

# 5th Grade Social Studies Curriculum Map

## Pacing for Houghton Mifflin Social Studies US History Text

Sept	Oct	Nov	Dec	Jan	Feb	March	April	May/June
Chap 2	Chap 3	Chap 4	Chap 5	Chap 6	Chap 7	Chap 8	Chap 9	Government

## Integrated U.S. History

Unit # 2 Three Worlds Meet	Time Frame (Months): Sept-Oct
<u>Key Concepts</u> cause and effect chronology Columbian Exchange cultural diffusion culture empire exploration historical thinking human/environment interaction informational text perspective/point of view region three worlds	<u>Essential/Focus Questions</u> 1. How were the worlds of America, Africa, and Europe alike and different? 2. How and why did the three worlds meet? 3. How did Europeans, American Indians, and Africans view the meeting of their three worlds?
<u>Standards Covered</u> U1.1 Indigenous Peoples’ Lives in the Americas Describe the lives of the Indigenous Peoples living in North America prior to European contact. <ul style="list-style-type: none"> <li>● 5 – U1.1.1 Use maps to locate peoples in the Eastern Woodland (the Woodland Peoples east of the Mississippi River), desert Southwest, the Pacific Northwest, and the nomadic nations of the Great Plains.</li> <li>● 5 – U1.1.2 Compare how Indigenous Peoples in the Eastern Woodland and another tribal region adapted to or modified the environment.</li> <li>● 5 – U1.1.3 Describe Eastern Woodland life with respect to governmental and family structures, trade, and their relationship to the land.</li> </ul> U1.2 European Exploration Identify the causes and consequences of European exploration and colonization.	

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- 5 – U1.2.1 Explain the technological and political developments that made sea exploration possible. Examples may include but are not limited to: the invention of the astrolabe, improved maps, the rise of nation-states.
- 5 – U1.2.2 Use case studies of individual explorers and stories of life in Europe to compare the goals, obstacles, motivations, and consequences for European exploration and colonization of the Americas. Examples may include but are not limited to: the economic, political, cultural, and religious consequences of colonization, including who was impacted.

### U1.3 African Life Before the 16th Century

Describe the lives of peoples living in West Africa prior to the 16th century.

- 5 – U1.3.1 Use maps to locate the major regions of Africa (North Africa, West Africa, Central Africa, East Africa, Southern Africa).
- 5 – U1.3.2 Describe the life and cultural development of people living in West Africa before the 16th century with respect to economic (the ways people made a living) and family structures, and the growth of states, towns, and trade.

### U1.4 Three World Interactions

Describe the environmental, political, and cultural consequences of the interactions among European, African, and Indigenous Peoples in the late 15th century through the 17th century.

- 5 – U1.4.1 Describe the convergence of Europeans, Indigenous Peoples, and Africans in the Americas after 1492 from the perspective of these three groups.
- 5 – U1.4.4 Describe the Columbian Exchange and its impact on Europeans, Indigenous Peoples, and Africans.

MI-Citizenship Lessons/Activities	Chapter in Text or Other Resources	Study Island Resources
Lesson 1: Thinking Like a Historian Lesson 2: Text Features and Text Structures in Social Studies Textbooks Lesson 3: Comparing Southwest Native Americans and Pacific Northwest Native Americans Lesson 4: Eastern Woodland Native Americans Lesson 5: A Brief Look at West Africa Lesson 6: Reasons for Exploration Lesson 7: A Case Study of Columbus Lesson 8: Encounters and Exchanges Lesson 9: Three Worlds Meet	Houghton Mifflin Social Studies: US History Chapter 2 The First Americans -Ancient Americans -Peoples of the Northwest -Peoples of the Southwest -Peoples of the Plains  Chapter 3 The Age of Exploration -World Travel and Trade -New Ideas in Europe -Europeans Arrive in Americas -Conquest of the Americas -New Spain	Beginnings to 1620: -Indigenous Peoples' Lives in Americas -European Exploration -African Life Before the 16 <sup>th</sup> Century -Three World Interactions

