

The History of America (to 1850)***Introduction***

Fourth grade students will learn about native civilizations in North America, European explorations to the New World during the fifteenth and sixteenth centuries, and the political, economic, and social development of the British colonies in the seventeenth and eighteenth centuries. They will also study the early development of democratic institutions, including the ideas and events that led to the independence of the original thirteen colonies and the formation of a national government under the Constitution. In addition, they will examine the history of Tennessee parallel to the development of the United States and how our state impacted our nation and the world. The purpose of fourth grade social studies is to give students their first concentrated study of the formative years of United States and Tennessee history, utilizing primary source documents, geographic tools, research, analysis, and critical thinking.

(TN DOE 2014)

Quarter 1 Weeks 1-3			
2014-2015 TN State Standards (TNSS)	Guiding Questions/ Vocabulary	Assessment/ Activities	Instructional Resources
<p>America Before European Exploration</p> <p>4.3 Create a visual display using multiple forms of media to identify with pictures for geographic terms including bluffs, swamps, isthmus, gulf, sea, bay, cape, mountains, plateaus, valleys, rim, landform, and plains. (G)</p> <p>4.1 Describe the legacy and cultures of the major indigenous settlements in Tennessee, including the Paleo, Archaic, Woodland, and Mississippians (G, TN):</p> <ul style="list-style-type: none"> • Coats-Hines Site • Pinson Mounds • Old Stone Fort • Chucalissa Indian Village 	<p>Guiding Questions:</p> <p>What are some physical features of the United States?</p> <p>What are some physical features of Tennessee?</p> <p>What is the difference between the geographic regions of Tennessee and other regions in the United States?</p> <p>What geographic factors such as landforms and climate influenced patterns of settlement in Tennessee?</p> <p>How does geography influence where people live and what people do for a living?</p> <p>How does geography affect how and where people live?</p> <p>What are landforms and what are some key geographical features found in the U.S. and Tennessee?</p> <p>What is the significance of landforms and waterways in Tennessee?</p> <p>What are some similarities and</p>	<p>Create an illustrated dictionary on specific geographic terms. The dictionary should include a picture, definition, and a sentence written in the students' own words to represent the meaning.</p> <p>Create a flipbook organizing the 3 divisions of TN's landforms and natural resources according to the regions/divisions, including the geographic landforms, regions, bodies of water, and major cities.</p> <p>Create a brochure for one of the three regions, include the landforms, climate, natural resources, and recreational activities specific to the region of your choice.</p> <p>Research (small groups) environmental issues in their local community.</p> <p>Write an essay comparing and contrasting the geography of TN to other regions in the US.</p> <p>Write a letter to a family member persuading them to vacation in one region of Tennessee (student choice), including a topic sentence, one conflict that is shared by all three regions, and 3 convincing reasons of why the region is the best place to vacation.</p> <p>Analyze the American Indian dwellings and make connections to climate in science.</p>	<p><u>Archived TN SPI's Websites:</u></p> <p>Engaging Students with Foldables http://ushistory.pwnet.org/links/foldables.php</p> <p>Foldable How-To Site http://www.southamptonpublicschools.org/webpage/s/KPalumbo/foldables.cfm</p> <p>U.S. State Wheel http://www.enchantedlearning.com/wordwheels/ geography/usa/state/</p> <p>Tennessee Atlas and Geography http://www.worldatlas.com/webimage/countrys/namerica/usstates/tnland.htm</p> <p>Trek Across Tennessee video http://www.tnhistoryforkids.org/</p> <p><u>Books:</u></p> <p><i>Vis for Volunteer: A Tennessee Alphabet</i> by Michael Shoulders</p> <p><i>Count on Us: A Tennessee Number Book</i> by Michael Shoulders</p>

Quarter 1 Weeks 1-3			
2014-2015 TN State Standards (TNSS)	Guiding Questions/ Vocabulary	Assessment/ Activities	Instructional Resources
	<p>differences of the Nashville Basin and the Gulf Coastal Plain?</p> <p>How can text features help a reader understand information?</p> <p>What are some similarities and differences in the lives of Native American Indian groups in America before the European exploration?</p> <p><u>Vocabulary:</u> tectonic plates, landform, region, plains, plateau, rim, flood plain, swamps, bluffs, isthmus, gulf, sea, bay, cape, mountains, valleys, migration, agriculture, civilization, ancient, surplus, irrigation, religion ceremony, nomad, longhouse, Confederation, wampum, barter, culture, tradition</p>	<p>Create an accurately color-coded map of North and South America showing locations of ancient civilizations: Mound Builders, Olmec, Maya, and Aztec.</p> <p>Conduct research about “First Tennesseans” on the TN 4 Me website. Prepare a paragraph summarizing the information from the notes.</p> <p>Create a map of Tennessee focusing on the locations of the four TN tribes. The students will follow a rubric outlining the expectations of the map’s contents: title, compass, map key, labels, and quality.</p> <p>Research the American Indian dwellings of the four tribal regions. Choose one dwelling to create a “housing advertisement” or a triorama. The ad or triorama must specify a visual description and advantages of the dwelling in that particular environment.</p> <p>Create dioramas or trioramas depicting typical village life during the pre-Colonial period, include longhouses, dome-shaped houses or wigwams, and stockades.</p>	

