

**5th Grade Social Studies
Year At A Glance**

<p align="center">UNIT 1 Introduction to Social Studies and the Pre-Columbian Societies and Tribes (9 Weeks)</p>	<p align="center">UNIT 2 Early Explorers (9 Weeks)</p>	<p align="center">UNIT 3 Becoming a new nation: Colonization (9 Weeks)</p>	<p align="center">UNIT 4 America's Fight for Independence and the Creation of a New Nation (9 Weeks)</p>
<p>Concepts</p> <ul style="list-style-type: none"> ● Community Building and Introduction to Social Studies ● Ancient Civilizations (Olmecs, Mayans, Aztecs, Incas) ● Constitution Day ● Freedom Week 	<p>Concepts</p> <ul style="list-style-type: none"> ● North American Tribes (Eastern Woodlands and The Plains) ● Southwest and The West & The Northwest and The Arctic ● French and Spanish Explorers 	<p>Concepts</p> <ul style="list-style-type: none"> ● Colonial Life ● Colonial Kids 	<p>Concepts</p> <ul style="list-style-type: none"> ● French and Indian War ● Colonists Protest ● American Revolution ● Building a Government ● War of 1812

<p>Summary</p> <p>In this unit students will compare the characteristics of major pre-Columbian people groups within North America and develop claims about the pre-Columbian societies. Students will participate in a research study/project on Early American civilizations with a focus on Indian tribes and their impact on Early America.</p>	<p>Summary</p> <p>This unit will focus on the conflicts and cooperation that existed between and among Europeans and Native Americans during the early days of exploration and colonization. The cultural differences and competition for land led to conflicts among different groups of people in the Americas. Students will see how two groups of people, with different goals, perspectives, and values come into contact with each other, can either cooperate or have conflict.</p>	<p>Summary</p> <p>This unit will focus on the conflicts and cooperation that existed between and among Europeans and Native Americans during the early days of colonization. The cultural differences and competition for land led to conflicts among different groups of people in the Americas. Students will see how two groups of people can either cooperate or have conflict, due to their different goals, perspectives, and values.</p>	<p>Summary</p> <p>This unit focuses on the struggles and success of America's expansion and their fight for independence. Students analyze the cause and effect of America's struggles. The United States established a new government and grew larger as more people arrived and lands were acquired. Social and economic differences divided the nation and led to war. Freedom was so important to the colonists; they were willing to suffer terrible hardships to win it. Students leave with an understanding that America began to reunite but would continue to face many challenges. This unit ends with a powerful and engaging study on U.S. flag etiquette.</p>
<p>Power Standards: G.8.5.2 H.12.5.5 E.5.5.3</p>	<p>Power Standards: G.8.5.2 H.12.5.5 E.5.5.3 H.12.5.4</p>	<p>Power Standards: G.8.5.2 H.12.5.5 H.12.5.9 E.5.5.3 H.12.5.8</p>	<p>Power Standards: C.1.5.3 C.2.5.3 H.12.5.14 E.5.5.3 G.8.5.2</p>

Unit 1	Introduction to Social Studies and the Pre-Columbian Societies and Tribes	Grade Level	5	Approx length	9 Weeks
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CPSD Power Standards with Student Learning Objectives

G.8.5.2 Explain relationships between *physical* and human characteristics and changes over time using a variety of *geographic representations (Arkansas)*

Student Friendly Objectives:

- I can explain how different physical environments influence human activities.
- I can give examples of how human activities have changed the physical environments.
- I can explain the reasons for the movement of human settlements in early America.

H.12.5.5 Compare the social, economic, political, and geographic development of the New England, Middle, and Southern colonies from multiple perspectives using a variety of sources (e.g., Native Americans, Africans, colonists, indentured servants, colonial leaders, Europeans, farmers, merchants)

Student Friendly Objectives:

- I can describe the development of the colonies.
- I can compare the development of the colonies from multiple perspectives.

