



Cecil County Public Schools
Division of Education Services
Serving learners, families, and the community.



Social Studies: Grade 5 - Investigating Our History

Purpose of the Document: This document provides an overview of this course. The information provided below is designed to support students, parents, and the school community to understand the major content of the course and the standards used to design it. To support the needs of students, teachers may make adjustments as needed. Please contact your child's teacher and/or review the course Schoology page with your child for additional information.

Program Vision:

Our vision is to foster a society of informed, skilled, engaged and productive citizens.

Program Mission:

Our mission is to empower students to ask questions, make connections, solve problems and work cooperatively to become productive members of society.

Course Description: Students will investigate early United States history from the early Native Americans and explorers to the formation of the United States after the Revolutionary War. Units 1 and 2 will be taught in the 2nd marking period. Units 3 and 3 will be taught in the 4th marking period.

Topics at-a-Glance

Unit 1 Early Settlement

Students will look at early settlements and peoples such as Native Americans, Vikings, and European settlers as they explored and interacted with each other. Students will analyze religious beliefs of early settlers, motives for immigration, and the difficulties they encountered in early settlements. Students will read and discuss text about the many different explorers who arrived in what is now known as North America. Students will identify reasons for exploration and factors that made exploration challenging.

Unit 2 Colonization

Students will look at the influence that Native Americans and early colonists had on each other and the way that those interactions impacted each society. Students will learn how religion, geographic characteristics, political systems, and financial opportunities played a role in shaping the New World. Students will learn how territories on both sides of the Atlantic Ocean were able to influence each other through interactions and trade.

Unit 3 Events Leading to the Revolution

Students will investigate the events that led to the American Revolution. Students will explore the change caused by conflict for power in the British colonies. As they learn about the actions of the British government and colonists during this time period, students will examine multiple perspectives to understand how these events led to the development of the U.S.

Unit 4 Revolutionary War and Foundations of Government

Students will examine the results of the Revolutionary War and the foundation of the U.S. government. Students will learn about important battles of the revolution, such as the Battle of Bunker Hill and the Battle of Yorktown, to understand how they affected the course of the war. Students will examine documents such as the Articles of Confederation and the Constitution through the lens of the varying perspectives of the contributors. Throughout the unit, students will evaluate how compromise over ethical issues shaped the Constitution.

Standards/ and or skills taught - Unit 1

- Students will understand the following big ideas:
 - The interactions between different cultures caused Europe to rely on the Americas for resources and developed the economic and social systems through trade.
 - As the Europeans spread their culture to the Americas, they made positive and negative changes to the traditions and religious beliefs of the natives. However, the natives influenced the agricultural traditions of Europeans.
 - The purpose for exploration was driven by political, economic, and religious/cultural systems.

Standards/ and or skills taught - Unit 2

- Students will understand the following big ideas:
 - Countries colonized to gain wealth, seek resources and improve their way of life.
 - Resources in different regions determine lifestyles and means for survival.
 - Varying belief systems influenced the formation of new territories.
 - Interdependence among cultures was essential to the success of colonization.

Standards/ and or skills taught - Unit 3

- Students will understand the following big ideas:
 - Political decisions led to political, economic, and social change.
 - Propaganda and power influence point of view.
 - Conflict over power leads to revolution.

Standards/ and or skills taught - Unit 4

- Students will understand the following big ideas:
 - Different lifestyles and economic needs can drive the division between different geographic regions.
 - Learning from the past can impact future choices.

- Compromise is needed to make effective and fair decisions.

Learn more by checking out each marking period's scope and sequence:

- [Marking Period 2](#)
- [Marking Period 4](#)

How students are graded:

- Students will be graded through a mixture of assignments; such as:
 - Unit Assessments
 - Writing assignments
 - Teacher assigned tasks

Resources:

- **Textbook** - Social Studies: Early United States, Harcourt Brace, 2002.

Home and School Connection

- Consider visiting a historical location to learn more about our history and how people used to live. A possible location could be:
 - Fort McHenry - Baltimore, MD
 - Fort Delaware (Pea Patch Island) - Delaware City, DE
 - Historic Elk Landing - Elkton, MD
 - Independence Hall - Philadelphia, PA
 - Liberty Bell - Philadelphia, PA
 - Museum of the American Revolution, Philadelphia, PA
 - Mount Harmon - Earleville, MD
 - Valley Forge National Historical Park - King of Prussia, PA
- Visit a website like [World Geography Games](#) or [Seterra Geography Games](#)
 - Play games that practice geographic knowledge like identifying states, countries, continents, oceans, regions, physical features, flags, and more.