

Civics-Government

Fifth Grade

Civics-Government Standard: The student uses a working knowledge and understanding of governmental systems of Kansas and the United States and other nations with an emphasis on the United States Constitution, the necessity for the rule of law, the civic values of the American people, and the rights, privileges, and responsibilities of becoming active participants in our representative democracy.

Benchmark 1: The student understands the rule of law as it applies to individuals; family; school; local, state and national governments.

Fifth Grade Knowledge and/or Application Indicators	Fifth Grade Instructional Suggestions
<p>The student:</p> <ol style="list-style-type: none"> 1. (K) understands laws must be followed by those in authority as well as those who are governed (limited government). 2. (K) defines the <i>rule of law</i> as a legal principle that is easily understood, and can be applied to all, including those who are rule makers. 	<ul style="list-style-type: none"> • Keep a journal of their daily routines documenting all the ways <i>government</i> impacts daily life. (1)
<p>Teacher Notes: <i>Government</i> - institutions and procedures through which a territory and its people are ruled. <i>Rule of law</i> - principle that every member of a society, even a ruler, must follow the law.</p>	

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Benchmark 2: The student understands the shared ideals and diversity of American society and political culture.

Fifth Grade Knowledge and/or Application Indicators	Fifth Grade Instructional Suggestions
<p>The student:</p> <ol style="list-style-type: none"> 1. (K) describes the principles contained in the Declaration of Independence and the <i>Constitution</i> of the United States including the Bill of Rights (e.g., right to question the <i>government</i>, having a voice in government through representation). 2. (K) compares how the <i>Magna Carta</i>, <i>Mayflower Compact</i>, <i>Articles of Confederation</i> and other similar documents influenced the development of American constitutional government. 3. (A) explains the basic ideals of the American <i>republican</i> system (e.g., liberty, justice, equality of opportunity, human dignity). 4. ▲(K) identifies important founding fathers and their contributions (e.g., George Mason, Thomas Jefferson, James Madison, George Washington, Benjamin Franklin, Thomas Paine, Samuel Adams, John Adams). 	<ul style="list-style-type: none"> • Use replicas of the Declaration of Independence and the Constitution as a <i>primary source</i>. Have students spend time looking and reading both documents. Write numerous sentence strips containing parts of each document. Have students place sentence strips under each document label. (1, 2) • Create a collage representing basic ideals. (3) • Research and role-play a founding father. (4)
<p>Teacher Notes: <i>Articles of Confederation</i> - first constitution of the United States, 1781; created a weak national government, replaced in 1789 by the Constitution of the United States. <i>Constitution</i> - a document containing the system of fundamental laws of a nation, state, or society. <i>Magna Carta</i> - document signed by King John of England in 1215 A.D. that guaranteed certain basic rights; considered the beginning of constitutional government in England. <i>Mayflower Compact</i> - document drawn up by the Pilgrims in 1620 while on the Mayflower before landing at Plymouth Rock; the Compact provided a legal basis for self-government. <i>Primary source</i> - a first-hand account of an event, person, or place (official document, diary, letter, historical photograph, oral testimony).</p>	

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Benchmark 3: The student understands how the United States Constitution allocates power and responsibility in the government.

Fifth Grade Knowledge and/or Application Indicators	Fifth Grade Instructional Suggestions
<p>The student:</p> <ol style="list-style-type: none"> 1. (K) defines <i>federalism</i> as a system of <i>government</i> in which power is divided between national (central) and state governments as a way to distribute power by preventing a concentration of power. 2. (K) defines the separation of power and gives examples of how power is limited (e.g., the President can nominate a Supreme Court Justice, but Congress has to approve). 3. (K) describes how the United States <i>Constitution</i> supports the principle of majority rule, but also protects the <i>rights</i> of the minority. 4. ▲(A) explains the functions of the three branches of federal government (e.g., legislative-makes laws, executive-enforces laws, judicial-interprets laws). 5. (K) identifies the key ideas of the Preamble. 	<ul style="list-style-type: none"> • Use an analogy to teach federalism. Compare the division of power between state and national governments to that of a family. Adult guardians in a family are responsible for the protection and integrity of the family unit. However, each family member is autonomous in some respects. For example, the adults decide where the family will live, but each child gets to arrange or decorate their room. (1, 2) • Vote on a recess activity, given three <i>choices</i>: board games, soccer, or dancing. Explain that the class will participate in the activity with the most votes, which is the power of majority rule. Announce that students who did not vote in the majority will not get to participate in recess at all. Ask, "Is that fair?" After responses, explain that even though they may be in the minority, they have rights and will be allotted the same recess time. (3) • Use a three-column organizer for students to place information regarding each branch. Have information organized by functions of each branch, requirements to hold office in each branch, and <i>constitutional powers</i> of each branch. Use the Constitution as a <i>primary source</i> to obtain information for the chart. Use a tricycle analogy to explain the three branches of government. Each wheel represents a branch. The tricycle can not operate properly if missing a wheel and by working together, the tricycle can move forward. (2, 4).
<p>Teacher Notes: <i>Constitution</i> - a document containing the system of fundamental laws of a nation, state, or society. <i>Constitutional powers</i> - (See expressed powers) <i>Federalism</i> - a policy favoring strong centralized federal (central government) power. Power of government is divided between national and state governments. <i>Government</i> - institutions and procedures through which a territory and its people are ruled. <i>Primary source</i> - a first-hand account of an event, person, or place (official document, diary, letter, historical photograph, oral testimony). <i>Rights</i> - those individual liberties granted to all persons through the U. S. Constitution.</p>	

