



Studies Weekly

Our Nation- Michigan Fifth Grade		
Standards	Week	Weekly Title
This week provides a review of the principles of government that become essential threads for the remaining weeks.	1	Review of Government
This week provides a review of the principles of geography that become essential threads for the remaining weeks.	2	Review of Geography
This week provides a review of the principles of economics that become essential threads for the remaining weeks.	3	Review of Economics
This week scaffolds the Social Studies Process and Skills Standards	4	Developing Inquiries
This week scaffolds the Social Studies Process and Skills Standards	5	Sources
This week scaffolds the Social Studies Process and Skills Standards	6	Analyzing and Evaluating Evidence
This week scaffolds the Social Studies Process and Skills Standards	7	Communicating Conclusions
This week scaffolds the Social Studies Process and Skills Standards	8	Engage in Your Own Inquiry
<p>U1.3 African Life Before the 16th Century Describe the lives of peoples living in West Africa prior to the 16th century.</p> <p>U1.3.1 Use maps to locate the major regions of Africa (North Africa, West Africa, Central Africa, East Africa, Southern Africa).</p> <p>U1.3.2 Describe the life and cultural development of people living in West Africa before the 16th century with respect to economic (the ways people made a living) and family structures, and the growth of states, towns, and trade.</p>	9	Africa Pre-16 th Century
<p>U1.1 Indigenous Peoples' Lives in the Americas Describe the lives of the Indigenous Peoples living in North America prior to European contact.</p> <p>U1.1.1 Use maps to locate peoples in the Eastern Woodland (the Woodland Peoples east of the Mississippi River), desert Southwest, the Pacific Northwest, and the nomadic nations of the Great Plains.</p>	10	Pre-1492: Life in the Americas

<p>U1.1.2 Compare how Indigenous Peoples in the Eastern Woodland and another tribal region adapted to or modified the environment.</p> <p>U1.1.3 Describe Eastern Woodland life with respect to governmental and family structures, trade, and their relationship to the land.</p>		
<p>U1.4 Three World Interactions Describe the environmental, political, and cultural consequences of the interactions among European, African, and Indigenous Peoples in the late 15th century through the 17th century.</p> <p>U1.4.1 Describe the convergence of Europeans, Indigenous Peoples, and Africans in the Americas after 1492 from the perspective of these three groups.</p> <p>U1.4.2 Use primary and secondary sources to compare Europeans, Africans, and Indigenous Peoples who converged in the Western Hemisphere after 1492 with respect to governmental structure, and views on property ownership and land use. Examples may include but are not limited to: letters, diaries, maps, documents, narratives, pictures, graphic data.</p>	11	Pre-1492: American Indian Institutions
<p>U1.2 European Exploration Identify the causes and consequences of European exploration and colonization.</p> <p>U1.2.1 Explain the technological and political developments that made sea exploration possible. Examples may include but are not limited to: the invention of the astrolabe, improved maps, the rise of nation-states.</p> <p>U1.2.2 Use case studies of individual explorers and stories of life in Europe to compare the goals, obstacles, motivations, and consequences for European exploration and colonization of the Americas.</p>	12	Explorers: Age of Encounters
<p>U1.4 Three World Interactions Describe the environmental, political, and cultural consequences of the interactions among European, African, and Indigenous Peoples in the late 15th century through the 17th century.</p> <p>U1.4.1 Describe the convergence of Europeans, Indigenous Peoples, and Africans in the Americas after 1492 from the perspective of these three groups.</p>	13	Explorers: Consequences of Contact

<p>U1.4.2 Use primary and secondary sources to compare Europeans, Africans, and Indigenous Peoples who converged in the Western Hemisphere after 1492 with respect to governmental structure, and views on property ownership and land use.</p> <p>U1.4.3 Explain the cultural impact that occurred between the British, French, and Spanish on the lives of Indigenous Peoples.</p> <p>U1.4.4 Describe the Columbian Exchange and its impact on Europeans, Indigenous Peoples, and Africans.</p>		
<p>U2.1 European Struggle for Control of North America Compare the regional settlement patterns and describe significant developments in Southern, New England, and the Mid-Atlantic colonies.</p> <p>U2.1.1 Describe significant developments in the Southern colonies</p> <p>U2.1.2 Describe significant development in the New England colonies</p> <p>U2.1.3 Describe significant developments in the Middle colonies, including:</p> <p>U2.1.4 Compare the regional settlement patterns of the Southern colonies, New England, and the Middle colonies.</p> <p>U2.1.5 Explain the economic, political, cultural, and religious causes of migration to colonial North America.</p> <p>U2.3 Life in Colonial America Distinguish among and explain the reasons for regional differences in colonial America.</p> <p>U2.3.1 Locate the New England, Middle, and Southern colonies on a map.</p> <p>U2.3.2 Describe the daily lives of people living in the New England, Middle, and Southern colonies.</p> <p>U2.3.3 Describe colonial life in America from the perspectives of at least three different groups of people.</p> <p>U2.3.4 Describe the development of the emerging labor force in the colonies.</p>	14	The Colonies and Their Founding

