

Grade 5: Social Studies Practices

A. Gathering and Using Evidence

1. Develop questions to help identify evidence about topics related to the historical events occurring in the Western Hemisphere that can be answered by gathering, using, and interpreting evidence.
2. Recognize and effectively select different forms of evidence used to make meaning in social studies (including primary and secondary sources such as art and photographs, artifacts, oral histories, maps, and graphs).
3. Identify evidence and explain content, authorship, purpose, and format; identify bias; explain the role of bias and potential audience with teacher support.
4. Identify arguments of others.
5. Identify implicit ideas to draw inference with support.
6. Recognize arguments on specific social studies topics and identify evidence supporting the argument.

B. Chronological Reasoning

1. Explain how events are related chronologically to one another in time.
2. Employ mathematical skills to measure time in years and centuries. Understand the difference between B.C.E. and C.E. Identify the chronological significance of data presented in time lines.
3. Identify causes and effects using examples from current events or grade-level content and historical events
4. Identify and classify the relationship between multiple causes and multiple effects.
5. Distinguish between long-term and immediate causes and effects of an event from current events or history.
6. Recognize the dynamics of historical continuity and change over periods of time. Identify important turning points in history.
7. Use periods of time such as decades and centuries to organize a historical narrative; compare histories in different places in the Western Hemisphere utilizing timelines.
8. Recognize and identify patterns of continuity and change in history.
9. Understand the role of periodization as a practice in history and social studies.

C. Comparison and Contextualization

1. Identify a region in the Western Hemisphere by describing a characteristic that places within it have in common, and then compare it to other regions. Understand how regions can be defined as sharing common characteristics in contrast with other regions.
2. Categorize divergent perspectives of an individual historical event.
3. Describe and compare events in the history of the Western Hemisphere in societies in similar chronological contexts and in various geographical contexts.
4. Identify how the relationship among geography, economics, and history helps to

define a context for events in the study of the Western Hemisphere.

5. Describe historical developments in the history of the Western Hemisphere with specific references to circumstances of time and place and to connections to broader regional or global processes with teacher support.

D. Economics and Economic Systems

1. Explain how scarcity necessitates decision making; employ examples from the Western Hemisphere to illustrate the role of scarcity historically and in current events.
2. Show examples of various types of resources (human capital, physical capital, and natural resources) required to provide goods and services.
3. Provide examples of how currency makes exchange easier by comparing a barter economy to a currency-based economy; examine why corporations and labor unions have a role in a market economy.
4. Examine the role of job specialization and trade historically and during contemporary times in the Western Hemisphere.
5. Explain the meaning of unemployment, inflation, income, and economic growth in the economy.
6. Describe government decisions that impact economies in case studies from the Western Hemisphere.

E. Geographic Reasoning

1. Use location terms and use geographic representations such as maps, photographs, satellite images, and models to describe where places in the Western Hemisphere are in relation to each other, to describe connections among places, and to evaluate the benefits of particular places for purposeful activities.
2. Distinguish human activities and human-made features from “environments” (natural events or physical features—land, air, and water—that are not directly made by humans) in the Western Hemisphere.
3. Identify and describe how environments affect human activities and how human activities affect physical environments through the study of cases in the Western Hemisphere.
4. Recognize and explain how characteristics (cultural, economic, and physical-environmental) of regions affect the history of societies in the Western Hemisphere.
5. Describe how human activities alter places and regions in the Western Hemisphere.
6. Recognize that boundaries and definitions of location are historically constructed.

F. Civic Participation

1. Demonstrate respect for the rights of others in discussion and classroom debates regardless of whether one agrees with the other viewpoint. Consider alternate views in discussion with teacher support.
2. Participate in activities that focus on a localized issue or problem in a country other than the United States in the Western Hemisphere.