E.5.5.3 Evaluate the development of a free market system (e.g., mercantilism, property rights, free enterprise)

Student Friendly Objectives:

- I can describe the characteristics of a free market system in early America.
- I can explain the significance of the free market system in early America.

Learning Indicators of Power Standards

Students will know...

G.8.5.2

- Human activities develop in response to physical environments
- Certain physical environments limit human activities (mountain barriers, etc.)
- Identify reasons for the movement of human settlements during early America. (Pre-Columbian, Native Americans and Westward

And be able to...

G.8.5.2

- Explain how geographic features determine human activity. (Example: Waterways lead to human activity; therefore, regions with waterways are more populated.)
- Explain how human activity changes the physical environments. (Arkansas and U.S.)

expansion)

H.12.5.5

- Social development of the colonies from multiple perspectives
- Economic development of the colonies from multiple perspectives
- Political development of the colonies from multiple perspectives
- Geographic development of colonies from multiple perspectives

E.5.5.3

- The characteristics of a free market system in early America
 - Trading leads to more available goods
 - Increase of wealth equals increase of power (gold)
 - Property rights and boundary lines during that time period
 - Slavery as a business
 - Specialization leads to increased production

- Explain the reasons for the movement of human settlements during early America.

H.12.5.5

- Compare the development of colonies from multiple perspectives
 - social development
 - economic development
 - political development
 - geographic development
- Describe the perspectives other groups of people had about the development of the colonies
 - Native Americans
 - Africans
 - colonists
 - indentured servants
 - colonial leaders
 - Europeans
 - farmers
 - Merchants

E.5.5.3

- Describe the characteristics of a free market system.
- Evaluate the way the free market system was established in early America.

Additional Arkansas State Standards

- C.1.5.4. Examine how social organizations and institutions make rules and create responsibilities (*Arkansas*)
- C.1.5.3 Explain origins, functions, and structure of different systems of government, including those created by the Arkansas and U.S. Constitutions.
- C.2.5.3 Analyze rights, responsibilities, and privileges of citizens and non-citizens in the United States
- E.4.5.1. Explain ways trade-offs have allowed societies to get the most of scarce resources (*Arkansas*)
- E.4.5.2. Analyze historical developments in pre-colonial America through the revolutionary period using models of economic decision making (e.g., exploration, colonization, taxation, the American Revolution, the new nation) (*Arkansas*)
- E.5.5.2. Examine ways human, natural and capital resources were organized to produce and deliver goods and services in pre-colonial America through

the Revolutionary period (e.g., trade companies, joint stock companies, entrepreneurs, merchants) (*Arkansas*)

