

Texas Essentials Knowledge and Skills

5th Grade Social Studies

Introduction.

- (1) In Grade 5, students learn about the history of the United States from its early beginnings to the present with a focus on colonial times through the 20th century. Historical content includes the colonial and revolutionary periods, the establishment of the United States, and issues that led to the Civil War. An overview of major events and significant individuals of the late-19th century and the 20th century is provided. Students learn about a variety of regions in the United States that result from physical features and human activity and identify how people adapt to and modify the environment. Students explain the characteristics and benefits of the free enterprise system and describe economic activities in the United States. Students identify the roots of representative government in this nation as well as the important ideas in the Declaration of Independence and the U.S. Constitution. Students recite and explain the meaning of the Pledge of Allegiance. Students examine the importance of effective leadership in a democratic society and identify important leaders in the national government. Students examine fundamental rights guaranteed in the Bill of Rights. Students describe customs and celebrations of various racial, ethnic, and religious groups in the nation and identify the contributions of famous inventors and scientists. Students use critical-thinking skills including sequencing, categorizing, and summarizing information and drawing inferences and conclusions.
- (2) To support the teaching of the essential knowledge and skills, the use of a variety of rich primary and secondary source material such as biographies; novels; speeches and letters; and poetry, songs, and artworks is encouraged. Selections may include Yankee Doodle. Motivating resources are also available from museums, historical sites, presidential libraries, and local and state preservation societies.
- (3) The eight strands of the essential knowledge and skills for social studies are intended to be integrated for instructional purposes with the history and geography strands establishing a sense of time and a sense of place. Skills listed in the geography and social studies skills strands in subsection (b) of this section should be incorporated into the teaching of all essential knowledge and skills for social studies. A greater depth of understanding of complex content material can be attained when integrated social studies content from the various disciplines and critical-thinking skills are taught together.

- (4) Throughout social studies in Kindergarten-Grade 12, students build a foundation in history; geography; economics; government; citizenship; culture; science, technology, and society; and social studies skills. The content, as appropriate for the grade level or course, enables students to understand the importance of patriotism, function in a free enterprise society, and appreciate the basic democratic values of our state and nation as referenced in the Texas Education Code, §28.002(h).

Knowledge and skills.

- (1) History. The student understands the causes and effects of European colonization in the United States. The student is expected to:
 - (A) explain when, where, and why groups of people colonized and settled in the United States; and
 - (B) describe the accomplishments of significant colonial leaders such as Anne Hutchinson, William Penn, John Smith, and Roger Williams.
- (2) History. The student understands how conflict between the American colonies and Great Britain led to American independence. The student is expected to:
 - (A) identify the contributions of significant individuals during the revolutionary period, including Thomas Jefferson and George Washington;
 - (B) analyze the causes and effects of events prior to and during the American Revolution such as the Boston Tea Party; and
 - (C) summarize the results of the American Revolution, including the establishment of the United States and the origins of U.S. military institutions.
- (3) History. The student understands the events that led from the Articles of Confederation to the creation of the U.S. Constitution and the government it established. The student is expected to:
 - (A) identify the contributions of individuals including James Madison and Roger Sherman who helped create the U.S. Constitution; and
 - (B) summarize the events that led to the creation of the U.S. Constitution.
- (4) History. The student understands political, economic, and social changes that occurred in the United States during the 19th century. The student is expected to:
 - (A) identify changes in society resulting from the Industrial Revolution and explain how these changes led to conflict among sections of the United States;
 - (B) identify reasons people moved west;
 - (C) identify examples of U.S. territorial expansion;
 - (D) describe the causes and effects of the Civil War;

