

# **TEKS Clarification Document**

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## **Social Studies– Grade 5**

2012 – 2013



## SOCIAL STUDIES TEKS CLARIFICATION DOCUMENT

### GRADE 5

§113.10. Implementation of Texas Essential Knowledge and Skills for Social Studies, Elementary, Beginning with School Year 2011-2012.

*Source: The provisions of this §113.10 adopted to be effective August 23, 2010, 35 TexReg 7232.*

§113.16. Social Studies, Grade 5, Beginning with School Year 2011-2012.

(a) Introduction

(1) In Grade 5, students survey the history of the United States from 1565 to the present. Historical content includes the colonial period, the American Revolution, the establishment of the U.S. Constitution and American identity, westward expansion, the Civil War and Reconstruction, immigration and industrialization, and the 20th and 21st centuries. Students study 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 study the fundamental rights guaranteed in the Bill of Rights. Students examine the importance of effective leadership in a constitutional republic and identify important leaders in the national government. Students recite and explain the meaning of the Pledge of Allegiance to the United States Flag. Students describe the cultural impact of various racial, ethnic, and religious groups in the nation and identify the accomplishments of notable individuals in the fields of science and technology. Students explain symbols, traditions, and landmarks that represent American beliefs and principles. Students use critical-thinking skills to sequence, categorize, and summarize information and to draw 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 documents, biographies, novels, speeches, letters, poetry, songs, and artworks is encouraged. Motivating resources are 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. Skills listed in the social studies skills strand 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. Statements that contain the word "including" reference content that must be mastered, while those containing the phrase "such as" are intended as possible illustrative examples.

(4) Students identify the role of the U.S. free enterprise system within the parameters of this course and understand that this system may also be referenced as capitalism or the free market system.

(5) 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 (TEC), §28.002(h).

(6) Students understand that a constitutional republic is a representative form of government whose representatives derive their authority from the consent of the governed, serve for an established tenure, and are sworn to uphold the constitution.

(7) State and federal laws mandate a variety of celebrations and observances, including Celebrate Freedom Week.

***Bolded black text in italics: Knowledge and Skills Statement (TEKS); Bolded black text: Student Expectation (TEKS)***

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(A) Each social studies class shall include, during Celebrate Freedom Week as provided under the TEC, §29.907, or during another full school week as determined by the board of trustees of a school district, appropriate instruction concerning the intent, meaning, and importance of the Declaration of Independence and the U.S. Constitution, including the Bill of Rights, in their historical contexts. The study of the Declaration of Independence must include the study of the relationship of the ideas expressed in that document to subsequent American history, including the relationship of its ideas to the rich diversity of our people as a nation of immigrants, the American Revolution, the formulation of the U.S. Constitution, and the abolitionist movement, which led to the Emancipation Proclamation and the women's suffrage movement.

(B) Each school district shall require that, during Celebrate Freedom Week or other week of instruction prescribed under subparagraph (A) of this paragraph, students in Grades 3-12 study and recite the following text: "We hold these Truths to be self-evident, that all Men are created equal, that they are endowed by their Creator with certain unalienable Rights, that among these are Life, Liberty and the Pursuit of Happiness--That to secure these Rights, Governments are instituted among Men, deriving their just Powers from the Consent of the Governed."

(8) Students identify and discuss how the actions of U.S. citizens and the local, state, and federal governments have either met or failed to meet the ideals espoused in the founding documents.

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<b>GRADE 5</b>	
<b>5.1</b>	<b><i>History. The student understands the causes and effects of European colonization in the United States beginning in 1565, the founding of St. Augustine. The student is expected to:</i></b>
<b>5.1A</b>	<p><b>Explain when, where, and why groups of people explored, colonized, and settled in the United States, including the search for religious freedom and economic gain.</b></p> <p>Explain</p> <p>WHEN, WHERE, AND WHY GROUPS OF PEOPLE EXPLORED, COLONIZED, AND SETTLED IN THE UNITED STATES</p> <p>Including, but not limited to:</p> <ul style="list-style-type: none"> <li>Exploration of the New World by Europeans in the 16th and 17th centuries was fueled by the search for gold (and raw materials and new markets), the desire to bring glory to themselves and their king by conquering new lands, and a desire to bring Christianity to peoples of the New World (God, gold, glory)</li> <li>Colonization by Europeans in the 17th and 18th centuries was meant to create a foothold in new lands during a period of expansion by European powers (France, Spain, Great Britain, Portugal, also the Dutch). European countries were highly competitive and intent on control of land and its resources. <ul style="list-style-type: none"> <li>Spanish – conquered much of western South America, Central America, and Mexico, overthrowing the Aztec (Cortes) and Inca (Pizarro) <ul style="list-style-type: none"> <li>1565 – San Augustine (Florida), the first permanent European settlement in what is now the continental United States, was founded by Spain in 1565. The area was earlier explored by both France and Spain (Ponce de Leon). To discourage French colonization, Pedro Menéndez de Avilés was sent to establish a colony. St. Augustine remained the sole European settlement in the continental United States for many decades.</li> </ul> </li> <li>French – settled Newfoundland, Canada, much of what is now the central area of continental United States, down to New Orleans</li> <li>English – early settlements in Virginia (e.g., Roanoke and Jamestown) and New England (e.g., Plymouth Colony)</li> </ul> </li> <li>Settlement – once colonies were established, settlement by Europeans was driven by a search for religious freedom and economic gain. <ul style="list-style-type: none"> <li>Colonies settled in search of economic gain: Virginia (Roanoke and Jamestown), New York, Delaware, North Carolina, South Carolina, New Jersey</li> <li>Colonies settled in search of religious freedom (though profit was also a motivator): Massachusetts (Plymouth), New Hampshire, Maryland, Pennsylvania, Connecticut</li> </ul> </li> </ul>
<b>5.1B</b>	<p><b>Describe the accomplishments of significant individuals during the colonial period including William Bradford, Anne Hutchinson, William Penn, John Smith, John Wise and Roger Williams.</b></p> <p>Describe</p> <p>ACCOMPLISHMENTS OF COLONIAL LEADERS</p> <p>Including, but not limited to:</p> <ul style="list-style-type: none"> <li>William Bradford – an exemplary leader and writer, a Puritan and leader (governor) of the Plymouth colony. Accomplishments include the contributions</li> </ul>

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	<p>he made to the Mayflower Compact, leadership of the Plymouth colony, building relationships with the Native Americans.</p> <ul style="list-style-type: none"> <li>• Anne Hutchinson – a proponent of religious freedom and tolerance, but was viewed as a controversial character and eventually banished from the Massachusetts Bay Colony</li> <li>• William Penn – a Quaker who settled the colony of Pennsylvania and allowed for freedom of worship</li> <li>• John Smith – ensured survival of Jamestown with his leadership qualities</li> <li>• John Wise – minister in Massachusetts who led a protest against taxes imposed by the British government</li> <li>• Roger Williams – founded the colony of Rhode Island and secured religious freedom for members of his community</li> </ul>
<b>5.2</b>	<b><i>History. The student understands how conflict between the American colonies and Great Britain led to American independence. The student is expected to:</i></b>
<b>5.2A</b>	<p><b>Identify and analyze the causes and effects of events prior to and during the American Revolution including the French and Indian War and the Boston Tea Party.</b></p> <p>Identify</p> <p>CAUSES AND EFFECTS OF EVENTS PRIOR TO AND DURING THE AMERICAN REVOLUTION</p> <p>Including, but not limited to:</p> <ul style="list-style-type: none"> <li>• French and Indian War <ul style="list-style-type: none"> <li>• The portion of a war between England and France (the Seven Years War) that took place in colonial America. The English victory doubled their colonial territory since France ceded much of its North American claims, but the cost of the war left the British treasury depleted. (The Indian tribes allied with the French.)</li> <li>• In order to gain money to repay war debts (and to reassert authority over British colonies), the British government passed laws and taxes that were unpopular in the American colonies. <ul style="list-style-type: none"> <li>• Sugar Act, Stamp Act, Townshend Acts: British laws that placed taxes on almost everything that colonists needed or used in their daily lives</li> </ul> </li> </ul> </li> <li>• Boston Tea Party – in 1773, a band of American colonists led by Samuel Adams (and the Sons of Liberty) boarded British ships (East India Company) and dumped tea into Boston Harbor to protest the Tea Act. As a result, Boston port was closed and town meetings were banned. The Tea Party led to a crackdown by the British government, including the punitive Intolerable Acts (e.g., the Boston Port Act that closed the Port of Boston, the Massachusetts Government Act that essentially put the Massachusetts colonial government directly under British control and limited town meetings, the Administration of Justice Act that allowed trials to Great Britain, the Quartering Act that allowed British governor to house soldiers in private homes).</li> <li>• Declaration of Independence – in 1776, Jefferson wrote that when a form of government destroys the rights of people it governs, they have a right to abolish it. A declaration for the independence of the American colonies from Great Britain was written, and this led to a war between the colonists and Great Britain.</li> </ul>
<b>5.2B</b>	<b>Identify the Founding Fathers and Patriot heroes, including John Adams, Samuel Adams, Benjamin Franklin, Nathan Hale, Thomas Jefferson, the Sons of Liberty, and George Washington; and their motivations and contributions during the revolutionary period.</b>

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Identify

**CONTRIBUTIONS OF SIGNIFICANT INDIVIDUALS DURING THE REVOLUTIONARY PERIOD**

Including, but not limited to:

- Founding Fathers – political leaders and statesmen instrumental in founding the United States. They signed the Declaration of Independence, participated in the American Revolution, helped establish the United States Constitution, or contributed in some other important way. The term usually refers to Benjamin Franklin, George Washington, John Adams, Thomas Jefferson, John Jay, James Madison, and Alexander Hamilton.
- John Adams – significant leader in advocating a growing movement to declare independence from Great Britain.
- Samuel Adams – political activist and organizer of the rebellion against British policies. He spoke and wrote articles against British restrictions in Massachusetts and was a leader of the Boston Tea Party. He attended the First Continental Congress and signed the Declaration of Independence.
- Benjamin Franklin – a Founding Father, statesman and diplomat during the American revolutionary period, intimately involved in writing the Declaration of Independence and Constitution and instrumental in forging an alliance between the colonies and France that helped win the war. In 1783, he was one of the negotiators of the Treaty of Paris that ended the American Revolution.
- Nathan Hale – lieutenant in the Continental Army and American patriot who was caught by the British for being behind enemy lines while out of uniform (spying). Condemned as a spy, Hale was hanged (by the British) for treason. Captain Montresor, witness to Hale’s execution, quoted Hale’s last words on the gallows as, “I only regret that I have but one life to lose for my country.”
- Thomas Jefferson – Founding Father and principal author of Declaration of Independence; early and effective leader in the American Revolution
- Sons of Liberty – workers and tradesmen who originally banded together to undermine the Stamp Act; they were the driving force behind the Boston Tea Party. Their motto became, “No taxation without representation.”
- George Washington – commander in Chief of the Continental Army during the American Revolution; led the colonies to independence when the British surrendered at the Battle of Yorktown

**MOTIVATIONS DURING THE REVOLUTIONARY PERIOD**

Including, but not limited to:

- These significant leaders were motivated by deeply held beliefs that they were willing to stand behind with words and actions.

