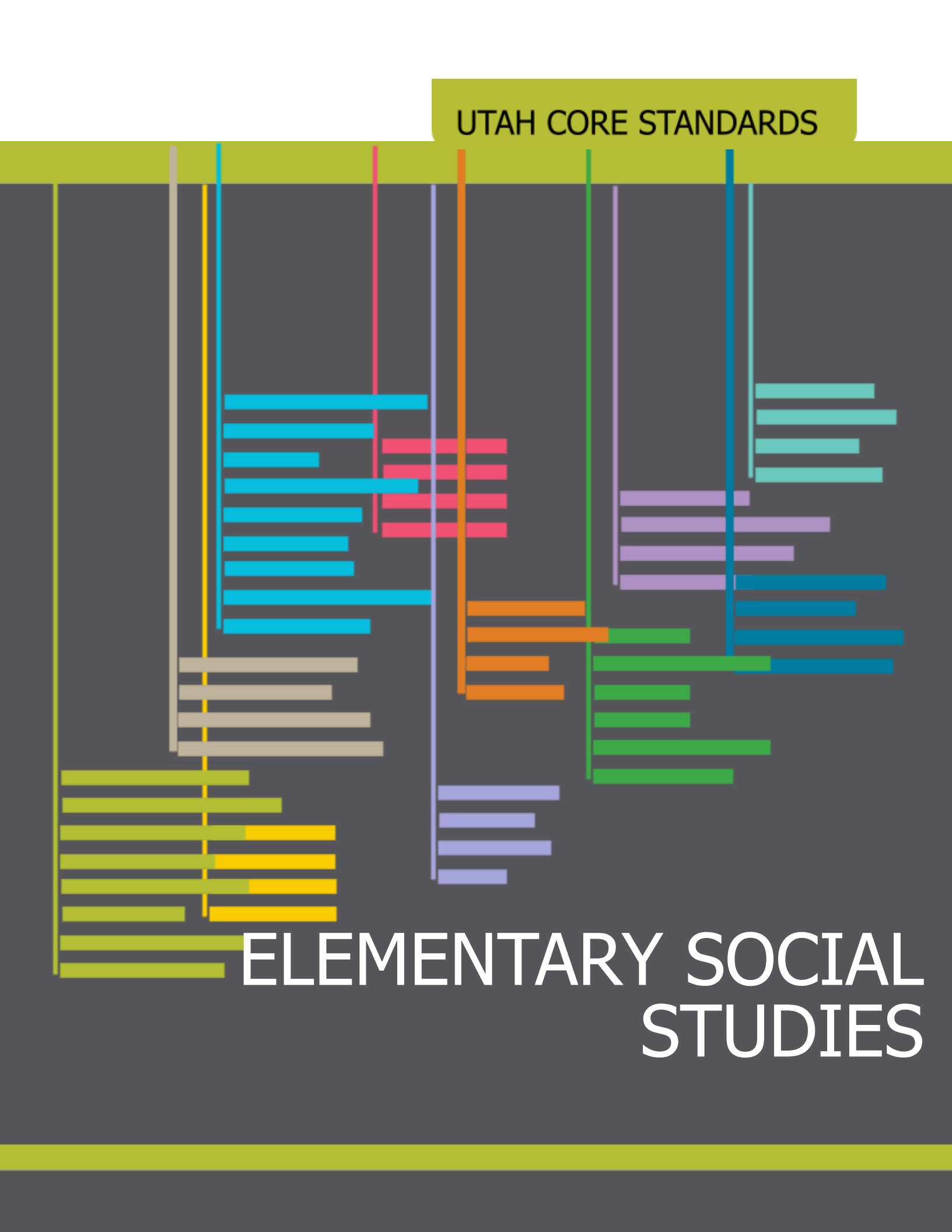


UTAH CORE STANDARDS



ELEMENTARY SOCIAL STUDIES



***We the People* Curriculum Crosswalk for: Utah Social Studies Standards - Grades 3-5**

Usage: This correlation guide offers a crosswalk between the Utah Social Studies Standards for Grades 3-5 and the Level 1 [We the People curriculum](#). Listing of *We the People* units and lessons paired with state standards does not imply full coverage of a standard. *We the People* lessons may go deeper and/or broader in content than the standard; likewise, the standard may call for deeper learning than the lesson provides.



