\*Revised May 2016 \*Standards in **bold** are possible extended writing response items. \*Standards in *italics* are currently non-tested items.

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| **First Nine Weeks** |
| **Weeks 1-2: Geography & Government** |
| **Standards** | **Vocabulary** | **Guiding Questions** | **Learning Outcomes** | **Content** |
| *\*There are no tested geography standards. Students have not had specific instruction in this area since 3rd grade.** Locate the 7 continents & 4 oceans on a map; locate places on a map & draw conclusions about regions & locations.
* Distinguish among the 3 Grand Divisions of TN, geographically & economically.
 | geographycontinentoceancountryregionborderboundarylandformclimateresourcecompass roselegend/key | What geographic and political features define the world, the U.S., and Tennessee?How do I find a specific location on a map?What do the features of a map tell us about a location?How can I use information from different types of maps to draw conclusions about a place and its people? | * I can label continents & oceans on a map.
* I can identify geographic regions and landmarks in the U.S. and TN.
* I can use a map to locate places and draw conclusions about a region or place.
 | ***Houghton-Mifflin SS Textbook:*** Chapter 1: Lesson 1 - Our Nation’s Resources, p. 6-9 Lesson 2 - Regions of the U.S., p. 14-17 Lesson 4 - TN’s Regions, p. 26-31Map Skill Review p. 2-3, 12-13Suggested Student WB pgs. 6, 13, 15***Gibbs Smith, TN Through Time:*** Chapter 1: Lesson 1 – TN’s Place in the U.S., p. 4-9Lesson 3 – Grand Divisions of TN, p. 17-27Suggested Student WB pgs. 4-10, 14-18***BrainPop:*** Continents of the WorldMap Skills |
| *\*There are no tested government standards. Students have not had specific instruction in this area since 3rd grade.* * Differentiate among the roles and responsibilities of the branches and levels of our democratic government.
 | executivelegislativejudicialnational/federalstatelocalchecks &  balancesCongressHouse of  RepresentativesSenateSupreme Courtamendmentdemocracy | What are the roles and responsibilities of the branches and levels of government?How have freedoms and rights for different groups of U.S. citizens changed since 1776?What checks & balances does our government have in place to keep stability? | * I can describe the roles, responsibilities, and checks & balances of the branches and levels of the U.S. government.
 | ***Houghton-Mifflin SS Textbook:*** Chapter 2: Lesson 2 - The Constitution, p. 42-47Government Section, p. 62-67, 70-71Suggested Student WB pgs. 19-21***Gibbs Smith, TN Through Time:*** Chapter 10: Lesson 2 – Our State Government, p. 333-337Lesson 3 - Government Close to Home, p.340-342Suggested Student WB pgs.174, 176-179***BrainPop:*** Branches of Government\* Presidential Power\*Supreme Court\*Court System How a Bill Becomes a Law |

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| **First Nine Weeks** |
| **Weeks 3-5: Prior to the Civil War**  |
| **Standards** | **Vocabulary** | **Guiding Questions** | **Learning Outcomes** | **Content** |
| **5.1** *Compare & contrast the myth of the antebellum South to the realities of the region including the harshness of slavery, increased immigration to urban areas, & growth of railroads.* **5.2** Interpret the sectional differences between the North & South in economics, transportation, & population. **5.3 Use primary sources to analyze multiple samples of abolition leaders’ writings & their stance on slavery, including:*** **Sojourner Truth**
* **Frederick Douglass**
* **The Grimke sisters**
* **William Lloyd Garrison**

**5.4 Draw on information from multiple print or digital resources explaining the events that made slavery a national issue during the mid-19th century, including:*** **Missouri Compromise**
* **Uncle Tom’s Cabin**
* **Compromise of 1850**
* **Brook’s attack on Sumter**
* **Kansas-Nebraska Act**
* **John Brown’s Raid**
* **Dred Scott case**

**5.5** Evaluate each candidate in the campaign of 1860 & analyze how that campaign reflected the sectional turmoil of the country. **5.6 Explain with supporting details why Tennessee was divided on the issue of secession & the events that led it to eventually leave the Union to include: state convention vote of 1861, the Free & Independent State of Scott, Hurst Nation, East Tennessee mostly pro-Union & divided families.** **5.7** Determine the meaning of the terms of this period with a visual representation, including: •Union & Confederate States•Yankees & Rebels•Blue & Gray•Johnny Reb & Billy Yank**5.8** Analyze the geographic, social, political, & economic strengths and weaknesses of the North and South. **5.9** Identify the Border States & the efforts of both sides to secure them to their cause.  | antebellumplantationurbanruralindustrialismmanufacturingtextilesagricultureimmigrationabolitionistMissouri  CompromiseCompromise of  1850Kansas-Nebraska  Acttariffstates’ rightssectionalismdiscrimination*Uncle Tom’s Cabin*popular  sovereigntyterritoryfugitiveFugitive Slave Law RepublicanDemocratcampaign candidatesecessionrebellioncivil warUnionConfederateYankeeRebelborder state | How can media misrepresent people, places, & ideas? How did slavery divide the country, states, & even families?How did abolitionists try to end slavery? How were the North & South different before the Civil War?How do the beliefs & values of a society affect it economically & politically? How does this lead to conflict?How did U.S. citizens & the government approach the national issue of slavery?Could the Civil War have been prevented?How will the strengths & weaknesses of the North & South affect each side during the Civil War? | * I can uncover the reality of the antebellum South through primary & secondary sources.
* I can identify the differences in Northern & Southern economics, transportation, & population.
* I can interpret & summarize abolitionists’ writings.
* In an essay, I can cite important events that made slavery a national issue & led to the Civil War.
* I can analyze the candidates of the 1860 election to determine how this campaign represented the growing sectionalism of the U.S.
* I can write a detailed essay explaining why TN was divided on secession & why it eventually left the Union.
* I can identify & explain the significance of the following on a map: Union, Confederacy, border states, Mississippi River, & major battles.
* I can use multiple sources to analyze the strengths & weakness of the Union and Confederacy.
 | ***Houghton-Mifflin SS Textbook***Chapter 3: Lesson 1 - North & South, p. 78-81Compare Data, p. 84-85Lesson 2 - The Fight for Freedom, p. 86-87Lesson 3 - A Nation Divided, p. 94-97Lesson 4 - Civil War Begins, p. 102,105-109Resources Map, p. 74-75Suggested Student WB pgs. 30-40***Gibbs Smith, TN Through Time***Chapter 2:  Lesson 2 – Heading for War, p. 50-53, 55Chapter 3:  Lesson 1 - A Nation Torn Apart, p. 58-67Suggested Student WB pgs. 26, 30-34, 38-41***USA Studies Weekly:*** Week 1***BrainPop:*** Slavery\* Frederick Douglass\*Civil War Causes\* Abraham Lincoln\****Websites***Interactive Map Comparing the North & the South: [*http://teacher.scholastic.com/activities/bhistory/underground\_railroad/map.htm?eml=TNL/e/20110131/email///February\_Update///35/////*](http://teacher.scholastic.com/activities/bhistory/underground_railroad/map.htm?eml=TNL/e/20110131/email///February_Update///35/////)The Antebellum South:<http://www.ushistory.org/us/27c.asp>Hurst Nation/Fielding Hurst: <http://tennesseeencyclopedia.net/entry.php?rec=1616>***Primary Documents and Supporting Texts to Read***-excerpts from *Ain’t I a Woman*, Sojourner Truth &  *Narrative of the Life of Frederick Douglass*,  Frederick Douglass:<http://www.digitalhistory.uh.edu/teachers/lesson_plans/pdfs/unit4_7.pdf><http://video.pbs.org/video/2365108838/><http://docsouth.unc.edu/neh/douglass/douglass.html>-excerpts from *Uncle Tom’s Cabin*, Harriet Beecher Stowe: <http://www.digitalhistory.uh.edu/historyonline/h_stowe.html>*Uncle Tom’s Cabin* file with summary, excerpt, & questions***Primary Documents and Supporting Texts to Consider*** -excerpts from the writings of the Grimke sisters:[http://www.digitalhistory.uh.edu/disp\_textbook.cfm?smtID= 3&psid=285](http://www.digitalhistory.uh.edu/disp_textbook.cfm?smtID=%203&psid=285)<http://video.pbs.org/video/2365108829/>-excerpts from the writings of William Lloyd Garrison:<http://video.pbs.org/video/2292068392/>[http://www.digitalhistory.uh.edu/active\_learning /explorations/brown/garrison\_speech.cfm](http://www.digitalhistory.uh.edu/active_learning%20/explorations/brown/garrison_speech.cfm)***Movie*** - *America: The Story of Us: Divided***~ ~ ~ ~ ~ ~ ~ ~ ~ ~ ~ ~ ~ ~ ~ ~ ~ ~ ~ ~ ~ ~ ~ ~ ~ ~ ~ ~ ~ ~ ~****Items that can be used for 9/11 Lesson:**Houghton-Mifflin SS Textbook – p. 398-399Suggested Student WB pgs. 154-155Gibbs Smith TN Through Time, p. 320Summary of 9/11 Attacks:<http://www.americaslibrary.gov/jb/modern/jb_modern_tragedy_1.html>**Brainpop**: September 11th Terrorism |