8/9/2005



Civics-Government Standard: The student uses a working knowledge and understanding of governmental systems of Kansas and the United States and other nations with an emphasis on the United States Constitution, the necessity for the rule of law, the civic values of the American people, and the rights, privileges, and responsibilities of becoming active participants in our representative democracy.

Benchmark 4: The student identifies and examines the rights, privileges, and responsibilities in becoming an active civic participant.

Fifth Grade Knowledge and/or Application Indicators	Fifth Grade Instructional Suggestions
<p>The student:</p> <ol style="list-style-type: none"> 1. (K) understands that <i>rights</i> are personal, political and economic (e.g., personal: privacy, speech, <i>religion</i>; political: holding public office, voting; economic: employment, owning property, <i>copyrights</i> and <i>patents</i>). 2. (K) understands that <i>privileges</i> require qualifications (e.g., driving: pass exam, age requirement; running for office: age requirement, must be a United States <i>citizen</i>, residency). 3. (K) Recognizes that <i>rights</i> require <i>responsibilities of citizenship</i> (e.g., paying taxes, jury duty, military service, voting, obeying the law, public service). 4. (K) examines the steps necessary to become an informed voter (e.g., voter registration, recognizes issues and candidates, personal choice, and voting). 	<ul style="list-style-type: none"> • Draw posters to illustrate various rights and responsibilities to display on a bulletin board. (1) • Use a three-column organizer listing: rights, privileges and responsibilities. Pose situations or events and ask students to categorize. (1, 2, 3)
<p>Teacher Notes: <i>Citizen</i> - a native or naturalized member of a political community. <i>Citizenship</i> - conduct as a citizen; the status of a citizen with rights and duties. <i>Copyright</i> - The exclusive legal rights to reproduce, publish, and sell the matter and form (as of a literary, musical, or artistic work). <i>Patent</i> - a writing securing to an inventor for a term of years the exclusive right to make, use, or sell an invention. <i>Privileges</i> - a special advantage or benefit not enjoyed by all. <i>Religion</i> - a system of beliefs for satisfying a peoples' spiritual wants/needs. <i>Responsibility</i> - that for which anyone is responsible or accountable; as, the responsibilities of power. <i>Rights</i> - those individual liberties granted to all persons through the U. S. Constitution.</p>	

8/9/2005

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Benchmark 5: The student understands various systems of governments and how nations and international organizations interact.

Fifth Grade Knowledge and/or Application Indicators	Fifth Grade Instructional Suggestions
<i>This benchmark will be taught at another grade level.</i>	
Teacher Notes:	

Economics Standard: The student uses a working knowledge and understanding of major economic concepts, issues, and systems, applying decision-making skills as a consumer, producer, saver, investor, and citizen of Kansas and the United States living in an interdependent world.

Benchmark 1: The student understands how limited resources require choices.

Fifth Grade Knowledge and/or Application Indicators	Fifth Grade Instructional Suggestions
<p>The student:</p> <ol style="list-style-type: none"> (K) explains how <i>scarcity of resources</i> requires individuals, communities, states, and nations to make choices about <i>goods and services</i> (e.g., what food to eat, type of housing to live in, how to use land). (A) determines how unlimited <i>wants</i> and limited resources lead to choices that involve <i>opportunity costs</i>. (K) describes how <i>specialization</i> results in increased <i>productivity</i> (e.g., when each person in a city specializes in producing one product and then sells or <i>trades</i> with each other, there is more produced than if everyone tried to make everything they need for themselves). (A) gives examples of <i>economic interdependence</i> at either the local, state, regional, or national level. (e.g., Western settlers depended on Easterners for textiles; Easterners depended on Westerners for furs and hides). 	<ul style="list-style-type: none"> Discuss how nomadic and sedentary tribes made choices regarding food, shelter, and land use. Make displays showing different types of shelter. (1, 2) See also: GB411-5, GB511&2 Create drawings to illustrate why many American Indians had to move their homes (choice) in order to follow their food <i>supply</i>. The opportunity cost would be lack of food. (1, 2) See also: GB411-5, GB511&2 Make a Venn diagram of specialized jobs in a northern colony versus specialized jobs in a southern colony and the similarities in the center. Discuss the differences that occurred. (3) See also: GB211&2 Make a map of the colonies and show the products produced in each of the colonial <i>regions</i>. Draw lines to connect the products that are traded between regions. (1, 3, 4) See also: GB112&3, GB211&2
<p>Teacher Notes:</p> <p><i>Economic interdependence</i> - mutually dependent on each other financially.</p> <p><i>Goods</i> - something that you can touch or hold.</p> <p><i>Opportunity cost</i> - in making a decision, the most valuable alternative not chosen.</p> <p><i>Productivity</i> - a measure of goods and services produced over a period of time with a given set of resources.</p> <p><i>Region</i> - an area with one or more common characteristics or features which make it different from surrounding areas.</p> <p><i>Resource</i> - an aspect of the physical environment that people value and use.</p> <p><i>Scarcity</i> - not being able to have everything wanted making choices necessary; when supply is less than demand.</p> <p><i>Services</i> - something that one person does for someone else.</p> <p><i>Specialization</i> - people who work in jobs where they produce a few special goods and services.</p> <p><i>Supply</i> - the quantity of resources, goods, or services that sellers offer at various prices at a particular time.</p> <p><i>Trade</i> - the exchange of goods or services for other goods and services or money.</p> <p><i>Wants</i> - desires that can be satisfied by consuming a good, service, or leisure activity.</p>	