THIRD GRADE

THIRD GRADE STRAND 1: TYPES OF GOVERNMENT AND THE UNITED STATES AND UTAH CONSTITUTIONS

Students will learn about and compare different types of government. They will identify significant ideas in the United States and Utah Constitutions, as well as compare similarities and differences between the documents.

Compelling Questions:

- I How are the founding documents of the United States unique?
- I How does the government protect individual rights?
- I How does the Preamble reflect the Founding Fathers' expectations for the role of government?
- I How are checks and balances applied in government?

- **Standard 3.1.1:** Discuss the basic differences between different forms of government, including a constitutional republic, a pure democracy, an oligarchy, and a monarchy.

We the People

Level 1 curriculum connections

- Unit 1, Lesson 2: Why did the Founders believe that people needed a government?
- Unit 1, Lesson 3: What is a republican government?
- Unit 1, Lesson 4: What is a constitutional government?

- **Standard 3.1.2:** Explain why the first three words of the United States Constitution are vital to the workings of representative government.

We the People

Level 1 curriculum connections

- Unit 3, Lesson 11: What basic ideas about government are in the Preamble to the Constitution?

- **Standard 3.1.3:** Summarize how the Constitution of the United States is the supreme law of the land, and explain how laws provide order and stability.

We the People

Level 1 curriculum connections

- Unit 3, Lesson 12: How does the Constitution limit the powers of our government?
- Unit 3, Lesson 13: What is the legislative branch?
- Unit 3, Lesson 14: What is the executive branch?
- Unit 3, Lesson 15: What is the judicial branch?
- Unit 3, Lesson 16: How did the Constitution create a federal system of



government?

- **Standard 3.1.4:** Identify the rights protected by the First Amendment in the Bill of Rights, and analyze how those rights affect them.
We the People
Level 1 curriculum connections
 - **Unit 4, Lesson 17:** How does the Constitution protect your right to freedom of expression?
 - **Unit 4, Lesson 18:** How does the Constitution protect your right to freedom of religion?

- **Standard 3.1.5:** Explain how the Constitution balances power between the three branches of government at both the state and federal levels (checks and balances).
We the People
Level 1 curriculum connections
 - **Unit 3, Lesson 12:** How does the Constitution limit the powers of our government?
 - **Unit 3, Lesson 16:** How did the Constitution create a federal system of government?

THIRD GRADE STRAND 2: **YOUR COMMUNITY**

Students analyze the communities in which they live, including geography, relative size, and interdependent relationships.

Compelling Questions:

- I What are some of the different communities to which you belong?



- I What is your culture?
- I What do communities need to thrive?
- I What are some unique aspects of your community?
- I How has your community changed or remained the same with the passage of time and why?

- **Standard 3.2.1:** Locate their community, city or town, state, country, and continent on print and digital maps of the earth, and contrast their sizes and the relationships in scale.
- **Standard 3.2.2:** Describe how geography (that is, physical features and natural resources) has shaped where and how their community developed, how it sustains itself, and how it will sustain itself in the future.
- **Standard 3.2.3:** Define their own cultures or the cultures of their communities (for example, art, music, food, dance, system of writing, architecture, government to which they are regularly exposed or of which they are part).
- **Standard 3.2.4:** Evaluate how their community has changed over time (for example, economic interdependence, changes to the environment).

THIRD GRADE STRAND 3: YOUR RIGHTS AND RESPONSIBILITIES AS A COMMUNITY MEMBER

Students delineate their civic rights and responsibilities as members of their community and the limits to their rights when they conflict with the rights of others. Students are introduced to the concepts of civil rights, public virtue, and civic engagement.

Compelling Questions:

- I What do you like about your community? Are there changes you would like to make?
- I Who decides what your community is like?
- I How can you demonstrate respect for others in your community?
- I How has your community improved, and how can you help your community continue to improve?
- I How are your local leaders chosen, and how does your community assure that its leaders do what your community wants and/or needs?

- **Standard 3.3.1:** Analyze how their community has been shaped by the diverse people who have resided within it. Compare primary



and secondary sources (when available) from or about these people.

