

Resources for Grade 5 (2015-16)

General Resources for Grade 5 social studies:	
MN Organizations:	http://www.teachingcivics.org/ - Learning, Law & Democracy
	http://www.mcee.umn.edu/ - MN Council for Economics Education (MCEE)
	http://lt.umn.edu/mage/ -MN Alliance for Geographic Education (MAGE)
	http://education.mnhs.org/educators - Minnesota Historical Society
	http://mnche.wordpress.com/ - Minnesota Council for History Education
Civics:	https://www.icivics.org/ - resources and games for Civic education
	http://www.annenbergclassroom.org/ - resources on the Constitution and Civic education
	http://www.sos.state.mn.us/ - MN Secretary of State Office
Economics:	http://classroomclues.com/ and http://econkids.rutgers.edu/ - lists of books by economics concept
	http://www.kidseconposters.com/about/about/ - resources including songs by concept
	http://www.econedlink.org/ - lesson plans and resources for teaching economics
	http://financeintheclassroom.org/passport - resources and lesson plans
Geography:	http://education.nationalgeographic.com/education/?ar_a=1
	http://mapmaker.education.nationalgeographic.com/
History:	http://edsitement.neh.gov/subject/history-social-studies
Literacy:	http://childrenslit-socialstudies.wikispaces.com/Home - annotated list of texts

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Benchmark	Learning Targets ("I can..." statements)	Resources <i>with annotation</i>	Lesson Plans
<p>5.1.1.1.1 Simulate a historic event to show how civic engagement (voting, civil discourse about controversial issues and civic action) improves and sustains a democratic society, supports the general welfare, and protects the rights of individuals.</p> <p><i>For example:</i> Historic events—Constitutional Convention, a town meeting.</p>	<p>I can give examples of how children and adults are an important part of their community.</p> <p>I can describe what a democracy is, and how a person is important to a democracy both as an individual and as a part of a community.</p> <p>I can take part in a historic simulation to show how being an active citizen impacted groups and individuals in the past.</p>	<p>www.icivics.org/ (Lesson Plan/Ideas and Interactive Games that put students in the role of country leaders.)</p> <p>www.teachingcivics.org (Site with materials that assist teachers in creating engaging civic based lessons for their students)</p> <p>http://www.civiced.org/ (Center for Civic Education)</p>	<p>https://www.teachervision.com/tv/printables/TCR/1576903443_150-151.pdf Simulate a town meeting from the past with your students. Choose a topic and follow the guidelines on the handout</p> <p>PBS Constitution Simulation Simulates an authentic experience of building a government. It also lays the foundation for an appreciation of the Constitution of the United States</p> <p>Philadelphia and Constitutional Heat Up Students learn the impact did the background, education, and politics of the delegates who attended the Constitutional Convention in Philadelphia have on shaping our nation's future.</p> <p>Voting Simulation Taking students through the importance of voting. Informing them about Who? Why? and How? of voting. Students will experience the process of voting and key steps in becoming a prepared voter. Lessons can be adapted for multiple levels</p>

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			<p>The Founding Fathers Were Civically Engaged!</p> <p>Students Engage Students brainstorm a list of local problems and action steps that they might take to solve these problems.</p> <p>The Fourth Branch: You! Students learn how citizens can influence the government. They measure the impact of their "citizen power" on each of the three branches and learn how to target the right government official with their concerns.</p>
<p>5.1.1.1.2 Identify a public problem in the school or community, analyze the issue from multiple perspectives, and create an action plan to address it. <i>For example:</i> Public problem— Students litter while walking to school; balls from the playground land in neighbors' yards.</p>	<p>I can identify the different people in my community and how they are connected to each other.</p> <p>I can identify a problem in my community and create an action plan to address it.</p>	<p>www.icivics.org/ (Lesson Plan/Ideas and Games)</p> <p>www.teachingcivics.org (Site with materials that assist teachers in creating engaging civic based lessons for their students)</p> <p>http://www.civiced.org/ (Center for Civic Education)</p>	<p>Students Engage Students brainstorm a list of local problems and action steps that they might take to solve these problems.</p> <p>The Fourth Branch: You! Students learn how citizens can influence the government. They measure the impact of their "citizen power" on each of the three branches and learn how to target the right government official with their concerns.</p>

