

# 02 Unit 2: Creating the United States

Content Area: **Social Studies**  
Course(s):  
Time Period: **Full Year**  
Length: **6 weeks/ 30 lessons**  
Status: **Published**

## **General Overview, Course Description or Course Philosophy**

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### Social Studies 5

Social studies will provide students with the knowledge and skills necessary to become active informed members of society. It will facilitate thinking about their community and the world around them so that they can become responsible civic-minded individuals. During the fifth grade students will focus on "American Begins to Take Shape", "America Creates its Government", "Creating the United States", "the Nation's Economy", and "International Economy".

## **OBJECTIVES, ESSENTIAL QUESTIONS, ENDURING UNDERSTANDINGS**

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### **CONTENT AREA STANDARDS**

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- 6.1.5.CivicsPD.5: Analyze key historical documents to determine the role they played in past and present-day government and citizenship (i.e., the Mayflower Compact, the Declaration of Independence, the United States Constitution, and the Bill of Rights).
- 6.1.5.CivicsPD.6: Explain how and why it is important that people from diverse cultures collaborate to find solutions to community, state, national, and global challenges.

SOC.6.1.5.CivicsPI.3	Explain how the United States functions as a representative democracy and describe the roles of elected representatives and how they interact with citizens at local, state, and national levels.
SOC.6.1.5.CivicsPI.6	Distinguish the roles and responsibilities of the three branches of the national government.
SOC.6.1.5.CivicsPI.7	Explain how national and state governments share power in the federal system of government.
SOC.6.1.5.CivicsPI.8	Describe how the United States Constitution defines and limits the power of government.
SOC.6.1.5.CivicsPI.9	Research and compare the differences and similarities between the United States and other nations' governments, customs, and laws.
SOC.6.1.5.CivicsPD.1	Describe the roles of elected representatives and explain how individuals at local, state, and national levels can interact with them.
SOC.6.1.5.CivicsPD.2	Explain how individuals can initiate and/or influence local, state, or national public policymaking (e.g., petitions, proposing laws, contacting elected officials).
SOC.6.1.5.CivicsPD.4	Compare the qualifications of candidates running for local, state, or national public office

	with the responsibilities of the position.
SOC.6.1.5.CivicsDP.1	Using evidence, explain how the core civic virtues and democratic principles impact the decisions made at the local, state, and national government (e.g., fairness, equality, common good).
SOC.6.1.5.CivicsPR.2	Describe the process by which immigrants can become United States citizens.
SOC.6.1.5.CivicsHR.1	Describe how fundamental rights guaranteed by the United States Constitution and the Bill of Rights contribute to the improvement of American democracy (i.e., freedom of expression, freedom of religion, freedom of the press, freedom of assembly, freedom of petition, the right to vote, and the right to due process).
SOC.6.1.5.CivicsCM.6	Cite evidence from a variety of sources to describe how a democracy depends upon and responds to individuals' participation.
SOC.6.1.5.GeoPP.1	Compare and contrast characteristics of regions in the United States based on culture, economics, and physical characteristics to understand the concept of regionalism.
SOC.6.1.5.HistoryCC.2	Use a variety of sources to illustrate how the American identity has evolved over time.
SOC.6.1.5.HistoryCC.3	Use multiple sources to describe how George Washington, Thomas Jefferson, Benjamin Franklin, and Governor William Livingston have impacted state and national governments over time.
SOC.6.1.5.HistoryCC.15	Analyze key historical documents to determine the role they played in past and present-day government and citizenship (i.e., the Mayflower Compact, the Declaration of Independence, the United States Constitution, the Bill of Rights).

## **RELATED STANDARDS (Technology, 21st Century Life & Careers, ELA Companion Standards are Required)**

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LA.RI.5.1	Quote accurately from a text and make relevant connections when explaining what the text says explicitly and when drawing inferences from the text.
LA.RI.5.2	Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.
LA.RI.5.3	Explain the relationships or interactions between two or more individuals, events, ideas, or concepts in a historical, scientific, or technical text based on specific information in the text.
LA.RI.5.10	By the end of year, read and comprehend literary nonfiction at grade level text-complexity or above, with scaffolding as needed.
LA.RF.5.3	Know and apply grade-level phonics and word analysis skills in decoding and encoding words.
LA.RF.5.4.A	Read grade-level text with purpose and understanding.
LA.RF.5.4.B	Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression.
TECH.9.4.5.DC.4	Model safe, legal, and ethical behavior when using online or offline technology (e.g., 8.1.5.NI.2).
TECH.9.4.5.GCA.1	Analyze how culture shapes individual and community perspectives and points of view (e.g., 1.1.5.C2a, RL.5.9, 6.1.5.HistoryCC.8).
TECH.9.4.5.IML.2	Create a visual representation to organize information about a problem or issue (e.g., 4.MD.B.4, 8.1.5.DA.3).
TECH.9.4.5.IML.3	Represent the same data in multiple visual formats in order to tell a story about the data.

