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

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| **First Nine Weeks** | | | | |
| **First Quarter: Weeks 1-4 America Before European Exploration**  *Students describe the legacy and cultures of the major indigenous settlements of Tennessee* | | | | |
| **Standards** | **Vocabulary** | **Guiding Questions** | **Learning Outcomes** | **Content** |
| ***4.3*** *Create a visual display using multiple forms of media to identify with pictures for geographic terms including bluffs, swamps, isthmus, gulf, sea, bay, cape.*  **4.1 Describe the legacy and cultures of the major indigenous settlements in Tennessee, including the Paleo, Archaic, Woodland, and Mississippians:**   * **Coats-Hines Site** * **Pinson Mounds** * **Old Stone Fort** * **Chucalissa Indian Village**   **4.2** Analyze the religious beliefs, customs, and various folklore traditions of the Cherokee, Creek, and Chickasaw including:   * Principal Chief * Summer/winter homes * Beloved Woman * Recreation * Clans * Maternal designations | swamps  bluffs  isthmus  gulf  sea  bay  cape  migration  agriculture  civilization  ancient  nomad  longhouse  Confederation  wampum  barter  culture  council  plaza  settlement  ceremony  principal chief  clan  conflict | What are some physical features of the United States?  What geographic factors (landforms and climate) influenced patterns of settlement?  What are some similarities and differences in the lives of Native American Indian groups in America before the European exploration?  How were Pinson Mounds and the Old Stone Fort used?  How was Chucalissa Indian Village created?  What ancient animals were found at the Coats-Hines Site?  What Native Americans lived in Tennesssee at Colonial times?  Where in Tennessee were the Cherokee, Creek, and Chickasaw tribes located?  What types of customs and traditions did these tribes display? | I can identify & use geographical features on  maps (bluffs, swamps, isthmus, gulf, sea, bay, cape)  I can identify the cultures of ancient civilizations of Tennessee including Paleo, Archaic, Woodland, and Mississippian settlements.  I can compare and contrast the cultures of the Paleo and Archaic settlements and fill in missing portions of a chart.  I can explain new ideas how new ideas and inventions led to lifestyle changes for the Archaic people ( agriculture, hunting, settlements).  I can read a chart and compare and contrast the culture of the Woodland and Mississippian settlements.  I can use a Tennessee map to locate the Coats-Hines Site, Pinson Mounds, Old Stone Fort, and Chucalissa Indian Village, and explain the significance of each.  I can identify pre-Colonial Native American nations in Tennessee and locate them on a map.  I can compare and contrast the winter and summer homes of the Cherokee.  I can explain the importance of Nancy Ward and Beloved Women. | ***Houghton Mifflin Social Studies Tennessee: United States The Early Years***  Chapter 1 America’s Land: Lessons 2 & 3  Chapter 2 The First Americans: Lessons 1 & 3  Chapter 3 The First Tennesseans  ***Gibbs Smith Tennessee Through Time: Early Years***  Chapter 3  *The First People*  *Including:*   * *Pinson Mounds p. 71* * *Chucalissa p. 75*   ***Tennessee Social Studies Weekly ( \* priority)***  *\*Week 1 : World/US Geography*  *Week 2: U.S. States and Regions*  *Week 3 : American Indian Nations*  *\*Week 4: Tennessee’s First People*  **Websites**:  S.S. Foldables  [http://hcpstraining.org/instruction/ss/](http://hcpstraining.org/instruction/ss/resources_files/ss_foldables_read_first.htm)  resources\_files/ss\_foldables\_read\_first.htm  [http://www.worldatlas.com/webimage/](http://www.worldatlas.com/webimage/countrys/namerica/usstates/tnland.htm)  countrys/namerica/usstates/tnland.htm  <http://www.tnhistoryforkids.org/geography/a>  Native American Tribes of Tennessee  <http://www.native-languages.org/tennessee.htm>  Videos and resources:  <https://www.studiesweekly.com/online/home>  Nonfiction passages from [www.readworks.org](http://www.readworks.org) |
| **First Quarter: Weeks 5-7 Age of Exploration 15th-16th Centuries**  *Students trace the routes of early explorers and describe the early explorations of the Americas.* | | | | |
| **4.4** Trace the routes of early explorers and describe the early explorations of the Americas including:   * Hernando de Soto * Robert de LaSalle * Ferdinand Magellan * Christopher Columbus * Amerigo Vespucci * Henry Hudson * Jacques Cartier   **4.5 Analyze the impact of exploration and settlement on the indigenous peoples and the environment, including military campaigns, Columbian Exchange, and European agricultural practices.**  **4.6** Create a graphic organizer identifying the five different countries (France, Spain, Portugal, England, and the Netherlands) that influenced different regions of the present United States at the time the New World was being explored, and describe how their influence can be traced to place names. | merchant  navigation  profit  Columbia Exchange  explorer  conquistador  empire  colony  mission  slavery  convert  revolt | Where did the explorers travel?  What was the impact of European exploration?  Which country sent each explorer?  How did explorers name newly claimed areas?  What were the major causes and effects of European exploration? | I can identify the routes of early explorers on a map (Columbus, Magellan, Vespucci, LaSalle, de Soto, Hudson, Cartier)  I can describe the importance of the early explorations.  I can explain how early exploration led to conflict.  I can complete a diagram showing the Columbian Exchange.  I can complete a cause and effect chart showing the effects of the Columbian Exchange.  I can create a graphic organizer identifying the 5 countries ( Spain, Portugal, England, France, Netherlands) that influenced different regions.  I can describe how places were named as a result of exploration. | ***Houghton Mifflin Social Studies Tennessee: United States The Early Years***  Chapter 4 An Age of Exploration   * Columbus- p. 74-75,76-77 * Vespucci p. 78 * Magellan- p. 78-79 * DeSoto/Spain p. 84-85 * La Salle/France p. 108-109 * Hudson/Netherland p. 106   ***Gibbs Smith Tennessee Through Time: The Early Years***  Chapter 4  *European Explorers in America*   * *Columbus p. 96-98 , 99* * *Vespucci p. 101* * *Magellan p. 104* * *De Soto p. 110* * *Hudson p. 115 & 130* * *La Salle p. 118-119* * *Cartier p. 116 ( not in Houghton Mifflin)*   ***Tennessee Social Studies Weekly***  *Week 5 : How Did It All Begin*  *(Columbus, Cartier, Hudson)*  *Week 6: Spanish & Portuguese Explorers*  *(Magellan & De Soto)*  *Week 7 : English & French Explorers*  *(Cartier, Hudson, La Salle)*  *Week 8: Dividing the New World*  *(Columbian Exchange)*  ***Websites:***  [*www.history.com*](http://www.history.com)  [*www.biography.com*](http://www.biography.com)  [*www.readworks.org*](http://www.readworks.org)  *www.brainpop.com* |
