

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

Fifth grade students will learn about the challenges facing the new nation, with an emphasis on the causes, course, and consequences of the Civil War and Industrial America. They will explore the major military, economic, social, and political events of the early twentieth century, such as World War I and the Great Depression. Students will describe the key events and accomplishments of the Civil Rights Movement in the United States and the nation's growing role in world affairs, from World War II to modern day. In addition, they will analyze structures of power and authority and develop civic efficacy, which requires understanding rights, responsibilities, ethical behavior, and the role of citizens within their community, nation, and world. Students will use geographic tools to locate and analyze information about people, places, and environments in Tennessee and the United States. Students will further study the unique historical, economic, social, and cultural developments of Tennessee, and learn how our state impacted our nation and the world. Students will develop research, analytic, and critical thinking skills through the evaluation of evidence, interpretation of primary sources, and the construction of sound historical arguments and perspectives. (TN DOE 2014)

## Quarter 1 Weeks 1-2

2014-2015 TN State Standards (TNSS)	Guiding Questions/ Vocabulary	Assessment/ Activities	Instructional Resources
<p><b>Geography</b></p> <p>Locate the major physical features and cities of the United States on a map.</p> <p>Understand the latitude, longitude, the global grid and time zones of the sites within the United States and Tennessee.</p> <p>Understand how to use maps, globes, and other geographic representations, tools, and technologies to acquire process and report information from a spatial perspective.</p>	<p><b>Guiding Questions:</b></p> <p>What geographical and political features define the United States?</p> <p>Why are bodies of water important to the development of civilizations?</p> <p>How do certain bodies of water affect the economy?</p> <p>How do we find a specific location on a map?</p> <p>Why is it important for the student to know the different states?</p> <p><b>Vocabulary:</b></p> <p>Boundary Border states Historical map Physical map Political map Region Climograph Resource Scarcity Opportunity Cost Economic system Free enterprise Region Specialization Trade</p>	<p>On an outline map of North America, draw an illustration of each element showing where it can be found. [Ex: glacier in Alaska, bay on Pacific coast, etc.]</p> <p>Play Word Wall Match-Up in which students match each geographic term</p> <p>Using a map of the US that includes the grid system, give students a list of cities (with latitude and longitude) to plot. These cities should include: Boston, Charleston, NYC, Washington DC, Philadelphia, Santa Fe, Los Angeles, Memphis, Nashville, Chattanooga, Knoxville, and Johnson City.</p> <p>Students will begin research on a chosen state by using an atlas. They will find population, landforms, land use, major cities, state symbols and climate using an atlas. A research log will be used. Use Tennessee as the class example when modeling assignment.</p>	<p><b>Archived TN SPI's Websites:</b></p> <p><b>Note:</b> *All TCAP Questions for each week are from Version A (2009) of Practice book and Item Sampler.</p> <p>Practice Book: <a href="http://www.tn.gov/education/assessment/doc/ACH_2009_PracticeTest_Gr5.pdf">http://www.tn.gov/education/assessment/doc/ACH_2009_PracticeTest_Gr5.pdf</a></p> <p>Item Sampler: <a href="http://www.tn.gov/education/assessment/doc/ACH_2009_ItemSampler_Gr5.pdf">http://www.tn.gov/education/assessment/doc/ACH_2009_ItemSampler_Gr5.pdf</a></p> <p><a href="http://www.edugoodies.com/scs/">http://www.edugoodies.com/scs/</a></p> <p><a href="http://www.pdesas.org/module/sas/curriculumframework/">www.pdesas.org/module/sas/curriculumframework/</a></p> <p><a href="http://www.qwiki.com">www.qwiki.com</a></p> <p><a href="http://www.enchantedlearning.com/geometry/outlinemaps/usa.shtml">http://www.enchantedlearning.com/geometry/outlinemaps/usa.shtml</a></p> <p><a href="http://www.edugodies.com/scs/">http://www.edugodies.com/scs/</a></p> <p><a href="http://www.eduplace.com/sst/">www.eduplace.com/sst/</a></p> <p><a href="http://50states.mrdorg/general.html">http://50states.mrdorg/general.html</a></p>

## Quarter 1 Weeks 1-2

2014-2015 TN State Standards (TNSS)	Guiding Questions/ Vocabulary	Assessment/ Activities	Instructional Resources
	Interdependent		<p><b>Books:</b>  <i>Inquire: A Student Handbook for 21st Century</i> by Robert King, Christopher Erickson, and Janae Sebranek</p> <p><i>Tennessee Through Time</i> (2009)</p> <p>Geographic map of North America</p> <p>Outline map of North America</p>

