

## 2024-2025 Social Studies Framework

### Social Studies Grade 5: Colonization to Constitution

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#### **Inquiry Standards**

##### Questioning:

- 5.I.Q.1 Ask compelling questions about the founding of the United States.
- 5.I.Q.2 Generate supporting questions to answer compelling questions about the founding of the United States.
- 5.I.Q.3 Identify the types of supporting questions each of the social studies disciplines uses to answer compelling and supporting questions.

##### Investigating:

*Investigating occurs the exploration of the discipline strand standards.*

##### Using Evidence:

- 5.I.U.E.1 Use evidence to develop claims in response to compelling and supporting questions.
- 5.I.U.E.2 Analyze primary and secondary sources on the same event or topic, noting key similarities and differences in the perspective they represent.
- 5.I.U.E.3 Integrate evidence that draws information from multiple sources to answer compelling and supporting questions.

##### Communicating Conclusions:

- 5.I.CC.1 Construct explanatory products, using reasoning, correct sequence, examples and details with relevant information and data, to convey the diverse perspectives that impacted the founding of the United States.
- 5.I.CC.2 Construct arguments using claims and evidence from multiple sources on how a founding principle(s) is applicable today.
- 5.I.CC.3 Explain different approaches people can take to address local, regional and global problems, using examples from U.S. history.
- 5.I.CC.4 Use a range of deliberative and democratic procedures to identify strategies on how to address a current issue.

##### Kentucky Interdisciplinary Literacy Practices:

- KILP.6 Collaborate with others to create new meaning.
- KILP.7 Utilize digital resources to learn and share with others.
- KILP.8 Engage in specialized, discipline-specific literacy practices.
- KILP.9 Apply high level cognitive processes to think deeply and critically about text.

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<b>Unit 0: Review</b>		<b>Estimated Time Frame: 9 Days</b> Geography Concepts Native Americans Overview Interpreting Primary/Secondary Sources		
<b>Unit 1: 13 Colonies</b>		<b>Estimated Time Frame: 30 Days</b>		
<a href="#"><u>Inquiry Standards</u></a>				
<b>Big Idea</b>				
The focus of fifth grade constitutes a series of explorations about the people, places, and ideas that make up the story of the United States. In this unit, students will learn what motivated settlers to come to America and what influenced their decisions on where to settle, the connections between geography and economics, and the impact of enslaved Africans on the colonies.				
<b>Prerequisite skills</b>				
Students should have an understanding of how people first arrived in the Americas, how American Indians adapted to their environments based on climate and natural resources, and the culture of the American Indian societies already established in America prior to colonization. Students will know about the motives of European exploration of the Americas and the impacts that occurred. Students should have an understanding of the first Spanish, English, Dutch, and French settlements. There should be understanding about opportunity cost and economic resources (human, capital, natural).				
<b>Compelling Question</b>				
<b>What does it take to build a new society?</b>				
<b>Supporting Questions</b>	<b>KAS Standards</b>	<b>Learning Intentions</b>	<b>Success Criteria</b>	<b>Essential Vocabulary</b> <a href="#"><u>KAS Glossary Terms</u></a> <small>*Terms applicable K-12*</small>
What incentives motivated	5.E.IC.1 Analyze how incentives and opportunity costs	I am learning how Europeans were motivated to leave Europe (e.g. religious	I can define opportunity cost and incentives.	Incentive Opportunity cost Motive

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<p>European settlers to come to America?</p>	<p>impact decision making, using examples from history.</p> <p>5.G.GR.1 Use a variety of maps, satellite images and other models to explain the relationships between the location of places and regions and their human and environmental characteristics.</p>	<p>persecution, debtors' prison).</p> <p>I am learning how Colonial America offered many incentives (e.g. land, religious freedom, job opportunities).</p> <p>.</p> <p>I am learning how to use maps and other tools to explain relationships between location and environmental characteristics.</p>	<p>I can define religious persecution.</p> <p>I can explain the influence of the incentives America offered (e.g. land, religious freedom, job opportunities).</p>	<p>Religion Region Colony Economy Geography Climate</p>
<p>What features encouraged and restricted the movement of people, ideas, and goods during colonial times?</p>	<p><b>5.G.HI.1 Describe the traditions diverse cultural groups brought with them when they moved to and within the United States.</b></p> <p><b>5.H.CE.2 Analyze the role religion</b></p>	<p>I am learning how various cultural groups brought different traditions and beliefs to the United States.</p> <p>I am learning how religious beliefs had an impact on the people living in Colonial America.</p>	<p>I can explain why people settled where they did based on economic, religious, and environmental factors.</p> <p>I can list the diverse cultural groups in Colonial America. (American Indians, Puritans, Quakers, European immigrants,</p>	<p>Population Distribution Migration Puritans Quakers Catholics New England Colonies Middle Colonies Southern Colonies Culturally diverse</p>

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	<p><b>played in early colonial society.</b></p> <p>5.G.HE.1 Explain how cultural and environmental changes impact population distribution and influence how people modify and adapt to their environments.</p> <p>5.G.HI.2 Analyze how and why cultural characteristics diffuse and blend with migration and settlement.</p> <p><b>5.G.MM.1 Analyze how cultural, economic, and environmental factors</b></p>	<p>I am learning to explain cultural and environmental changes that impacted population distribution.</p> <p>I am learning to define diffuse and blend.</p> <p>I am learning to analyze how cultural characteristics diffuse and blend with migration and settlement.</p> <p>I am learning to analyze why cultural characteristics diffuse and blend with migration and settlement.</p> <p>I am learning to analyze how cultural factors encourage (or restrict) the movement of people, ideas, and goods.</p>	<p>forced migrants from Africa)</p> <p>I can analyze how the cultures of different groups impacted the people in Colonial America (natives, religious groups, European immigrants, forced migrants from Africa).</p> <p>I can define “modify” and “adapt”.</p> <p>I can define diffuse and blend.</p> <p>I can analyze how and why cultural characteristics diffuse and blend with migration and settlement.</p> <p>I can define culture, economic factors, and environmental factors.</p> <p>I can analyze how cultural factors (religion, language of home country) encourage/restrict the</p>	
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	<p><b>encouraged and restricted the movement of people, ideas and goods to and within the United States.</b></p>	<p>I am learning how to analyze how economic factors encourage (or restrict) the movement of people, ideas, and goods.</p> <p>I am learning how to analyze how environmental factors encourage (or restrict) the movement of people, ideas, and goods.</p>	<p>movement of people, ideas, and goods.</p> <p>I can analyze how economic factors (agricultural vs. industrial) encourage/restrict the movement of people, ideas, and goods.</p> <p>I can analyze how environmental factors (physical features such as rivers and Appalachian Mountains) encourage/restrict the movement of people, ideas, and goods.</p>	
<p>What impact did colonial conflict and collaboration have on American</p>	<p>5.H.CO.1 Analyze the role conflict and collaboration played in the founding of the United States.</p>	<p>I am learning to analyze the conflict and collaboration between the American Indians and colonists.</p>	<p>I can define conflict and collaboration.</p> <p>I can analyze the conflict and collaboration between the American Indians and</p>	<p>Conflict Collaboration</p>