| **First Quarter: Weeks 8-9 Settling the Colonies ( Part 1)**  *Students describe the cooperation and conflict that existed among American Indians and between the Indian nations and the new settlers. Students understand the political, religious, social, and economic institutions that evolved in the colonial era.* | | | | |
| **4.7** Summarize the failure of the lost colony of Roanoke and theorize what happened.  **4.18** Explain various reasons why people came to the colonies, including profit, religious freedom, slavery, and indentured servitude.  **4.19** Locate and label on a map the location of Jamestown, Plymouth, New Netherland, New Sweden, the Mass. (G)  **4.8** Describe the early competition between European nations for control of North America and locate the colonization efforts of the English, Dutch, French, and Spanish on a map. | invest  stock  cash crop  profit  indentured servant  pilgrim  cape  diversity  tolerance  missionary | What factors led to the failure of the Roanoke Colony?  Why did people come to the colonies?  Where are Jamestown, Plymouth, New Netherland, New Sweden, and Massachusetts located on a map? | I can summarize the failure of the Roanoke Colony and can present a convincing argument about what happened to the colony.  I can read 2 passages about the reasons that people came to the colonies (profit, religious freedom, slavery, indentured servitude) and create a chart that compares and contrasts these reasons.  I can locate Jamestown, Plymouth, New Netherland, New Sweden, and Massachusetts on a map.  I can locate the colonization efforts of the English, Dutch, French and Spanish on a map of North America.  I can describe the competition between the early colonies in North America. | ***Houghton Mifflin Social Studies Tennessee: United States The Early Years***  Chapter 5 European Colonization  ***Gibbs Smith Tennessee Through Time: The Early Years***  Roanoke p. 114-115  Chapter 5 Thirteen Colonies in North America  p. 124-136  ***Tennessee Social Studies Weekly***  *Week 9: Early English Colonies*  ***Websites:***  [*www.history.com*](http://www.history.com)  [*www.biography.com*](http://www.biography.com)  [*www.readworks.org*](http://www.readworks.org)  [www.watchknowlearn.org](http://www.watchknowlearn.org)  <https://www.studiesweekly.com/online/home> |

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| **Second Nine Weeks** | | | | | | |
| **Second Quarter: Weeks 1-3 Settling the Colonies ( Part 2)**  *Students describe the cooperation and conflict that existed among American Indians and between the Indian nations and the new settlers. Students understand the political, religious, social, and economic institutions that evolved in the colonial era.* | | | | | | |
| Standards | Vocabulary | | Guiding Questions | | Learning Outcomes | Content |
| **4.13** Locate the first 13 colonies and explain how their location and geographic features influenced their development and settlement patterns.  **4.14 Write informative texts identifying major leaders and groups responsible for the founding of colonies in North America and the reasons for their founding, including:**   * **Lord Baltimore, Maryland** * **John Smith, Virginia** * **Roger Williams, Rhode Island** * **John Winthrop, Massachusetts** * **William Bradford, Plymouth** * **James Oglethorpe, Georgia** * **William Penn, Pennsylvania**   **4.17** Describe the major religious tenets of the earliest colonies, including:   * Puritanism in Massachusetts * Quakerism in Pennsylvania   **4.16 Making use of primary documents, analyze the early democratic ideas and practices that emerged during the colonial period, including the significance of representative assemblies and town meetings and contrast these with the presence of enslavement in all colonies.**  ***4.9*** *Compare and contrast the differing views of American Indians and colonists on ownership or use of land and the conflicts between them, including the Pequot and King Philip’s Wars in New England.*  ***4.15*** *Cite and explain examples from informational texts about how economic opportunities and political, religious, and social institutions evolved in the colonial era.*  **4.10** Explain the cooperation that existed between the colonists and American Indians during the 1600s and 1700s, including fur trade, military alliances, treaties, and cultural interchanges. | growing season  Puritan  Quaker  town meeting  self-government  banish  export  import  proprietor  representative  refuge  debtor  plantation  slave trade  Primary source  Secondary source  Town meetings  Economic  Political  Religious  Social  Alliance  Treaty | | Where were the first 13 colonies located? How did geographic features influence settlement patterns?  Why did Lord Baltimore found Maryland?  Why did John Smith found Virginia?  Why did Roger Williams found Rhode Island?  Why did John Winthrop found Massachusetts?  Why did William Bradfor found Plymouth?  Why did James Oglethorpe found Georgia?  Why did William Penn found Pennsylvania?  What were the major religious tenets of Puritanism?  What were the major religious tenets of Quakerism?  How were representative assemblies and town meetings important during the colonial period?  