- **Standard 3.3.2:** Reflect upon the processes used to address needs and reach solutions within their family, their classroom, or other groups of which they are a part. Compare those to the democratic processes used to address needs and reach solutions within their communities.
- **Standard 3.3.3:** Research improvements that have been made in their community over time (for example, schools, roads, emergency services, utilities, jobs, recreation, libraries, clean environment, protection of civil rights).
- **Standard 3.3.4:** Describe some of the civic roles that people fulfill within their community, and explain the reasons why people choose to serve in those roles and how they benefit the community.
- **Standard 3.3.5:** Explain how their community's leaders are elected or appointed and effective ways to work together with them to improve the community.
- **Standard 3.3.6:** Describe why governments collect taxes and how they decide how to use them.
- **Standard 3.3.7:** Discuss how the choices of individuals and leaders affect their community and its future (for example, supporting local businesses, volunteering, voting).
We the People
Level 1 curriculum connections
 - Unit 5, Lesson 23: What are some important responsibilities of citizens?
 - Unit 5, Lesson 24: How can citizens promote the common good?
- **Standard 3.3.8:** Collaborate with peers to address a need in their local community through service.

THIRD GRADE STRAND 4 : CONNECTING YOUR COMMUNITY TO THE WORLD

Students learn about one or more communities in other regions of the world. Students use what they have learned in the first three Strands about their own community as a basis for comparison. These communities could reflect the diverse heritage of class members and community members.

Compelling Questions:

- I How is your community both alike and different from other communities in other parts of the world?
- I Where are these other communities located and how do their locations affect people's lives?



I Why do other communities have different cultures and systems of government?



- **Standard 3.4.1:** Choose a community outside of the United States. Locate that community on both print and digital maps of the Earth, their continent, country, and city or town, and contrast their sizes and the relationships in scale.
- **Standard 3.4.2:** Research the geography (that is, physical features and natural resources) of the community they chose in 3.4.1, and make in- ferences regarding how the geography influenced the cultures that have developed there.
- **Standard 3.4.3:** Define the cultures of the community they chose in 3.4.1 (for example, art, music, food, dance, system of writing, architec- ture, government, religion).
- **Standard 3.4.4:** Examine the types of government found in the community they chose in 3.4.1, and compare them with the government of their community (for example, how community leaders are selected, how the government maintains order, keeps people safe, and makes and enforces rules and laws; the role of a community member; the inclusion of immigrants).
- **Standard 3.4.5:** Examine how and why the community they chose in 3.4.1 has adapted to and/or modified its environment over time, and identify the consequences of these environmental changes.



FOURTH GRADE

FOURTH GRADE STRAND 1: **UTAH'S UNIQUE GEOGRAPHY**

Students will examine Utah's geography, and analyze its historical and current impacts on residents.

Compelling Questions:

- I Where is Utah located in the world?
- I Why is Utah's most populated area along the Wasatch Front?
- I How does the physical geography of Utah affect its inhabitants?

- **Standard 4.1.1:** Use a variety of geographic tools to identify Utah and its surrounding states: latitude, longitude, hemisphere, climate, natural resources, landforms, and regions (for example, Rocky Mountains, Colorado Plateau, Basin and Ridge Region).
- **Standard 4.1.2:** Examine maps of Utah's precipitation, temperature, vegetation, population, and natural resources; make inferences about relationships between the data sets. Describe how and why humans have changed the physical environment of Utah to meet their needs (for example, reservoirs, irrigation, climate, transcontinental railroad).
- **Standard 4.1.3:** Describe how the physical geography of Utah has both negative and positive consequences on our health and safety (for example, inversions, earthquakes, aridity, fire, recreation).

FOURTH GRADE STRAND 2: **PRE-EXPANSION (BEFORE 1847)**

Students will learn that while recorded history spans only a few centuries, humans have lived in the land now called Utah for thousands of years. They will recognize that for centuries the historic tribal groups of Utah—the Goshute, Navajo (Diné), Paiute, Shoshone, and Ute—adapted to their ever-changing environment. Students will understand that more adaptations occurred due to contact and trade while Utah was part of the Spanish Empire and later Mexico. Students will identify the factors that encouraged early trade and exploration among varied explorers and frontiersmen.

Compelling Questions:

- I What can the study of archaeology teach us about the economies,



communities, and other aspects of the cultures of indigenous Native American tribes within Utah?

