

Social Studies	
New Beginnings through 1800	
Societies of North America: Land and People: Ancient - 1400s	5th Grade
SCRIPTURE	
<i>Let heaven celebrate! Let the earth rejoice! Let the sea and everything in it roar! Let the countryside and everything in it celebrate! Then all the trees of the forest too will shout out joyfully. Psalm 96:11</i>	
STANDARD	
Students consider 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. Students should also reflect on the teachings, history and doctrine of the Catholic faith and how this influences their daily life in contrast to how these early people might have been influenced by their own beliefs in terms of their spirituality and connection to nature.	
EXAMPLES	
ESSENTIAL QUESTIONS	
<ol style="list-style-type: none"> 1. How do people decide where to live? Catholic Connection: How do Catholics discern where God’s plan is asking them to live , work and grow in their faith? 2. What were the rights and responsibilities of men and women in an American Indian cultural group? Catholic Connection: What are the rights and responsibilities of a Catholic in our ever changing multicultural world? 3. How were American Indian cultural groups shaped by beliefs and ideas? Catholic Connection: How are we shaped by our Catholic Beliefs and faith? 4. What causes people to change the way they live? Catholic Connection: What Catholic influences and teachings impact the way we live? 5. Why were natural resources a common cause of conflict among American Indian cultural groups? Catholic Connection: How does God asks us to care for the natural resources he created? 	
VOCABULARY TERMS	
<p>Ideas:</p> <ol style="list-style-type: none"> 1. migration 2. civilization 3. shelter 4. culture 5. cultural groups 6. beliefs 7. archeology 	

8. pre-Columbian societies of North America

People/Roles:

1. Anasazi/Pueblo
2. Mississippian Mound Builders
3. Chinook
4. Iroquois League
5. Sioux
6. hunter-gatherers
7. early farmers

Places/institutions:

1. North America
2. Mississippi River Valley
3. Great Plains
4. Rocky Mountains
5. Woodland
6. Northwest Coast
7. Southeast

ACTIVITIES

Skills: See Appendix.

Catholic activities for the classroom:

1. Research the life of Saint Kateri Tekakwitha, who has ties to with the Mohawk and Algonquin tribes of the Iroquois. Learn more about these tribes and their ways of life.

Social Studies	
New Beginnings through 1800	
Exploration and Conflict: 1000's - 1600	5th Grade
SCRIPTURE	
<i>And people will come from east and west, and from north and south, and recline at the table in the kingdom of God. Luke 13:29</i>	
<i>Your word is a lamp to my feet and a light to my path. Psalm 19:105</i>	
<i>Then the channels of the sea were seen, and the foundations of the world were laid bare at your rebuke, O Lord, at the blast of the breath of your nostrils. Psalm 18:19</i>	
STANDARD	

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. The students should understand the impact that the Christian faith of the Explorers and early missionaries had on the Native Americans .

EXAMPLES

ESSENTIAL QUESTIONS

1. What were the choices and consequences of exploration? (Standard 1) Catholic Connection: Did these choices and consequences have any religious basis?
2. What were the perceived rights of the explorers and how did they impact the rights of the American Indians? (Standard 2)Catholic Connection: How did these perceived rights impact the faith of the Native Americans and conversion of many to christianity /Catholicism?
3. How did beliefs of American Indians contrast with those of Europeans? (Standard 3)Catholic connection: How did these faith beliefs compare and contrast to those of the Europeans and your faith as you understand it?
4. What changes to the people and land of North America were brought about by European contact? (Standard 4)Catholic Connection: What religious changes were the result of this conflict? Are those changes still present today?
5. In what ways did early European settlements differ?(Standard 5) Catholic Connection: Were the differences of the early European settlements connected to the ways they worshipped? Do we as Catholics accept differences in others?

