

# Grade 5 Social Studies Framework

## Rationale

In this course, students will explore the history of the United States from its birth as a new and independent nation to Reconstruction, as well as explore contemporary issues throughout the 20th and 21st centuries. Throughout the course, students will analyze multiple perspectives and study how diverse populations of people living in the United States, including American Indian Nations, African Americans, immigrants, and women, contributed to and were impacted by events in history, while making connections between the past and the present. This course prepares students to continue their study of U.S. History in eighth grade.

The revised Grade 5 Social Studies framework is designed to continue developing the social studies literacy and thinking skills of students beginning in elementary school and continuing into middle school. The framework is designed to reflect multiple perspectives and other anti-bias and antiracist (ABAR) content, promote social justice, and help students view themselves as global citizens. The design of the framework was influenced by the revised MSDE Social Studies frameworks for Grades K-5.

## Overview

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| <p><b><u>Unit 1</u></b></p> <p>Development of a New American Government (1787-1800)</p> <p><i>Marking Period 1</i></p> | <p><b>Unit Question:</b> How did the creation and transformation of governing documents affect the new nation and the people living there?</p> <p><b>Unit Overview:</b> Students will explain the purpose of the Constitution and how it established a more effective centralized government. They will also identify the three branches of government and their scopes of power and explain the federal, state, and local levels of government.</p> |
| <p><b><u>Unit 2</u></b></p> <p>Challenges of a New and Expanding Nation (1800-1865)</p> <p><i>Marking Period 2</i></p> | <p><b>Unit Question:</b> How do people respond to social, economic, and political uncertainty?</p> <p><b>Unit Overview:</b> Students will describe the varying interests and the increasing conflicts among different groups of people living in the new nation.</p>   |
| <p><b><u>Unit 3</u></b></p> <p>Reconstruction and the Rise of Industrial America (1863-Early 1900s)</p>                | <p><b>Unit Question:</b> How did the United States change as a result of the Civil War, industrialization, immigration and urbanization?</p> <p><b>Unit Overview:</b> Students will describe the impact of the Civil War on the nation and how freedom, populations, and innovations in America changed during the late 19th century.</p>  |

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| <i>Marking Period 3</i>   |   |
| <p><b><u>Unit 4</u></b></p> <p>Challenges of American Economic, Political, and Civic Life (1900-Today)</p> <p><i>Marking Period 4</i></p> | <p><b>Unit Question:</b> How have people used democratic tools to solve problems?</p> <p><b>Unit Overview:</b> Students will explore how, over time, individuals, community members, institutions, and organizations have used tools of a democracy to redefine and expand freedom.</p> |



DEFENDING  
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## 5.1

### Development of a New American Government (1787-1800)

Marking Period 1

In Unit 1, students will use social studies literacy and thinking skills to learn about the origins, structure, and functions of American government. They will answer the unit question: **How did the creation and transformation of governing documents affect the new nation and people living there?**

| Enduring Understandings   | Essential Questions  |
|---|--|
| <ul style="list-style-type: none"> <li>The Constitution established a centralized government.</li> <li>The Constitution is a living document that reflects the changing attitudes, beliefs, and needs of the nation.</li> </ul> | <ul style="list-style-type: none"> <li>How does the Constitution describe the structure and function of government?</li> <li>What is the purpose of the federal government?</li> <li>How were individual and state rights impacted by the perspectives and decisions of the Founding Fathers?</li> </ul> |

| Lesson Sequence  | Content Objectives  |
|--|---|
| 1<br><br>The Constitution<br><br><i>How did the Constitution reform the American government?</i> | 1. Determine how the Articles of Confederation failed and led to people wanting to reform the government.                                 |
|  | 2. Explain the purpose of the Constitution.   |
|  | 3. Evaluate how perspectives and decisions at the Constitutional Convention limited the definition of citizenship.                        |
|  | 4. Explain how the Great Compromise and Three-Fifths Compromise allowed the convention to reach agreements on representation and slavery. |