**5.2C**

**Summarize the results of the American Revolution, including the establishment of the United States, and the development of the U.S. military.**

Summarize

**RESULTS OF THE AMERICAN REVOLUTION**

Including, but not limited to:

- A treaty (Treaty of Paris, 1783), was signed by Great Britain, and ratified by the United States Congress of the Confederation. In the treaty, Great

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	<p>Britain acknowledged sovereignty for the colonies, recognizing the United States as an independent nation and ceding all claimed territory between the Appalachian Mountains and the Mississippi River to the United States.</p> <ul style="list-style-type: none"> <li>• The Articles of Confederation was the first written constitution of the United States. They specified how the national government would operate.</li> <li>• The Continental Army, with George Washington as its commander, was formed by the Continental Congress in 1775. The army, along with state militia forces, made up the colonial revolutionary forces. Because of a pervasive distrust of permanent (or "standing") armies, the Continental Army was quickly disbanded after the Revolution. The Congress of the Confederation officially created the United States Army after the end of the revolutionary war to replace the disbanded Continental Army. The U.S. military evolved from militia (military force composed of ordinary citizens) to a well-trained standing army and navy.</li> </ul>
<b>5.3</b>	<b><i>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:</i></b>
<b>5.3A</b>	<p><b>Identify the issues that led to the creation of the U.S. Constitution, including the weaknesses of the Articles of Confederation.</b></p> <p>Identify</p> <p>ISSUES THAT LED TO THE CREATION OF THE UNITED STATES CONSTITUTION</p> <p>Including, but not limited to:</p> <ul style="list-style-type: none"> <li>• Articles of Confederation <ul style="list-style-type: none"> <li>• Designed as a confederation of powerful states united by a weak national government that was capable of making war, negotiating diplomatic agreements, and resolving issues regarding the western territories, but where the states retained sovereignty over all governmental functions not specifically relinquished to the national government. There was no president, no executive agency, no judiciary, and no taxes (therefore no way to pay off state and national debts from the war).</li> <li>• Weaknesses included a unicameral legislature with no separation of powers, a weak central (federal) government where most power lay with the states, a Congress that did not have the power to tax or enforce laws or regulate commerce, and an awkward amendment process that required unanimous approval of the states and 9 of 13 states approval to pass major laws. It also lacked an executive branch and a national court system.</li> </ul> </li> </ul>
<b>5.3B</b>	<p><b>Identify the contributions of individuals including James Madison, and others such as George Mason, Charles Pinckney and Roger Sherman who helped create the U.S. Constitution.</b></p> <p>Identify</p> <p>CONTRIBUTIONS OF INDIVIDUALS WHO HELPED CREATE THE U.S. CONSTITUTION</p> <p>Including, but not limited to:</p> <ul style="list-style-type: none"> <li>• James Madison – called the Father of the Constitution, formulated many of the ideas included in the Constitution such as the three branches of government. His Virginia Plan (based on the Virginia Constitution he helped develop) served as the basis for the Constitution. He argued for a strong central government.</li> <li>• George Mason – a leading anti-federalist, he opposed having a strong national government and feared that it would overrule state decisions. Fought</li> </ul>

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	<p>for addition of individual and states' rights in the Constitution to balance increased federal powers. He did not sign the Constitution because he thought it gave the federal government too much power and because he opposed slavery, which was not directly addressed in the Constitution. Instrumental in adding the Bill of Rights to the Constitution.</p> <ul style="list-style-type: none"> <li>• Charles Pinckney – American statesman and signer of the U.S. Constitution, represented South Carolina at the Constitutional Convention and was a strong supporter of a strong national government. His ideas and wording make up a good portion of the U.S. Constitution, including the statement in Article VI that states, "no religious test shall ever be required as a qualification to any office or public trust under the authority of the United States." He also served as a lieutenant in the Continental Army, in the Continental Congress, and the South Carolina state legislature. He was governor of South Carolina and a member of the U.S. Senate and House of Representatives.</li> <li>• Roger Sherman – represented Connecticut, a small state, at the Constitutional Convention, and was largely known for his contributions towards bicameralism, where there would be equity between large and small states relevant to representation in the national government (The Great Compromise)</li> </ul>
<b>5.4</b>	<b><i>History. The student understands political, economic, and social changes that occurred in the United States during the 19th century. The student is expected to:</i></b>
<b>5.4A</b>	<p><b>Describe the causes and effects of the War of 1812.</b></p> <p>Describe</p> <p>CAUSES AND EFFECTS OF THE WAR OF 1812</p> <p>Including, but not limited to:</p> <ul style="list-style-type: none"> <li>• Causes <ul style="list-style-type: none"> <li>• British impressment of American sailors. (In 1807, while Britain was at war with France, a British ship fired upon and then boarded an American ship, carrying off four seamen. This act infuriated the American public.)</li> <li>• To try to keep America from trading with its enemy, the British blockaded U.S. ports</li> <li>• Nationalism (renewed sense of American patriotism)</li> <li>• Trouble with Indians (who were incited by British to harass American interests) and desire to conquer territory in (British) Canada</li> </ul> </li> <li>• Effects <ul style="list-style-type: none"> <li>• Treaty of Ghent (1814) ended the war</li> <li>• The United States, a young nation, gained confidence and faith in the ability of its military, ushering in the "era of good feeling."</li> <li>• The United States gained international respect for managing to withstand the British Empire.</li> <li>• The Capitol and the president's mansion were burned by the British during the war, which led to a rebuilding of Washington D.C.</li> <li>• Francis Scott Key was inspired to write a poem, "The Star Spangled Banner," and in 1931, Congress designated it as the national anthem.</li> </ul> </li> </ul>
<b>5.4B</b>	<b>Identify and explain how changes resulting from the Industrial Revolution led to conflict among sections of the United States.</b>

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	<p>Identify, Explain</p> <p>HOW CHANGES RESULTING FROM THE INDUSTRIAL REVOLUTION LED TO CONFLICT AMONG SECTIONS OF THE UNITED STATES</p> <p>Including, but not limited to:</p> <ul style="list-style-type: none"> <li>• Changes resulting from the Industrial Revolution <ul style="list-style-type: none"> <li>• The North – became industrialized due to the factory system, immigration and overpopulation of cities</li> <li>• The South – the invention of the cotton gin (cleaned cotton faster and cheaper) encouraged southern planters to increase cotton production, thus a greater demand for slaves</li> <li>• The West – national roads, canals and steamboats contributed to a mass movement westward.</li> </ul> </li> <li>• Changes leading to conflict <ul style="list-style-type: none"> <li>• Sectionalism – loyalty to their own region gave rise to intense differences over national policies, such as slavery and tariff issues</li> <li>• Major disagreements revolved around states’ rights</li> </ul> </li> </ul>
<b>5.4C</b>	<p><b>Identify reasons people moved west.</b></p> <p>Identify</p> <p>REASONS PEOPLE MOVED WEST</p> <p>Including, but not limited to:</p> <ul style="list-style-type: none"> <li>• Economic opportunity</li> <li>• Territorial expansion (acquisition of new territories)</li> <li>• Manifest Destiny (a belief that the mission of the U.S. was to expand across the entire North American continent)</li> </ul>
<b>5.4D</b>	<p><b>Identify significant events and concepts associated with U.S. territorial expansion, including the Louisiana Purchase, the expedition of Lewis and Clark, and Manifest Destiny.</b></p> <p>Identify</p> <p>EVENTS AND CONCEPTS ASSOCIATED WITH U.S. TERRITORIAL EXPANSION</p> <p>Including, but not limited to:</p> <ul style="list-style-type: none"> <li>• Louisiana Purchase – in 1803, President Thomas Jefferson approved the purchase of the Louisiana Territory from France, doubling the size of the U.S.</li> <li>• Lewis and Clark Expedition – an expedition sponsored by Congress and designed to explore lands west of the Mississippi</li> </ul>

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	<ul style="list-style-type: none"> <li>• <b>Manifest Destiny</b> – the belief that the U.S. was destined to secure territory from “sea to sea” from the Atlantic to the Pacific</li> </ul>
<b>5.4E</b>	<p><b>Identify the causes of the Civil War, including sectionalism, states’ rights and slavery, and the effects of the Civil War, including Reconstruction, and the 13th, 14th, and 15th amendments to the U.S. Constitution.</b></p> <p>Identify</p> <p><b>CAUSES AND EFFECTS OF THE CIVIL WAR</b></p> <p>Including, but not limited to:</p> <ul style="list-style-type: none"> <li>• <b>Causes of Civil War</b> <ul style="list-style-type: none"> <li>• Sectionalism – political, economic, and social divisions based on regional differences</li> <li>• States’ Rights – southerners argued that the federal government’s powers under the Constitution were limited and should not have the power to make slavery illegal</li> <li>• Slavery – many compromises were passed so that non-slave states and slave states could be appeased; however, the compromises were successful only for a short time period.</li> <li>• Secession of southern states from the Union to form the Confederacy: the Confederate States of America</li> </ul> </li> <li>• <b>Effects of Civil War</b> <ul style="list-style-type: none"> <li>• Established federal supremacy</li> <li>• Abolition of slavery (Emancipation Proclamation) and legal rights for blacks (Reconstruction Amendments)</li> <li>• 100 years of regional tension fueled by the war and Reconstruction</li> <li>• Reconstruction – in the post-Civil War period, from 1865 to 1877, the United States confronted the problems of re-admitting the southern states to the Union and integrating the freed slaves into society.</li> <li>• 13th amendment – abolishes slavery in the United States</li> <li>• 14th amendment – declares that all persons born in the U.S. are citizens; states that all citizens are guaranteed equal protection of the laws</li> <li>• 15th amendment – states that citizens cannot be denied the right to vote because of “race, color, or previous condition of servitude”</li> </ul> </li> </ul>
<b>5.4F</b>	<p><b>Explain how industry and the mechanization of agriculture changed the American way of life.</b></p> <p>Explain</p> <p><b>HOW INDUSTRY AND MECHANIZATION OF AGRICULTURE CHANGED THE AMERICAN WAY OF LIFE</b></p> <p>Including, but not limited to:</p> <ul style="list-style-type: none"> <li>• Mechanization of agriculture increased production and lowered costs</li> <li>• McCormick’s reaper decreased the amount of labor needed to harvest crops, cutting the number of farm workers needed to bring in the crop. The</li> </ul>