3. Identify different types of political systems and ideologies used at various times and in various locations in the Western Hemisphere and identify the role of individuals and key groups in those political and social systems.
4. Identify opportunities for and the role of the individual in social and political participation at various times and in various locations in the Western Hemisphere outside the United States.
5. Participate in negotiating and compromising in the resolution of differences and conflict.
6. Identify situations with a global focus in which social actions are required and suggest solutions.
7. Describe the roles of people in power in the Western Hemisphere both historically and currently. Identify ways that current figures can influence people's rights and freedom.
8. Identify rights and responsibilities of citizens within societies in the Western Hemisphere.
9. Develop an understanding of the interdependence of individuals and groups in communities in the Western Hemisphere.

Chapter 1: Key Ideas and Concepts

5.1 EARLY PEOPLES OF THE AMERICAS: The first humans in the Western Hemisphere modified their physical environment as well as adapted to their environment. Their interactions with their environment led to various innovations and to the development of unique cultures. (Standards: 1, 2, 3; Themes: ID, MOV, TCC, GEO)

5.1b Human populations that settled along rivers, in rainforests, along oceans, in deserts, on plains, in mountains, and in cold climates adapted to and made use of the resources and environment around them in developing distinct ways of life.

5.2b Complex societies and civilizations adapted to and modified their environment to meet the needs of their people.

– Students will compare how the Mayas, Aztecs, and Incas adapted to and modified their environment to meet the needs of the people, examining the clothing, farming, shelter, and transportation systems for each.

5.4 GEOGRAPHY IN THE WESTERN HEMISPHERE: The diverse geography of the Western Hemisphere has influenced human culture and settlement in distinct ways. Human communities in the Western Hemisphere have modified the physical environment. (Standard: 3, Theme: GEO)

5.4a Physical maps reflect the varied climate zones, landforms, bodies of water, and natural resources of the Western Hemisphere.

5.4b The Western Hemisphere can be divided into regions. Regions are areas that share common identifiable characteristics such as physical, political, economic, or cultural features. Regions within the Western Hemisphere include:

♣ North America (Canada and the United States) ♣ Mesoamerica (Mexico and Central America)

♣ Caribbean

♣ South America

5.4c The physical environment influences human population distribution, land use, and other forms of economic activity.

- Students will map the regions within the Western Hemisphere and locate major physical features within each region.
- Students will create a political map of the Western Hemisphere noting which countries are in which region and a political map of the United States showing the location of the states.
- Students will use physical, climate, and vegetation maps in combination with population density, land use, and resource distribution maps to discern patterns in human settlement and types of economic activity.

5.7 ECONOMICS: The people of the Western Hemisphere have developed various ways to meet their needs and wants. Many of the countries of the Western Hemisphere trade with each other as well as with other countries around the world. (Standards: 1, 2, 3, 4; Themes: TCC, GEO, ECO, EXCH)

5.7a Different types of economic systems have developed across time and place within the Western Hemisphere. These economic systems include traditional, market, and command which address the three economic questions: what will be produced, how it will be produced, and who will get what is produced?

- Students will explore the characteristics of a traditional economy used by the Plains Indians, the market economy of the United States or Canada, and the command economy of Cuba, noting similarities and differences.
- Students will examine multinational organizations and nongovernmental organizations and their role in promoting cooperation, peace, and cultural understanding.

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5.7b Peoples of the Western Hemisphere have engaged in a variety of economic activities to meet their needs and wants.

- Students will identify the major natural resources of the United States, Canada, Mexico, and one Caribbean or one South American country to determine the major industries of those countries in relation to available resources.
- Students will examine why certain products are manufactured in particular places, taking into account the weight, transportation availability, and costs and markets (e.g., soda pop).

5.7b Countries trade with other countries to meet economic needs and wants. They are interdependent.

– Students will examine products that are imported into markets within the United States based on demand for these products, noting how this affects the United States economy.

– Students will examine products that are exported from the United States to other markets in the Western Hemisphere, noting how this affects the United States economy.