U2.3.5 Make generalizations about the reasons for regional differences in colonial America.		
<p>U2.1 European Struggle for Control of North America Compare the regional settlement patterns and describe significant developments in Southern, New England, and the Mid-Atlantic colonies.</p> <p>U2.1.1 Describe significant developments in the Southern colonies.</p> <p>U3.1.7 Describe how colonial experiences with self-government and ideas about government influenced the decision to declare independence.</p> <p>U3.1.8 Identify a problem that people in the colonies faced, identify alternative choices for addressing the problem with possible consequences, and describe the course of action taken.</p>	15	Jamestown
<p>U2.1 European Struggle for Control of North America Compare the regional settlement patterns and describe significant developments in Southern, New England, and the Mid-Atlantic colonies.</p> <p>U2.1.2 Describe significant developments in the New England colonies.</p> <p>U3.1.7 Describe how colonial experiences with self-government and ideas about government influenced the decision to declare independence.</p> <p>U3.1.8 Identify a problem that people in the colonies faced, identify alternative choices for addressing the problem with possible consequences, and describe the course of action taken.</p>	16	Plymouth
<p>U2.1 European Struggle for Control of North America Compare the regional settlement patterns and describe significant developments in Southern, New England, and the Mid-Atlantic colonies.</p> <p>U2.1.1 Describe significant developments in the Southern colonies</p> <p>U2.1.2 Describe significant developments in the New England colonies</p> <p>U2.1.3 Describe significant developments in the Middle colonies</p> <p>U2.1.4 Compare the regional settlement patterns of the Southern colonies, New England, and the Middle colonies.</p>	17	Colonial Life

<p>U2.1.5 Explain the economic, political, cultural, and religious causes of migration to colonial North America.</p> <p>U2.2 European Slave Trade and Slavery in Colonial America. Analyze the development of the slave system in the Americas and its impact.</p> <p>U2.2.1 Describe Triangular Trade</p> <p>U2.2.2 Describe the lives of enslaved Africans and free Africans, including fugitive and escaped slaves in the American colonies.</p> <p>U2.2.3 Describe how enslaved and free Africans struggled to retain elements of their diverse African histories and cultures to develop distinct African-American identities.</p> <p>U2.3 Life in Colonial America Distinguish among and explain the reasons for regional differences in colonial America.</p> <p>U2.3.1 Locate the New England, Middle, and Southern colonies on a map.</p> <p>U2.3.2 Describe the daily lives of people living in the New England, Middle, and Southern colonies.</p> <p>U2.3.3 Describe colonial life in America from the perspectives of at least three different groups of people.</p> <p>U2.3.4 Describe the development of the emerging labor force in the colonies.</p> <p>U2.3.5 Make generalizations about the reasons for regional differences in colonial America.</p>		
<p>U3.1 Causes of the American Revolution Identify the major political, economic, and ideological reasons for the American Revolution.</p> <p>U3.1.1 Describe how the French and Indian War affected British policy toward the colonies and subsequent colonial dissatisfaction with the new policy.</p> <p>U3.1.6 Identify the role that key individuals played in leading the colonists to revolution, including George Washington, Thomas Jefferson, Benjamin Franklin,</p>	18	French and Indian War Beginnings