- (E) explain the reasons for and rights provided by the 13th, 14th, and 15th amendments to the U.S. Constitution;
 - (F) explain how industry and the mechanization of agriculture changed the American way of life; and
 - (G) identify the challenges, opportunities, and contributions of people from selected Native-American and immigrant groups.
- (5) History. The student understands important issues, events, and individuals of the 20th century in the United States. The student is expected to:
- (A) analyze various issues and events of the 20th century such as urbanization, industrialization, increased use of oil and gas, world wars, and the Great Depression; and
 - (B) identify the accomplishments of notable individuals such as Carrie Chapman Catt, Dwight Eisenhower, Martin Luther King, Jr., Rosa Parks, Colin Powell, and Franklin D. Roosevelt who have made contributions to society in the areas of civil rights, women's rights, military actions, and politics.
- (6) Geography. The student uses geographic tools to collect, analyze, and interpret data. The student is expected to:
- (A) apply geographic tools, including grid systems, legends, symbols, scales, and compass roses, to construct and interpret maps; and
 - (B) translate geographic data into a variety of formats such as raw data to graphs and maps.
- (7) Geography. The student understands the concept of regions. The student is expected to:
- (A) describe a variety of regions in the United States such as political, population, and economic regions that result from patterns of human activity;
 - (B) describe a variety of regions in the United States such as landform, climate, and vegetation regions that result from physical characteristics; and
 - (C) locate the fifty states on a map and identify regions such as New England and the Great Plains made up of various groups of states.
- (8) Geography. The student understands the location and patterns of settlement and the geographic factors that influence where people live. The student is expected to:
- (A) identify and describe the types of settlement and patterns of land use in the United States;
 - (B) describe clusters of settlement in the United States and explain their distribution;
 - (C) analyze the location of cities in the United States, including capital cities, and explain their distribution, past and present; and

- (D) explain the geographic factors that influence patterns of settlement and the distribution of population in the United States, past and present.
- (9) Geography. The student understands how people adapt to and modify their environment. The student is expected to:
- (A) describe ways people have adapted to and modified their environment in the United States, past and present;
 - (B) identify reasons why people have adapted to and modified their environment in the United States, past and present, such as the use of human resources to meet basic needs; and
 - (C) analyze the consequences of human modification of the environment in the United States, past and present.
- (10) Economics. The student understands the basic economic patterns of early societies in the United States. The student is expected to:
- (A) explain the economic patterns of various early Native-American groups in the United States; and
 - (B) explain the economic patterns of early European colonists.
- (11) Economics. The student understands the reasons for exploration and colonization. The student is expected to:
- (A) identify the economic motivations for European exploration and settlement in the United States; and
 - (B) identify major industries of colonial America.
- (12) Economics. The student understands the characteristics and benefits of the free enterprise system in the United States. The student is expected to:
- (A) describe the development of the free enterprise system in colonial America and the United States;
 - (B) describe how the free enterprise system works in the United States; and
 - (C) give examples of the benefits of the free enterprise system in the United States.
- (13) Economics. The student understands the impact of supply and demand on consumers and producers in a free enterprise system. The student is expected to:
- (A) explain how supply and demand affects consumers in the United States; and
 - (B) evaluate the effects of supply and demand on business, industry, and agriculture, including the plantation system, in the United States.
- (14) Economics. The student understands patterns of work and economic activities in the United States. The student is expected to:
- (A) analyze how people in different parts of the United States earn a living, past and present;
 - (B) identify and explain how geographic factors have influenced the location of economic activities in the United States;

- (C) analyze the effects of immigration, migration, and limited resources on the economic development and growth of the United States;
 - (D) describe the impact of mass production, specialization, and division of labor on the economic growth of the United States;
 - (E) analyze how developments in transportation and communication have influenced economic activities in the United States; and
 - (F) explain the impact of American ideas about progress and equality of opportunity on the economic development and growth of the United States.
- (15) Government. The student understands how people organized governments in colonial America. The student is expected to:
- (A) compare the systems of government of early European colonists; and
 - (B) identify examples of representative government in the American colonies, including the Mayflower Compact and the Virginia House of Burgesses.
- (16) Government. The student understands important ideas in the Declaration of Independence and the U.S. Constitution. The student is expected to:
- (A) identify the purposes and explain the importance of the Declaration of Independence; and
 - (B) explain the purposes of the U.S. Constitution as identified in the Preamble to the Constitution.
- (17) Government. The student understands the framework of government created by the U.S. Constitution. The student is expected to:
- (A) identify and explain the basic functions of the three branches of government;
 - (B) identify the reasons for and describe the system of checks and balances outlined in the U.S. Constitution; and
 - (C) distinguish between national and state governments and compare their responsibilities in the U.S. federal system.
- (18) Citizenship. The student understands important customs, symbols, and celebrations that represent American beliefs and principles and contribute to our national identity. The student is expected to:
- (A) explain selected patriotic symbols and landmarks such as the Statue of Liberty and the White House and political symbols such as the donkey and elephant;
 - (B) sing or recite The Star-Spangled Banner and explain its history;
 - (C) recite and explain the meaning of the Pledge of Allegiance; and
 - (D) describe the origins and significance of national celebrations such as Memorial Day, Labor Day, and Columbus Day.
- (19) Citizenship. The student understands the importance of individual participation in the democratic process. The student is expected to:

- (A) explain how individuals can participate in civic affairs and political parties at the national level;
 - (B) analyze the role of the individual in national elections;
 - (C) identify significant individuals such as César Chávez and Benjamin Franklin who modeled active participation in the democratic process; and
 - (D) explain how to contact elected and appointed leaders in the national governments.
- (20) Citizenship. The student understands the importance of effective leadership in a democratic society. The student is expected to:
- (A) identify leaders in the national governments, including the president and selected members of Congress, and their political parties; and
 - (B) identify and compare leadership qualities of national leaders, past and present.
- (21) Citizenship. The student understands the fundamental rights of American citizens guaranteed in the Bill of Rights and other amendments to the U.S. Constitution. The student is expected to:
- (A) summarize the reasons for the creation of the Bill of Rights;
 - (B) describe important individual rights including freedom of religion, speech, and press and the right to assemble and petition the government;
 - (C) describe important due process rights including trial by jury and the right to an attorney; and
 - (D) summarize selected amendments to the U.S. Constitution such as those that extended voting rights of U.S. citizens.
- (22) Culture. The student understands the relationship between the arts and the times during which they were created. The student is expected to:
- (A) identify significant examples of art, music, and literature from various periods in U.S. history; and
 - (B) explain how examples of art, music, and literature reflect the times during which they were created.
- (23) Culture. The student understands the contributions of people of various racial, ethnic, and religious groups to the United States. The student is expected to:
- (A) identify the similarities and differences within and among selected racial, ethnic, and religious groups in the United States;
 - (B) describe customs, celebrations, and traditions of selected racial, ethnic, and religious groups in the United States; and
 - (C) summarize the contributions of people of selected racial, ethnic, and religious groups to our national identity.
- (24) Science, technology, and society. The student understands the impact of science and technology on life in the United States. The student is expected to:

- (A) describe the contributions of famous inventors and scientists such as Neil Armstrong, John J. Audubon, Benjamin Banneker, Clarence Birdseye, George Washington Carver, Thomas Edison, and Carl Sagan;
 - (B) identify how scientific discoveries and technological innovations such as the transcontinental railroad, the discovery of oil, and the rapid growth of technology industries have advanced the economic development of the United States;
 - (C) explain how scientific discoveries and technological innovations in the fields of medicine, communication, and transportation have benefited individuals and society in the United States;
 - (D) analyze environmental changes brought about by scientific discoveries and technological innovations such as air conditioning and fertilizers; and
 - (E) predict how future scientific discoveries and technological innovations could affect life in the United States.
- (25) Social studies skills. The student applies critical-thinking skills to organize and use information acquired from a variety of sources including electronic technology. The student is expected to:
- (A) differentiate between, locate, and use primary and secondary sources such as computer software; interviews; biographies; oral, print, and visual material; and artifacts to acquire information about the United States and Texas;
 - (B) analyze information by sequencing, categorizing, identifying cause-and-effect relationships, comparing, contrasting, finding the main idea, summarizing, making generalizations and predictions, and drawing inferences and conclusions;
 - (C) organize and interpret information in outlines, reports, databases, and visuals including graphs, charts, timelines, and maps;
 - (D) identify different points of view about an issue or topic;
 - (E) identify the elements of frame of reference that influenced the participants in an event; and
 - (F) use appropriate mathematical skills to interpret social studies information such as maps and graphs.
- (26) Social studies skills. The student communicates in written, oral, and visual forms. The student is expected to:
- (A) use social studies terminology correctly;
 - (B) incorporate main and supporting ideas in verbal and written communication;
 - (C) express ideas orally based on research and experiences;
 - (D) create written and visual material such as journal entries, reports, graphic organizers, outlines, and bibliographies; and
 - (E) use standard grammar, spelling, sentence structure, and punctuation.

- (27) Social studies skills. The student uses problem-solving and decision-making skills, working independently and with others, in a variety of settings. The student is expected to:
- (A) use a problem-solving process to identify a problem, gather information, list and consider options, consider advantages and disadvantages, choose and implement a solution, and evaluate the effectiveness of the solution; and
 - (B) use a decision-making process to identify a situation that requires a decision, gather information, identify options, predict consequences, and take action to implement a decision.