Economics Standard: The student uses a working knowledge and understanding of major economic concepts, issues, and systems, applying decision-making skills as a consumer, producer, saver, investor, and citizen of Kansas and the United States living in an interdependent world.

Benchmark 2: The student understands how the market economy works in the United States.

Fifth Grade Knowledge and/or Application Indicators	Fifth Grade Instructional Suggestions
<p>The student:</p> <ol style="list-style-type: none"> (A) defines <i>supply</i> as the quantity of <i>resources, goods, or services</i> that sellers offer at various prices at a particular time and <i>demand</i> as the number of <i>consumers</i> willing and able to purchase a good or service at a given <i>price</i>. ▲(K) identifies factors that change supply or <i>demand</i> for a product (e.g., supply: <i>technology</i> changes; demand: invention of new and <i>substitute goods</i>; supply or demand: climate and weather). (K) describes how changes in supply and demand affect prices of specific products. 	<ul style="list-style-type: none"> Using the colonial colonies (New England, Middle, Southern) as an example, identify the demand for labor in the <i>production</i> of agricultural products and how the supply of that labor affected the type of crop produced. Write a short story as a landowner in either the New England, Middle, or Southern colony, with a product to sell. In the stories, explain how labor <i>costs</i> influenced the product produced, how new technologies were used to increase supply, and how substitute goods and climate conditions affected choices. (1, 2, 3) See also: GB2I2, GB4I1-5, GB5I2, HB2I3 Make a cause and effect chart showing how weather can affect both the supply and demand for a particular agricultural product and hypothesize how price of that product would also be affected. (2, 3)
<p>Teacher Notes:</p> <p><i>Consumer</i> - a person who buys goods or services to satisfy wants. <i>Cost</i> - something that is given up to satisfy your wants. <i>Demand</i> - the number of consumers willing and able to purchase a good or service at a given price. <i>Goods</i> - something that you can touch or hold. <i>Price</i> - amount of money that people pay when they buy a good or service. It is largely determined by the buying and selling decisions of consumers and producers. <i>Production</i> - the creation of value or wealth by producing goods or services. <i>Resource</i> - an aspect of the physical environment that people value and use. <i>Services</i> - something that one person does for someone else. <i>Supply</i> - the quantity of resources, goods, or services that sellers offer at various prices at a particular time. <i>Technology</i> - science applied to achieve practical purposes.</p>	

Economics Standard: The student uses a working knowledge and understanding of major economic concepts, issues, and systems, applying decision-making skills as a consumer, producer, saver, investor, and citizen of Kansas and the United States living in an interdependent world.

Benchmark 3: The student analyzes how different incentives, economic systems and their institutions, and local, national, and international interdependence affect people.