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| **First Nine Weeks** |
| **Weeks 6-9: The Civil War**  |
| **Standards** |  **Vocabulary** | **Guiding Questions** | **Learning Outcomes** | **Content** |
| **5.10** *Create a visual display to explain the Union’s Anaconda Plan for defeating the Confederacy & how the geography of the South formed the Eastern, Western, & Trans-Mississippi theaters of war.* **5.11** Explain the significance & outcome of the major battles & identify their location on a map or visual representation, including: •Fort Sumter•First Battle of Bull Run•Fort Henry & Donelson•Shiloh•Antietam•Gettysburg•Vicksburg•Chickamauga•Franklin•Nashville•Appomattox Court House**5.12** Draw on informational text to explain the roles of the military & civil leaders during the Civil War, including: • Abraham Lincoln • Jefferson Davis • Ulysses S. Grant • Robert E. Lee • Frederick Douglas • Clara Barton ***5.13 Read & write an informative piece summarizing the Gettysburg Address to determine its meaning & significance.*** **5.14 Use concrete words, phrases, & sensory details to describe the experience of the war on the battlefield & home front.** **5.15** Explain the contributions of Tennesseans during the war, including: • Nathan Bedford Forrest • Sam Watkins • Andrew Johnson • Matthew Fontaine Maury • Sam Davis ***5.16*** *Evaluate & debate the rationales for the Emancipation Proclamation.*  **5.17** Explain why Lincoln chose Andrew Johnson as his running mate in the election of 1864.  | advantagedisadvantage strategyretreatdefeatcasualtiesdrafthardtackdesertAnaconda Plantheater of warKu Klux Klanhome frontcivilianinflationturning pointmemoirGettysburg  AddressemancipateEmancipation  Proclamationtotal warrunning mateAppomattox Court House | How did the outcomes of political events during this time affect the U.S.?How did the strengths & weakness of the Union & Confederacy contribute to ending the Civil War?How did individuals & their decisions impact the Civil War?How was life on the home front similar & different to life on the battlefield?How does the evaluation of past events help us to make future decisions? | 1* I can use a map to display & explain the Anaconda Plan & the geographic areas of war in the South.
* I can describe the roles & contributions of leaders during the Civil War, including those from Tennessee.
* I can write an informative essay that summarizes the meaning & importance of the Gettysburg Address.
* I can write an essay and/or historical fiction story that describes the experiences of those on the home front & battlefield.
* I can evaluate & debate the reasoning behind Lincoln’s Emancipation Proclamation.
* I can explain why Lincoln chose Andrew Johnson as his running mate in the election of 1864.

  | ***Houghton-Mifflin SS Textbook***Chapter 4:Lesson 1 – The States at War, p. 114-119, 111FThe Gettysburg Address, p. 120-121Lesson 2 – Life in Battle, Life at Home, p. 122-126Lesson 3 – The Union Advances, p. 128-131TN Battles, p. 132-135Suggested Student WB pgs. 41-49***Gibbs Smith, TN Through Time***Chapter 3:Lesson 2 - The Fighting Begins, p. 68-83Lesson 3 - The Civil War Continues, p. 84-94, 95 (map)Suggested Student WB pgs. 42-46, 48-50, 52-53, 55-56***USA Studies Weekly:*** Weeks 2, 5, 3, 6 ***BrainPop:*** Civil War\****Website:***<http://www.historyforkids.org/learn/northamerica/after1500/history/civilwar.htm>***Primary Documents and Supporting Texts to Read****-The Gettysburg Address*, Abraham Lincoln:  Houghton-Mifflin Text, p. 120-121 Gibbs Smith Text, p. 98 Gibbs Student WB p. 52 USA Weekly - Week 6 (online)<http://www.americanrhetoric.com/speeches/gettysburgaddress.htm> (read aloud & printed)-*Emancipation Proclamation:* USA Weekly -Week 2, Week 9 (online) <http://www.ourdocuments.gov/doc.php?flash=true&doc=34>-*Second Inaugural Address, Abraham Lincoln:*USA Weekly - Week 8 <http://www.ourdocuments.gov/doc.php?flash=true&doc=38>-the Retrospective in *Co. Aytch*, Sam Watkins:<http://dragoon1st.tripod.com/cw/files/soldier_watkins.html><https://www.gilderlehrman.org/civilwar150/cw150-community/Scholar-s-Blog-Aaron-Sheehan-Dean>***Movie*** - *America the Story of Us: Civil War* |

