

Social Studies Curriculum

Grade 5: The Western Hemisphere

5.1 EARLY PEOPLES OF THE AMERICAS: The first humans in the Western Hemisphere modified their physical environment as well as adapted to their environment. Their interactions with their environment led to various innovations and to the development of unique cultures. (Standards: 1, 2, 3; Themes: ID, MOV, TCC, GEO)

- Students will: examine the various theories of the **migration** routes by which the first humans may have arrived, including the Bering land bridge, using maps and **archaeological** evidence.

Human populations **adapted** to and made use of the **resources** and environment around them in developing distinct ways of life.

- Students will: select one Native American **culture** group from the United States, one from Canada, and one from the Caribbean region and compare and contrast them by examining how each of these groups adapted to and used the environment and its resources to meet their basic needs, and by examining elements of their culture: beliefs, values, languages, and patterns of organization and governance.

Social Studies Practices

- ✓ A.1 Develop questions to help identify evidence about topics related to the historical events occurring in the Western Hemisphere that can be answered by gathering, interpreting, and using evidence.
- ✓ B.7 Use periods of time such as decades and centuries to organize a historical narrative; compare histories in different places in the Western Hemisphere utilizing timelines.
- ✓ B.8 Recognize and identify patterns of continuity and change in history.
- ✓ B.9 Understand the role of periodization as a practice in history and social studies.
- ✓ D.1 Use location terms and geographic representations such as maps, photographs, satellite images, and models to describe where places in the Western Hemisphere are in relation to each other, to describe connections among places, and to evaluate the benefits of particular places for purposeful activities.
- ✓ D.2 Distinguish human activities and human-made features from “environments” (natural events or physical features—land, air, and water—that are not directly made by humans) in the Western Hemisphere.
- ✓ D.3 Identify and describe how environments affect human activities and how human activities affect physical environments through the study of cases in the Western Hemisphere.

- ✓ D.4 Recognize and explain how characteristics (cultural, economic, and physical-environmental) of regions affect the history of societies in the Western Hemisphere.
- ✓ D.5 Describe how human activities alter places and regions in the Western Hemisphere.

CCLS RI 4,5,7,8 W 2,4,5,6,10 SL 1,2,3,4,5,6

5.2 COMPLEX SOCIETIES AND CIVILIZATIONS: Between 1100 B.C.E. and 1500 C.E, complex societies and civilizations developed in the Western Hemisphere. Although these complex societies and civilizations have certain defining characteristics in common, each is also known for unique cultural achievements and contributions. (Standards: 2, 3; Themes: ID, TCC, GEO, GOV)

Civilizations share certain common characteristics of religion, job specialization, cities, government, language and writing systems, technology, and social hierarchy.

- Students will: locate the complex societies and civilizations of the Mayas, Aztecs, and Incas on a map.
- Students will: investigate the characteristics of the Mayas, Aztecs, and Incas, noting similarities and differences.
- Students will: compare how the Mayas, Aztecs, and Incas **adapted** to and **modified** their environment to meet the needs of the people, examining the clothing, farming, shelter, and transportation systems for each.

Social Studies Practices

- ✓ A.2 Recognize and effectively select different forms of evidence used to make meaning in social studies (including primary and secondary sources such as art and photographs, artifacts, oral histories, maps, and graphs).
- ✓ B.1 Explain how events are related chronologically to one another in time.
- ✓ B.2 Employ mathematical skills to measure time in years and centuries. Understand the difference between **B.C.E.** (Before Common Era) and **C.E.** (Common Era). Identify the chronological significance of data presented in time lines.
- ✓ C.1 Identify a region in the Western Hemisphere by describing a characteristic that places within it have in common, and then compare it to other regions. Understand how regions can be defined as sharing common characteristics in contrast with other regions.
- ✓ C.3 Describe and compare events in the history of the Western Hemisphere in societies in similar chronological contexts and in various geographical contexts.
- ✓ C.4 Identify how the relationship between geography, economics, and history helps to define a context for events in the study of the Western Hemisphere.

- ✓ C.5 Describe historical developments in the history of the Western Hemisphere with specific references to circumstances of time and place and to connections to broader regional or global processes, with teacher support.
- ✓ D.6 Recognize that boundaries and definition of location are historically constructed.
- ✓ E.4 Examine the role of job specialization and trade historically and during contemporary times in the Western Hemisphere.
- ✓ F.9 Develop an understanding of the interdependence of individuals and groups in communities in the Western Hemisphere.