Fifth Grade Knowledge and/or Application Indicators	Fifth Grade Instructional Suggestions
<p>The student:</p> <ol style="list-style-type: none"> 1. (K) - (\$) understands that banks are institutions where people (individuals, families, and businesses) save money and earn <i>interest</i> and where people <i>borrow</i> money and pay interest. 2. (A) - (\$) gives examples of how positive and negative <i>incentives</i> affect people's behavior (e.g., laws: Stamp Act, Sugar Act; <i>profit</i>; product <i>price</i>; indentured servant). 3. (K) recognizes barriers to <i>trade</i> among people across nations (e.g., <i>quotas</i>, <i>tariffs</i>, boycotts, geography). 	<ul style="list-style-type: none"> • Invite a banker into the classroom to talk with the students about banks and/or take a field trip to a bank. (1) • Assume the role of a newspaper reporter. Write questions you would ask if you had a chance to interview an indentured servant. Research to find the answers to your questions and report your findings in a newspaper article. Make sure the questions asked are geared toward positive and negative incentives. (2) See also: HB215, HB412 • Write a letter to the King explaining the barriers to trade one would experience if living in an English, French, or Spanish colony. (2, 3) See also: C-GB511, HB3113
<p>Teacher Notes:</p> <p><i>Borrowing</i> - promising to repay a given amount of money, often with added interest.</p> <p><i>Incentives</i> - something, such as the fear of punishment or the expectation of reward, which induces action or motivates effort.</p> <p><i>Interest</i> - a charge for a loan, usually a percentage of the amount loaned.</p> <p><i>Price</i> - amount of money that people pay when they buy a good or service. It is largely determined by the buying and selling decisions of consumers and producers.</p> <p><i>Profit</i> - after producing and selling a good or service, profit is the difference between revenue and cost of production. If costs are greater than revenue, profit is negative (there is a loss).</p> <p><i>Trade</i> - the exchange of goods or services for other goods and services or money.</p>	

Economics Standard: The student uses a working knowledge and understanding of major economic concepts, issues, and systems, applying decision-making skills as a consumer, producer, saver, investor, and citizen of Kansas and the United States living in an interdependent world.

Benchmark 4: The student analyzes the role of the government in the economy.

Fifth Grade Knowledge and/or Application Indicators	Fifth Grade Instructional Suggestions
<p>The student:</p> <ol style="list-style-type: none"> (K) - (\$) describes <i>revenue</i> sources for different levels of <i>government</i> (e.g., personal <i>income</i> taxes, property taxes, sales tax, <i>interest</i>, bonds). 	<ul style="list-style-type: none"> Plan a field trip to the county treasurer’s office or invite them in as a guest speaker. (1) See also: HB311 Design a chart illustrating the different government revenue sources: income taxes, property taxes, sales tax, interest, bonds. The chart should include vocabulary for different revenues, a short definition, and some type of example that demonstrates the term: buying a pair of jeans, the <i>consumer</i> pays a sales tax. That tax goes to the state. The state government uses that money to pay for _____. (1)

Teacher Notes:

Consumer - a person who buys goods or services to satisfy wants.
Government - institutions and procedures through which a territory and its people are ruled.
Income - financial gain received as wages/salaries, rent, interest, and/or profit.
Interest - a charge for a loan, usually a percentage of the amount loaned.
Revenue - receipts from sales of goods and services.

Economics Standard: The student uses a working knowledge and understanding of major economic concepts, issues, and systems, applying decision-making skills as a consumer, producer, saver, investor, and citizen of Kansas and the United States living in an interdependent world.

Benchmark 5: The student makes effective decisions as a consumer, producer, saver, investor, and citizen.

Fifth Grade Knowledge and/or Application Indicators	Fifth Grade Instructional Suggestions
<p>The student:</p> <ol style="list-style-type: none"> ▲ (A) - (\$) determines the <i>costs</i> and <i>benefits</i> of a <i>spending</i>, <i>saving</i>, or <i>borrowing</i> decision. (K) - (\$) recognizes that <i>supply</i> of and <i>demand</i> for workers in various careers affect <i>income</i>. 	<ul style="list-style-type: none"> Make a chart and list the benefits (pros) and costs (cons) of a spending decision. (1) Choose a career to research. Find the number of people currently in the occupation and the number of people needed now and in the future. Predict how the supply and demand of workers affects salaries: nursing, <i>technology</i> careers, construction. (2)
<p>Teacher Notes:</p> <p><i>Benefit</i> - something that satisfies one's wants. <i>Borrowing</i> - promising to repay a given amount of money, often with added interest. <i>Cost</i> - something that is given up to satisfy your wants. <i>Demand</i> - the number of consumers willing and able to purchase a good or service at a given price. <i>Income</i> - financial gain received as wages/salaries, rent, interest, and/or profit. <i>Spending</i> - the use of money to buy goods and services. <i>Supply</i> - the quantity of resources, goods, or services that sellers offer at various prices at a particular time. <i>Technology</i> - science applied to achieve practical purposes.</p>	

Geography: The student uses a working knowledge and understanding of the spatial organization of Earth’s surface and relationships between peoples and places and physical and human environments in order to explain the interactions that occur in Kansas, the United States, and in our world.

Benchmark 1: Geographic Tools and Location: The student uses maps, graphic representations, tools, and technologies to locate, use, and present information about people, places, and environments.

