

Introduction

This is the instructional guide for unit one, fifth grade social studies. The guide is *not* designed to be the “*end all and be all*” of social studies. It is designed to show how to meet the state content standards in a meaningful manner and allow time for individual teacher extension. As with all new curriculum, time for extension may only become available after the teacher has used the guide once or twice and familiarized him/herself with the material.

The guide is meant to be read through in its entirety well before teaching any of the lessons. Numerous preparations must be made and opportunities for extension planned.

Begin by reading the *Enduring Understanding and Essential Questions below.* Those two items encapsulate the whole idea or **WHY** of the unit. Why, as in “Why study this?” As you read through the guide you will see that the unit sequentially builds up to the ideas expressed in the Enduring Understanding. Next review the **WHAT** (next page); this is the MSDE Content Standards for this unit. These standards represent what MSDE wants students to be able to know and do. The MSDE standards that are specific to each lesson are restated at the beginning of each session. The rest of the guide and what you do in the classroom is the **HOW**.

Why?

Enduring Understanding

- Social, economic, and political conflict can change the roles of citizens and existing structures of political systems.
- Citizens can pursue change by many means. Knowledge of the roles of citizens and government enables individuals and groups who are in conflict to create change by working within or working against systems of government. In extreme circumstances, a new political system may be formed.
- The foundation of these beliefs was laid with the ideas and events surrounding the American Revolution. During this era, citizens and leaders moved from working with the Royal government for change, to creating a new nation based on democratic principles.
- For more than 200 years the political system borne of the revolution has provided many means for change. The result has been a stable, yet flexible political system.

Possible Essential Questions

1. How do documents support the structure and function of government and why are they important?
2. What principles are expressed in the fundamental documents that define our form of government?
3. How does conflict create change?
4. Is change more effective if enacted from inside or outside of an existing social structure?

What?

MSDE Content Standards (5/19/00)

[*italics* = not directly assessed, **bold** = MSDE glossary word, [brackets] = MCPS notes]

The student will be able to:

Political Systems

- give examples of how the rule of law has impacted the rights and responsibilities of people. (MLO 5.1)
- explain the meaning and importance of the democratic values and **principles** fundamental to government in the United States (MLO 5.2)
- *explain how limited government differs from unlimited government.*
- explain the meaning of songs, poems, and stories that express American ideals and the context within which they were created. (MLO 5.3)
- describe the three branches of government and their individual powers and responsibilities at the *local*, state, and national level. (MLO 5.4)
- describe ways people can participate in the political process, including voting, petitioning elected officials, and volunteering. (MLO 5.5)
- explain the rights and responsibilities of being a **citizen** of the United States. (MLO 5.6)
- explain the importance of civic participation as a **citizen** of Maryland and the United States. (MLO 5.7)

History

- examine significant ideas, beliefs, and themes; organize patterns and events; and analyze how individuals and societies have changed over time in Maryland and the United States.
- evaluate the critical political, social, and economic issues and events that led to the American Revolution. (MLO 2.5)
- describe the people and events associated with the drafting and signing of the Declaration of Independence and the document's main **principles** and significance. (MLO 2.6)
- *analyze the turning points in the Revolutionary War and the importance of aid from France and Spain in the American victory.*
- analyze views, lives, and contributions of significant people of the Revolutionary period. (MLO 2.7)

Peoples of the Nations and World

- analyze how conflicts affect relationships among individuals and groups. (MLO 6.2)
- describe how individuals and groups have contributed to the development of **cultures**. (MLO 6.4)

Geography

- construct and interpret maps using **map elements** including a title, cardinal and intermediate directions, compass rose, border, longitude and latitude, **legend/key**, author, date, and **scale**. (MLO 3.1)