- E.5.5.3 Evaluate the development of a free market system (e.g., mercantilism, property rights, free enterprise)
- E.7.5.1. Explain ways trade leads to increasing economic interdependence among countries (e.g., slave trade, triangular trade, manufactured goods, agriculture)
- E.7.5.2. Explain effects of increasing economic interdependence on different groups within participating nations (e.g., conflict, competition, cooperation, increased wealth, quality of life)
- G.8.5.1. Describe locations of *societies* and their cultural and *environmental characteristics* within the early Americas through the 1820s using *geographic representations* of different scales (*Arkansas*)
- G.8.5.2. Explain relationships between *physical* and human characteristics and changes over time using a variety of *geographic representations* (*Arkansas*)
- G.9.5.1. Analyze effects of human-generated changes on the physical environment in places and regions over time from early America to the 1820s
- G.9.5.2. Analyze ways *cultural characteristics* influenced population distribution in the early Americas through the post-Revolutionary period (*Arkansas*)
- G.9.5.3. Analyze ways climate and *environmental characteristics* influenced where groups lived and how they adjusted to the environment (*Arkansas*)
- G.10.5.1. Examine relationships between human settlements and movements and the location and use of *natural resources* in the early Americas (e.g., early people groups, Native Americans, Westward expansion) (*Arkansas*)
- G.10.5.2. Examine effects of *environmental* and *cultural characteristics* on the distribution and movement of people, goods, and ideas using multiple sources of information (e.g., trade routes, waterways, geographic barriers, accessibility)
- G.10.5.3. Examine reasons for population shifts in early America and the effects on various regions
- G.11.5.1. Explain how interactions with nearby and distant places have changed the *spatial patterns* of economic activities over time (e.g., explorers, trade routes, triangular trade) (*Arkansas*)
- G.11.5.2 Analyze cooperation within communities during and after natural and human-made disasters (e.g., disease, famine, weather phenomena, war)
- H.12.5.1. Develop claims about pre-Columbian *societies* in North America by analyzing *artifacts*, artwork, charts, graphs, digital, and print sources (*Arkansas*)
- H.12.5.2. Compare characteristics (e.g., dwellings, *culture*, beliefs, land use, food, clothing) of major pre-Columbian people groups within North America using a variety of sources (e.g., mound builders, cliff dwellers, Southwest, Great Plains, Pacific Northwest, Woodland peoples) (*Arkansas*)
- H.12.5.3. Examine reasons for European exploration in the Americas from multiple perspectives (e.g., trade, religion, colonies, spheres of influence, wealth)
- H.12.5.4. Evaluate short- and long-term effects of European exploration and settlement in the Americas and Arkansas from multiple perspectives (e.g., Roanoke, Jamestown, disease, conflict)
- H.12.5.8 Analyze the Revolutionary movement from multiple perspectives using primary and secondary sources (e.g., loyalists, patriots, Native Americans, slaves)
- H.12.5.9 Analyze causes and ideas leading to the American Revolution (e.g., French and Indian War, Stamp Act, Intolerable Acts, Boston Tea Party, independence, representation, liberty)
- H.12.5.14 Examine short- and long-term effects of the drafting and signing of the U.S. Constitution

Unit 2	Native Americans/Early Explorers	Grade Level	5	Approx Length	9 Weeks
CPSD Power Standards with Student Learning Objectives					
<p>G.8.5.2. Explain relationships between <i>physical</i> and human characteristics and changes over time using a variety of <i>geographic representations (Arkansas)</i></p> <p>Student Friendly Objectives:</p> <ul style="list-style-type: none"> ● I can explain how different physical environments influence human activities. ● I can give examples of how human activities have changed the physical environments. ● I can explain the reasons for the movement of human settlements in early America. <p>H.12.5.5 Compare the social, economic, political, and geographic development of the New England, Middle, and Southern colonies from multiple perspectives using a variety of sources (e.g., Native Americans, Africans, colonists, indentured servants, colonial leaders, Europeans, farmers, merchants)</p> <p>Student Friendly Objectives:</p> <ul style="list-style-type: none"> ● I can describe the development of the colonies. ● I can compare the development of the colonies from multiple perspectives. <p>E.5.5.3 Evaluate the development of a free market system (e.g., mercantilism, property rights, free enterprise) (UNITS 1-4)</p> <p>Student Friendly Objectives:</p> <ul style="list-style-type: none"> ● I can describe the characteristics of a free market system in early America. ● I can explain the significance of the free market system in early America. <p>H.12.5.4. Evaluate short- and long-term effects of European exploration and settlement in the Americas and Arkansas from multiple perspectives (e.g., Roanoke, Jamestown, disease, conflict) (<i>Arkansas</i>)</p> <p>Student Friendly Objectives:</p> <ul style="list-style-type: none"> ● I can explain how European exploration affected the settlement and formation of America. 					
Learning Indicators of Power Standards					
Students will know... G.8.5.2 <ul style="list-style-type: none"> ● Human activities develop in response to physical environments 			And be able to... G.8.5.2 <ul style="list-style-type: none"> ● Explain how geographic features determine human activity. 		