- I How did the arrival of European and American trappers and traders alter the human geography of Utah?
- I What may happen when two or more cultures, with significant differences, come into contact?
- I What can economic systems and trading patterns tell us about cultures?
- I Why is it important to protect historical sites?

- **Standard 4.2.1:** Use evidence (for example, artifacts, texts, oral traditions, geographic inquiry) to make inferences about, and explain the importance of, the geography of the land that would become Utah in the culture of one or more prehistoric or historic Native American cultures.
- **Standard 4.2.2:** Explain the economic concepts of trade, scarcity, and supply and demand. Apply these concepts in analyzing the economic activity of Native American tribal groups that existed during this period in the land now called Utah and their trade with European-American trappers and traders..
- **Standard 4.2.3:** Use primary and secondary sources to compare important aspects of the ways of life of at least two Native American tribal groups (for example, Ute, Paiute, Navajo (Diné), Shoshone, Goshute) existing within the land now called Utah and how those ways of life changed as settlers from Europe arrived prior to 1847.
- **Standard 4.2.4:** Investigate the reasons why early explorers and frontiersmen came to the land now called Utah, and determine how their contributions are relevant to Utahns today.

FOURTH GRADE STRAND 3: **EXPANSION (1847-1896)**

Students will learn about the unprecedented migration, dramatic cultural change and conflicts, and new technologies of this era. Students will study the migration of diverse populations who settled across the region that would become Utah. They will learn about some of the implications of this settlement on Native American communities. Students will evaluate the relationships between the Industrial Revolution, the completion of the transcontinental railroad, other technologies, and the human and physical geography of the region. Students will also learn about the process and challenges Utah faced transforming from a territory to the 45th state.

Compelling Questions:

- I What factors led people from all over the world to settle in Utah and



positioned Utah to become “The Crossroads of the West”?

- I Why did Utah struggle to attain statehood?
- I How did new immigrant communities contribute to the history and culture of Utah?
- I How did Native American life change as settlement continued?
- I How did improved transportation, industry, and mining transform Utah’s economy, politics, and other aspects of culture?

- **Standard 4.3.1:** Use primary sources to compare experiences of at least three groups’ migration to Utah between 1847–1896 (for example, members of The Church of Jesus Christ of Latter-day Saints, people from Greece, Italy, China).
- **Standard 4.3.2:** Explain how Utah’s physical geography provided opportunities and imposed constraints for human activities between 1847- 1896 (for example, agriculture, mining, settlement, communi- cation, transportation networks) and how people changed the physical environment to meet their needs.
- **Standard 4.3.3:** Describe the establishment of communities and the economic development of the Great Basin area under the direction of Brigham Young as the first Territorial Governor of Utah.
- **Standard 4.3.4:** Identify the political challenges that delayed Utah’s statehood, and explain how these challenges were overcome. Describe the involvement of Utah women in the state and national Women’s Suffrage Movement.
- **Standard 4.3.5:** Cite multiple perspectives to explain the historical significance and context of at least one conflict of this period (for example, The Utah War, The Mountain Meadows Massacre, The Bear River Massacre, The Black Hawk War).
- **Standard 4.3.6:** Describe how and why humans have changed the physical environment of Utah to meet their needs (for example, res- ervoirs, irrigation, climate, transcontinental railroad) between 1847-1896.
- **Standard 4.3.7:** Explain how the creation of the Transcontinental Railroad and other transportation and communication networks changed Utah’s economy and led to greater economic interdependence.

**FOURTH GRADE STRAND 4: POST-STATEHOOD (1896-1999)**

Students will study Utah's continued development as a state, including learning about its Constitution and the role of geography in Utah's economy and settlement patterns. Students will evaluate the roles and functions of different levels and types of governments. They will identify and explain the cultural connections that Utah's diverse communities share.

Compelling Questions:

- I How has Utah's physical and human geography impacted the development of the state?
- I How is federal and state power balanced in Utah, and what is the function of Utah's state Constitution?
- I Who are some of the most influential leaders in Utah, and what are some of the contributions they have made to the state?
- I How are issues between state, federal, and tribal lands resolved?

- **Standard 4.4.1:** Identify the function and location of state government. Analyze Article 1 of the Utah Constitution to explain how the enumerated rights reflect shared values.

We the People**Level 1 curriculum connections**

- **Unit 3, Lesson 13:** What is the legislative branch?
- **Unit 3, Lesson 16:** How did the Constitution create a federal system of government?