## Quarter 1 Weeks 3-5

2014-2015 TN State Standards (TNSS)	Guiding Questions/ Vocabulary	Assessment/ Activities	Instructional Resources
<p><b>Prior to Civil War</b></p> <p>5.1 Compare and contrast the myth of the Antebellum South to the realities of the region including the harshness of slavery, increased immigration to urban areas, and growth of railroads. <b>(C, G, P)</b></p> <p>5.2 Interpret the sectional differences between the North and the South in economics, transportation, and population. <b>(C, E)</b></p> <p>5.3 Use primary sources to analyze multiple samples of abolition leaders' writings and their stance on</p>	<p><b>Guiding Questions:</b>                      How were the North and South different prior to the Civil War?</p> <p>How do the beliefs and values of a diverse culture affect individuals and society?</p> <p>What causes change over time?</p> <p>What makes a good leader?</p>	<p>In groups, students will create a presentation showing the differences between the North and the South prior to the Civil War. These can be presentation boards, power points, or Documentaries.</p> <p>Have students write an anonymous editorial that Jacob Bigelow, a lawyer by day and a kidnapper by night, might have written defending his actions and other members of the Underground</p>	<p><b>Websites:</b>  <b>Before the Civil War</b>  <a href="http://www.newsela.com">http://www.newsela.com</a></p> <p><i>Inquire: A Student Handbook for 21st Century</i> by Robert King, Christopher Erickson, and Janae Sebranek</p> <p><i>Tennessee Through Time</i> (2009)</p> <p><a href="http://www.eduplace.com/sst">www.eduplace.com/sst</a></p>

Quarter 1 Weeks 3-5			
2014-2015 TN State Standards (TNSS)	Guiding Questions/ Vocabulary	Assessment/ Activities	Instructional Resources
slavery, including: <b>(C, P)</b> <ul style="list-style-type: none"> <li>• Sojourner Truth</li> <li>• Frederick Douglass</li> <li>• the Grimke sisters</li> <li>• William Lloyd Garrison</li> </ul> <b>5.4</b> Draw on information from multiple print or digital resources explaining the events that made slavery a national issue during the mid-19th century, including: <b>(C, E, G, P)</b> <ul style="list-style-type: none"> <li>• Missouri Compromise</li> <li>• Uncle Tom's Cabin</li> <li>• Compromise of 1850</li> <li>• Brook's attack on Sumner</li> <li>• Kansas-Nebraska Act</li> <li>• John Brown's Raid</li> <li>• Dred Scott case</li> </ul> <b>TNSS:</b> <b>RL 4</b> Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies.	<b><u>Vocabulary:</u></b> Tariff Rights States' rights Bill of Rights Levels of government Declaration of Independence Federal Sectionalism Bar graph Line graph Circle graph Abolitionist Discrimination Underground Railroad Slave state Free State Popular Sovereignty Fugitive	Railroad	<a href="http://www.edugoodies.com/scs/">http://www.edugoodies.com/scs/</a>  <a href="http://www.pdesas.org/module/sas/curriculumframework/">www.pdesas.org/module/sas/curriculumframework/</a>  <b><u>Primary Documents and Supporting Texts to Read:</u></b> Ain't I a Woman, Sojourner Truth; excerpts from Uncle Tom's Cabin, Harriet Beecher Stowe

Quarter 1 Weeks 6-9			
2014-2015 TN State Standards (TNSS)	Guiding Questions/ Vocabulary	Assessment/ Activities	Instructional Resources