CCLS RI 1,4,5,6,7,8 W 2,4,5,6,7,8,9,10 SL 1,2,3,4,5,6

5.3 EUROPEAN EXPLORATION AND ITS EFFECTS: Various European powers explored and eventually colonized the Western Hemisphere. This had a profound effect on Native Americans and led to the transatlantic slave trade. (Standards: 1, 2, 3, 4; Themes: MOV, TCC, GEO, ECO, EXCH)

Europeans traveled to the Americas in search of new trade routes, including a northwest passage, and resources. They hoped to gain wealth, power, and glory.

- Students will: investigate the explorers Christopher Columbus, Pedro Cabral, and Vasco Nunez de Balboa. They will map the areas of the Western Hemisphere where they explored.
 - John Cabot and Jacques Cartier have been addressed in the 4th grade curriculum
- Students will: map the key areas of the Western Hemisphere that were colonized by the English, Dutch, French, Portuguese, and Spanish, comparing the locations, relative sizes, and key resources of these regions.

Europeans encountered and interacted with Native Americans in a variety of ways.

- Students will: examine how Native Americans viewed the newcomers.
- Students will: examine European interactions with Native Americans, using these examples:
 - Conquests by **Cortez and Pizarro** and the resulting demographic change
 - French in Canada and the fur trade

The transatlantic trade of goods, movement of people, and spread of ideas and diseases resulted in cultural diffusion. This cultural diffusion became known as the **Columbian Exchange**.

- Students will: map the movements of people, plants, animals, and disease between Europe, the Americas, and Africa.
- Students will: examine the effect of diseases introduced to the Western Hemisphere.

Africans were captured, brought to the Americas, and sold as slaves. Their transport across the Atlantic was known as the **Middle Passage**.

- Students will: investigate why sugar was brought to the Americas, and the role of **supply and demand**.
- Students will: examine the conditions experienced by enslaved Africans during the **Middle Passage**.

Social Studies Practices

- ✓ A.1 Develop questions to help identify evidence about topics related to the historical events occurring in the Western Hemisphere that can be answered by gathering, interpreting, and using evidence.
- ✓ A.3 Identify evidence and explain content, authorship, purpose, and format; identify bias; explain the role of bias and potential audience, with teacher support.
- ✓ A.4 Identify arguments of others.
- ✓ A.5 Identify implicit ideas to draw inference, with support.
- ✓ A.6 Recognize arguments on specific social studies topics and identify evidence supporting the argument.
- ✓ B.3 Identify causes and effects using examples from current events or grade-level content and historical events
- ✓ B.5 Distinguish between long-term and immediate causes and effects of an event from current events or history.
- ✓ B.6 Recognize the dynamics of historical continuity and change over periods of time. Identify important turning points in history.
- ✓ C.2 Categorize divergent perspectives of an individual historical event.
- ✓ C.3 Describe and compare events in the history of the Western Hemisphere in societies in similar chronological contexts and in various geographical contexts.
- ✓ C.4 Identify how the relationship between geography, economics, and history helps to define a context for events in the study of the Western Hemisphere.
- ✓ C.5 Describe historical developments in the history of the Western Hemisphere with specific references to circumstances of time and place and to connections to broader regional or global processes, with teacher support.
- ✓ D.3 Identify and describe how environments affect human activities and how human activities affect physical environments through the study of cases in the Western Hemisphere.
- ✓ D.4 Recognize and explain how characteristics (cultural, economic, and physical-environmental) of regions affect the history of societies in the Western Hemisphere.
- ✓ D.5 Describe how human activities alter places and regions in the Western Hemisphere.
- ✓ D.6 Recognize that boundaries and definition of location are historically constructed.

- ✓ F.1 Demonstrate respect for the rights of others in discussion and classroom debates, regardless of whether one agrees with the other viewpoint. Consider alternate views in discussion, with teacher support.
- ✓ F.7 Describe the roles of people in power in the Western Hemisphere, both historically and currently. Identify ways that current figures can influence people's rights and freedom.