- Certain physical environments limit human activities (mountain barriers, etc.)
- Identify reasons for the movement of human settlements during early America. (Pre-Columbian, Native Americans and Westward expansion)

(Example: Waterways lead to human activity; therefore, regions with waterways are more populated.)

- Explain how human activity changes the physical environments. (Arkansas and U.S.)
- Explain the reasons for the movement of human settlements during early America.

H.12.5.5

- Social development of the colonies from multiple perspectives
- Economic development of the colonies from multiple perspectives
- Political development of the colonies from multiple perspectives
- Geographic development of colonies from multiple perspectives

H.12.5.5

- Compare the development of colonies from multiple perspectives
 - social development
 - economic development
 - political development
 - geographic development
- Describe the perspectives other groups of people had about the development of the colonies
 - Native Americans
 - Africans
 - colonists
 - indentured servants
 - colonial leaders
 - Europeans
 - farmers
 - merchants

E.5.5.3

- The characteristics of a free market system in early America
 - Trading leads to more available goods
 - Increase of wealth equals increase of power (gold)
 - Property rights and boundary lines during that time period
 - Slavery as a business
 - Specialization leads to increased production

E.5.5.3

- Describe the characteristics of a free market system.
- Evaluate the way the free market system was established in early America.

H.12.5.4

- the effects of European exploration of settlement in the Americas.

H.12.5.4

- ... give multiple examples of short and long term effects of European exploration from multiple perspectives.

Additional Arkansas State Standards

- C.1.5.4. Examine how social organizations and institutions make rules and create responsibilities (*Arkansas*)
- C.1.5.3 Explain origins, functions, and structure of different systems of government, including those created by the Arkansas and U.S. Constitutions.
- C.2.5.3 Analyze rights, responsibilities, and privileges of citizens and non-citizens in the United States
- E.4.5.1. Explain ways trade-offs have allowed societies to get the most of scarce resources (*Arkansas*)
- E.4.5.2. Analyze historical developments in pre-colonial America through the revolutionary period using models of economic decision making (e.g., exploration, colonization, taxation, the American Revolution, the new nation) (*Arkansas*)
- E.5.5.2. Examine ways human, natural and capital resources were organized to produce and deliver goods and services in pre-colonial America through the Revolutionary period (e.g., trade companies, joint stock companies, entrepreneurs, merchants) (*Arkansas*)
- E.5.5.3 Evaluate the development of a free market system (e.g., mercantilism, property rights, free enterprise)
- E.7.5.1. Explain ways trade leads to increasing economic interdependence among countries (e.g., slave trade, triangular trade, manufactured goods, agriculture)
- E.7.5.2. Explain effects of increasing economic interdependence on different groups within participating nations (e.g., conflict, competition, cooperation, increased wealth, quality of life)
- G.8.5.1. Describe locations of *societies* and their cultural and *environmental characteristics* within the early Americas through the 1820s using *geographic representations* of different scales (*Arkansas*)
- G.8.5.2. Explain relationships between *physical* and human characteristics and changes over time using a variety of *geographic representations* (*Arkansas*)
- G.9.5.1. Analyze effects of human-generated changes on the physical environment in places and regions over time from early America to the 1820s
- G.9.5.2. Analyze ways *cultural characteristics* influenced population distribution in the early Americas through the post-Revolutionary period (*Arkansas*)
- G.9.5.3. Analyze ways climate and *environmental characteristics* influenced where groups lived and how they adjusted to the environment (*Arkansas*)
- G.10.5.1. Examine relationships between human settlements and movements and the location and use of *natural resources* in the early Americas (e.g., early people groups, Native Americans, Westward expansion) (*Arkansas*)
- G.10.5.2. Examine effects of *environmental* and *cultural characteristics* on the distribution and movement of people, goods, and ideas using multiple sources of information (e.g., trade routes, waterways, geographic barriers, accessibility)
- G.10.5.3. Examine reasons for population shifts in early America and the effects on various regions
- G.11.5.1. Explain how interactions with nearby and distant places have changed the *spatial patterns* of economic activities over time (e.g., explorers, trade routes, triangular trade) (*Arkansas*)
- G.11.5.2 Analyze cooperation within communities during and after natural and human-made disasters (e.g., disease, famine, weather phenomena, war)
- H.12.5.1. Develop claims about pre-Columbian *societies* in North America by analyzing *artifacts*, artwork, charts, graphs, digital, and print sources (*Arkansas*)