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			<p>A Dangerous Street and Civic Action After a story about a boy who petitioned his town's mayor and city council to build a park is read to the class, students map out the order of events that took place and discuss the merits of the boy's action and issues in the local community.</p>
<p>5.1.2.2.1 Identify historically significant people during the period of the American Revolution; explain how their actions contributed to the development of American political culture. <i>For example:</i> Historically significant documents and other people might include George Washington, Thomas Jefferson, symbolically James Madison, Alexander Hamilton, Mercy Otis Warren, Joseph Brandt, Elizabeth Freeman.</p>	<p>I can identify historically significant people during the period of the American Revolution.</p> <p>I can explain how their actions helped shape the government and society as the United States became a new nation.</p>	<p>http://constitutioncenter.org/learn/educational-resources/founding-fathers/ (Biographies of delegates that attended the 1787 Constitutional Convention)</p> <p>http://www.mountvernon.org/research-collections/digital-encyclopedia/ (Mount Vernon Digital Encyclopedia)</p>	<p>A Hero for Liberty Students will research and nominate Founders for the Liberty Medal as if it were 1788, the year after the Constitution was signed.</p>
<p>5.1.3.4.1 Explain specific protections that the Bill of Rights provides to individuals and the importance of these ten amendments to the ratification of the United States Constitution. <i>For example:</i> Protections— speech, religion (First Amendment), bear arms (Second Amendment),</p>	<p>I can explain how the Bill of Rights protects United States citizens today.</p> <p>I can explain why the Bill of Rights was important to the approval of the US Constitution.</p>	<p>http://constitutioncenter.org/timeline/index.html (Place to listen to the constitution read aloud and talk about the importance of the document)</p> <p>http://constitutioncenter.org/constitution (Lays out the constitution and breaks it up into sections to more</p>	<p>You've Got Rights Students learn about the rights guaranteed by the Bill of Rights and other important constitutional amendments. They consider what rights they believe are important, then they read and analyze the real text of each amendment. Students analyze the</p>

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<p>protections for people accused of crimes (Fourth, Fifth, Sixth, Eighth Amendments).</p>	<p>I can explain why the Bill of Rights was written to protect the rights of the United States citizens and to politically amend the US Constitution.)</p>	<p>easily explore) http://constitutioncenter.org/learn/hall-pass/the-bill-of-rights (Video and discussion questions provided giving background and story to the Bill of Rights) http://www.learner.org/courses/demo/cracyinamerica/ http://www.annenbergclassroom.org/page/thats-your-right (A card game that helps students learn about their rights under the Bill of Rights)</p>	<p>impact that the Bill of Rights has on their daily lives. Bill of Rights Students will learn about the specific rights and freedoms protected by the Bill of Rights. Bill of Rights Bingo Use everyday life, news, and current events to earn bingo. The Bill of Rights & Me Students will investigate the Bill of Rights through the perspective of someone living during the ratification period. Students will apply the rights they learned about to their lives today and solve problems based on the modern meaning of these rights. Origins of the Bill of Rights Students will explore the origins and the importance of the Bill of Rights. Amendment Cootie Catcher Tests students' knowledge of the first 10 amendments. Exercising MY First Amendment Rights Students learn about the five</p>

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			<p>freedoms of the First Amendment and write two or three sentences explaining how they exercise this right, or create a drawing with a one-sentence caption.</p> <p>Are You a Publisher? Free Press and You Students polish their reporting abilities by conducting interviews to find out how different people consume news and how they share information. This activity will also introduce them to the First Amendment and the idea of a free press.</p>
<p>5.1.4.6.1 Explain the primary functions of the three branches of government and how the leaders of each branch are selected, as established in the United States Constitution. <i>For example:</i> Legislative branch makes laws; Congress is elected. Executive branch carries out laws; President is elected, cabinet members are appointed. Judicial branch decides if laws are broken; Supreme Court justices and federal judges are appointed.</p>	<p>I can explain the primary functions of the three branches of government (as established in the United States Constitution.)</p> <p>I can explain how the leaders of each branch are selected (as established in the United States Constitution.)</p>	<p>http://constitutioncenter.org/constitution</p> <p>https://www.icivics.org/ (Interactive site where kids can participate in the civics process)</p> <p>www.leg.state.mn.us/ (Search for specific laws and bills in our state to learn more)</p> <p>www.supremecourt.gov/</p>	<p>Recognizing Leaders Students will gain an understanding of the 3 branches of government that exist on a federal and state level as well as gaining familiarity with individuals who are serving in government and representing student interests.</p> <p>Claim Your Powers Elementary Students apply their knowledge of the US Constitution and the powers of each branch of government in this activity. Students work in three groups representing each branch of</p>