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Indians?			colonists.	
How did the geography and resources connect the specialized economies of the colonial regions?	<p>5.G.GR.1 Use a variety of maps, satellite images and other models to explain the relationships between the location of places and regions and their human and environmental characteristics.</p> <p>5.E.ST.1 Explain how specialization, comparative advantage and competition influence the production and exchange of goods and services in an interdependent economy.</p> <p>5.E.MI.1 Explain the</p>	<p>I am learning how to use maps and other tools to explain relationships between location and environmental characteristics.</p> <p>I am learning how specialization was a part of the colonial economy.</p> <p>I am learning how comparative advantage and competition impacted the production and exchange of goods and services in Colonial America.</p> <p>I am learning how Colonial America was an interdependent economy.</p>	<p>I can explain how human and environmental characteristics influenced the development of specialized colonial economies.</p> <p>I can explain how colonies depended on each other for the production and exchange of goods and services.</p> <p>I can define specialization and comparative advantage.</p> <p>I can define the meaning of interdependent economies.</p> <p>I can explain how supply and demand influenced the interdependent economies of the colonies.</p> <p>I can differentiate between colonial characteristics that</p>	<p>Supply and demand Goods and services Specialization Comparative advantage Production Industry Trade Manufacturing (small scale e.g. blacksmiths), Agriculture</p>

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	relationship between supply and demand.	I am learning how to explain the relationship between supply and demand.	contributed to the comparative advantage between colonies.  I can explain the relationship between supply and demand.	
What incentives and opportunity costs impacted early settlers' decision to settle Kentucky?	5.E.KE.1 Analyze how incentives and opportunity costs impact decision making, using examples from Kentucky history.  5.G.KGE.1 Compare the lives of Kentucky settlers to those living in other areas during the early years of the United States.	I am learning how incentives and opportunity costs impacted early settlers to Kentucky decision making.  I am learning how the lives of Kentucky settlers were different from others settling in Colonial America.	I can justify why incentives drew some early settlers to Kentucky and why others chose not to take advantage of these opportunities.  I can compare the lives of early explorers and settlers in Kentucky to the lives of others settling the 13 Colonies.	Cumberland Gap Dr. Thomas Walker Fort Appalachian Mountains
What impact did enslaved Africans have on the colonies?	<b>5.G.HI.1 Describe the traditions diverse cultural groups brought with them when they moved to and within the United</b>	I am learning how to describe the African culture slaves brought with them to the colonies.  I am learning how to describe the social impact the slave	I can describe the African culture slaves brought with them to the colonies.  I can describe the social and economic impact the	Indentured servant Slave Middle Passage Plantation Cash crop Tradition



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	<b>States.</b>	trade on the colonies.  I am learning how to describe the economic impact the slave trade had on the colonies.	slave trade had on the colonies.	
<b>5.H.CE.3 Describe the social and economic impact of the slave trade on diverse groups.</b>				
<b>Summative Assessment</b>				
<b>Administer Social Studies Grade 5 Unit 1 Common Unit Assessment upon completion of this unit</b> <a href="#">Social Studies Grade 5 Unit 1 Released Items</a>				
<b>Anchor Materials</b>		<b>Resources</b>		
Savvas Chapter 1: Life in the Colonies DBQ Jamestown (Found on Clever under district page) IXL for Social Studies <a href="#">Unit 1 Written Response - Life in the Colonies</a> <a href="#">Written Response Graphic Organizer</a>		<b>Getting started with Primary Sources</b> <a href="https://www.loc.gov/programs/teachers/getting-started-with-primary-sources/">https://www.loc.gov/programs/teachers/getting-started-with-primary-sources/</a>  <b>Resources for Background</b> Colonial Williamsburg Education Resource Library: <a href="https://resourcelibrary.history.org/?from=teachers">https://resourcelibrary.history.org/?from=teachers</a>  <b>Regions of the Thirteen Colonies</b> <a href="https://www.youtube.com/watch?v=15JxkzMbdd0">https://www.youtube.com/watch?v=15JxkzMbdd0</a>  Migration <a href="https://www.flocabulary.com/unit/migration/">https://www.flocabulary.com/unit/migration/</a>		