- **Standard 4.4.2:** Compare the Utah Constitution with the United States Constitution, noting the similarities (including legislative, executive and judicial branches, rights of citizens) and important/ significant differences (for example, role in education, public lands, local governance).

We the People**Level 1 curriculum connections**

- **Unit 3, Lesson 12:** How does the Constitution limit the powers of our government?
- **Unit 3, Lesson 13:** What is the legislative branch?
- **Unit 3, Lesson 14:** What is the executive branch?
- **Unit 3, Lesson 15:** What is the judicial branch?
- **Unit 3, Lesson 16:** How did the Constitution create a federal system of government?

- **Standard 4.4.3:** Identify Utah symbols, their connection to history and geography, and what these symbols tell us about our shared culture. Explain how they can show respect and appreciation for those symbols.

- **Standard 4.4.4:** Use primary and secondary sources to explain how Utah's economy has changed over time (for



example, recreation, tourism, mining, information technology, manufacturing, agri- culture, petroleum production).

- **Standard 4.4.5:** Analyze the way local, state, tribal, and federal governments interact with one another.

We the People

Level 1 curriculum connections

- **Unit 3, Lesson 16:** How did the Constitution create a federal system of government?
- **Standard 4.4.6:** Use case studies to explain how national or global events between 1896–1999 (for example, World War I, the Spanish Flu Epidemic, the Great Depression, World War II, Japanese American Incarceration, the Cold War, civil rights movements, Americans with Disabilities Act) had an impact in their local communities and state.



FOURTH GRADE STRAND 5: **A NEW MILLENNIA (2000–PRESENT)**

Students will examine, through a 21st century lens, the enduring central themes of diffusion of cultures, global interconnectedness, the importance of creating and sustaining community, and the need for a strong economy. They will recognize that most current events (for example, interactions between Native American sovereign nations and state and federal governments, concerns about water, tensions and questions about the proper role and jurisdiction of local, state, and federal governments, ideas about how best to grow Utah's economy) have their roots deeply embedded in Utah's rich history. They will also understand that, while forced to make even further adaptations as they came into contact with European explorers, Native Americans still thrive as eight sovereign tribal nations in Utah.

Compelling Questions:

- I What are historic and contemporary examples of Utah's economic interdependence, and what are some ways to ensure growing demand for natural resources in Utah are met?
- I How do various ethnic and/or religious communities in Utah maintain and celebrate their unique cultures?
- I What are some of the most pressing issues facing Utah today?
- I What are your rights and responsibilities as a citizen or resident in Utah?

- **Standard 4.5.1:** Describe sovereignty as it relates to Native American sovereign nations (Ute Mountain Ute Tribe, Ute Indian Tribe of the Uintah and Ouray reservation, Paiute Indian Tribe of Utah, San Juan Southern Paiute Tribe, Navajo (Diné) Nation, Northwestern Band of the Shoshone Nation, Confederated Tribes of Goshute, Skull Valley Band of Goshute) existing within Utah, and explain efforts to preserve and maintain their culture.
- **Standard 4.5.2:** Make a case for the lasting historical significance of an event in recent Utah history (2000–present), and create an argument for including it in a historical text.
- **Standard 4.5.3:** Use data and trends to make recommendations for the best sustainable development of Utah's resources (for example, forests, state lands, geology, coal, minerals, oil and gas, state parks, water, wildlife, School Trustlands).
- **Standard 4.5.4:** Explain continuity and change over time by comparing experiences of today's immigrants in Utah with those of immigrants in Utah's past.
- **Standard 4.5.5:** After studying examples of individuals or groups making positive changes in Utah, propose positive steps individuals



students or groups of students can implement (for example, raising awareness through digital media, energy and resource conservation, letter writing, fundraising).

- **Standard 4.5.6:** Choose one of Utah's cultural institutions (for example Utah Symphony, The Tabernacle Choir at Temple Square, Utah Opera Company, Ballet West, Utah's Shakespeare Festival, Utah Festival Opera), and explain its historical significance as well as the cultural benefits to Utah families and our nation.