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<b>Integrated U.S. History</b>	
<b>Unit # 3 Colonization &amp; Settlement</b>	<b>Time Frame (Months):</b> Nov - Jan
<u>Key Concepts</u> cause and effect colonial regions colonization cultural differences diversified economy economic development ethnic diversity migration one-crop economies/ staple-crops political institutions primary and secondary sources representative government role of religion settlement settlement patterns slavery	<u>Essential/Focus Questions</u> 1. How did the push and pull factors of migration influence the settlement of different colonial regions in North America? 2. How did the geography of North America affect settlement patterns and the economic, political, and cultural development of different colonial regions? 3. How did cultural differences and similarities between Europeans and American Indians influence their interactions?
<u>Standards Covered</u>  U1.4 Three World Interactions Describe the environmental, political, and cultural consequences of the interactions among European, African, and Indigenous Peoples in the late 15th century through the 17th century. <ul style="list-style-type: none"> <li>● 5 – U1.4.2 Use primary and secondary sources to compare Europeans, Africans, and Indigenous Peoples who converged in the Western Hemisphere after 1492 with respect to governmental structure, and views on property ownership and land use. Examples may include but are not limited to: letters, diaries, maps, documents, narratives, pictures, graphic data.</li> <li>● 5 – U1.4.3 Explain the cultural impact that occurred between the British, French, and Spanish on the lives of Indigenous Peoples.</li> </ul>	

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### U1.2 European Exploration

Identify the causes and consequences of European exploration and colonization.

- 5 – U1.2.2 Use case studies of individual explorers and stories of life in Europe to compare the goals, obstacles, motivations, and consequences for European exploration and colonization of the Americas. Examples may include but are not limited to: the economic, political, cultural, and religious consequences of colonization, including who was impacted.

### U2.1 European Struggle for Control of North America

Compare the regional settlement patterns and describe significant developments in Southern, New England, and the Mid-Atlantic colonies.

- 5 – U2.1.1 Describe significant developments in the Southern colonies, including:
  - patterns of settlement and control, including the impact of geography (landforms and climate) on settlement.
  - the establishment of Jamestown.
  - the development of one-crop economies (plantation land use and growing season for rice in Carolinas and tobacco in Virginia).
  - interactions with Indigenous Peoples, including the trading of goods, services, and ideas among Europeans and Indigenous Peoples.
  - the development of colonial representative assemblies (House of Burgesses).
  - the development of slavery.
- 5 – U2.1.2 Describe significant developments in the New England colonies, including:
  - patterns of settlement and control including the impact of geography (landforms and climate) on settlement.
  - interactions with Indigenous Peoples, including the trading of goods, services, and ideas among Europeans and Indigenous Peoples, growth of agricultural (small farms) and non-agricultural (shipping, manufacturing) economies.
  - the development of government, including the establishment of town meetings, development of colonial legislatures, and growth of royal government.
    - religious tensions in Massachusetts that led to the establishment of other colonies in New England.
- 5 – U2.1.3 Describe significant developments in the Middle colonies, including:
  - patterns of settlement and control, including the impact of geography (landforms and climate) on settlement.
  - interactions with Indigenous Peoples, including the trading of goods, services, and ideas among Europeans and Indigenous Peoples.
  - the growth of economies in the Middle colonies, the Dutch settlement in New Netherlands, Quaker settlement in Pennsylvania, and subsequent English takeover of the Middle colonies.
    - immigration patterns leading to ethnic diversity in the Middle colonies.
- 5 – U2.1.4 Compare the regional settlement patterns of the Southern colonies, New England, and the Middle colonies.
- 5 – U2.1.5 Explain the economic, political, cultural, and religious causes of migration to colonial North America.
- 5 – U2.3.1 Locate the New England, Middle, and Southern colonies on a map.

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### U2.2 European Slave Trade and Slavery in Colonial America

Analyze the development of the slave system in the Americas and its impact.

- 5 – U2.2.1 Describe Triangular Trade, including:
  - the trade routes.
  - the people and goods that were traded.
  - the Middle Passage.
  - the impact on life in Africa.
- 5 – U2.2.2 Describe the lives of enslaved Africans and free Africans, including fugitive and escaped slaves in the American colonies.
- 5 – U2.2.3 Describe how enslaved and free Africans struggled to retain elements of their diverse African histories and cultures to develop distinct African-American identities. Examples may include but are not limited to: Gullah Islands, Louisiana, The Carolinas.