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	<p>Christopher Columbus' Journal <a href="https://www.digitalhistory.uh.edu/disp_textbook.cfm?smtID=3&amp;psid=3892">https://www.digitalhistory.uh.edu/disp_textbook.cfm?smtID=3&amp;psid=3892</a></p> <p>Puritans <a href="https://kids.britannica.com/kids/article/Puritans/353681">https://kids.britannica.com/kids/article/Puritans/353681</a></p> <p>Quakers <a href="https://quaker.org/quaker-history-introduction/">https://quaker.org/quaker-history-introduction/</a></p> <p>Jamestown <a href="https://www.youtube.com/watch?v=-RZW6rL7HQQ">https://www.youtube.com/watch?v=-RZW6rL7HQQ</a></p> <p>The 13 Colonies for Kids <a href="https://www.youtube.com/watch?v=UUm3iNMawo&amp;t=41s">https://www.youtube.com/watch?v=UUm3iNMawo&amp;t=41s</a></p> <p>Slave Trade <a href="https://www.youtube.com/watch?v=3YI6PtEu8aQ">https://www.youtube.com/watch?v=3YI6PtEu8aQ</a></p> <p><b>Sources for Analysis</b> Account of Quaker (William Francis) refusing to pay religious fees <a href="https://dp.la/primary-source-sets/the-colonies-motivations-and-realities/sources/248">https://dp.la/primary-source-sets/the-colonies-motivations-and-realities/sources/248</a></p> <p>This map shows sites such as English and French forts, American Indian groups, trails, “The Falls 6 miles Long” (Louisville), and more <a href="https://www.americaslibrary.gov/es/ky/es_ky_powwow_1.html">https://www.americaslibrary.gov/es/ky/es_ky_powwow_1.html</a></p>
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	<p>Middle Passage <a href="https://www.youtube.com/watch?v=vRJ8aOM028Y">https://www.youtube.com/watch?v=vRJ8aOM028Y</a></p> <p>Estimates of Africans Arriving in America <a href="https://www.slavevoyages.org/assessment/estimates">https://www.slavevoyages.org/assessment/estimates</a></p>
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\*Disclaimer: Success Criteria is the evidence students must produce to demonstrate learning. This example is not comprehensive.

<b>Unit 2: Causes of the American Revolution</b>	<b>Estimated Time Frame: 30 Days</b>
<a href="#"><u>Inquiry Standards</u></a>	
<b>Big Idea</b>	
The focus of fifth grade constitutes a series of explorations about the people, places, and ideas that make up the story of the United States. In this unit, students will learn the causes of the American Revolution through the role of conflict and collaboration between individuals and groups.	
<b>Prerequisite skills</b>	
Students should have an understanding of what conflict and collaboration has happened between other groups of people (ie. American Indians and Explorers, American Indians and Early Colonists). There should be a geography understanding of Europe, North America, and the Atlantic Ocean.	

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Compelling Question				
What is worth fighting for?				
Supporting Questions	KAS Standards	Learning Intentions	Success Criteria	Essential Vocabulary <a href="#">KAS Glossary Terms</a> <small>*Terms applicable K-12*</small>
What role did conflict and collaboration play in the relationship between the British and colonists in the founding of the United States?	<p><b>5.H.CO.1 Analyze the role conflict and collaboration played in the founding of the United States.</b></p> <p>5.H.CE.1 Analyze the causes of the American Revolution and the effects individuals and groups had on the conflict.</p>	<p>I am learning how to analyze the role of conflict and collaboration in the founding of the U.S.</p> <p>I am learning how to analyze the causes of the American Revolution.</p> <p>I am learning to analyze the effects individuals and groups had on the conflict.</p>	<p>I can define conflict and collaboration.</p> <p>I can analyze the role conflict and collaboration played in the founding of the U.S.</p> <p>I can explain the cause and effect relationship of British actions following the French and Indian War.</p>	<p>French and Indian War Conflict Tension Debt Proclamation of 1763 King George Parliament Monarchy Patriots/Loyalists</p>
What role did conflict and collaboration play in causing the American Revolution?	<p><b>5.H.CE.1 Analyze the causes of the American Revolution and the effects individuals and groups had on the conflict.</b></p> <p><b>5.E.MA.1 Describe why the</b></p>	<p>I am learning how to analyze the causes of the American Revolution.</p> <p>I am learning to analyze the effects individuals and groups had on the conflict.</p> <p>I am learning how to describe why the government collects</p>	<p>I can analyze the cause and effect relationships between individuals and groups leading to the American Revolution.</p> <p>I can explain the impact of taxation on the colonists.</p>	<p>Representation Taxes Stamp Act Sugar Act Townshend Acts Boston Massacre (Paul Revere) Tea Act Boston Tea Party Boycott</p>

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	<p><b>government collects taxes and what goods and services it provides society.</b></p>	<p>taxes. I am learning to analyze the way taxation led to the American Revolution.</p>	<p>I can explain how the taxes placed on the colonists created tensions and conflicts with Britain.</p>	<p>Protest Intolerable Acts Quartering Act Martial Law Repeal Blockade Loyalist/Patriot Sons of Liberty</p>
<p><b>Summative Assessment</b></p>				
<p><b>Administer Social Studies Grade 5 Unit 2 Common Unit Assessment upon completion of this unit</b> <a href="#">Social Studies Grade 5 Unit 2 Released Items</a></p>				
<p><b>Anchor Materials</b></p>			<p><b>Resources</b></p>	
<p>Savvas Chapter 2: The American Revolution IXL for Social Studies <a href="#">Unit 2 Written Response - Causes of the Revolution</a> <a href="#">Written Response Graphic Organizer</a></p>			<p><b>Resources for Background</b> French and Indian War <a href="https://www.youtube.com/watch?v=9CzFtT6LS9Y">https://www.youtube.com/watch?v=9CzFtT6LS9Y</a>  Proclamation of 1763 <a href="https://www.youtube.com/watch?v=HKNTBHmWOyA">https://www.youtube.com/watch?v=HKNTBHmWOyA</a> <a href="https://www.youtube.com/watch?v=vjmAtqnEwCY">https://www.youtube.com/watch?v=vjmAtqnEwCY</a>  Quartering Act <a href="https://www.youtube.com/watch?v=kykipTpk1YE">https://www.youtube.com/watch?v=kykipTpk1YE</a>  Stamp Act <a href="https://www.youtube.com/watch?v=KOpgiYCbOuc">https://www.youtube.com/watch?v=KOpgiYCbOuc</a> Taxation without Representation (No More Kings) <a href="https://www.youtube.com/watch?v=WvOZs3g3qIo">https://www.youtube.com/watch?v=WvOZs3g3qIo</a>  BrainPOP: Causes of the American Revolution</p>	

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<https://www.youtube.com/watch?v=4NjwhtepVkk>

[#1 episode of Liberty Kids - use other episodes throughout this unit to support other concepts]

**Sources for Analysis**

Join or Die

<https://ket.pbslearningmedia.org/resource/how-join-or-die-remixed-video-gallery/benjamin-franklin/>

13 Colonies 1763

[https://www.edmaps.com/html/thirteen\\_colonies\\_1763.html](https://www.edmaps.com/html/thirteen_colonies_1763.html)

Proclamation Line

<https://www.britannica.com/event/Proclamation-of-1763>

Stanford University-Stamp Act and Boston Massacre

<https://sheg.stanford.edu/history-lessons>

Kentucky “Strongly Aligned” Assignment: Why did the colonists demand no taxation without representation?