Quarter 1 Weeks 4-6			
2014-2015 TN State Standards (TNSS)	Guiding Questions/ Vocabulary	Assessment/ Activities	Instructional Resources
<p>First Tennesseans</p> <p>4.2 Analyze the religious beliefs, customs, and various folklore traditions of the Cherokee, Creek, and Chickasaw, including (C):</p> <ul style="list-style-type: none"> • Principal Chief • summer and winter homes • Beloved Woman • recreation • clans • maternal designations 	<p>Guiding Questions:</p> <p>How did environment and natural resources effect the way Native Americans lived in Tennessee?</p> <p>How did the challenges the Native Americans faced impact their lives?</p> <p>How did the Native Americans govern themselves?</p> <p>What are the migration patterns of the Native Americans?</p> <p>What are the accomplishments of the native groups? How are these contributions evident today?</p> <p>How did Tennessee get its name?</p> <p>What are some similarities and differences in the ways of life of Native American groups in Tennessee and North America before European exploration?</p> <p>What are the economic activities early Native American groups in Tennessee used to meet their needs and wants such as farming, trading, and hunting?</p> <p>What was the influence of Native American Indians on European explorers?</p> <p>How were Native Americans affected when Europeans settled the new land</p>	<p>Organize and participate in a class debate. The argument is which tribe has rights to Middle TN's hunting grounds?</p> <p>Place students in small groups to develop a presentation of information both visually and in text about each of TN's four tribes: Cherokee, Chickasaw, Creek, and Shawnee. Each member will make written and oral contributions to share with the class.</p> <p>Analyze the effects of exploration, migration, and limited resources on the economic development and growth of Tennessee.</p> <p>Read a Native American legend or folktale. Prepare a summary in your own words.</p> <p>Use ReadWorks passages to determine the main idea, supporting details, and/or plot.</p>	<p>Websites:</p> <p>Maps of the United States Indians http://www.native-languages.org/states.htm</p> <p>www.tnhistoryforkids.org/ Nonfiction Passages for Test Practice: Grades 4-5 ReadWorks.org</p> <ul style="list-style-type: none"> • Passages: • <i>Native Americans</i> by Vinnie Rotondro (Lexile 870) <p>Folklore for Native Americans http://www.native-languages.org/legends.htm</p> <p>Books:</p> <p><i>Tennessee from Sea to Shining Sea</i> by Myra S. Weatherly</p> <p><i>Tennessee Hello U.S.A.</i> by Karen Sirvaitis</p> <p><i>Legend of the Indian Paintbrush</i> by Tomie de Paola</p> <p><i>A Kids Guide to Native American History</i> by Yvonne Wakim Dennis <i>Native American Stories, Myths, and Legends</i> by Joseph Bruchac</p>

Quarter 1 Weeks 7-9

2014-2015 TN State Standards (TNSS)	Guiding Questions/ Vocabulary	Assessment/ Activities	Instructional Resources
<p>Explorations of the 15th and 16th Centuries</p> <p>4.4 Trace the routes of early explorers and describe the early explorations of the Americas, including: Hernando de Soto, Robert de LaSalle, Ferdinand Magellan, Christopher Columbus, Amerigo Vespucci, Henry Hudson, and Jacques Cartier. (H)</p> <p>4.5 Analyze the impact of exploration and settlement on the indigenous peoples and the environment, including military campaigns, Columbian Exchange, and European agricultural practices. (C,G)</p> <p>4.6 Create a graphic organizer identifying the five different countries (France, Spain, Portugal, England, and the Netherlands) that influenced different regions of the present United States at the time the New World was being explored, and describe how their influence can be traced to place names. (G)</p>	<p>Guiding Questions: Why did the explorations take place and what were the impacts of their travels?</p> <p>What routes did European explorers use to reach the Americas?</p> <p>What did Spanish settlers do in New Spain?</p> <p>Why did priests travel to New Spain and what did they do there?</p> <p>Who were the explorers of Tennessee?</p> <p>What were the major causes and effects of European exploration?</p> <p>How did the interactions between Europeans and Native Americans bring both cooperation and conflict?</p> <p>What region was explored by England, Spain, France, the English, and the Europeans?</p> <p>What were the accomplishments of the explorations?</p> <p>What were the obstacles faced by the explorers?</p>	<p>Create a map of the world depicting the routes of early European explorers. The students will follow a rubric outlining the expectations of the map's contents: title, compass, map key, labels, and quality.</p> <p>Assign a European explorer or conquistador to research. Using information gathered from Tennessee Facts or to create a 3-slide PowerPoint presentation, magazine cover, or cartoon strip. The students will follow a rubric outlining the expectations of the presentation format contents: Biographical Facts, Exploration Facts, and Significant Accomplishments to Exploration.</p> <p>Create a timelines, on sentence strips, depicting major accomplishments and events in the lives of the explorers. The textbook, encyclopedia, websites, and trade books will be used as references.</p> <p>Briefly discuss the student interpretations of a Spanish missionary's journal entry and make connections with evidence from their textbooks.</p> <p>Summarize the motivations for European exploration and settlement of Tennessee including economic opportunity, the search for freedom, and the desire for exploration.</p>	<p>http://www.jeffersonschooldistrict.com/cms/lib/CA01000295/Centricity/Domain/76/Ch16.ppt</p> <p>www.discoveryeducation.com</p> <p>www.bbc.co.uk/schools/primaryhistory/famouspeople/christopher-columbus</p> <p>http://www.history.com/topics/exploration/amerigo-vespucci</p> <p>Henry Hudson http://www.biography.com/people/henry-hudson-9346049#awesm=~oFZ5LGI9gjnobv</p> <p>Jacques Cartier http://www.biography.com/people/jacques-cartier-9240128#awesm=~oFZ5Ujdb14HstL</p> <p>Flip Book Idea for Colonizing Americas http://www.dinah.com/conceptmaps/page34/files/examplecmelem1.gif</p>

Quarter 1 Weeks 7-9			
2014-2015 TN State Standards (TNSS)	Guiding Questions/ Vocabulary	Assessment/ Activities	Instructional Resources
	<p>Vocabulary: Merchant, navigation, profit Columbian Exchange, explorer, Conquistador, empire, colony, mission, slavery, convert, revolt</p>		