VOCABULARY TERMS

Ideas:

1. technology
2. exploration
3. European search for wealth and resources
4. trade
5. Imperialism
6. Conflict
7. conquest
8. exploitation
9. Northwest Passage
10. Columbian Exchange
11. spread of Christian

People/Roles:

1. Christopher Columbus
2. Hernando de Soto
3. Leif Eriksson
4. Henry Hudson

5. Francisco Coronado
6. Conquistadors
7. Alvar Nuñez Cabeza de Vaca and Estevanico
8. Juan Ponce de Leon

Places/Institutions:

1. thirteen original colonies
2. Atlantic Ocean
3. New England colonies
4. Middle colonies
5. Southern colonies
6. West Africa
7. Great Britain

Events:

1. charter
2. development of agriculture based economy
3. slavery
4. Mayflower Compact
5. English Bill of Rights
6. Triangular Trade Route
7. Great Awakening
8. Middle Passage
9. charter system

ACTIVITIES

Skills: See appendix.

Catholic activities for the classroom:

1. Investigate the life of Catholic priest Bartolme' de Las Casa (1474-1566). Learn about his attempt to free native people who were being enslaved.
2. Research Spanish missionaries and their work to bring Catholicism to the Native Americans.
3. Investigate the life of Saint Junipero Serra and his work as a missionary that led to his canonization in 2015 by Pope Francis.

Social Studies
New Beginnings through 1800

Colonization: 1600's - 1760

5th Grade

SCRIPTURE

And Jesus came up and spoke to them, saying, "All authority has been given to Me in heaven and on earth. "Go therefore and make disciples of all the nations, baptizing them in the name of

the Father and the Son and the Holy Spirit, teaching them to observe all that I commanded you; and lo, I am with you always, even to the end of the age.” Matthew 28: 18-20

STANDARD

This period of history focuses on the establishment and 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. Students should also understand how religious differences impacted the colonies as well as how individual religious leaders established colonies for their followers.

EXAMPLES

ESSENTIAL QUESTIONS

1. What were the consequences of colonizing the New World? (Standard 1) What was a consequence of colonizing the New World for the future of the Catholic Church?
2. Why might individuals agree to give up their rights to become indentured servants in the New World? (Standard 2) Indentured servants clearly made sacrifices to come to the New World. What sacrifices did those coming to the New World for religious freedom make?
3. How has Puritanism shaped American values? (Standard 3) How do American values tied to the values of the Catholic Church?
4. What critical factors led to the relative success of Massachusetts Bay Colony and the relative failures of Roanoke and Jamestown? (Standard 4)
5. How did geography affect the development of Colonial America? (Standard 5)

VOCABULARY TERMS

Ideas:

1. wealth and resources
2. indentured and involuntary servitude/slavery
3. trade
4. religious freedom
5. governing
6. salutary neglect
7. social and gender issues
8. aristocracy

People/Roles:

1. Sir Walter Raleigh
2. Pilgrims
3. Roger Williams
4. King George III
5. Anne Hutchinson
6. Puritans
7. Quakers

8. Peter Stuyvesant
9. William Penn

Places/ Institutions:

1. Thirteen colonies
2. Atlantic Ocean
3. New England colonies
4. Middle colonies
5. Southern colonies
6. West Africa
7. Great Britain

Events:

1. charter
2. development of agricultural based economy
3. slavery
4. Mayflower Compact
5. English Bill of Rights
6. Triangular Trade Route
7. Great Awakening
8. Middle Passage
9. charter system

ACTIVITIES

Skills: See appendix.

Catholic activities for the classroom:

1. Research Lord Baltimore and discover how he founded Maryland in 1634 as a refuge for Catholics in North America.
2. Compare and contrast the missions of multiple religious groups coming to the New World- The Catholic, Puritans, and the Quakers. What makes the Catholic mission unique and prevalent still today?

Social Studies

New Beginnings through 1800

The Road to Independence: 1750's-1770

5th Grade

SCRIPTURE

In their case the god of this world has blinded the minds of the unbelievers, to keep them from seeing the light of the gospel of the glory of Christ, who is the image of God. 2 Corinthians 4:4

When the Spirit of truth comes, he will guide you into all the truth, for he will not speak on his own authority, but whatever he hears he will speak, and he will declare to you the things that are to come. John 16:13

STANDARD

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. Students should understand why many colonists sought to live in the New World to escape religious persecution which led to their strong desire to seek freedom from the Crown.

