Elizabeth Franklin  
• *The Boston Tea Party* by Conrad Stein  
• *If You Lived in the Time of the American Revolution* by Kay Moore  
• *Dear Benjamin Banneker* by Andrea Davis Pinkney  
• FreedomFlix: *The Boston Tea Party*  
• FreedomFlix: *The Declaration of Independence*  
• DK Find Out: *The American Revolution*  
• BrainPOP video "Causes of the American Revolution"  
• BrainPOP video "Declaration of Independence"  
• BrainPOP video "Thomas Jefferson"  
• Transcript of the Declaration of Independence  
  (Includes omitted excerpts)  
• Search for relevant reading passages at ReadWorks.org  
• History Channel Resources (preview first) |
**TRANSFER:** Students will apply strategic thinking skills to develop tactics for achieving a victory (examples include, but are not limited to scoring a goal in soccer or building a structure in Minecraft).

<table>
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<tr>
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</tr>
</thead>
<tbody>
<tr>
<td>6.1.8.A.3.a Examine the ideals found in the Declaration of Independence, and assess the extent to which they were fulfilled for women, African Americans, and Native Americans during this time period.</td>
<td>The Continental army won the Revolutionary War because they were motivated to achieve independence, developed innovative military tactics and gained support from allies.</td>
<td>● What factors lead to a military victory?</td>
</tr>
<tr>
<td>6.1.8.B.3.d Explain why New Jersey’s location played an integral role in the American Revolution.</td>
<td>American revolutionaries resorted to violence and conflict in order to create their own country separate from British rule.</td>
<td>● How does a revolution change a country?</td>
</tr>
<tr>
<td>6.1.8.D.3.c Analyze the impact of George Washington as general of the American revolutionary forces.</td>
<td>The American Revolution created a great shift in power for the people living in America.</td>
<td>● What can happen when leadership changes?</td>
</tr>
<tr>
<td>6.1.8.D.3.d A Analyze how prominent individuals and other nations contributed to the causes, execution, and outcomes of the American Revolution.</td>
<td></td>
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</tr>
<tr>
<td>6.1.8.D.3.d Analyze how prominent individuals and other nations contributed to the causes, execution, and outcomes of the American Revolution.</td>
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</tr>
<tr>
<td>6.1.8.D.3.e Examine the roles and perspectives of various socioeconomic groups (e.g., rural</td>
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<tr>
<td></td>
<td><strong>KNOWLEDGE</strong></td>
<td><strong>SKILLS</strong></td>
</tr>
<tr>
<td><strong>Students will know:</strong></td>
<td><strong>Students will be able to:</strong></td>
<td></td>
</tr>
<tr>
<td>The British military used an offensive war tactic; the Continental army used defensive tactics and initiated surprise attacks.</td>
<td>Compare and contrast the strategies that the British and the Americans used to win the war.</td>
<td></td>
</tr>
<tr>
<td>The Continental army had a strong desire to win and a knowledge of the territory, but lacked resources and</td>
<td>Identify the advantages and disadvantages of the Continental army in the American Revolution.</td>
<td></td>
</tr>
</tbody>
</table>
farmers, urban craftsmen, northern merchants, and southern planters), African Americans, Native Americans, and women during the American Revolution, and determine how these groups were impacted by the war.

**RL.5.2** Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.

**RL.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.

**RL.5.4** Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 5 topic or subject area.

**RL.5.6** Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent.

**RL.5.9** Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably.

**SL.5.1** Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 5 topics and texts, building on others' ideas and expressing their own clearly.

**W.5.4** Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.

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George Washington proved to be a well-liked and highly effective military leader.

The British army was experienced, well trained and had resources and allies. However, the British were fighting in an unfamiliar territory and in an unsupportive environment.

Several battles took place in the colony of New Jersey, including the Battle of Trenton after Washington famously led his troops to cross the Delaware.

Women served as writers, spies, soldiers and nurses during the American Revolution.

African Americans fought on both sides of the war for the promise of freedom.