## Quarter 1 Weeks 6-9

2014-2015 TN State Standards (TNSS)	Guiding Questions/ Vocabulary	Assessment/ Activities	Instructional Resources
<p><b>The Civil War</b></p> <p><b>5.5</b> Evaluate each candidate in the campaign of 1860 and analyze how that campaign reflected the sectional turmoil of the country. <b>(H, P, TN)</b></p> <p><b>5.6</b> Explain with supporting details why Tennessee was divided on the issue of secession and the events that led it to eventually leave the Union to include: state convention vote of 1861, the Free and Independent State of Scott, Hurst Nation, East Tennessee mostly pro-Union and divided families. <b>(H, P, TN)</b></p> <p><b>5.7</b> Determine the meaning of the terms of this period with a visual representation, including: <b>(G, C)</b></p> <ul style="list-style-type: none"> <li>• Union and Confederate States</li> <li>• Yankees and Rebels</li> <li>• Blue and Gray</li> <li>• Johnny Reb and Billy Yank</li> </ul> <p><b>5.8</b> Analyze the geographic, social, political, and economic strengths and weakness of the North and South. <b>(E, G, H, P)</b></p> <p><b>5.9</b> Identify the Border States and the efforts of both sides to secure them to their cause. <b>(G,H)</b></p> <p><b>5.10</b> Create a visual display to explain the Union’s Anaconda Plan for defeating the Confederacy and how the geography of the South formed the Eastern, Western, and Trans-Mississippi theaters of war. <b>(G, H, P)</b></p> <p><b>5.11</b> Explain the significance and outcome of the major battles and identify their location on a map or visual representation, including: <b>(G, H, TN)</b></p> <ul style="list-style-type: none"> <li>• Fort Sumter</li> <li>• First Battle of Bull Run</li> <li>• Fort Henry and Donelson</li> </ul>	<p><b>Guiding Questions:</b></p> <p>How did individuals impact the Civil War?</p> <p>Why do people remember special battles and create parks around these battles?</p> <p>How did Reconstruction impact the US after the Civil War?</p> <p>How does the evaluation of past events help us to make future decisions?</p> <p>How can we know if we weren’t there?</p> <p>How am I connected to those in the past?</p>	<p><b>Civil War Research Project:</b> Students should create a visual presentation that represents events leading to the Civil War or actions taken after the Civil War (including the U.S. home front during the war, and before and after the war).</p>	<p><b>Research Project:</b>  <i>Inquire: A Student Handbook for 21<sup>st</sup> Century</i> by Robert King, Christopher Erickson, and Janae Sebranek</p> <p><b>Websites:</b>            Before the Civil War  <a href="http://www.newsela.com">http://www.newsela.com</a></p> <p><a href="http://www.eduplace.com/sst">www.eduplace.com/sst</a></p> <p><a href="http://www.edugoodies.com/scs/">http://www.edugoodies.com/scs/</a></p> <p><a href="http://www.pdesas.org/module/sas/curriculumframework/">www.pdesas.org/module/sas/curriculumframework/</a></p> <p><b>Books:</b>  <i>Inquire: A Student Handbook for 21<sup>st</sup> Century</i> by Robert King, Christopher Erickson, and Janae Sebranek</p> <p><i>Tennessee Through Time</i> (2009)</p> <p><b>Primary Documents and Supporting Texts to Read:</b>  <i>Ain’t I a Woman</i>, Sojourner Truth; excerpts from <i>Uncle Tom’s Cabin</i>, Harriet Beecher Stowe</p>

## Quarter 2 Weeks 1-3

2014-2015 TN State Standards (TNSS)	Guiding Questions/ Vocabulary	Assessment/ Activities	Instructional Resources
<p><b>Reconstruction</b></p> <p><b>5.20</b> Analyze the goals and accomplishments of the 13th, 14th, and 15th Amendments, Freedmen’s Bureau, and Fisk University to help former slaves begin a new life. <b>(C, H, P, TN)</b></p> <p><b>5.21</b> Compare and contrast the different Reconstruction plans of Lincoln, Johnson, and Congress. <b>(H, P)</b></p> <p><b>5.22</b> Integrate information from several texts about the intent and failure of the impeachment of Andrew Johnson. <b>(H, P, TN)</b></p> <p><b>5.23</b> Analyze why the Radical Republicans turned to military Reconstruction and the backlash resulting in the rise of the Ku Klux Klan, black codes, and vigilante justice. <b>(H, P, TN)</b></p> <p><b>5.24</b> Explain the impact of the Tennessee Constitutional Convention of 1870, including poll taxes, segregation, and funds for public education. <b>(E, P, TN)</b></p> <p><b>5.25</b> Explain the compromise that ended Reconstruction with the election of Rutherford B. Hayes. <b>(P)</b></p> <p><b>5.26</b> Describe the impact of yellow fever during the 1870s; why it was particularly deadly in</p>	<p><b>Guiding Questions:</b></p> <p>How did Reconstruction impact the US after the Civil War?</p> <p>How did these amendments change the United States as a country and life for the individual and for various groups? Did these amendments resolve the issue of rights for all people?</p> <p>Did the Reconstruction governments rule the South well?</p> <p>When should a president be impeached and removed from office?</p> <p>Does racial equality depend upon government action?</p> <p>Should African Americans have more strongly resisted the government’s decision to abandon the drive for equality?</p> <p>What effect did the Yellow fever have in Tennessee during the 1870s?</p>	<p>Have small groups evaluate Congress’s action during Reconstruction. Have students discuss actions Congress might have taken (debate).</p> <p>Complete a flow chart that shows one change each amendment made and one thing that it failed to do which created the need for another amendment. Using the Internet, have students research how many slaves were in TN at the time the 13th amendment was ratified.</p> <p>*Discuss the legacy of these and responsibilities that go with these amendments today. *Discuss who was (is) and was (is) not affected by the amendments</p>	<p><b>Websites:</b></p> <p>An Outline of the Reconstruction Era <a href="http://chnm.gmu.edu/courses/122/recon/reconframe.html">http://chnm.gmu.edu/courses/122/recon/reconframe.html</a></p> <p>Pictorial History of Reconstruction <a href="http://www.picturehistory.com/category/cat_id/176">http://www.picturehistory.com/category/cat_id/176</a></p> <p>Freedman Bureau <a href="http://www.freedmen.umd.edu/fbact.htm">http://www.freedmen.umd.edu/fbact.htm</a> <a href="http://valley.lib.virginia.edu/">http://valley.lib.virginia.edu/</a></p> <p>13<sup>th</sup> Amendment <a href="http://www.ourdocuments.gov/doc.php?flash=true&amp;doc=40">http://www.ourdocuments.gov/doc.php?flash=true&amp;doc=40</a></p> <p>14<sup>th</sup> Amendment <a href="http://www.ourdocuments.gov/doc.php?flash=true&amp;doc=43">http://www.ourdocuments.gov/doc.php?flash=true&amp;doc=43</a></p> <p>15<sup>th</sup> Amendment <a href="http://loc.harpweek.com/LCPoliticalCartoons/DisplayCartoonMedium.as">http://loc.harpweek.com/LCPoliticalCartoons/DisplayCartoonMedium.as</a></p>