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		www.census.gov/#	government. Students decide if their branch of government has power to act in hypothetical situations.
5.1.4.6.2 Describe how governmental power is limited through the principles of federalism, the separation of powers, and checks and balances.	<p>I can describe what federalism is and how it limits the power of the government.</p> <p>I can explain what the separation of powers is and how it limits the power of the government.</p> <p>I can explain what the principle of checks and balances is and how it limits the power of the government.</p>	http://www.flocabulary.com/3-branches-of-government/ (Song explains the three branches of the US government and the system of checks and balances.)	The Tired King The students will understand the primary responsibilities of each branch of government in a system of shared powers and ways in which each branch shares the powers and functions of the other branches.
5.1.4.6.3 Identify taxes and fees collected, and services provided, by governments during colonial times; compare these to the taxes and fees collected, and services provided, by the government today. <i>For example:</i> Property tax funds local government (schools, parks, city streets). Sales and income tax funds state government (State	<p>I can identify taxes and fees collected by the British government during colonial times.</p> <p>I can identify services provided to the Colonists by the British government during colonial times.</p>	Colonial Tax Laws & Reaction Information on British Tax Laws and Colonial Reaction. (Resources can be accessed through <i>free</i> account on Colonial Williamsburg Teacher Community page)	<p>Dollar & Sense: Tax Day Students will learn how the Constitution was amended to allow the federal government to impose an income tax, and learn where tax dollars go today.</p> <p>Colonial Reaction to the Stamp Act Students will analyze primary</p>

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<p>Patrol, Department of Natural Resources). Fees fund parks.</p>	<p>I can identify taxes and fees collected by the U.S government today. I can identify services provided by the U.S government today.</p> <p>I can compare and contrast the taxes and fees collected by the British government during colonial times and the U.S government today.</p> <p>I can compare and contrast the services provided by the British government during colonial times and the U.S government today.</p>		<p>documents to understand colonial reaction to tax laws such as the Stamp Act of 1765.</p> <p>Budget Making This PBS lesson will help students identify local, state, and federal government services, their cost and the income that pays for them.</p>
<p>5.1.4.7.1 Explain how law limits the powers of government and the governed, protects individual rights and promotes the general welfare. For example: Miranda v. Arizona, Ninth and Tenth Amendments, Civil Rights Act of 1964.</p>	<p>I can explain how laws limit the powers of government.</p> <p>I can explain how laws limit the powers of the citizens.</p>	<p>http://kids.laws.com/preamble-of-the-constitution - general welfare</p>	<p>Preamble to the Constitution This lesson explores some of the ideas in the Preamble to the Constitution. Students read the Preamble and develop definitions for the six key phrases in the document.</p> <p>Exploring the Purposes of</p>

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	<p>I can explain how laws protect individual rights.</p> <p>I can explain how laws promote the general welfare of our citizens.</p>		<p>Government - A Lesson on the Preamble The students will be able to explain the importance of the Preamble and demonstrate an understanding of the Preamble in visual form.</p> <p>Mini-Mock Trials Through mini-mock trials, students develop an understanding of the people in the courtroom and their functions, the importance of rules in insuring fairness of the proceeding, and the importance of witnesses and jurors in determining the facts of the case. Mini-mock trials are appropriate for students grades 5 and up.</p>
<p>5.2.1.1.1 Apply a decision-making process to identify an alternative choice that could have been made for a historical event; explain the probable impact of that choice. <i>For example:</i> Decision-making processes—a decision tree, PACED decision-making process (Problem, Alternative, Criteria, Evaluation, Decision).</p>	<p>I can explain a decision-making process.</p> <p>I can identify the choice made for a historical event.</p> <p>I can explain the impact of the choice made for a historical event.</p>		<p>Declaration of Independence: Acts of Courage Students will learn about courage in the context of the signing of the Declaration of Independence and today's events.</p>

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	<p>I can identify an alternative choice that could have been made (for that historical event). I can explain the probable impact of that choice (for that historical event.)</p>		
<p>5.2.2.2.1 Describe various uses of income and discuss advantages and disadvantages of each. <i>For example:</i> Uses of income—spend, save, pay taxes, contribute to others. Advantages of saving — earning interest and having enough money later to make a big purchase. Disadvantage—getting fewer goods and services now.</p>	<p>I can define income. I can describe various uses of income. I can give advantages for the various uses of income. I can give disadvantages for the various uses of income.</p>	<p>http://www.econedlink.org/lessons/index.php?lid=51&type=educator</p>	<p>Opportunity Cost A lesson introducing students to the basic economic concept of Opportunity Cost. The Difference Between Wants and Needs Students will work with a partner and complete an activity that will help them come to understand the difference between wants and needs.</p>
<p>5.2.4.6.1 Describe the concept of profit as the motivation for entrepreneurs; calculate profit as the difference between revenue (from selling goods and services) and cost (payments for resources used). For example: Entrepreneurs--European explorers and traders. Profit equals revenue minus cost.</p>	<p>I can define an entrepreneur. I can describe profit (as the motivation for entrepreneurs). I can define revenue.</p>	<p>http://education-portal.com/academy/lesson/the-13-colonies-developing-economy-overseas-trade.html#lesson (The 13 Colonies: Developing Economy with Overseas Trade)</p>	<p>Mercantilism and the Act for Advancement of Trade Students analyze mercantilism to describe the types of economic systems in colonial America George Washington and Slavery This lesson will use George Washington's</p>