Quarter 2 Weeks 1-3			
2014-2015 TN State Standards (TNSS)	Guiding Questions/ Vocabulary	Assessment/ Activities	Instructional Resources
<p>European Colonization</p> <p>4.7 Summarize the failure of the lost colony of Roanoke and theorize what happened. (G, H)</p> <p>4.8 Describe the early competition between European nations for control of North America and locate the colonization efforts of the English, Dutch, French, and Spanish on a map. (E, G, H, P)</p> <p>4.9 Compare and contrast the differing views of American Indians and colonists on ownership or use of land and the conflicts between them, including the Pequot and King Philip's Wars in New England. (G, P)</p> <p>4.10 Explain the cooperation that existed between the colonists and American Indians during the 1600s and 1700s, including fur</p>	<p>Guiding Questions: How are rivers vital in the development of settlements? How are rivers vital in the development of settlements? What was the Mayflower Compact & why was it so important in American history? How did European Exploration and colonization affect the economy of Tennessee? How did the culture of Native Americans change as a result of European contact?</p> <p>Vocabulary: Plymouth Colony</p>	<p>Create a cause and effect chart to describe the impact colonization had on Tennessee's economy.</p> <p>Create a living historical drama to show the reasons behind the Mayflower Compact.</p> <p>Write a journal entry from the point of view of a settler detailing the importance of the river in his/her everyday life. Journal entry will convey</p>	<p>Websites: Mayflower Compact Video http://www.history.com/topics/mayflower-compact/videos</p> <p>Bill of Rights Math Game http://www.texaslre.org/BOR/billofrights.html</p> <p>TNSS Lesson Thanksgiving http://www.scholastic.com/teachers/lesson-plan/thanksgiving-lessons-grades-3-5</p> <p>Interactive Timeline Mayflower Compact http://www.softschools.com/timelines/mayflower_compact_timeline/168/</p>

Quarter 2 Weeks 1-3

2014-2015 TN State Standards (TNSS)	Guiding Questions/ Vocabulary	Assessment/ Activities	Instructional Resources
<p>trade, military alliances, treaties, and cultural interchanges. (G, P)</p> <p>4.11 Describe the conflicts between Indian nations, including the competing claims for control of land and actions of the Iroquois and Huron. (G, P)</p> <p>4.12 Analyze the factors that led to the defeat of the American Indians, including the resistance of Indian nations to encroachment and the effects on native culture. (C, H, P)</p> <p>4.13 Locate the first 13 colonies and explain how their location and geographic features influenced their development and settlement patterns. (G)</p> <p>4.14 Write informative texts identifying major leaders and groups responsible for the founding of colonies in North America and the reasons for their founding, including: (C, E, H, P)</p> <ul style="list-style-type: none"> • Lord Baltimore, Maryland • John Smith, Virginia • Roger Williams, Rhode Island • John Winthrop, Massachusetts • William Bradford, Plymouth • James Oglethorpe 	<p>cash crop colony dissent Mayflower Compact tolerance invest stock indentured servant pilgrim colonial cape Puritan diversity missionary</p>	<p>ideas and information clearly.</p> <p>Use a parallel timeline to show the events between the Spanish</p> <p>exploration and French exploration using: Parallel Timelines</p>	<p>Video: Mayflower Compact Drive through History http://www.watchknowlearn.org/Video.aspx?VideoID=37416&CategoryID=3763</p> <p>Exploration of North America http://www.history.com/topics/exploration/exploration-of-north-america</p> <p>Books: <i>Shh! We're Writing the Constitution!</i> by: Jean Fritz</p> <p><i>A Kid's Guide to America's Bill of Rights</i> by: Kathleen Krull</p> <p><i>Constitution Translated for Kids</i> by: Cathy Travis</p>

Quarter 2 Weeks 4-6

2014-2015 TN State Standards (TNSS)	Guiding Questions/ Vocabulary	Assessment/ Activities	Instructional Resources
<p>History/Economics/Governance</p> <p>4.10 Explain the cooperation that existed between the colonists and American Indians during the 1600s and 1700s, including fur trade, military alliances, treaties, and cultural interchanges. (G, P)</p> <p>4.11 Describe the conflicts between Indian nations, including the competing claims for control of land and actions of the Iroquois and Huron. (G, P)</p> <p>4.12 Analyze the factors that led to the defeat of the American Indians, including the resistance of Indian nations to encroachment and the effects on native culture. (C, H, P)</p> <p>4.13 Locate the first 13 colonies and explain how their location and geographic features influenced their development and settlement patterns. (G)</p> <p>4.14 Write informative texts identifying major leaders and groups responsible for the founding of colonies in North America and the reasons for their founding, including: (C, E, H, P)</p>	<p>Guiding Questions: Why do people move to new places?</p> <p>What impact did river systems have on early American history?</p> <p>How can reasons for colonial settlement shape a region?</p> <p>What reasons did people have for settling present-day Tennessee?</p> <p>Vocabulary: slavery free market economy artisan laborer growing season town meeting dissenter industry tidewater fall line self-government banish export import Middle Passage slave trade independence freedom value</p>	<p>Create a New England colonies portfolio. The three components must be a map of the Triangular Trade Route, a chart describing the 4 industries of the New England economy, and a summary of colony facts.</p> <p>Create a Middle & Southern colonies portfolio.</p> <p>Portfolio Lesson/Project</p> <p>Construct a product map of crops grown in the Middle and Southern colonies.</p>	<p>Websites: http://www.brainpop.com/socialstudies/ushistory/thirteencolonies/</p> <p>French and Indian War http://www.history.com/topics/french-and-indian-war</p> <p>Proclamation of 1763 http://mrmussbaum.com/proc1763/</p> <p>Tennessee History http://www.tnhistoryforkids.org/InteractiveNotebook</p> <p>√PowerPoint New England</p> <p>√Colonial Collection of Information</p> <p>√Thirteen Colonies BrainPop</p> <p>√Colonial Times PPST & Games Proclamation of 1763 Timeline of Events</p>