Quarter 2  
Weeks 1-3

2014-2015 TN State Standards (TNSS)	Guiding Questions/ Vocabulary	Assessment/ Activities	Instructional Resources
<p>West Tennessee and the election of African Americans to the General Assembly. (G, H, TN)</p> <p><b>TNSS:</b></p> <p><b>RL 4</b> Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies.</p>	<p><b>Vocabulary:</b></p> <p>Border states Boundary Region Secondary source Reconstruction</p>		<p><a href="http://www.ourdocuments.gov/doc.php?MaxID=35&amp;UniqueID=32&amp;Year=1870&amp;YearMark=1866">p?MaxID=35&amp;UniqueID=32&amp;Year=1870&amp;YearMark=1866</a></p> <p><a href="http://www.ourdocuments.gov/doc.php?doc=44">http://www.ourdocuments.gov/doc.php?doc=44</a></p> <p>Ku Klux Klan <a href="http://spartacus-educational.com/USAkkk.htm">http://spartacus-educational.com/USAkkk.htm</a></p> <p>Tennessee History <a href="http://www.tnhistoryforkids.org/">http://www.tnhistoryforkids.org/</a></p> <p><b>Primary Documents and Supporting Texts to Read:</b></p> <ul style="list-style-type: none"> <li>-The Emancipation Proclamation;</li> <li>Second Inaugural Address, Abraham Lincoln</li> <li>-The Thirteenth, Fourteenth, and Fifteenth Amendments to the U.S. Constitution</li> <li>-The Retrospective in Co. Aytch, Sam Watkins</li> </ul>

## Quarter 2 Weeks 4-6

2014-2015 TN State Standards (TNSS)	Guiding Questions/ Vocabulary	Assessment/ Activities	Instructional Resources
<p><b>Industrial America and Westward Expansion</b></p> <p><b>5.27</b> Explain the need for the South and Tennessee to move toward industry and mechanization after the Civil War and identify examples of the effort, including Coca Cola bottling in Chattanooga, mining on the Cumberland Plateau, coal and iron processing, the growth of urban areas, and the increase in railroads. <b>(G, E, H, TN)</b></p> <p><b>5.28</b> Map the sources of new immigration from Southern and Eastern Europe, China, and Japan, and interpret narratives and excerpts from informational text describing the role that Chinese and Irish laborers played in the development of the Transcontinental Railroad. <b>(C, E, G, H)</b></p> <p><b>5.29</b> Summarize why the United States was viewed as the land of opportunity by immigrants versus a growing sense of protectionism and nativism by American citizens. <b>(C, P)</b></p> <p><b>5.30</b> Write an argumentative piece from the viewpoint of American Indians and the viewpoint of American settlers about their rights to the land west of the Mississippi River. <b>(G)</b></p> <p><b>5.31</b> Analyze the appeal of the Great Plains to settlers and immigrants, including geographical factors, railroads, homesteading rights, and the absence of American Indians.</p>	<p><b>Guiding Questions:</b> Has rapid industrial development been a blessing or a curse for Americans?</p> <p>Were big business leaders “captains of industry” or “robber barons?”</p> <p>Should business be regulated closely by the government?</p> <p>Should business be allowed to combine and reduce competition?</p> <p>Can workers attain economic justice without violence?</p> <p>Has immigration been the key to America’s success?</p> <p>Has the West been romanticized?</p> <p>Have Native Americans been treated fairly by the United States government?</p> <p>Did America fulfill the dreams of immigrants?</p>	<p>Analyze primary documents to determine the experiences settlers in the late 1800s encountered. Use various pieces of artwork produced during this time period to analyze the point of view of the artist. *Ensure primary documents show life from all points of view including women, men, Native Americans, blacks, whites, immigrants, children, wealthy and poor.</p> <p>*Compare these hardships to those faced by TN settlers. Remind students of John Sevier and Nancy Ward.</p> <p>Have students create a comic book showing settlers living on the Great Plains. Have students create dialogs and captions as needed.</p>	<p><b>Websites:</b> Immigration <a href="http://www.iaha.org/DiscoveryCenter/immigration.html">http://www.iaha.org/DiscoveryCenter/immigration.html</a></p> <p>Transcontinental Railroad <a href="http://www.pbs.org/wgbh/americane xperience/features/general-article/tcr-cpr/">http://www.pbs.org/wgbh/americane xperience/features/general-article/tcr-cpr/</a></p> <p>Conflict between American Indians and Settlers <a href="http://www.nebraskastudies.org/0500/frameset_reset.html?http://www.nebraskastudies.org/0500/stories/0503_0107.html">http://www.nebraskastudies.org/0500/frameset_reset.html?http://www.nebraskastudies.org/0500/stories/0503_0107.html</a></p> <p><a href="http://www.history.com/topics/native-american-history/american-indian-wars">http://www.history.com/topics/native-american-history/american-indian-wars</a></p> <p>Great Plains <a href="http://education.nationalgeographic.com/archive/xpeditions/lessons/15/g912/greatplains.html?ar_a=1">http://education.nationalgeographic.com/archive/xpeditions/lessons/15/g912/greatplains.html?ar_a=1</a></p> <p>Buffalo Soldiers <a href="http://www.archives.gov/publications/record/1998/03/buffalo-soldiers.html">http://www.archives.gov/publications/record/1998/03/buffalo-soldiers.html</a> <a href="http://www.buffalosoldiersresearchmuseum.org/who.htm">http://www.buffalosoldiersresearchmuseum.org/who.htm</a></p>