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	<p>I can define cost.</p> <p>I can calculate profit (the difference between revenue and cost.)</p>		<p>1799 Slave Census to reveal Washington as a businessman and slave owner and provide information about the institution of slavery in the 18th century.</p> <p>Out New Country Needs New Money: Colonial Money Simulation</p> <p>Students use different kinds of paper money to purchase items to learn about the problem in colonial times when each colony had its own currency.</p> <p>Tobacco Economy Students will be able to describe how tobacco was used as money, give reasons why the English colonized America and explain tobacco's significance to the institution of slavery.</p>
<p>5.3.1.1.1 Create and use various kinds of maps, including overlaying thematic maps, of places in the North American colonies; incorporate the "TODALS" map basics, as well as points, lines and colored areas to display spatial information.</p> <p><i>For example:</i> "TODALS" map basics —title, orientation, date, author,</p>	<p>I can create and use various kinds of maps of places in the North American colonies.</p> <p>I can create and use at least one overlaying thematic map of a place in the North American</p>	<p>http://lt.umn.edu/mage/wp-content/uploads/2014/07/2-Map-reading-TODALS.mp4 (Podcast about TODALS done by Professor Lanegran)</p> <p>http://maps.nationalgeographic.com/maps (Many different mapping skills and activities. Also a great place to view maps to project on a smart</p>	<p>http://lt.umn.edu/mage/wp-content/uploads/2014/08/Cain-Learning-TODALS.pdf Lesson about learning the TODALS map basics</p>

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<p>legend/ key and scale. Spatial information—cities, roads, boundaries, bodies of water, regions.</p>	<p>colonies.</p> <p>I can identify the "TODALS" map basics.</p> <p>I can incorporate the "TODALS" map basics in my maps.</p> <p>I can incorporate points, lines and colored areas to display spatial information.</p>	<p>board.)</p> <p>http://education.nationalgeographic.com/education/maps/americas-mapmaker-kit/?ar_a=1 (Print out large maps of the Americas)</p> <p>http://www.macomb.k12.mi.us/cc/SocialStudies/5thGrade/5socA.html (Multiple resources for students to construct maps and learn how to navigate key components of maps)</p> <p>http://www.mountvernon.org/research-collections/maps/map-the-yorktown-campaign-of-1781/#download_form (Using battle maps--Battle of Yorktown)</p>	
<p>5.3.2.3.1 Locate and identify the physical and human characteristics of places in the North American colonies.</p>	<p>I can locate landforms and waterways in the colonies.</p> <p>I can locate towns, cities and structures in the colonies.</p>	<p>http://nationalgeographic.org/encyclopedia/north-america-human-geography/ Encyclopedia entry with embedded vocabulary about geography of North America</p>	<p>http://chnm.gmu.edu/tah-loudoun/blog/lessons/differences-among-colonial-regions/ Differences between colonial regions</p>

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<p>5.3.4.10.1 Explain how geographic factors affected land use in the North American colonies. For example: Geographic factors—climate, landforms, availability of natural resources.</p>	<p>I can identify geographic factors.</p> <p>I can identify various kinds of land use.</p> <p>I can identify the North American colonies.</p> <p>I can explain how geographic factors affected land use in the North American colonies.</p>	<p>http://www.3dgeography.co.uk/#!/settlement-geography/c11jl A list of items that affect settlement.</p> <p>http://education.nationalgeographic.com/education/hires/john-smiths-exploration-routes-chesapeake-bay/?ar_a=1 A historical map of Chesapeake Bay</p>	<p>Analyzing Maps Library of Congress tool to help students analyze maps/primary sources</p> <p>http://education.nationalgeographic.com/education/activity/exploring-early-manhattan-through-art/?ar_a=1 Using art to look at geographic factors</p> <p>http://education.nationalgeographic.com/education/activity/hudson-river-a-good-place-for-a-settlement/?ar_a=1 Using videos and maps to look at natural resources near the Hudson River</p>
<p>5.4.1.1.1 Explain the construct of an era; interpret the connections between three or more events in an era depicted on a timeline or flowchart. For example: Eras—Before 1620; Colonization and Settlement: 1585- 1763; Revolution and a New Nation: 1754-1800. Events—the peopling of North America, the settlement of North American colonies, the events of the American Revolution.</p>	<p>I can explain what an "era" is.</p> <p>I can identify three or more events/people on a timeline or flowchart.</p> <p>I can explain the connections between those three events/people.</p>	<p>http://www.hstry.co/ (Teachers and students can create their own interactive timelines)</p>	<p>Timeline JS Create interactive, video embedded timelines.</p> <p>MyHistro Timeline Creator</p> <p>Dipity Timeline Creator</p>

