

West Virginia Board of Education Content Standards Policies

The authoritative document is [WVBE Policy 2520.1A](#). The document you are reading attempts to present this in a more easily digestible fashion while making some suggestions about implementation in a small group setting. It is adapted from the material starting on page 40 (the 41st page of the PDF), and was initially copied from <https://wvde.us/tree/early-learning-p-5/grade-5/social-studies-grade-5/>.

Social Studies

Fifth Grade Social Studies is a basic overview of the United States from the Civil War to its emergence as a superpower. Students recognize and evaluate the significance of major events of each historical period. Students examine primary source documents relating to events and policies of the late 19th and early 20th centuries. They continue to learn the role of citizenship and social responsibility in the community, state, nation, and world. Students examine the transformation from rural to urban and from agricultural to industrial, focusing on the economic impact of these moves. Students learn how government decisions impact the economy.

Standard	Implementation
Civics	
SS.5.1 Illustrate the rights, responsibilities, duties and privileges of a patriotic citizen using authentic situations (e.g., election, food drive, jury duty, etc.) and defend these actions as examples or non-examples of good citizenship.	We will discuss this in the context of coming elections.
SS.5.2 Assume a role (e.g., judge, juror, prosecutor, etc.) in a mock proceeding (John Brown, Dred Scott, etc.) to acquire understanding of the trial-by-jury process and justify its effectiveness in solving conflicts in society both past and present.	We will do this simulation in the context of a case coming before the Supreme Court ¹ which a group leader will research and present.
SS.5.3 Simulate the process of making a law at the state and national level.	2 nd semester.
SS.5.4 Outline the process in which amendments are made; interpret their meanings, and apply it to their daily life, lives of others and lives of people throughout history.	2 nd semester.
SS.5.5 Compare the functions of each level of the government (local, state, and national).	2 nd semester.

¹ cf. https://www.supremecourt.gov/oral_arguments/argument_calendars/MonthlyArgumentCalOctober2020.pdf

<p>SS.5.6 Summarize the provisions of the Thirteenth, Fourteenth and Fifteenth Amendments to the U.S. Constitution, including how the amendments protected the rights of African Americans and sought to enhance their political, social and economic opportunities.</p>	<p>2nd semester.</p>
<p>Economics</p>	
<p>SS.5.7 Explain the concept of supply and demand in specific historic and current economic situations in the United States (e.g., slavery, oil, gas, Industrial Revolution, etc.).</p>	<p>2nd semester, in the context of a study of the period 1875-1939.</p>
<p>SS.5.8 Critique the economic reasons for immigration and migration throughout the United States during specific times in history and relate the information to the present (e.g., Great Migration², Ellis Island, etc.).</p>	<p>2nd semester.</p>
<p>SS.5.9 Assess the resources (e.g., oil, land, gas, etc.) of the geographic regions (e.g., Midwest, Middle East, etc.) of the United States and the world and explain their impact on global economic activities.</p>	<p>We will discuss this some in the context of events leading up to the Civil War and westward expansion. (The global context may be included in the 2nd semester.)</p>
<p>SS.5.10 Compare the industrial North and the agricultural South prior to the Civil War, the geographic characteristics and boundaries of each region and the basic way of life in each region.</p>	<p>We will spend some time discussing maps and infographics (Resource R9) in the context of our study of the Civil War.</p>
<p>SS.5.11 Explain the economic problems that forced former slaves to continue to live in servitude even after slavery was officially abolished by the Thirteenth Amendment.</p>	<p>Mostly 2nd semester.</p>
<p>SS.5.12 Compare the economic and social effects of Reconstruction on different populations, including the move from farms to factories and the change from the plantation system to sharecropping.</p>	<p>2nd semester.</p>
<p>SS.5.13 Explain the social and economic effects of Westward Expansion on Native Americans, including changes in federal policies, armed conflicts, opposing views concerning land ownership and Native American displacement.</p>	<p>We will cover as much of this material as practical in our study of westward expansion.</p>

² cf. [https://en.wikipedia.org/wiki/Great_Migration_\(African_American\)](https://en.wikipedia.org/wiki/Great_Migration_(African_American))

Geography	
SS.5.14 Explain how aspects of the terrain (e.g., the principal mountain ranges, rivers, vegetation and climate of the region, etc.) affected westward travel and settlement.	We will cover as much of this material as practical in our study of westward expansion.
SS.5.15 Summarize the significance of large-scale immigration and the contributions of immigrants to America in the early 1900s (e.g., the countries from which they came, the opportunities and resistance they faced when they arrived and the cultural and economic contributions they made to this nation, etc.).	2 nd semester.
SS.5.16 Illustrate the effects of settlement on the environment of the West, (e.g., changes in the physical and human systems, etc.).	We will cover as much of this material as practical in our study of westward expansion.
SS.5.17 Compare and contrast the various regions of the United States; locate each of the fifty United States and correlate them with their regions.	2 nd semester.
SS.5.18 Identify the characteristics and purposes of maps, globes, geographic information systems and other geographic tools.	2 nd semester.
SS.5.19 Display information on maps, globes, geographic models and in graphs, diagrams and charts (e.g., designing map keys and legends, etc.).	2 nd semester.