[https://education.ky.gov/curriculum/standards/kyacadstand/Documents/Grade\\_5\\_SS\\_Strongly\\_Aligned\\_Assignment.docx](https://education.ky.gov/curriculum/standards/kyacadstand/Documents/Grade_5_SS_Strongly_Aligned_Assignment.docx)

(with teacher notes)

[https://education.ky.gov/curriculum/standards/kyacadstand/Documents/Grade\\_5\\_SS\\_Strongly\\_Aligned\\_Assignment\\_TN.docx](https://education.ky.gov/curriculum/standards/kyacadstand/Documents/Grade_5_SS_Strongly_Aligned_Assignment_TN.docx)

iCivics

[https://www.icivics.org/teachers/privatei/how-did-opposition-laws-fuel-american-revolutionary-war?utm\\_medium=email&\\_hsmi=278899256&\\_hsenc=p2ANqtz-9rK6TOu2sHaWwA7R5j](https://www.icivics.org/teachers/privatei/how-did-opposition-laws-fuel-american-revolutionary-war?utm_medium=email&_hsmi=278899256&_hsenc=p2ANqtz-9rK6TOu2sHaWwA7R5j)

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	<a href="https://vt96tu52aiH0juy4CRAOAnDHH5tOwzo_C3ycjNpiJT9FzzgrKuYCrXOPF1QfRrFIZN4-CRubSQKx1TEQjJQiaLTFS71_bfI&amp;utm_content=278899256&amp;utm_source=hs_email">Vt96tu52aiH0juy4CRAOAnDHH5tOwzo_C3ycjNpiJT9FzzgrKuYCrXOPF1QfRrFIZN4-CRubSQKx1TEQjJQiaLTFS71_bfI&amp;utm_content=278899256&amp;utm_source=hs_email</a>
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\*Disclaimer: Success Criteria is the evidence students must produce to demonstrate learning. This example is not comprehensive.

<b>Unit 3: The Declaration of Independence &amp; the American Revolution</b>		<b>Estimated Time Frame: 30 Days</b>		
<a href="#"><u>Inquiry Standards</u></a>				
<b>Big Idea</b>				
The focus of fifth grade constitutes a series of explorations about the people, places, and ideas that make up the story of the United States. In this unit, students will learn what united the colonists and influenced their decision to write the Declaration of Independence. They will also learn the strategies, motivations, and resources that impacted the outcome of the American Revolution.				
<b>Prerequisite skills</b>				
Students should have an understanding of the causes that led to revolting against Britain.				
<b>Compelling Question(s)</b>				
<b>What is worth fighting for?</b>				
<b>Supporting Questions</b>	<b>KAS Standards</b>	<b>Learning Intentions/</b>	<b>Success Criteria</b>	<b>Essential Vocabulary</b> <a href="#"><u>KAS Glossary Terms</u></a>

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				*Terms applicable K-12*
What were the driving forces that united the colonists?	5.H.CO.1 Analyze the role conflict and collaboration played in the founding of the United States.	I am learning how to analyze the role conflict played in the founding of the United States.  I am learning how to analyze the role collaboration played in the founding of the United States.	I can analyze the role conflict and collaboration played in the founding of the United States.	Unite Independence Thomas Paine Common Sense Democracy Militia Allies
What was the impact of writing the Declaration of Independence ?	5.H.CH.1 Describe the impact of fundamental documents on the development of the United States.  <b>5.C.CV.1 Describe the democratic principles of equality before the law, <u>unalienable rights</u>, consent of the governed and <u>right to alter or abolish</u></b>	I am learning how to describe the impact of foundational documents on the development of the United States.	I can explain why the Declaration of Independence needed to be written.  I can describe the central ideas and principles in the Declaration of Independence.  I can define unalienable rights.  I can describe how the Declaration of Independence calls for unalienable rights in a new government.	Second Continental Congress Inalienable rights Abolish



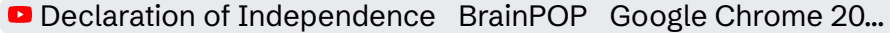
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	<p><b><u>the government.</u></b></p> <p>**Focus on underlined portions during this unit.</p>		<p>I can describe how the Declaration outlines the right to abolish the government.</p>	
<p>How did innovation and human ingenuity impact the outcome of the American Revolution?</p>	<p><b>5.H.CH.2 Analyze the impact innovation and human ingenuity had on the development of the United States from Colonization to Constitution.</b></p> <p><b>5.E.MI.1 Explain the relationship between supply and demand.</b></p>	<p>I am learning how to analyze the impact innovation had on the development of the United States from Colonization to Constitution.</p> <p>I am learning how to analyze the impact human ingenuity had on the development of the United States from Colonization to Constitution.</p> <p>I am learning how to explain the relationship between supply and demand.</p>	<p>I can differentiate between the strategies used by the Continental Army and the British Army.</p> <p>I can compare and contrast the impact of motivation on both sides of the conflict.</p> <p>I can explain the impact that the supply and demand of resources had on the outcome of the war.</p>	<p>Redcoats Continental Army Strategy Tactics Guerilla warfare Musket Motivation</p>
<p><b>Summative Assessment</b></p>				
<p><b>Administer Social Studies Grade 5 Unit 3 Common Unit Assessment upon completion of this unit.</b></p> <p><a href="#">Social Studies Grade 5 Unit 3 Released Items</a></p>				