- H.12.5.2. Compare characteristics (e.g., dwellings, *culture*, beliefs, land use, food, clothing) of major pre-Columbian people groups within North America using a variety of sources (e.g., mound builders, cliff dwellers, Southwest, Great Plains, Pacific Northwest, Woodland peoples) (*Arkansas*)
- H.12.5.3. Examine reasons for European exploration in the Americas from multiple perspectives (e.g., trade, religion, colonies, spheres of influence, wealth)
- H.12.5.4. Evaluate short- and long-term effects of European exploration and settlement in the Americas and Arkansas from multiple perspectives (e.g., Roanoke, Jamestown, disease, conflict)
- H.12.5.8 Analyze the Revolutionary movement from multiple perspectives using primary and secondary sources (e.g., loyalists, patriots, Native Americans, slaves)
- H.12.5.9 Analyze causes and ideas leading to the American Revolution (e.g., French and Indian War, Stamp Act, Intolerable Acts, Boston Tea Party, independence, representation, liberty)
- H.12.5.14 Examine short- and long-term effects of the drafting and signing of the U.S. Constitution

Unit 3	Becoming A New Nation: Colonization	Grade Level	5	Approx Length	9 weeks
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CPSD Power Standards with Student Learning Objectives

G.8.5.2. Explain relationships between *physical* and human characteristics and changes over time using a variety of *geographic representations (Arkansas)* (UNITS 1-4)

Student Friendly Objectives:

- I can explain how different physical environments influence human activities.
- I can give examples of how human activities have changed the physical environments.
- I can explain the reasons for the movement of human settlements in early America.

H.12.5.5 Compare the social, economic, political, and geographic development of the New England, Middle, and Southern colonies from multiple perspectives using a variety of sources (e.g., Native Americans, Africans, colonists, indentured servants, colonial leaders, Europeans, farmers, merchants) (UNITS 2-3)

Student Friendly Objectives:

- I can describe the development of the colonies.
- I can compare the development of the colonies from multiple perspectives.

H.12.5.9 Analyze causes and ideas leading to the American Revolution (e.g., French and Indian War, Stamp Act, Intolerable Acts, Boston Tea Party, independence, representation, liberty) (UNIT 3)

Student Friendly Objectives:

- I can explain the events and ideas that lead to the American Revolution.

E.5.5.3 Evaluate the development of a free market system (e.g., mercantilism, property rights, free enterprise) (UNITS 1-4)

Student Friendly Objectives:

- I can describe the characteristics of a free market system in early America.
- I can explain the significance of the free market system in early America.

H.12.5.8 Analyze the Revolutionary movement from multiple perspectives using primary and secondary sources (e.g., loyalists, patriots, Native Americans, slaves) (UNIT 3)

Student Friendly Objectives:

- I can analyze the Revolutionary Movement from different viewpoints using a variety of sources.

Learning Indicators of Power Standards

Students will know...

G.8.5.2

- Human activities develop in response to physical environments
- Certain physical environments limit human activities (mountain barriers, etc.)
- Identify reasons for the movement of human settlements during early America. (Pre-Columbian, Native Americans and Westward expansion)

H.12.5.5

- Social development of the colonies from multiple perspectives
- Economic development of the colonies from multiple perspectives
- Political development of the colonies from multiple perspectives
- Geographic development of colonies from multiple perspectives

E.5.5.3

- The characteristics of a free market system in early America
 - Trading leads to more available goods
 - Increase of wealth equals increase of power (gold)
 - Property rights and boundary lines during that time period
 - Slavery as a business
 - Specialization leads to increased production

And be able to...