Quarter 2 Weeks 4-6

2014-2015 TN State Standards (TNSS)	Guiding Questions/ Vocabulary	Assessment/ Activities	Instructional Resources
<ul style="list-style-type: none"> • Lord Baltimore, Maryland • John Smith, Virginia • Roger Williams, Rhode Island • John Winthrop, Massachusetts • William Bradford, Plymouth <p>4.15 Cite and explain examples from informational texts about how economic opportunities and political, religious, and social institutions evolved in the colonial era. (C, E, G, H, P)</p>			

Quarter 2 Weeks 7-9

2014-2015 TN State Standards (TNSS)	Guiding Questions/ Vocabulary	Assessment/ Activities	Instructional Resources
<p>Early Settlers</p> <p>4.16 Making use of primary documents, analyze the early democratic ideas and practices that emerged during the colonial period, including the significance of representative assemblies and town meetings and contrast these with the presence of enslavement in all colonies. (P)</p>	<p>Guiding Questions:</p> <p>Why was Yorktown an important victory for the Americans?</p> <p>How did colonists work together to accomplish their goals?</p> <p>How did the early settlers in Tennessee work together to accomplish their goals?</p> <p>Why do people move (migrate) to</p>	<p>Students will organize information from the text into a word web supporting the main idea “Hardships of Early TN Settlers”.</p> <p>Students will listen to the story of Nancy Ward. They will hold a class discussion about her importance to the Cherokee, and how Cherokee culture was affected by TN pioneers.</p> <p>Students will use the library or Internet to research John Sevier and his accomplishments as an important TN leader, and his role in the Watauga Association.</p>	<p>Websites:</p> <p>American Revolutions Videos http://www.history.com/topics/american-revolution</p> <p>Paul Revere Clozed Activity http://www.enchantedlearning.com/history/us/colonial/revere/cloze/</p> <p>Declaration of Independence Videos & Activities https://www.teachervision.com/fourth-of-july/video/73340.html</p>

Quarter 2 Weeks 7-9

2014-2015 TN State Standards (TNSS)	Guiding Questions/ Vocabulary	Assessment/ Activities	Instructional Resources
<p>4.17 Describe the major religious tenets of the earliest colonies, including: (C)</p> <ul style="list-style-type: none"> • Puritanism in Massachusetts • Quakerism in Pennsylvania <p>4.18 Explain various reasons why people came to the colonies, including profit, religious freedom, slavery, and indentured servitude. (C, E, H)</p> <p>4.19 Locate and label on a map the location of Jamestown, Plymouth, New Netherland, New Sweden, the Mass. (G)</p>	<p>new places? Vocabulary: rebellion proclamation wilderness frontier pioneer fort Treaty of Paris tax revolution independence rights American Revolution patriot loyalist surrender Paul Revere Declaration of Independence Battle of Saratoga</p>	<p>Students will create a timeline on sentence strips. The timeline will build throughout the unit depicting important events before, during, and after the Revolutionary War. Students will play a <i>Who Am I?</i> game by identifying statements from either the Patriot or Loyalist points of view.</p> <p>Students will organize information from the text into a word web supporting the main idea “Declaration of Independence”.</p>	<p>20 American Revolution War Games & Activities http://revolution.mrdonn.org/games.html</p>

Quarter 3 Weeks 1-3

2014-2015 TN State Standards (TNSS)	Guiding Questions/ Vocabulary	Assessment/ Activities	Instructional Resources
<p>The American Revolution</p> <p>4.27 Compare and contrast first and second-hand accounts of Paul Revere’s “midnight ride.” (H)</p>	<p>What were the failures of the Articles of Confederation?</p> <p>What was the advantage of a</p>	<p>Students will write a coherent 5-paragraph essay expressing their opinions how the first amendment is important for their family, school, and nation. Each supporting paragraph must be supported with real-world</p>	<p>Websites: 20 American Revolution War Games & Activities http://www.ducksters.com/history/american</p>

Quarter 3 Weeks 1-3

2014-2015 TN State Standards (TNSS)	Guiding Questions/ Vocabulary	Assessment/ Activities	Instructional Resources
<p>4.28 Identify the people and events associated with the Declaration of Independence and cite evidence from the Declaration to determine its significance to the development of American Democracy. (H, P)</p> <p>4.29 Analyze the influences of key leaders during this period, including: (P)</p> <ul style="list-style-type: none"> • Patrick Henry • Alexander Hamilton • Thomas Jefferson • George Washington • Benjamin Franklin • Thomas Paine • John Adams • Sam Adams • John Hancock <p>4.30 Determine the meaning and identify the terms Loyalists, Patriots, Minutemen, Overmountain Men, and Redcoats to describe people during the Revolution. (C, G, TN)</p>	<p>federal system?</p> <p>What did the Federalists do to persuade the states to ratify the Constitution?</p> <p>What are the jobs of each branch of national government and list all?</p> <p>Why did the authors of the Constitution create checks and balances and describe each?</p> <p>Vocabulary: constitution Articles of Confederation territory ordinance federal public compromise ratify Bill of Rights Preamble democracy legislative executive judicial amendment</p>	<p>Students will work in small groups to design an advertisement poster (think movie poster) that explains the importance of an amendment from the Bill of Rights.</p> <p>Students will organize information from the text about the Articles of Confederation into a two-column chart labeled <i>Accomplishments</i> and <i>Problems</i>.</p> <p>Create a chart organizing the accomplishments and problems of the Articles of Confederation.</p>	<p>revolution.php</p> <p>http://mrunusbaum.com/amflash/</p> <p>http://www.socialstudiesforkids.com/articles/ushistory/revolutionarywar1.htm</p> <p>Book lists:</p> <p>http://www.hclibrary.us/pdfs/youth/booklists/hisficgrade4.pdf</p> <p>Trade Books: (extra support) The Declaration of Independence By: Sam Fink (on-level) Growing Up in Revolution and the New Nation 1775 to 1800 By: Brandon M. Miller (challenge) Fight For Freedom By: Benson Bobrick</p>