How did the ideals of democracy conflict with the practice of slavery?  How did the American Indians’ idea of land ownership differ from the colonists’ ideas of land ownership?  What led to the Pequot and King Phillip’s Wars?  How did economic opportunities evolve in the colonial era?  How did political and religious institutions evolve in the colonial era?  How did the American Indians and the colonist cooperate and form alliances during the 1600 & 1700s? | | I can locate the first 13 colonies on a map.  I can identify geographic features and explain how they influenced settlement patterns.  I can read a passage and look at a map of the colonies and complete a chart listing the founders of each colony and the reasons for founding.  I can compare and contrast Quakerism and Puritanism.  I can read an excerpt from colonial writings and explain the importance of assemblies and town meetings during the colonial period.  I can contrast the ideals of democracy with the practice of slavery.  I can contrast the American Indians’ and colonists’ views on land ownership.  I can read a passage and use a map to locate the Pequot and King Philip’s Wars on a map and explain the events leading to them.  I can read information texts and summarize the information about the colonial era.  I can give examples of cooperation between colonists and American Indians during the 1600s and 1700s. | ***Houghton Mifflin Social Studies Tennessee: United States The Early Years***  Chapter 6 New England Colonies  Chapter 7 Middle & Southern Colonies  ***Gibbs Smith Tennessee Through Time: The Early Years***  Chapter 5 Thirteen Colonies in North America  Lessons 1 & 2  ***Tennessee Social Studies Weekly***  *Week 10 : New England Colonies*  *Week 11: Middle Colonies*  *Week 12: Southern Colonies*  *Week 13: Slavery*  ***Websites:***  [*www.history.com*](http://www.history.com)  [*www.biography.com*](http://www.biography.com)  [*www.readworks.org*](http://www.readworks.org)  [www.watchknowlearn.org](http://www.watchknowlearn.org)  <https://www.studiesweekly.com/online/home>  [www.brainpop.com](http://www.brainpop.com) ( thirteen colonies)  *Continue using chapters from page before.*  Primary/Secondary Sources :  ***Gibbs Smith Tennessee Through Time: The Early Years***  p. 9-13  King Phillip’s War :  ***Gibbs Smith Tennessee Through Time: The Early Years***  p. 141  ***Houghton Mifflin Social Studies Tennessee: United States The Early Years***  p. 130-131  **Sources of Text:**  **Primary Documents and Supporting Texts:**  Excerpts from John Smith’s *Starving Time*  <https://www.learner.org/workshops/primarysources/virginia/docs/starve.html>  <http://www.history.org/history/teaching/enewsletter/volume8/dec09/teachstrategy.cfm>  <http://hsionline.org/cases/jamestown/jamestown_student.htm>  <http://unveilinghistory.org/blog/lessons/early-american-government-plymouth-style/>  Excerpts from Bradford’s *Of Plymouth Plantation*  <http://schools.nycenet.edu/region7/ps104/compPage/webquest/SITES/websites/First%20Thanksgiving%20-%20Primary%20Sources.htm>  Excerpts from the Mayflower Compact  <http://chnm.gmu.edu/mcpstah/files/moore_mayflower-source.pdf>  Excerpts from the Fundamental Orders of Connecticut  <http://www.let.rug.nl/usa/documents/1600-1650/the-fundamental-orders-of-connecticut-1639.php> |
| **Second Quarter: Weeks 4-5 Settling the Colonies ( Part 3)**  *Students describe the cooperation and conflict that existed among American Indians and between the Indian nations and the new settlers.* | | | | | | |
| **4.11** Describe the conflicts between Indian nations, including the competing claims for control of land and actions of the Iroquois and Huron.  **4.12** Analyze the factors that led to the defeat of the American Indians, including the resistance of Indian nations to encroachment and the effects on native culture.  **4.22** Describe the causes, course, and consequences of the French and Indian War, including the massacre at Fort Loudoun.  **4.20** Explain the impact of individuals who created interest in land west of the Appalachian Mountains:   * long hunters * Daniel Boone-Wilderness Road * Thomas Sharpe Spencer * William Bean * Dr. Thomas Walker   **4.25 Write a short summary of the events of Tennessee’s first settlement and settlers, including the Watauga Purchase, Watauga Compact, Little Carpenter (Attakullakulla), and Dragging Canoe.** | | Conflict  Encroachment  Massacre  long hunter  frontier  pioneer  Compact | | What factors and events led to conflicts between Indian nations?  What factors led to the defeat of the American Indians? How did this affect the native culture?  What were the causes of the French and Indian War? What were the results of the French and Indian War?  Who was influential in the settling of the land west of the Appalachian mountains? What were their contributions?  What was the Watauga Purchase and the Watauga Compact? Who were Little Carpenter and Dragging Canoe? What was the importance of these events and people? | I can describe the competition between the Iroquois and Huron.  I can summarize the factors that led to the defeat of the American Indian nations.  I can complete a chart listing the causes, events, and consequences of the French and Indian War.  I can summarize the importance of long hunters, Daniel Boone, and the Wilderness Road to the settlement of Tennessee.  I can list the contributions of Thomas Sharpe Spencer, William Bean, and Dr. Thomas Walker.  I can summarize the significance of the Watauga Purchase and the Watauga Compact.  I can summarize the contributions of Little Carpenter and Dragging Canoe. | ***Houghton Mifflin Social Studies Tennessee: United States The Early Years***  Chapter 8 Settling Tennessee  ***Gibbs Smith Tennessee Through Time: The Early Years***  Chapter 5 Thirteen Colonies in North America  Lessons 3  ***Tennessee Social Studies Weekly***  *Week 14 Tennessee’s Settlers*  ***Websites:***  [*www.history.com*](http://www.history.com)  [*www.biography.com*](http://www.biography.com)  [*www.readworks.org*](http://www.readworks.org)  [www.watchknowlearn.org](http://www.watchknowlearn.org)  [www.slideshare.net](http://www.slideshare.net)  <http://www.tnhistoryforkids.org/>  <https://www.studiesweekly.com/online/home>  ***Gibbs Smith Tennessee Through Time: The Early Years***  Watauga & Cherokee pp. 166-169 |