G.8.5.2

- Explain how geographic features determine human activity. (Example: Waterways lead to human activity; therefore, regions with waterways are more populated.)
- Explain how human activity changes the physical environments. (Arkansas and U.S.)
- Explain the reasons for the movement of human settlements during early America.

H.12.5.5

- Compare the development of colonies from multiple perspectives
 - social development
 - economic development
 - political development
 - geographic development
- Describe the perspectives other groups of people had about the development of the colonies
 - Native Americans
 - Africans
 - colonists
 - indentured servants
 - colonial leaders
 - Europeans
 - farmers
 - merchants

E.5.5.3

- Describe the characteristics of a free market system.
- Evaluate the way the free market system was established in early America.

H.12.5.8

- multiple perspectives of the Revolutionary movement.
- Loyalists
- Patriots
- Native Americans
- Slaves

H.12.5.9

- Causes leading to the American Revolution
- French and Indian War
- Stamp Act
- Intolerable Acts
- Boston Tea Party
- Ideas leading to the American Revolution
- independence
- representation
- liberty

H.12.5.8

- Describe the Revolutionary movement from multiple perspectives using primary and secondary sources.
- Analyze the impact the Revolutionary movement had on different groups of people.
- Examine primary and secondary sources for information about the Revolutionary movement.

H.12.5.9

- Explain the causes leading to the American Revolution
- Explain the ideas leading to the American Revolution

Additional Arkansas State Standards

- C.1.5.4. Examine how social organizations and institutions make rules and create responsibilities (*Arkansas*)
- C.1.5.3 Explain origins, functions, and structure of different systems of government, including those created by the Arkansas and U.S. Constitutions.
- C.2.5.3 Analyze rights, responsibilities, and privileges of citizens and non-citizens in the United States
- E.4.5.1. Explain ways trade-offs have allowed societies to get the most of scarce resources (*Arkansas*)
- E.4.5.2. Analyze historical developments in pre-colonial America through the revolutionary period using models of economic decision making (e.g., exploration, colonization, taxation, the American Revolution, the new nation) (*Arkansas*)
- E.5.5.2. Examine ways human, natural and capital resources were organized to produce and deliver goods and services in pre-colonial America through the Revolutionary period (e.g., trade companies, joint stock companies, entrepreneurs, merchants) (*Arkansas*)
- E.5.5.3 Evaluate the development of a free market system (e.g., mercantilism, property rights, free enterprise)
- E.7.5.1. Explain ways trade leads to increasing economic interdependence among countries (e.g., slave trade, triangular trade, manufactured goods, agriculture)
- E.7.5.2. Explain effects of increasing economic interdependence on different groups within participating nations (e.g., conflict, competition, cooperation, increased wealth, quality of life)
- G.8.5.1. Describe locations of *societies* and their cultural and *environmental characteristics* within the early Americas through the 1820s using *geographic representations* of different scales (*Arkansas*)
- G.8.5.2. Explain relationships between *physical* and human characteristics and changes over time using a variety of *geographic representations* (*Arkansas*)