## Quarter 2 Weeks 4-6

2014-2015 TN State Standards (TNSS)	Guiding Questions/ Vocabulary	Assessment/ Activities	Instructional Resources
<p><b>(G, H)</b></p> <p><b>5.32</b> Describe the role of Buffalo Soldiers in settling the West, including Tennessee native George Jordan. <b>(H, TN)</b></p> <p><b>5.33</b> Write a short piece with concrete words, phrases, and sensory details of the life on the Great Plains from the viewpoint of a particular immigrant or migrant group. <b>(C, G, H)</b></p> <p><b>5.34</b> Engage in a collaborative discussion to explore the ideas and events of the Gilded Age and determine the significance, including: <b>(C, E, H, P)</b></p> <ul style="list-style-type: none"> <li>• political machines</li> <li>• major scandals</li> <li>• economic disparity</li> <li>• industrial capitalists</li> </ul> <p><b>5.35</b> Describe child labor and working conditions in factories. <b>(C, E, H)</b></p> <p><b>5.36</b> Analyze the role of Samuel Gompers and the American Federation of Labor in changing standards for working conditions. <b>(E, H, P)</b></p> <p><b>5.37</b> Use a graphic organizer to provide information about important business leaders,</p>	<p>What was the appeal of settlers and immigrants to the Great Plains?</p> <p>What role did the Buffalo Soldiers play in settling the west?</p> <p>How was life in the Great Plains during the late 1800s?</p> <p>What is the Gilded Age and how was it significant?</p> <p>How did work affect the American child within a rapidly growing industrial society?</p> <p>What impact did Samuel Gompers and the American Federation of Labor have in changing standard working conditions?</p> <p>How did key business leaders, inventors, and entrepreneurs influence American society during the second Industrial era?</p> <p>What was the purpose and influence of the Centennial Exposition of 1897 in Tennessee?</p>	<p>Create a review web (concept map) by providing facts for the following main ideas: Transcontinental Railroad, Homestead Act, Hardship Settlers Faced, Cattle Drivers, and the Plains Indians and the Government.</p> <p>As a class create a project that compares workers' benefits in the late 1800s to workers of today. These projects should include various graphs, photos, and written essays. The project should also include those groups who did not benefit from this effort. A biography of Samuel Gompers or A Philip Randolph, as well as a biography of a modern-day workers rights advocate, will be included.</p>	<p>Gilded Age <a href="http://www.digitalhistory.uh.edu/era.cfm?eraid=9">http://www.digitalhistory.uh.edu/era.cfm?eraid=9</a></p> <p><a href="http://www.pbs.org/wgbh/amex/carnegie/gildedage.html">http://www.pbs.org/wgbh/amex/carnegie/gildedage.html</a></p> <p><a href="http://www.americaslibrary.gov/jb/gilded/jb_gilded_subj.html">http://www.americaslibrary.gov/jb/gilded/jb_gilded_subj.html</a></p> <p>Child Labor <a href="http://www.history.com/topics/child-labor">http://www.history.com/topics/child-labor</a></p> <p><a href="http://www.scholastic.com/teachers/article/history-child-labor">http://www.scholastic.com/teachers/article/history-child-labor</a></p> <p><a href="http://www.loc.gov/teachers/classroommaterials/lessons/child-labor/">http://www.loc.gov/teachers/classroommaterials/lessons/child-labor/</a></p> <p>American Federation of Labor <a href="http://www.ushistory.org/us/37d.asp">http://www.ushistory.org/us/37d.asp</a></p> <p><a href="http://www.aflcio.org/About/Our-History/Key-People-in-Labor-History/Samuel-Gompers-1850-1924">http://www.aflcio.org/About/Our-History/Key-People-in-Labor-History/Samuel-Gompers-1850-1924</a></p> <p><a href="http://www.aflcio.org/About/Our-History/Labor-History-Timeline">http://www.aflcio.org/About/Our-History/Labor-History-Timeline</a></p>