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| **Second Nine Weeks** |
| **Weeks 1-3: Reconstruction** |
| **Standards** |  **Vocabulary** | **Guiding Questions** | **Learning Outcomes** | **Content** |
| **5.18** Describe the physical, social, political & economic consequences of the Civil War on the southern United States. **5.19 Draw on information from multiple print or digital resources to describe the impact of the assassination of Abraham Lincoln on the nation.** **5.20** Analyze the goals & accomplishments of the 13th, 14th, & 15th amendments, the Freedmen’s Bureau, & Fisk University to help former slaves begin a new life.  **5.21** Compare & contrast the different Reconstruction plans of Lincoln, Johnson, & Congress. **5.22** Integrate information from several texts about the intent & failure of the impeachment of Andrew Johnson. **5.23** Analyze why the Radical Republicans turned to military Reconstruction & the backlash resulting in the rise of the Ku Klux Klan, black codes, & vigilante justice.  **5.24** Explain the impact of the Tennessee Constitutional Convention of 1870, including poll taxes, segregation, & funds for public education. **5.25** Explain the compromise that ended Reconstruction with the election of Rutherford B. Hayes. **5.26** Describe the impact of yellow fever during the 1870s; why it was particularly deadly in West Tennessee, & the election of African Americans to the General Assembly. | ReconstructionconsequenceRadical  RepublicansAssassinationFreedmen’s  BureauTuskegee  Institutemilitary ruleimpeachvigilanteblack codesJim Crow lawsdebtsharecroppingratifycitizenshipFisk UniversityJubilee  Singers Negropoll taxsegregationdiscriminationprejudiceConstitutional  ConventionGeneral  Assemblyyellow feverepidemic | How did Reconstruction impact the U.S. after the Civil War, especially the South?What events contributed to the freedom & discrimination of newly-freed slaves?How did lingering regional beliefs & ideals contribute to differences among Reconstruction plans?How do a person’s beliefs affect their decisions as a leader?When should a President be impeached?What defined the end of Reconstruction?What were the successes & failures of Reconstruction? Did the events of Reconstruction resolve the issue of equality for all people?What resources & events helped newly-freed slaves become successful?What effect did yellow fever have in the U.S. & TN during the 1870’s? | * I can explain how the Civil War affected the southern U.S. physically, socially, politically, & economically.
* I can use multiple sources to write an essay describing how Lincoln’s assassination affected the country.
* I can analyze the successes of new amendments, the Freedmen’s Bureau, & Fisk University to help former slaves start a new life.
* I can compare & contrast the different Reconstruction plans of Lincoln, Johnson, and Congress.
* I can conclude from text the reason & failure of the impeachment of President Johnson.
* I can explain why military Reconstruction was eventually used & how this led to increased violence.
* I can explain how the Tennessee Constitutional Convention of 1870 affected citizens.
* I can explain how Reconstruction ended.
* I can describe the effects of yellow fever nationally & locally.
* I can describe the effects of the first African-Americans being elected to the Tennessee General Assembly.
 | ***Houghton-Mifflin SS Textbook:*** Chapter 4:Lesson 4 – Rebuilding a Nation, p. 136-143Primary/Secondary Sources, p. 144-145Lesson 5 – Freedom & Hardship, p. 146-151Suggested Student WB pgs. 50-56***Gibbs Smith, TN Through Time***Chapter 3: Lesson 3 – “War Destruction,” p. 94-96Chapter 4: Lesson 1 – After the Civil War, p. 102-113Suggested Student WB pgs. 50, 58-62***USA Studies Weekly:*** Weeks 4, 7, 8, 9, 10***BrainPop:*** Reconstruction\****Websites***Images from Reconstruction:<http://www.digitalhistory.uh.edu/era.cfm?eraID=8&smtID=8>Explanation of Reconstruction Amendments:<http://video.pbs.org/video/2178300967/>Game about Freedmen’s Bureau:<http://teacher.scholastic.com/histmyst/start.asp?Game=6>***Primary Documents and Supporting Texts to Read***-Thirteenth, Fourteenth, and Fifteenth  Amendments to the U.S. Constitution:  Houghton-Mifflin Text, p. R19-R20 Gibbs Student WB p. 61-62 |

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| **Second Nine Weeks** |
| **Weeks 4-5: Westward Expansion** |
| **Standards** |  **Vocabulary** | **Guiding Questions** | **Learning Outcomes** | **Content** |
| **5.27 Explain the need for the South & Tennessee to move toward industry & mechanization after the Civil War & identify examples of the effort, including Coca Cola bottling in Chattanooga, mining on the Cumberland Plateau, coal & iron processing, the growth of urban areas, & the increase in railroads.** **5.28** Map the sources of new immigration from Southern & Eastern Europe, China, & Japan, & interpret narratives & excerpts from informational text describing the role that Chinese & Irish laborers played in the development of the Transcontinental Railroad.**5.29** Summarize why the United States was viewed as the land of opportunity by immigrants versus a growing sense of protectionism & nativism by American citizens. ***5.30 Write an argumentative piece from the viewpoint of American Indians & the viewpoint of American settlers about their rights to the land west of the Mississippi River.*** **5.31** Analyze the appeal of the Great Plains to settlers & immigrants, including geographical factors, railroads, homesteading rights, & the absence of American Indians. **5.32** Describe the role of Buffalo Soldiers in settling the West, including Tennessee native George Jordan. ***5.33 Write a short piece with concrete words, phrases, & sensory details of the life on the Great Plains from the viewpoint of a particular immigrant or migrant group.*** | Transcontinental  RailroadprotectionismnativismviewpointWestward  ExpansionGreat Plainsprairie/grasslandsodsettlerhomesteadHomestead ActmigrantExodustersdroughtreservationassimilateBuffalo Soldiers | Why did America experience an increase in immigration?Did America fulfill the dreams of immigrants?How did Americans respond to the increase in immigration?How did immigrants shape our country economically, politically, & geographically?How did viewpoints of Westward Expansion differ among various groups of people?What were the pros & cons of settling on the Great Plains?What groups of people were more likely to settle on the Great Plains and why?How can the media influence people’s perceptions of westward expansion & other events & ideas?What were the causes & effects of the Spanish American War?How did different groups of people contribute to America’s growth during this time period? | * I can cite examples in an essay to explain why the South & TN needed to become industrialized regions.
* I can give examples of industrialization in the South and Tennessee.
* I can use a map to trace sources of immigration to America in the early 1900’s.
* I can interpret text to explain the role of Irish and Chinese laborers in building the Transcontinental Railroad.
* I can contrast the viewpoints of immigrants and U.S. citizens in regards to immigration.
* I can write an argumentative essay contrasting the viewpoints of Native Americans’ and settlers’ claims to Western lands.
* I can list reasons for settlers’ and immigrants’ desire to settle the West.
* I can describe how George Jordan and the Buffalo Soldiers helped settle the West.
* I can write a vivid non-fiction and/or historical fiction piece from the viewpoint of a homesteader describing their life on the Great Plains.

  | ***Houghton-Mifflin SS Textbook***Chapter 5:Lesson 1 – Connecting the Country, p.163-167, 159FLesson 2 – Moving to the Plains, p.  170-177Lesson 3 – Cattle Drives, p. 178-181Lesson 4 – War on the Plains, p. 186- 191Maps/Graphs, p. 158-159, 280-281Suggested Student WB pgs. 59-61, 63- 65, 69-71, 106***Gibbs Smith, TN Through Time***Chapter 4:Lesson 2 – A Growing State & Nation,  p.118-125Suggested Student WB pgs. 64, 66-68***USA Studies Weekly:*** Weeks 13, 11 ***BrainPop:*** Immigration\*Railroad History\*Westward Expansion\*American Indians\****Websites*** Good & Bad of the Great Plains:<http://video.pbs.org/video/2284398830/>Great Plains/Dust Bowl Video (12 min.):<http://video.pbs.org/video/2284399360/>Buffalo Soldiers Video (9 min.):<http://video.pbs.org/video/2365170469/>Buffalo Soldiers Research Museum:<http://www.buffalosoldiersresearchmuseum.org/default.htm>***Novel -*** *Out of the Dust****Movie*** - *America the Story of Us: Heartland* |