MI-Citizenship Lessons/Activities	Chapter in Text or Other Resources	Study Island Resources
Lesson 1: From Exploration to Colonization Lesson 2: English Settlement Lesson 3: The Development of the Southern Colonies Lesson 4: Religious Freedom and Early New England Settlements Lesson 5: The Development of the New England Colonies Lesson 6: Settlements in the Middle: New Amsterdam and Quaker Settlements Lesson 7: The Development of the Middle Colonies Lesson 8: Comparing Regional Settlement Patterns Lesson 9: European Settlement and Native Americans	Houghton Mifflin Social Studies: US History Chapter 4 European Settlements -A Northwest Passage -Roanoke and Jamestown -New England Settlements -Dutch and French Colonies  Chapter 5 New England Colonies -Geography of the Colonies -New England -Life in New England  Chapter 6 Middle and Southern Colonies -The Middle Colonies -Life in the Middle Colonies -The Southern Colonies -Life in the South	Colonization and Settlement (1585-1763) -Southern Colonies -New England Colonies -Middle Colonies -European Slave Trade and Slavery in Colonial America

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<b>Integrated U.S. History</b>	
Unit # 4 Life in Colonial America	Time Frame (Months): Nov –Jan
<u>Key Concepts</u> African-American culture colonial self-government economic activities generalizations indentured servants labor force point of view/perspective regional differences royal government slavery staple-crops Triangular Trade	<u>Essential/Focus Questions</u> 1. How did economic activities contribute to the significant differences among the colonial regions? 2. How did colonial political experiences influence how colonists viewed their rights and responsibilities? 3. How did the institution of slavery affect colonial development and life in the colonies?
<u>Standards Covered</u> U2.1 European Struggle for Control of North America Compare the regional settlement patterns and describe significant developments in Southern, New England, and the Mid-Atlantic colonies. <ul style="list-style-type: none"> <li>● 5 – U2.1.1 Describe significant developments in the Southern colonies, including:                             <ul style="list-style-type: none"> <li>• patterns of settlement and control, including the impact of geography (landforms and climate) on settlement.</li> <li>• the establishment of Jamestown.</li> <li>• the development of one-crop economies (plantation land use and growing season for rice in Carolinas and tobacco in Virginia).</li> <li>• interactions with Indigenous Peoples, including the trading of goods, services, and ideas among Europeans and Indigenous Peoples.</li> <li>• the development of colonial representative assemblies (House of Burgesses).</li> <li>• the development of slavery.</li> </ul> </li>   <li>● 5 – U2.1.2 Describe significant developments in the New England colonies, including:                             <ul style="list-style-type: none"> <li>• patterns of settlement and control including the impact of geography (landforms and climate) on settlement.</li> <li>• interactions with Indigenous Peoples, including the trading of goods, services, and ideas among Europeans and Indigenous Peoples, growth of agricultural (small farms) and non-agricultural (shipping, manufacturing) economies.</li> <li>• the development of government, including the establishment of town meetings, development of colonial legislatures, and growth of royal government.</li> </ul> </li> </ul>	

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- religious tensions in Massachusetts that led to the establishment of other colonies in New England.

- 5 – U2.1.3 Describe significant developments in the Middle colonies, including:
  - patterns of settlement and control, including the impact of geography (landforms and climate) on settlement.
  - interactions with Indigenous Peoples, including the trading of goods, services, and ideas among Europeans and Indigenous Peoples.
  - the growth of economies in the Middle colonies, the Dutch settlement in New Netherlands, Quaker settlement in Pennsylvania, and subsequent English takeover of the Middle colonies.
  - immigration patterns leading to ethnic diversity in the Middle colonies.

### U2.2 European Slave Trade and Slavery in Colonial America

Analyze the development of the slave system in the Americas and its impact.

- 5 – U2.2.1 Describe Triangular Trade, including:
  - the trade routes.
  - the people and goods that were traded.
  - the Middle Passage.
  - the impact on life in Africa.
- 5 – U2.2.2 Describe the lives of enslaved Africans and free Africans, including fugitive and escaped slaves in the American colonies.
- 5 – U2.2.3 Describe how enslaved and free Africans struggled to retain elements of their diverse African histories and cultures to develop distinct African-American identities. Examples may include but are not limited to: Gullah Islands, Louisiana, The Carolinas.

### U2.3 Life in Colonial America

Distinguish among and explain the reasons for regional differences in colonial America.