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Anchor Materials	Resources
<p>Savvas Chapter 2: The American Revolution DBQ: Valley Forge IXL for Social Studies <a href="#">Unit 3 Written Response - Declaration of Independence</a> <a href="#">Written Response Graphic Organizer</a></p>	<p><b>Resources for Background</b></p> <p>Paul Revere <a href="https://www.youtube.com/watch?v=y8CdFf6z4V8">https://www.youtube.com/watch?v=y8CdFf6z4V8</a></p> <p>Shot Heard Round the World <a href="https://www.youtube.com/watch?v=rZMmPWTwTHc">https://www.youtube.com/watch?v=rZMmPWTwTHc</a></p> <p>Declaration of Independence    <a href="https://www.youtube.com/watch?v=Dpz29Kh_C8Y&amp;disable_polymer=true">https://www.youtube.com/watch?v=Dpz29Kh_C8Y&amp;disable_polymer=true</a></p> <p>Break Up Letter Activity <a href="https://misterharms.com/blog/declaration-of-independence">https://misterharms.com/blog/declaration-of-independence</a></p> <p>You'll Be Back-Hamilton <a href="https://www.youtube.com/watch?v=88HLStTDkyg">https://www.youtube.com/watch?v=88HLStTDkyg</a></p> <p><b>Sources for Analysis</b></p> <p>C3 American Revolution Lesson Plans <a href="https://www.c3socialstudies.com/american-revolution-2/">https://www.c3socialstudies.com/american-revolution-2/</a></p> <p>Thomas Paine's Common Sense <a href="https://s28543.pcdn.co/wp-content/uploads/sites/39/2020/08/Thomas-Paines-Common-Sense-lesson.pdf">https://s28543.pcdn.co/wp-content/uploads/sites/39/2020/08/Thomas-Paines-Common-Sense-lesson.pdf</a></p>

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	<p>Battle of Bunker Hill <a href="https://www.youtube.com/watch?v=vSuDriTmTIM">https://www.youtube.com/watch?v=vSuDriTmTIM</a></p> <p>Too Late to Apologize: Declaration <a href="https://www.youtube.com/watch?v=uZfRaWAtBVg">https://www.youtube.com/watch?v=uZfRaWAtBVg</a></p> <p>Surrender at Saratoga <a href="https://www.youtube.com/watch?v=7KZ0IxBl6w&amp;t=1s">https://www.youtube.com/watch?v=7KZ0IxBl6w&amp;t=1s</a></p> <p>Treaty of Paris <a href="http://www.digitalhistory.uh.edu/disp_textbook.cfm?smtID=8&amp;psid=3946&amp;filepath=http://www.digitalhistory.uh.edu/primarysources_upload/images/treaty_of_paris_LG.jpg">http://www.digitalhistory.uh.edu/disp_textbook.cfm?smtID=8&amp;psid=3946&amp;filepath=http://www.digitalhistory.uh.edu/primarysources_upload/images/treaty_of_paris_LG.jpg</a></p>
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\*Disclaimer: Success Criteria is the evidence students must produce to demonstrate learning. This example is not comprehensive.

<b>Unit 4: A New Nation</b>	<b>Estimated Time Frame: 30 Days</b>
<a href="#"><b>Inquiry Standards</b></a>	
<b>Big Idea</b>	
<p>The focus of fifth grade constitutes a series of explorations about the people, places, and ideas that make up the story of the United States. In this unit, students will learn how the Articles of Confederation, the Constitution, and the Bill of Rights were created and impacted the development of a fair and effective federal government.</p>	

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Prerequisite skills				
Students should have a basic understanding of the Declaration of Independence and its role in the Revolution. They should also have an understanding of how the outcome of the Revolutionary War caused us to become our own nation and created a need for our own government.				
Compelling Question				
What is the purpose of the government?				
Supporting Questions	KAS Standards	Learning Intentions/	Success Criteria	Essential Vocabulary <a href="#">KAS Glossary Terms</a> <small>*Terms applicable K-12*</small>
What successes and failures shaped the development of the U.S. government?	<p><b>5.C.CP.1 Analyze the development and establishment of the U.S. federal government.</b></p> <p><b>5.H.CH.1 Describe the impact of fundamental documents on the development of the United States.</b></p>	<p>I am learning how to analyze the development of the U.S. federal government.</p> <p>I am learning how to analyze the establishment of the U.S. federal government.</p> <p>I am learning how to cite evidence that supports limitations of the Articles of Confederation that led to a need for change.</p> <p>I am learning how to explain how debate contributed to the development of the Constitution.</p>	<p>I can explain the Articles of Confederation.</p> <p>I can connect the flaws of the Articles of Confederation to the establishment of the Constitution.</p> <p>I can cite evidence that supports limitations of the Articles of Confederation that led to a need for change.</p> <p>I can explain how debate and compromise contributed to the development of the</p>	Articles of Confederation Shay's Rebellion government

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	<p>5.H.CO.1 Analyze the role conflict and collaboration played in the founding of the United States.</p>	<p>I am learning how to explain how compromise contributed to the development of the Constitution.</p> <p>I am learning how to analyze the role conflict played in the founding of the United States.</p> <p>I am learning how to analyze the role collaboration played in the founding of the United States.</p>	<p>Constitution.</p> <p>I can describe how the Bill of Rights was a compromise between the Federalists and Anti-Federalists.</p> <p>I can analyze the role conflict and collaboration played in the founding of the United States.</p>	
<p>How does the Preamble reflect the purpose of the government?</p>	<p><b>5.C.CP.1 Analyze the development and establishment of the U.S. federal government.</b></p> <p>5.C.PR.1 Evaluate whether various rules and laws promote the</p>	<p>I am learning to analyze how the Preamble reflects the purposes of our U.S. government.</p> <p>I am learning to describe the democratic principles outlined in the Preamble.</p> <p>I am learning to evaluate how rules and laws promote general welfare.</p>	<p>I can explain how the Preamble reflects the purposes of our U.S. government.</p> <p>I can define the five principles in the Preamble to the Constitution.</p> <p>I can make life connections to the five principles in the Preamble to the Constitution.</p> <p>I can explain the difference between a rule and a law.</p>	<p>Preamble domestic tranquility common defense general welfare establish justice blessings of liberty</p>