| **Second Quarter: Weeks 6-9 The War for Independence ( Part 1)**  *Students explain the causes, course, and consequences of the American Revolution and the foundations of the future state of Tennessee* | | | | | | |
| **4.21** Describe the various contributions made by Benjamin Franklin to the development of a unique American society, including his scientific experiments and inventions, the development of the Albany Plan and the Join or Die political cartoon.  **4.23** Explain how political, religious, and economic ideas and interests brought about the Revolution, including:   * resistance to imperial policy (Proclamation of 1763) * the Stamp Act * the Townshend Acts * taxes on tea * “taxation without representation” * Coercive Acts   **4.24** Explain the different forms of protests Americans used to try to change British policies including the Boston Tea Party, tarring and feathering, letter writing, boycotts.  **4.26** Describe the significance of the First and Second Continental Congresses and of the Committees of Correspondence.  **4.27** Compare and contrast first and second hand accounts of Paul Revere’s “midnight ride.”  **4.28** Identify the people and events associated with the Declaration of Independence and cite evidence from it to determine its significance to the development of American Democracy.  **4.29** Analyze the influences of key leaders during this period, including:   * Patrick Henry * Alexander Hamilton * Thomas Jefferson * George Washington * Benjamin Franklin * Thomas Paine * John Adams * Sam Adams * John Hancock * Benedict Arnold   **4.30** Determine the meaning and identify the terms Loyalists, Patriots, Minutemen, Overmountain Men, and Redcoats to describe people during the Revolution.  **4.31** Locate and identify the major military battles, campaigns, and turning points of the American Revolution, including:   * Lexington and Concord * Bunker (Breed’s) Hill * Valley Forge * Princeton and Trenton * Saratoga * King’s Mountain * Yorktown   **4.32 Draw evidence from informational text summarizing the contributions of France and certain individuals to the outcome of the American Revolution including the Marquis de Lafayette, Kósciuszko, and Baron von Steuben.** | | Contributions  Albany Plan  political cartoon  proclamation  tax  representation  coersive  Boycott  independence  Paul Revere  Declaration of Independence  Democracy  traitor  Loyalist  Patriot  Minutemen  Overmountain Men  Redcoats  Lexington  Concord  Bunker Hill  Valley Forge  Princeton  Trenton  Saratoga  King’s Mountain  Yorktown | How did Benjamin Franklin contribute to the development of American society?  How is the Albany Plan related to the Join or Die political cartoon?  How did the Proclamation of 1763 contribute to the desire for revolution?  How did the Stamp Act, Townshend Acts, taxes on tea, and the Coercive Acts lead to the American Revolution?  Why was taxation without representation an important issue for the colonists?  What protests did the colonists use to try to change British policies? How effective were these?  What is the difference between the First and Second Continental Congresses and the Committees of Correspondence? How were they significant?  What was the significance of Paul Revere’s ride?  Who contributed to the writing of the Declaration of Independence?  What were the contributions of Patrick Henry? Alexander Hamilton? Thomas Jefferson? George Washington?  Benjamin Franklin? Thomas Paine? John Adams? Sam Adams? John Hancock? Benedict Arnold?  What are loyalists?  What are patriots?  Who were the Minutemen?  Who were the Overmountain Men?  Who does the term Redcoats refer to?  Where is and what is the significance of Lexington and Concord? Bunker Hill? Valley Forge? Princeton and Trenton?  Saratoga? King’s Mountain? Yorktown?  What was the turning point of the American Revolution? What was the last battle of the American Revolution?  How did France contribute to the outcome of the American Revolution? | | I can describe many of Benjamin Franklin’s contributions to society.  I can explain the relationship of the Albany Plan and Franklin’s Join or Die political cartoon.  I can complete a cause and effect chart showing events leading to the American Revolution.  I can read two texts and summarize the forms of protests Americans used to try to change British policies.  I can complete a chart showing the significance of the First and Second Continental Congresses and the Committees of Correspondence.  I can read 2 accounts of Paul Revere’s midnight ride and compare and contrast them.  I can list people associated with the Declaration of Independence.  I can cite evidence from the Declaration of Independence to show its effect on American Democracy.  I can complete a chart of key leaders and their influences.  I can analyze a picture depicting the times of the Revolution and identify the different roles of people ( Loyalists, Patriots, Minutemen, Overmountain Men, and Redcoats)  I can read a passage and use a map to locate major battles of the American Revolution.  I can identify the turning point of the Revolution.  I can identify the last battle of the Revolution.  