## Quarter 2 Weeks 4-6

2014-2015 TN State Standards (TNSS)	Guiding Questions/ Vocabulary	Assessment/ Activities	Instructional Resources
<p>inventors, and entrepreneurs and the impact they had on American society, including: <b>(C, E, H)</b></p> <ul style="list-style-type: none"> <li>• Thomas Edison</li> <li>• Alexander Graham Bell</li> <li>• Henry Ford</li> <li>• George Eastman</li> <li>• George Washington Carver</li> <li>• Henry Bessemer</li> <li>• Swift and Armour</li> <li>• Cornelius Vanderbilt</li> </ul> <p><b>5.38</b> Use multiple media elements to create a presentation describing the 1897 Centennial Exposition, including its purpose, sights, exhibits, and impact on the state. <b>(TN)</b></p> <p><b>TNSS:</b> R-IT – Craft and Structure 5. Describe the overall structure (e.g., chronology, comparison, cause/effect, problem/solution of events, ideas, concepts, or information in a text or part of a text. RL1. Cite specific textual evidence to support analysis of primary and secondary sources</p>	<p><b><u>Vocabulary:</u></b> Human Rights Immigrant Industrialization Labor Union Migration</p>		<p><a href="http://www.digitalhistory.uh.edu/disp_textbook.cfm?smtID=2&amp;psid=3193">http://www.digitalhistory.uh.edu/disp_textbook.cfm?smtID=2&amp;psid=3193</a></p> <p>Tennessee History <a href="http://www.tnhistoryforkids.org/">http://www.tnhistoryforkids.org/</a></p> <p><b><u>Primary Documents and Supporting Texts to Read:</u></b></p> <ul style="list-style-type: none"> <li>• Excerpts from <i>Twenty Years at Hull House</i>, Jane Addams</li> <li>• Excerpts from <i>How the Other Half Lives</i>, Jacob Riis</li> <li>• Excerpts from <i>The Jungle</i>, Upton Sinclair</li> </ul>

## Quarter 2 Weeks 7-9

2014-2015 TN State Standards (TNSS)	Guiding Questions/ Vocabulary	Assessment/ Activities	Instructional Resources
<p><b>Westward Expansion; Spanish American War; Progressive Era; Jim Crow Laws</b></p> <p><b>5.39</b> Analyze the causes, course, and consequences of the Spanish American War, including: <b>(C, E, G, H, TN)</b></p> <ul style="list-style-type: none"> <li>• yellow journalism</li> <li>• USS Maine</li> <li>• Rough Riders</li> <li>• Imperialism</li> </ul> <p><b>5.40</b> Analyze the major goals, struggles, and achievements of the Progressive Era, including attacking racial discrimination, child labor, big business, conservation, and alcohol use: <b>(C, E, P)</b></p> <ul style="list-style-type: none"> <li>• Anti-Trust laws</li> <li>• 16th, 17th, 18th and 19th Amendments</li> <li>• immigration reform</li> </ul> <p><b>5.41</b> Describe the effects of Jim Crow Laws on the nation and Tennessee and the efforts of Ida B. Wells and Randolph Miller to bring attention to the inequalities of segregation. <b>(C, H, P, TN)</b></p> <p><b>TNSS:</b> WL 6 Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas clearly and efficiently.</p>	<p><b>Guiding Questions:</b> What were the reasons for the Spanish-American War?</p> <p>What were the results of the Spanish-American War?</p> <p>How did the Spanish-American War change the role of the United States in the world?</p> <p>Can reform movements improve American society and politics? (Progressivism)</p> <p>Were the Progressives successful in making government more responsive to the will of the people?</p> <p>What effects did the Jim Crow Laws have on the nation and on Tennessee?</p> <p>How did Ida B. Wells and Randolph Miller draw attention to the inequalities of segregation?</p> <p><b>Vocabulary:</b> Segregation</p>	<p>Create a flow chart demonstrating how immigration led to the growth of cities which led to the need for reform and the rise of the Progressive Movement.</p> <p>Create a United States Growth portfolio. The three components must include: (1) a page that summarizes a minimum of 2 new inventions and 2 technologies that changed cities (2) a page that summarizes the hardships immigrants faced and why Americans wanted to stop immigration (3) a page that summarizes 2 efforts reformed by the Progressives.</p>	<p><b>Websites:</b></p> <p><b>Primary Documents and Supporting Texts to Read:</b></p> <ul style="list-style-type: none"> <li>• Excerpts from <i>Twenty Years at Hull House</i>, Jane Addams</li> <li>• Excerpts from <i>How the Other Half Lives</i>, Jacob Riis</li> <li>• Excerpts from <i>The Jungle</i>, Upton Sinclair</li> </ul>