<p>Patrick Henry, Samuel Adams, John Adams, and Thomas Paine.</p> <p>U3.1.8 Identify a problem that people in the colonies faced, identify alternative choices for addressing the problem with possible consequences, and describe the course of action taken.</p>		
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<p>U3.1 Identify the major political, economic, and ideological reasons for the American Revolution.</p> <p>U3.1.1 Describe how the French and Indian War affected British policy toward the colonies and subsequent colonial dissatisfaction with the new policy.</p> <p>U3.1.2 Describe the causes and effects of events such as the Stamp Act, the Boston Massacre, the Boston Tea Party, and the Intolerable Acts.</p> <p>U3.1.3 Using an event from the Revolutionary era, explain how British and colonial views on authority and the use of power without authority differed (views on representative government).</p> <p>U3.1.8 Identify a problem that people in the colonies faced, identify alternative choices for addressing the problem with possible consequences, and describe the course of action taken.</p>	20	The Acts of Parliament
<p>U3.1 Identify the major political, economic, and ideological reasons for the American Revolution.</p> <p>U3.1.2 Describe the causes and effects of events such as the Stamp Act, the Boston Massacre, the Boston Tea Party, and the Intolerable Acts.</p>	21	The Actions of the Colonies

<p>U3.1.3 Using an event from the Revolutionary era, explain how British and colonial views on authority and the use of power without authority differed (views on representative government). Examples may include but are not limited to: the Boston Tea Party, quartering of soldiers, writs of assistance, the closing of colonial legislatures.</p> <p>U3.1.5 Use the Declaration of Independence to explain why many colonists wanted to separate from Great Britain and why they believed they had the right to do so.</p> <p>U3.1.6 Identify the role that key individuals played in leading the colonists to revolution, including George Washington, Thomas Jefferson, Benjamin Franklin, Patrick Henry, Samuel Adams, John Adams, and Thomas Paine.</p> <p>U3.1.7 Describe how colonial experiences with self-government and ideas about government influenced the decision to declare independence.</p> <p>U3.1.8 Identify a problem that people in the colonies faced, identify alternative choices for addressing the problem with possible consequences, and describe the course of action taken.</p> <p>U3.2 The American Revolution and its Consequences Explain the multi-faceted nature of the American Revolution and its consequences.</p> <p>U3.2.1 Describe the advantages and disadvantages each side had during the American Revolution with respect to military leadership, geography, types of resources, and motivations.</p>		
<p>U3.1 Identify the major political, economic, and ideological reasons for the American Revolution.</p> <p>U3.1.3 Using an event from the Revolutionary era, explain how British and colonial views on authority and the use of power without authority differed (views on representative government).</p> <p>U3.1.4 Describe the role of the First and Second Continental Congresses in unifying the colonies.</p> <p>U3.1.5 Use the Declaration of Independence to explain why many colonists wanted to separate from Great Britain and why they believed they had the right to do so.</p>	22	The Shot Heard Round the World

<p>U3.1.6 Identify the role that key individuals played in leading the colonists to revolution, including George Washington, Thomas Jefferson, Benjamin Franklin, Patrick Henry, Samuel Adams, John Adams, and Thomas Paine.</p> <p>U3.1.7 Describe how colonial experiences with self-government and ideas about government influenced the decision to declare independence.</p> <p>U3.1.8 Identify a problem that people in the colonies faced, identify alternative choices for addressing the problem with possible consequences, and describe the course of action taken.</p>		
<p>U3.2 Explain the multi-faceted nature of the American Revolution and its consequences.</p> <p>U3.2.1 Describe the advantages and disadvantages each side had during the American Revolution with respect to military leadership, geography, types of resources, and motivations.</p> <p>U3.2.2 Describe the importance of Valley Forge, the Battle of Saratoga, and the Battle of Yorktown in the American Revolution.</p> <p>U3.2.3 Investigate the role of women, enslaved and freed Africans, Indigenous Peoples, and France in helping shape the outcome of the war.</p> <p>U3.2.4 Describe the significance of the Treaty of Paris (establishment of the United States and its initial boundaries).</p>	23	Independence and Revolution: The People
<p>U3.2 Explain the multi-faceted nature of the American Revolution and its consequences.</p> <p>U3.2.1 Describe the advantages and disadvantages each side had during the American Revolution with respect to military leadership, geography, types of resources, and motivations.</p> <p>U3.2.2 Describe the importance of Valley Forge, the Battle of Saratoga, and the Battle of Yorktown in the American Revolution.</p> <p>U3.2.3 Investigate the role of women, enslaved and freed Africans, Indigenous Peoples, and France in helping shape the outcome of the war.</p>	24	Independence and Revolution: The Military