CCLS RI 1,2,3,4,5,6,7,8 W 1,2,4,5,6,7,8,9,10 SL 1,2,3,4,5,6

5.4 GEOGRAPHY IN THE WESTERN HEMISPHERE: The diverse geography of the Western Hemisphere has influenced human culture and settlement in distinct ways. Human communities in the Western Hemisphere have modified the physical environment. (Standard: 3, Theme: GEO)

Physical Maps/The Western Hemisphere can be divided into regions. Regions are areas that share common, identifiable characteristics such as **physical, political, economic, or cultural** features. Regions within the Western Hemisphere include:

- North America (Canada and the United States)
- Mesoamerica (Mexico and Central America)
- Caribbean
- South America
- Students will: map the regions within the Western Hemisphere and locate major physical features within each region.
- Students will: create a political map of the Western Hemisphere, noting which countries are in which region, and a political map of the United States showing the location of the states.
- Students will: use physical, climate, and vegetation maps in combination with population density, land use, and resource distribution maps to discern patterns in human settlement and types of economic activity.

Social Studies Practices

- ✓ C.1 Identify a region in the Western Hemisphere by describing a characteristic that places within it have in common, and then compare it to other regions. Understand how regions can be defined as sharing common characteristics in contrast with other regions.
- ✓ C.4 Identify how the relationship between geography, economics, and history helps to define a context for events in the study of the Western Hemisphere.
- ✓ D.1 Use location terms and geographic representations such as maps, photographs, satellite images, and models to describe where places in the Western Hemisphere are in relation to each other, to describe connections among places, and to evaluate the benefits of particular places for purposeful activities.

- ✓ D.2 Distinguish human activities and human-made features from “environments” (natural events or physical features—land, air, and water—that are not directly made by humans) in the Western Hemisphere.
- ✓ D.3 Identify and describe how environments affect human activities and how human activities affect physical environments through the study of cases in the Western Hemisphere.
- ✓ D.4 Recognize and explain how characteristics (cultural, economic, and physical-environmental) of regions affect the history of societies in the Western Hemisphere.
- ✓ D.6 Recognize that boundaries and definition of location are historically constructed.

CCLS RI 4,5,7, W 4,5,6,7,8,9,10 SL 1,2,4,5,6

5.5 COMPARATIVE CULTURES: The countries of the Western Hemisphere are diverse and the cultures of these countries are rich and varied. Due to their proximity to each other, the countries of the Western Hemisphere share some of the same concerns and issues. (Standards: 1, 2; Themes: ID, MOV, SOC)

The countries of the Western Hemisphere have varied characteristics and **contributions** that distinguish them from other countries.

- Students will: explore key cultural characteristics, such as the languages, religions and **contributions**, of the United States, Canada, Mexico, and one Caribbean or one South American country.
- Students will: compare and contrast key cultural characteristics and contributions associated with the United States with those associated with Canada, Mexico, and a country in either the Caribbean or South America.

Social Studies Practices

- ✓ A.1 Develop questions to help identify evidence about topics related to the historical events occurring in the Western Hemisphere that can be answered by gathering, interpreting, and using evidence.
- ✓ A.2 Recognize and effectively select different forms of evidence used to make meaning in social studies (including primary and secondary sources such as art and photographs, artifacts, oral histories, maps, and graphs).
- ✓ C.1 Identify a region in the Western Hemisphere by describing a characteristic that places within it have in common, and then compare it to other regions. Understand how regions can be defined as sharing common characteristics in contrast with other regions.
- ✓ D.1 Use location terms and geographic representations such as maps, photographs, satellite images, and models to describe where places in the Western Hemisphere are in relation to each other, to describe connections

among places, and to evaluate the benefits of particular places for purposeful activities.

- ✓ D.2 Distinguish human activities and human-made features from “environments” (natural events or physical features—land, air, and water—that are not directly made by humans) in the Western Hemisphere.
- ✓ F.9 Develop an understanding of the interdependence of individuals and groups in communities in the Western Hemisphere.

CCLS RI 1,4,7,8 W 2,4,5,6,7,8,9,10 SL 1,2,3,4,5,6

5.6 GOVERNMENT: The political systems of the Western Hemisphere vary in structure and organization across time and place. (Standards: 5; Themes: GOV, CIV)

Legal, political, and historic documents define the values, beliefs, and principles of constitutional democracy.

- Students will: examine the basic structure of the United States **federal** government, including the president, Congress, and the courts.
- Students will examine the Declaration of Independence, the United States Constitution and Bill of Rights, the British North America Act, and the Canadian Bill of Rights in terms of key values, beliefs, and principles of **constitutional** democracy.
- Students will: compare and contrast the government structures of the United States government with those of Canada, Mexico, and one other country in either the Caribbean or South America.

Different groups of people in the Western Hemisphere have struggled and fought for equality and **civil rights** or **sovereignty**.