Native American groups fought with the Colonists, some with the British and still others remained neutral, hoping that the two sides would weaken each other.

**KEY TERMS:** revolution, strategy, volunteer, enlist, mercenary, tactic, turning point, treaty, homefront, offence, defense, Continental army, Sons of Liberty, Treaty of Paris, leadership

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List the positive attributes George Washington exuded as a military leader.

Identify the advantages and disadvantages of the British military in the American Revolution.

Describe the importance of New Jersey during the American Revolution.

Explain how women influenced the outcome of the American Revolution.

Depict ways in which African Americans were involved in the American Revolution.

Evaluate the roles of Native Americans during the American Revolution.
ASSESSMENT EVIDENCE: Students will show their learning by:
- Creating an historical marker using any medium to commemorate factors that helped the Continental Army win the American Revolution
- Composing a timeline using multiple resources outlining key events and battles either before or after the Battle of Saratoga to illustrate the Continental Army’s initial struggle or its ultimate victory (What events and battles helped or hurt the Continental Army?)

KEY LEARNING EVENTS AND INSTRUCTION:
- Write (using TCI Reading Notes or teacher-provided prompts) to describe war strategies used by the Continental and British armies
- Construct a T-chart to assess the factors that contributed to the performance of each military force
- Generate a journal entry, letter or graphic organizer to explain how women helped the war effort during the American Revolution
- Illustrate a scene using any medium to demonstrate what slaves or American Indians may have experienced during the American Revolution
- Analyze visual images, including photographs and paintings, to draw conclusions and formulate theories
<table>
<thead>
<tr>
<th>SUGGESTED TIME ALLOTMENT</th>
<th>CONTENT-UNIT OF STUDY</th>
<th>SUPPLEMENTAL UNIT RESOURCES</th>
</tr>
</thead>
</table>
| 3 weeks                  | ● The American Revolution | ● *Social Studies Alive! America’s Past* (Chapter 13)  
● TCI Transparencies  
● TCI Interactive Student Notebooks  
● *Haym Salomon: American Patriot* by Susan Goldman Rubin  
● *Weapons of the Revolutionary War* by Matt Doeden  
● *The American Revolution* by Alden R. Carter  
● *George Washington’s Socks* by Elvira Woodruff  
● *Johnny Tremain* by Esther Forbes  
● *Did It All Start with a Snowball Fight?* by Mary Kay Carson  
● *The Crossing* by Jim Murphy  
● *Downstream Crossing: A Revolutionary Tale* by Sharon Fear  
● Mission US Simulation Game: For Crown or Colony? (Preview first!)  
● Freedom Flix: *The Revolutionary War*  
● BrainPOP video "American Revolution"  
● BrainPOP video "George Washington"  
● BrainPOP video "French and Indian War"  
● DK Find Out: American Revolution  
● The American Revolution Museum's interactive timeline |
RANDOLPH TOWNSHIP SCHOOL DISTRICT
Grade 5 Curriculum
UNIT V: A New Nation & the Constitution

TRANSFER: Students will draft and revise a class constitution to reflect the rights and responsibilities important to the goals and values of each individual and the group as a whole.