## Quarter 4 Weeks 1-2

2014-2015 TN State Standards (TNSS)	Guiding Questions/ Vocabulary	Assessment/ Activities	Instructional Resources
<p><b>The Modern United States</b></p> <p><b>5.64</b> Refer to details and examples about the significance of Tennessee in popular music, including Sun Studios, Stax Records, Elvis Presley, B.B. King, and Memphis, Tennessee. <b>(C, TN)</b></p> <p><b>5.65</b> Analyze the key events and struggles during the Civil Rights Movement, including: <b>(C, E, H, P)</b></p> <ul style="list-style-type: none"> <li>• Brown v. Board of Education</li> <li>• Non-violent protest and the influence of the Highlander Folk School</li> <li>• Central High School-Little Rock, Arkansas and Clinton High School in Clinton, Tennessee</li> <li>• Montgomery Bus Boycott and Rosa Parks</li> <li>• Tent Cities in Fayette and Haywood Counties</li> <li>• Nashville Sit-Ins and Diane Nash</li> <li>• Freedom Riders</li> <li>• Dr. Martin Luther King, Jr.</li> </ul>	<p><b>Guiding Questions:</b></p> <p>Why is the Civil Rights Movement significant in American history?</p> <p>Why did events in the Civil Rights Movement occur in certain locations?</p> <p><b>Vocabulary:</b></p> <p>Boycott Human Rights Civil Rights Nonviolent Protest Desegregation Prosperity Baby Boom Veteran Vaccine</p>	<p>Create a map of the United States placing the sites of various Civil Rights Movement events in the proper locations. Write a conclusion statement for each event stating where and why each event took place at a certain location.</p> <p>Students will choose one of the listed events or people and complete a research project.</p> <p>Have students research the life of Dr. King. Student will choose four events from Dr. King's life to add to the timeline and prepare an illustration to go with each event. The illustration can include a caption explaining why each event was important.</p>	<p><b>Websites:</b></p> <p>Civil Rights Movement <a href="http://www.discoveryeducation.com">http://www.discoveryeducation.com</a></p> <p><i>Tennessee Through Time</i> (2009)</p> <p><a href="http://www.brainpop.com/socialstudies/us/history/civilrights/">www.brainpop.com/socialstudies/us/history/civilrights/</a></p> <p><a href="http://www.newsela.com">http://www.newsela.com</a></p> <p><i>Inquire: A Student Handbook for 21<sup>st</sup> Century</i> by Robert King, Christopher Erickson, and Janae Sebranek</p> <p><a href="http://www.pdesas.org/module/sas/curriculumframework/">www.pdesas.org/module/sas/curriculumframework/</a></p> <p><b>Primary Documents and Supporting Texts to Read:</b></p> <p>"I Have a Dream Speech" and "Letter from Birmingham Jail", Martin Luther King, Jr.</p> <p><i>Just AS Free As I Am: A Tennessee Common Core Reader</i> by Bill Carey (2012)</p>