Quarter 3 Weeks 4-6

2014-2015 TN State Standards (TNSS)	Guiding Questions/ Vocabulary	Assessment/ Activities	Instructional Resources
<p>The Constitution</p> <p>4.37 Analyze the weaknesses of the Articles of Confederation, including no power to tax, weak central government, and the impact of Shays' Rebellion. (P)</p> <p>4.38 Explain the events that led to the creation and failure of the Lost State of Franklin. (G, P, TN)</p> <p>4.39 Identify the various leaders of the Constitutional Convention and analyze the major issues they debated, including: (C, E, H)</p> <ul style="list-style-type: none"> • distribution of power between the states and federal government • Great Compromise • Slavery and the 3/5 Compromise • George Washington and James Madison <p>4.40 Explain the ratification process and describe the conflict between Federalists and Anti-Federalists over ratification, including the need for a Bill of Rights. (H, P) 4.41 Describe the principles embedded in the Constitution, including: (P)</p> <ul style="list-style-type: none"> • purposes of government listed in the Preamble • separation of powers • branches of government • check and balances • the amendment process • principle of judicial review 	<p>Guiding Questions:</p> <p>What were the failures of the Articles of Confederation?</p> <p>What was the advantage of a federal system?</p> <p>What did the Federalists do to persuade the states to ratify the Constitution?</p> <p>What are the jobs of each branch of national government?</p> <p>Why did the authors of the Constitution create checks and balances?</p> <p>Vocabulary:</p> <p>constitution Articles of Confederation territory ordinance federal public compromise ratify Bill of Rights Preamble Democracy Legislative Executive</p>	<p>Create a chart organizing the accomplishments and problems of the Articles of Confederation.</p> <p>Organize information from the text about the Articles of Confederation into a two-column chart labeled <i>Accomplishments</i> and <i>Problems</i>.</p> <p>Create a 3-flap flipbook for the 3 Branches of Government. The information included will outline the <i>Structure</i> and <i>Function</i> of each branch.</p> <p>Work in small groups to design an advertisement poster (think movie poster) that explains the importance of an amendment from the Bill of Rights.</p> <p>Write a coherent 5-paragraph essay expressing their opinions how the first amendment is important for their family, school, and nation. Each supporting paragraph must be supported with real-world examples.</p>	<p>Websites:</p> <p>http://www.texasre.org/BOR/billofrights.html</p> <p>http://billofrightsinstitute.org/resources/student-resources/play-games/</p> <p>http://www.annenbergclassroom.org/page.s.aspx?name=all-games-and-interactive&AspxAutoDetectCookieSupport=1</p> <p>http://mrmussbaum.com/constitution-2/</p> <p>http://www.congressforkids.net/</p> <p>Books:</p> <p>If You Were There When They Signed the Constitution by Joan Holub</p> <p>Shh! We're Writing the Constitution by Jean Fritz and Tomie dePaola</p> <p>The US Constitution and You by Syl Sobel</p> <p>We the Kids: The Preamble to the Constitution of the United States by David Catrow</p>

Quarter 3 Weeks 1-3

2014-2015 TN State Standards (TNSS)	Guiding Questions/ Vocabulary	Assessment/ Activities	Instructional Resources
<ul style="list-style-type: none"> recognition of and protection of individual rights in the 1st Amendment <p>4.42 Write an opinion piece with supporting detail from primary sources that defends the ratification of the Constitution. (P)</p>	<p>Judicial amendment</p>		

Quarter 1 Weeks 5-9

2014-2015 TN State Standards (TNSS)	Guiding Questions/ Vocabulary	Assessment/ Activities	Instructional Resources
<p>Westward Expansion</p> <p>4.43 Describe the events, precedents, and successes of the presidency of George Washington and list his cabinet members. (H)</p> <p>4.44 Explain the purpose for creating the federal district of Washington D.C., including the role of Pierre L'Enfant. (H)</p> <p>4.45 Label and locate the Territory South of the River Ohio (Southwest Territory) on a map, identify its leaders, and explain how it was the first step to statehood, including</p>	<p>Guiding Questions:</p> <p>How did the presidency of George Washington affect the patterns of the American people as a result of the Western Expansion?</p> <p>Why was the Territory South of the River Ohio the first step to statehood for the New Nation?</p>	<p>Research the journey west and create a diary of their trip.</p> <p>Create flip book showing the cooperation and conflict between and among different groups that traveled west.</p> <p>Have students create a poster about the original Star-Spangled Banner. Have students include information about what it</p>	<p>Websites:</p> <p>http://www.americanwest.com/images/lc_sft1.jpg</p> <p>http://www.cpr.org/Museum/Bowman_Last_Spike_CHS.html</p> <p>http://www.endofthorego</p>