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	general welfare, using historical and contemporary examples.		Looking at sources, I can evaluate how rules and laws promote the general welfare.	
How does the separation of powers and checks and balances ensure an effective government?	<p><b>5.C.CP.2 Analyze the structure of the U.S. government, including separation of power and its system of checks and balances.</b></p> <p>5.C.CP.3 Describe how the U.S. Constitution upholds popular sovereignty, ensures rule of law and establishes a federal system.</p>	<p>I am learning how to describe the reasons for separating the powers across the three branches of government.</p> <p>I am learning how to identify and explain the powers of the legislative branch.</p> <p>I am learning how to identify and explain the powers of the executive branch.</p> <p>I am learning how to identify and explain the powers of the judicial branch.</p> <p>I am learning how to defend how the checks and balances make our government more effective.</p> <p>I am learning how the Constitution upholds popular sovereignty.</p>	<p>I can describe the reason for separating the powers across three branches of government.</p> <p>I can identify and explain the powers of each branch of government.</p> <p>I can defend how checks and balances make our government more effective.</p> <p>I can define popular sovereignty.</p> <p>I can define the rule of law.</p> <p>I can define the federal system of government.</p> <p>I can explain how the Constitution upholds popular sovereignty.</p>	<p>legislative branch executive branch judicial branch Congress Senate House of Representatives judicial review Supreme Court Justices separation of powers checks and balances veto bill/law impeach ratify popular sovereignty rule of law federal system</p>

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		<p>I am learning how the Constitution ensures rule of law.</p> <p>I am learning how the Constitution establishes a federal system.</p>	<p>I can describe how the Constitution ensures the rule of law.</p> <p>I can explain how the Constitution establishes a federal system of government.</p>	
<p>What initial steps did the Founding Fathers take to protect the rights of its citizens?</p>	<p>5.H.CH.1 Describe the impact of fundamental documents on the development of the United States.</p> <p>5.H.CO.1 Analyze the role conflict and collaboration played in the founding of the United States.</p> <p><b>5.C.CV.1 Describe the democratic principles of <u>equality before the law, inalienable rights, consent of the</u></b></p>	<p>I am learning how to describe the impact of the Bill of Rights on the development of the United States.</p> <p>I am learning to explain how conflict and collaboration influenced the necessity for creating the Bill of Rights.</p> <p>I am learning how to analyze the role conflict and collaboration impacted the founding of the United States.</p> <p>I am learning how to explain how the Bill of Rights protects U.S. citizens.</p> <p>I am learning how to explain how the Bill of Rights can still</p>	<p>I can explain the impact of the Bill of Rights on U.S. citizens.</p> <p>I can define an anti-federalist.</p> <p>I can define a federalist.</p> <p>I can explain the difference between the beliefs of a Federalist and an Anti-Federalist.</p> <p>I can explain how conflict and collaboration influenced the necessity for creating the Bill of Rights.</p> <p>I can explain how the Bill</p>	<p>Bill of Rights amendments rights equality inequality consent of the governed federalist anti federalist</p>

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	<p><b><u>governed and right to alter or abolish the government.</u></b> **Focus on underlined portions during this unit.</p>	<p>be amended.</p> <p>I am learning how to explain equality before the law.</p>	<p>of Rights protects U.S. citizens and how it can still be amended.</p> <p>I can explain how amendments to the Constitution have provided equality for all people.</p>	
<p>How are responsible citizens essential to an effective government?</p>	<p>5.C.RR.1 Analyze responsibilities of U.S. citizens by explaining and demonstrating ways to show good citizenship.</p> <p><b>5.C.RR.2 Analyze the personal rights conferred by citizenship, and find examples of citizenship, using a variety of sources.</b></p>	<p>I am learning how to analyze responsibilities of U.S. citizens.</p> <p>I am learning how to analyze the personal rights conferred (given) by citizenship.</p> <p>I am learning how to use sources to find examples of citizenship.</p>	<p>I can define responsibility.</p> <p>I can define citizenship.</p> <p>I can explain ways to show good citizenship.</p> <p>I can define rights.</p> <p>I can compare the differences between rights and responsibilities.</p> <p>I can describe the rights of a U.S. citizen, using a variety of sources.</p>	<p>vote rights</p> <p>General welfare</p> <p>Common good</p> <p>responsibilities citizen</p>
<p><b>Summative Assessment</b></p>				
<p><b>Administer Social Studies Grade 5 Unit 4 Common Unit Assessment upon completion of this unit</b></p> <p><a href="#">Social Studies Grade 5 Unit 4 Released Items</a></p>				



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Anchor Materials	Resources
<p>Savvas Chapter 3: A New Nation            DBQ - Is Freedom of Press Essential to a Democracy?            IXL for Social Studies  <a href="#">Unit 4 Written Response - A New Nation</a>  <a href="#">Unit 4 Written Response - Creating a New Government</a>  <a href="#">Written Response Graphic Organizer</a></p>	<p><b>Resources for Background</b></p> <p>Articles of Confederation  <a href="https://www.youtube.com/watch?v=OKZUF7LOPPo">https://www.youtube.com/watch?v=OKZUF7LOPPo</a></p> <p><b>Sources for Analysis</b></p> <p>Shay’s Rebellion  <a href="https://sheg.stanford.edu/history-lessons/shaysrebellion">https://sheg.stanford.edu/history-lessons/shaysrebellion</a></p> <p>Teaching the Constitution  <a href="https://www.thecleverteacher.com/the-ultimate-guide-to-teaching-the-us-constitution/">https://www.thecleverteacher.com/the-ultimate-guide-to-teaching-the-us-constitution/</a></p> <p><a href="https://www.ducksters.com/history/us_constitution.php">https://www.ducksters.com/history/us_constitution.php</a></p> <p><a href="https://images.history.com/images/media/pdf/Constitution-LessonPlans.pdf">https://images.history.com/images/media/pdf/Constitution-LessonPlans.pdf</a></p> <p>Federalists Papers  <a href="https://billofrightsinstitute.org/e-lessons/the-significance-of-federalist-no-1-elesson">https://billofrightsinstitute.org/e-lessons/the-significance-of-federalist-no-1-elesson</a></p> <p><a href="https://www.cliffsnotes.com/literature/f/the-federalist/summary-and-analysis/section-i-general-introduction-federalist-no-1-alexander-hamilton">https://www.cliffsnotes.com/literature/f/the-federalist/summary-and-analysis/section-i-general-introduction-federalist-no-1-alexander-hamilton</a></p> <p>Popular Sovereignty  <a href="https://www.annenberghclassroom.org/glossary_term/popular-sovereignty/">https://www.annenberghclassroom.org/glossary_term/popular-sovereignty/</a></p>