<table>
<thead>
<tr>
<th>STANDARDS / GOALS:</th>
<th>ENDURING UNDERSTANDINGS</th>
<th>ESSENTIAL QUESTIONS</th>
</tr>
</thead>
<tbody>
<tr>
<td>6.1.8.A.3.b Evaluate the effectiveness of the fundamental principles of the Constitution (i.e., consent of the governed, rule of law, federalism, limited government, separation of powers, checks and balances, and individual rights) in establishing a federal government that allows for growth and change over time.</td>
<td>Through debate and discussion, the colonies were able to create a system of government that recognized the importance of states’ rights as well as national government.</td>
<td>● How do you create order in a society?</td>
</tr>
<tr>
<td>6.1.8.A.3.c Determine the role that compromise played in the creation and adoption of the Constitution and Bill of Rights.</td>
<td>The U.S. Constitution creates a government with three distinct branches and a system of checks and balances.</td>
<td>● What are the benefits to having a system of government which incorporates checks and balances?</td>
</tr>
<tr>
<td>6.1.8.A.3.d Compare and contrast the Articles of Confederation and the United States Constitution in terms of the decision-making powers of national government.</td>
<td>Some responsibilities of the U.S. government include creating rules, maintaining order, providing protection and ensuring fairness and social justice for all people.</td>
<td>● What is the purpose of government?</td>
</tr>
<tr>
<td>6.1.8.A.3.f Explain how political parties were formed and continue to be shaped by differing perspectives regarding the role and power of federal government.</td>
<td>Some key freedoms provided in the U.S. Constitution are life, liberty and the pursuit of happiness.</td>
<td>● What is freedom?</td>
</tr>
<tr>
<td>6.1.8.A.3.g Evaluate the impact of the Constitution and Bill of Rights on current day issues.</td>
<td>Students will know:</td>
<td>Students will be able to:</td>
</tr>
</tbody>
</table>

- The History Channel: American Revolution History
- Search for relevant reading passages at ReadWorks.org

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geography of the United States influenced the debate on representation in Congress and federalism by examining the New Jersey and Virginia plans.

6.1.8.D.3.b Explain why the Declaration of Independence was written and how its key principles evolved to become unifying ideas of American democracy.

6.1.8.D.3.g Evaluate the extent to which the leadership and decisions of early administrations of the national government met the goals established in the Preamble of the Constitution.

RI.5.2 Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.

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.

RI.5.4 Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 5 topic or subject area.

RI.5.6 Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent.

RI.5.9 Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably.

SL.5.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 5 topics and texts, building on others' ideas and expressing their own clearly.

W.5.4 Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.

8.1.5.E.1 Use digital tools to research and evaluate

Colonies sent delegates to the Constitutional Convention to create a new and more effective government.

Compromises and debates were integral in developing the U.S. Constitution, which replaced the Articles of Confederation.

The three branches of government are the executive, legislative and judicial.

A system of checks and balances ensures that no one branch has more power than the other.

A balance of power between the states and the national governments was achieved.

A democracy is a republic where the citizens elect representatives who are responsible to the people.

The people demanded that the Bill of Rights be

Explain the need for a new form of government and the fear of having too powerful a central government.

Identify the weaknesses of the Articles of Confederation.

Describe how the Great Compromise settled disputes regarding representation between smaller and larger states.

Evaluate the compromises which ultimately led to the Constitution.

Explain the role of each branch of government.

Demonstrate the concept of checks and balances.

Analyze the debate between state and national power (Federalist vs. Anti-Federalist).

Describe the process by which representatives seek election.

Assess the credibility of evidence by which a citizen makes an informed vote.

Analyze the ten amendments in the Bill of Rights.
the accuracy of, relevance to, and appropriateness of using print and non-print electronic information sources to complete a variety of tasks.

The U.S. Constitution is included in the U.S. Constitution to ensure the basic rights of American citizens and that the national government would not become too powerful.

The U.S. Constitution is a legal document, which affirms the fundamental principles and rights of the American people guided by an established government.

The U.S. Constitution is a fluid document that can be modified at any time to meet the needs of a changing society.

**KEY TERMS:** Articles of Confederation, Constitutional Convention, constitution, checks and balances, legislative branch, executive branch, judicial branch, compromise, cabinet, impeach, veto, monarchy, rule of law, republic, amendment, Bill of Rights, jury, ratify, due process, prejudice, civil, appeal

**KEY LEARNING EVENTS AND INSTRUCTION:**

- Identify and evaluate fundamental principles of the U.S. Constitution in a close reading by highlighting, annotating and cross referencing
- Synthesize ideas from multiple print and digital resources to explain the powers of each branch of government (using TCI Reading Notes or other graphic organizer)
- Synthesize ideas from multiple print and digital resources to list problems with the Articles of Confederation (using TCI Reading Notes or other graphic organizer)