Quarter 1 Weeks 5-9

2014-2015 TN State Standards (TNSS)	Guiding Questions/ Vocabulary	Assessment/ Activities	Instructional Resources
<p>William Blount, John Sevier, Rocky Mount, and the Treaty of Holston. (G, P, TN)</p> <p>4.46 Write an opinion piece using supporting detail explaining the political beliefs of Alexander Hamilton and Thomas Jefferson leading to the political parties. (H, P)</p> <p>4.47 Detail the events, struggles, success and main people of the exploration of the Louisiana Purchase and map the routes across the continent, including the Corps of Discovery, Lewis and Clark, Sacagawea, Zebulon Pike, and John Frémont. (G, H, P)</p> <p>4.48 Use concrete words, phrases, and sensory details to convey the experiences of settlers on the overland trails to the West, including location of the routes; purpose of the journeys; the influence of the terrain, rivers, vegetation, and climate. (C, E, G)</p> <p>4.49 Explain the causes, course, and consequences of the War of 1812, including: (H, P)</p> <ul style="list-style-type: none"> • trade restrictions • impressment • war hawks • Tecumseh • Tippecanoe • William Henry Harrison • burning of Washington D.C. • Francis Scott Key • Dolly Madison • Battle of New Orleans <p>4.50 Interpret the meaning of the lyrics of the song “The Star-Spangled Banner.” (P)</p> <p>4.51 Analyze and describe the role of Tennessee in the War of 1812, including: (H, TN)</p> <ul style="list-style-type: none"> • Andrew Jackson 	<p>What role did the War of 1812 have on Western Expansion and how did Tennessee contribute?</p> <p>Why is “The Star-Spangled Banner” an important symbol for America?</p> <p>How did life on the frontier of Tennessee effect western movement?</p> <p>Is there a positive way to interpret Western expansion?</p> <p>How would America look today if its people had never crossed the Mississippi?</p> <p>Vocabulary: Expansion Westward Expansion Presidency Political Impressment Louisiana Purchase Precedents Abolish Treaty National anthem “Star-Spangled Banner”</p>	<p>represents, and why we should preserve it for the future.</p> <p>Brainstorm: Discuss the possible difficulties the people traveling the Oregon Trail faced and plan strategies to overcome these hardships.</p> <p>Create an ad drawing people west to see sights and “pick up” gold.</p> <p>Create a newspaper featuring the events of the Lewis and Clark Expedition.</p> <p>Write a persuasive essay aimed at convincing families to move west.</p> <p>Create a time line of key events related to Westward Expansion.</p> <p>Write a journal as though your family and you were moving west. Compare this with life in the 1800s.</p> <p>Create original folk songs highlighting the issues of the time.</p>	<p>ntrail.org/maplibrary/oregontrail.html</p> <p>http://www.isu.edu/~trinmich/Native.html</p> <p>http://www.lewis-clark.org/</p> <p>http://www.pbs.org/goldrush/allabout.html</p> <p>http://www.pbs.org/goldrush/collision.html</p> <p>http://www.pbs.org/goldrush/goldcountry.html</p> <p>http://www.pbs.org/lewisandclark</p> <p>http://www-sul.stanford.edu/depts/dp/pennies/home.html</p> <p>Books: <i>The Oregon</i> by L.E. Fisher <i>The Chickenhouse House.</i> By Ellen Howard</p>

Quarter 1 Weeks 5-9			
2014-2015 TN State Standards (TNSS)	Guiding Questions/ Vocabulary	Assessment/ Activities	Instructional Resources
<ul style="list-style-type: none"> • Battle of Horseshoe Bend • Sam Houston • Volunteers <p>4.52 Write a short story with supporting text describing the effects of the New Madrid Earthquakes of 1811-12 on the land and people of Tennessee. (G, H, TN)</p> <p>4.53 Write a narrative piece summarizing life on the frontier of Tennessee and reasons why pioneers moved west, including: (C, G, H, P, TN)</p> <ul style="list-style-type: none"> • Cumberland Gap, Natchez Trace, Jackson Purchase, transportation, housing, food, clothing, gender roles, education, entertainment <p>4.54 Describe and explain the contributions of Sequoyah. (C, H, TN)</p> <p>4.55 Describe the major events in Jackson's presidency, including the corrupt bargain, the Indian Removal Act, reducing the national debt, preserving the union, and abolishing the national bank. (C, E, G, H, P, TN)</p> <p>4.56 Analyze the impact of the Indian Removal Act on the Cherokee, detail their resistance to being removed, and map the movement west, including: (C, G, H, TN)</p> <ul style="list-style-type: none"> • Treaty of New Echota • John Ross • Trail of Tears 			<p><i>Cowboys of the Wildwest.</i> By Russell Freedman</p> <p><i>Greatest of the Mountain Men.</i> by Jim Bridger.</p> <p><i>Heroes of the Western Outposts.</i> By Edith McCall</p> <p><i>The Oregon Trail.</i> By Francis Parkman</p> <p><i>On the Way Home: The Diary of a Trip.</i> By Laura Ingalls Wilder</p>

Quarter 4 Weeks 1-4

2014-2015 TN State Standards (TNSS)	Guiding Questions/ Vocabulary	Assessment/ Activities	Instructional Resources
<p>America Before European Exploration</p> <p>4.57 Analyze and describe the factors of the Industrial Revolution occurring in the United States and in Tennessee, including:</p> <ul style="list-style-type: none"> Samuel Slater-factory system Watermills- influence of geography Fulton- steamboats Eli Whitney- cotton gin <p>Growth of the Republic</p> <p>4.58 Explain the expansion of the plantation system and slavery as the demand for cotton production grew and the impact of the cotton gin.</p> <p>4.60 Describe and explain the contributions of Virginia Hill and Free Hill, Tennessee, Frances Wright and Nashoba, and Elihu Embree and their efforts to abolish slavery in Tennessee.</p> <p>4.61 Describe the characteristics of slave life on plantations across the South.</p> <p>4.59 Contrast the emerging urbanization</p>	<p>What was the effect of Industrial Growth and increased immigration?</p> <p>How did inventions impact the growth of plantations and slavery?</p> <p>How was the land in Tennessee used to attempt the abolishment of slavery?</p> <p>What were the contributions of Virginia Hill, Francis Wright, and Elihu Embree to the abolishment of slavery?</p> <p>How was the United States affected by the emergence of urbanization, agricultural growth, and westward migration?</p> <p>How did slaves cope with challenges they encountered?</p> <p>How were folktales used by the slaves?</p> <p>What kind of wisdom about human</p>	<p>Suggested Activities: Play the Urban Game Activity The Lemonade Stand Game</p> <p>Research an invention and its inventor during the industrial revolution era. Write a research paper to answer the following questions:</p> <ul style="list-style-type: none"> Who is responsible for the invention? Why did the inventor invent this device? What was its purpose? How did the invention impact the growth of plantations and slavery? How has this invention had an effect on our lives today? <p>Construct an ongoing inventory of the positive and negative effects of the Industrial revolution.</p> <p>Select and research an invention category, include the name, date created, whom it was created by, and provide a picture on a large index card (railroad, camera, television, cars, engines, telephone, flight, textile, etc.).</p> <p>Allow the students to share the cards in whole group and place them on a timeline in the correct position.</p> <p>Create a construction paper or computer tri-fold</p>	<p>Industrial Revolution Lesson Plan</p> <p>Eli Whitney and Cotton Gin</p> <p>Picture Book:</p> <p><i>Samuel Slater's Mill and the Industrial Revolution</i> by Christopher Simonds</p> <p><i>Eli Whitney: The Cotton Gin and American Manufacturing</i> By Regan A. Huff</p> <p>Publisher: Power Kids Press, 2004</p> <p>Eli Whitney- <i>So You Want to be an Inventor?</i> By Judith St. George</p> <p>Publisher: Philomel Books, 2002</p> <p>Elihu Embree</p> <p>Reform Movement PowerPoint</p> <p>Informational Text- William Lloyd Garrison</p> <p>Picture Book: (Read Aloud)</p> <p><i>A Picture Book of Frederick Douglass</i> by</p>