## Quarter 4 Weeks 3-7

2014-2015 TN State Standards (TNSS)	Guiding Questions/ Vocabulary	Assessment/ Activities	Instructional Resources
<p><b>The Modern United States</b></p> <p><b>5.61</b> Identify the reasons for the growth of suburbs, home ownership, mass media, Interstate Highway System, and a consumer society after the war. (C, E, G)</p> <p><b>5.62</b> Examine the meaning and the main events of the “Cold War,” including the Space Race, Berlin Wall, arms race, Rosenbergs, and the Cuban Missile Crisis. (C, E, H, P)</p> <p><b>5.63</b> Trace the Korean War, its outcome, and the use of United Nations peacekeeping troops. (E, H, P)</p> <p><b>5.66</b> Explain the effect President Kennedy’s assassination had on the country, including passage of the Civil Rights Act and Voting Rights Act, and continuing the space program. (H, P)</p> <p><b>5.67</b> Integrate information from a variety of texts to explain the cause, controversy of, and outcome of the Vietnam War. (C, E, G, H, P)</p> <p><b>5.68</b> Determine the main ideas surrounding the presidency of Nixon, including the end of the Vietnam War, the trip to China, Watergate, and resignation. (E, H, P)</p> <p><b>5.69</b> Investigate the works of Alex Haley and his influence on American culture. (C, TN)</p> <p><b>5.70</b> Analyze the significant events of Reagan’s presidency, including:</p> <p>(C, E, H, P)</p> <ul style="list-style-type: none"> <li>• return of national pride</li> <li>• economic recovery</li> <li>• decline of the Cold War</li> </ul>	<p>How do different people show their courage?</p> <p>How do we read history?</p> <p>How does a person inspire others?</p> <p><b>Vocabulary:</b>                      Space Race                      Welfare                      Generation                      News Article                      Editorial                      Overthrow                      Demonstration                      Cease Fire                      Imperialism                      Yellow Journalism                      Isthmus                      Nationalism                      Militarism                      Perspective                      Alliance                      Trench Warfare                      Rations                      Armistice                      Propaganda                      Isolationism                      Economic Boom                      Division of Labor                      Credit</p>	<p>Create a timeline of World War II events. Include graphics for a more appealing product. *These graphics can be found using an internet search. The timeline will include at least 12 entries.</p> <p>Have students create flyer persuading people to help prepare Red Cross packages for soldiers. Students can illustrate their flyers and present them to the class.</p> <p>Create a two-sided foldable and choose 2 out of the 4: (1) a sequence chart that lists the order of events displaying how the United States entered World War II (2) a web map describing life on the home front (3) a cause and effect map on the events that ended the war (4) create compare and contrast chart that compares and contrasts the United States and the Soviet Union during the Cold War.</p> <p>Create a concept map (word web) by providing the facts for the following main ideas: life in the 1950’s, life in the 1960’s, and the Vietnam War.</p>	<p><b>Websites:</b>                      The Modern United States  <a href="http://www.archives.gov/research/african-americans/ww2-pictures/">http://www.archives.gov/research/african-americans/ww2-pictures/</a>   <a href="http://www.nps.gov/pwro/collection/website/home.htm">http://www.nps.gov/pwro/collection/website/home.htm</a>   <a href="http://www.shsu.edu/~his_ncp/NAWTheWII.html">http://www.shsu.edu/~his_ncp/NAWTheWII.html</a>  <a href="mailto:newsroom@newsela.com">newsroom@newsela.com</a>   <a href="http://www.archives.gov/research/african-americans/ww2-pictures/">http://www.archives.gov/research/african-americans/ww2-pictures/</a>   <a href="http://www.nps.gov/pwro/collection/website/home.htm">http://www.nps.gov/pwro/collection/website/home.htm</a>   <a href="http://www.shsu.edu/~his_ncp/NAWTheWII.html">http://www.shsu.edu/~his_ncp/NAWTheWII.html</a>  <a href="mailto:newsroom@newsela.com">newsroom@newsela.com</a>   <a href="http://www.pdesas.org/module/sas/curriculumframework/">www.pdesas.org/module/sas/curriculumframework/</a>   <i>Tennessee Through Time (2009)</i>   <i>Inquire: A Student Handbook for 21<sup>st</sup> Century</i> by Robert King, Christopher Erickson, and Janae Sebranek</p>

## Quarter 4 Weeks 3-7

2014-2015 TN State Standards (TNSS)	Guiding Questions/ Vocabulary	Assessment/ Activities	Instructional Resources
<ul style="list-style-type: none"> <li>immigration policy change</li> </ul> <p><b>5.71</b> Explain the events that lead to the Persian Gulf War and its outcome. <b>(E, G, H, P)</b></p>	<p>Stock                      Stock Market                      Broadcast                      Aviator                      Prohibition                      Economic Bust                      Unemployment                      Debt                      Charity                      Population Map                      Great Depression                      Hydroelectricity                      Social Security                      Regulation                      Minimum Wage                      Fascism                      Dictator                      Racism                      Mobilize                      Newsreel                      Internment Camp                      Bias                      Aircraft Carrier                      Atomic Bomb                      Concentration Camp                      Capitalism                      Market economy                      Communism                      Arms race                      Nuclear War                      Anti-Communism</p>		

**Quarter 4  
Weeks 8-9**

2014-2015 TN State Standards (TNSS)	Guiding Questions/ Vocabulary	Assessment/ Activities	Instructional Resources
<p><b>Culture</b></p> <p>Understand the interactions between people and cultures and the impact one person or group can have on the world.</p>		<p>Using the Memphis in May or African in April country, students will create a project that includes a student-created map of the chosen country. They will label the major physical features. The map will include all elements of a map. The project will also include information gathered concerning the people, their culture, their government, their environment, natural and man-made resources, their economy, and their history. A timeline will be included in the project. Important individuals and events in that nation's history will be noted.</p>	<p><b>Websites:</b>  <a href="http://www.memphisinmay.org">www.memphisinmay.org</a>  <a href="http://www.africainapril.org">www.africainapril.org</a></p>

## Tool Box



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

<http://www.newsela.com>



\*Please register for unlimited access to: <http://www.newsela.com>, Flocabulary, Discovery Education, iCivics, BrainPop, and Maps101