**ASSESSMENT EVIDENCE:** Students will show their learning by:

- Creating a presentation (examples include but are not limited to: skit, illustrative poster, digital presentation software), which conveys the meaning of an excerpt from the U.S. Constitution
- Designing and delivering a skit, comic strip or written narrative which illustrates an understanding of the freedoms each amendment protects
- Evaluating hypothetical (through TCI) or real world scenarios to determine which branch(es) of government have power to take action to resolve complex issues

**Rights and how they provided for the basic rights of individuals.**

Interpret various articles of the U.S. Constitution to explain their meaning and/or to identify themes.

Identify the need for ongoing changes, or amendments, to the Constitution.
- Synthesize ideas from multiple print and digital resources to describe the contributions of key historical figures (using TCI Reading Notes or other graphic organizer)
- Analyze visuals, including paintings, (available through TCI) to draw conclusions and formulate theories

**RANDOLPH TOWNSHIP SCHOOL DISTRICT**  
Grade 5 Curriculum  
UNIT V: A New Nation and the Constitution

<table>
<thead>
<tr>
<th>SUGGESTED TIME ALLOTMENT</th>
<th>CONTENT-UNIT OF STUDY</th>
<th>SUPPLEMENTAL UNIT RESOURCES</th>
</tr>
</thead>
</table>
| 3 ½ weeks                 | ● The Constitution    | ● *Social Studies Alive! America’s Past* (Chapters 14 and 15)  
                            | ● The Bill of Rights     | ● TCI Transparencies  
                            |                         | ● TCI Placards  
                            |                         | ● TCI Interactive Student Notebooks  
                            |                         | ● *Shh! We’re writing the Constitution* by Jean Fritz  
                            |                         | ● *We the Kids: The Preamble to the Constitution of the United States* by David Catrow  
                            |                         | ● *DK Find Out - The Constitution*  
                            |                         | ● *DK Find Out - The Bill of Rights*  
                            |                         | ● BrainPOP video "Constitutional Convention"  
                            |                         | ● BrainPOP video "Bill of Rights"  
                            |                         | ● BrainPOP video "Articles of Confederation"  
                            |                         | ● BrainPOP video "U.S. Constitution"  
                            |                         | ● Freedom Flix: *The Bill of Rights*  
                            |                         | ● Freedom Flix: *The U.S. Constitution*  
                            |                         | ● Freedom Flix: *The Branches of U.S. Government*  
                            |                         | ● True Flix: *U.S. Government*  

## RANDOLPH TOWNSHIP SCHOOL DISTRICT
### Grade 5 Curriculum
### UNIT VI: Manifest Destiny

**TRANSFER:** Students will be able to compare and contrast the forced eviction of Native Americans as a dilemma to the modern-day conflicts of refugee crisis and create a campaign to end human suffering.

<table>
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<tr>
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<tbody>
<tr>
<td>6.1.8.A.4.a Explain the changes in America’s relationships with other nations by analyzing policies, treaties, tariffs, and agreements.</td>
<td>Westward expansion presented opportunities for cooperation between cultures, but also created sources of conflict.</td>
<td>● How does expansion of a country affect its existing inhabitants?</td>
</tr>
</tbody>
</table>
Many Americans believed in the manifest destiny, or their natural right to spread religion, government and ways of life.

The U.S. desired new territories, waterways and natural resources to develop land, transport goods and build business.

The technology of a people spurs the opportunity for growth and empowerment and can create an imbalance of power.

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**Knowledge**

**Students will know:**

The U.S. acquired large regions of land over time through purchase, acquisition or annexation.

The first region acquired through Westward Expansion was the Louisiana Purchase, which created a more efficient and affordable shipping route to move goods.

Expansion had a positive impact in that the nation gained new territory, resources, wealth and power.

Negative impacts of Westward Expansion for Native Americans included loss of homeland, exposure to brutal diseases and climate and limited access to natural resources, such as water and wildlife.