I can read informational text and identify evidence that explains the contributions of France and French leaders. | ***Houghton Mifflin Social Studies Tennessee: United States The Early Years***  Chapter 9 American Revolution  Lesson 1  ***Gibbs Smith Tennessee Through Time: The Early Years***  Chapter 6 American Revolution  Lesson 1 p. 162-165  Lesson 2  ***Tennessee Social Studies Weekly***  *Week 15 Mounting Tensions*  *Week 16 Declaring Independence*  ***Websites:***  [*www.history.com*](http://www.history.com)  [*www.biography.com*](http://www.biography.com)  [*www.readworks.org*](http://www.readworks.org)  [www.watchknowlearn.org](http://www.watchknowlearn.org) <http://www.tnhistoryforkids.org/>  [www.slideshare.net](http://www.slideshare.net)  <https://www.studiesweekly.com/online/home>  **Sources of Text:**  **Primary Documents and Supporting Texts:**  Excerpts from the Declaration of Independence  <http://www.warrencountyschools.org/userfiles/2619/Matrix%20of%20Excerpts%20from%20the%20Declaration%20of%20Independence.pdf>  ***Houghton Mifflin Social Studies Tennessee: United States The Early Years***  Chapter 9 American Revolution  Lesson 2 & Extend  ***Gibbs Smith Tennessee Through Time: The Early Years***  Chapter 6 American Revolution  Lesson 4  ***Tennessee Social Studies Weekly***  *Week 17 Revolutionary War*  ***Websites:***  [*www.history.com*](http://www.history.com)  [*www.biography.com*](http://www.biography.com)  [*www.readworks.org*](http://www.readworks.org)  [*www.brainpop.com*](http://www.brainpop.com)  [www.watchknowlearn.org](http://www.watchknowlearn.org)  <http://www.tnhistoryforkids.org/>  [www.slideshare.net](http://www.slideshare.net)  <https://www.studiesweekly.com/online/home>  **Primary Sources:**  Excerpts from Patrick Henry’s “Give me Liberty or Give me Death” speech  <https://www.history.org/almanack/life/politics/giveme.cfm> |

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| **Third Nine Weeks** | | | | | | | |
| **Third Quarter: Weeks 1-2 The War for Independence ( Part 2)**  *Students explain the consequences of the American Revolution and the foundations of the future state of Tennessee* | | | | | | | |
| **Standards** | | **Vocabulary** | | **Guiding Questions** | **Learning Outcomes** | | **Content** |
| **4.34** Explain using supporting details how the Revolution affected the Watauga Settlement, including:   * Washington District * Cherokee War of 1776 * Nancy Ward * John Sevier * Watauga Petitions   **4.35 Integrate evidence from several texts describing different roles women played during the Revolution including:**   * **Abigail Adams** * **Molly Pitcher** * **Phyllis Wheatley** * **Mercy Otis Warren**   **4.33 Write an opinion piece with supporting details contrasting how the ideas set forth in the Declaration of Independence clashed with the existence of slavery.**  **4.36** Explain the purpose and obstacles in creating the Cumberland Settlement including:   * Richard Henderson * James Robertson * John Donelson * Salt licks * Severe winter & river travel * Transylvania Purchase * Cumberland Compact * Battle of the Bluffs   **4.38 Explain the events that led to the creation and failure of the Lost State of Franklin.** | | Beloved Woman  Lease  treaty  speculator  opinion  contrast  obstacles  station  shoals  compact  petition  convention | | How did the Revolution affect the Watauga Settlement?  What roles did women play during the American Revolution?  How did the ideals set forth in the Declaration of Independence conflict with the existence of slavery?  What was the purpose of the Cumberland Settlement?  What obstacles did the Cumberland Settlement encounter?  What events led to the creation of the State of Franklin? What events led to the failure of the State of Franklin? | I can write a paragraph using supporting details to explain how the Revolution affected the Watauga Settlement.  I can read 2 texts on women during the revolution and determine the roles that women played and how these roles were important.  I can create a graphic organizer comparing and contrasting the views of the Declaration of Independence and the reality of slavery. I can write an opinion piece using these details.  I can read a passage about the Cumberland Settlement and fill in the missing portion of an outline relating to the purposes and obstacles of the settlement.  I can read a paragraph about the Lost State of Franklin and create a graphic organizer showing the events that led to the creation and failure of the State of Franklin. | | ***Houghton Mifflin Social Studies Tennessee: United States The Early Yrs***  Women-p. 217  Franklin- p. 266-267  ***Gibbs Smith Tennessee Through Time: The Early Years***  Chapter 6 Lesson 3  Watauga Settlement p. 166-169  TN & revolutionp. 191-193  State of Franklin p. 203-205  ***Tennessee Social Studies Weekly***  *Week 18 Tennessee at War*  ***Websites:***  [*www.biography.com*](http://www.biography.com)  [*www.readworks.org*](http://www.readworks.org)  [www.watchknowlearn.org](http://www.watchknowlearn.org)  [www.slideshare.net](http://www.slideshare.net)  **Primary Sources:**  Excerpts from:  Abigail Adams’s letters  <http://www.history.com/this-day-in-history/abigail-adams-urges-husband-to-remember-the-ladies>  Phyllis Wheatley’s poetry  <http://www.poetryfoundation.org/poems-and-poets/poems/detail/45465#about>  Mercy Otis Warren’s poetry  <http://www.poemhunter.com/mercy-warren/poems/>  John Donelson’s journal  <http://teva.contentdm.oclc.org/cdm/ref/collection/tfd/id/41> |
| **Third Quarter: Weeks 3-6 Creating a New Government**  *Students describe the people and events associated with the development of the Constitution.* | | | | | | | |
| **4.37** Analyze the weaknesses of the Articles of Confederation:   * No power to tax * Weak central government * Impact of Shay’s Rebellion   **4.39** Identify the various leaders of the Constitutional Convention and analyze the major issues they debated, including:   * Distribution of power between the states and federal government * Great Compromise * Slavery & the 3/5 Compromise * George Washington * James Madison   **4.40** Explain the ratification process and describe the conflict between Federalists and Anti-Federalists over ratification, including the need for a Bill of Rights.  **4.41** Describe the principles embedded in the Constitution:   * Purposes of government listed in the Preamble * Separation of powers * Branches of government * Checks and balances * Amendment process * Principle of judicial review * Recognition and protection of individual rights in the 1st Amendment   ***4.42 Write an opinion piece with supporting details from primary sources that defends the* *ratification of the Constitution.