



Indiana Department of Education

Indiana Academic Standards Social Studies: Grade 5



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Introduction

The Indiana Academic Standards for grade 5 social studies are the result of a process designed to identify, evaluate, synthesize, and create the most high-quality, rigorous standards for Indiana students. The standards are designed to ensure that all Indiana students, upon graduation, are prepared for both college and career opportunities. In alignment with Indiana's Every Student Succeeds Act (ESSA) plan, the academic standards reflect the core belief that all students can achieve at a high level.

What are the Indiana Academic Standards?

The Indiana Academic Standards are designed to help educators, parents, students, and community members understand what students need to know and be able to do at each grade level, and within each content strand, in order to exit high school college and career ready. The academic standards should form the basis for strong Tier 1 instruction at each grade level and for each content area for all students, in alignment with Indiana's vision for Multi-Tiered Systems of Supports (MTSS). While the standards have identified the academic content or skills that Indiana students need in order to be prepared for both college and career, they are not an exhaustive list. Students require a wide range of physical, social, and emotional support in order to be successful. This leads to a second core belief outlined in Indiana's ESSA plan that learning requires an emphasis on the whole child.

While the standards may be used as the basis for curriculum, the Indiana Academic Standards are not a curriculum. Curricular tools, including textbooks, are selected by the district/school and adopted through the local school board. However, a strong standards-based approach to instruction is encouraged, as most curricula will not align perfectly with the Indiana Academic Standards. Additionally, attention should be given at the district and school level to the instructional sequence of the standards as well as to the length of time needed to teach each standard. Every standard has a unique place in the continuum of learning - omitting one will certainly create gaps - but each standard will not require the same amount of time and attention. A deep understanding of the vertical articulation of the standards will enable educators to make the best instructional decisions. The Indiana Academic Standards must also be complemented by robust, evidence-based instructional practices, geared to the development of the whole child. By utilizing well-chosen instructional practices, social-emotional competencies and employability skills can be developed in conjunction with the content standards.

Acknowledgments

The Indiana Academic Standards have been developed through the time, dedication, and expertise of Indiana's K-12 teachers, higher education professors, and other representatives. We wish to specially acknowledge the committee members who dedicated many hours to the review and evaluation of these standards designed to prepare Indiana students for college and careers.



Social Studies: Grade 5 / United States History - The Founding of the Republic

Students in grade 5 study the United States, focusing on the influence of physical and cultural characteristics on national origins, growth, and development up to 1800 through a formal exploration of United States history, geography, economics, government, current events, and cultural heritage. Emphasis should be placed upon study of Native American cultures, European exploration, colonization, settlement, revolution against British rule, the founding of the Republic and the beginnings of the United States. Students also learn to describe the major components of our national government and to demonstrate responsible citizenship in the classroom and school setting.

Through active learning experiences in grade 5, students' increasing interest in the ability to gather and organize data enables them to explore the physical and cultural characteristics of the United States and its neighbors. Most fifth grade students benefit from working and sharing in flexible groups so that they can become actively involved in "how-to" demonstrations. Their natural interest in science, biography, and travel set the stage for experience involving maps, memorabilia, collections, simulations, educational games, group-planned projects, first-person presentations, and school and community experiences. Grade 5 students' interest in collecting and demonstrating uses of old objects provides avenues for extending time concepts.

In activities, emphasis is placed on the problem-solving skills of questioning, examining fact and opinion, analyzing and evaluating sources of information, contrasting and comparing using primary and secondary sources, and conducting research using a variety of resources, including technology and electronic and print media. Additional skills to be taught include: (1) analyzing maps, globes, data, and graphic organizers; (2) creating and interpreting charts and graphs; (3) Identifying relationships; (4) debating issues; (5) posing alternative actions; and (6) developing thinking and independent study skills.

Indiana's K – 8 academic standards for social studies are organized around four content areas. The content area standards and the types of learning experiences they provide to students in grade 5 are described below. On the pages that follow, age-appropriate concepts are listed for each standard. Skills for thinking, inquiry and participation are integrated throughout.