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<p>5.4.1.2.1 Pose questions about a topic in history, examine a variety of sources related to the questions, interpret findings and use evidence to draw conclusions that address the questions.</p>	<p>I can pose questions about a topic I have identified from history.</p> <p>I can examine a primary and secondary source related to the questions I came up with.</p> <p>I can compare and interpret the evidence in the sources.</p> <p>I can use the evidence to draw conclusions (that address the questions.)</p>	<p>http://beyondthebubble.stanford.edu/ (21st century skills using government documents)</p> <p>http://sheg.stanford.edu/ (Learn to read like a historian and find document based lesson plans)</p> <p>http://www.loc.gov/teachers/primary-source-analysis-tool/ (Library of Congress Primary Source organizer to assist students in analyzing sources)</p>	<p>The First Thanksgiving Students examine the painting <i>The First Thanksgiving 1621</i> to determine its usefulness as a resource to historians.</p> <p>Exposing Benedict Arnold's Betrayal Students will analyze letters to deduce the actions of Benedict Arnold and to understand his motives.</p> <p>The Boston Massacre: You Be the Judge Different perspectives (articles, pictures) from the Boston Massacre. Students can differentiate between primary and secondary sources.</p>
<p>5.4.1.2.2 Explain a historical event from multiple perspectives. For example: Event—Boston Massacre; Perspectives - British Soldiers, American Colonists</p>	<p>I can explain what perspectives are.</p> <p>I can identify two or more people in a historical event.</p> <p>I can explain the historical event from their different perspectives.</p>	<p>http://masshist.org/revolution/topics.php (Discuss different perspectives from major American Revolutionary events)</p>	<p>The Boston Massacre: You Be the Judge Different perspectives (articles, pictures) from the Boston Massacre. Students can differentiate between primary and secondary sources.</p> <p>Differing Views of Pilgrims and Native Americans in Seventeenth-Century New England Students investigate the colonists'</p>

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			<p>and Wampanoag's different view of land, nature and life and how these difference could lead to misunderstandings and conflict.</p> <p>Colonists Divided: A Revolution and a Civil War Students debate using arguments from both a loyalist's and a patriot's perspective.</p>
<p>5.4.2.3.1 Analyze multiple causes and outcomes of a historical event. For example: Historical event— the Columbian Exchange, the Seven Years' War</p>	<p>I can identify one historical event.</p> <p>I can identify and explain why there were multiple causes of that historical event.</p> <p>I can analyze why there were multiple outcomes of a historical event.</p>	<p>http://education-portal.com/academy/lesson/the-french-and-indian-war-causes-effects-summary.html#lesson</p>	<p>George Washington Crossing the Delaware: A Study of Setting and Character Students will explore and describe, in detail, the painting, "George Washington Crossing the Delaware and investigate the events and actions leading up to Washington and his troops crossing the Delaware River.</p> <p>The Columbian Exchange Students develop their literacy skills through a social studies focus on how the the Columbian Exchange impacted life on both sides of the Atlantic.</p>

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5.4.4.15.1 Describe complex urban societies that existed in Mesoamerica and North America before 1500. (Before European Contact) For example: Maya, Aztec, Anasazi, Hohokam, Cahokia, Hopewell.	<p>I can explain what a "complex urban society" is.</p> <p>I can identify where Mesoamerica and North America are on a map.</p> <p>I can identify and describe complex urban societies that existed in these regions before 1500.</p>	<p>http://www.carnegiemnh.org/online/indians/index.html General resource for teachers about the Hopi, Iroquois, Lakota, and the Tlingit</p> <p>http://www.ballgame.org/main.asp Resource on Mesoamerican cultures</p> <p>http://www.loc.gov/exhibits/exploring-the-early-americas/ (Library of Congress Exhibit, Exploring the Early Americas)</p>	<p>The Huexotzinco Codex Students will analyze and study pictograph documents from 1531 to explain what the documents were for, who created them and why.</p>
5.4.4.16.1 Identify various motivations of Europeans for exploration and settlement in Asia, Africa and the Americas from the fifteenth to early seventeenth centuries. (Colonization and Settlement: 1585-1763) For example: Motivations—the search for a route to Asia, rivalries for resources, religious competition.	<p>I can describe the valuable resources found in Asia, Africa, and the Americas.</p> <p>I can explain why the European leaders wanted the goods and resources that Asia, Africa, and the Americas offered.</p>	<p>https://www.gilderlehrman.org/history-by-era/exploration/resources/major-european-explorers (Information from Gilder Lehrman on Major European Explorers)</p> <p>http://education-portal.com/academy/lesson/jamestown-settlement-virginias-failed-colony.html#lesson (The Settlement of the Jamestown Colony)</p>	<p>Waldseemuller Map Students will investigate this map by looking closely at the details of each section of the map and then draw conclusions on the revelation of this new and unusual world to the people of 1507.</p> <p>http://education.nationalgeographic.com/education/activity/explorers-of-americas/?ar_a=1 Motivations for explorers of the Americas</p>