*** | Articles of Confederation  consitution  federal  public  debate  compromise  ratify  ratification  Bill of Rights  preamble  democracy  legislative  executive  judicial  amendment  federalist | | What were the weaknesses of the Articles of Confederation?  Who were the leaders at the Constitutional Convention and what issues did they debate?  How was the Constitution ratified?  What did the Federalists and Anti-federalists disagree about?  What were the purposes of the government according to the Preamble?  How is the power separated and balanced?  What rights are protected in the 1st amendment? | | I can identify 3 major weaknesses of the Articles of Confederation.  I can read two quotations and determine what viewpoint they share related to the Constitutional Convention.  I can complete a chart showing the major issues and major leaders of the Constitutional Convention.  I can describe the ratification process.  I can compare and contrast the beliefs of the Federalists and the Anti-Federalists.  I can read the Preamble and identify the purposes of the government.  I can complete a diagram showing how the power is balanced between the branches of government.  I can read the 1st Amendment and list the 1st Amendment rights. | ***Houghton Mifflin Social Studies Tennessee: United States The Early Years***  Chapter 10  ***Gibbs Smith Tennessee Through Time: The Early Years***  Articles of Confed. p. 200-202 & 206-207  Chapter 7 Lesson 2  ***Tennessee Social Studies Weekly***  *Week 19 Growing Pains*  *Week 20 The Constitution*  *Week 21 Plans for the New Government*  *Week 22 Government of the People*  ***Websites:***  [*www.history.com*](http://www.history.com)  [*www.biography.com*](http://www.biography.com)  [*www.readworks.org*](http://www.readworks.org)  [*www.brainpop.com*](http://www.brainpop.com)  [www.watchknowlearn.org](http://www.watchknowlearn.org)  <http://www.tnhistoryforkids.org/>  [www.slideshare.net](http://www.slideshare.net)  <https://www.studiesweekly.com/online/home> | |
| **Third Quarter: Weeks 7-10 The New Nation’s Westward Expansion (1790-1830)**  *Students trace the colonization, immigration, and settlement patterns of the American people from 1789 to the mid-1800s.* | | | | | | | |
| **4.43** Describe the events, precedents, and successes of the presidency of George Washington and list his cabinet members.  **4.44** Explain the purpose for creating the federal district of Washington, D.C., including the role of Pierre L’Enfant.  **4.45** Label and locate the Territory South of the River Ohio (Southwest Territory) on a map, identify its leaders, and explain how it was the first step to statehood, including:   * William Blount * John Sevier * Rocky Mount * Treaty of Holston   ***4.46 Write an opinion piece using supporting detail explaining the political beliefs of Alexander Hamilton and Thomas Jefferson leading to the political parties.***  **4.47 Detail the events, struggles, success and main people of the exploration of the Louisiana Purchase and map the routes across the continent, including:**   * **Corps of Discovery** * **Lewis and Clark** * **Sacagawea** * **Zebulon Pike** * **John Fremont**   **4.48 Use concrete words, phrases, and sensory details to convey the experiences of settlers on the overland trails to the West, including:**   * **locations of the routes** * **purposes of the journeys** * **influences of the terrain, rivers, vegetation, and climate.**   **4.49** Explain the causes, course, and consequences of the War of 1812, including:   * Trade restrictions * Impressment * War hawks * Tecumseh * Tippecanoe * William Henry Harrison * Burning of Washington, DC * Francis Scott Key * Dolly Madison * Battle of New Orleans   **4.50** Interpret the meaning of the lyrics of the song “The Star-Spangled Banner.”  **4.51** Analyze and describe the role of Tennessee in the War of 1812, including:   * Andrew Jackson * Battle of Horseshoe Bend * Sam Houston * Volunteers   ***4.52 Write a short story with supporting text describing the effects of the New Madrid Earthquake of 1811-12 on the land and people of Tennessee.***  ***4.53 Write a narrative piece summarizing life on the frontier of Tennessee and the reasons why pioneers moved west including:***   * ***Cumberland Gap*** * ***Natchez Trace*** * ***Jackson Purchase*** * ***Transportation, food, clothing, gender roles, education, and entertainment***   **4.54** Describe and explain the contributions of Sequoyah.  **4.55** Describe the major events in Jackson’s presidency, including:   * the corrupt bargain * the Indian Removal Act * reducing the national debt * preserving the union * abolishing the national bank   **4.56** Analyze the impact the Indian Removal Act on the Cherokee, detail their resistance to being removed, and map the movement west, including:   * Treaty of New Echota * John Ross * Trail of Tears | cabinet  oath of office  capital  mall  expansion  territory  ordinance  Political parties  Federalists  Republicans  Westward Expansion  Louisiana Purchase  keelboat  corps  mountain man  blaze  endurance  bowie knife  pelt  cache  scarce  contaminated  buffalo chips  cholera  impressment  nationalism  war hawks  treaty  National Anthem  Lyrics  Cumberland Gap  Natchez Trace  corrupt  suffrage  campaign  ruling  Trail of Tears  Abolish | | | What was important about George Washington’s presidency?  Who was on George Washington’s cabinet?  Why was the federal district of Washington, DC created?  Where is the Territory South of the River Ohio? Who led the territory?  How did it lead to Tennessee’s statehood?  How did political parties begin?  Who was involved with the exploration of the Louisiana Purchase?  Where did they travel? What did they find?  What routes did the settlers take when traveling west?  Why did the settlers travel west?  What difficulties did they encounter?  What caused the War of 1812?  Who were key people in the War of 1812 and what were their roles? What were some of the significant events in the War of 1812?  What were the consequences of the War of 1812?  What do the lyrics of the “Star Spangled Banner” refer to?  How was Tennessee involved in the War of 1812?  