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| <p style="text-align: center;"><b>2</b></p> <p>The Bill of Rights</p> <p><i>How did the Bill of Rights impact freedom and rights?</i></p>                         | 1. Compare federalist and antifederalist perspectives and describe how their differences contributed to The Great Debate.     |
|   | 2. Identify the purpose and importance of the Bill of Rights of the United States Constitution.                               |
|   | 3. Identify the key concepts within the Bill of Rights and explore how they impacted different groups of people.              |
| <p style="text-align: center;"><b>3</b></p> <p>The Scope of Powers of the Federal Government</p> <p><i>How is power organized in the American government?</i></p> | 1. Explain why the U.S. has a separation of powers and describe the scope of powers within each Federal branch of government. |
|   | 2. Explain the system of checks and balances.   |
| <p style="text-align: center;"><b>4</b></p> <p>The Scope of Powers of the State and Local Governments</p>   | 1. Describe the scope of powers within the state government.  |
|   | 2. Describe the scope of powers within local government.  |
|   | 3. Evaluate how local government policies and decisions impact how people live in their communities.                          |

*How is power exercised at the local and state levels of government?*



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## 5.2

### Challenges of a New and Expanding Nation (1800-1865)

Marking Period 2

In Unit 2, students will use social studies literacy and thinking skills to learn about how different perspectives of people living in America led to increased tensions. They will answer the unit question: **How do people respond to social, economic, and political uncertainty?**

| Enduring Understanding   | Essential Questions  |
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| <ul style="list-style-type: none"> <li>Social, economic, and political beliefs can lead to division, conflict, and war.</li> </ul> | <ul style="list-style-type: none"> <li>How did westward expansion increase conflict?</li> <li>How did conflicts over enslavement result in the Civil War?</li> <li>How did the Civil War impact states, including Maryland?</li> </ul> |

| Lesson Sequence   | Content Objectives  |
|---|---|
| <p>1</p> <p>Westward Expansion &amp; the Debate Over Enslavement</p> <p><i>How did people respond to Westward</i></p> | <ol style="list-style-type: none"> <li>Describe the various motives for westward expansion and how the people of American Indian Nations and Mexico responded to it.</li> <li>Explain the impact of the transcontinental railroad on Westward Expansion.</li> <li>Explain how Westward Expansion led to increased conflict between the North and the South over enslavement.</li> </ol> |

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| <i>Expansion?</i>  |   |
| <b>2</b><br><br>The Fight Against Enslavement<br><br><i>How did people resist enslavement?</i>   | 1. Describe the varied ways multiple groups of people resisted enslavement, including in Maryland.  |
|  | 2. Describe how people responded to the work of abolitionists, including those who supported enslavement.   |
| <b>3</b><br><br>The Conflict Over Enslavement<br><br><i>Why was enslavement a divisive issue?</i>  | 1. Describe how the issue of enslavement highlighted major differences in state economies and led to increased conflict, including in Maryland.             |
|  | 2. Explain how political debates over states' rights and federal decisions about enslavement led to increased tension between northern and southern states. |
| <b>4</b><br><br>The Civil War<br><br><i>How did the Civil War affect the states?</i><br><br><i>What was life like after the Civil War?</i> | 1. Explain how Abraham Lincoln's election increased tensions between the North and the South, which led to the Civil War.                                   |
|  | 2. Explain how various groups responded to the Civil War and how it impacted them, including women and African Americans.                                   |

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|  | 3. Compare the outcome of the Civil War in the North, South, and West. |
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## 5.3