- 5 – U2.3.1 Locate the New England, Middle, and Southern colonies on a map.
- 5 – U2.3.2 Describe the daily lives of people living in the New England, Middle, and Southern colonies.
- 5 – U2.3.3 Describe colonial life in America from the perspectives of at least three different groups of people. Examples may include but are not limited to: perspectives of wealthy landowners, farmers, merchants, indentured servants, laborers, the poor, women, enslaved people, free Africans, and Indigenous Peoples.
- 5 – U2.3.4 Describe the development of the emerging labor force in the colonies. Examples may include but are not limited to: cash-crop farming, slavery, indentured servants.
- 5 – U2.3.5 Make generalizations about the reasons for regional differences in colonial America.

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MI-Citizenship Lessons/Activities	Chapter in Text or Other Resources	Study Island Resources
<p>Lesson 1: Life in the New England Colonies</p> <p>Lesson 2: Life in the Middle Colonies</p> <p>Lesson 3: Life in the Southern Colonies</p> <p>Lesson 4: Comparing Colonial Regions</p> <p>Lesson 5: Triangular Trade and the Middle Passage</p> <p>Lesson 6: Slavery in the Colonies</p> <p>Lesson 7: The Colonial Economy</p> <p>Lesson 8: Colonial Government: Foundations of Self-Government</p> <p>Lesson 9: Colonial Life from Different Perspectives</p>	<p>Houghton Mifflin Social Studies: US History</p> <p>Chapter 4 European Settlements</p> <ul style="list-style-type: none"> <li>-A Northwest Passage</li> <li>-Roanoke and Jamestown</li> <li>-New England Settlements</li> <li>-Dutch and French Colonies</li> </ul> <p>Chapter 5 New England Colonies</p> <ul style="list-style-type: none"> <li>-Geography of the Colonies</li> <li>-New England</li> <li>-Life in New England</li> </ul> <p>Chapter 6 Middle and Southern Colonies</p> <ul style="list-style-type: none"> <li>-The Middle Colonies</li> <li>-Life in the Middle Colonies</li> <li>-The Southern Colonies</li> <li>-Life in the South</li> </ul>	<p>Colonization and Settlement (1585-1763)</p> <ul style="list-style-type: none"> <li>-Southern Colonies</li> <li>-New England Colonies</li> <li>-Middle Colonies</li> <li>-European Slave Trade and Slavery in Colonial America</li> <li>-Life in Colonial America</li> </ul>



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<b>Integrated U.S. History</b>	
Unit # 5 Road to Revolution	Time Frame (Months): Feb
<p><u>Key Concepts</u></p> authority/power cause and effect chronology conflict imperialism liberty limited government Patriot/Loyalist perspective representative government self-government taxation trade policies	<p><u>Essential/Focus Questions</u></p> <ol style="list-style-type: none"> <li>1. How did economic issues and political experiences and ideas affect the relationship between Great Britain and the colonies?</li> <li>2. Why were some colonists unhappy with British rule after the French and Indian War?</li> <li>3. How and why did people in different colonial regions unite against Great Britain?</li> </ol>
<p><u>Standards Covered</u></p> <p>U3.1 Causes of the American Revolution</p> <p>Identify the major political, economic, and ideological reasons for the American Revolution.</p> <ul style="list-style-type: none"> <li>● 5 – U3.1.1 Describe how the French and Indian War affected British policy toward the colonies and subsequent colonial dissatisfaction with the new policy.</li> <li>● 5 – U3.1.2 Describe the causes and effects of events such as the Stamp Act, the Boston Massacre, the Boston Tea Party, and the Intolerable Acts.</li> <li>● 5 – U3.1.3 Using an event from the Revolutionary era, explain how British and colonial views on authority and the use of power without authority differed (views on representative government). Examples may include but are not limited to: the Boston Tea Party, quartering of soldiers, writs of assistance, the closing of colonial legislatures.</li> <li>● 5 – U3.1.4 Describe the role of the First and Second Continental Congresses in unifying the colonies. Examples may include but are not limited to: addressing the Intolerable Acts, declaring independence, drafting the Articles of Confederation.</li> <li>● U3.1.6 Identify the role that key individuals played in leading the colonists to revolution, including George Washington, Thomas Jefferson, Benjamin Franklin, Patrick Henry, Samuel Adams, John Adams, and Thomas Paine.</li> </ul>	

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- 5 – U3.1.8 Identify a problem that people in the colonies faced, identify alternative choices for addressing the problem with possible consequences, and describe the course of action taken.