Fifth Grade Knowledge and/or Application Indicators	Fifth Grade Instructional Suggestions
<p>The student:</p> <ol style="list-style-type: none"> (A) explains and uses map titles, symbols, cardinal directions and intermediate directions, <i>legends</i>, <i>latitude</i> and <i>longitude</i>. ▲(K) locates major physical and <i>political features</i> of Earth from memory (e.g., ▲ Boston, ▲ Philadelphia, ▲ England, ▲ France, ▲ Italy, ▲ Spain, ▲ North America, ▲ Atlantic Ocean, ▲ Pacific Ocean, Yucatan Peninsula, Germany, Aleutian Islands, Bering Strait, Chesapeake Bay, Hudson Bay, Mexico City, Montreal, Netherlands, Norway, Ohio River, Portugal, Quebec City, St. Lawrence River). 	<ul style="list-style-type: none"> Use a ceiling grid for practice with latitude and longitude. Use data and a variety of symbols and colors to create thematic maps. (1) See also: HB212 Prepare a sketch map to indicate approximate <i>locations of places</i>, both local and global, featured in newspaper or television stories or places studied. (1, 2) Let students use a hand-held Global Positioning System (GPS) while walking indoors and outdoors to see how latitude and longitude coordinates vary as one moves to a different spot. The students can record their positions at six different points and the corresponding coordinates. (1) See also: HB212
<p>Teacher Notes:</p> <p><i>Latitude</i> - a measure of distance, north or south from the equator, expressed in degrees.</p> <p><i>Legend</i> - an explanatory description or key to features on a map or chart.</p> <p><i>Location</i> - the position of a point on the Earth’s surface, expressed by means of a grid (absolute location) or in relation to the position of other places (relative location).</p> <p><i>Longitude</i> - a measure of distance, east or west from the Prime Meridian, expressed in degrees.</p> <p><i>Places</i> - locations having distinctive characteristics, which give them meaning and character, and distinguish them from other locations.</p> <p><i>Political features</i> - spatial expressions of political behavior; boundaries on land, water, and air space; cities, towns, counties, countries.</p>	

Geography: The student uses a working knowledge and understanding of the spatial organization of Earth’s surface and relationships between peoples and places and physical and human environments in order to explain the interactions that occur in Kansas, the United States, and in our world.

Benchmark 2: Places and Regions: The student analyzes the human and physical features that give places and regions their distinctive character.

Fifth Grade Knowledge and/or Application Indicators	Fifth Grade Instructional Suggestions
<p>The student:</p> <ol style="list-style-type: none"> (K) identifies and compares the major physical characteristics of New England Colonies, Middle Colonies, and Southern Colonies and French and Spanish territories (e.g., <i>location</i>, climate, and <i>resources</i>). (K) identifies and compares the human characteristics of the New England Colonies, Middle Colonies, and Southern Colonies and French and Spanish territories (e.g., national origins, <i>religion</i>, customs, <i>government</i>, agriculture, industry, and architecture). 	<ul style="list-style-type: none"> Research to learn cultural traditions, religious agriculture, industry and architecture. After researching <i>regions</i>, students will illustrate a U.S. map to show characteristics. (2) See also: HB112, HB411, HB416 Construct a diorama for each area showing physical characteristics. (1) See also: HB212, HB214
<p>Teacher Notes: <i>Government</i> - institutions and procedures through which a territory and its people are ruled. <i>Location</i> - the position of a point on the Earth’s surface, expressed by means of a grid (absolute location) or in relation to the position of other places (relative location). <i>Region</i> - an area with one or more common characteristics or features which make it different from surrounding areas. <i>Resource</i> - an aspect of the physical environment that people value and use.</p>	

Geography: The student uses a working knowledge and understanding of the spatial organization of Earth’s surface and relationships between peoples and places and physical and human environments in order to explain the interactions that occur in Kansas, the United States, and in our world.

These indicators represent an overlap between the disciplines of geography and science. Therefore students may learn these indicators in either science and/or social studies depending upon local curricular decisions.

Benchmark 3: Physical Systems: The student understands Earth’s physical systems and how physical processes shape Earth’s surface.

Fifth Grade Knowledge and/or Application Indicators	Fifth Grade Instructional Suggestions
The student: 1. (K) identifies <i>renewable</i> and nonrenewable <i>resources</i> and their uses (e.g., fossil fuels, minerals, fertile soil, water power, forests, solar and wind power).	<ul style="list-style-type: none"> Use a three circle Venn diagram to show the renewable resources for three areas in the Colonial period. Repeat this activity for nonrenewable resources. (1) See also: EB111, EB112, EB114, HB111, HB112, HB113
<p>Teacher Notes: <i>Renewable resource</i> - a resource that can be regenerated.</p>	

Geography: The student uses a working knowledge and understanding of the spatial organization of Earth's surface and relationships between peoples and places and physical and human environments in order to explain the interactions that occur in Kansas, the United States, and in our world.

Benchmark 4: Human Systems: The student understands how economic, political, cultural, and social processes interact to shape patterns of human populations, interdependence, cooperation, and conflict.