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	<p>Rules and Laws <a href="https://www.justgreatlawyers.com/how-to-teach-kids-about-why-contracts-and-laws-are-important">https://www.justgreatlawyers.com/how-to-teach-kids-about-why-contracts-and-laws-are-important</a></p> <p>Citizenship <a href="https://charactercounts.org/c7/">https://charactercounts.org/c7/</a></p> <p>iCivics Constitution Explained: We the People <a href="https://www.icivics.org/videos/constitution-explained-we-people">https://www.icivics.org/videos/constitution-explained-we-people</a></p> <p>iCivics Anatomy of the Constitution <a href="https://www.icivics.org/teachers/lesson-plans/anatomy-constitution">https://www.icivics.org/teachers/lesson-plans/anatomy-constitution</a></p>
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<b>Unit 5: The Nation's Economy</b>	<b>Estimated Time Frame: 15 Days</b>
<b><a href="#">Inquiry Standards</a></b>	
<b>Big Idea</b>	
The focus of fifth grade constitutes a series of explorations about the people, places, and ideas that make up the story of the United States. In this unit, students will learn how responsible citizens are essential to an effective government and what their specific rights are. Students will also learn the components of a democracy and how it promotes a free-market economy.	
<b>Prerequisite skills</b>	

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Students should have an understanding of the purpose of government and the three branches of government. Students should also have a basic understanding of democracy and government taxation.

#### Compelling Question

**How does the economy meet our needs and wants?**

Supporting Questions	KAS Standards	Learning Intentions/	Success Criteria	Essential Vocabulary <a href="#">KAS Glossary Terms</a> <small>*Terms applicable K-12*</small>
How does democracy promote a market economy?	5.E.MA.2 Explain how the United States developed into a market economy.	<p>I am learning to define a market economy.</p> <p>I am learning to explain how the United States developed into a market economy.</p>	<p>I can define a market economy.</p> <p>I can define a free market enterprise.</p>	goods services producer consumer free enterprise system market economy command economy taxes public property private property Currency barter inflation profit income supply demand mercantile economy interdependent scarcity opportunity Cost incentive
	5.E.MA.1 Describe why the government collects taxes and what goods and services it provides society.	<p>I am learning to describe why the government collects taxes (sales, property, etc).</p> <p>I am learning to describe what goods and services the government provides citizens.</p>	<p>I can explain how the colonial economy developed into the current market economy.</p> <p>I can define taxes.</p> <p>I can describe why the government collects taxes.</p>	
	5.E.MI.1 Explain the	<p>I am learning to explain the relationship between supply</p>	<p>I can describe why taxes are necessary to provide goods and services for citizens.</p>	

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	<p>relationship between supply and demand</p> <p>5.E.ST.1 Explain how specialization, comparative advantage and competition influence the production and exchange of goods and services in an interdependent economy.</p>	<p>and demand.</p> <p>I am learning how specialization is part of the economy.</p> <p>I am learning how comparative advantage and competition impacts the production and exchange of goods and services in the US.</p> <p>I am learning how the US is an interdependent economy.</p>	<p>I can define supply and demand.</p> <p>I can explain the relationship between supply and demand.</p> <p>I can explain how specialization is part of the US economy.</p> <p>I can define comparative advantage and competition.</p> <p>I can explain how comparative advantage and competition impacts the production and exchange of goods and services in the US.</p> <p>I can describe the factors that affect an interdependent economy.</p>	<p>advertising interest innovation import export division of labor specialization productivity outsourcing</p>
	<p>5.E.IC.1 Analyze</p>	<p>I am learning how incentives</p>	<p>I can define opportunity</p>	

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	<p>how incentives and opportunity costs impact decision making, <u>using examples from history.</u></p> <p><b>**This standard was taught in Unit 1</b></p>	<p>and opportunity costs impacted decision making, using examples from history.</p>	<p>costs.</p> <p><b>**I can explain the influence of the incentives America offered (e.g. land, religious freedom, job opportunities).</b></p>	
<b>Summative Assessment</b>				
Anchor Question Bank link (items tied to power standards) ( <i><a href="#">Link to Common Unit Assessment</a></i> )				
<b>Anchor Materials</b>		<b>Resources</b>		
<p>Savvas Chapter 5: The Nation's Economy IXL for Social Studies <a href="#">Unit 5 Written Response - The Nation's Economy</a> <a href="#">Written Response Graphic Organizer</a></p>		<p><b>Resources for background</b></p> <p>Alexander Hamilton's Financial Program <a href="https://www.digitalhistory.uh.edu/disp_textbook.cfm?smtid=2&amp;psid=2973">https://www.digitalhistory.uh.edu/disp_textbook.cfm?smtid=2&amp;psid=2973</a></p> <p><b>Resources for Analysis</b></p> <p><b>Teaching Economics</b> <a href="https://thriveingradefive.com/how-to-teach-economics-in-grades-5-6/">https://thriveingradefive.com/how-to-teach-economics-in-grades-5-6/</a></p> <p><a href="https://ket.pbslearningmedia.org/subjects/social-studies/economics/?selected_facet=grades:3-5">https://ket.pbslearningmedia.org/subjects/social-studies/economics/?selected_facet=grades:3-5</a></p> <p><a href="https://www.icivics.org/games/peoples-pie">https://www.icivics.org/games/peoples-pie</a></p>		

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<b>Unit 6: Kentucky's Story</b>		<b>Estimated Time Frame: 10 Days</b>		
<a href="#"><u>Inquiry Standards</u></a>				
<b>Big Idea</b>				
The focus of fifth grade constitutes a series of explorations about the people, places, and ideas that make up the story of the United States. In this unit, students will learn how Kentucky and its people played a role in our nation's history.				
<b>Prerequisite skills</b>				
Students should have an understanding of Native American cultural regions and their interaction with European explorers. Students should also be familiar with the geography and natural resources of Kentucky. Students should have an understanding of our federal government as to compare it to our state government. Students should also be familiar with key economics concepts.				
<b>Compelling Question</b>				
<b>Does Kentucky's story reflect America's story?</b>				
<b>Supporting Questions</b>	<b>KAS Standards</b>	<b>Learning Intentions</b>	<b>Success Criteria</b>	<b>Essential Vocabulary</b> <a href="#"><u>KAS Glossary Terms</u></a> <small>*Terms applicable K-12*</small>
What was life like for American	<b>5.G.KGE.1</b> <b>Compare the lives of Kentucky</b>	I am learning how Native Americans and settlers lived during the early years of the	I can compare how Native Americans and settlers lived during the early	*Review prerequisite skills above