### Reconstruction and the Rise of Industrial America (1863-Early 1900s)

Marking Period 3

In Unit 3, students will use social studies literacy and thinking skills to learn how the growth of America facilitated the discovery of new technologies. They will answer the unit question: **How did the United States change as a result of the Civil War, industrialization, immigration, and urbanization?**

| Enduring Understandings  | Essential Questions   |
|--|---|
| <ul style="list-style-type: none"> <li>The growth and development of a nation are influenced by social, political, and economic factors.</li> <li>Societal changes can cause people and groups to have different experiences and perspectives about life.</li> </ul> | <ul style="list-style-type: none"> <li>How did industrialization cause the American economy to change and grow?</li> <li>What benefits and challenges occurred as a result of the changing and increasing American population?</li> <li>How do shared challenges and experiences foster resilience among groups of people?</li> </ul> |

| Lesson Sequence   | Content Objectives   |
|---|--|
| <b>1</b><br>Reconstruction<br><br><i>What were African Americans' experiences like during Reconstruction?</i> | 1. Analyze the 13th, 14th, and 15th Amendments and explain how they expanded rights granted to African Americans.  |
|   | 2. Evaluate the successes and failures of the Freedmen's Bureau.   |
|   | 3. Describe communities that were founded by African Americans during Reconstruction and the impact they had on the lives of their residents, including in Maryland. |

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|   | 4. Explain how the Black church influenced the lives of Black people during Reconstruction, including in Maryland.                        |
|   | 5. Explain how African Americans and their allies fought against Black Codes and Jim Crow laws that limited African American citizenship. |
|   | 6. Compare the founding missions of the four historically black colleges and universities in Maryland that were formed between 1865–1900. |
| <b>2</b>  | 1. Evaluate how industrialization impacted life in America, including in Maryland.  |
| Industrialization in America  | 2. Explain how industrialization impacted the way people lived, worked, and consumed goods.   |
| <i>How did early industrialization contribute to change in the U.S?</i> | 3. Evaluate the benefits and costs of industrialization in America in the past and present.   |
| <b>3</b>  | 1. Describe the motives for immigration to the United States and how people responded to it.  |
| Immigration to the U.S.   | 2. Explain what life was like for immigrants in America, including in Maryland.   |
| <i>What were the lives of immigrants like living in America?</i>        | 3. Analyze discrimination and the impact it had on the experiences of immigrants in America.  |

## 5.4

### Challenges of American Economic, Political and Civic Life (1900-Today)

Marking Period 4

In Unit 4, students will use social studies literacy and thinking skills to learn how community members, organizations, and the government use tools of democracy to create a more perfect union and better world. They will answer the unit question: **How have people used democratic tools to solve problems?**

| Enduring Understandings  | Essential Questions   |
|--|---|
| <ul style="list-style-type: none"> <li>• People living in the United States continue to contest, uphold, and redefine freedom, citizenship, and rights.</li> </ul> | <ul style="list-style-type: none"> <li>• What does it mean to have an informed citizenry?</li> <li>• How have members of my community supported and expanded freedom for its members?</li> <li>• How have organizations worked together to solve problems?</li> <li>• How has the government addressed national and global problems?</li> </ul> |

| Lesson Sequence   | Content Objectives   |
|---|--|
| <p>1</p> <p>The Press and Free Speech</p> <p><i>How has</i></p> | <p>1. Analyze how the media has upheld a free and democratic society, in the past and present.</p> |

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| <p><i>freedom of the press and speech influenced American society?</i></p>  | <p>2. Analyze how interpretations of free speech and freedom of the press have changed over time.</p>  |
| <p><b>2</b></p> <p>Civil Rights</p> <p><i>How have civil rights expanded in the 20th and 21st centuries?</i></p>    | <p>1. Define civil rights and their importance to residents in the United States.</p> <p>2. Explain how civil rights organizations and their allies contributed to the advancement of civil rights for all people.</p>   |
| <p><b>3</b></p> <p>Individuals and Groups as Changemakers</p> <p><i>How do people solve community problems?</i></p> | <p>1. Explain how individuals and groups have used informed action to promote justice within their communities, including environmental justice.</p> <p>2. Research an issue in which people experience hateful acts to create and implement an action plan to combat them in the local community.</p> |
| <p><b>4</b></p> <p>Global Problem Solving</p> <p><i>How do people solve world</i></p>                               | <p>1. Explain how the United States has worked with global organizations to address world problems.</p> <p>2. Explain how the United States government has worked with foreign governments to address world problems.</p>  |

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| <i>problems?</i> |  |
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