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<p>5.4.4.16.2 Describe early interactions between indigenous peoples, Europeans and Africans, including the Columbian Exchange; identify the consequences of those interactions on the three groups. (Colonization and Settlement: 1585-1763)</p>	<p>I can compare and contrast indigenous cultures with European and African cultures.</p> <p>I can classify the interactions between those three cultures.</p>	<p>http://www.loc.gov/exhibits/exploring-the-early-americas/ (Library of Congress exhibit: Exploring the Early Americas)</p> <p>http://teachinghistory.org/history-content/ask-a-historian/25447 (The New World: A Stage for Cultural Interaction)</p>	<p>Letter from Christopher Columbus Students will explore and analyze Columbus' letter to King Ferdinand & Queen Isabella in 1493.</p> <p>Early Encounters between Native Americans and Europeans Lesson plan will need to be adapted to younger students, but provides primary sources</p>
<p>5.4.4.16.3 Identify the role of Europeans and West Africans in the development of the Atlantic slave trade. (Colonization and Settlement: 1585-1763)</p>	<p>I can describe and map the triangle slave trade and what goods were being traded between the Americas, Caribbean, and Africa.</p> <p>I can explain why Europeans would believe that African Slaves were simply a part of economic trade.</p>	<p>http://teachers.history.org/resources/lesson-plans</p> <p>http://hitchcock.itc.virginia.edu/Slavery/search.html The Atlantic Slave Trade and Slave Life in America</p> <p>http://www.inmotionaame.org/source_materials.cfm Resources (maps, visuals, texts) on African migrations</p> <p>http://www.slavevoyages.org/tast/index.faces (Trans-Atlantic Slave Database)</p> <p>http://slavery.msa.maryland.gov/ Maryland State Archives: The Legacy of Slavery</p>	<p>One Country's Slave Trade This lesson focuses students on one specific country that participated in the slave trade. Students will gather information from the database to document the slave trade for the country they have chosen and will then look at specific data, such as the numbers of enslaved people transported during different time periods and the areas of embarkation and disembarkation.</p>

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		<p>http://slavery.msa.maryland.gov/html/casestudies/countycs.html Stories of Flight: Case Studies</p> <p>http://education-portal.com/academy/lesson/rise-of-slave-trade-black-history-in-colonial-america.html#lesson (Rise of the Slave Trade: Black History in Colonial America)</p>	
<p>5.4.4.16.4 Compare and contrast life within the English, French and Spanish colonies in North America. (Colonization and Settlement: 1585-1763)</p>	<p>I can understand the European desire to expand in America.</p> <p>I can compare and contrast the decision making and expansion of the three different European powers (English, French, Spanish).</p>	<p>http://www.granburysd.org/cms/lib/TX01000552/Centricity/Domain/287/Fact_Sheet_U1_Comparison_of_Eng_Fr_Sp_Col.pdf English, French, and Spanish Colonies: A Comparison</p> <p>http://www.learner.org/interactives/historymap/colonists1.html Interactive United States History Map</p> <p>http://education-portal.com/academy/lesson/new-france-new-netherlands-new-sweden-north-american-settlements.html#lesson (New France, New Netherland, New Sweden: North American Settlements)</p>	<p>Map of the New World, 1730 Map, depicts present-day New England, New York, New Jersey, Delaware, and parts of Maryland and Pennsylvania. Created by Dutch mapmakers in 1730, the map reflects the struggle for territory in the region, referring to places by their Dutch, English, and American Indian names.</p> <p>Daily Life in the New World Probate records can be used to answer the question of what life was like in the New World.</p>