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**Skills**

**Students will be able to:**

Locate the major U.S. territories gained in the nation’s westward expansion and label land acquisitions on a map.

Define and provide examples of territories gained through purchase, acquisition and annexation.

Consider the positive impact that Westward Expansion had on American settlers.

Analyze how territory acquisitions negatively affected the Native American population.

Compare and contrast the experiences of...
discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 5 topics and texts, building on others' ideas and expressing their own clearly.

W.5.4 Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.

Technology and innovation during the Westward Expansion enabled Americans to realize their goals.

**KEY TERMS:** manifest destiny, territory, annex, acquisition, reservation, expedition, boundary, cede, natural resource, cultural heritage, westward expansion, treaty, purchase, negotiation

American settlers and Native Americans.

Weigh the influence of technology (railroads, telegraphs, trains and weapons) in facilitating expansion and gaining power.

<table>
<thead>
<tr>
<th>ASSESSMENT EVIDENCE: Students will show their learning by:</th>
</tr>
</thead>
<tbody>
<tr>
<td>● Designing and delivering a speech, flyer or song lyrics to persuade prospective settlers to travel to a certain region</td>
</tr>
<tr>
<td>● Composing a comic strip or creative poster to depict a settler’s journey moving west by illustrating tools used, problems encountered and events occurred</td>
</tr>
<tr>
<td>● Creating a presentation (examples include but are not limited to skit, illustrative poster, digital presentation software), which demonstrates the perspective of settlers or Native Americans</td>
</tr>
</tbody>
</table>

<table>
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<tr>
<th>KEY LEARNING EVENTS AND INSTRUCTION:</th>
</tr>
</thead>
<tbody>
<tr>
<td>● Create an annotated map illustrating the major U.S. territories acquired during the westward expansion</td>
</tr>
<tr>
<td>● Compose a series of journal entries or letters from the perspective of a settler or Native American to document their experiences and viewpoint during westward expansion</td>
</tr>
<tr>
<td>● Research and rank key technology used in westward expansion (What was each tool used for? Which were most efficient?)</td>
</tr>
<tr>
<td>● Analyze visuals, including paintings, (from the TCI program) to draw conclusions and formulate theories</td>
</tr>
<tr>
<td>SUGGESTED TIME ALLOTMENT</td>
</tr>
<tr>
<td>--------------------------</td>
</tr>
</tbody>
</table>

RANDOLPH TOWNSHIP SCHOOL DISTRICT
Grade 5 Curriculum
UNIT VI: Manifest Destiny

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| 3 weeks | ● Manifest Destiny  
● Westward Expansion | ● *Social Studies Alive! America's Past* (Chapter 16)  
● TCI Transparencies  
● TCI Placards  
● TCI Interactive Student Notebooks  
● *Freedom Flix: Louisiana Purchase*  
● *Freedom Flix: Lewis and Clark Expedition*  
● *Freedom Flix: The Oregon Trail*  
● *Freedom Flix: The Trail of Tears*  
● Mission US Simulation Game: A Cheyenne Odyssey (Preview first!)  
● Simulation Game: The Oregon Trail  
● BrainPOP video: Louis and Clark  
● BrainPOP video: Trail of Tears  
● BrainPOP video: Westward Expansion  
● Trueflix: Westward Expansion  
● Trueflix: The Louis and Clark Expedition  
● Trueflix: The Oregon Trail  
● *History Channel Resources* (preview first)  
● Search Readworks.org for relevant passages |

### Appendix A

- [ReadWriteThink.org: T-Chart Graphic Organizer](#)
- [ReadWriteThink.org: Compare and Contrast Organizer](#)
- [ReadWriteThink.org: Compare and Contract Took Kit](#)
● Eduplace.com: Venn Diagram Graphic Organizer

● Letter Writing Template

● Education Staff of the National Archives and Records: Graphic Organizer for Analyzing Photographs

● Templates for Comic Strips (includes a variety of panel formats)