Kansas Standards
For
History
Government
And
Social Studies

Adopted April 16, 2013
A New Nation:
Beginnings through 1800

The fifth-grade course of study begins with the introduction of people and lands before European exploration. Students use their understanding of social studies concepts and cause-and-effect relationships to study the development of America through the establishment of the United States as a new nation. By applying what they know from civics, economics and geography, and a developing sense of history, students learn the ideals, principles, and systems that shaped this country’s founding. They conclude the fifth grade by applying their understanding of the country’s founding and the ideals in the nation’s fundamental documents to issues of importance to them today. Instruction should include the integration of concepts and principles from history, economics, geography, civics, and the humanities.

Units

For the purpose of instruction, educators have great flexibility in how instructional content is organized. The units listed below are provided as a planning guide and are organized chronologically but this should not prevent teachers and districts from taking a thematic instructional approach. The state performance assessment prompts and primary/secondary source libraries used as part of the assessment process are based on this unit organization.

State performance assessments will measure students’ ability to integrate content as part of their understanding of the Standards and Benchmarks. It is this ability to use content in authentic ways that will be assessed, not simply the content itself.

So the specific content contained in these units is not mandated but is made available as a suggested grade level scope and sequence to assist in the planning of lessons and units. It should be remembered that during this planning, emphasis must be placed on the “doing” of history rather than simple acquisition of content knowledge.

- Societies of the North America: Lands and People: Ancient—1400s
- Exploration and Conflict: 1000s–1600s
- Colonization: 1600s–1760s
- The Road to Independence: 1750s–1770s
- The American Revolution: 1770s–1780s
- Building a New Nation: 1770s–1790s

Standards

1. Choices have consequences.
2. Individuals have rights and responsibilities.
3. Societies are shaped by beliefs, idea, and diversity.
4. Societies experience continuity and change over time.
5. Relationships between people, place, idea, and environments are dynamic.
Connecting with Best Practices and Literacy Expectations

It is the process of applying foundational knowledge, not rote memorization of content, which prepares students for the 21st century. It is vital that Kansas K-12 students acquire the ability to analyze, interpret, evaluate, and communicate at high levels. These discipline-specific process skills are best learned through integrating them into the content of this early American history course at fifth grade.

The skills are more clearly articulated in the Benchmarks and Best Practices and Literacy Expectations and reflect the influence of the Kansas College and Career Ready Standards for English Language Arts & Literacy in History/Social Studies, Science and Technical Subjects (KCCRS), often referred to as the Common Core. It is this nuanced balance of process skills, historical and social science foundational knowledge, and the KCCRS that best prepares students for college, career, and citizenship.

As they prepare to teach history in fifth grade social studies, teachers should review the Profile of the 21st Century Learner and the Kansas Social Emotional and Character Development Model Standards endorsed by the Kansas State Board of Education.

Connecting with Past Learning

Students should possess a general understanding of basic social studies concepts such as economics, cultural and physical geography, civics/government, and history. They should have experience with the Best Practices and Literacy Expectations and be able to integrate those into their own learning.

This course should build on prior student learning of the basic concepts of social studies. This should include the locations of the western hemisphere and North America, and more specifically, the regions and states of the United States. Students should be able to apply the concepts of significant people, ideas, and events to the study of early America. They should be familiar with economic concepts such as supply and demand, opportunity costs, production of goods and services, and the use of natural, capital, and human resources. Students should have an understanding of civics concepts, which include the roles, rights, and responsibilities of a member/citizen of a family, school, Kansas and the United States.

Connecting with Future Learning

In sixth grade, students will learn about many of the same social, political, and economic concepts introduced in fifth grade but applied to a different geographic region and culture. Foundational knowledge and skills taught in fifth grade are essential for success in middle school. Recurring themes are: the expanding role of the federal government, the continuing tension between the individual and the state and between minority rights and majority power, the conflict over slavery, push/pull factors of immigration, and the contentious interaction with American Indians.

Instructional Narrative and Content Outline

A strong foundational knowledge of content is an essential part of creating a democratic citizen capable of critical thinking. To develop this foundational knowledge, experienced teachers of social studies would include, but not be limited to, the following as part of a high-quality instructional design.

This narrative and outline is intended as a guide for unit design, not as a list of required items, and so was developed with the understanding that content often overlaps. Because of this overlap, it may seem
as if important ideas, people, places, and events are missing from this outline. But it would be impossible for students to learn, for example, about the Founding Fathers without also learning about Alexander Hamilton and Thomas Jefferson so they do not appear in this outline. Teachers may amend this outline in ways that best fit the instructional needs of their students.

Societies of North America: Lands and People: Ancient—1400s

In this unit, students consider the diversity of the various American Indian nations in what is today the United States and their unique experiences before European exploration. This will include their locations, populations, and cultural identities. Students should analyze the impact of these nations on American society.