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<p>5.4.4.16.5 Describe ways that enslaved people and people in free black communities resisted slavery and transferred, developed and maintained their cultural identities. (Colonization and Settlement: 1585-1763)</p>	<p>I can identify African-American traditions that were brought to the colonies.</p> <p>I can understand why and how slavery existed in the colonies.</p> <p>I can compare and contrast how enslaved and free black communities viewed slavery.</p>	<p>http://teachers.history.org/resources/lesson-plans</p> <p>http://classclit.about.com/library/bl-et-exts/pldunbar/bl-pldunbar-corn-song.htm (Poem about the daily life as a slave and how they worked together and used music to get through the day and keep their culture alive)</p> <p>http://afroamhistory.about.com/od/slavery/a/stono.htm (Talks about the importance of the Stono Rebellion; significance, causes)</p> <p>http://www.historiclondontown.com/index.php/education/teacher-resources (Historic London Town and Gardens provides multiple resources)</p>	<p>Two Williamsburgs Students will contrast the lives of enslaved and free residents of Williamsburg in the eighteenth century.</p> <p>Slavery and the Making of America</p>
<p>5.4.4.17.1 Identify major conflicts between the colonies and England following the Seven Years War; explain how these conflicts led to the American Revolution. (Revolution and a New Nation: 1754-1800) For example: Conflicts related to the Proclamation Line of 1763, imperial policy shifts aimed at regulating and taxing colonists (Sugar Act, Stamp Act, Townshend</p>	<p>I can describe major conflicts between the colonies and England.</p> <p>I can explain how these conflicts led to the American Revolution.</p>	<p>http://msa.maryland.gov/msa/stagser/s1259/121/5912/html/0000.html (Events leading to the American Revolution are seen through news reports in the Maryland Gazette.)</p> <p>http://education.nationalgeographic.com/education/video/boston-tea-party/?ar_a=1 Video about the Boston Tea Party</p>	<p>Was the Stamp Act Fair? This lesson introduces students to the social and economic forces that pushed Americans toward Revolution.</p>

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Acts, Tea Act, "Coercive" Acts, Quebec Act), "taxation without representation," the Boston Tea Party, the Quartering Act.			
5.4.4.17.2 Describe the development of self-governance in the British colonies and explain the influence of this tradition on the American Revolution. (Revolution and a New Nation: 1754-1800) For example: Colonial charters, Mayflower Compact, colonial assemblies.	<p>I can describe Colonial governments.</p> <p>I can explain Colonial governments' influence on the American Revolution.</p>	<p>http://historyisfun.org/pdf/Curriculum-Materials/Road_To_Revolution.pdf (Resource that discusses Jamestown and how it became a self sufficient colony)</p> <p>http://mayflowerhistory.com/primary-sources-and-books/ (Resources and Primary Sources dealing with the Mayflower and the Pilgrims)</p> <p>http://www.sharemylesson.com/teaching-resource/Colonial-Charters-50014004/ 60 Second Civics podcast looks at Colonial Charters, an early form of government in America.</p>	<p>Mayflower Compact: A Closer Look The students will examine, research, and comprehend the Mayflower Compact.</p>
5.4.4.17.3 Identify the major events of the American Revolution culminating in the creation of a new and independent nation. (Revolution and a New Nation: 1754-1800) For example: Lexington and Concord, Saratoga, Yorktown, Treaty of Paris.	<p>I can identify and describe the two sides of the American Revolution.</p> <p>I can identify the key people/events in the American Revolution.</p> <p>I can discuss the major events of the American</p>	<p>http://masshist.org/revolution/topics.php (Lessons on all American Revolutionary topics)</p> <p>http://www.ouramericanrevolution.org/index.cfm/page/view/m0001</p> <p>http://www.mountvernon.org/site/animated-washington/yorktown/ (Mount</p>	<p>American Colonist Protest Song Students take on the role of a member of the Sons or Daughters of Liberty and write a song, in the genre of their choice, to protest one or more of the British Acts or actions between 1763 and 1774 that eventually led to the American Revolution.</p>

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	Revolution.	Vernon video of the Battle of Yorktown)	
5.4.4.17.4 Compare and contrast the impact of the American Revolution on different groups within the 13 colonies that made up the new United States. (Revolution and a New Nation: 1754-1800) For example: Groups—Women, Patriots, Loyalists, indigenous people, enslaved Africans, free blacks.	I can compare and contrast the impact of the Revolutionary war on different groups living in the colonies.	http://masshist.org/revolution/topics.php http://che.umbc.edu/londontown/ed_resources.html (Resources for the story <i>Children's Lives at Colonial London Town: The Stories of Three Families</i>)	<p>Children's Lives at Colonial London Town A digital storybook about real people who once resided in London Town, Maryland.</p> <p>Assessing Change: Women's Lives in the American Revolutionary Era Students will look at the American Revolution and how it changed the lives of white women before, during and after the Revolutionary War.</p> <p>A Family Disrupted: The Randolph Family and the Coming Revolution Students will use biographical information to explore the effects of the coming American Revolution on one eighteenth-century family.</p> <p>Fighting for Whose Freedom? Blacks Soldiers in the American Revolution this lesson lets students explore the circumstances under which Black slaves and freedmen fought during the American Revolution. The selected sources show the opportunities for gaining freedom as</p>