MI-Citizenship Lessons/Activities	Chapter in Text or Other Resources	Study Island Resources
Lesson 1: The French and Indian War Lesson 2: British Control of North America Lesson 3: Sugar and Stamps - Governing without Consent Lesson 4: Actions and Reactions Lesson 5: Things Heat Up in Boston Lesson 6: Closer to War Lesson 7: People and Perspectives Lesson 8: Creating a Timeline to Show Cause and Effect	Houghton Mifflin Social Studies: US History Chapter 7: Causes of the Revolution -The French and Indian War -Early Conflicts with Britain -Conflicts Grow -War Begins	Revolution and the New Nation (1754-1800) -Causes of the American Revolution

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<b>Integrated U.S. History</b>	
Unit # 6: The American Revolution	Time Frame (Months): March
<u>Key Concepts</u> <i>Declaration of Independence</i> government by consent military advantages and disadvantages Patriot / Loyalist revolution right of revolution sovereignty treaty turning point tyranny unalienable rights	<u>Essential/Focus Questions</u> 1. How did the colonists justify their right to rebel? 2. In what ways was the American Revolution a war of ideas? 3. How did people influence the course of the war?
<u>Standards Covered</u> U3.1 Causes of the American Revolution Identify the major political, economic, and ideological reasons for the American Revolution. <ul style="list-style-type: none"> <li>● 5 – U3.1.4 Describe the role of the First and Second Continental Congresses in unifying the colonies. Examples may include but are not limited to: addressing the Intolerable Acts, declaring independence, drafting the Articles of Confederation.</li> <li>● 5 – U3.1.5 Use the Declaration of Independence to explain why many colonists wanted to separate from Great Britain and why they believed they had the right to do so. Michigan</li> <li>● U3.1.6 Identify the role that key individuals played in leading the colonists to revolution, including George Washington, Thomas Jefferson, Benjamin Franklin, Patrick Henry, Samuel Adams, John Adams, and Thomas Paine.</li> <li>● 5 – U3.1.7 Describe how colonial experiences with self-government and ideas about government influenced the decision to declare independence. Examples may include but are not limited to: Mayflower Compact, House of Burgesses and town meetings; the Iroquois Confederacy; protecting individual rights and promoting the common good; natural rights; limited government; representative government.</li> </ul> U3.2 The American Revolution and its Consequences Explain the multi-faceted nature of the American Revolution and its consequences.	

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- 5 – U3.2.1 Describe the advantages and disadvantages each side had during the American Revolution with respect to military leadership, geography, types of resources, and motivations.
- 5 – U3.2.2 Describe the importance of Valley Forge, the Battle of Saratoga, and the Battle of Yorktown in the American Revolution.
- 5 – U3.2.3 Investigate the role of women, enslaved and freed Africans, Indigenous Peoples, and France in helping shape the outcome of the war.
- 5 – U3.2.4 Describe the significance of the Treaty of Paris (establishment of the United States and its initial boundaries).

MI-Citizenship Lessons/Activities	Chapter in Text or Other Resources	Study Island Resources
Lesson 1: The Second Continental Congress Lesson 2: Declaring Independence Lesson 3: The Declaration of Independence Lesson 4: Comparing Armies Lesson 5: Perspectives on the Revolution Lesson 6: The War in the North Lesson 7: The War in the South Lesson 8: The Treaty of Paris	Houghton Mifflin Social Studies: US History Chapter 8: The War for Independence -Declaring Independence -Life During the War -The War in the South -Winning the War	Revolution and the New Nation (1754-1800) -Declaration of Independence -The American Revolution and its Consequences