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| **Second Nine Weeks** |
| **Weeks 6-9: Industrial America**  |
| **Standards** |  **Vocabulary** | **Guiding Questions** | **Learning Outcomes** | **Content** |
| **5.27 Explain the need for the South & Tennessee to move toward industry & mechanization after the Civil War & identify examples of the effort, including Coca Cola bottling in Chattanooga, mining on the Cumberland Plateau, coal & iron processing, the growth of urban areas, & the increase in railroads.** **5.28** Map the sources of new immigration from Southern & Eastern Europe, China, & Japan, & interpret narratives & excerpts from informational text describing the role that Chinese & Irish laborers played in the development of the Transcontinental Railroad.**5.29** Summarize why the United States was viewed as the land of opportunity by immigrants versus a growing sense of protectionism & nativism by American citizens. ***5.34*** *Engage in a collaborative discussion to explore the ideas & events of the Gilded Age & determine the significance, including:* *• political machines* *• major scandals* *• economic disparity* *• industrial capitalists* **5.35** Describe child labor and working conditions in factories.**5.36** Analyze the role of Samuel Gompers & the American Federation of Labor in changing standards for working conditions. **5.37** Use a graphic organizer to provide information about important business leaders, inventors, & entrepreneurs and the impact they had on American society, including:• Thomas Edison • Alexander Graham Bell • Henry Ford • George Eastman • George Washington Carver • Henry Bessemer • Swift and Armour • Cornelius Vanderbilt ***5.38*** *Use multiple media elements to create a presentation describing the 1897 Centennial Exposition, including its purpose, sights, exhibits, & impact on the state.* **5.39** Analyze the causes, course, & consequences of the Spanish American War, including: • yellow journalism • USS Maine • Rough Riders • Imperialism **5.40** Analyze the major goals, struggles, & achievements of the Progressive Era, including attacking racial discrimination, child labor, big business, conservation, & alcohol use: • Anti-Trust laws • 16th, 17th, 18th & 19th Amendments • immigration reform **5.41** Describe the effects of Jim Crow Laws on the nation & Tennessee & the efforts of Ida B. Wells & Randolph Miller to bring attention to the inequalities of segregation. | mechanizationcarpetbaggerlaborerimmigrantdeportedethnic grouppersecutiontenement/slumeconomyeconomic  disparitycorruptionpolitical  machine scandalcapitalistfree enterprisemonopolycorporationstockinvestorcompetitionprofitlaborwage/salary/ incomestrikelabor unionAmerican  Federation  of Laborentrepreneurphonograph/  record playerassembly linepatentCentennial ExpositionCentennial Parkexhibityellow  journalismimperialismProgressivesmuckrakerconservationsettlement  househealthcareProhibitionsuffrageanti-trustreforminequalitysegregateeditorialboycottNAACP | What are causes & examples of economic change?What are the positive & negative effects of economic change?How can corruption occur in the relationship between the government & the economy?What strategies can laborers & leaders use to improve workers’ rights?How did business leaders, entrepreneurs, & new inventions impact the country?What efforts were Progressives successful & unsuccessful in achieving?Should businesses be closely regulated by the government?Why did America experience an increase in immigration?Did America fulfill the dreams of immigrants?How did Americans respond to this increase in immigration?How did immigrants shape our country economically, politically, and geographically?How did the Centennial Exposition of 1897 influence TN & the U.S.?How did the Spanish American War change the role of the U.S. in the world?How did different groups of people contribute to America’s growth during this time period?Can reform movements improve American society & politics?What economic & political lessons can we learn from this time period?How did discrimination continue during this time & what did citizens do to stop it? | * I can cite examples in an essay to explain why the South & TN needed to become industrialized regions.
* I can give examples of industrialization in the South & TN.
* I can use a map to trace sources of immigration to America in the early 1900’s.
* I can discuss the consequences of the Gilded Age in a small & large group setting.
* I can describe how the increase in industrialization negatively affected children.
* I can analyze how Samuel Gompers & the AFL changed working conditions for laborers.
* I can create a graphic organizer displaying the impact of business leaders, inventors, & entrepreneurs on American society.
* I can create a presentation using various media to describe in detail the 1897 Centennial Exposition & its impact on Tennessee.
* I can analyze the development & consequences of the Spanish American War.
* I can analyze the goals, work, & successes of the Progressive Era.
* I can describe Ida B. Wells’ & Randolph Miller’s work to raise awareness of the inequalities of segregation.
* I can explain how Jim Crow laws affected the nation & TN.
 | ***Houghton-Mifflin Textbook***Chapter 6:Lesson 1 – The Machine Age, p. 198- 203, 195FLesson 2 – Moving to the U.S., p. 206- 209Lesson 3 – Big Cities, p. 212-215Lesson 4 – Changes for the Better,  p.216- 219Chapter 7:Lesson 1 – The Nation Expands, p.  236-237Multimedia Presentation, p. 394-395Suggested Student WB pgs. 73-77,  81-83, 87, 89***Gibbs Smith, TN Through Time*** Chapter 4:Lesson 2 – A Growing State & Nation,  p.114-117, 126-131Lesson 3 – The First Hundred Years,  p.132-133, 136-137Chapter 5:Lesson 1 – The Progressive Era, p.  142, 144-159Suggested Student WB pgs. 63-65, 67,  69-72,76, 78-79Centennial Exposition, p. 134-135***USA Studies Weekly:*** Weeks 11, 12, 14, 15, 16, 17, 18***BrainPop:*** Industrial Revolution\* Assembly LineTheodore Roosevelt\* Thomas Edison\*Stocks & Shares Photography***Websites***Thomas Edison’s inventions:<http://www.americaslibrary.gov/aa/edison/aa_edison_subj.html>Nativism vs. Protectionism Primary Sources:[*http://www.digitalhistory.uh.edu/disp\_textbook.cfm?smtID=11&psid=3833*](http://www.digitalhistory.uh.edu/disp_textbook.cfm?smtID=11&psid=3833)Swift & Armour:<http://www.digitalhistory.uh.edu/disp_textbook.cfm?smtID=2&psid=3166>Immigration, Prohibition, & Corruption (9 min.):<http://video.pbs.org/video/2082544299/>Description of the Gilded Age:<http://www.pbs.org/wgbh/amex/carnegie/gildedage.html>***Primary Documents and Supporting Texts to Read******-***excerpts from *Twenty Years at Hull*  *House*, Jane Addams & *How the Other Half Lives*, Jacob Riis:<http://www.digitalhistory.uh.edu/disp_textbook_print.cfm?smtid=11&psid=3820><http://www.bartelby.com/208/> (entire text)-excerpts from *The Jungle*, Upton Sinclair: Gibbs Text, p. 147<http://historymatters.gmu.edu/d/5727> |

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| **Third Nine Weeks** |
| **Week 1: World War I** |
| **Standards** |  **Vocabulary** | **Guiding Questions** | **Learning Outcomes** | **Content** |
|  **5.42** Summarize the reasons for American entry into World War I, including submarine attacks on the Lusitania and the Zimmerman Telegram. **5.43** Locate and map the countries of the Central & Allied Powers during World War I. **5.44** Explain the roles of significant people and groups in World War I, including Herbert Hoover, John J. Pershing, doughboys, Lawrence Tyson, and Alvin C. York. **5.45 Refer to details and examples in a text to explain the aims of world leaders in the Treaty of Versailles and why the United States rejected Wilson’s League of Nations.**  | nationalism militarismneutral*Lusitania*Zimmerman  TelegramallianceCentral PowersAllied PowersdoughboysTreaty of VersaillesLeague of Nationsisolationism | What events caused America to enter World War I?What countries were involved in World War I, and what ideas and beliefs did they share?What people and groups were pivotal in bringing World War I to an end?How did World War I come to an end?What are the pros and cons of forming a worldwide peace organization?Why didn’t the U.S. want to be part of the League of Nations? | * I can list the main reasons that the U.S. entered World War I.
* I can locate the countries of the Central & Allied Powers on a map.
* I can explain how important leaders and groups helped to winWorld War I.
* I can use text to write a detailed essay explaining the goals of world leaders in writing the Treaty of Versailles.
* I can use text to write a detailed essay summarizing why Congress did not join the League of Nations.
 | ***Houghton-Mifflin SS Textbook*** Chapter 7:Lesson 2 – World War I, p. 242-245Primary/Secondary Sources, p. 248-249Lesson 3 – The Home Front, p. 251-253Suggested Student WB pgs. 90-93, 94, 96***Gibbs Smith, TN Through Time***Chapter 5: Lesson 2 – Becoming a World Power, p. 160, 162-163,  166-169Suggested Student WB pgs. 81-89***USA Studies Weekly:*** Week 21 (also a war map online)***BrainPop:*** World War I League of Nations***Websites*** John J. Pershing:<http://www.americaslibrary.gov/aa/pershing/aa_pershing_hero_1.html>Doughboys Video:<https://www.youtube.com/watch?v=QV34_kO8_9w>***Primary Documents and Supporting Texts to Read*** Zimmerman Telegram, <http://www.archives.gov/education/lessons/zimmermann/index.html#documents>***Movie*** - *America the Story of Us: Cities* |