Please Note: *Examples, when provided, are intended to help illustrate what is meant by the standards. They are only a starting point and are not exclusive. Many additional possibilities exist.*



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History

Standard 1: Students describe the historical movements that influenced the development of the United States from pre-Columbian times up to 1800, with an emphasis on the American Revolution and the founding of the United States.

Ways of Life Before and After the Arrival of Europeans to 1610

5.1.1	<p><i>Identify and describe early cultures and settlements that existed in North America prior to contact with Europeans.</i></p> <ul style="list-style-type: none">● Examples: <i>The Anasazi (100 B.C./B.C.E. – 1300 A.D./C.E.); Mississippian culture at Cahokia (600 A.D./C.E. – 1400 A.D./C.E.)</i>
5.1.2	<p><i>Examine accounts of early European explorations of North America including major land and water routes, reasons for exploration and the impact the exploration had.</i></p> <ul style="list-style-type: none">● Examples: <i>The Viking explorations and settlements in Greenland and North America; Spanish expeditions by Christopher Columbus, Hernán Cortés, Hernando de Soto, and Francisco Vásquez de Coronado; expeditions by French explorers Jacques Cartier and Samuel de Champlain; and expeditions for England and Holland by explorers Henry Cabot, Henry Hudson, and John White</i>
5.1.3	<p><i>Compare and contrast historic Indian groups of the West, Southwest, Northwest, Arctic and sub-Arctic, Great Plains, and Eastern Woodlands regions at the beginning of European exploration in the late fifteenth and sixteenth centuries.</i></p> <ul style="list-style-type: none">● Examples: <i>Compare styles of housing, settlement patterns, sources of food and clothing, customs and oral traditions, political and economic organization, and types and uses of technology.</i>
5.1.4	<p><i>Locate on a map the early Spanish, French, and British settlements, and compare the origins, physical structure, and social structure of these settlements.</i></p>



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- **Examples:** *St. Augustine, Roanoke Island, Santa Fe, Plymouth, and Jamestown*

Colonization and Settlements: 1607 to 1763

5.1.5

Compare and contrast the religious, political and economic reasons for the colonization of the Americas by Europe.

- **Examples:** *Puritans fleeing religious persecution, search for wealth by the French and Spanish, debtor settlements in Georgia and the African slave trade*

5.1.6

Identify and explain instances of both cooperation and conflict that existed between Native American Indians and colonists.

- **Examples:** *agriculture, trade, cultural exchanges, military alliances, and massacres.*

5.1.7

Identify and locate the 13 British colonies by region (New England, Middle, Southern). Describe the political and social organization of each region. Explain the economic organization of each region.

- **Examples:** *Slavery, plantations, town meetings, and town markets*

5.1.8

Identify the early founders of colonial settlements and describe early colonial resistance to British rule.

- **Examples:** *John Smith, William Bradford, Roger Williams, Anne Hutchinson, John Winthrop, Thomas Hooker, George Whitefield, and William Penn*

The American Revolution: 1763 to 1783

5.1.9

Understand how political, religious, and economic ideas brought about the American Revolution.



