

## Redford Union School District Fifth Grade Social Studies Year-At-A-Glance

Quarter	Pacing	Unit	Abstract
1	September - October	How Did Different People's Perspectives Shape Their View of the World?	<p>This unit explores North America, West Africa, and Europe prior to 1500 and then what occurred when they converged in the late 1400s. As students work through the unit, they explore the compelling question, "How did different people's perspectives shape their view of the world?" They examine life in these three regions prior to contact with the others, exploring the peoples' relationships to the land, family dynamics, political systems, and cultures. They explore how a variety of factors eventually led Europe to dominate the other two regions beginning in the late 1400s, and they are introduced to the complexity of these events. The goal of the unit is simultaneously for students to develop historical thinking skills, learning not just about what happened but studying the events through the lens of a historian. They also begin to develop the skill of writing evidence-based arguments, progressively learning how to structure a CER (claim, evidence, reasoning) in response to a question.</p>
2	October - November	What Was the Impact of Colonization in North America?	<p>This unit explores the early European colonization of North America, focusing mainly on the 1500s through the early 1700s. As students work through the unit, they explore the compelling question, "What was the impact of colonization in North America?" They examine Portuguese, Spanish, and French colonization, drawing comparisons and contrasts between them, before focusing more deeply on English colonization and the development of the Thirteen Colonies. The goal of the unit is simultaneously for students to continue developing historical thinking, reading, and writing skills, while also building content knowledge around early colonization efforts that impacted the growth of the colonial regions in North America.</p>
3	December - January	How Did Different People's Perspectives Shape Their Ideas about Farming, Working, Trade, Slavery and Government?	<p>This unit explores life in the Colonial Era, focusing on the late 1600s through the mid-1700s. The goal of the unit is simultaneously for students to continue developing historical thinking, reading, and writing skills that they worked on in Units 1 and 2, while also building content knowledge around the continued economic, social, political, and cultural growth of the English colonies in North America. As students examine this content, they consider multiple perspectives and complexities, analyzing how wealth, race, gender, and age affected people's perspectives and experiences during this era. Throughout the unit, students build an argument to the unit's compelling question: "How did different people's perspectives shape their ideas about farming, working,</p>

			trade, slavery, and government?"
4	January - February	In the Years Before the American Revolution, were the People in the Colonies "Patriots" or "Traitors"?	<p>In this unit, students explore the causes of the American Revolution as they build an argument to the unit's compelling question: In the years before the American Revolution, were the people in the colonies "patriots" or "traitors"? Focusing on the period from the Seven Years' War (the name historians generally use to refer to the French and Indian War) to the battles at Lexington and Concord (1756 to 1775), students trace the disputes between the British government, the colonies, and the Indigenous nations who lived in North America. They examine the British Parliament's attempts to tighten control from the early Navigation Acts and the Proclamation of 1763 to the Sugar Act, Stamp Act, the Townshend Acts, the Tea Act, and the Intolerable Acts. Students explore how colonists responded to the increasing control by Britain and analyze conflicting accounts of a variety of events such as the Boston Massacre and the Boston Tea Party. In doing so, students analyze how colonial and British views on authority and the use of power without authority differed. Throughout the unit, students collect evidence about how people, and groups of people, within the colonies were patriotic or traitorous--and to whom or what.</p>
5	March - April	Was the American Revolution Revolutionary?	<p>This unit explores the Revolutionary War, picking up after the Battles of Lexington and Concord and continuing through the Treaty of Paris. Throughout the unit, students are asked to "think like a historian" in order to examine the people, events, and issues of the era. As they do, they craft an argument to the unit's compelling question: Was the American Revolution revolutionary?</p>
6	May - June	How Do You Create a Successful Country?	<p>This unit explores the Articles of Confederation and the Constitution. It begins by focusing on the problems the new country had to address in order to survive, and then explores the ways the Articles of Confederation helped and hindered the U.S. Then, it investigates the Constitutional Convention and the resulting Constitution before concluding with an examination of the ratification debate and the addition of the Bill of Rights. As students explore these ideas, they craft an argument to the unit's compelling question: How do you create a successful country? They consider both the logistics and ideals it takes to create a successful country.</p>