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	<p>decreased need for labor in rural areas led to people moving from rural to urban areas looking for employment.</p> <ul style="list-style-type: none"> <li>• John Deere's steel plow allowed westward expansion of productive farming endeavors. The prairie soil would stick to the wooden plows used before, making it difficult and extremely time consuming to plow fields for crops. The prairie soil did not stick to Deere's steel plow, thereby easing the process of plowing so larger fields could be developed, increasing productivity, and opening the prairie to further expansion.</li> <li>• The cotton gin (interchangeable parts) increased cotton production so that cotton became America's leading crop. Slavery also spread. Since the cotton gin allowed more cotton to be cleaned for sale, more land could be used for cotton production, and slaves were needed to grow and pick the cotton.</li> <li>• Industry, especially the expansion of use of machines to produce goods, led to the mass production of goods and the growth of factories. This, in turn, led to the growth of cities (urbanization) <ul style="list-style-type: none"> <li>• Examples include industries such as the textile industry (cloth production)</li> <li>• American life was changed in many ways. People moved from rural to urban areas in search for jobs. Mass production of goods made things more affordable and accessible.</li> <li>• The increase for job opportunities lured many immigrants to urban areas, making cities multicultural.</li> </ul> </li> </ul>
<b>5.4G</b>	<p><b>Identify the challenges, opportunities, and contributions of people from various American Indian and immigrant groups.</b></p> <p>Identify</p> <p>CHALLENGES, OPPORTUNITIES AND CONTRIBUTIONS OF PEOPLE</p> <p>Including, but not limited to:</p> <ul style="list-style-type: none"> <li>• Challenges (immigrant groups) <ul style="list-style-type: none"> <li>• Working for lower wages</li> <li>• Child labor</li> <li>• Language barriers</li> <li>• Prejudice</li> <li>• Crowded housing</li> </ul> </li> <li>• Opportunities (immigrant groups) <ul style="list-style-type: none"> <li>• Job opportunities</li> <li>• Better life</li> <li>• Escape from persecution</li> </ul> </li> <li>• Contributions (immigrant groups) <ul style="list-style-type: none"> <li>• Multiculturalism, different perspectives</li> </ul> </li> </ul>

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	<ul style="list-style-type: none"> <li>• Inventiveness</li> <li>• Labor</li> <li>• Challenges (American Indians) <ul style="list-style-type: none"> <li>• Indian Removal Act</li> <li>• Forced assimilation</li> <li>• Persecution and prejudice</li> </ul> </li> <li>• Opportunities (American Indians)</li> <li>• Contributions (American Indians) <ul style="list-style-type: none"> <li>• Art work</li> <li>• Ecology (appreciation for the land and its conservation)</li> <li>• Language and culture</li> </ul> </li> </ul>
<b>5.5</b>	<b><i>History. The student understands important issues, events, and individuals of the 20th and 21st centuries in the United States. The student is expected to:</i></b>
<b>5.5A</b>	<p><b>Analyze various issues and events of the 20th century such as, industrialization, urbanization, increased use of oil and gas, the Great Depression; world wars, the civil rights movement, and military actions.</b></p> <p>Analyze</p> <p>VARIOUS ISSUES AND EVENTS OF THE 20TH CENTURY</p> <p>Including, but not limited to:</p> <ul style="list-style-type: none"> <li>• Industrialization – growth of factories, which prompted the growth of labor unions; availability of manufactured goods brought about consumerism</li> <li>• Urbanization – move from rural to urban life and growth of cities with accompanying problems such as crowded housing, sanitation and sewage, contaminated drinking water, migration and immigration, nativism</li> <li>• Increased use of oil and gas – with the growth of the car industry, U.S. oil companies such as Rockefeller’s Standard Oil Company flourished; tourism grew, suburbs came to be, highway system, plastic and other petroleum products changed the way people live.</li> <li>• World War I (1914-1918) – web of alliances in Europe led to war beginning in 1914. The U.S. got involved in 1917, siding with the Allies (Great Britain and France). The war ended in 1918 with the Treaty of Versailles.</li> <li>• Great Depression – in the U.S., this was a time of economic hardship, which began in 1929 and lasted until World War II.</li> <li>• World War II – growth of dictatorships in Europe, Nazi aggression in Europe, and Japanese aggression in Asia were major causes of WWII. U.S. involvement lasted from 1941-1945, drawn in by the attack at Pearl Harbor and ending with the dropping of the atomic bombs over Japan.</li> <li>• Civil Rights Movement – movement toward equal rights for African Americans, included landmark cases that ended racial segregation in public schools</li> </ul>

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	<p>and other public places</p> <ul style="list-style-type: none"> <li>• <b>Military Actions</b> <ul style="list-style-type: none"> <li>• Cold War (1946-1989) – the U.S. and the Soviet Union emerged as superpowers. The two nations never went to war directly, but stockpiled nuclear warheads in preparation for a third world war.</li> <li>• Korean Conflict (1950-1953) – a cold war conflict. Korea had been ruled by Japan; the end of WWII resulted in drawing a line along the 38th parallel for administration purposes, the North being administered by the USSR and the South by the United States. The North developed a communist government and then attacked the South in an attempt to reunify the sections under a communist government with the help of communist China and the USSR. The United States and United Nations came to the aid of South Korea in what was called a “police action”; war was not declared. An armistice halted the conflict, but there has been no official end to the conflict; enmity continues.</li> <li>• Vietnam War (1955-1975) – a cold war military conflict. Since the 1860’s, Vietnam had been a French territory; when the French left in 1955, a communist regime took hold in the North and the South formed the Republic of Vietnam. China and the USSR backed the North Vietnamese in an effort to control the whole country. The U.S. backed the South Vietnamese in an effort to stop the spread of communism (Domino Theory) through a policy of “containment.” The U.S. left Vietnam in 1975 after the fall of Saigon. Vietnam today, officially the Socialist Republic of Vietnam, is now united under a communist government.</li> </ul> </li> </ul>
<b>5.5B</b>	<p><b>Analyze various issues and events of the 21st century such as the War on Terror and the 2008 presidential election.</b></p> <p>Analyze</p> <p>VARIOUS ISSUES AND EVENTS OF THE 21ST CENTURY</p> <p>Including, but not limited to:</p> <ul style="list-style-type: none"> <li>• War on Terror – on September 11, 2001, a group of terrorists hijacked and crashed four U.S. passenger planes into the World Trade Center (New York City) and the Pentagon. With the deaths of thousands of Americans, President George W. Bush declared a War on Terror.</li> <li>• 2008 Presidential Election – a turning point in U.S. history because for the first time, an African American was elected as president of the United States. President Barack Obama ran a campaign that focused on change and brought millions of voters to the polls.</li> </ul>
<b>5.5C</b>	<p><b>Identify the accomplishments of individuals such as, Jane Addams, Susan B. Anthony, Dwight Eisenhower, Martin Luther King, Jr., Rosa Parks, Cesar Chavez, Franklin D. Roosevelt, Ronald Reagan, and Colin Powell and groups such as the Tuskegee Airmen and the 442<sup>nd</sup> Infantry Regiment, who have made contributions to society in the areas of civil rights, women’s rights, military actions, and politics.</b></p> <p>Identify</p> <p>ACCOMPLISHMENTS OF NOTABLE INDIVIDUALS IN THE AREAS OF CIVIL RIGHTS, WOMEN’S RIGHTS, MILITARY ACTIONS, AND POLITICS</p> <p>Including, but not limited to:</p> <ul style="list-style-type: none"> <li>• Jane Addams – the first woman to win the Nobel Peace Prize (1931), Jane Addams is more widely known for her role in the establishment of Hull House in Chicago in 1889 and the Settlement House movement in the United States.</li> </ul>

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- Susan B. Anthony – was a prominent American civil rights leader who played a pivotal role in the 19th century women's rights movement to introduce women's suffrage into the United States
- Dwight D. Eisenhower – commander of the Allied forces in World War II, NATO commander, President of the United States during the Korean conflict and Cold War. President during the beginning of the civil rights movement; upheld the laws to integrate schools
- Martin Luther King, Jr. – Civil Rights leader known for leading the Montgomery Bus Boycott, March on Washington, promoting non-violent civil disobedience, "I Have a Dream" speech
- Rosa Parks – refused to give up her seat on a bus, which led to the Montgomery bus boycott; became an icon and a leader in the Civil Rights Movement
- Cesar Chavez – migrant farm worker who sought to improve the lives of other migrant workers. He called for non-violent struggles for justice and used strikes, boycotts, and other forms of civil disobedience to improve conditions for migrant workers.
- Franklin D. Roosevelt – elected President of the U.S. for four terms; led the U.S. through the Great Depression, New Deal, and World War II
- Ronald Regan – 40th President of the United States (1981-1989), known as "The Great Communicator." Legislation passed during his term of office stimulated economic growth, curbed inflation, increased employment, and strengthened national defense. His term ushered in a time of political conservatism and saw the end of the Cold War with the breakup of the USSR and the destruction of the Berlin Wall.
- Colin Powell – American statesman, four-star general of the U.S. Army who was the first African American to serve as Chairman of the Joint Chiefs of Staff (1989-1993, George H.W. Bush). He also served as Secretary of State (2001-2004, George W. Bush) and National Security Advisor (1987-1989, Ronald Reagan).
- Tuskegee Airmen – the Tuskegee Airmen were dedicated, determined young men who enlisted to become America's first black military airmen at a time when there were many people who thought that black men were incapable.
- 442nd Infantry Regiment – formerly the 442nd Regimental Combat Team of the United States Army; was an Asian American unit composed of mostly Japanese Americans who fought in Europe during World War II. The families of many of its soldiers were held in internment camps.

**5.6** ***Geography. The student uses geographic tools to collect, analyze, and interpret data. The student is expected to:***

**5.6A** **Apply geographic tools, including grid systems, legends, symbols, scales, and compass roses, to construct and interpret maps.**

Apply

### GEOGRAPHIC TOOLS TO CONSTRUCT AND INTERPRET MAPS

Including, but not limited to:

- Grid systems – network of horizontal and vertical lines used to locate points on a map or a chart by means of coordinates
- Latitude/longitude –the vertical and horizontal lines on a map or globe
- Legends – an explanatory list of the symbols appearing on a chart or map is a legend. Sometimes, this is called a key because it is key to understanding what a map is saying.
- Symbols – something which stands for or suggests something else. It can be a visible sign of something which is intangible.