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	<ul style="list-style-type: none">● Examples: resistance to imperial policy, the Stamp Act, the Townshend Acts, Intolerable [Coercive] Acts, Currency Act, Proclamation of 1763, and French and Indian War.
5.1.10	Analyze the causes of the American Revolution as outlined in the Declaration of Independence.
5.1.11	Identify major British and American leaders of the American Revolutionary War and describe their significance in key events of the war. <ul style="list-style-type: none">● Examples: King George III, Lord Charles Cornwallis, Benjamin Franklin, Patrick Henry, Thomas Jefferson, John Adams, Thomas Paine, General George Washington, Boston Tea Party, the Battle of Lexington and Concord, publication of Common Sense, First and Second Continental Congresses, and drafting and approval of the Declaration of Independence (1776)
5.1.12	Describe the contributions of France and other nations and of individuals to the outcome of the American Revolution. <ul style="list-style-type: none">● Examples: Benjamin Franklin's negotiations with the French, the French navy, the Netherlands, the Marquis de Lafayette, Tadeusz Kosciuszko, Baron Friedrich Wilhelm von Steuben
5.1.13	Identify contributions of women and minorities during the American Revolution. <ul style="list-style-type: none">● Examples: Abigail Adams, Martha Washington, Mercy Otis Warren, Molly Pitcher, Phillis Wheatley, Deborah Sampson, James Armistead, and Joseph Brant
5.1.14	Explain consequences of the American Revolution including the strengths and weaknesses of the Articles of Confederation, changes in trade relationships, and the achievement of independence by the United States.
Making the United States Constitution and Establishing the Federal Republic: 1763 to 1800	



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5.1.15	<p><i>Explain why the United States Constitution was created in 1787 and how it established a stronger union among the original 13 states by making it the supreme law of the land. Identify people who were involved in its development.</i></p> <ul style="list-style-type: none">● Examples: <i>George Washington, James Madison, George Mason and Alexander Hamilton, Great Compromise, 3/5 Compromise</i>
5.1.16	<p><i>Describe the origins and drafting of the Bill of Rights that were ratified in 1791.</i></p>
5.1.17	<p><i>Explain why the first American political parties developed and analyze the impact political parties had on early presidential elections.</i></p> <ul style="list-style-type: none">● Examples: <i>beliefs of Thomas Jefferson and Alexander Hamilton about the role of the federal government, the elections of George Washington (1789 & 1792), the election of John Adams (1796), and the election of Thomas Jefferson (1800)</i>
Chronological Thinking, Historical Comparison, Analysis and Interpretation, Research	
5.1.18	<p><i>Create and interpret timelines showing major people, events, and developments in the early history of the United States from 1776-1801.</i></p>
5.1.19	<p><i>Read fiction and nonfiction stories about conflicts among and between groups of people at different stages in the formation of the United States; give examples of how these conflicts were resolved and analyze the accuracy of the stories' historical details and sequence of events.</i></p> <ul style="list-style-type: none">● Examples: <i><u>Johnny Tremain</u> by Esther Forbes, <u>The Fighting Ground</u> by Avi, and <u>George vs. George</u> by Rosalyn Schanzer</i>



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5.1.20	<p><i>Using primary and secondary sources to examine an historical account about an issue of the time, reconstruct the literal meaning of the passages by identifying who was involved, what happened, where it happened, what events led to these developments, and what consequences or outcomes followed.</i></p> <ul style="list-style-type: none">● Examples: <i>Issues regarding quartering of troops, separation from Britain, issues regarding the origins of slavery in the colonies, and the controversy over the presidential election of 1800</i>
5.1.21	<p><i>Read and interpret primary and secondary source accounts that pertain to a problem confronting people during the Founding Era of the United States.</i></p> <ul style="list-style-type: none">● Examples: <i>Use the Library of Congress American Memory digital collection to analyze the controversy and debate about the ratification of the United States Constitution.</i>
5.1.22	<p><i>Identify and describe the contributions of important early American artists and writers and traditional arts and crafts to the new nation's cultural landscape.</i></p> <ul style="list-style-type: none">● Examples: <i>Paul Revere, John Singleton Copley, Phyllis Wheatley, and Benjamin Franklin</i>



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Civics and Government

Standard 2: Students identify main components and characteristics of the United States government. Students identify and explain key ideas in government from the colonial and founding periods that continue to shape civic and political life.