FIFTH GRADE

FIFTH GRADE STRAND 1: THE IMPACTS OF GEOGRAPHY AND HUMAN

INTERACTION IN NORTH AMERICA (PRE-CONTACT TO EARLY COLONIZATION)

Students will understand how geography had a major impact on the more than 500 tribes and over 50 million indigenous people living in North America prior to European exploration, as well as how it affected methods of exploration. They will evaluate how the Age of Exploration and early colonization opened the way for the global movement of ideas, innovations, foods, and values and how the world was affected in ways that we can still see today.

Compelling Questions:

- I How did geography help shape the lives of Native Americans and early explorers?
- I What were some of the most significant ways Native Americans interacted with European colonists?
- I Why did different groups who were in North America during this time experience varying degrees of freedom?
- I How did spirituality and ritual shape the lives of Native American individuals and communities?

- **Standard 5.1.1:** Cite examples to illustrate how the physical geography of North America (for example, landforms, seasons, weather, bodies of water) influenced the lives of Native American tribal groups.
- **Standard 5.1.2:** Identify ideas, innovations, and contributions of Native Americans that have had a lasting impact on human civilization (for example, agriculture, respect for the earth and environment, inventions, fashion, art, government, language, medicines, ritual and ceremony).
- **Standard 5.1.3:** Use maps and primary/secondary sources to evaluate the push and pull factors that led to exploration and colonization of North America (for example, fleeing persecution, enslavement, economic advancement, indentured servitude, religious freedom/isolationism).



- **Standard 5.1.4:** Describe how conflicts over land, trade, and alliances some- times arose during colonization in North America (for example, Bacon’s Rebellion, King Philip’s War, the French and Indian War).

FIFTH GRADE STRAND 2: **ROAD TO SELF-GOVERNMENT**

Students will examine British colonial policies that led colonists to becoming Loyal- ists, Patriots, or neutral leading up to the American Revolution. They will recognize how the actions of key individuals influenced the outcome of the Revolution. Stu- dents will explain how the colonists prevailed in gaining their independence and summarize significant ideas in the Declaration of Independence.

Compelling Questions:

- I What motivated some groups to be revolutionary, some to be loyalists, and others to be neutral?
- I In what ways was the American Revolution a war of ideas?
- I Under what circumstances did the Declaration of Independence justify rebellion?
- I What are factors that may lead to victory in war?

- **Standard 5.2.1:** Use primary sources to craft an argument representing dif- ferent perspectives during the period leading to the American Revolution (for example, men and women who were Loyalists, Patriots, Native Americans, enslaved people).

- **Standard 5.2.2:** Summarize the most significant ideas found in the Declaration of Independence.

- **Standard 5.2.3:** Explain how the actions of key individuals and groups in- fluenced the outcome of the American Revolution (for exam- ple, George Washington, Thomas Jefferson, Thomas Paine, Benjamin Franklin, Mercy Warren, Alexander Hamilton, King George III, Haudenosaunee (Iroquois) Confederacy, Marquis De Lafayette, Phillis Wheatley).

We the People

Level 1 curriculum connections

- **Unit 1, Lesson 5:** What ideas did the Founders use in the Declaration of Independence?
- **Unit 1, Lesson 6:** What were the first state governments like?
- **Unit 2, Lesson 7:** What was the first national government like?
- **Unit 2, Lesson 8:** How was the Philadelphia Convention organized?

- **Standard 5.2.4:** Use evidence from primary and secondary sources to craft an argument that explains how the American colonists prevailed over one of the world’s most powerful empires.



We the People

Level 1 curriculum connections

- **Unit 1, Lesson 5:** What ideas did the Founders use in the Declaration of Independence?

FIFTH GRADE STRAND 3: UNITED STATES GOVERNMENT AND CITIZENSHIP

Students will demonstrate their understanding of the Constitution and its relevance in their lives, including the Bill of Rights, the branches of government, and how the Constitution has changed and been interpreted over time.



Compelling Questions

- I What civil rights and liberties are included in the Constitution and Bill of Rights?
- I How have the rights and liberties in the Constitution been interpreted and applied to different groups over time?
- I What is the purpose of the three branches of government, and how do they interact?



Standard 5.3.1: Use examples from the Constitution to investigate and explain the development, general purpose, and significant foundational principles of the United States government (a compound constitutional republic), as well as earlier documents and philosophies used to help develop the Constitution (for example, the Magna Carta, Mayflower Compact, Articles of Confederation, Haudenosaunee (Iroquois) Confederacy).