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	<ul style="list-style-type: none"> <li>• Scales – an indication of the relationship between the distances on a map, chart, or plan and the corresponding actual distances</li> <li>• Compass roses – circle or similar design on a map that shows true directions; includes graduated degrees or quarter points (intermediate directions)</li> </ul>
<b>5.6B</b>	<p><b>Translate geographic data into a variety of formats such as raw data to graphs and maps.</b></p> <p>Translate</p> <p>GEOGRAPHIC DATA INTO A VARIETY OF FORMATS</p> <p>Including, but not limited to:</p> <ul style="list-style-type: none"> <li>• Formats <ul style="list-style-type: none"> <li>• Translate raw data to maps</li> <li>• Translate raw data to charts</li> </ul> </li> <li>• Types of geographic data <ul style="list-style-type: none"> <li>• Political data</li> <li>• Population increases and decreases</li> <li>• Economic data</li> <li>• Examples of other types of data: literacy rates, infant mortality rates, age distribution, male/female distribution</li> </ul> </li> </ul>
<b>5.7</b>	<b><i>Geography. The student understands the concept of regions in the United States. The student is expected to:</i></b>
<b>5.7A</b>	<p><b>Describe a variety of regions in the United States such as political, population, and economic regions that result from patterns of human activity.</b></p> <p>Describe</p> <p>VARIETY OF REGIONS IN THE UNITED STATES THAT RESULT FROM PATTERNS OF HUMAN ACTIVITY</p> <p>Including, but not limited to:</p> <ul style="list-style-type: none"> <li>• Political regions – (e.g., state boundaries, country's capital, state capitols, neighboring countries)</li> <li>• Population regions – (e.g., population distribution maps, metropolitan areas, rural regions, ethnic population)</li> <li>• Economic regions – (e.g., economic activities, divided per capita income (local, state, national))</li> </ul>
<b>5.7B</b>	<p><b>Describe a variety of regions in the United States such as landform, climate, and vegetation regions that result from physical characteristics, such as the Great Plains, Rocky Mountains, and Coastal Plains.</b></p> <p>Describe</p>

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GRADE 5

VARIETY OF REGIONS IN THE UNITED STATES

Including, but not limited to:

- Great Plains
  - Landforms
  - Climate
  - Vegetation
- Rocky Mountains
  - Landforms
  - Climate
  - Vegetation
- Coastal Plains
  - Landforms
  - Climate
  - Vegetation
- Landform regions – Appalachians, Rocky Mountains, Great Lakes, Coastal Plains, Great Plains, Mississippi River Valley
- Climate regions – temperate, tropical, sub-tropical, desert, tundra
- Vegetation regions – forests, rainforests, grasslands

5.7C

**Locate on a map important political features, such as ten of the largest urban areas in the United States, the fifty states and their capitals, and regions such as the Northeast, the Midwest, and the Southwest.**

Locate

IMPORTANT POLITICAL FEATURES

Including, but not limited to:

- Location of 10 largest U.S. metropolitan (urban) areas
  - New York
  - Los Angeles
  - Chicago
  - Dallas-Fort Worth



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	<ul style="list-style-type: none"> <li>• Philadelphia</li> <li>• Houston</li> <li>• Miami</li> <li>• Washington, D.C.</li> <li>• Atlanta</li> <li>• Boston</li> <li>• Location of 50 states and capitals</li> <li>• Location of geographic regions of the United States                             <ul style="list-style-type: none"> <li>• West</li> <li>• Midwest</li> <li>• South</li> <li>• Northeast</li> <li>• Southwest</li> </ul> </li> </ul>
<b>5.7D</b>	<p><b>Locate on a map important physical features, such as the Rocky Mountains, Mississippi River, and Great Plains.</b></p> <p>Locate</p> <p>IMPORTANT PHYSICAL FEATURES</p> <p>Including, but not limited to:</p> <ul style="list-style-type: none"> <li>• Location of Rocky Mountains</li> <li>• Location of Mississippi River</li> <li>• Location of Great Plains</li> </ul>
<b>5.8</b>	<p><b><i>Geography. The student understands the location and patterns of settlement and the geographic factors that influence where people live. The student is expected to:</i></b></p>
<b>5.8A</b>	<p><b>Identify and describe the types of settlement and patterns of land use in the United States.</b></p> <p>Identify, Describe</p> <p>TYPES OF SETTLEMENT AND PATTERNS OF LAND USE IN THE UNITED STATES</p> <p>Including, but not limited to:</p>

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	<ul style="list-style-type: none"> <li>• Types of settlement               <ul style="list-style-type: none"> <li>• Urban</li> <li>• Suburban</li> <li>• Rural</li> </ul> </li> <li>• Patterns of land use               <ul style="list-style-type: none"> <li>• Farming</li> <li>• Ranching</li> <li>• Industry</li> <li>• Urbanization</li> </ul> </li> </ul>
5.8B	<p><b>Explain the geographic factors that influence patterns of settlement and the distribution of population in the United States, past and present.</b></p> <p>Explain</p> <p>GEOGRAPHIC FACTORS THAT INFLUENCE PATTERNS OF SETTLEMENT AND DISTRIBUTION OF POPULATION IN THE UNITED STATES, PAST AND PRESENT</p> <p>Including, but not limited to:</p> <ul style="list-style-type: none"> <li>• Favorable waterways</li> <li>• Trade routes</li> <li>• Climatic conditions</li> </ul>
5.8C	<p><b>Analyze the reasons for the location of cities in the United States, including capital cities, and explain their distribution, past and present.</b></p> <p>Analyze</p> <p>REASONS FOR LOCATION OF CITIES IN THE UNITED STATES, PAST AND PRESENT</p> <p>Explain</p> <p>DISTRIBUTION OF CITIES, PAST AND PRESENT</p> <p>Including, but not limited to:</p> <ul style="list-style-type: none"> <li>• Cities and capital cities</li> <li>• Climate</li> <li>• Water (fresh or salty)</li> </ul>

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<b>GRADE 5</b>	
	<ul style="list-style-type: none"> <li>• Fertile soil</li> <li>• Natural resources</li> <li>• Transportation hubs</li> <li>• Natural harbors</li> </ul>
<b>5.9</b>	<b><i>Geography. The student understands how people adapt to and modify their environment. The student is expected to:</i></b>
<b>5.9A</b>	<p><b>Describe how and 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.</b></p> <p>Describe</p> <p>HOW AND WHY PEOPLE HAVE ADAPTED TO AND MODIFIED THEIR ENVIRONMENT IN THE UNITED STATES, PAST AND PRESENT</p> <p>Including, but not limited to:</p> <ul style="list-style-type: none"> <li>• Use of human resources to meet basic needs</li> <li>• Past Examples                             <ul style="list-style-type: none"> <li>• Colonists based their settlements and their livelihood on their environment and the natural resources available- proximity to fresh or salt water, fertile soil, climate, vegetation and other natural resources. They modified by building shelters conducive to the climate, cleared forests for timber, raised livestock, planted crops, fished, etc.</li> <li>• Farming practices with Westward Expansion that led to the Dust Bowl</li> </ul> </li> <li>• Present Examples                             <ul style="list-style-type: none"> <li>• Technological innovations have allowed people to modify their environment by building dams, solar power plants, wind-powered plants and eco-friendly vehicles. They adapt by collecting rain water and recycling plastics and other sources of pollution.</li> <li>• New farming practices implemented to counteract Dust Bowl and keep it from happening again</li> </ul> </li> </ul>
<b>5.9B</b>	<p><b>Analyze the positive and negative consequences of human modification of the environment in the United States, past and present.</b></p> <p>Analyze</p> <p>CONSEQUENCES OF HUMAN MODIFICATION OF THE ENVIRONMENT</p> <p>Including, but not limited to:</p> <ul style="list-style-type: none"> <li>• Urban sprawl</li> <li>• Pollution</li> <li>• Survival</li> </ul>

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	<ul style="list-style-type: none"> <li>• Enclosing land</li> <li>• Impact on resources</li> <li>• Introduction of non-native species</li> <li>• Need for conservation</li> <li>• Dust Bowl</li> </ul>
<b>5.10</b>	<b><i>Economics. The student understands the basic economic patterns of early societies in the United States. The student is expected to:</i></b>
<b>5.10A</b>	<p><b>Explain the economic patterns of early European colonists.</b></p> <p>Explain</p> <p>ECONOMIC PATTERNS OF EARLY EUROPEAN COLONISTS</p> <p>Including, but not limited to:</p> <ul style="list-style-type: none"> <li>• Mercantilism – economic theory under which a nation’s wealth is based on its supply of capital (e.g., the amount of gold and silver bullion in its treasury). Under this theory, one party may benefit only at the expense of another. In a mercantilist system, government played a central role in regulating trade by imposing restrictions on trade. American colonies provided raw materials to and markets for English manufacturers who sold finished products to colonists, but colonial trade was limited to Britain only. This closed process provided the British with a profitable market, free from competition. At the same time, regulations were enacted to discourage colonial manufacturing and marketing to other countries, especially in industries that would be competitive with the British.</li> <li>• Trade (Columbian Exchange) – comingling of Old World, and New World plants, animals, people, and bacteria. (e.g., maize, potatoes, and tomatoes introduced to Old World; horses, sugar cane, and smallpox introduced to New World)</li> <li>• Triangular Trade – Pattern of colonial commerce in which slaves, rum, sugar, and molasses were bought and traded between the African gold coast, New England, and the West Indies. (Tobacco and cotton, and the slaves to work the fields in the southern colonies, was a market expansion opportunity.)</li> <li>• Cottage industries – in a subsistence economic system, small-scale production of goods for sale in markets is termed cottage industry. It usually involves producing a good by hand or with low technology at home or in a small village cooperative.</li> </ul>
<b>5.10B</b>	<p><b>Identify major industries of colonial America.</b></p> <p>Identify</p> <p>MAJOR INDUSTRIES OF COLONIAL AMERICA</p> <p>Including, but not limited to:</p> <ul style="list-style-type: none"> <li>• Shipbuilding</li> <li>• Fishing</li> </ul>