Foundations of Government

5.2.1	<i>Summarize the principles and purposes of government as stated in the Preamble to the United States Constitution.</i>
5.2.2	<p><i>Identify and explain ideas about limited government, the rule of law and individual rights in key colonial era documents.</i></p> <ul style="list-style-type: none"> ● Examples: <i>The Mayflower Compact (1620), Fundamental Orders of Connecticut (1639)</i>
5.2.3	<p><i>Give examples and explain how the British colonies in America developed forms of representative government, self-government, and democratic practices.</i></p> <ul style="list-style-type: none"> ● Examples: <i>Town meetings in New Hampshire, colonial legislative bodies in Virginia and Massachusetts, and charters on individual freedoms and rights in Rhode Island and Connecticut</i>
5.2.4	<p><i>Identify and explain key ideas about government as noted in the Declaration of Independence, Articles of Confederation, Northwest Ordinance, United States Constitution, and the Bill of Rights.</i></p> <ul style="list-style-type: none"> ● Examples: <i>Union, popular sovereignty, republican government (representative government), constitutional government (constitutionalism), federal government (national government), federalism, and individual rights</i>
5.2.5	<i>Describe and give examples of individual rights guaranteed by the Bill of Rights.</i>



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- **Examples:** *The right to associate with whomever one pleases; the right to practice the religion of one's choice; the right to vote, speak freely and criticize the government; the right to due process; and the right to be protected from unreasonable search and seizure*

Functions of Government

5.2.6

Describe the primary and general election process for local, state, and national offices, including those used to select congressional and presidential office holders.

5.2.7

Identify the three branches of the United States government and explain the functions of each.

- **Examples:** *Separation of powers, shared powers, and checks and balances involving the legislative (law-making), executive (law enforcing) and judicial (law interpreting) branches of government*

Roles of Citizens

5.2.8

Describe group and individual actions that illustrate civic virtues, such as civility, cooperation, respect, and responsible participation.

5.2.9

Examine ways by which citizens may effectively voice opinions, monitor government, and bring about change in government including voting, and participation in the election process.

5.2.10

Use a variety of information resources to identify and evaluate contemporary issues that involve civic responsibility, individual rights, and the common good.

- **Examples:** *Proper use of the Internet, smoking in public places, payment of property taxes, development of highways, and housing on historic lands.*



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Geography

Standard 3: Students describe the influence of the Earth/sun relationship on climate and use global grid systems; identify regions; describe physical and cultural characteristics; and locate states, capitals and major physical features of the United States. They also explain the changing interaction of people with their environment in regions of the United States and show how the United States is related geographically to the rest of the world.

The World in Spatial Terms

5.3.1

Demonstrate that lines of latitude and longitude are measured in degrees of a circle, that places can be precisely located where these lines intersect, and that location can be stated in terms of degrees north or south of the equator and east or west of the Prime Meridian.

Places and Regions

5.3.2

Identify and describe cultural and physical regions of the United States and relate Indiana regions to the larger North American regions.

5.3.3

Use maps and globes to locate states, capitals, major cities, major rivers, the Great Lakes, and mountain ranges in the United States.

5.3.4

Identify Native American and colonial settlements on maps and explain the reasons for the locations of these places.

- **Examples:** Near bodies of water, on lowlands, along a transportation route, or near natural resources, or sources of power

Physical Systems



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5.3.5	<i>Locate the continental divide and the major drainage basins/watersheds in the United States noting the watersheds that Indiana lies within.</i>
5.3.6	<i>Use maps to describe the characteristics of climate regions of the United States.</i>
5.3.7	<i>Identify major sources of accessible fresh water and describe the impact of access on the local and regional communities.</i>
Human Systems	
5.3.8	<i>Explain how the Spanish, British, and French colonists altered the character and use of land in early America.</i>
5.3.9	<i>Identify the major manufacturing and agricultural regions in colonial America and summarize the ways that agriculture and manufacturing changed between 1600 and 1800.</i>
5.3.10	<i>Using historical maps and other geographic representations/texts (written, maps, graphs, timelines, data, audio and video) locate and explain the conflict over the use of land by Native American and the European colonists.</i> <ul style="list-style-type: none">● Examples: <i>Explain how economic competition for resources, boundary disputes, cultural differences and misperceptions, and control of strategic locations contributed to these conflicts.</i>
Environment and Society	
5.3.11	<i>Describe the ways Native Americans, Africans, other immigrant groups, and colonists adapted to variations in the physical environment.</i>