We the People

Level 1 curriculum connections

- **Unit 1, Lesson 1:** What were people like in the British colonies in America during the 1770s?
- **Unit 1, Lesson 2:** Why did the Founders believe that people needed a government?
- **Unit 1, Lesson 3:** What is a republican government?
- **Unit 1, Lesson 4:** What is a constitutional government?
- **Unit 1, Lesson 5:** What ideas did the Founders use in the Declaration of Independence?
- **Unit 1, Lesson 6:** What were the first state governments like?
- **Unit 2, Lesson 7:** What was the first national government like?
- **Unit 2, Lesson 8:** How was the Philadelphia Convention organized?
- **Unit 2, Lesson 9:** How many representatives should each state have in Congress?
- **Unit 2, Lesson 10:** What did the Framers do about the problem of slavery?
- **Unit 3, Lesson 11:** What basic ideas about government are in the Preamble to the Constitution?
- **Unit 3, Lesson 12:** How does the Constitution limit the powers of our government?
- **Unit 3, Lesson 13:** What is the legislative branch?
- **Unit 3, Lesson 14:** What is the executive branch?
- **Unit 3, Lesson 15:** What is the judicial branch?
- **Unit 3, Lesson 16:** How did the Constitution create a federal system of government?



Standard 5.3.2: Apply the ideals found in the Preamble of the United States Constitution to historic and current events and issues.

We the People

Level 1 curriculum connections



- **Unit 3, Lesson 11:** What basic ideas about government are in the Preamble to the Constitution?
- **Unit 3, Lesson 12:** How does the Constitution limit the powers of our government?
- **Unit 3, Lesson 13:** What is the legislative branch?
- **Unit 3, Lesson 14:** What is the executive branch?
- **Unit 3, Lesson 15:** What is the judicial branch?
- **Unit 3, Lesson 16:** How did the Constitution create a federal system of government?

- **Standard 5.3.3:** Explain why the Founders established a compound constitutional republic with three branches, and cite historic and current examples of checks and balances.

We the People

Level 1 curriculum connections

- **Unit 1, Lesson 3:** What is a republican government?
- **Unit 1, Lesson 4:** What is a constitutional government?
- **Unit 3, Lesson 12:** How does the Constitution limit the powers of our government?
- **Unit 3, Lesson 13:** What is the legislative branch?
- **Unit 3, Lesson 14:** What is the executive branch?
- **Unit 3, Lesson 15:** What is the judicial branch?

- **Standard 5.3.4:** Explain the significance of the Bill of Rights, and identify the impact of one of these amendments in history, a current event, and/or your daily life.

We the People

Level 1 curriculum connections

- **Unit 4, Lesson 17:** How does the Constitution protect your right to freedom of expression?
- **Unit 4, Lesson 18:** How does the Constitution protect your right to freedom of religion?

- **Standard 5.3.5:** Investigate how constitutional amendments are passed, and provide examples of how amendments to the Constitution have extended rights to groups originally denied protection under the Constitution (for example, women, enslaved people, immigrants, Black Americans, Native Americans).

We the People

Level 1 curriculum connections

- **Unit 4, Lesson 19:** How does the Constitution protect your right to equal protection of the laws?
- **Unit 4, Lesson 20:** How does the Constitution protect your right to due process of law?
- **Unit 4, Lesson 21:** How does the Constitution protect your right to vote?

- **Standard 5.3.6:** Describe the civic duties members of American society have today (for example, voting, holding public office, jury duty).

We the People

Level 1 curriculum connections



- **Unit 5, Lesson 23:** What are some important responsibilities of citizens?
- **Unit 5, Lesson 24:** How can citizens promote the common good?

FIFTH GRADE STRAND 4: 19TH CENTURY—A TIME OF CHANGE

Students will analyze changes brought by Westward Expansion, the Industrial Revolution, and the movement of people. They will understand the effects of this expansion and movement on Native American people and the preservation of those communities while facing adversity. Students will examine how conflicts and division led to the United States Civil War and the lasting impacts of its outcome.

Compelling Questions

- I What were some of the impacts of Westward Expansion?



I Why did the North and South go to war?

I How did the Industrial Revolution change our country?