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<b>GRADE 5</b>	
	<ul style="list-style-type: none"> <li>• Trade</li> <li>• Agriculture</li> <li>• Subsistence farming</li> </ul>
<b>5.11</b>	<b><i>Economics. The student understands the development, characteristics and benefits of the free enterprise (capitalism, free market) system in the United States. The student is expected to:</i></b>
<b>5.11A</b>	<p><b>Describe the development of the free enterprise system in colonial America and the United States.</b></p> <p>Describe</p> <p>DEVELOPMENT OF THE FREE ENTERPRISE SYSTEM IN COLONIAL AMERICA</p> <p>Including, but not limited to:</p> <ul style="list-style-type: none"> <li>• Free enterprise – the freedom of private businesses to operate competitively for profit with minimal government regulation</li> <li>• A free enterprise system is based on a market economy. The system is characterized by four ideas: economic freedom, voluntary exchange, private property, profit motive. In a free enterprise system, people and businesses make their own decisions, own the factors of production, decide what to buy, what to make, and what to sell.</li> <li>• In the British colonies, British law played a large role in the colonial economy. British laws limited what colonists could produce, and colonists were not free to trade with everyone. Britain discouraged American colonies from trading with other countries since that would provide competition for British goods, diminishing profits. The colonists were required to do much of their trading with the British under a mercantile system where the purpose of colonies was to provide raw materials for the benefit of British companies and provide markets for British finished goods. As long as the system worked, the colonists were left alone to meet their needs through local industries such as sawmills and gristmills, as long as they did not interfere with international trade and profits by British companies. When Britain needed more money for its war debt as a result of long conflict with the French, they tightened trade restrictions through Acts such as the Intolerable Acts, which pushed the colonists to declare independence.</li> </ul>
<b>5.11B</b>	<p><b>Describe how the free enterprise system works in the United States.</b></p> <p>Describe</p> <p>HOW THE FREE ENTERPRISE SYSTEM WORKS</p> <p>Including, but not limited to:</p> <ul style="list-style-type: none"> <li>• Economic freedom to create own business, decide what to make, how much to produce, what price to charge</li> <li>• Voluntary exchange of goods/money</li> <li>• Private property – you own the business, not the government</li> <li>• Profit motive (to make money for self)</li> <li>• Provides wide variety of choices for consumers</li> </ul>

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	<ul style="list-style-type: none"> <li>• More specialization can occur</li> </ul>
5.11C	<p><b>Give examples of the benefits of the free enterprise system in the United States.</b></p> <p>Give</p> <p>EXAMPLES OF THE BENEFITS OF THE FREE ENTERPRISE SYSTEM</p> <p>Including, but not limited to:</p> <ul style="list-style-type: none"> <li>• New products developed, and competition for markets created individual financial worth. This includes limited government interference and regulations that ultimately lead to more opportunities for individuals.</li> </ul>
5.12	<b><i>Economics. The student understands the impact of supply and demand on consumers and producers in a free enterprise system. The student is expected to:</i></b>
5.12A	<p><b>Explain how supply and demand affects consumers in the United States.</b></p> <p>Explain</p> <p>HOW SUPPLY AND DEMAND AFFECTS CONSUMERS</p> <p>Including, but not limited to:</p> <ul style="list-style-type: none"> <li>• Supply and demand is an economic concept vital to the free market economy. Supply is the amount of something, such as a product, that a market makes available. Demand is the amount of the product that buyers want to purchase.</li> <li>• Price has a significant effect on demand. The higher the demand, the more expensive the product. The lower the demand, the less expensive the product.</li> <li>• By limiting the supply of a product that is in great demand (Nintendo game during Christmas time), it is expected that the price will be high.</li> </ul>
5.12B	<p><b>Evaluate the effects of supply and demand on business, industry, and agriculture, including the plantation system, in the United States.</b></p> <p>Evaluate</p> <p>EFFECTS OF SUPPLY AND DEMAND</p> <p>Including, but not limited to:</p> <ul style="list-style-type: none"> <li>• Supply and demand drives trading. If the demand is high, business and/or industry will produce more.</li> <li>• If the demand is high for cotton or tobacco, the agricultural industry will grow more of these products. This made the plantation system thrive and led to a higher demand for slave labor.</li> </ul>
5.13	<b><i>Economics. The student understands patterns of work and economic activities in the United States. The student is expected to:</i></b>
5.13A	<b>Compare how people in different parts of the United States earn a living, past and present.</b>

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	<p>Compare</p> <p>HOW PEOPLE IN DIFFERENT PARTS OF THE UNITED STATES EARN A LIVING, PAST AND PRESENT</p> <p>Including, but not limited to:</p> <ul style="list-style-type: none"> <li>• Past <ul style="list-style-type: none"> <li>• New England Colonies – fishing and shipbuilding</li> <li>• Middle Colonies – the “breadbasket”</li> <li>• Southern Colonies – agriculture: indigo and then tobacco and cotton</li> </ul> </li> <li>• Present <ul style="list-style-type: none"> <li>• Great Plains (Midwest) – farming</li> <li>• East Coast – banking, finance, major industries, shipping</li> <li>• West Coast – technology, shipping</li> <li>• Southeast – farming, industry, tourism, shipping</li> </ul> </li> </ul>
5.13B	<p><b>Identify and explain how geographic factors have influenced the location of economic activities in the United States.</b></p> <p>Identify, Explain</p> <p>HOW GEOGRAPHIC FACTORS HAVE INFLUENCED THE LOCATION OF ECONOMIC ACTIVITIES IN THE UNITED STATES</p> <p>Including, but not limited to:</p> <ul style="list-style-type: none"> <li>• Geographic Factors <ul style="list-style-type: none"> <li>• Forest – lumber, firewood, maple syrup</li> <li>• Coastal region – recreational, fisheries, shipping ports</li> <li>• Mountainous region – mining, tourism, lumber</li> <li>• Great Plains – wheat and other grains, livestock</li> </ul> </li> </ul>
5.13C	<p><b>Analyze the effects of immigration, migration, and limited resources on the economic development and growth of the United States.</b></p> <p>Analyze</p> <p>EFFECTS OF IMMIGRATION, MIGRATION, AND LIMITED RESOURCES ON THE ECONOMIC DEVELOPMENT AND GROWTH OF THE UNITED STATES</p>

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<b>GRADE 5</b>	
	<p>Including, but not limited to:</p> <ul style="list-style-type: none"> <li>• Effects on the labor market where native born workers are displaced by immigrants</li> <li>• Immigrants increase the supply of labor, which can help meet the needs of growing economies or put pressure on lagging economies</li> <li>• Population growth as a result of migration and immigration has greatly affected the size of markets and need for goods.</li> <li>• Limited resources – immigration and migration can put pressure on resources. Land development for housing and expanding cities can encroach upon resources, limiting supply while increasing need, thereby affecting price.</li> </ul>
<b>5.13D</b>	<p><b>Describe the impact of mass production, specialization, and division of labor on the economic growth of the United States.</b></p> <p>Describe</p> <p>IMPACT OF MASS PRODUCTION, SPECIALIZATION AND DIVISION OF LABOR ON THE ECONOMIC GROWTH OF THE UNITED STATES</p> <p>Including, but not limited to:</p> <ul style="list-style-type: none"> <li>• Impact of mass production <ul style="list-style-type: none"> <li>• Production increased</li> <li>• Made products more affordable</li> <li>• Created more jobs</li> </ul> </li> <li>• Impact of specialization and division of labor: <ul style="list-style-type: none"> <li>• Artisans were replaced by specialized workers assigned to do a particular task as part of a process, mostly referred to as the assembly line.</li> <li>• Created more jobs</li> </ul> </li> </ul>
<b>5.13E</b>	<p><b>Explain the impact of American ideas about progress and equality of opportunity on the economic development and growth of the United States.</b></p> <p>Explain</p> <p>IMPACT OF AMERICAN IDEAS ABOUT PROGRESS AND EQUALITY OF OPPORTUNITY</p> <p>Including, but not limited to:</p> <ul style="list-style-type: none"> <li>• Inventiveness</li> <li>• Competition</li> <li>• Constant need to improve the quality of what is being produced</li> <li>• The historical evolution and goal towards equality of opportunities for success</li> </ul>
<b>5.14</b>	<b><i>Government. The student understands the organization of governments in colonial America. The student is expected to:</i></b>
<b>5.14A</b>	<b>Identify the systems of government of early European colonists; including representative government and monarchy.</b>

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# SOCIAL STUDIES TEKS CLARIFICATION DOCUMENT

## GRADE 5

	<p>Identify</p> <p>SYSTEMS OF GOVERNMENT OF EARLY EUROPEAN COLONISTS</p> <p>Including, but not limited to:</p> <ul style="list-style-type: none"> <li>• Representative government – government based on the belief that power is held by the people and exercised through the efforts of their elected representatives.</li> <li>• Monarchy – an example of rule by one. In a monarchy, a single ruler controls government and claims the responsibility due to divine or hereditary right. Either birth or God determines who will rule, the people do not.</li> <li>• Limited government – the power of the king or government is limited</li> </ul>
5.14B	<p><b>Identify examples of representative government in the American colonies, including the Mayflower Compact and the Virginia House of Burgesses.</b></p> <p>Identify</p> <p>EXAMPLES OF REPRESENTATIVE GOVERNMENT IN THE AMERICAN COLONIES</p> <p>Including, but not limited to:</p> <ul style="list-style-type: none"> <li>• Mayflower Compact – governing document written aboard the Mayflower that set out rules that those onboard agreed to follow. It was a form of government written by and agreed to by the people to be governed. Primary principles included the good of the settlement and will of the majority. (November, 1620)</li> <li>• Virginia House of Burgesses – Virginia Company set up the House of Burgesses, which was a governing body for the colony of Virginia; it was made up of elected representatives. It was the first representative government set up in the American colonies; it met first in 1619. It served as a model for other colonies.</li> </ul>
5.15	<p><b><i>Government. The student understands important ideas in the Declaration of Independence, the U.S. Constitution, and the Bill of Rights. The student is expected to:</i></b></p>
5.15A	<p><b>Identify the key elements and the purposes, and explain the importance of the Declaration of Independence.</b></p> <p>Identify, Explain</p> <p>KEY ELEMENTS, PURPOSES, IMPORTANCE OF THE DECLARATION OF INDEPENDENCE</p> <p>Including, but not limited to:</p> <ul style="list-style-type: none"> <li>• Key Elements</li> <li>• Preamble</li> </ul>

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# SOCIAL STUDIES TEKS CLARIFICATION DOCUMENT

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- Statement of belief in human rights
- Charges against human rights
- List of complaints (charges against the King)
- Statement of separation
- Signatures
- Purposes – written as an open letter, the Declaration was written to:
  - Explain the colonists' position on the purpose of government
  - List the colonists' grievances against King George III to show the legitimacy of their actions to others
  - Engender sympathy (and monetary support) and encourage reluctant colonists (and British subjects) to join them
  - Encourage foreign nations to help them
- Importance
  - Set out the founding principles upon which the United States came to be built
  - Began a nation by declaring the answer to the questions, “Who are we?” and “What do we believe?” that have set the standard for freedom around the world
  - Key ideas
    - All men are created equal
    - Unalienable rights (include: life, liberty, pursuit of happiness)
      - Governments are instituted by men deriving their just powers from the consent of the governed
      - Right of the people to alter or abolish “government”
      - These united colonies are, and of right ought to be free and independent states
      - “The colonies are” absolved from all allegiance to the British Crown
      - as free and independent states, they have full power to ... “do” what independent states may of right do

**5.15B Explain the purposes of the U.S. Constitution as identified in the Preamble.**

Explain

PURPOSES OF THE U.S. CONSTITUTION IDENTIFIED IN THE PREAMBLE

Including, but not limited to:

- Purposes identified in the Preamble
- To form a more perfect union (to join together the colonies)

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# SOCIAL STUDIES TEKS CLARIFICATION DOCUMENT

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	<ul style="list-style-type: none"> <li>• To establish justice (define and protect the rule of law)</li> <li>• To insure domestic tranquility (to prevent conflicts within or between the states)</li> <li>• To provide for the common defense (a united power opposing any attacks)</li> <li>• To promote the general welfare (human rights and a stable society)</li> <li>• To secure the blessings of liberty (insure that the concept of freedom endures)</li> <li>• Purpose of the Constitution in general</li> <li>• Define and limit the powers of the government</li> <li>• Establish the framework for the government of the United States (3 branches: Congress as a bicameral legislative branch, President as head of executive branch, Supreme Court as judicial branch)</li> </ul> <p>The Preamble – "We the People of the United States, in Order to form a more perfect Union, establish Justice, insure domestic Tranquility, provide for the common defence, promote the general Welfare, and secure the Blessings of Liberty to ourselves and our Posterity, do ordain and establish this Constitution for the United States of America."</p>
5.15C	<p><b>Explain the reasons for the creation of the Bill of Rights and its importance.</b></p> <p>Explain</p> <p>REASONS FOR THE CREATION OF THE BILL OF RIGHTS AND ITS IMPORTANCE</p> <p>Including, but not limited to:</p> <ul style="list-style-type: none"> <li>• Reasons for creation of Bill of Rights <ul style="list-style-type: none"> <li>• Delineate individual rights that are fully protected by law</li> <li>• Reach a compromise to ensure ratification by gaining support from the Anti-Federalists</li> </ul> </li> <li>• Importance of Bill of Rights <ul style="list-style-type: none"> <li>• Ensures individual human rights protections</li> </ul> </li> </ul>
5.16	<b><i>Government. The student understands the framework of government created by the U.S. Constitution of 1787. The student is expected to:</i></b>
5.16A	<p><b>Identify and explain the basic functions of the three branches of government.</b></p> <p>Identify, Explain</p> <p>BASIC FUNCTIONS OF THE THREE BRANCHES OF GOVERNMENT</p> <p>Including, but not limited to:</p> <ul style="list-style-type: none"> <li>• Executive Branch (President, Vice-President, and Cabinet) – carry out (execute) the laws and recommend new ones</li> </ul>

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# SOCIAL STUDIES TEKS CLARIFICATION DOCUMENT

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	<ul style="list-style-type: none"> <li>Legislative Branch (Congress, i.e., the House of Representatives and the Senate) – make laws</li> <li>Judicial Branch (Supreme Court) – interpret the Constitution, review laws, and decide cases involving states' rights</li> </ul>
5.16B	<p><b>Identify the reasons for and describe the system of checks and balances outlined in the U.S. Constitution.</b></p> <p>Identify, Describe</p> <p>REASONS FOR SYSTEMS OF CHECKS AND BALANCES IN THE U.S. CONSTITUTION</p> <p>Including, but not limited to:</p> <ul style="list-style-type: none"> <li>Reasons for system of checks and balances <ul style="list-style-type: none"> <li>Limit powers of each branch, so that no branch will become too powerful</li> </ul> </li> <li>System of checks and balances <ul style="list-style-type: none"> <li>Relative to making laws <ul style="list-style-type: none"> <li>Executive branch can veto or approve laws</li> <li>Legislative makes the laws or can override Presidential veto</li> <li>Judicial decides if laws are constitutional</li> </ul> </li> </ul> </li> </ul>
5.16C	<p><b>Distinguish between national and state governments and compare their responsibilities in the U.S. federal system.</b></p> <p>Distinguish between, Compare</p> <p>NATIONAL AND STATE GOVERNMENTS AND THEIR RESPONSIBILITIES IN THE U.S. FEDERAL SYSTEM</p> <p>Including, but not limited to:</p> <ul style="list-style-type: none"> <li>Governments are set up to make society a better, more orderly place to live. They do so by providing rules for conduct, by providing punishments for disobeying the rules, and by providing services to the people.</li> <li>National (federal) government <ul style="list-style-type: none"> <li>To lay and collect import duties</li> <li>To pay the debts of the U.S. government</li> <li>To regulate immigration</li> <li>To coin money</li> <li>To provide and regulate postal services</li> <li>To establish protection for intellectual property, including patent, copyright, and trademark rights</li> </ul> </li> </ul>

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# SOCIAL STUDIES TEKS CLARIFICATION DOCUMENT

## GRADE 5

	<ul style="list-style-type: none"> <li>• To declare war</li> <li>• To raise, support, and regulate the armed forces</li> <li>• To guarantee a republican form of government to the states</li> <li>• To enter into a treaty</li> <li>• To admit new states into the Union</li> <li>• State government               <ul style="list-style-type: none"> <li>• Amendment 10 – “The powers not delegated to the United States by the Constitution, nor prohibited by it to the States, are reserved to the States respectively, or to the people.” This has come to include:                   <ul style="list-style-type: none"> <li>• Ratify amendments</li> <li>• Manage public health and safety</li> <li>• Oversee trade within the state</li> <li>• Make and enforce laws (power shared with national government)</li> <li>• Levy taxes (power shared with national government)</li> <li>• Borrow money (power shared with national government)</li> <li>• Enforce and execute laws of the national government</li> <li>• Public education</li> <li>• State highways</li> </ul> </li> </ul> </li> <li>• Article 4               <ul style="list-style-type: none"> <li>• Extradite criminals to the state where they committed the crime</li> </ul> </li> </ul>
<b>5.17</b>	<b><i>Citizenship. The student understands important symbols, customs, celebrations, and landmarks that represent American beliefs and principles and contribute to our national identity. The student is expected to:</i></b>
<b>5.17A</b>	<p><b>Explain various patriotic symbols, including Uncle Sam, and political symbols such as the donkey and elephant.</b></p> <p>Explain</p> <p>VARIOUS PATRIOTIC SYMBOLS AND LANDMARKS</p> <p>Including, but not limited to:</p> <ul style="list-style-type: none"> <li>• Uncle Sam – national personification of the United States and sometimes more specifically of the American government</li> <li>• Symbols – Donkey (Democratic party); Elephant (Republican party)</li> </ul>
<b>5.17B</b>	<b>Sing or recite The Star-Spangled Banner and explain its history.</b>

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**SOCIAL STUDIES TEKS CLARIFICATION DOCUMENT**

**GRADE 5**

	<p>Sing/Recite, Explain</p> <p>STAR-SPANGLED BANNER</p> <p>Including, but not limited to:</p> <ul style="list-style-type: none"> <li>• “The Star-Spangled Banner” was officially made the national anthem by Congress in 1931, although it already had been adopted as such by the army and the navy.</li> <li>• Background – Francis Scott Key, a lawyer, visited the British fleet in Chesapeake Bay to secure the release of Dr. William Beanes, who had been captured after the burning of Washington, D.C. The release was secured, but Key was detained on ship overnight. In the morning, he was so delighted to see the American flag still flying over the fort that he began a poem to commemorate the occasion. That poem became the lyrics to the Star-Spangled Banner; the music was a popular British song.</li> </ul>
<b>5.17C</b>	<p><b>Recite and explain the meaning of the Pledge of Allegiance.</b></p> <p>Recite, Explain</p> <p>MEANING OF THE PLEDGE OF ALLEGIANCE</p> <p>Including, but not limited to:</p> <ul style="list-style-type: none"> <li>• "I pledge allegiance to the flag of the United States of America, and to the republic for which it stands, one nation under God, indivisible, with liberty and justice for all."</li> <li>• “Under God” was added in 1954.</li> </ul>
<b>5.17D</b>	<p><b>Describe the origins and significance of national celebrations such as Memorial Day, Independence Day, Labor Day, Constitution Day, Columbus Day, and Veterans Day.</b></p> <p>Describe</p> <p>ORIGINS AND SIGNIFICANCE OF NATIONAL CELEBRATIONS</p> <p>Including, but not limited to:</p> <ul style="list-style-type: none"> <li>• Memorial Day – day of remembrance for those who have died in our nation's service. First observed after the Civil War when flowers were placed on the graves of Union and Confederate soldiers at Arlington National Cemetery. Originally called Decoration Day; first observed May 30, 1868. The celebration today remembers all who have died while in military service to the country.</li> <li>• Independence Day – honors the birthday of the United States of America and the signing of the Declaration of Independence on July 4, 1776. It is a day of picnics and patriotic parades, a night of concerts and fireworks, and a reason to fly the American flag.</li> <li>• Labor Day – celebrated the first Monday in September. A creation of the labor movement, it is dedicated to the social and economic achievements of American workers. It constitutes a yearly national tribute to the contributions workers have made to the strength, prosperity, and well-being of our country. The first Labor Day holiday was celebrated on Tuesday, September 5, 1882, in New York City, in accordance with the plans of the Central</li> </ul>

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# SOCIAL STUDIES TEKS CLARIFICATION DOCUMENT

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	<p>Labor Union.</p> <ul style="list-style-type: none"> <li>• Constitution Day – Constitution Day commemorates the signing of the U.S. Constitution on September 17, 1787, by members of the Constitutional Convention.</li> <li>• Columbus Day – celebrates Columbus' arrival in the Americas, opening the New World to Europe; celebrated the second Monday of October. The first recorded celebration of Columbus Day in the United States took place on October 12, 1792, and was organized by The Society of St. Tammany to commemorate the 300th anniversary of Columbus's landing.</li> <li>• Veterans Day – an annual United States holiday honoring military veterans. It is a federal holiday observed on November 11, the anniversary of the cessation of fighting during World War I – in 1918, at the 11<sup>th</sup> hour of the 11<sup>th</sup> day of the 11<sup>th</sup> month.</li> </ul>
5.17E	<p><b>Explain the significance of important landmarks, including the White House, the Statue of Liberty and Mount Rushmore.</b></p> <p>Explain</p> <p>SIGNIFICANCE OF IMPORTANT LANDMARKS</p> <p>Including, but not limited to:</p> <ul style="list-style-type: none"> <li>• White House – official home of the United States President and family. Recognized as the symbol of the United States, the President and the President's administration the White House also houses offices of the executive branch and is the location of official State receptions and dinners.</li> <li>• Statue of Liberty – officially titled "Liberty Enlightening the World," the sculpture that stands on Liberty Island in New York Harbor was a gift of the people of France on the 100th anniversary of the American Revolution. Designed by sculptor Frédéric Bartholdi, it was dedicated on October 28, 1886. The statue has become an iconic symbol of freedom, and the poem by Emma Lazarus on its base includes the famous lines, "Give me your tired, your poor, your huddled masses yearning to breathe free."</li> <li>• Mount Rushmore – carved into the granite face of Mount Rushmore near Keystone, South Dakota, Mount Rushmore features 60-foot sculptures of the heads of United States presidents (in order from left to right) George Washington, Thomas Jefferson, Theodore Roosevelt, and Abraham Lincoln. The statue reminds us of the leadership and contributions to the nation made by these men.</li> </ul>
5.18	<p><b><i>Citizenship. The student understands the importance of individual participation in the democratic process at the local, state and national levels. The student is expected to:</i></b></p>
5.18A	<p><b>Explain how individuals can participate in civic affairs at the local, state, and national levels.</b></p> <p>Explain</p> <p>HOW INDIVIDUALS CAN PARTICIPATE IN CIVIC AFFAIRS AT THE LOCAL, STATE, AND NATIONAL LEVELS</p> <p>Including, but not limited to:</p> <ul style="list-style-type: none"> <li>• Educate yourself on issues</li> <li>• Run for elected office</li> </ul>

