

**Rangely RE-4 Curriculum Development**  
**5<sup>th</sup> Grade Social Studies**

<b>Unit Title</b>	As Empires Expand, a Nation is Built		<b>Length of Unit</b>	6-8 weeks
<b>Focusing Lens(es)</b>	(National) Perspectives/ Change	<b>Standards and Grade Level Expectations Addressed in this Unit</b>	SS09-GR.5-S.1-GLE.1 SS09-GR.5-S.1-GLE.2 SS09-GR.5-S.2-GLE.1	SS09-GR.5-S.2-GLE.2 SS09-GR.5-S.4-GLE.1 SS09-GR.5-S.4-GLE.2
<b>Inquiry Questions (Engaging-Debatable):</b>	<ul style="list-style-type: none"> <li>• What beliefs are worth standing up for? (SS09-GR.5-S.4-GLE.2-IQ.3)</li> <li>• Why is migration important to a nation’s development, transformation and growth?</li> <li>• What democratic ideals emerge from cultural diversity and cultural interactions?</li> </ul>			
<b>Unit Strands</b>	History, Geography, Civics			
<b>Concepts</b>	Perspectives, point of view, cause-and-effect relationships, beliefs and values, liberty, rights and responsibilities, citizenship, cultural interactions, influence, human interaction, migration, immigration, discovery, exploration, democratic ideals, technology, revolution			

<b>Generalizations</b> My students will <b>Understand</b> that...	<b>Guiding Questions</b>	
	<b>Factual</b>	<b>Conceptual</b>
Historically, the sharing of individual/group perspectives contributes to the construction and reconstruction of national ideals (SS09-GR.5-S.4-GLE.2-EO.a, b)	How did the change from the Articles of Confederation to the Constitution strengthen our government?	To what extent did individuals and their ideas contribute to the foundation of the United States government?
The continuous cycle of cultural influence and technological development affects the evolution and growth of the nation (SS09-GR.5-S.1-GLE.2; IQ.1, 4; RA.2)	Thomas Paine’s <i>Common Sense</i> was mass-produced for the colonists. Why was this publication so significant? What made its production and distribution possible? What if its publication had not happened?	How does the use of technology promote or impede ideals change ?
Without citizens fulfilling their responsibilities to the nation, citizens’ rights may not be protected (SS09-GR.5-S.4-GLE.1; N.2)	What is the most important right of a citizen? What is the most important responsibility? How have historical documents defined the rights and responsibilities of the citizens?	How are citizens’ rights and responsibilities interdependent?
The desire to protect and promote beliefs and values initiates migration, which results in the development of the nation (SS09-GR.5-S.2-GLE.2-EO.b; RA.1; IQ.1, 3)	Why did people choose to migrate to North America beginning in the 1500s? How did the exploration and migration to North America disrupt Native cultural groups?	What human and physical characteristics have motivated, prevented, or impeded migration and immigration over time?

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The desire for liberty can inspire revolution (SS09-GR.5-S.1-GLE.2-EO.d)	<p>What political, social, economic, and military developments led to and occurred during the American Revolution?</p> <p>What were the Colonists' grievances against Great Britain?</p> <p>How did the Colonists attempt to resolve issues between themselves and Great Britain?</p>	How do events, groups, and individuals' point of view contribute to change in government systems?
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<b>Critical Content:</b> <b>My students will Know...</b>	<b>Key Skills:</b> <b>My students will be able to (Do)...</b>
<ul style="list-style-type: none"> <li>• Historical context and sources within contexts such as artifacts of the explorers along with motivation for exploration, and perspectives of Native Peoples (SS09-GR.5-S.1-GLE.2-EO.a, b)</li> <li>• Documents including, but not limited to, the Mayflower Compact, the Stamp Act, Thomas Paine's Common Sense, The Articles of Confederation, the Declaration of Independence, and the Constitution (SS09-GR.5-S.4-GLE.1-EO.b)</li> <li>• Historical and cultural interactions to include the Columbian Exchange, the interactions between Europeans and native Americans in the 17th and 18th centuries, and the developing relationship between Europeans and enslaved Africans (SS09-GR.5-S.1-GLE.2-EO.a, b)</li> <li>• Individuals and groups, and their ideas that contributed to the foundation of democratic ideals and the U.S. Government (SS09-GR.5-S.4-GLE.2-EO.a, b) and (SS09-GR.5-S.4-GLE.1-EO.b)</li> <li>• Define the criteria and process for becoming a citizen (SS09-GR.5-S.4-GLE.1-EO.d)</li> </ul>	<ul style="list-style-type: none"> <li>• Analyze sources (primary and secondary) relevant to early beginnings of national history and identity (SS09-GR.5-S.4-GLE.1-EO.a)</li> <li>• Create examples of chronology (sequence) relevant to origins and history of national history (SS09-GR.5-S.4-GLE.1)</li> <li>• Identify and explain cultural interactions in the early development of a nation</li> <li>• Identify and describe individuals and groups significant to the creation of a nation (SS09-GR.5-S.4-GLE.1-EO.d)</li> </ul>

<p><b>Critical Language:</b> includes the Academic and Technical vocabulary, semantics, and discourse which are particular to and necessary for accessing a given discipline.          EXAMPLE: A student in Language Arts can demonstrate the ability to apply and comprehend critical language through the following statement: <i>"Mark Twain exposes the hypocrisy of slavery through the use of satire."</i></p>	
<p><b>A student in _____ can demonstrate the ability to apply and comprehend critical language through the following statement(s):</b></p>	<p><i>Using primary source documents like Common Sense, and The Declaration of Independence clarifies the relationship between government policy and revolution.</i></p>
<p><b>Academic Vocabulary:</b></p>	<p>Analyze, contribute, examine, identify, explain, describe, cause and effect, resources, sequence, foundation, technology,</p>
<p><b>Technical Vocabulary:</b></p>	<p>Chronology, diversity, citizenship, primary and secondary sources, migration, immigration, government, cycle, exploration, cultural interaction, political, social, economic, perspective, mass production, ideals, cause and effect, revolution</p>