- Students will: examine at least one group of people, such as Native Americans, African Americans, women, or another cultural, ethnic, or racial minority in the Western Hemisphere, who have struggled or are struggling for equality and civil rights or sovereignty.

Social Studies Practices

- ✓ B.3 Identify causes and effects using examples from current events or grade-level content and historical events.
- ✓ B.4 Identify and classify the relationship between multiple causes and multiple effects.
- ✓ B.5 Distinguish between long-term and immediate causes and effects of an event from current events or history.
- ✓ B.6 Recognize the dynamics of historical continuity and change over periods of time. Identify important turning points in history.

- ✓ B.7 Use periods of time such as decades and centuries to organize a historical narrative; compare histories in different places in the Western Hemisphere utilizing timelines.
- ✓ B.8 Recognize and identify patterns of continuity and change in history.
- ✓ B.9 Understand the role of periodization as a practice in history and social studies.
- ✓ C.4 Identify how the relationship between geography, economics, and history helps to define a context for events in the study of the Western Hemisphere.
- ✓ C.5 Describe historical developments in the history of the Western Hemisphere with specific references to circumstances of time and place and to connections to broader regional or global processes, with teacher support.
- ✓ F.1 Demonstrate respect for the rights of others in discussion and classroom debates, regardless of whether one agrees with the other viewpoint. Consider alternate views in discussion, with teacher support.
- ✓ F.2 Participate in activities that focus on a localized issue or problem in a country other than the United States in the Western Hemisphere.
- ✓ F.3 Identify different types of political systems and ideologies used at various times and in various locations in the Western Hemisphere, and identify the roles of individuals and key groups in those political and social systems.
- ✓ F.4 Identify opportunities for and the role of the individual in social and political participation at various times and in various locations in the Western Hemisphere outside the United States.
- ✓ F.5 Participate in negotiating and compromising in the resolution of differences and conflict.
- ✓ F.6 Identify situations with a global focus in which social actions are required and suggest solutions.
- ✓ F.7 Describe the roles of people in power in the Western Hemisphere, both historically and currently. Identify ways that current figures can influence people's rights and freedom.
- ✓ F.8 Identify rights and responsibilities of citizens within societies in the Western Hemisphere.

CCLS RI 1,2,3,4,5,6 W 1,2,7,8,9,10 SL 1,2,3,4,5,6

5.7 ECONOMICS: The peoples of the Western Hemisphere have developed various ways to meet their needs and wants. Many of the countries of the Western Hemisphere trade with each other, as well as with other countries around the world. (Standards: 1, 2, 3, 4; Themes: TCC, GEO, ECO, EXCH)

Three economic questions: what will be produced, how it will be produced, and who will get what is produced?

- Students will: explore the characteristics of a traditional **economy** used by the Inuit, the **market economy** of the United States or Canada, and the **command economy** of Cuba, noting similarities and differences.

- Students will: identify the major **natural resources** of the United States, Canada, Mexico, and one Caribbean or one South American country to determine the major **industries** of those countries in relation to available resources.

Countries trade with other countries to meet economic needs and wants. They are **interdependent**.

- Students will: examine products that are **imported** into markets within the United States based on demand for these products and students will examine products that are **exported** from the United States to other markets in the Western Hemisphere (noting how this affects the United States economy).

Social Studies Practices

- ✓ A.1 Develop questions to help identify evidence about topics related to the historical events occurring in the Western Hemisphere that can be answered by gathering, interpreting, and using evidence.
- ✓ D.1 Use location terms and geographic representations such as maps, photographs, satellite images, and models to describe where places in the Western Hemisphere are in relation to each other, to describe connections among places, and to evaluate the benefits of particular places for purposeful activities.
- ✓ E.1 Explain how scarcity necessitates decision making; employ examples from the Western Hemisphere to illustrate the role of scarcity historically and in current events.
- ✓ E.2 Show examples of various types of resources (human capital, physical capital, and natural resources) required to provide goods and services.
- ✓ E.3 Provide examples of how currency makes exchange easier by comparing a barter economy to a currency-based economy; examine why corporations and labor unions have a role in a market economy.
- ✓ E.4 Examine the role of job specialization and trade historically and during contemporary times in the Western Hemisphere.
- ✓ E.5 Explain the meaning of unemployment, inflation, income, and economic growth in the economy.
- ✓ E.6 Describe government decisions that affect economies in case studies from the Western Hemisphere.

CCLS RI 4,5,6,7,8 W 2,4,5,6,7,8,9,10 SL 1,2,3,4,5,6