What were the effects of the New Madrid Earthquake of 1811-12?  What was life like on the frontier of Tennessee?  Why did the pioneers move west?  What were the contributions of Sequoyah?  What were the major events of Jackson’s presidency?  What was the impact of the Indian Removal Act on the Cherokee?  How did they resist the removal? Where did they travel on the Trail of Tears? | I can create a time line showing the important events during Washington’s presidency.  I can list the people on George Washington’s cabinet.  I can explain the purpose for creating the federal district of Washington, DC.  I can locate the Territory South of the River Ohio on a map. I can list the leaders of the territory. I can explain how this territory led to Tennessee’s statehood.  I can write an opinion piece explaining how the political beliefs of Hamilton and Jefferson led to the political parties.  I can explain who was involved in the Lewis and Clark Expedition.  I can identify the route of the Lewis and Clark Expedition on a map.  I can write a paragraph summarizing the exploration of the Louisiana Purchase.  I can read 2 passages (including a journal entry or quotation) about travel West and use vivid language to describe the experiences of the settlers on the trails West.  I can complete a cause and effect chart about the War of 1812.  I can create sequence chart showing major events of the War of 1812.  I can interpret the meaning of the lyrics of “The Star-Spangled Banner.”  I can read a passage and a map and describe the role of Tennessee in the War of 1812.  I can use a map to show the effects of the New Madrid Earthquake.  I can write a caption for a picture that describes the effects of the earthquake.  I can analyze an illustration and write a narrative piece summarizing life on the frontier of Tennessee and the reasons why people moved west.  I can complete a chart showing the contributions of Sequoyah.  I can complete an outline showing the major events of Jackson’s presidency.  I can use a map to show the Trail of Tears.  I can complete a cause and effect chart about the Indian Removal Act. | ***Houghton Mifflin Social Studies Tennessee: United States The Early Years***  Chapter 11 lesson 1 & Lesson 2  ***Gibbs Smith Tennessee Through Time: The Early Years***  Chapter 7 Lesson 3 & Lesson 4  Chapter 8 lesson 2  ***Tennessee Social Studies Weekly***  *Week 23 Taking Steps Toward Statehood*  *Week 24 Louisiana Purchase*  ***Websites:***  [*www.history.com*](http://www.history.com)  [*www.biography.com*](http://www.biography.com)  [*www.readworks.org*](http://www.readworks.org)  [*www.brainpop.com*](http://www.brainpop.com)  [www.watchknowlearn.org](http://www.watchknowlearn.org)  <http://www.tnhistoryforkids.org/>  [www.slideshare.net](http://www.slideshare.net)  <https://www.studiesweekly.com/online/home>  ***Houghton Mifflin Social Studies Tennessee: United States The Early Years***  War of 1812 p. 275-276  Star Spangled Banner p. 278-279  ***Gibbs Smith Tennessee Through Time: The Early Years***  Chapter 8 lesson 3  ***Tennessee Social Studies Weekly***  *Week 25 The War of 1812*  *Week 26 Early Westward Expansion*  *Week 27 Westward Ho!*  *Week 28 Shaking Things Up*  ***Websites:***  [*www.history.com*](http://www.history.com)  [*www.biography.com*](http://www.biography.com)  [*www.readworks.org*](http://www.readworks.org)  [*www.brainpop.com*](http://www.brainpop.com)  [www.watchknowlearn.org](http://www.watchknowlearn.org)  <http://www.tnhistoryforkids.org/>  [www.slideshare.net](http://www.slideshare.net)  <https://www.studiesweekly.com/online/home>  **Primary Sources:**  Lyrics to “The Star-Spangled Banner”  <https://www.teachervision.com/tv/printables/0876283059_187_191.pdf>  ***Houghton Mifflin Social Studies Tennessee: United States The Early Years***  Chapter 11 Lesson 3 & Extend  ***Gibbs Smith Tennessee Through Time: The Early Years***  Jackson Purchase p. 272-274  Sequoyah p. 276-277  Andrew Jackson p. 255 & p. 290-293  Trail of Tears p. 300-303  ***Tennessee Social Studies Weekly***  ***Websites:***  [*www.history.com*](http://www.history.com)  [*www.biography.com*](http://www.biography.com)  [*www.readworks.org*](http://www.readworks.org)  [*www.brainpop.com*](http://www.brainpop.com)  [www.watchknowlearn.org](http://www.watchknowlearn.org)  <http://www.tnhistoryforkids.org/>  [www.slideshare.net](http://www.slideshare.net)  <https://www.studiesweekly.com/online/home> | |

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| **Fourth Nine Weeks** | | | | |
| **Fourth Quarter: Weeks 1-3 The Growth of the Republic ( 1800-1850)**  *Students describe the emergence of a fledgling industrial economy.*  *Students describe the rapid growth of Slavery in the South after 1800 and the abolition movement to end slavery.* | | | | |
| **Standards** | **Vocabulary** | **Guiding Questions** | **Learning Outcomes** | **Content** |
| **4.57** Analyze and describe the factors of the Industrial Revolution occurring in the United States and in Tennessee, including:   * Samuel Slater- factory system * Watermills- geography * Fulton- Steamboats * Eli Whitney- cotton gin   **4.58** Explain the expansion of the plantation system and slavery as the demand for cotton production grew and impact of the cotton gin.  **4. 59** Contrast the emerging urbanization of the North with the agricultural South and the developing West.  **4.62** Using informational texts, explain the fight for Texas independence against Mexico and the contributions of Tennesseans Sam Houston and David Crockett.  ***4.63*** *Conduct a short research project detailing the surprise nomination & election of James K. Polk and list his accomplishments in office including:*   * *Texas statehood* * *territorial expansion* * *one term promise.*   ***4.64*** *Cite evidence from informational texts explaining the causes, course, and consequences of the Mexican War including:*   * *Winfield Scott* * *Zachary Taylor* * *Mexican Cession*   ***4.66*** *Write an expository piece describing the search for gold in California and its impact.