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			<p>soldiers for the Continental or British Army.</p> <p>How Did the Public View Women’s Contributions to the Revolutionary War Effort? By examining primary sources, students will gain a deeper understanding of how women's contributions to the Revolutionary War effort were viewed by the public of their day.</p>
<p>5.4.4.17.5 Describe the purposes of the founding documents and explain the basic principles of democracy that were set forth in the Declaration of Independence, the Constitution and the Bill of Rights. (Revolution and a New Nation: 1754-1800) For example: Consent of the governed, social contract, inalienable rights, individual rights and responsibilities, equality, rule of law, limited government, representative democracy.</p>	<p>I can list the main documents that created our government.</p> <p>I can explain what a democracy is.</p> <p>I can connect how a democracy is formed from these documents.</p>	<p>http://www.archives.gov/exhibits/char-ter/declaration.html</p> <p>http://www.archives.gov/exhibits/char-ter/constitution.html</p> <p>http://www.ourdocuments.gov/content.php?flash=true&page=milestone</p> <p>http://founders.archives.gov/</p> <p>http://www.archives.gov/exhibits/char-ter/bill_of_rights.html</p> <p>http://teachingamericanhistory.org/bo-r/</p>	<p>Preamble to the Constitution This lesson explores some of the ideas in the Preamble to the Constitution. Students read the Preamble and develop definitions for the six key phrases in the document.</p> <p>Exploring the Purposes of Government - A Lesson on the Preamble The students will be able to explain the importance of the Preamble and demonstrate an understanding of the Preamble in visual form.</p> <p>What Responsibilities Accompany our Rights? In this lesson students</p>

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		<p>http://ed.ted.com/lessons/who-made-the-american-constitution-judy-walton</p> <p>http://www.sharemylesson.com/ResourceDetail.aspx?storyCode=50013357 &</p>	<p>will discuss some important questions about the responsibilities of citizens.</p> <p>Blogging the Bill of Rights This activity asks students to consider how the framers might have used the Internet and modern communication to spread their ideas and messages.</p>
<p>5.4.4.17.6 Describe the successes and failures of the national government under the Articles of Confederation and why it was ultimately discarded and replaced with the Constitution. (Revolution and a New Nation: 1754-1800)</p>	<p>I can describe the reasons the constitution replaced the Articles of Confederation.</p>	<p>http://www.ourdocuments.gov/content.php?flash=true&page=milestone</p> <p>http://teachingamericanhistory.org/convention/</p> <p>http://www.archives.gov/exhibits/charters/charters_of_freedom_4.html</p> <p>http://constitutioncenter.org/learn/educational-resources/historical-documents/articles-of-confederation (Full Text)</p> <p>http://education-portal.com/academy/lesson/the-articles-of-confederation-and-the-northwest-ordinance.html#lesson (The Articles of Confederation and the Northwest Ordinance)</p>	<p>Articles of Confederation Students will analyze the Articles of Confederation and determine the weaknesses most significant in causing the failure of government under the Articles.</p>

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		http://education-portal.com/academy/lesson/weaknesses-of-the-articles-of-confederation-and-shays-rebellion.html#lesson (Weaknesses of the Articles of Confederation and Shays Rebellion)	
5.4.4.17.7 Describe the major issues that were debated at the Constitutional Convention. (Revolution and a New Nation: 1754-1800) For example: Distribution of political power, rights of individuals, rights of states, slavery, the "Great Compromise."	<p>I can explain what the Constitutional Convention was.</p> <p>I can identify the key members and their roles at the Constitutional Convention.</p> <p>I can describe the major issues that were debated at the Constitutional Convention.</p>	<p>http://founders.archives.gov/</p> <p>http://www.archives.gov/exhibits/charter/constitution_founding_fathers.html (Research specific individuals that took part in shaping the constitution)</p> <p>http://teachingamericanhistory.org/convention/ (Interactive maps, paintings and information on historical figures that were part of building the constitution)</p> <p>http://education-portal.com/academy/lesson/the-constitutional-convention-the-great-compromise.html#lesson (The Constitutional Convention and The Great Compromise)</p>	<p>Thinking as a Founding Father Students will examine the ideas that the Founding Fathers brought to the Constitutional Convention of 1787, and use those ideas to analyze the Constitution and Bill of Rights and how it relates to their own lives.</p> <p>Passing the Constitution: State Ratification Introduces students to the ratification period that followed the Constitutional Convention in Philadelphia. Students will see that state ratification of the Constitution was a critical element of establishing the new government's legitimacy.</p>

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