Fifth Grade Knowledge and/or Application Indicators	Fifth Grade Instructional Suggestions
<p>The student:</p> <ol style="list-style-type: none"> 1. (A) explains reasons for variation in <i>population distribution</i> (e.g., environment, <i>migration</i>, <i>government</i> policies). 2. (A) identifies the <i>push-pull factors</i> (causes) of human migration (e.g., push: war, famine, lack of economic <i>opportunity</i>; pull: religious freedom, economic opportunity, joining family or friends). 3. (K) describes the effects of human migration on place and population (e.g., population shifts, conflict, <i>acculturation</i>; <i>diffusion</i> of ideas, diseases, crops and <i>culture</i>). 4. (K) describes factors that influence and change the <i>location</i> and <i>distribution</i> of economic activities (e.g., <i>resources</i>, <i>technology</i>, transportation and government). 5. (A) understands that forces of conflict and cooperation divide or unite people (e.g., land disputes, religious intolerance, taxation). 	<ul style="list-style-type: none"> • Design a poster advertising reasons <i>emigrants</i> should come to the American colonies. (2) See also: HB217, HB411, HB412, HB413, HB415, HB416 • Write dialogue of two brothers/sisters in England trying to decide whether or not to emigrate to the American colonies. (2) See also: HB213, HB217, HB413, HB414, HB415, HB416 • Create maps of U.S. and world to show different foods and their origins. (3) See also: EB113, EB114 • Play International Tag: Check shirts, shoes, backpacks to determine where these are produced. List and tally locations. Why are these not made locally? Then research <i>goods</i> used by colonist. Which were made in the colonies and in Europe and why? (4) See also: EB114 • Write two newspaper accounts of the Boston Massacre or Boston Tea Party. After viewing a <i>primary</i> or <i>secondary source</i> and researching it, write one account from the American view and one from the British view. (5) See also: HB311, HB413, HB414, HB416 • Study a map showing population distribution during colonial period and write an account of how differences are related to location. (1) See also: HB212, HB214, HB411 • Cook using recipes representative of that time period. (3)
<p>Teacher Notes:</p> <p><i>Acculturation</i> - the process of adopting the traits of a cultural group.</p> <p><i>Culture</i> - learned behavior of people which includes belief systems, languages, social relationships, institutions, organizations, and material goods (food, clothing, buildings, tools).</p> <p><i>Diffusion</i> - the spread of people, goods, and ideas from one place to another.</p> <p><i>Distributed</i> - the arrangement of items over a specified area.</p> <p><i>Emigrant</i> - a person (migrating away from) leaving a country or area to settle in another.</p> <p><i>Goods</i> - something that you can touch or hold.</p> <p><i>Government</i> - institutions and procedures through which a territory and its people are ruled.</p> <p><i>Location</i> - the position of a point on the Earth's surface, expressed by means of a grid (absolute location) or in relation to the position of other places (relative</p>	

8/9/2005

location).

Migration - the movement of people or other organisms from one region to another.

Population distribution - location patterns of various populations.

Primary source - a first-hand account of an event, person, or place (official document, diary, letter, historical photograph, oral testimony).

Push-pull factors - in migration theory, the social, political, economic, and environmental factors that drive or draw people away from their previous location, often simultaneously.

Resource - an aspect of the physical environment that people value and use.

Secondary source - an account of an event, person, or place that is not first-hand (textbook information, historically based movies, biographies).

Technology - science applied to achieve practical purposes.

Geography: The student uses a working knowledge and understanding of the spatial organization of Earth’s surface and relationships between peoples and places and physical and human environments in order to explain the interactions that occur in Kansas, the United States, and in our world.

Benchmark 5: Human-Environment Interactions: The student understands the effects of interactions between human and physical systems.

Fifth Grade Knowledge and/or Application Indicators	Fifth Grade Instructional Suggestions
<p>The student:</p> <ol style="list-style-type: none"> (A) examines varying viewpoints regarding resource use (e.g., American Indian vs. European settler, past vs. present). (K) identifies the relationship between the acquisition and use of <i>natural resources</i> and advances in <i>technology</i> using historical and contemporary examples (e.g., compass for navigation, water power, steel plow). 	<ul style="list-style-type: none"> Complete a T chart to compare motivations for settling and exploring North America. (1) See also: HB111, HB112, HB113, HB214, HB318, HB411, HB412, HB414, HB415, HB415, HB416 Assume a persona (e.g., American Indian, slave, European settler). Write an editorial revealing a specific view of natural resource use or technology of the time. (1, 2) See also: EB111, EB112, EB211, EB212, HB111, HB112, HB113, HB411, HB412, HB413, HB414, HB416
<p>Teacher Notes: <i>Natural resource</i> - resources (fields, forests, the sea, and other gifts of nature) used to produce goods and services. <i>Technology</i> - science applied to achieve practical purposes.</p>	

History Standard: The student uses a working knowledge and understanding of significant individuals, groups, ideas, events, eras, and developments in the history of Kansas, the United States, and the world, utilizing essential analytical and research skills.