EXAMPLES

ESSENTIAL QUESTIONS

1. What were the consequences of colonists resisting British policies? (Standard 1) What are the consequences of Catholic colonists who resisted British policies?
2. How were the rights of colonists different from those of citizens living in Britain? (Standard 2) How were the religious rights of Catholic colonists different than the citizens of Britain?
3. How did the Enlightenment shape the idea of government in the American colonies? (Standard 3) How do the principals of the Enlightenment compare to the ideas of our Catholic faith?
4. How did the French and Indian War change the relationship between colonists, American Indians, and the British government? (Standard 4) What were the motivations of particular groups in forming alliances during this war? Did the Catholic colonists have a particular allegiance and if so what was the religious basis?
5. How did the deteriorating relationship between Great Britain and the American colonies impact both countries? (Standard 5) How did the Catholic Church and its leaders influence political relationships between countries throughout history? How does this influence continue to impact conflicts between nations today?

VOCABULARY TERMS

Ideas:

1. taxation without representation
2. independence
3. alliance
4. natural rights
5. Enlightenment
6. Monarchy

People/Roles:

1. Pontiac
2. King George III
3. Founding Fathers
4. Patrick Henry
5. Samuel Adams

Places/Institutions:

1. Boston
2. New York
3. Philadelphia
4. Canada
5. Atlantic Ocean

Events:

1. Boston Tea Party
2. Boston Massacre
3. Stamp Act
4. Sugar Act
5. Townshend Acts
6. Intolerable Acts
7. French and Indian War
8. Enlightenment
9. Proclamation of 1763

Skills: See appendix.

Catholic activities for the classroom:

1. What is equality? What is justice? How do the two terms relate not only to our Nation's Democracy, but to our lives as faith filled people living (ie. In both secular and religious contexts).
2. Analyze the ideals of natural rights that the Founding Fathers embodied versus the ideals of the Catholic Church.

Social Studies	
New Beginnings through 1800	
The American Revolution: 1770's - 1780's	5th Grade
SCRIPTURE	
<i>See to it that no one takes you captive by philosophy and empty deceit, according to human tradition, according to the elemental spirits of the world, and not according to Christ. Colossians 2:8</i>	
<i>And they said, "Come, let us build ourselves a city, and a tower whose top is in the heavens; let us make a name for ourselves, lest we be scattered abroad over the face of the whole earth." Genesis 11:4</i>	
STANDARD	
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. Students should understand the impact religious freedom had on the struggles of the patriots as they fought for and founded our nation.

EXAMPLES

ESSENTIAL QUESTIONS

1. How did people decide to be a Tory or a Rebel? (Standard 1) What role did faith play for the Catholic colonists in deciding their political alliances to these groups? Which groups fundamental beliefs are more in line with those of the Catholic Church's teachings on social justice?
2. What is revolutionary about the rights laid out in the Declaration of Independence? (Standard 2) Did the Declaration of Independence address the rights of peoples religious freedom? Did it address the beliefs of the Catholic colonists?
3. How did the Revolution affect average citizens of the colonies? (Standard 3) Were the Catholic colonists average or unique compared to other colonists? Were the Catholics as a group Loyalist or Patriots?
4. How did winning the Revolutionary War create revolutionary changes in America? (Standard 4) Did the American Revolutionary War victory greatly change the Catholic Faith in America or other regions of the world? What role does the Catholic church play in political and cultural revolutions?
5. What was the relationship between the states during and after the Revolution? (Standard 5) What was the relationship between the different religious faiths (Catholics, Quakers, Puritans etc..) in the colonies during the Revolution? Did these relationships solidify or dissolve during or after the Revolution?

VOCABULARY TERMS

IDEAS

1. Independence
2. self-government
3. Freedom
4. Liberty
5. Equality
6. Revolution

PEOPLE/ROLES

1. Loyalists
2. Patriot
3. Minutemen
4. Redcoats
5. Francis Marion
6. Continental Army
7. Benedict Arnold

8. Ben Franklin
9. King George III
10. Abigail Adams
11. James Forten

PLACES/INSTITUTIONS

1. Boston
2. New York
3. Philadelphia
4. Canada
5. Atlantic Ocean

EVENTS

1. Boston Tea Party
2. Boston Massacre
3. Stamp Act
4. Sugar Act
5. Townshend Acts
6. Intolerable Acts
7. French and Indian War
8. Enlightenment
9. Proclamation of 1763

Skills: See appendix.