* | revolution  textile  productivity  expansion  mass production  abolish  slavery  plantation  demand  economy  cotton gin  agriculture  industry  urbanization  annexation  forty-niner  gold rush  boom town | What were the factors of the Industrial Revolution?  What inventions were important to the Industrial Revolution?  How did the plantation system and slavery expand as the demand for cotton grew?  How was the West different from the urban North and the agricultural South?  Why was Texas fighting for independence from Mexico? How did Sam Houston and David Crockett contribute to the fight?  What led to the nomination of James K Polk? What were Polk’s accomplishments while in office?  What were the causes of the Mexican War?  What were the major events of the Mexican War? What were the consequences of the Mexican war?  What was the impact of the gold rush on California? | I can read 2 passages about the Industrial Revolution ( one primary source, one secondary source) and complete a chart showing major factors of the Industrial Revolution.  I can explain how the demand for cotton and the creation of the cotton gin caused the expansion of the plantation system and slavery.  I can create a graphic organizer comparing and contrasting the North, the South, and the West.  I can read informational texts and explain the fight for Texas independence against Mexico and the contributions of Tennesseans Sam Houston and David Crockett.  I can create a research project (report or presentation) detailing the nomination and election of Polk and his accomplishments.  I can complete a cause and effect chart about the Mexican War.  I can create sequence chart showing major events of the Mexican War.  I can write an expository piece describing the search for gold in California and its impact. | ***Houghton Mifflin Social Studies Tennessee: United States The Early Years***  Chapter 12  ***Gibbs Smith Tennessee Through Time: The Early Years***  Industrial Rev. p. 278-281  Cotton gin p. 254  Texas p. 296-298  Polk & Mexican war p. 301-314  Gold Rush p. 315  ***Tennessee Social Studies Weekly***  *Week 29 Industry Vs Agriculture*  ***Websites:***  [*www.history.com*](http://www.history.com)  [*www.biography.com*](http://www.biography.com)  [*www.readworks.org*](http://www.readworks.org)  [*www.brainpop.com*](http://www.brainpop.com)  [www.watchknowlearn.org](http://www.watchknowlearn.org)  <http://www.tnhistoryforkids.org/>  [www.slideshare.net](http://www.slideshare.net)  <https://www.studiesweekly.com/online/home>  (See pages resources on previous page) |
| **Fourth Quarter: Week 4 The Growth of the Republic ( 1800-1850)**  *Students describe the rapid growth of Slavery in the South after 1800 and the abolition movement to end slavery.* | | | | |
| **4.60** Describe and explain the contributions of :   * Virginia Hill/ Free Hill, TN * Frances Wright/ Nashoba * Elihu Embree/ efforts to abolish slavery in TN   **4.61** Describe the characteristics of slave life on plantations across the South.  **4.65** Identify prominent people and reform movements in the United States during the mid-19th century, including:   * Dorthea Dix/ prison reform & mentally ill * Horace Mann/ public education * Nat Turner/ slavery * Frederick Douglass/slavery * William Lloyd Garrison/slavery   **4.67** Explain the events, political debate, and outcome of the Compromise of 1850 and the Kansas and Nebraska Act.  *4.68 Create a visual display using multiple forms of media to name the states and territories that existed in 1850, their locations, major geographical features including mountain ranges, principal rivers, and dominant plant regions.* | abolitionist  reform  resistance  compromise  protest  oppose  slave state  free state  fugitive | What were the contributions of Virgina Hill? Frances Wright? Elihu Embree?  What did slave life on plantations look like?  Who were important people in the reform movements during the mid- 19th century? What reforms did they work toward?  What debates surrounded the Compromise of 1850 and the Kansas Nebraska Act? What was the outcome of the Compromise of 1850 and the Kansas Nebraska Act?  What were the states and territories that existed in 1850? Where were they located? What geographical features did they possess? | I can describe and explain the contributions of Virginia Hill, Frances Wright, and Elihu Embree.  I can describe the characteristics of slave life on plantations.  I can complete a chart identifying the important people and reform movements during the mid-19th century.  I can explain the Compromise of 1850 and the Kansas Nebraska Act.  I can create a project that names the states and territories in 1850 and their locations and geographical features. | ***Houghton Mifflin Social Studies Tennessee: United States The Early Years***  Chapter 13 Lessons 1-3  ***Gibbs Smith Tennessee Through Time: The Early Years***  Compromise of 1850 p. 316  Frederick Douglass p. 317  Kansas- Nebraska Act p. 318  Virginia Hill p. 323  ***Tennessee Social Studies Weekly***  *Week 30 Conflicts and Compromise*  ***Websites:***  [*www.history.com*](http://www.history.com)  [*www.biography.com*](http://www.biography.com)  [*www.readworks.org*](http://www.readworks.org)  [*www.brainpop.com*](http://www.brainpop.com)  [www.watchknowlearn.org](http://www.watchknowlearn.org)  <http://www.tnhistoryforkids.org/>  [www.slideshare.net](http://www.slideshare.net)  <https://www.studiesweekly.com/online/home>  ***Houghton Mifflin Social Studies Tennessee: United States The Early Years***  Map p. 312-313 |
| **Fourth Quarter: Weeks 5-6 Review & State testing** | | | | |
| Use S.S. Weekly Quarterly assessments as review.  Practice interpreting primary resources.  Test information: <https://www.tn.gov/education/topic/social-studies-assessment> | | | | |
| **Fourth Quarter: Weeks 7-10 Enrichment** | | | | |
| Revisit non-tested standards above.  Extension Activities from <https://www.studiesweekly.com/online/resource> 4th quarter Teacher supplement  Memphis in May Curriculum Guide and Education Resources <http://www.memphisinmay.org/education> | | | | |