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| **Third Nine Weeks** |
| **Weeks 2-4: The Roaring Twenties & the Great Depression** |
| **Standards** |  **Vocabulary** | **Guiding Questions** | **Learning Outcomes** | **Content** |
| **5.46** Evaluate the role of Tennessee as the “Perfect 36” & the work of Anne Dallas Dudley, Harry Burn, & Governor Roberts in the fight for women’s suffrage & Josephine Pearson’s opposition. **5.47** Make connections with the growth of popular culture of the “Roaring Twenties” with the following: • W.C. Handy, Bessie Smith • automobiles, radios, & nickelodeons • Harlem Renaissance • WSM, Grand Ole Opry • Charles Lindbergh & the Spirit of St. Louis • mass production, “just in time” inventory, appliances **5.48** Determine the meaning & use of economic terms credit, interest, & debt & the role these played in the economy of the 1920s. **5.49** Analyze the events that caused the Great Depression & its impact on the nation & Tennessee, including mass unemployment, Hoovervilles, & soup kitchens. **5.50 Use specific textual evidence from primary & secondary sources to summarize the success, failures, & challenges of President Roosevelt’s New Deal policies, including:** **• Social Security** **• Civilian Conservation Corps** **• Federal Deposit Insurance Corporation** **• Tennessee Valley Authority** **• Cumberland Homesteads** **• Great Smoky Mountains National Park** **5.51** Compare & contrast a first hand & second hand account of the impact of the Dust Bowl of the 1930s.  | suffragePerfect 36cultureHarlem RenaissancejazzbluesnickelodeonsWSMGrand Ole OpryaviatorSpirit of St. Louismass productionassembly linecreditinterestdebtdepositinvestinstallment planeconomic boomeconomic bustdepressionunemploymentstock marketsoup kitchenNew DealwelfareSocial SecurityCCCFDICTVAhydroelectric damregulationCumberland HomesteadsGreat Smoky Mt. National  ParkHoovervilleDust Bowloverplantingprimary sourcesecondary source | How was TN a necessary part of granting women the right to vote?What were people’s reasons for & against women’s suffrage?Why was there such a “boom” in American culture in the 1920’s?What parts of American culture were “roaring” in the 1920’s?How has the culture of the 1920’s influence our culture today?What events led to the Great Depression?How did the Great Depression affect Americans and Tennesseans? What are reasons for an economic depression? Was the New Deal as effective as Roosevelt had intended it to be?How can a primary source be more informative than a secondary source & vice versa?Why is it important to think about money in the short-run & long-run? | * I can explain how Tennessee leaders were an essential part of granting U.S. women the right to vote.
* I can list Tennessee leaders who were for and against women’s suffrage and explain their reasoning.
* I can give examples of how culture grew in the 1920’s because of new types of music, inventions, and economic processes.
* I can explain how Americans used credit, interest, and debt in the 1920’s and how this led to the Great Depression.
* I can give examples of how Americans and Tennesseans were affected by the Great Depression.
* I can use primary and secondary sources to write an informative essay describing the problems faced by the New Deal as well as its successes.
* I can compare and contrast a primary and secondary source’s account of the impact of the Dust Bowl.
 | ***Houghton-Mifflin SS Textbook***Chapter 8: Lesson 1 – An Economic Boom, p. 260- 265, 257FLesson 2 – The 1920’s, p. 266-273Lesson 3 – The Great Depression, p.  274-276, 278-279Lesson 4 – The New Deal, p. 282-287Women’s Suffrage – p. 218W.C. Handy – p. 354Bessie Smith – p. 413Grand Ole Opry – p. 352-353, 413Suggested Student WB pgs. 97, 99-102- 105, 107, 109***Gibbs Smith, TN Through Time*** Chapter 5:Lesson 3 – Life Goes On, p. 170-171,  174-177, 179Chapter 6: Lesson 1 - The 1920’s, p. 182-189Lesson 3 – The Stock Market Crash, p.  198-200, 202-207Lesson 4 – FDR’s New Deal, p. 210-215Anne Dallas Dudley quote, p. 140W.C. Handy, p. 28, 180Suggested Student WB pgs. 90-92, 96- 98, 102, 104-107, 110-11***USA Studies Weekly:*** Weeks 22, 23, 24,  25***BrainPop:*** Women’s Suffrage\*Harlem Renaissance\*JazzCountry MusicDebtBankingBudgets\*Great Depression CausesGreat Depression Recession\*Franklin D. RooseveltNew Deal***Websites***New Deal/Dust Bowl video (4 min.)<http://video.pbs.org/video/2286019245/>Viewpoints of FDR’s New Deal (6 min.):<http://www.pbslearningmedia.org/resource/pres10.socst.ush.dww.newdeal/fdr-new-deal-programs/>***Primary Documents and Supporting Texts to Read***Telegram to Harry Burn from his mother:Gibbs Smith TN Text, p. 177USA Weekly, Week 23 (the original note is online, too)***Movies*** - *America the Story of Us: Boom* *America the Story of Us: Bust* *Kit Kittredge: An American Girl*,  document with questions |