Catholic activities for the classroom:

1. Do an internet search of Catholicism in colonial America. Review the sources to determine the prevalence of Catholics in the Colonies and which colonies were the most tolerant of Catholics /Religious Freedom.
2. Catholic Religious leaders of the era:-Research Charles Carroll who was the only Catholic signer of the Declaration of Independence. Research John Carroll who was appointed the first Catholic bishop in the United States in 1789.

Grade Social Studies	
New Beginnings through 1800	
Building a New Nation: 1770's - 1790's	5th Grade
SCRIPTURE	
<i>First of all, then, I urge that supplications, prayers, intercessions, and thanksgivings be made for all people, for kings and all who are in high positions, that we may lead a peaceful and quiet life, godly and dignified in every way. 1 Timothy 2:1-2</i>	
STANDARD	

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. Students should consider the immense faith religious groups put in the leaders of our new nation to be able to practice the religion of their choice and continue their religious ministries.

EXAMPLES

ESSENTIAL QUESTIONS

1. What were the choices and consequences faced by the writers of the Constitution over the issue of slavery? (Standard 1) How does our Catholic faith view the ongoing issue of slavery in our world still today? Were the writers of the Constitution influenced by their religious beliefs while drafting the Constitution?
2. How does the Bill of Rights affect individuals today? (Standard 2) Specifically, how does it affect all religious people?
3. In what ways did the Constitution protect the rights of U.S. citizens better than the Articles of Confederation? (Standard 3) How is the right of freedom of religion outlined in the Constitution?
4. What were the most significant changes in the nation after the Constitution was ratified? (Standard 4)
5. Is limited government an effective and efficient system? (Standard 5)

VOCABULARY TERMS

Ideas:

1. individual rights
2. limited government
3. separation of powers
4. checks and balances
5. federalism
6. slavery
7. suffrage
8. religious freedom
9. states' rights

People/Roles:

1. Founding Fathers
2. Federalists
3. Anti-Federalists
4. president
5. representative
6. senator
7. judge
8. George Washington's administration
9. Elizabeth Freeman
10. Phillis Wheatley

Places/Institutions:

1. Philadelphia
2. Northwest Territory
3. Kentucky
4. District of Columbia

Events:

1. Articles of Confederation
2. Constitutional Convention
3. Constitution
4. Bill of Rights
5. Shays' Rebellion
6. Great Compromise
7. Three-Fifths Compromise

ACTIVITIES

Skills: See appendix.

Catholic activities for the classroom:

1. Analyze the following primary sources (Bill of Rights, Constitution, and the Preamble) to understand how the Founding Fathers viewed the role of religion and religious freedom in the New World. How did this impact the development of Catholicism in the colonies?

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.
4. Corroboration. Consider details across multiple sources to determine points of agreement and disagreement.
5. Quote accurately from a text, including scripture and parables from the Bible, when explaining what the text says explicitly and when drawing inferences from the text (5.R.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. (5.R.3)
7. Determine the meaning of general academic domain-specific, and faith-based words and phrases as they are used in a text, including figurative language such as metaphors and similes. (5 R.4)
8. Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent and describe how a narrator's or speaker's point of view and the Catholic point of view influences how events are described. (5. R.6)
9. Integrate information from several texts, including the Catechism of the Catholic Church, the Bible, and biographies of the lives of saints, on the same topic in order to write or speak about the subject knowledgeably, Comparing and contrasting stories in the same genre on their approaches to similar themes and topics (5.R.9)
10. Conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic (5.W.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 (5.W.8)
12. Draw evidence from literary or informational texts to support analysis, reflection, and research. (5.W.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 teacherled) with diverse partners on grade 5 topics and texts, building on others' ideas and expressing their own clearly.

(5.SL.1)