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**SOCIAL STUDIES TEKS CLARIFICATION DOCUMENT**

<b>GRADE 5</b>	
	<ul style="list-style-type: none"> <li>• Hold public officials to their word</li> <li>• Vote</li> </ul>
<b>5.18B</b>	<p><b>Explain how to contact elected and appointed leaders in the local, state, and national governments.</b></p> <p>Explain</p> <p>HOW TO CONTACT ELECTED AND APPOINTED LEADERS IN THE NATIONAL GOVERNMENT</p> <p>Including, but not limited to:</p> <ul style="list-style-type: none"> <li>• Letters of petition</li> <li>• Political websites</li> <li>• Action polls</li> </ul>
<b>5.19</b>	<b><i>Citizenship. The student understands the importance of effective leadership in constitutional republic. The student is expected to:</i></b>
<b>5.19A</b>	<p><b>Explain the contributions of the Founding Fathers to the development of the national government.</b></p> <p>Explain</p> <p>CONTRIBUTIONS OF THE FOUNDING FATHERS TO THE DEVELOPMENT OF THE NATIONAL GOVERNMENT</p> <p>Including, but not limited to:</p> <ul style="list-style-type: none"> <li>• George Washington <ul style="list-style-type: none"> <li>• Commander in Chief of the Continental forces</li> <li>• Headed the Virginia delegation to the Constitutional Convention in Philadelphia and was unanimously elected presiding officer</li> <li>• Unanimously elected president in 1789 and reelected in 1792</li> <li>• Set precedent by not running for a third term</li> </ul> </li> <li>• Thomas Jefferson <ul style="list-style-type: none"> <li>• Wrote the majority of the Declaration of Independence, which explained the reasons the colonies sought their own government. These grievances were later addressed in the U.S. Constitution.</li> </ul> </li> <li>• James Madison <ul style="list-style-type: none"> <li>• Known as “the Father of the Constitution,” he supported a strong central government and wrote the first 12 amendments of which 10 were ratified.</li> </ul> </li> <li>• Alexander Hamilton <ul style="list-style-type: none"> <li>• A leading federalist, favored a strong central government and supported a national bank</li> </ul> </li> </ul>
<b>5.19B</b>	<b>Identify past and present leaders in the national government, including the president and various members of Congress, and their political</b>

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GRADE 5

	<p><b>parties.</b></p> <p>Identify</p> <p>PAST AND PRESENT LEADERS IN THE NATIONAL GOVERNMENT</p> <p>Including, but not limited to:</p> <ul style="list-style-type: none"> <li>• Present <ul style="list-style-type: none"> <li>• President</li> <li>• Texas members of Congress</li> <li>• Other key members of Congress <ul style="list-style-type: none"> <li>• Speaker of the House</li> <li>• Senate Majority Leader</li> </ul> </li> </ul> </li> <li>• Past <ul style="list-style-type: none"> <li>• Presidents <ul style="list-style-type: none"> <li>• Recent presidents</li> <li>• Significant past presidents</li> </ul> </li> <li>• Members of Congress <ul style="list-style-type: none"> <li>• Significant local members of Congress</li> </ul> </li> </ul> </li> </ul>
5.19C	<p><b>Identify and compare leadership qualities of national leaders, past and present.</b></p> <p>Identify, Compare</p> <p>LEADERSHIP QUALITIES OF NATIONAL LEADERS, PAST AND PRESENT</p> <p>Including, but not limited to:</p> <ul style="list-style-type: none"> <li>• Examples: <ul style="list-style-type: none"> <li>• Abraham Lincoln compared to Martin Luther King, Jr. – leadership in their work for racial equality</li> <li>• Theodore Roosevelt compared to Al Gore – leadership in their work for conservation and environmentalism</li> <li>• Henry Ford and Bill Gates – entrepreneurs</li> </ul> </li> </ul>
5.20	<p><b><i>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:</i></b></p>
5.20A	<p><b>Describe the fundamental rights guaranteed by each amendment in the Bill of Rights, including freedom of religion, speech, and press; the right</b></p>

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**GRADE 5**

**to assemble and petition the government; the right to keep and bear arms; the right to trial by jury; and the right to an attorney.**

Describe

**FUNDAMENTAL RIGHTS GUARANTEED BY EACH AMENDMENT IN THE BILL OF RIGHTS**

Including, but not limited to:

- First Amendment – freedom of religion, speech, and press, right to assemble and petition the government
- Second Amendment – the right to keep and bear arms
- Seventh Amendment – the right to trial by jury
- Sixth Amendment – the right to an attorney (the right to ... the assistance of counsel)
- Third Amendment – prohibits, in peacetime, the quartering of soldiers in private homes without the owner's consent
- Fourth Amendment – guards against unreasonable searches and seizures
- Fifth Amendment – provides for “due process” to protect against abuse of government authority in a legal procedure
- Eighth Amendment – prohibits excessive bail, excessive fines, and cruel and unusual punishment
- Ninth Amendment – because it would be impossible to list all rights, this amendment, this amendment assures that there are rights not specifically listed that are also protected
- Tenth Amendment – explicitly states the Constitution's principle of federalism by providing that powers not granted to the federal government nor prohibited to the states by the Constitution are reserved, respectively, to the states or the people

**5.20B Describe various amendments to the U.S. Constitution such as those that extended voting rights of U.S. citizens.**

Describe

**VARIOUS AMENDMENTS TO THE U.S. CONSTITUTION**

Including, but not limited to:

- Amendments that extended voting rights of U.S. citizens
- 15th Amendment – prohibits each government in the United States from denying a citizen the right to vote based on that citizen's "race, color, or previous condition of servitude" (i.e., slavery). It was ratified on February 3, 1870.
- 19th Amendment – “The right of citizens of the United States to vote shall not be denied or abridged by the United States or by any State on account of sex.”
- 23rd Amendment – permits citizens in the District of Columbia to vote for Electors for President and Vice President. The amendment was proposed by Congress on June 17, 1960, and ratified by the states on March 29, 1961. The first Presidential election for which it was in effect was the presidential election of 1964 (Lyndon Johnson).

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**SOCIAL STUDIES TEKS CLARIFICATION DOCUMENT**

<b>GRADE 5</b>	
	<ul style="list-style-type: none"> <li>• 26th Amendment – gives 18-year-olds the right to vote</li> </ul>
<b>5.21</b>	<b><i>Culture. The student understands the relationship between the arts and the times during which they were created. The student is expected to:</i></b>
<b>5.21A</b>	<p><b>Identify significant examples of art, music, and literature from various periods in U.S. history, such as the painting <i>American Progress</i>, “Yankee Doodle,” and “Paul Revere’s Ride.”</b></p> <p>Identify</p> <p>SIGNIFICANT EXAMPLES OF ART, MUSIC, AND LITERATURE</p> <p>Including, but not limited to:</p> <ul style="list-style-type: none"> <li>• “American Progress” – John Gast’s painting (1872)</li> <li>• “Yankee Doodle” – song from Seven-Years’ War era (French-Indian War) originally sung by British to mock the colonial “Yankees” (“doodle” from the German dudel or dödel, meaning “fool” or “simpleton”)</li> <li>• “Paul Revere’s Ride” – Longfellow poem that recounts a historical event, though exaggerates Revere’s role; others also rode that night</li> </ul>
<b>5.21B</b>	<p><b>Explain how examples of art, music, and literature reflect the times during which they were created.</b></p> <p>Explain</p> <p>HOW EXAMPLES OF ART, MUSIC, AND LITERATURE REFLECT THE TIMES</p> <p>Including, but not limited to:</p> <ul style="list-style-type: none"> <li>• Art <ul style="list-style-type: none"> <li>• Examples: portraits, “Washington Crossing the Delaware,” “American Progress,” Civil War photography</li> </ul> </li> <li>• Music <ul style="list-style-type: none"> <li>• Examples: “Yankee Doodle,” “When Johnny Comes Marching Home,” protest songs</li> </ul> </li> <li>• Literature <ul style="list-style-type: none"> <li>• Examples: <i>Poor Richard’s Almanac</i>, Lewis and Clark’s journals</li> </ul> </li> </ul>
<b>5.22</b>	<b><i>Culture. The student understands the contributions of people of various racial, ethnic, and religious groups to the United States. The student is expected to:</i></b>
<b>5.22A</b>	<p><b>Identify the similarities and differences within and among various racial, ethnic, and religious groups in the United States.</b></p> <p>Identify</p> <p>SIMILARITIES AND DIFFERENCES WITHIN AND AMONG VARIOUS RACIAL, ETHNIC, AND RELIGIOUS GROUPS</p>

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Including, but not limited to:

- Culture is the set of shared attitudes, values, goals, and practices that characterize an institution, organization, society, or group of people. Culture groups often share these characteristics while maintaining unique characteristics as well.
- Racial groups are made up of individuals with similar characteristics, appearance, and habits, derived from common ancestors.
  - Distinct human types include African, Asian, Caucasian, and Native American.
- Ethnic groups share racial, linguistic, and cultural connections resulting from their common heritage.
  - Poles, Irish, and German are distinct ethnic groups.
- Religious groups consist of people who share beliefs related to the personal commitment to a divine being. They share systems of faith and worship including sacred beliefs, observances, and social practices within a cultural context.
  - Christianity
  - Islam
  - Hinduism
  - Buddhism
  - Sikhism
  - Judaism
- Significant local racial, ethnic, and religious groups

**5.22B Describe customs and traditions of various racial, ethnic, and religious groups in the United States.**

Describe

CUSTOMS AND TRADITIONS OF GROUPS IN THE UNITED STATES

Including, but not limited to:

- Christmas, Easter
- Ramadan, Mawlid al-Nabi (Muhammed's birthday)
- Diwali, Holi
- Buddhist New Year, Vesak (Buddha Day)
- Guru Gobind Singh's Birthday, Diwali
- Hanukah, Yom Kippur
- Kwanza
- Cinco de Mayo

