**Grade 5 Social Studies Assignment**

**This assignment is *strongly* aligned to the standards.**

Sample student assignments are being used to illustrate weak, partial and strong alignment to the [*Kentucky Academic Standards (KAS) for Social Studies*](https://education.ky.gov/curriculum/standards/kyacadstand/Documents/Kentucky_Academic_Standards_for_Social_Studies_2019.pdf). This assignment with included resource(s) is merely an example. It is not a requirement nor a suggestion for school curriculum. While the Kentucky Department of Education (KDE) is responsible for the development of high-quality academic standards, state law assigns each local district the authority to develop the school’s curriculum and determine appropriate instructional resources based on language found in [Kentucky Revised Statute (KRS) 160.345](https://apps.legislature.ky.gov/law/statutes/statute.aspx?id=53054). It is under the discretion of the superintendent to determine the local curriculum, including the evaluation and selection of instructional resources. The KDE does not adopt, select or recommend specific curricula for coursework. Per KRS 160.345(g), “the local superintendent shall determine which curriculum, textbooks, instructional materials, and student support services shall be provided in the school after consulting with the local board of education, the school principal, and the school council and after a reasonable review and response period for stakeholders in accordance with local board of education policy.”

To examine why this assignment is strongly aligned to the *KAS for Social Studies*, engage with the [Grade 5 Assignment Review Protocol.](https://education.ky.gov/curriculum/standards/kyacadstand/Documents/Grade_5_SAL_Assignment_Review_Protocol.pdf).

**Overview:**

Students will analyze the economic and social causes and implications of the Stamp Act. Additionally, students will examine how the Stamp Act created tension that eventually led to the American Revolution. Students will examine a variety of primary and secondary sources from different perspectives related to the Stamp Act.

| **Compelling Question:** “What unites Americans?” |
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*Note: Compelling questions are used here to show the alignment between a compelling question, a supporting question and assignments. In this example, one supporting question is provided that is aligned to a compelling question. However, students may need to engage with more than one supporting question in order to fully engage with a compelling question.*

| **Supporting Question:** “Why did the colonists demand no taxation without representation?” |
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***Kentucky Academic Standards (KAS) for Social Studies* standards alignment:**

* 5.I.Q.1 Ask compelling questions about the founding of the United States.
* 5.I.Q.2 Generate supporting questions to answer compelling questions about the founding of the United States
* 5.E.MA.1 Describe why the government collects taxes and what goods and services it provides society.
* 5.H.CO.1 Analyze the role conflict and collaboration played in the founding of the United States.
* 5.I.UE.2 Analyze primary and secondary sources on the same event or topic, noting key similarities and differences in the perspective they represent.
* 5.I.UE.3 Integrate evidence that draws information from multiple sources to answer compelling and supporting questions.
* 5.I.CC.3 Explain different approaches people can take to address local, regional and global problems, using examples from U.S. history.

**Sources:**

* Digital Public Library of America. (1895). *The Stamp Act.* Retrieved from <https://dp.la/primary-source-sets/road-to-revolution-1763-1776/sources/2>.
* Colonial Williamsburg. (2020). *A Summary of the 1765 Stamp Act.* Retrieved from <https://www.history.org/history/teaching/tchcrsta.cfm>.
* Stamp Act History. (1999). *British View on the Stamp Act.* Retrieved from <http://www.stamp-act-history.com/stamp-act/british-view-on-the-stamp-act/>.
* Resolutions of the Stamp Act Congress. (1765). Retrieved from <https://teachingamericanhistory.org/library/document/resolutions-of-the-stamp-act-congress/>.
* History.com Editors. (2019). *Parliament Repeals the Stamp Act.* Retrieved from <https://www.history.com/this-day-in-history/parliament-repeals-the-stamp-act>.

**Task Aligned to the Supporting Question:**

| Construct an argument to answer the following question: **“**Why did the colonists demand no taxation without representation?”  In your response, be sure to do the following:   * Use your knowledge of why the government collects taxes and what goods and services it provides society. * Use your knowledge of the role conflict and collaboration played in the founding of the United States. * Integrate evidence that draws evidence from multiple sources. |
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**Task Aligned to the Compelling Question:**

| **“**What unites Americans?”  Construct an argument to answer the following question: What unites Americans? Be sure to explain different approaches people can take to address local, regional and global problems, using examples from U.S. history. Integrate evidence that draws from multiple sources in your response. |
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