Benchmark 1: The student uses a working knowledge and understanding of individuals, groups, ideas, developments, and turning points in the age of exploration.

Fifth Grade Knowledge and/or Application Indicators	Fifth Grade Instructional Suggestions
<p>The student:</p> <ol style="list-style-type: none"> 1. ▲ (K) explains how various American Indians adapted to their environment in relationship to shelter and food (e.g., Plains, Woodland, Northwest Coast, Southeast and Pueblo <i>cultures</i> in the period from 1700-1820). 2. (A) shows how traditional arts and customs of various American Indians are impacted by the environment (e.g., Plains, Woodland, Northwest Coast, Southeast and Pueblo cultures in the period from 1700-1820). 3. ▲ (A) compares the motives and <i>technology</i> that encouraged European exploration of the Americas (e.g., motives: <i>trade</i>, expansion, wealth, discovery; technology: improved ship building, sextant, cartography). 4. (A) examines the interaction between European explorers and American Indians (e.g., trade, cultural exchange, disease). 	<ul style="list-style-type: none"> • Create a chart with each American Indian group listed. Research each group's climate, vegetation, topography, shelter and food. Discuss how climate, vegetation and topography influence shelter and food. Use the Internet to find stories, pictures (or simulate arts and crafts) of each American Indian group and add to chart. (1, 2) • Use a graphic organizer to include: reasons why Spain, France, Italy, Great Britain and the Dutch chose to explore the world, new technological advances that aided ship exploration, and the role technology played in the countries listed in order for them to explore the new world. (3) • Design a cause and effect chart to show the interaction between explorers and Native Americans. Include the positive and negative results of the two cultures interacting. (4)
<p>Teacher Notes: <i>Culture</i> - learned behavior of people which includes belief systems, languages, social relationships, institutions, organizations, and material goods (food, clothing, buildings, tools). <i>Technology</i> - science applied to achieve practical purposes. <i>Trade</i> - the exchange of goods or services for other goods and services or money.</p>	

History Standard: The student uses a working knowledge and understanding of significant individuals, groups, ideas, events, eras, and developments in the history of Kansas, the United States, and the world, utilizing essential analytical and research skills.

Benchmark 2: The student uses a working knowledge and understanding of individuals, groups, ideas, developments, and turning points in colonization era of the United States (1607-1763).

Fifth Grade Knowledge and/or Application Indicators	Fifth Grade Instructional Suggestions
<p>The student:</p> <ol style="list-style-type: none"> 1. (K) explains why early settlements succeeded or failed (e.g., Pilgrims, Puritans, St. Augustine, Quebec). 2. (A) maps the patterns of colonial settlement (e.g., British, French, Spain, and Indigenous populations). 3. ▲(K) describes political and economic structures in the New England, Middle, and Southern Colonies (e.g., political: House of Burgesses, town meetings, colonial forms of representation; economics: agriculture, <i>trade</i>). 4. (A) compares and contrasts the impact of European settlement from an American Indian and European point of view. 5. (A) analyzes the causes and impact of forced servitude in North America (e.g., indentured servant, Middle Passage, and slave life). 6. (K) explains the causes and effects of the French and Indian War on the American Revolutionary period. 7. (K) explains the impact of religious freedom as colonies were settled by various Christian groups (e.g., Catholics in Maryland, Quakers in Pennsylvania, Puritans in Massachusetts). 	<ul style="list-style-type: none"> • Create a chart with the four settlements listed on the top. List the successes and failures of each. Propose a new settlement/city in modern times: What would the people of a new city need today in order to succeed? (1) • Label a map to show where explorers sailed, claiming new land for their country of origin. Place Native Americans on the same map. Draw conclusions and write a brief statement about settlement patterns. Assign class into two groups: Native Americans and Europeans. Write brief statements about how European settlement impacted life from perspective assigned. (2, 4) • Create a three-column chart: New England, Middle, and Southern Colonies. Under each <i>region</i>, describe political and economic structures for comparison. Assign each student residency in one colony. Write and exchange postcards describing economic and political life. (3) • Use primary and <i>secondary sources</i> of accounts from slaves and indentured servants. Discuss how forced servitude impacted North American <i>economy</i>. Publish a news article describing experiences. (5) • Brainstorm the meaning of religious freedom today. Compare it to accounts from the Pilgrims and Puritans. Make modern day connections to other groups struggling over religious freedoms. (7)
<p>Teacher Notes: <i>Economy</i> - the production and distribution of goods and services within an economic system. <i>Region</i> - an area with one or more common characteristics or features which make it different from surrounding areas. <i>Secondary source</i> - an account of an event, person, or place that is not first-hand (textbook information, historically based movies, biographies). <i>Trade</i> - the exchange of goods or services for other goods and services or money.</p>	

History Standard: The student uses a working knowledge and understanding of significant individuals, groups, ideas, events, eras, and developments in the history of Kansas, the United States, and the world, utilizing essential analytical and research skills.