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<b>Integrated U.S. History</b>	
<b>Unit # 7: A New Nation</b>	Time Frame (Months): April
<u>Key Concepts</u> amendment Articles of Confederation Bill of Rights compromise consent of the governed Constitutional Convention federalism Federalists and Anti-Federalists framers limited government public issue U.S. Constitution	<u>Essential/Focus Questions</u> 1. How effectively did the Framers of the Constitution resolve the problems the nation encountered under the Articles of Confederation? 2. What role did compromise play in constructing the Constitution? 3. How did the Framers address the issues of governmental power and individual rights?
<u>Standards Covered</u> U3.3 Creating New Government(s) and a New Constitution Explain some of the challenges faced by the new nation under the Articles of Confederation, and analyze the development of the Constitution as a new plan for governing. <ul style="list-style-type: none"> <li>● 5 – U3.3.1 Describe the powers of the national government and state governments under the Articles of Confederation.</li> <li>● 5 – U3.3.2 Give examples of problems the country faced under the Articles of Confederation. Examples may include but are not limited to: lack of national army, competing currencies, reliance on state governments for money.</li> <li>● 5 – U3.3.3 Explain why the Constitutional Convention was convened and why the Constitution was written.</li> <li>● 5 – U3.3.4 Describe the issues over representation and slavery the Framers faced at the Constitutional Convention and how they were addressed in the Constitution. Examples may include but are not limited to: the Great Compromise, the Three-Fifths Compromise.</li> <li>● 5 – U3.3.5 Give reasons why the Framers wanted to limit the power of government. Examples may include but are not limited to: fear of a strong executive, representative government, and the importance of individual rights.</li> <li>● 5 – U3.3.7 Describe the concern that some people had about individual rights and why the inclusion of a Bill of Rights was needed for ratification.</li> <li>● 5 – U3.3.8 Describe the rights of individuals protected in the Bill of Rights (the first 10 amendments) to the U.S. Constitution.</li> </ul>	

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**P3.1 Identifying and Analyzing Public Issues**

Clearly state a problem as a public policy issue, analyze various perspectives, and generate and evaluate possible alternative resolutions. 5 –

- P3.1.1 Identify contemporary public issues related to the U.S. Constitution and their related factual, definitional, and ethical questions.
- 5 – P3.1.2 Use graphic data and other sources to analyze information about a contemporary public issue related to the U.S. Constitution and evaluate alternative resolutions.
- 5 – P3.1.3 Give examples of how conflicts over Democratic Values lead people to differ on contemporary Constitutional issues in the United States.
- P3.3 Persuasive Communication About a Public Issue Communicate a reasoned position on a public issue.
- 5 – P3.3.1 Compose a short essay expressing a position on a contemporary public-policy issue related to the Constitution and justify the position with a reasoned argument.

**P4.2 Civic Participation Act constructively to further the public good.**

- 5 – P4.2.1 Develop and implement an action plan and know how, when, and where to address or inform others about a public issue.
- 5 – P4.2.2 Participate in projects to help or inform others.

MI-Citizenship Lessons/Activities	Chapter in Text or Other Resources	Study Island Resources
Lesson 1: The Articles of Confederation Lesson 2: The Constitutional Convention Lesson 3: A Convention of Compromises Lesson 4: Federalism and the Constitution Lesson 5: Ratification and the Conflict over a Bill of Rights Lesson 6: The Bill of Rights Lesson 7: Exploring a Public Issue Relating to the U.S. Constitution Lesson 8: Taking a Position on a Public Issue Relating to the U.S. Constitution	Chap 9: Creating a Nation -A New Nation -Constitutional Convention -The Constitution -President Washington	Revolution and the New Nation (1754-1800) -Declaration of Independence -The American Revolution and its Consequences -Creating New Government(s) and a New Constitution

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<b>Integrated U.S. History</b>		
Unit # 1 Our Government	Time Frame (Months): May	
<u>Key Concepts</u> checks and balances Constitution federalism government individual rights limited government popular sovereignty purposes of government rule of law separation of powers	<u>Essential/Focus Questions</u> 1. Why do we have both state and federal governments? 2. How are core democratic values and constitutional principles reflected in our government? 3. How is our government organized to give and to limit power?	
<u>Standards Covered</u> 5 – U3.3.6 Describe the principle of federalism and how it is expressed through the sharing and distribution of power as stated in the Constitution. Examples may include but are not limited to: the Tenth Amendment, enumerated powers, reserved powers. 4 <sup>th</sup> Grade Standards (4-C1.0.2, 4-C2.01, 4-C3.02 – 4-C3.05)		
MI-Citizenship Lessons/Activities	Chapter in Text or Other Resources	Study Island Resources
Lesson 1: Why Do We Have a Government? Lesson 2: How is Our Government Organized to Limit Power? Lesson 3: Federalism: How is Power Distributed? Lesson 4: How Does the Bill of Rights Serve to Limit the Powers of Government?	Houghton Mifflin Social Studies US History Special Section (after Chap 9) The Government of the United States	4 <sup>th</sup> GRADE Civics and Government -Constitutional Principles of American Government -Structures and Function of Government