Economics

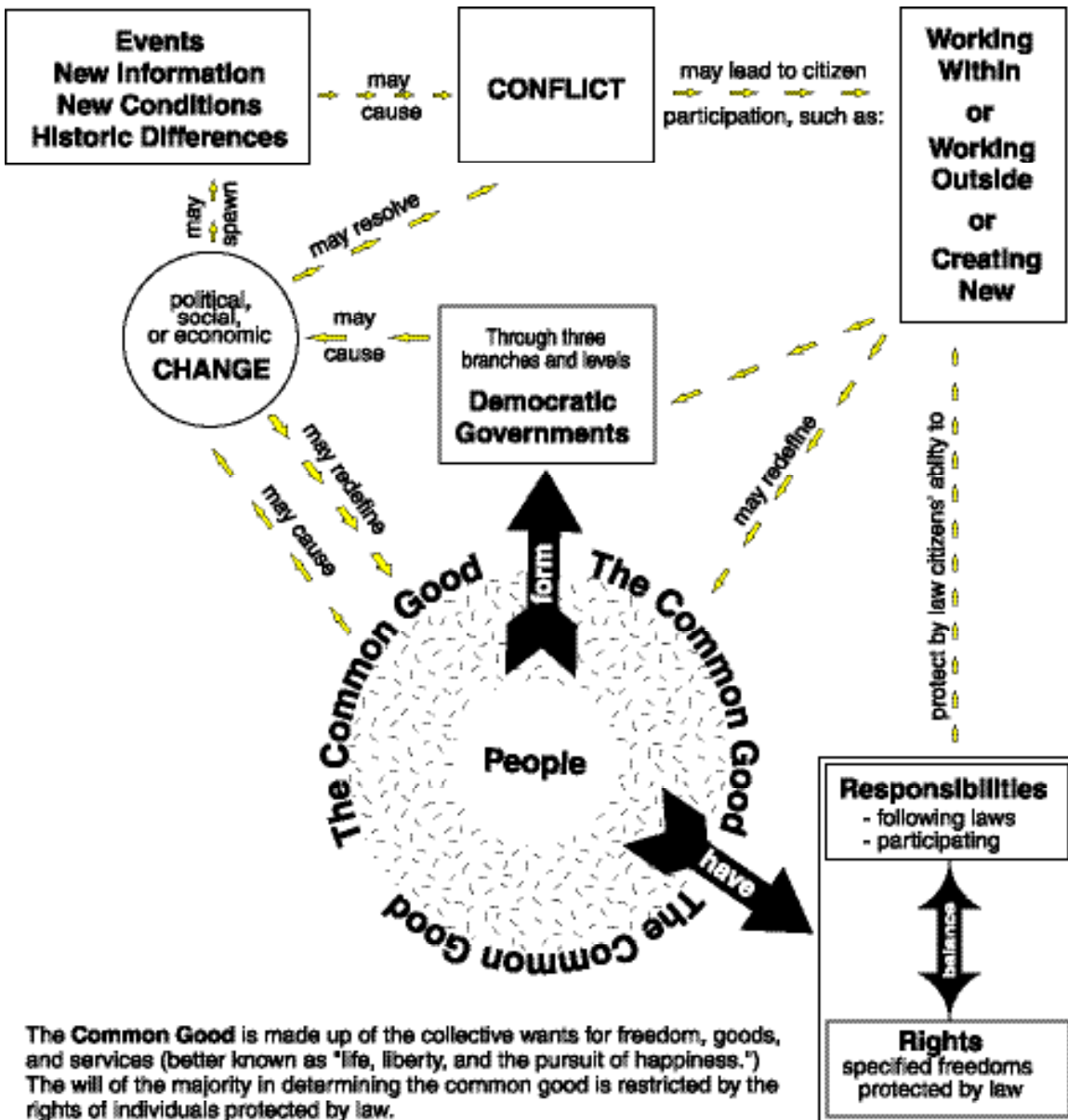
- explain how taxes finance government operations and provide public goods and services. (MLO 4.6)

Skills

- apply the concept of change over time by organizing turning point events in chronological order and applying chronological terms correctly, including decade, century, and generation (MLO 1.1)
- make decisions and analyze decisions of individuals, groups, and institutions (MLO 1.5)
- find, apply, and organize information specific to social studies disciplines by reading, asking questions, and observing. (MLO 1.2)
- analyze issues by stating the issue, identifying and summarizing viewpoints, and drawing conclusions based on evidence. (MLO 1.7)

Concept Map

Fifth Grade - Unit One • Citizens in Action: The Colonies Revolt



History:

- The entire process above continues through time, redefining the common good, and sometimes, the structures of our political system (such as an amendment to the Constitution).
- The historical record (evidence) provides a small eyehole on the past that is interpreted in the present.
- We know more about people that left traces either through artifacts or primary sources such as writing.
- **Important Historical Note:** The political system before the Revolution was vastly different. In place of the People, was the King. Very few of the people had individual rights. The political system that borne out of the Revolution was the beginning of the system above. It would take many conflicts before the system would be redefined to include rights for all people.

Instructional Flow

Fifth Grade – Unit 1 • Citizens in Action: The Colonies Revolt

Pre-assessment

- How is power shared within the United States political system?
- rights and responsibilities -levels and branches of government

LS 1 Working Within the Law

Students use a real-life scenario and the creation of a timeline of U.S History to:

- define rights and responsibilities of citizens today
- examine how citizens have worked for change throughout U.S. History



LS 2 Demanding Change: The American Colonies Protest

Students investigate, track, and debate how tensions escalated between Colonists and the Crown.

- British policies and actions in the colonies
- Colonial protests within and outside of the authority of Britain
- Views of Loyalists, Patriots, and neutral parties



LS 3 Breaking Ties: The American Colonies Revolt

Students use a variety of sources to understand the decision to create a new nation and political system separate from Britain.

- Symbols, songs, and slogans that helped create a new nation
- Fundamental principles found in the Declaration of Independence
- Leaders of the Revolution.



LS 4 War and Peace

Text and image analysis helps students determine how the fledgling colonies lost many battles, but won the war for independence.

- Turning points of the war
- Continental Army versus the British Army
- Obstacles and challenges colonists faced in winning the war and keeping the peace



Summative Assessment Who is to blame?

Students use the historical investigation model to assess their knowledge of the Revolutionary period and the structure of the American political system through an analysis of the causes of the Boston Tea Party.