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	<ul style="list-style-type: none">● Examples: Plains people's dependence on bison; dependence on fishing by people living in the Northeast and Pacific Northwest; choice of building materials and style of construction such as sod houses, longhouses and dugouts, plantations for slavery, reservations for Native Americans
5.3.12	<p>Describe and analyze how specific physical features influenced historical events.</p> <ul style="list-style-type: none">● Examples: George Washington's headquarters at Valley Forge, Francis Marion's campaign based from South Carolina's swamps, and George Rogers Clark's campaign in the Ohio Valley
5.3.13	<p>Describe and analyze how humans altered the physical environment to influence movement, politics, and lifestyles.</p> <ul style="list-style-type: none">● Examples: Draining historic (Indiana) watersheds to allow for farming (Kankakee River and Marsh); road cuts to allow for interstate development; dams to create power



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Economics

Standard 4: Students describe the productive resources and market relationships that influence the way people produce goods and services and earn a living in the United States in different historical periods. Students consider the importance of economic decision making and how people make economic choices that influence their future.

5.4.1

Describe the economic activities within and among Native American Indian cultures prior to contact with Europeans. Examine the economic incentives that helped motivate European exploration and colonization.

- **Examples:** trade with French

5.4.2

Summarize a market economy and give examples of how the colonial and early American economy exhibited these characteristics.

- **Examples:** Private ownership, markets, competition and rule of law

5.4.3

Define types of trade barriers.

5.4.4

Describe the impact of technological developments and major inventions on business productivity during the early development of the United States.

- **Examples:** Transportation, steam engine, railroad, communication, telegraph

5.4.5

Explain how education and training, specialization, and investment in capital resources increase productivity.



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5.4.6	<i>Use economic reasoning to explain why certain careers are more common in one region than in another region of the United States.</i>
5.4.7	<i>Predict the effect of changes in supply and demand on price.</i>
5.4.8	<i>Analyze how the causes and effects of changes in price of certain goods and services had significant influence on events in United States history.</i> <ul style="list-style-type: none"><li data-bbox="346 747 1942 820">● Examples: <i>The price of cotton, the price of beaver pelts and the price of gold all are related to specific events and movements in the development of the United States</i>
5.4.9	<i>Explain the purpose and components of a personal budget and compare factors that influence household saving and spending decisions in early United States history and today.</i>



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Terminology is listed in the order it appears in standards.

primary source: developed by people who experienced the events being studied (i.e., autobiographies, diaries, letters and government documents).

secondary source: developed by people who have researched events but did not experience them directly (i.e., articles, biographies, Internet resources and nonfiction books).

limited government: the powers of government are specified and limited, usually by a written constitution, in order to protect individual rights.

union: an alliance of citizens, colonies, states or other entities for mutual interest or benefit.

popular sovereignty: government by consent of the governed who are the source of all authority in their government.

republican government: type of government in which power is exercised by representatives chosen by the people.

constitutional government: powers of government are distributed according to provisions of a constitution or supreme law, which effectively limits or restrains the exercise of power.

federalism: type of government in which power is divided between a federal or national government and the states, such as the states of the United States
individual rights: personal, political and economic rights possessed equally by each person.

market economy: An economic system where decisions about what to produce, how to produce, and to whom to allocate goods and services are made primarily by individuals and businesses. In a market economy, prices are determined by the interaction of consumers and producers in markets.

trade barriers: policies that hinder trade such as tariffs, quotas or embargoes.

capital resources: goods, such as tools, buildings and equipment, used in production.

productivity: the amount of goods and services produced in a period of time divided by the productive resources used.

supply: what producers are willing and able to sell at various prices.

demand: what consumers are willing and able to buy at various prices.

goods: tangible objects, such as food or toys, that can satisfy people's wants.



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services: actions that someone does for someone else, such as dental care or trash removal.