History	
<p>SS.5.20</p> <ul style="list-style-type: none"> • Demonstrate an understanding of the industrial North and the agricultural South before, during and after the Civil War. • Research the roles and accomplishments of the leaders of the reform movements before and during the Civil War (e.g., abolition movement, Underground Railroad and other social reforms, etc.). • Explain how specific events and issues led to the Civil War (e.g., sectionalism fueled by issues of slavery in the territories, states' rights, election of 1860 and secession). • Summarize key battles, strategies and turning points of the Civil War (e.g., Fort Sumter, Antietam, Gettysburg, other regional battles and the surrender at Appomattox). • Compare the roles and accomplishments of historic figures of the Civil War (e.g., Abraham Lincoln (Emancipation Proclamation, Gettysburg Address) Ulysses S. Grant, Jefferson Davis, Robert E. Lee, Clara Barton and Frederick Douglass, etc.). • Explain the impact of the Civil War's physical destruction on the nation and the people (e.g., soldiers, women, African Americans, and the civilian population, etc.). 	<p>Use timeline, maps, and infographics.</p> <p>Included in our main text.</p> <p>Included in our main text.</p> <p>Included in our main text.</p> <p>Included in our main text.</p> <p>Included in our main text.</p> <p>If possible, use some of Ken Burns' <i>Civil War</i>, including Resource R7.</p>
<p>SS.5.21</p> <ul style="list-style-type: none"> • Examine the economic, political and social developments during Reconstruction. • Explain the effects of Abraham Lincoln's assassination and the goals of Reconstruction. • Characterize the effects of Reconstruction on African Americans (e.g., rights and restrictions, Thirteenth, Fourteenth, Fifteenth Amendments, rise of discriminatory laws and groups (Klu Klux Klan), motivations to relocate, and the actions of the Freedmen's Bureau, etc.). 	<p>TBD.</p> <p>Included in our main text.</p> <p>2nd semester.</p>

<p>SS.5.22</p> <ul style="list-style-type: none"> • Demonstrate an understanding of the advances in transportation and its effect on Western Expansion. • Illustrate how railroads affected development of the West (e.g., ease of travel, influence on trade and impact on environment, etc.). • Compare and contrast conflicts between various groups in the West (e.g., miners, ranchers, cowboys, Native Americans, Mexican Americans and European and Asian immigrants, etc.). 	<p>Pending a closer examination of Resource R8, additional resources may be listed.</p>
<p>SS.5.23</p> <ul style="list-style-type: none"> • Demonstrate an understanding of major domestic and foreign developments that contributed to the United States becoming a world power. • Summarize key events and political leaders surrounding the Spanish-American War and the annexation of new territory. • Explain the United States involvement in Latin America and the role they played in the building of the Panama Canal. • Describe how the need for new markets led to the buildup of the Navy and the need for naval bases in the Pacific. 	<p>2nd semester.</p>
<p>SS.5.24</p> <ul style="list-style-type: none"> • Analyze the people and the factors that led to Industrialization in the late 19th century United States. • Examine how the Industrial Revolution was furthered by new inventions and technologies (e.g., light bulb, telegraph, automobile, assembly line, etc.). • Identify prominent inventors and scientists of the period and summarize their inventions or discoveries (e.g., Thomas Edison, Alexander Graham Bell, the Wright Brothers, Henry Ford and Albert Einstein, etc.). • Explain the causes and effects of immigration and urbanization on the American economy during the Industrial Revolution (e.g., role of immigrants, the growth of cities, the shift to industrialization, the rise of big business and reform movements, etc.). 	<p>2nd semester.</p>

WV History	
SS.5.25 Reconstruct the economic, social and political history of West Virginia through the use of primary source documents.	<ul style="list-style-type: none"> • Use the story of Mary Draper Ingles to highlight the significance of the French and Indian War and the nature of early settlement in West Virginia. • Read firsthand accounts of West Virginians (favoring both the North and the South) from the Civil War.
SS.5.26 Sequence the events that led to the formation of the state of West Virginia (e.g., timeline).	Incorporate into our timeline.
SS.5.27 Analyze the moral, ethical and legal tensions that led to the creation of the new state of West Virginia and how those tensions were resolved.	2 nd semester.

Resources

Civics

We will leverage two current events as learning opportunities:

- R1. The U.S. Supreme Court Session Beginning October 5, 2020.
- R2. The 2020 United States presidential election and simultaneous elections (2020 United States Senate elections and 2020 United States House of Representatives elections) on November 3, 2020.

History

- R3. There are various sources for timelines on the Internet which can be leveraged to put the events studied in the 5th grade into chronological perspective.

History of West Virginia

- R4. [Untangling the tale of frontier heroine Mary Draper Ingles](#)
- R5. https://en.wikipedia.org/wiki/Mary_Draper_Ingles

Civil War

- R6. Two Miserable Presidents by Steve Sheinkin
This will be our central text on the Civil War.
- R7. Teaching THE CIVIL WAR
Lesson material from the Ken Burns documentary:
<https://www.pbs.org/kenburns/civil-war/classroom/teaching-civil-war/>

Westward Expansion

- R8. Which Way to the Wild West? by Steve Sheinkin
This will be our central text on the Westward Expansion.

Reconstruction Era

No central text yet identified.

Economics and Geography

R9. Maps and infographics showing:

- Topography, climate
- Over time:
 - significant natural resources
 - population and demographics
 - industry and agriculture

Syllabus in brief

Although the Reconstruction Era certainly follows the Civil War, the period of westward expansion in the U.S. spans the period before and after both of these time periods. We will continually refer to timelines to make clear the chronological overlap, but will study the Westward Expansion after the Civil War since it clearly ends later.

Also, while the Reconstruction Era is considered to be from 1863 until 1877, thematically it ties in with the beginning of the Civil Rights Movement and the Great Migration. As such, it will be touched on in toward the end of the first semester and again at the start of the second semester.

Economics and Geography will mostly be presented visually/graphically.

Civics will be taught by discussing key current events.