Benchmark 3: The student uses a working knowledge and understanding of individuals, groups, ideas, developments, and turning points in the American Revolution and the United States becoming a nation (1763 to 1800).

Fifth Grade Knowledge and/or Application Indicators	Fifth Grade Instructional Suggestions
<p>The student:</p> <ol style="list-style-type: none"> 1. ▲(K) describes the causes of the American Revolution (e.g., Proclamation of 1763, Intolerable Acts, Stamp Act, taxation without representation). 2. (K) explains the significance of important groups in the American Revolution (e.g., Loyalists, Patriots, Sons of Liberty). 3. (A) examines the significance of important turning points in the American Revolution (e.g., Boston Massacre, Continental Congress, Boston Tea Party, Lexington and Concord, Saratoga, Valley Forge, Yorktown). 4. (K) discusses the international support for the American Revolution (e.g., French, Lafayette). 5. (K) discusses the strengths and weaknesses of the <i>Articles of Confederation</i>. 6. ▲(K) describes how the Constitutional Convention led to the creation of the United States <i>Constitution</i> (e.g., Great Compromise, Three-Fifths Compromise). 7. (K) recognizes the importance of the presidency as it was defined by George Washington (e.g., leadership qualities, balance of power, setting precedent, cabinet selection, term limits). 8. (K) explains United States land policy and its impact on American Indians (e.g., sale of western lands, Land Ordinance of 1785, the Northwest Ordinance of 1787). 	<ul style="list-style-type: none"> • Create a descriptive timeline of events leading to the American Revolutionary War. (1, 3) • Research and list the characteristics of a loyalist, patriot and a member of the Son's of Liberty. Assign characters for role-play and conduct a town meeting sharing viewpoints concerning Colonial-Britain relations. (1, 2, 3) • List the countries that provided support for the colonist during the American Revolutionary War. List what was gained by both sides through this alliance. Make connections to modern day United States and French alliances. (4) • Develop a group definition for compromise. Develop a Venn diagram for each compromise, placing the opposing perspectives on the sides and the compromise in the middle. (6) • Create a now and then chart. Compare the current presidency to Washington's presidency, identifying the actions of the office: Does the president still select the cabinet members? Who are they? Are there term limits for the presidency? How many years can one hold that office? Develop group definition of precedent. Discuss modern precedents that have been established (line item veto). (7) • Map the impact of the Land Ordinance of 1785 and the Northwest Ordinance of 1787. Discuss how the ordinances disturbed settlement patterns for Native Americans. (8)
<p>Teacher Notes: <i>Articles of Confederation</i> - first constitution of the United States, 1781; created a weak national government, replaced in 1789 by the Constitution of the United States. <i>Constitution</i> - a document containing the system of fundamental laws of a nation, state, or society.</p>	

History Standard: The student uses a working knowledge and understanding of significant individuals, groups, ideas, events, eras, and developments in the history of Kansas, the United States, and the world, utilizing essential analytical and research skills.

Benchmark 4: The student engages in historical thinking skills.

Fifth Grade Knowledge and/or Application Indicators	Fifth Grade Instructional Suggestions
<p>The student:</p> <ol style="list-style-type: none"> 1. ▲(A) uses historical timelines to trace the cause and effect relationships between events in different <i>places</i> during the same time period (e.g., Colonial America and England). 2. (A) examines multiple <i>primary sources</i> to understand point of view of an historical figure. 3. (A) locates information using a variety of sources to support a thesis statement. 4. (A) uses information including primary sources to debate a problem or an historical issue. 5. (A) observes and draws conclusions. 6. (A) uses research skills to interpret an historical person or event in history and notes the source(s) of information (e.g., discusses ideas; formulates broad and specific questions; determines a variety of sources; locates, evaluates, organizes, records and shares relevant information in both oral and written form). 	<ul style="list-style-type: none"> • Use a timeline of the major events leading up to and during the American Revolutionary War. Next to each event, label the cause and effect. (1) • Use <i>primary</i> and <i>secondary resources</i> to compare points of view. Compare Capt. Preston’s letter to King George III regarding the Boston Massacre to Benjamin Franklin’s account in his newspaper. (2, 3, 4) • Research and find evidence to support the statement: The British <i>government</i> had the right to tax the colonist’s following the French and Indian War. (3, 4, 5, 6) • Debate the charges against King George III as stated in the Declaration of Independence approved by the Continental Congress. (4, 5, 6)
<p>Teacher Notes: <i>Government</i> - institutions and procedures through which a territory and its people are ruled. <i>Places</i> - locations having distinctive characteristics, which give them meaning and character, and distinguish them from other locations. <i>Primary source</i> - a first-hand account of an event, person, or place (official document, diary, letter, historical photograph, oral testimony). <i>Secondary source</i> - an account of an event, person, or place that is not first-hand (textbook information, historically based movies, biographies).</p>	