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	<ul style="list-style-type: none"> <li>• Juneteenth</li> </ul>
<b>5.22C</b>	<p><b>Summarize the contributions of people of various racial, ethnic, and religious groups to our national identity.</b></p> <p>Summarize</p> <p>CONTRIBUTIONS OF PEOPLE OF SELECTED RACIAL, ETHNIC, AND RELIGIOUS GROUPS TO OUR NATIONAL IDENTITY</p> <p>Including, but not limited to:</p> <ul style="list-style-type: none"> <li>• National identity – the way the people of a country and other countries perceive the characteristics of that country, encompassing its culture, traditions, language, and politics. Americans define themselves by their common values and belief in individual freedom. They respect the concept of the self-made man where individuals can overcome obstacles and gain success, embrace the idea of America as a nation of immigrants who come to America looking for freedom and opportunity, and they see themselves as a positive and innovative people who are moving toward the future. They respect the rights and freedom of others to live as they choose. People of all racial, ethnic, and religious groups are part of this pluralistic society and contribute to its success, becoming part of the idea of “E pluribus unum,” out of many, one, and that we are “One nation under God.”</li> </ul>
<b>5.23</b>	<p><b><i>Science, technology, and society. The student understands the impact of science and technology on society in the United States. The student is expected to:</i></b></p>
<b>5.23A</b>	<p><b>Identify the accomplishments of notable individuals in the fields of science and technology, including Benjamin Franklin, Eli Whitney, John Deere, Thomas Edison, Alexander Graham Bell, George Washington Carver, the Wright Brothers, and Neil Armstrong.</b></p> <p>Identify</p> <p>ACCOMPLISHMENTS OF NOTABLE INDIVIDUALS IN THE FIELDS OF SCIENCE AND TECHNOLOGY</p> <p>Including, but not limited to:</p> <ul style="list-style-type: none"> <li>• Benjamin Franklin – a gifted scientist and statesman who proved that lightning was a form of electricity. He also invented bifocal glasses, lightning rods, and the Franklin stove.</li> <li>• Eli Whitney – American inventor, pioneer, mechanical engineer, and manufacturer. Eli Whitney is best remembered as the inventor of the cotton gin.</li> <li>• John Deere – developed the first American cast steel plow</li> <li>• Thomas Edison – the inventor known for the phonograph, light bulb and motion picture camera</li> <li>• Alexander Graham Bell – best known for perfecting the telephone to transmit vocal messages using electricity. The telephone began a new age in communications technology.</li> <li>• George Washington Carver – a botanist, educator, agricultural chemist, and inventor who found ways to use crops such as sweet potatoes and peanuts as alternatives to cotton and tobacco, so that poor farmers could grow food and have access to markets for their goods.</li> <li>• Wright Brothers – the American aviation pioneers Wilbur and Orville Wright were the first to accomplish manned, powered flight in a heavier-than-air machine.</li> <li>• Neil Armstrong – astronaut; commanded Apollo 11 mission, completing the first manned lunar landing in history; first man to walk on the moon, July</li> </ul>

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<b>5.23B</b>	<p><b>Identify how scientific discoveries, technological innovations, and the rapid growth of technology industries have advanced the economic development of the United States, including the transcontinental railroad and the space program.</b></p> <p>Identify</p> <p>HOW SCIENTIFIC DISCOVERIES AND TECHNOLOGICAL INNOVATIONS HAVE ADVANCED THE ECONOMIC DEVELOPMENT OF THE UNITED STATES</p> <p>Including, but not limited to:</p> <ul style="list-style-type: none"> <li>• Transcontinental Railroad – linked west and east coasts; vital link for trade, commerce, and travel</li> <li>• Space program – response to Sputnik transformed education and technology. The U.S. was first on the moon and the first to use reusable spacecraft (Space Shuttle).</li> </ul>
<b>5.23C</b>	<p><b>Explain how scientific discoveries and technological innovations in the fields of medicine, communication, and transportation have benefited individuals and society in the United States.</b></p> <p>Explain</p> <p>HOW SCIENTIFIC DISCOVERIES AND TECHNOLOGICAL INNOVATIONS HAVE BENEFITED INDIVIDUALS AND SOCIETY</p> <p>Including, but not limited to:</p> <ul style="list-style-type: none"> <li>• Through scientific discoveries and innovations, humans solve problems and improve their quality of life. These discoveries and innovations often open whole new industries and markets.</li> <li>• Medicine – examples include the development of germ theory (Pasteur), discovery of penicillin, the Polio vaccine (Salk)</li> <li>• Communication – examples of discoveries and innovations that made life easier and benefited society have included the telephone (Bell), the phonograph (Edison) which led to the recording industry, the motion picture camera (Edison) which led to the movie industry, cell phones, and satellites, as well as the Post Roads (Franklin), and the Pony Express (Westward Expansion).</li> <li>• Transportation –Examples of advances in transportation have included steamships (Fulton), airplanes (Wright brothers), automobiles (Ford), trains (Transcontinental Railroad)</li> </ul>
<b>5.23D</b>	<p><b>Predict how future scientific discoveries and technological innovations could affect society in the United States.</b></p> <p>Predict</p> <p>HOW FUTURE SCIENTIFIC DISCOVERIES AND TECHNOLOGICAL INNOVATIONS AFFECT LIFE</p> <p>Including, but not limited to:</p>

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<b>GRADE 5</b>	
	<ul style="list-style-type: none"> <li>• Examples of areas where future scientific discoveries and innovations could affect society include: <ul style="list-style-type: none"> <li>• Nano-technology, cloning (e.g., Stem Cell research), hybrid cars, alternative fuel sources</li> <li>• Medicine, communication, transportation</li> </ul> </li> </ul>
<b>5.24</b>	<b><i>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:</i></b>
<b>5.24A</b>	<p><b>Differentiate between, locate, and use primary and secondary sources such as computer software; interviews; biographies; oral, print, and visual material; documents; and artifacts to acquire information about the United States.</b></p> <p>Differentiate, Locate, Use</p> <p>PRIMARY AND SECONDARY SOURCES TO ACQUIRE INFORMATION ABOUT THE UNITED STATES</p> <p>Including, but not limited to:</p> <ul style="list-style-type: none"> <li>• Computer software</li> <li>• Interviews</li> <li>• Biographies</li> <li>• Oral, print, and visual material</li> <li>• Documents</li> <li>• Artifacts</li> </ul>
<b>5.24B</b>	<p><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.</b></p> <p>Analyze</p> <p>INFORMATION</p> <p>Including, but not limited to:</p> <ul style="list-style-type: none"> <li>• Sequencing</li> <li>• Categorizing</li> <li>• Identifying cause-and-effect relationships</li> <li>• Comparing</li> <li>• Contrasting</li> <li>• Finding the main idea</li> </ul>

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<b>GRADE 5</b>	
	<ul style="list-style-type: none"> <li>• Summarizing</li> <li>• Making generalizations</li> <li>• Making predictions</li> <li>• Drawing inferences</li> <li>• Drawing conclusions</li> </ul>
<b>5.24C</b>	<p><b>Organize and interpret information in outlines, reports, databases, and visuals including graphs, charts, timelines, and maps.</b></p> <p>Organize, Interpret</p> <p>INFORMATION</p> <p>Including, but not limited to:</p> <ul style="list-style-type: none"> <li>• Outlines</li> <li>• Reports</li> <li>• Databases</li> <li>• Visuals                             <ul style="list-style-type: none"> <li>• Graphs</li> <li>• Charts</li> <li>• Timelines</li> <li>• Maps</li> </ul> </li> </ul>
<b>5.24D</b>	<p><b>Identify different points of view about an issue, topic, or current event.</b></p> <p>Identify</p> <p>POINTS OF VIEW</p> <p>Including, but not limited to:</p> <ul style="list-style-type: none"> <li>• Issue</li> <li>• Topic</li> <li>• Current event</li> </ul>
<b>5.24E</b>	<p><b>Identify the historical context of an event.</b></p> <p>Identify</p>

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<b>GRADE 5</b>	
	<p><b>HISTORICAL CONTEXT</b></p> <p>Including, but not limited to:</p> <ul style="list-style-type: none"> <li>• Political, social, cultural, and economic setting for a particular idea or event</li> </ul>
<b>5.25</b>	<b><i>Social studies skills. The student communicates in written, oral, and visual forms. The student is expected to:</i></b>
<b>5.25A</b>	<p><b>Use social studies terminology correctly.</b></p> <p>Use</p> <p><b>SOCIAL STUDIES TERMINOLOGY CORRECTLY</b></p>
<b>5.25B</b>	<p><b>Incorporate main and supporting ideas in verbal and written communication.</b></p> <p>Incorporate</p> <p><b>MAIN AND SUPPORTING IDEAS</b></p> <p>Including, but not limited to:</p> <ul style="list-style-type: none"> <li>• Verbal communication</li> <li>• Written communication</li> </ul>
<b>5.25C</b>	<p><b>Express ideas orally based on research and experiences.</b></p> <p>Express</p> <p><b>IDEAS ORALLY</b></p> <p>Including, but not limited to:</p> <ul style="list-style-type: none"> <li>• Based on research</li> <li>• Based on experience</li> </ul>
<b>5.25D</b>	<p><b>Create written and visual material such as journal entries, reports, graphic organizers, outlines, and bibliographies.</b></p> <p>Create</p> <p><b>WRITTEN AND VISUAL MATERIAL</b></p> <p>Including, but not limited to:</p>

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## GRADE 5

	<ul style="list-style-type: none"> <li>• Journal entries</li> <li>• Reports</li> <li>• Graphic organizers</li> <li>• Outlines</li> <li>• Bibliographies</li> </ul>
5.25E	<p><b>Use standard grammar, spelling, sentence structure, and punctuation.</b></p> <p>Use</p> <p>STANDARD GRAMMAR, SPELLING, SENTENCE STRUCTURE AND PUNCTUATION</p>
5.26	<p><b><i>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:</i></b></p>
5.26A	<p><b>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.</b></p> <p>Use</p> <p>PROBLEM-SOLVING PROCESS</p> <p>Including, but not limited to:</p> <ul style="list-style-type: none"> <li>• Identify a problem</li> <li>• Gather information</li> <li>• List and consider options</li> <li>• Consider advantages and disadvantages</li> <li>• Choose and implement a solution</li> <li>• Evaluate the effectiveness of the solution</li> </ul>
5.26B	<p><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.</b></p> <p>Use</p> <p>DECISION-MAKING PROCESS</p> <p>Including, but not limited to:</p>

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- Identify situation
- Gather information
- Identify options
- Predict consequences
- Take action to implement a decision