U3.2.4 Describe the significance of the Treaty of Paris (establishment of the United States and its initial boundaries).		
<p>U3.1.6 Identify the role that key individuals played in leading the colonists to revolution, including George Washington, Thomas Jefferson, Benjamin Franklin, Patrick Henry, Samuel Adams, John Adams, and Thomas Paine.</p> <p>U3.3 Creating New Government(s) and a New Constitution. Explain some of the challenges faced by the new nation under the Articles of Confederation, and analyze the development of the Constitution as a new plan for governing.</p> <p>U3.3.1 Describe the powers of the national government and state governments under the Articles of Confederation.</p> <p>U3.3.2 Give examples of problems the country faced under the Articles of Confederation. Examples may include but are not limited to: lack of national army, competing currencies, reliance on state governments for money.</p> <p>U3.3.3 Explain why the Constitutional Convention was convened and why the Constitution was written.</p> <p>U3.3.4 Describe the issues over representation and slavery the Framers faced at the Constitutional Convention and how they were addressed in the Constitution. Examples may include but are not limited to: the Great Compromise, the Three-Fifths Compromise.</p> <p>U3.3.5 Give reasons why the Framers wanted to limit the power of government. Examples may include but are not limited to: fear of a strong executive, representative government, and the importance of individual rights.</p> <p>U3.3.6 Describe the principle of federalism and how it is expressed through the sharing and distribution of power as stated in the Constitution.</p> <p>U3.3.7 Describe the concern that some people had about individual rights and why the inclusion of a Bill of Rights was needed for ratification.</p>	25	The Founders and the Process
U3.3 Explain some of the challenges faced by the new nation under the Articles of Confederation, and analyze the development of the Constitution as a new plan for governing.	26	The Constitution

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<p>U3.3 Explain some of the challenges faced by the new nation under the Articles of Confederation, and analyze the development of the Constitution as a new plan for governing.</p> <p>U3.3.1 Describe the powers of the national government and state governments under the Articles of Confederation.</p> <p>U3.3.6 Describe the principle of federalism and how it is expressed through the sharing and distribution of power as stated in the Constitution.</p> <p>U3.3.7 Describe the concern that some people had about individual rights and why the inclusion of a Bill of Rights was needed for ratification.</p> <p>U3.3.8 Describe the rights of individuals protected in the Bill of Rights (the first 10 amendments) to the U.S. Constitution.</p>	27	The Bill of Rights
<p>U3.3.6 Describe the principle of federalism and how it is expressed through the sharing and distribution of power as stated in the Constitution</p>	28	The New Nation
<p>P3.1.3 Give examples of how conflicts over Democratic Values lead people to differ on</p>	29	Contemporary Constitutional Issues: Inquiry

<p>contemporary Constitutional issues in the United States.</p> <p>P3.1.2 Use graphic data and other sources to analyze information about a contemporary public issue related to the U.S. Constitution and evaluate alternative resolutions</p>		
	30	Citizens
<p>P3.1 Identifying and Analyzing Public Issues Clearly state a problem as a public policy issue, analyze various perspectives, and generate and evaluate possible alternative resolutions.</p> <p>P3.3 Persuasive Communication About a Public Issue Communicate a reasoned position on a public issue.</p> <p>P3.3.1 Compose a short essay expressing a position on a contemporary public-policy issue related to the Constitution and justify the position with a reasoned argument.</p> <p>P4.2 Civic Participation Act constructively to further the public good.</p> <p>P4.2.1 Develop and implement an action plan and know how, when, and where to address or inform others about a public issue.</p> <p>P4.2.2 Participate in projects to help or inform others.</p>	31	Citizens and American Democracy: Inquiry
<p>P3.1 Identifying and Analyzing Public Issues Clearly state a problem as a public policy issue, analyze various perspectives, and generate and evaluate possible alternative resolutions.</p> <p>P3.1.1 Identify contemporary public issues related to the U.S. Constitution and their related factual, definitional, and ethical questions.</p> <p>P3.3 Persuasive Communication About a Public Issue Communicate a reasoned position on a public issue.</p> <p>P3.3.1 Compose a short essay expressing a position on a contemporary public-policy issue related to the Constitution and justify the position with a reasoned argument.</p> <p>P4.2 Civic Participation Act constructively to further the public good.</p> <p>P4.2.1 Develop and implement an action plan and know how, when, and where to address or inform others about a public issue.</p>	32	Active Civic Participation: Inquiry