Quarter 4 Weeks 1-4

2014-2015 TN State Standards (TNSS)	Guiding Questions/ Vocabulary	Assessment/ Activities	Instructional Resources
<p>in the North with the agricultural South and the developing West.</p> <p>4.65 Identify prominent people and reform movements in the United States during the mid-19th century, including:</p> <ul style="list-style-type: none"> • Nat Turner and his resistance to enslavement and • Frederick Douglass and William Garrison and the abolition of slavery. <p>TNSS:</p> <p>4.IT.9 Integrate information from two texts on the same topic in order to write or speak about the subject knowledgeably.</p>	<p>nature and human behavior do we learn from fables/folktales? How is this wisdom relevant today?</p> <p>Why was Nat Turner an important figure?</p> <p>What was an effect of slave uprisings?</p> <p>How did Americans of varying backgrounds actively oppose slavery?</p> <p>What were the main ideas expressed by the abolitionists?</p>	<p>brochure for the pros and cons of industrialization.</p> <p>Analyze photographs to investigate history.</p> <p>Compare and contrast industrialization in the North, agricultural growth in the south, and the development of the west.</p> <p>Use Brer Rabbit Series to develop student understanding of the slavery survival methods through folktales.</p> <p>Complete a graphic organizer for the comparison of reformers of the mid-19th century.</p> <p>Create a diary entry that describes the characteristics of slave life on plantations across the South.</p> <p>Have the students to prepare an essay that reflects their positions on slavery (pro-slavery vs. anti-slavery). Use evidence from editorials of Douglass and Garrison to support that position.</p> <p>Create a 3-pocket organizer for note cards for the causes, conflicts, and consequences of slavery.</p> <p>Create a poster that reveals student understanding of slavery. Display the posters for a gallery walk.</p> <p>Have the students to write a reflection about the</p>	<p>David Adler</p> <p>Publisher: Holiday House</p> <p><i>Abolitionists: A Force for Change</i> by Sarah E. DeCapua</p> <p>Publisher: Child’s Press, 2003</p> <p><i>Frederick Douglass: Leader Against Slavery</i></p> <p>By Patricia McKissack</p> <p>Publisher: Enslow Publications, 2002</p> <p><i>Nat Turner’s Slave Rebellion</i></p> <p>By Michael Burgan</p> <p>Publisher: Graphic Library, 2006</p>

Quarter 4 Weeks 1-4

2014-2015 TN State Standards (TNSS)	Guiding Questions/ Vocabulary	Assessment/ Activities	Instructional Resources
		<p>poster using the prompt “I think my project will help others understand slavery because.....” After the gallery walk, have the students to write a response about how the posters helped them understand slavery.</p> <p>In groups, read and discuss Brer Rabbit folktales and complete a graphic organizer, include the title of the folktales, characters, problems, solutions, and lessons/morals.</p>	

Quarter 4 Weeks 5-7

2014-2015 TN State Standards (TNSS)	Guiding Questions/ Vocabulary	Assessment/ Activities	Instructional Resources
<p>Texas Independence/Mexican War</p> <p>4.62 Using informational texts explain the fight for Texas independence against Mexico and the contributions of Tennesseans Sam Houston and David Crockett.</p> <p>4.64 Cite evidence from informational texts explaining the causes, course, and consequences of the Mexican</p>	<p>Why did settlers migrate west?</p> <p>Why did the citizens who settled Texas fight for independence against Mexico?</p> <p>What are the dangers the settlers faced?</p> <p>How did the settlement of the west contribute to our nation?</p> <p>What role did Sam Houston and David Crockett play in the fight for the independence of Texas?</p>	<p>Read and discuss Causes of Texas Independence.</p> <p>Discuss the reasons people moved west: land was cheap or free, good soil, discovery of gold, adventure, etc.).</p> <p>Have the students to describe the dangers that could have been met on the Oregon Trail: deep river crossings, high rocky trails, lack of drinking water, hot temperatures, etc.</p>	<p>Sam Houston and Texas Independence</p> <p>David Crockett</p> <p>James K. Polk</p> <p>Mexican War Lesson Plan</p> <p>Zachary Taylor, Winfield Scott</p> <p>Picture Books:</p>