**Ideas**
migration, civilizations, shelter, culture, cultural groups, beliefs, archaeology, pre-Columbian societies of North America

**People/Roles**
Anasazi/Pueblo, Mississippian (Mound Builders), Chinook, Iroquois League, Sioux, hunter-gatherers, early farmers

**Places/Institutions**
North America, Mississippi River Valley, Great Plains, Rocky Mountains, Woodland, Northwest coast, Southeast

**Events**
origin stories

**Sample Compelling Questions**

- How do people decide where to live? (Standard 1)
- What were the rights and responsibilities of men and women in an American Indian cultural group? (Standard 2)
- How were American Indian cultural groups shaped by beliefs and ideas? (Standard 3)
- What causes people to change the way they live? (Standard 4)
- Why were natural resources a common cause of conflict among American Indian cultural groups? (Standard 5)

Exploration and Conflict: 1000s–1600s

This period begins with the encounters between American Indians and European explorers. During this unit students will concentrate on the causes and conflict associated with the exploration and settlement of North America. Students will analyze the competing interests of European nations and their American Indian counterparts.

**Ideas**
technology, exploration, European search for wealth and resources, trade, Imperialism, conflict, conquest, exploitation, Northwest Passage, Columbian Exchange, spread of Christianity

**People/Roles**
Christopher Columbus, Hernando de Soto, Leif Eriksson, Henry Hudson, Francisco Coronado, conquistadors, Alvar Nuñez Cabeza de Vaca and Estevanico, Juan Ponce de Leon
Sample Compelling Questions:

- What were the choices and consequences of exploration? (Standard 1)
- What were the perceived rights of the explorers and how did they impact the rights of the American Indians? (Standard 2)
- How did beliefs of American Indians contrast with those of Europeans? (Standard 3)
- What changes to the people and land of North America were brought about by European contact? (Standard 4)
- In what ways did early European settlements differ? (Standard 5)

Colonization: 1600s–1760s

This period of history focuses on the establishment, growth, and distinctive qualities of the various colonies. This includes the marked regional, political, social, and economic differences between the New England, Middle, and Southern colonies. Students should examine how these differences shaped the individuality of these colonies.

Ideas
- wealth and resources, indentured and involuntary servitude/slavery, trade, religious freedom, governing, salutary neglect, social and gender issues, aristocracy

People/Roles
- Sir Walter Raleigh, Pilgrims, Roger Williams, King George III, Anne Hutchinson, Puritans, Quakers, Peter Stuyvesant, William Penn

Places/Institutions
- thirteen original colonies, Atlantic Ocean, New England colonies, Middle colonies, Southern colonies, West Africa, Great Britain

Events
- charter, development of agriculture based economy, slavery, Mayflower Compact, English Bill of Rights, Triangular Trade Route, Great Awakening, Middle Passage, charter system

Sample Compelling Questions

- What were the consequences of colonizing the New World? (Standard 1)
- Why might individuals agree to give up their rights to become indentured servants in the New World? (Standard 2)
- How has Puritanism shaped American values? (Standard 3)
- What critical factors led to the relative success of Massachusetts Bay Colony and the relative failures of Roanoke and Jamestown? (Standard 4)
How did geography affect the development of Colonial America? (Standard 5)

The Road to Independence: 1750s–1770s

The period leading up to the Declaration of Independence is shaped by Enlightenment ideas, geography, and conflict. The Enlightenment ideas should be studied for their influence on individual and natural rights of citizens. The geographic separation of the colonies from the English Crown by the Atlantic Ocean allowed for the free flow of these revolutionary, and at times radical, ideas. Conflicts abounded in this period from within and without. Students should examine how the Enlightenment ideas, economics, conflicts, and geography come together in the Declaration of Independence and ultimately the American Revolution.

<table>
<thead>
<tr>
<th>Ideas</th>
<th>taxation without representation, independence, alliance, natural rights, Enlightenment, monarchy</th>
</tr>
</thead>
<tbody>
<tr>
<td>People/Roles</td>
<td>Pontiac, King George III, Founding Fathers, Patrick Henry, Samuel Adams</td>
</tr>
<tr>
<td>Places/Institutions</td>
<td>Boston, New York, Philadelphia, Canada, Atlantic Ocean</td>
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</tbody>
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Sample Compelling Questions

- What were the consequences of colonists resisting British policies? (Standard 1)
- How were the rights of colonists different from those of citizens living in Britain? (Standard 2)
- How did the Enlightenment shape the idea of government in the American colonies? (Standard 3)
- How did the French and Indian War change the relationship between colonists, American Indians, and the British government? (Standard 4)
- How did the deteriorating relationship between Great Britain and the American colonies impact both countries? (Standard 5)

The American Revolution: 1770s–1780s

The American Revolution cast a vision for a nation founded upon revolutionary ideas. The British attempts to regain its colonies are consistent with the actions of a sovereign nation. The American Revolution should be studied for a variety of reasons. Among these include efforts to organize a government based on these ideas, the hardships and successes faced by the revolutionary army, the effects of the revolution on the home front, and the global context of the American Revolution.

