

# Grade 5 Social Studies Unit Preview

## Unit 3: Building a New Nation

### Lesson One: What were the British colonies like in America in the 1770s?

**Objectives: (The student will be able to)**

- Identify and explain the meaning and importance of democratic principles and values of the United States government that evolved during the Revolutionary period.
- Describe individual freedoms that resulted from the American Revolution.
- Read to learn and construct meaning about social studies by using appropriate vocabulary and comprehension strategies.

**Vocabulary/Concepts**

<b>constitution</b> – A set of rules and laws that describe the way a government is organized and run	<b>Founders</b> – The people who played important roles in the development of the United States when it was a new nation
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**Thought Provoking Questions**

- How did the way people lived in the 1770s influence our government?
- Why did so many Europeans want to come to the colonies?

### Lesson Two: Why did the Founders believe that people needed a government?

**Objectives: (The student will be able to)**

- Describe how Europe’s philosophies and policies affected the political structure of the American colonies.
- Identify how democratic principles such as the rule of law, consent of the governed, representative democracy, and the limitation of power influenced our founding documents.
- Organize and display social studies information from print and non-print sources using charts, graphs, graphic organizers, maps, timelines and other visual representations.

**Vocabulary/Concepts**

<b>natural rights</b> – The rights to life, liberty and property	<b>consent</b> – To agree
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**Thought Provoking Questions**

- What are the basic purposes of government?
- Why did framers think a constitution was necessary to achieve these purposes?
- Which is more important, common good or individual rights?

### Lesson Three: What is a republican government?

**Objectives: (The student will be able to)**

- Explain the balance between providing for the common good and protecting individual rights.
- Identify how democratic principles such as the rule of law, consent of the governed, representative democracy, and the limitation of power influenced our founding documents.
- Read to learn and construct meaning about social studies by using appropriate vocabulary and comprehension strategies.
- Present information in creative ways, such as simulations, debates, mock trials, and skits.

**Vocabulary/Concepts**

<b>direct democracy</b> – A type of self-government where citizens meet and make the laws they feel are needed	<b>representatives</b> – People elected to act for others
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<b>republican government</b> – A government where power is held by the people who elect representatives to manage the government for the common good	<b>common good</b> – Something that is good for the community as a whole and not just good for a small group of people
<b>civic virtue</b> – Putting the common good first, above what individual people want	

### Thought Provoking Questions

- How is the government today different than it was in the 1770s?
- In your own words, what is the “common good?” Give some examples.
- In your opinion, what is more important, individual rights or the common good? Why?
- Do you believe the government should promote the common good?
- How can each one of us serve the common good?
- Where did the Founders get their ideas about government?
- Which did the Founders think was more important, the common good or individual rights?
- How does a responsible citizen promote the common good?
- Have there been times when individual rights and the common good were in conflict? Can you give an example?
- What is civic virtue? Give examples.

### Lesson Four: What is a constitutional government?

#### Objectives: (The student will be able to)

- Explain the characteristics of limited and unlimited government.
- Analyze social studies information from a variety of sources by interpreting, evaluating, and synthesizing information and by recognizing relationships in and among ideas or events such as cause and effect, sequence, and main idea and details.
- Read to learn and construct meaning about social studies by using appropriate vocabulary and comprehension strategies.

#### Vocabulary/Concepts

<b>constitutional government</b> – A government in which the power of the ruler(s) is limited by a constitution; The ruler(s) must obey the constitution.	<b>dictatorial government</b> – A type of government in which the rulers have unlimited power
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### Thought Provoking Questions

- What is a constitution?
- What is the difference between a constitution and a constitutional government?
- What can you learn about a country’s government by studying its constitution?

### Lesson Five: Why did the Articles of Confederation fail as our first constitution?

#### Objectives: (The student will be able to)

- Analyze the principles articulated in the Articles of Confederation and the successes and failures in meeting the challenges of governing.
- Compare the system of government under the Articles of Confederation and the Constitution.
- Read to learn and construct meaning about social studies by using appropriate vocabulary and comprehension strategies.