Quarter 4 Weeks 5-7

2014-2015 TN State Standards (TNSS)	Guiding Questions/ Vocabulary	Assessment/ Activities	Instructional Resources
<p>War, including Winfield Scott, Zachary Taylor, and Mexican secession.</p> <p>4.63 Conduct a short research project detailing the surprise nomination and election of James K. Polk and list his accomplishments in office including Texas statehood, territorial expansion, and one term promise.</p> <p>4.66 Write an expository piece describing the search for gold in California and its impact.</p> <p>4.67 Explain the events, political debate, and outcome of the Compromise of 1850 and the Kansas and Nebraska Act.</p> <p>4.68 Create a visual display using multiple forms of media to name the states and territories that existed in 1850, their locations, and major geographical features, including mountain ranges, principal rivers, and dominant plant regions.</p>	<p>Why were people inside and outside of Texas for or against joining the U. S.?</p> <p>How was the conflict over the Texas border resolved?</p> <p>Who was James K. Polk?</p> <p>How did James K. Polk surprise the United States?</p> <p>What did the election of James K. Polk accomplish?</p> <p>How did gold impact the development of California?</p> <p>How did the new inhabitants depend on and explore their physical environment?</p> <p>How do geography, climate, and natural resources affect the way people live and work in the Midwest?</p> <p>What are the main elements and characteristics of the economy in Midwest states?</p> <p>How does the legacy of earlier people and history in the Midwest shape our lives today?</p> <p>Why do people make compromises?</p> <p>What factors influence decision making?</p> <p>What role did sectionalism play in people's</p>	<p>Have students to work in cooperative groups to create a bio poem for David Crockett, Sam Houston, James K. Polk, Winfield Scott, and Zachary Taylor.</p> <p>Draw a cartoon illustrating the people representing the different sides during the Mexican War (Texas, Mexico, and the United States). Summarize the different points of view.</p> <p>Create a poster to highlight the economic benefits and possible effects of the location.</p> <p>Create an illustrated foldable with the timeline of the Mexican War. Identify key events: how it started, the battles, and the treaty signed.</p> <p>Create a foldable/flip chart listing the Texas War of Independence battles in chronological order adding information from each battle.</p> <p>Write an essay describing the search for gold in California and its impact, include environment of the different areas, comparing climates, natural resources, and agricultural advantages.</p> <p>Locate and label a map of the states of the U. S. at the time of the Compromise of 1850. Use different colors to represent the free states, slave</p>	<p><i>Sam Houston: Soldier and Statesman</i> by Tracey Booras</p> <p>Publisher: Bridgestone Books, 2003</p> <p><i>James K. Polk: Eleventh President, 1845-1849</i></p> <p>By Mike Venezia</p> <p>Publisher: Children's Press, 2005</p> <p><i>The Picture Book of David Crockett</i> by David Adler</p> <p>Publisher: Holiday House, 1996</p> <p>James K. Polk</p> <p>Picture Book:</p> <p><i>The Kansas-Nebraska Act and "Bleeding Kansas" in American History</i></p> <p>By Debra McArthur</p> <p>Publisher: Enslow, 2003</p>

**Quarter 4
Weeks 5-7**

2014-2015 TN State Standards (TNSS)	Guiding Questions/ Vocabulary	Assessment/ Activities	Instructional Resources
	<p>perspective on slavery and the Compromise of 1850?</p> <p>Were the Compromise of 1850 and the Kansas and Nebraska Act successful? Why or Why not?</p> <p>How does social/cultural conflict shape history?</p> <p>Can conflict be resolved through compromise?</p> <p>How many free states and slave states existed in 1850?</p> <p>Which states were affected by the Compromise of 1850? Explain the affects?</p> <p>How did the geographic locations affect representation in Congress?</p> <p>What was the vision of Horace Mann for public education?</p> <p>How did Horace Mann shape public education today?</p> <p>What were the contributions of Dorothea Dix?</p> <p>How does the work of Horace Mann and Dorothea Dix affect us today?</p>	<p>states, and popular sovereignty territories under the Compromise of 1850 and Kansas-Nebraska Act.</p> <p>Compare and contrast the trails used during overland travel, include trail name, location, terrain, vegetation, and climate.</p> <p>Write an essay that summarizes and explains the effect of the Compromise of 1850. Explain whether it provided a solution to the boundary problem for Texas.</p> <p>Locate and label a map of the states and boundaries of Kansas-Nebraska Act.</p> <p>Discuss the sectionalism of the U. S. and the divisions based on opposing views on slavery.</p> <p>Create a mind portrait for Horace Mann's views on public education.</p> <p>Give groups of students quotes from Horace Mann. Have them to discuss the main ideas of the quotes and summarize his view on public education.</p> <p>Discuss the similarities of Horace Mann and Dorothea Dix.</p>	<p>Compromise of 1850</p> <p>Dorothea Dix</p> <p>Horace Mann</p> <p>Horace Mann Big Idea Organizer</p>

**Quarter 4
Weeks 8-9**

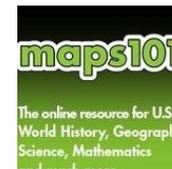
2014-2015 TN State Standards (TNSS)	Guiding Questions/ Vocabulary	Assessment/ Activities	Instructional Resources
<p>Africa in April/Memphis in May Activities</p> <p>Culture</p> <p>History</p> <p>Economics</p> <p>Government/Civics/Politics</p>	<p>Guiding Questions: How does one nation's culture impact society?</p>	<p>Have the students to create a map of the chosen country; research the history of the culture; evaluate conflicts that occurred in the country during the 1800s and early 1900s; gather information about the people, their culture, government, environment, natural and man-made resources, and economy.</p> <p>Create a timeline for the important individuals and events in that nation.</p>	<p>http://www.memphisinmay.org/</p> <ul style="list-style-type: none"> • http://www.africainapril.org/

Tool Box



<http://www.brooksmuseum.org/>

<http://www.newsela.com>



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