- G.9.5.1. Analyze effects of human-generated changes on the physical environment in places and regions over time from early America to the 1820s
- G.9.5.2. Analyze ways *cultural characteristics* influenced population distribution in the early Americas through the post-Revolutionary period (*Arkansas*)
- G.9.5.3. Analyze ways climate and *environmental characteristics* influenced where groups lived and how they adjusted to the environment (*Arkansas*)
- G.10.5.1. Examine relationships between human settlements and movements and the location and use of *natural resources* in the early Americas (e.g., early people groups, Native Americans, Westward expansion) (*Arkansas*)
- G.10.5.2. Examine effects of *environmental* and *cultural characteristics* on the distribution and movement of people, goods, and ideas using multiple sources of information (e.g., trade routes, waterways, geographic barriers, accessibility)
- G. 10.5.3. Examine reasons for population shifts in early America and the effects on various regions
- G.11.5.1. Explain how interactions with nearby and distant places have changed the *spatial patterns* of economic activities over time (e.g., explorers, trade routes, triangular trade) (*Arkansas*)
- G.11.5.2 Analyze cooperation within communities during and after natural and human-made disasters (e.g., disease, famine, weather phenomena, war)
- H.12.5.1. Develop claims about pre-Columbian *societies* in North America by analyzing *artifacts*, artwork, charts, graphs, digital, and print sources (*Arkansas*)
- H.12.5.2. Compare characteristics (e.g., dwellings, *culture*, beliefs, land use, food, clothing) of major pre-Columbian people groups within North America using a variety of sources (e.g., mound builders, cliff dwellers, Southwest, Great Plains, Pacific Northwest, Woodland peoples) (*Arkansas*)
- H.12.5.3. Examine reasons for European exploration in the Americas from multiple perspectives (e.g., trade, religion, colonies, spheres of influence, wealth)

Unit 4	America's Fight for Independence and the Creation of a New Nation	Grade Level	5	Approx Length	9 weeks
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CPSD Power Standards with Student Learning Objectives

C.1.5.3 Explain origins, functions, and structure of different systems of government, including those created by the Arkansas and U.S. Constitutions.

Student Friendly Objectives:

- I can explain the origins of the U.S. government and state of Arkansas. (Arkansas Territory)
- I can explain the functions and structure of the different branches of government.
- I can tell the difference between state government and federal government.

C.2.5.3 Analyze rights, responsibilities, and privileges of citizens and non-citizens in the United States

Student Friendly Objectives:

- I can describe the rights, responsibilities, and privileges of citizens and non-citizens in the United States of America.

H.12.5.14 Examine short- and long-term effects of the drafting and signing of the U.S. Constitution

Student Friendly Objectives:

- I can explain the process used to draft and sign the U.S. Constitution.
- I can determine the short and long-term effects of drafting and signing the U.S. Constitution.

E.5.5.3 Evaluate the development of a free market system (e.g., mercantilism, property rights, free enterprise)

Student Friendly Objectives:

- I can describe the characteristics of a free market system in early America.
- I can explain the significance of the free market system in early America.

G.8.5.2. Explain relationships between *physical* and human characteristics and changes over time using a variety of *geographic representations (Arkansas)*

Student Friendly Objectives:

- I can explain how different physical environments influence human activities.
- I can give examples of how human activities have changed the physical environments.
- I can explain the reasons for the movement of human settlements in early America.

Learning Indicators of Power Standards

Students will know...

G.8.5.2

- Human activities develop in response to physical environments
- Certain physical environments limit human activities (mountain barriers, etc.)
- Identify reasons for the movement of human settlements during early America. (Pre-Columbian, Native Americans and Westward expansion)

E.5.5.3

- The characteristics of a free market system in early America
 - Trading leads to more available goods
 - Increase of wealth equals increase of power (gold)
 - Property rights and boundary lines during that time period
 - Slavery as a business
 - Specialization leads to increased production

H.12.5.14

- The short-term effects of drafting and signing the U.S Constitution
- The long-term effects of drafting and signing the U.S. Constitution

C.2.5.3

- Rights of citizens and non-citizens in the United States
- Responsibilities of citizens and non-citizens in the United States
- Privileges of citizens and non-citizens in the United States

C.1.5.3

- The origins of the U.S. government
- The functions and structure of the different branches of government (legislative, judicial, executive)
- State powers and federal powers in the government

And be able to...

G.8.5.2

- Explain how geographic features determine human activity. (Example: Waterways lead to human activity; therefore, regions with waterways are more populated.)
- Explain how human activity changes the physical environments. (Arkansas and U.S.)
- Explain the reasons for the movement of human settlements during early America.