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| **Third Nine Weeks** |
| **Weeks 5-6: World War II** |
| **Standards** |  **Vocabulary** | **Guiding Questions** | **Learning Outcomes** | **Content** |
| **5.52** Using a graphic organizer to compare & contrast the rise of fascism, totalitarianism, & Nazism in Europe & Japan, the leaders & the goals of the Germany, Italy, & Japan.  **5.53** Compare & contrast different stories from media, & informational text regarding the bombing of Pearl Harbor & its impact on the United States, including the USS Arizona & USS Tennessee & America’s entry in the war. **5.54** Evaluate the constitutionality of Japanese internment during the war.  ***5.55*** *Locate the Axis & Allied Powers & the major theaters of war on a map.* **5.56 With supporting facts & details provide reasons for rationing, victory gardens, the design of The Rosie the Riveter ideal (Avco jobs for Tennessee women) & the Women Airforce Service Pilots-Cornelia Fort.** ***5.57 Write an informative text about the Holocaust & its impact.*** **5.58 Clarify the reasons for the German surrender & reasons for the European division of Germany.** **5.59 Describe the role of the Manhattan Project & Oak Ridge, Tennessee in ending World War II & the decision to drop the atom bomb on Japan.** **5.60** Explain the purpose of the formation of the United Nations and the role of Cordell Hull. | fascismtotalitarianismNazismdictatorAxis PowersAllied Powersmediaconstitutionalityinternmentrationvictory gardenRosie the RiveterpropagandaHolocaustconcentration campJewManhattan Projectatomic bombPearl HarborUnited Nations | How do other types of governments compare to a democracy? How does a dictator rise to power?What is it like to live in a country that is not a democracy?How did tragic events on American soil & seas affect our country during WWII?How did America’s attitude about World War II change? What caused this change?How did the alliances of World War II compare with those of World War I?How did people on the home front & in the government support the war effort?How did the Holocaust affect world?How was Germany the cause of two world wars? How is the country still affected by choices made in the past?Did President Truman make the right choice in dropping 2 atomic bombs on Japan? Why or why not?Why was the United Nations formed? Is the United Nations effective today? | * I can use a graphic organizer to compare & contrast the rise of dictators in Europe & Japan.
* I can compare & contrast non-fiction text and media coverage of the bombing of Pearl Harbor.
* I can explain the events that led the U.S. to enter World War II.
* I can evaluate the lawfulness of Japanese internment during World War II.
* I can use a map to locate the Axis & Allied Powers and major areas of war.
* I can use factual details to write an informative essay describing the need for government propaganda & war effort programs.
* I can write an informative essay about the Holocaust & its impact.
* I can write a summary of the reasons for Germany’s surrender & its division after World War II.
* I can write an essay describing how the development of the atomic bomb helped end World War II.
* I can explain Cordell Hull’s role & purpose in forming the United Nations.
 | ***Houghton-Mifflin SS Textbook***Chapter 9:Lesson 1 – World War II, p. 298-301, 295FLesson 2 – The Home Front, p. 304-309Lesson 3 – Ending the War, p. 310-312, 314- 315UN & Cordell Hull, p. 326, 328Suggested Student WB pgs. 112-117, 119,  121***Gibbs Smith, TN Through Time***Chapter 7: Lesson 1 – The First Rumblings of War, p.  220-225, 227Lesson 2 – America Enters the War, p. 230- 231, 236-240Lesson 3 – The War Ends, p. 245-249Chapter 8:Lesson 4 – The Years After World War II, p.  256-260Suggested Student WB pgs. 116, 118—127,  129-131***USA Studies Weekly:*** Weeks 26, 27, 28***BrainPop:*** World War IIWorld War II CausesHiroshima & Nagasaki HolocaustAdolf HitlerUnited Nations***Websites*** Japanese internment camps:<http://www.digitalhistory.uh.edu/disp_textbook.cfm?smtID=3&psid=46><http://www.digitalhistory.uh.edu/disp_textbook.cfm?smtID=3&psid=4149>Pres. Truman’s Diary/Atomic Bomb: <http://www.digitalhistory.uh.edu/disp_textbook.cfm?smtID=3&psid=1186>Oak Ridge/Atomic Bomb (3 min.):<http://www.history.com/topics/world-war-ii/world-war-ii-history/videos/secret-atomic-city-is-built-in-oak-ridge-tennessee>Division of Germany:<http://www.bbc.co.uk/schools/gcsebitesize/history/tch_wjec/germany19291947/3totaldefeat1.shtml>***Novel -*** *Number the Stars****Movies -*** *America the Story of Us: WWII* *Molly: An American Girl on the Homefront* |

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| **Third Nine Weeks** |
| **Weeks 7-10: Modern U.S.** |
| **Standards** |  **Vocabulary** | **Guiding Questions** | **Learning Outcomes** | **Content** |
| **5.61** Identify the reasons for the growth of suburbs, home ownership, mass media, Interstate Highway System, & a consumer society after the war. **5.62** Examine the meaning & the main events of the “Cold War,” including the Space Race, Berlin Wall, arms race, Rosenbergs, & the Cuban Missile Crisis. **5.63** Trace the Korean War, its outcome, & the use of United Nations peacekeeping troops. **5.64** Refer to details & examples about the significance of Tennessee in popular music, including Sun Studios, Stax Records, Elvis Presley, B.B. King, & Memphis, Tennessee. **5.65** Analyze the key events & struggles during the Civil Rights Movement, including: • Brown v. Board of Education • Non-violent protest & the influence of the Highlander Folk School • Central High School-Little Rock, Arkansas & Clinton High School in Clinton, Tennessee • Montgomery Bus Boycott & Rosa Parks • Tent Cities in Fayette & Haywood Counties • Nashville Sit-Ins & Diane Nash • Freedom Riders • Dr. Martin Luther King, Jr. **5.66** Explain the effect President Kennedy’s assassination had on the country, including passage of the Civil Rights Act & Voting Rights Act, & continuing the space program. **5.67** Integrate information from a variety of texts to explain the cause, controversy of, & outcome of the Vietnam War. **5.68** Determine the main ideas surrounding the presidency of Nixon, including the end of the Vietnam War, the trip to China, Watergate, & resignation. ***5. 69*** *Investigate the works of Alex Haley & his influence on American culture.* | mass mediahighwayinterstateFederal Aid  Highway Act of  1956consumer societysuburbbaby boomprosperityCold WarcommunismIron CurtainBerlin WallBerlin Airliftspace Racearms raceCuban Missile  Crisisnaval blockadecivil rightsnonviolent protestsegregationdesegregationintegratedboycottevictsit-inresignationveteran | How did American society change after World War II? How was the Cold War different from other wars America was involved in?What fears did Americans and our government have during the Cold War?How did Tennessee influence music across the nation?What were the successes and failures of the Civil Rights Movement?What is the significance of the Civil Rights Movement in American history?How did President Kennedy’s assassination affect the country?What were the successes and failures of Nixon’s presidency?How did America’s involvement in foreign affairs differ from previous decades? | * I can explain the increase in suburbs, home ownership, mass media, highways, & consumerism after World War II.
* I can explain the events of the Cold War and how it affected American society.
* I can describe the U.S.’s & UN’s involvement in the Korean War.
* I can cite examples of TN’s contributions to popular music.
* I can describe the key events of the Civil Rights Movement & its successes.
* I can explain how Kennedy’s assassination affected the country.
* I can list the major successes of the Kennedy administration.
* I can explain the cause, controversy, & result of the Vietnam War.
* I can identify the successes & failures of Nixon’s presidency.
* I can explain how Alex Haley’s works influenced American culture.
 | ***Houghton-Mifflin SS Textbook***Chapter 9:Lesson 4 – The Cold War, p. 318-323Lesson 5 – Arms Race, p. 324-327Chapter 10:Lesson 1 – Growth & Prosperity, p. 334-339Lesson 3 – Time of Change, p. 349-351,355Lesson 2 – Civil Rights, p. 340-347, 331FLesson 4 – The Vietnam War, p. 358-363Chapter 11: Lesson 1 – Elections, Economy, & Equality, p. 374-375,  371FElvis/Sun Studios, p. 413Interstate Highways, p. 294-295Suggested Student WB pgs. 122-140, 143-145***Gibbs Smith, TN Through Time***Chapter 8: Lesson 1 – The Years After WWII, p. 262-265Lesson 2 – TV & Music, p. 266-267, 269, 271, 273-276Lesson 3 – Civil Rights: The Beginning, p. 280-289Chapter 9: Lesson 1 – The Protests Continue, p. 294-297, 299-304,  306-307Lesson 2 – The 1970’s to Today, p. 311, 313Suggested Student WB pgs. 134, 136-137, 139-148, 152-155***USA Studies Weekly:*** Weeks 29, 30, (31), (32), 33, 34, (35), 36 – weeks in parenthesis have less info & can be scanned***BrainPop:*** Cold War Civil Rights\*Communism Brown vs. B.O.E.\* John F. Kennedy\* Martin Luther King, Jr.\* Korean War Vietnam War\*Elvis Presley\* Richard Nixon***Websites***Cold War:[*http://www.history.com/this-day-in-history/berlin-is-divided*](http://www.history.com/this-day-in-history/berlin-is-divided)The Rosenbergs:<http://www.ushistory.org/us/53e.asp>[*http://www.history.com/topics/cold-war/cold-war-history/videos/speeches-execution-of-julius-and-ethel-rosenberg*](http://www.history.com/topics/cold-war/cold-war-history/videos/speeches-execution-of-julius-and-ethel-rosenberg)Stax Records:<http://www.staxrecords.com/about/>Cuban Missile Crisis Background, Map, & Skit:<http://www.layers-of-learning.com/cuban-missile-crisis-for-kids/>***Primary Documents and Supporting Texts to Read***“I Have a Dream Speech” by Martin Luther King, Jr.:<http://www.americanrhetoric.com/speeches/mlkihaveadream.htm> “Letter from Birmingham Jail” by Martin Luther King, Jr.:Background Video: (3 min.)<http://www.shmoop.com/video/letter-from-birmingham>Actual Letter:<http://www.africa.upenn.edu/Articles_Gen/Letter_Birmingham.html>***Novels -*** *The Watsons Go to Birmingham; Bud, Not Buddy****Movie -*** *America the Story of Us: Superpower* |