## STUDENT LEARNING TARGETS

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### Declarative Knowledge

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Students will understand that:

- the Mayflower Compact was a document signed by the Pilgrims when they came to North America.
- the Mayflower Compact established an early form of self-government in America and was a source of inspiration when writing the U.S. Constitution.
- the Declaration of Independence was created by the Colonists during the American Revolution so that they could gain freedom from Great Britain.
- the Declaration of Independence helped to establish the ideals of the United States (i.e. freedom, democracy).
- the United States Constitution and the Bill of Rights established the laws, rules and government for the United States.
- the United States Constitution and the Bill of Rights include rules and guidelines to help create a country in which all of the people are free and equal.
- throughout history America has evolved and continues to evolve to be a place where people are truly embodying the ideals of America (i.e freedom, equality).
- American democracy means that the citizens of America believe in representative democracy.
- George Washington, Thomas Jefferson, Benjamin Franklin, and Governor William Livingston are a part of a group of people known as the Founding Fathers.
- the Founding Fathers were a group of individuals that helped to unite the 13 Colonies, led the war for Independence, and established a democratic government.
- Governor William Livingston represented New Jersey during the First and Second Continental Congress, fought in the Revolutionary War, and became a Governor of New Jersey.
- our rights (i.e. freedom of religion, speech) are guaranteed by the United States Constitution and the Bill of Rights.
- our rights found within the Constitution and the Bill of Rights cannot be taken away from us from the government so they help to contribute to American Democracy.
- the United States functions as a representative democracy which means we the people vote for representatives that make decisions in the government for us.
- local, state, and national elected representatives are voted for by the people they will represent (local - Kinnelon, state - NJ voters, national - all voters) and they are hoping to help run their local communities, state, or national government.
- there are four types of groups that help to link local, state, and national representatives to the people.
- political parties, campaigns and elections, interest groups, and the media are four groups that can help citizens to connect to their representatives.

- there are various ways an individual can initiate and/or influence public policymaking; for example, they can join a political party, contacting their representatives, vote, and volunteer in a campaign.
- civic virtues (i.e. polite, considerate) and democratic virtues (i.e. freedom of speech) help to create an effective system of government that is reflective of the people's needs and wants.
- the American identity has evolved over time to become more reflective of all of the people that live in the United States regardless of their social identifier (i.e. religion, race, sex).
- the different regions in the United States are the Northeast, the Southeast, the Midwest, the Southwest, and the West.
- each region of the United States varies by location, natural features, climate, and way of life.
- even though the regions of the United States vary they still have commonalities (i.e. participate and are a part of the same economy, federal government, society).
- immigrants can become United States citizens through completion of the naturalization process (i.e. enter the United States legally (birth or permanent residency status), live in the United States for a certain number of years, pass a Naturalization Test).

## **Procedural Knowledge**

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Students will be able to:

Analyze key historical documents to determine their role in past and present-day government and citizenship.

- identify and describe the Mayflower Compact.
- identify and describe the Declaration of Independence.
- identify and describe the United States Constitution.
- identify and describe the Bill of Rights.
- describe how rights guaranteed by the United States Constitution and the Bill of Rights contribute to the improvement of American democracy
- analyze the Mayflower Compact, the Declaration of Independence, the U.S. Constitution, and the Bill of Rights and determine their role in past and present-day government and citizenship.

Describe American democracy.

- describe how George Washington, Thomas Jefferson, Benjamin Franklin, and Governor

William Livingston have impacted the government.

- describe how rights guaranteed by the United States Constitution and the Bill of Rights contribute to the improvement of American democracy.
- explain how the United States functions as a representative democracy.
- describe the roles of elected representatives and how they interact with citizens at local, state, and national levels.
- explain how individuals can initiate and/or influence public policymaking.
- explain how civic virtues and democratic principles impact the decisions made in the government.
- describe how the American identity has evolved over time.

Summarize different regions in the United States and explain how one becomes a U.S. citizen.

- identify the different regions in the United States.
- compare and contrast the characteristics of the different regions in the United States.
- describe the process by which immigrants can become United States citizens.

## **EVIDENCE OF LEARNING**

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### Alternate Assessments

- Portfolios
- Verbal Assessment (instead of written)
- Multiple choice
- Modified Rubrics
- Performance Based Assessments

### **Benchmark Assessments**

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- Benchmark Assessments using Pear Assessments three times per year

### **Formative Assessments**

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Questions that may be addressed but not limited to are:

How do important documents like the Mayflower Compact, the US Constitution and the Bill of Rights impact our lives?

What is American Democracy?

What are the different regions in the United States?

How do you become a US citizen?

- observation
- one-on-one
- questioning
- graphic organizers
- anecdotal notes

Alternative:

- self-assessments
- exit tickets

## **Summative Assessments**

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Questions that may be addressed but not limited to are:

How do important documents like the Mayflower Compact, the US Constitution and the Bill of Rights impact our lives?

What is American Democracy?

What are the different regions in the United States?

How do you become a US citizen?

- graphic organizers
- open ended writing activities
- homework
- culminating activities, i.e., skits, presentations, creating a product
- tests/quizzes

## **RESOURCES (Instructional, Supplemental, Intervention Materials)**

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Core:

[www.teachtci.com](http://www.teachtci.com) - Social Studies Alive! Americas Past! Lesson 14, 15, 16  
<https://www.ushistory.org/gov/5.asp>

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Supplemental:

Brain Pop Jr.

Epic Books

### **INTERDISCIPLINARY CONNECTIONS**

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English/Language Arts - implementation of conventions of Standard English, information reading and writing

Technology/Multi-Media - audio/visual media analysis, creating products using technology, Google

Math - population, representation

Visual and Performing Arts - debate, presentations

Science - geography, environment, NASA, agencies

### **ACCOMMODATIONS & MODIFICATIONS FOR SUBGROUPS**

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See link to Accommodations & Modifications document in course folder.