

Fifth Grade: United States Studies

American Revolution to Industrialism (1763 to 1900s)

Students will be able to...
(Disciplinary Skills and Process Standards)

- Create and use chronological sequencing
- Explain history's impact on personal lives & society
- Generate questions
- Explain multiple perspectives
- Analyze primary and secondary sources incl. credibility and perspective
- Construct arguments using claims & evidence
- Construct explanations
- Summarize central claims
- Explain probable causes and effects

This is a *starting guide*. The priority standards should be mastered by the end of the grade level but ALL STANDARDS should be taught.

Compelling Question

How did historical events and ideas contribute to the development of the United States' unique identity?

Priority Content Standards

Students must learn...
(Essential Content Knowledge Standards)

- American Revolution
- Constitutional Convention
- Westward Expansion
- Civil War
- Reconstruction
- American Industrialization
- Immigration
- Evolution of Civil Liberties

C2.1 Explain how a republic relies on people's responsible participation within the context of key historical events pre-American Revolution to Industrialization.

C4.1 Using primary and secondary sources to examine historical and contemporary means of a changing society through laws and policies in order to address public problems.

E2.1 Compare the benefits and costs of individual choices within the context of key historical events.

E4.1 Describe how government decisions on taxation, spending, protections, and regulation affected the national economy during the time-period being studied

G1.1 Use and construct maps and graphs to represent changes in the United States.

H2.1 Use primary and secondary sources to summarize the causes and effects of conflicts, resolutions, and social movements throughout the historical timeframe.

H4.1 Use primary and secondary sources to describe how diverse groups shaped the United States' multicultural society within the historical timeframe.

ACADEMIC VOCABULARY

affect, as is, best support, claim, connection, correct order, diagram, differences, evidence, express, identify, information, illustration, most likely, opinion, passage, phrase, point of view, response, sequence, similarities, source, statement, structure, summarize, theme

CONTENT SPECIFIC VOCABULARY

abolition, Anti-Federalist, Bill of Rights, checks and balances, enslavement, federalism, Federalist, immigration, industrialism, innovations, Jim Crow Laws, loyalist, market economy, migration, patriot, push/pull factors, ratification, removal/displacement, revolution, secede, segregation, suffrage, tenements, territorial expansion, unions, urbanization

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Skills and Instructional Strategies:

Use chronological sequencing

- [Human Timeline](#)

Compare history to today

- [Here Now/There Then](#)

Generate questions

- [Question Formulation Technique \(QFT\)](#)

Explain multiple perspectives and connect to the historical context

- [Circle of Viewpoints](#)

Determine the credibility of primary/secondary sources

- [Historical Thinking Chart](#)

Analyze primary and secondary sources

- [Library of Congress Primary Source Analysis](#)

Analyze and evaluate sources

- [Historical Thinking Chart](#)

Summarize central claims

- [Summarizing strategies](#)

Construct arguments using claims and evidence

- [What makes you say that?](#)

Present explanations in print, oral, and digital

- [8 pARTS](#)

Explain causes and effects, main idea, & use evidence

- [Connect, Extend, Challenge](#)

Social Studies and ELA Connections

Analyze Primary and Secondary sources to understand the text and make inferences about the information presented in the text. (5.RI.1, 5.SP3.5)

Determine main ideas/central claims in a text/source and explain how the information in the text/source supports that main idea/claim. (5.RI.2, 5.SP3.3, 5.SP4.3)

Explain the relationships (cause and effect) or interactions between individuals, events, ideas or concepts in a historical text/source (5.RI.3, 5.SP4.1)

Compare and contrast the overall structure (e.g., chronology, comparison, cause/effect, and problem/solution) of events, ideas, concepts, or information in two or more texts. (5.RI.5, 5.SP1.1)

Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent. (5.RI.6, 5.SP2.1)

Draw on information from multiple print or digital sources, demonstrating the ability to locate an answer to a question quickly or to solve a problem efficiently. (5.RI.7, 5.SP3.3)

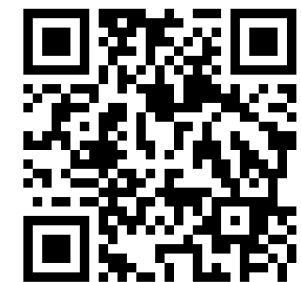
Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point(s). (5.RI.8, 5.SP4.2)

Integrate information from several texts on the same topic to write or speak about the subject knowledgeably. (5.RI.9, 5.SP3.7)

Essential Sources:



Find Essential Sources and Standards-Aligned Lesson Plans on ADEL! Sources are organized by Students Must Learn categories.



<https://adel.azed.gov/collection/AZ54.435/0>