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| **Fourth Nine Weeks** |
| **Weeks 1-3: Modern U.S.** |
| **Standards** |  **Vocabulary** | **Guiding Questions** | **Learning Outcomes** | **Content** |
| ***5.70*** *Analyze the significant events of Reagan’s presidency, including:* *• return of national pride* *• economic recovery* *• decline of the Cold War* *• immigration policy change* **5.71** Explain the events that lead to the Persian Gulf War & its outcome.  **5.72** Summarize the significant contributions to American culture of entrepreneurs & innovators, including: • Ray Kroc • Sam Walton • Fred Smith • Bill Gates • Michael Dell • Steve Jobs **5.73** Analyze the increase in terrorism, the tragedy of September 11, 2001, & the role of the United States in Afghanistan & the war in Iraq. **5.74** Identify the significance of the election of 2008, including the primary run of Hillary Clinton & election of Barack Obama. | national  prideeconomic recoveryderegulationpolicyentrepreneurinnovatorterrorismAl Quaedaprimary run | How did President Reagan boost American morale?What events caused and ended the Persian Gulf War? How do entrepreneurs contribute to American society & culture? How has terrorism increased?How was the election of 2008 important in American history? | * I can list the important contributions of Reagan’s presidency.
* I can explain the cause & outcome of the Persian Gulf War.
* I can list the contributions of important American entrepreneurs.
* I can explain how terrorism has increased & led to the U.S.’s involvement in Afghanistan & Iraq.
* I can explain why the election of 2008 was important in American history.

  | ***Houghton-Mifflin SS Textbook:*** Chapter 11:Lesson 2 – Impact of the 1980’s, p. 382-387Lesson 3 – New Technologies, p. 390-391Lesson 4 – 21st Century Begins, p. 398-399Suggested Student WB pgs. 146-148, 153-155***Gibbs Smith, TN Through Time:*** Chapter 9:Lesson 2 – The 1970’s to Today, p. 315-317, 320Suggested Student WB pgs. 161-165***USA Studies Weekly:*** Weeks 36 & (37)***BrainPop:*** September 11th Ronald Reagan\*Terrorism Barack Obama\* Primaries & Caucuses ***Websites*** Primary Run of 2008:<http://www.socialstudiesforkids.com/articles/government/2008election/2008election_primaries.htm><http://photos.state.gov/libraries/thailand/5/uselections2016/electionsprocess-kids.jpg>Fred Smith:<http://www.famousceos.com/profile-frederick-w-smith-fedex.php>Steve Jobs:<http://www.famousceos.com/profile-steve-jobs-apple.php>Bill Gates:<http://www.famousceos.com/profile-bill-gates-microsoft.php>Michael Dell:<http://www.famousceos.com/profile-michael-dell-dell.php>Ray Kroc:<http://www.history.com/news/history-lists/7-late-life-success-stories><http://www.mcdonalds.com/us/en/our_story/our_history/the_ray_kroc_story.html>Sam Walton:<http://corporate.walmart.com/our-story/history/sam-walton>***Primary Documents and Supporting Texts to Read*** “Tear Down this Wall” Speech by Pres. Reagan:Week 37, online**Movie –** *America the Story of Us: Millennium* |

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| **Fourth Nine Weeks** |
| **Weeks 4-6: State Review/Test** |
| **Standards** | **Content** |
| Potential stimuli found in extended response items (essay):• 1 map• 1 informational text• 2 informational texts• 1 informational chart and 3 photographs• 2 informational texts and 1 primary source • 1 informational text and 2 informational charts• 1 primary source excerpt and 1 informational text• 1 timeline, 1 set of statistics, and 1 primary source excerpt**Remember**: Possible extended response (essay) standards are in bold on the curriculum map.  | ***Websites:*** State SS Test Info:<http://www.tn.gov/education/assessment/social_studies.shtml>Paper Practice Test & Key:<http://www.tn.gov/assets/entities/education/attachments/tst_ach_gr5_ss_practice_test.pdf><http://www.tn.gov/assets/entities/education/attachments/tst_ach_gr5_ss_answer_keys.pdf>***Ideas:***-There are Quarter Assessments in the SS Weekly Teacher’s Guides. These would be great to use as a review if you haven’t already used them – or do them again! -make flashcards to study focusing on important people, places, events, & ideas-use maps-practice with multiple choice and essay questions-practice interpreting primary resources |

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| **Fourth Nine Weeks** |
| **Weeks 7-10: Ancient History/Memphis in May** |
| **Standards** | **Content** |
| 6th grade standards focus on: * factors contributing to the rise of civilization (agriculture, surplus, waterways, natural resources & trade, and politics & social classes)
* studying the following ancient civilizations: Mesopotamia, Egypt, India, China, Israel, Greece, & Rome
* ancient geography, culture, and religion
 | ***6th grade Standards:***<http://www.tn.gov/assets/entities/education/attachments/std_ss_gr_6.pdf>***BrainPop:*** Egyptian PharaohsAthens\*Greek GodsRoman RepublicSumerians\*7 Wonders of the Ancient World\****Website*** Memphis in May Curriculum Guide & Education Resources<http://memphisinmay.org/education> |

**Wonderful Websites:**

* [www.ourdocuments.gov](http://www.ourdocuments.gov) - has any U.S. government document
* [www.digitalhistory.uh.edu](http://www.digitalhistory.uh.edu) - tons of resources (summaries, primary sources, images, quizzes, etc.); at a higher reading level
* [www.pbs.org](http://www.pbs.org) - great for video clips
* [www.shmoop.com](http://www.shmoop.com) - hilarious videos for all kinds of school topics
* [www.americaslibrary.gov](http://www.americaslibrary.gov) - kid’s site from the Library of Congress; lots of resources (short articles, images, songs, quizzes, etc.)
* [www.history.com](http://www.history.com) - History Channel website, excellent videos and articles
* [www.scholastic.com](http://www.scholastic.com) - great lesson ideas, games, and articles
* <http://www.ushistory.org/> - great articles with good details
* [www.tnhistoryforkids.org](http://www.tnhistoryforkids.org) - good articles, images, and quizzes, too
* <http://teva.contentdm.oclc.org/> - database of TN specific primary sources
* <http://currentsofchange.net/> - excellent info, sources, & activities for TVA & Oak Ridge (no login needed)

**USA Studies Weekly Useful Online Resources**

* All newspaper articles are online and can be read aloud
* There are online quizzes & tests that can be graded or printed. They are very similar to the state test format and include a mixture of multiple choice and open response. Also, you can add your own questions and look at useful data when tests are completed.
* There’s a great Media Search feature to quickly find primary sources and reenactments such as videos, letters, images, etc.; or use the handy table below for the most relevant and interesting sources. Click on the week, then the article, and finally the brown “Primary Sources & Media” icon on the top right of the screen. Also, the video for each article provides a great summary!