<table>
<thead>
<tr>
<th>Ideas</th>
<th>independence, self-government, freedom, liberty, equality, revolution</th>
</tr>
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<tbody>
<tr>
<td>People/Roles</td>
<td>Loyalists, Patriots, Minutemen, Redcoats, Francis Marion, Continental Army, Benedict Arnold, Ben Franklin, King George III, Abigail Adams, James Forten</td>
</tr>
</tbody>
</table>
Places/Institutions

Events
Declaration of Independence, First and Second Continental Congresses, Common Sense, Treaty of Paris, “Shot heard round the world”

Sample Compelling Questions
• How did people decide to be a Tory or a rebel? (Standard 1)
• What is revolutionary about the rights laid out in the Declaration of Independence? (Standard 2)
• How did the Revolution affect average citizens of the colonies? (Standard 3)
• How did winning the Revolutionary War create revolutionary changes in America? (Standard 4)
• What was the relationship between the states during and after the Revolution? (Standard 5)

Building a New Nation: 1770s–1790s

The post-revolutionary period in the United States is a critical moment in U.S. history. During this era the American Experiment goes through a period of refinement while dealing with the difficulties faced by the new nation.

Idea
individual rights, limited government, separation of powers, checks and balances, federalism, slavery, suffrage, religious freedom, states’ rights

People/Roles
Founding Fathers, Federalists, Anti-Federalists, president, representative, senator, judge, George Washington’s administration, Elizabeth Freeman, Phillis Wheatley

Places/Institution
Philadelphia, Northwest Territory, Kentucky, District of Columbia

Events
Articles of Confederation, Constitutional Convention, Constitution, Bill of Rights, Shays’ Rebellion, Great Compromise, Three-Fifths Compromise

Sample Compelling Questions
• What were the choices and consequences faced by the writers of the Constitution over the issue of slavery? (Standard 1)
• How does the Bill of Rights affect individuals today? (Standard 2)
• In what ways did the Constitution protect the rights of U.S. citizens better than the Articles of Confederation? (Standard 3)
• What were the most significant changes in the nation after the Constitution was ratified? (Standard 4)
Fifth Grade Skills:

In grades K-4 the skills are discipline-specific and are located within each discipline section of the respective document. Fifth grade is a transition year to teaching social studies as an integrated course with history being the focus. Although students in grades K-4 have been introduced to primary sources, in fifth grade they should begin to apply the principles of interpretation in their work. The skills listed below include direct references from the Kansas Common Core for English Language Arts & Literacy in History/Social Studies, Science, and Technical Subjects standards (KCCS).

Evaluation of Historical Evidence Skills:

1. Sourcing. Consider who wrote a document as well as the circumstances of its creation.
2. Contextualization. Locate a document in time and place, and understand how these factors shape its content.
3. Close reading. Examine the author’s claims and evaluate the evidence used by the author to support those claims.
5. Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text (KCCRS RI.5.1)
6. Explain the relationships or interactions between two or more individuals, events, ideas, or concepts in a historical...text based on specific information in the text. (KCCRS RI.5.3)
7. Determine the meaning of general academic and domain-specific words and phrases in a text. (KCCRS RI.5.4)
8. Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent. (KCCRS RI.5.6)
9. Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably. (KCCRS RI.5.9)
10. Conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic. (KCCRS W.5.7)
11. Recall relevant information from experiences or gather relevant information from print and digital sources; summarize or paraphrase information in notes and finished work, and provide a list of sources (KCCRS W.5.8)
12. Draw evidence from literary or informational text to support analysis, reflection, and research. (KCCRS W.5.9)

Geography Skills which apply to human (cultural) and natural (physical) systems:

1. Ask geographic questions such as spatial distributions, place, location, and scale.
2. Acquire geographic information from sources such as primary and secondary sources, photographs, observation, maps, etc.
3. Organize geographic information using a variety of methods including maps, graphs, diagrams, tables, charts, etc.
4. Analyze geographic information to seek patterns, infer relationships, make predictions, make inferences, evaluate bias, and synthesize information.
5. Answer geographic questions to construct knowledge and connect to the real world.
Economic Skills:

1. Ask economic questions about choices and consequences, incentives, and voluntary exchange.
2. Acquire economic information from sources such as primary and secondary sources, surveys, reference material and observation.
3. Analyze economic information using a variety of methods including diagrams, charts, graphs, and tables.
4. Answer economic questions by presenting economic information in oral and written reports and through charts and diagrams.
5. Exhibit decision making based on an understanding of consequences and cost/benefit.

Civics Skills:

1. Use criteria to make judgments about the strengths and weaknesses of a position on an issue.
2. Use criteria to arrive and defend a position that you can support.
3. Adhere to the fundamental principles of common good and justice for all.
4. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners, building on others’ ideas and expressing your own clearly. (KCCRS SL.5.1)