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<p>Indians when settlers came to Kentucky?</p>	<p><b>settlers to those living in other areas during the early years of the United States.</b></p> <p>5.G.HE.1 Explain how cultural and environmental changes impact population distribution and influence how people modify and adapt to their environments.</p>	<p>United States.</p>	<p>years of the United States.</p>	
<p>What motivated colonists to settle in Kentucky?</p>	<p><b>5.E.KE.1 Analyze how incentives and opportunity costs impact decision making, using examples from Kentucky history.</b></p> <p>5.E.MA.2 Explain how the United States developed into a market economy.</p>	<p>I am learning how natural resources impacted economic decisions while settling Kentucky.</p>	<p>I can explain how Kentucky settlers used their natural resources to survive.</p>	<p>motive/incentive barter/trade wants/needs natural resources</p>

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<p>How did the environment promote and restrict Kentucky settlement?</p>	<p><b>5.G.HE.1 Explain how cultural and environmental changes impact population distribution and influence how people modify and adapt to their environments.</b></p>	<p>I am learning how cultural and environmental changes impacted the settlement of Kentucky.</p> <p>I am learning how Kentucky settlers had to modify and adapt to their environments.</p>	<p>I can explain how cultural and environmental changes impacted the settlement of Kentucky.</p> <p>I can explain how Kentucky settlers had to modify and adapt to their environments.</p>	<p>modify adapt innovative</p>
<p>How did the development of Kentucky perpetuate enslavement ?</p>	<p><b>5.G.HE.1 Explain how cultural and environmental changes impact population distribution and influence how people modify and adapt to their environments.</b></p> <p><b>5.H.CO.1 Analyze the role conflict and collaboration played in the founding of the United States.</b></p>	<p>I am learning how slavery impacted the settlement of Kentucky.</p>	<p>I can describe how slavery impacted the settlement of Kentucky.</p>	
<p>How were Kentucky</p>	<p><b>5.H.KH.1 Describe the role of</b></p>	<p>I am learning how the American Revolution</p>	<p>I can describe how Kentucky settlers</p>	<p>Daniel Boone Simon Kenton</p>



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settlers involved in the American Revolution?	<b>Kentucky settlers in the American Revolution.</b>	impacted Kentucky and its settlers.	impacted the American Revolution.	George Rogers Clark Fort Boonesborough Fort Harrod
Was Kentucky gaining its statehood similar to the United States gaining its independence?	5.C.CV.1 Describe the democratic principles of equality before the law, inalienable rights, consent of the governed and right to alter or abolish the government.  <b>5.C.KGO.1 Explain the roles and responsibilities of a Kentucky citizen.</b>	I am learning how Kentucky changed after its statehood.  I am learning about the roles and responsibilities of a Kentucky citizen.	I can explain how Kentucky democratic principles changed after becoming a state.  I can explain the roles and responsibilities of Kentucky citizens.	
How did Kentucky's constitution compare with other states' constitutions in promoting freedoms?	<b>5.C.CV.1 Describe the democratic principles of equality before the law, inalienable rights, consent of the governed and right to alter or abolish the</b>	I am learning how Kentucky's government is organized.  I am learning the similarities and differences between the United States government and Kentucky's government.	I can define how the legislative branch functions in Kentucky.  I can define how the judicial branch functions in Kentucky.  I can define how the executive branch	

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	government.		functions in Kentucky.  I can compare and contrast the United States government and Kentucky's government.	
<b>Summative Assessment</b>				
Anchor Question Bank link (items tied to power standards) ( <i>Link to Common Unit Assessment</i> )				
<b>Anchor Materials</b>		<b>Resources</b>		
Savvas - Celebrating Kentucky		<p><b>Resources for Analysis</b>  <a href="#">Kentucky Historical Society</a></p> <p>Slavery in Kentucky  <a href="https://c3teachers.org/wp-content/uploads/2017/08/ElemID_M_Slavery_C3Teachers_FULL-1.pdf">https://c3teachers.org/wp-content/uploads/2017/08/ElemID_M_Slavery_C3Teachers_FULL-1.pdf</a></p> <p><a href="https://www.socialstudies.org/system/files/publications/articles/yl_300320.pdf">https://www.socialstudies.org/system/files/publications/articles/yl_300320.pdf</a></p> <p><b>Resources for background</b>  <a href="#">Shaker Village</a></p> <p><a href="#">Boonesborough</a></p> <p><a href="#">Fort Harrod</a></p> <p>Native Americans in Kentucky  <a href="https://heritage.ky.gov/aa-na/Pages/overview.aspx">https://heritage.ky.gov/aa-na/Pages/overview.aspx</a></p>		

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### Social Studies Grade 5: Colonization to Constitution

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	<p>Henry Clay (Traces of Slavery) <a href="https://www.senate.gov/senators/FeaturedBios/Featured_Bio_Clay.htm">https://www.senate.gov/senators/FeaturedBios/Featured_Bio_Clay.htm</a></p> <p><a href="https://henryclay.org/research-education/for-educators/">https://henryclay.org/research-education/for-educators/</a></p> <p>Daniel Boone Explores Kentucky <a href="https://ket.pbslearningmedia.org/resource/ket-history-daniel-boone0104/daniel-boone-explores-kentucky/">https://ket.pbslearningmedia.org/resource/ket-history-daniel-boone0104/daniel-boone-explores-kentucky/</a></p> <p>The Land <a href="https://www.ket.org/program/kentucky-an-american-story/">https://www.ket.org/program/kentucky-an-american-story/</a></p> <p><a href="#">A Native History of Kentucky</a> (Background information)</p> <p>Slavery Laws in Old Kentucky <a href="https://explorekyhistory.ky.gov/items/show/180">https://explorekyhistory.ky.gov/items/show/180</a></p>
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\*Disclaimer: Success Criteria is the evidence students must produce to demonstrate learning. This example is not comprehensive.