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| **Week**  | **Topic**  | **Article & Useful Resource** |
| 1 | Pre-Civil War | **Abolitionists ‘Build’ an Underground Railroad** – 13th Amendment, Fugitive Slave Act, John Brown**1860: The Election of Abraham Lincoln** – 1860: Election Results |
| 2 | Civil War | **Blue & Gray** – Fort Sumter**Emancipation Proclamation** - Emancipation Proclamation Audio |
| 3 | Civil War | **Civil War in Real Time** – Civil War Soldiers**Behind the Lines Back at Home** – Things Said by Soldiers, Hospital Scene After the Battle of  Gettysburg |
| 4 | Reconstruction | **Reconstructing a Nation** – Segregated Theater Entrance, Eyewitness Account of Lincoln’s  Assassination, News Report of the Lincoln Assassination, To Whom It May Concern |
| 5 | Civil War | **Secession Divides the Nation & Almost Divides TN** – Plantation Slaves |
| 6 |  | **Events of Lincoln’s Life & the Civil War** – Gettysburg Address video, The End of the Civil War |
| 7 | TN: Yellow Fever | **Why Are So Many People Getting Sick?** – Yellow Fever |
| 8 | Reconstruction | **Ingenuity** – George Washington Carver film, Boy Traded for a Horse |
| 9 | Reconstruction | **A Slave No More** – Letter from a Freedman to His Old Master**Cotton Gin** – Aunt Phoebe Boyd on Picking Cotton |
| 10 | ReconstructionInventions | **From Radical Reconstruction to the New South** – Separate Entrances for a Restaurant**The Telephone** – Alexander Bell Making a Phone Call to Chicago, Two Pages of Alexander Bell’s  Notebook, Alexander Graham Bell’s voice, Bell & Watson |
| 11 | Industrial Revolution | **The Industrial Revolution Monopolies & Trusts** – Building the Transcontinental Railroad |
| 12 | Industrial Revolution | **Giants of Industry** – Bessemer Converter, Phonograph Recording |
| 13 | Westward Expansion & Industrial Revolution | **Two Great Inventions that Helped Westward Expansion** – Big Fortunes for Little Ideas |
| 14 | Immigration | **Immigrants Flock to America** – Chinese Workers**Did Titanic Survivors Immigrate Through Ellis Island?** – Immigrants**Ellis Island** – Passenger List, Health Check |
| 15 | Teddy Roosevelt | **Teddy Roosevelt** – San Juan Hill, Teddy Roosevelt & John Muir |
| 16 | Progressivism | **The Progressive Movement** – Women Suffrage Headquarters, 19th Amendment**Thomas Nast** – Carpetbagger Cartoon |
| 17 | Railroads | **Joseph Pulitzer** – Independence Seaport Museum**Public Transportation** – Railroad Map |
| 18 | Imperialism & Spanish American War | **America’s Role Overseas** – most of them |
| 21 | WWI | **WWI Explodes in Europe** – WWI picture, Map of the WWI countries |
| 22 | Prohibition | **The Roaring 20’s & Liquor** – Removal of Liquor, News Announcement of Liquor, Statements  Concerning Prohibition |
| 23 | TN: Women’s Suffrage | **TN Celebrates** – Suffrage Parade video, Harry Burn handwritten letter from his mother |
| 24 | Bill Gates | **A book recommendation** – Bill Gates/Microsoft |
| 25 | FDR, Great Depression, & Dust Bowl | **Franklin Delano Roosevelt** – FDR Inaugural Speech**Great Depression Crushes the American Economy** – Government Camp Song, Crowd Outside  the NYSE, Unemployment Graph, Unemployment Soars**The Great Dust Bowl**  - all |
| 26 | WWII | **Untold Stories of WWII** –Jean Koehler Interviews, US Armed Forces: Women, Pearl Harbor Speech**What Was the Holocaust?** - 6 interviews**War in Europe**–WWII: Europe Intro, Troop Positions at End of the War, Germany Surrenders in Italy |
| 27 | WWII | **That Terrible Day in December** – lots of Pearl Harbor resources**Patriotism** – 4 interviews with real “Rosie the Riveters”**The Atomic Bomb** – lots of resources |
| 28 | WWII | **Women in WWII**  - Rosie the Riveter song |
| 29 | Cold War  | **Life in the 1950’s** – lots of Berlin Wall resources, Korean War**Communism & the Cold War**–Jack Tueller interview: Cuban Missile Crisis, Reagan Cold War video |
| 30 | Cold War | **The Atomic Age Changes the World**  - Pres. Truman’s Diary Entry |
| 31 | Cold War | **Communism** – lots of Korean War resources, The DMZ map**What Was the Soviet Union?** – lots of communism resources |
| 32 | Civil Rights | **The Great Decade of the 1950’s** – lots of Civil Rights resources |
| 33 | JFK, Cold War, & Civil Rights | **Kennedy & the Cold War** – lots of JFK resources**Rosa Parks** – interviews & more |
| 34 | TN Music | **TN Music** – lots of Elvis resources |
| 35 | Space Race | **Exploring Space** – lots of space resources (good for Science, too) |
| 36 | Vietnam/Persian Gulf  | **Modern Wars** – Vietnam War videos, Persian Gulf War videos |
| 37 | 9/11, Reagan, & Cold War | **What is a Hero?** – lots of 9/11 resources**American Heroes** – interviews about 9/11**Clarity of Thought** – lots of Reagan and Cold War resources |

**Fifth Grade Pacing Guide**

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| **First Nine Weeks** |  | **Second Nine Weeks** |
| **Weeks** | **Topics** | **Content** | **Weeks** | **Topics** | **Content** |
| 1-2 | **Geography****Government** | Map skills, continents/oceans, states/rivers, 3 regions of TN; branches & levels of government | 1-3 | **Reconstruction** | Reconstruction plans, new amendments, violence & discrimination; successes and failures |
| 4-5 | **Westward Expansion** | Movement to the West and immigration |
| 3-5 | **Prior to the Civil War** | North & South sectional differences, abolitionists, national issue of slavery. \*9/11 & terrorism can be touched on. | 6-9 | **Industrial America**  | Growing industrialism, urbanization, & immigration; Gilded Age, inventors, & Progressivism; and Spanish-American War |
| 6-9 | **The Civil War** | Causes, courses, and consequences |
| **Third Nine Weeks** | **Fourth Nine Weeks** |
| **Weeks** | ***Topics*** | **Content** | **Weeks** | **Topics** | **Content** |
| 1 | **World War I** | U.S. involvement in WWI | 1-3 |  **Modern U.S.**  | Reagan’s presidency, Persian Gulf War, modern entrepreneurs, terrorism |
| 2-4 | **Roaring Twenties****Great Depression** | cultural, economic, & political developments of the 1920’s |
| 5-6 | **World War II** | Causes, courses, and consequences |
| 7-10 | **Modern U.S.** | Growth of suburbanization & consumerism, Cold War, Korean War, popular TN music, Civil Rights Movement, Vietnam War | 4-6 | **Test Review &****Testing Week** | Review for state test focusing on important people, places, and events, and interpreting relevant primary sources. |
| 7-10 | **Memphis in May****Ancient History (6th grade standards)** | Memphis in May featured country; factors contributing to the rise of civilization; Mesopotamia, Egypt, India, China, Israel, Greece, & Rome |

\*Denotes a Brainpop video that has useful activities.

Standards in **bold** are possible extended writing response items. Standards in *italics* are currently non-tested items.