E.5.5.3

- Describe the characteristics of a free market system.
- Evaluate the way the free market system was established in early America.

H.12.5.14

- Categorize the short- and long-term effects of drafting and signing the U.S. Constitution
- Explain the process of drafting and signing the U.S. Constitution
 - Constitutional Convention
 - ratification

C.2.5.3

- ... analyze rights, responsibilities, and privileges of both.

C.1.5.3

- Explain the origins of the U.S. government and Arkansas's role in this system.
- Explain the function and structure of the different branches of government (legislative, judicial, and executive)
- Categorize examples of state government and federal government

Additional Arkansas State Standards

- C.1.5.4. Examine how social organizations and institutions make rules and create responsibilities (*Arkansas*)
- C.1.5.3 Explain origins, functions, and structure of different systems of government, including those created by the Arkansas and U.S. Constitutions.
- C.2.5.3 Analyze rights, responsibilities, and privileges of citizens and non-citizens in the United States
- E.4.5.1. Explain ways trade-offs have allowed societies to get the most of scarce resources (*Arkansas*)
- E.4.5.2. Analyze historical developments in pre-colonial America through the revolutionary period using models of economic decision making (e.g., exploration, colonization, taxation, the American Revolution, the new nation) (*Arkansas*)
- E.5.5.2. Examine ways human, natural and capital resources were organized to produce and deliver goods and services in pre-colonial America through the Revolutionary period (e.g., trade companies, joint stock companies, entrepreneurs, merchants) (*Arkansas*)
- E.5.5.3 Evaluate the development of a free market system (e.g., mercantilism, property rights, free enterprise)
- E.7.5.1. Explain ways trade leads to increasing economic interdependence among countries (e.g., slave trade, triangular trade, manufactured goods, agriculture)
- E.7.5.2. Explain effects of increasing economic interdependence on different groups within participating nations (e.g., conflict, competition, cooperation, increased wealth, quality of life)
- G.8.5.1. Describe locations of *societies* and their cultural and *environmental characteristics* within the early Americas through the 1820s using *geographic representations* of different scales (*Arkansas*)
- G.8.5.2. Explain relationships between *physical* and human characteristics and changes over time using a variety of *geographic representations* (*Arkansas*)
- G.9.5.1. Analyze effects of human-generated changes on the physical environment in places and regions over time from early America to the 1820s
- G.9.5.2. Analyze ways *cultural characteristics* influenced population distribution in the early Americas through the post-Revolutionary period (*Arkansas*)
- G.9.5.3. Analyze ways climate and *environmental characteristics* influenced where groups lived and how they adjusted to the environment (*Arkansas*)
- G.10.5.1. Examine relationships between human settlements and movements and the location and use of *natural resources* in the early Americas (e.g., early people groups, Native Americans, Westward expansion) (*Arkansas*)
- G.10.5.2. Examine effects of *environmental* and *cultural characteristics* on the distribution and movement of people, goods, and ideas using multiple sources of information (e.g., trade routes, waterways, geographic barriers, accessibility)
- G. 10.5.3. Examine reasons for population shifts in early America and the effects on various regions
- G.11.5.1. Explain how interactions with nearby and distant places have changed the *spatial patterns* of economic activities over time (e.g., explorers, trade routes, triangular trade) (*Arkansas*)
- G.11.5.2 Analyze cooperation within communities during and after natural and human-made disasters (e.g., disease, famine, weather phenomena, war)
- H.12.5.1. Develop claims about pre-Columbian *societies* in North America by analyzing *artifacts*, artwork, charts, graphs, digital, and print sources (*Arkansas*)
- H.12.5.2. Compare characteristics (e.g., dwellings, *culture*, beliefs, land use, food, clothing) of major pre-Columbian people groups within North America using a variety of sources (e.g., mound builders, cliff dwellers, Southwest, Great Plains, Pacific Northwest, Woodland peoples) (*Arkansas*)