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- Organize and display social studies information from print and non-print sources using charts, graphs, graphic organizers, maps, timelines, and other visual representations.

### Vocabulary/Concepts

<b>Articles of Confederation</b> – The first constitution of the United States that established a very weak federal government	<b>confederation</b> – A group of states or nations that unite for a common purpose; the U.S. was a confederation from 1776-1788.
<b>delegate</b> – A person picked to act for or represent a group, usually at a convention or meeting	

### Thought Provoking Questions

- How is the government different today than it was in the 1770's?

### Lesson Six: How was the Philadelphia Convention organized?

#### Objectives: (The student will be able to)

- Compare the system of government under the Articles of Confederation and the Constitution.
- Describe the historical developments that led to the writing of the Constitution and Bill of Rights.
- Explain the contributions of people associated with the drafting of the Constitution.
- Analyze how individuals with varying economic and regional interests contributed to the first political parties and special interest groups.
- Read to learn and construct meaning about social studies by using appropriate vocabulary and comprehension strategies.
- Analyze social studies information from a variety of sources.

<b>Confederation Congress</b> – The U.S. government from 1781-1785; the government could make laws but it was very weak.	<b>U.S. Constitution</b> – The document describing the organization and powers of the U.S. government; it is the “supreme law of the land.”
<b>Framers</b> – The delegates to the Philadelphia Convention of 1787 that debated and agreed on what the U.S. Constitution would include	

### Thought Provoking Questions

- Fifty-five men attended the Philadelphia Convention. Do you think the Constitution would be different if the representatives were women? How might it be different?
- Could the proceedings of a constitutional convention be kept secret today? Why or why not?
- Do you agree with the Framers' decision to keep the proceedings of the Philadelphia Convention secret? Why or why not?
- Was the group that assembled at the Philadelphia Convention a fair representation of the people? Why or why not?

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### Lesson Seven: How many representatives should each state have in Congress?

**Objectives: (The student will be able to)**

- Explain the contributions of people associated with the drafting of the Constitution.
- Analyze how individuals with varying economic and regional interest contributed to the first political parties and special interest groups.
- Explain how conflicts were or were not resolved between different groups of people during the Constitutional Convention.
- Organize and display social studies information from print and non-print sources using charts, graphs, graphic organizers, maps, timelines, and other visual representations.

**Vocabulary/Concepts**

<b>Great Compromise</b> – The plan that called for Congress to have two houses: a Senate and a House of Representatives	<b>Senate</b> – One of the two houses of Congress; Each state has two members in the Senate. Each state has equal representation in the Senate.
<b>House of Representatives</b> – One of two houses of Congress, the number of representatives from each state is based on its population. States with higher populations have more representatives.	

**Thought Provoking Questions**

- What major conflicts required the Framers at the Philadelphia Convention to make compromises?
- Why was it so difficult for the Framers to reach agreement about how to resolve their conflicts?

### Lesson Eight: What did the Framers do about the problem of slavery?

**Objectives: (The student will be able to)**

- Analyze how individuals with varying economic and regional interests contributed to the first political parties and special interest groups.
- Explain how conflicts were or were not resolved between different groups of people during the Constitutional Convention.
- Organize and display social studies information from print and non-print sources using charts, graphs, graphic organizers, maps, timelines, and other visual representations.

**Vocabulary/Concepts**

<b>three-fifths clause</b> – The Framers’ compromise about slavery; each slave was counted as three-fifths of a person. This helped determine a state’s population and how many representatives it would have in the House of Representatives.
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**Thought Provoking Questions**

- What major conflicts required the Framers at the Philadelphia Convention to make compromises?
- Why was it so difficult for the Framers to reach agreement about how to resolve their conflicts?