- **Standard 5.4.1:** Use evidence from multiple perspectives (for example, pioneers, 49ers, Black Americans, Chinese Americans, Native Americans, new immigrants, people experiencing religious persecution) to make a case for the most significant social, economic, and environmental changes brought about by Westward Expansion and the Industrial Revolution.
- **Standard 5.4.2:** Use primary sources to explain the driving forces for why people immigrated and emigrated during the 19th century, as well as the ways that movement changed the nation.
- **Standard 5.4.3:** Summarize the impacts of forced relocation and assimilation on Native American people and how they have preserved their communities in the face of such adversity.
- **Standard 5.4.4:** Use primary and secondary sources to compare how differences in economics, politics, and culture (for example, slavery, political and economic competition in Western territories) between the North and South led to the United States Civil War.
- **Standard 5.4.5:** Explain how the actions of key individuals and groups influenced the outcome of the Civil War (for example, Abraham Lincoln, Jefferson Davis, Clara Barton, Robert E. Lee, Ulysses S. Grant, Stonewall Jackson, William Tecumseh Sherman, Harriet Beecher Stowe, Rose O'Neal Greenhow, Frederick Douglass, Harriet Tubman).
- **Standard 5.4.6:** Use evidence from primary and secondary sources to craft an argument that explains how the United States of America prevailed over the Confederate States of America in the United States Civil War.
- **Standard 5.4.7:** Identify the Civil War's most important outcomes (for example, end of slavery, Reconstruction, expanded role of the federal government, industrial growth in the North), and explain how outcomes of the Civil War continue to resonate today.

FIFTH GRADE STRAND 5: 20TH CENTURY TO NOW (MODERN AMERICA:

SOCIAL MOVEMENTS, ECONOMIC CHANGES, MODERN WARFARE, AND CURRENT EVENTS)



Students will examine impactful conflicts, moments, movements, communities, and people of the 21st century. They will analyze the role of the United States as a world power and the effects of its territorial and colonial expansion.



Compelling Questions:

- I What makes an event historically significant and worthy of remembering?
- I Have the benefits of leading on the world stage outweighed the costs for the United States?
- I How do social movements form and grow?
- I What are the benefits of learning about communities that are different from our own?
- I How did the United States' territorial expansion affect the people native to those lands?

- **Standard 5.5.1:** Compare the motivations for and desired outcomes of U.S. entry into two or more of the wars of the 20th and 21st centuries.
- **Standard 5.5.2:** Compare the motivations for and desired outcomes of the entry of the United States into World War I and World War II.
- **Standard 5.5.3:** Craft an evidence-based argument for why a particular event should be considered the most significant moment in United States history from 1900–now (for example, Stock Market Crash of 1929, Great Depression, Voting Rights Act of 1965, terrorist attack on 9/11, the launch of the Internet).
- **Standard 5.5.4:** Make an evidence-based claim about the role the United States should play as a world power and leader in solving current global problems.

FIFTH GRADE STRAND 6: CURRENT NATIONAL ISSUES AND POTENTIAL

SOLUTIONS

Students will understand current national issues and explore their rights and responsibilities as citizens and residents of the United States.

Compelling Questions:

- I What are the most pressing issues facing the United States today?
- I What are some of the ways students your age can help to make a positive difference?
- I Who are some of the most inspiring people working to make positive change in the United States?

- **Standard 5.6.1:** Investigate and report on current pressing issues facing the United States, and propose potential solutions that they can support (for example, raising awareness through digital media, energy and resource conservation, letter



writing, fundraising).



- **Standard 5.6.2:** Evaluate the methods and impact of individuals and/or groups making positive changes in the United States today as models for civic engagement.
- **Standard 5.6.3:** Connect the causes and lasting effects of at least two social movements and their leaders in the 20th Century (for example, the Women's Suffrage Movement, labor unions, the Civil Rights Movement, child labor reforms).
We the People
Level 1 curriculum connections
 - Unit 4, Lesson 19: How does the Constitution protect your right to equal protection of the laws?
 - Unit 4, Lesson 21: How does the Constitution protect your right to vote?
- **Standard 5.6.4:** Research and summarize the accomplishments and contributions of a minority community in the United States today.
We the People
Level 1 curriculum connections
 - Unit 4, Lesson 19: How does the Constitution protect your right to equal protection of the laws?
 - Unit 4, Lesson 21: How does the Constitution protect your right to vote?