

# Social Studies Standards

## Fifth Grade (United States & Minnesota History)

**Course Abilities** [Apply the following to each content standard.]

**1. Develop abilities in social studies.**

- A. Higher thinking (analyze, evaluate, classify, predict, decide, estimate, generalize, solve, relate, interpret, simplify).
- B. Communications (present, persuade, collaborate, explain, recommend).
- C. Goal setting/attainment (brainstorm, envision, research, plan, organize, persist).
- D. The quality process (plan, draft, analyze, and revise when producing products).

**2. Be able to apply social studies knowledge and skills to a variety of purposes.**

- A. Be able to conduct and present research (locate and organize information, write, support, and present).
- B. Be able to relate social studies to your life.
  - view life from other perspectives and others' point of view
  - understand key forces (inventions, discoveries, people, events, moments) which have shaped our world
  - explain the causes and effects key forces have on you, the present, the future
  - use the past and present (other cultures and other places) to solve problems and make decisions
  - relate current events to your life (know sources related to current events, be able to talk about current events)
- C. Possess technical skills:
  - read/write/present: instructions, table, chart, thank you letter, checklist, research report, summary
  - technology: word processing, database, desktop publishing, Internet, AV production

**Course Content**

**3. Understand key influences in United States history and how they shape our lives today.**

- A. Know key people and events throughout United States history.
- B. Know key discoveries and inventions throughout United States history.
- C. Know current and past cultures of the United States.
- D. Be able to describe key influences from the perspectives in which they occurred.
- E. Be able to relate key influences to your life.
- F. Be able to state and support opinions regarding key events, people, inventions, and discoveries.

***Some Activities to accomplish these are:***

- ***Research and Report-Students will research and write a report about a particular person from their readings. They may use their textbooks, novels, or the internet to research their information. Students will write a draft and then type their final report. They also draw a sketch of the person whom they are studying.***
- ***Presentations-Students work in small groups to present their key events that have been assigned to them. They may use their textbook, internet, novels, or other materials to help them organize a presentation that reflects their clear understanding of a specific event.***

4. Possess a mental timeline of key influences on United States history.
  - A. Be able to place key influences on a timeline.
  - B. Possess a logical sense of what life was like when key influences occurred.
  - C. Know causes and effects of key influences.

*Some Activities to accomplish these are:*

- *Students will read the novel Charley Skeddadle. After reading the novel, we will discuss the time in which the story takes place and talk about the Civil War.*

5. Understand the life of the first Americans.
  - A. Know where various Native American tribes lived.
  - B. Know about the food, clothing, and shelter of various tribes.
  - C. Know about the culture of Native Americans.
  - D. Be able to view the life of Native Americans from their perspective.
  - D. Know about the Native Americans who lived and/or live in your region.

*Some Activities to accomplish these are:*

- *Students are split into different Native American groups. They will research on their own and then come together to share their findings with their group focusing mainly on types of homes, clothing, and crafts or customs. Once the groups have met, they will work together to create visual aides that will help teach the other students about their findings.*
- *Students will then choose one culture to use for their final project.*

6. Be able to use visual skills to help you in understand United States history.
  - A. Be able to use charts and maps that show key information such as population, resources, movement, and battles.
  - B. Be able to create charts and maps to depict change over time.
  - C. Be able to relate charts and maps to your life.
  - D. Know how and why the geography of the United States has changed through history.

*Some Activities to accomplish these are:*

- *Students will learn how to read a map, use a globe, and work with an atlas. Students are given a list of questions and they need to work in cooperative groups to decide which will work best to answer the questions and why.*

***Classroom Materials:***

***Build Our Nation:***

***Teacher's Manual Volume 1 and 2  
Houghton Mifflin***

***Build Our Nation:***

***Student Text***

***Workbook for Reading an Review Black Line and Answer Key***

***Teacher's Resource Book***

***Graphic Organizers***

***Geography Activities***

***Citizenship Simulations***

***Home and Community Involvement***

***Research Handbook***

***Assessment Options***

***Reading and Vocabulary Strategies***

***Skills Workshop***

***Overhead Visuals***

***Novel Sets***

***Thunder At Gettysburg (5)***

***Between Two Worlds (10)***

***Shades of Gray (15)***

***Ghost Cadet (10)***

***Charley Skedaddle (25)***