

Department of Teaching & Learning

Fifth Grade Social Studies Curriculum Guide

First Nine Weeks			Second Nine Weeks		
Weeks	Topics	Content	Weeks	Topics	Content
1	TN Geography	Standard 5.53: <ul style="list-style-type: none"> 3 Grand Divisions of TN (industry, tourism, agriculture/livestock, & geography) (Also helpful to review major U.S. landforms, SE states, & 13 Colonies)	1-4	Tennessee in the Civil War & Reconstruction	Standards 5.41-5.46 & Civil War Background: <ul style="list-style-type: none"> Slavery Civil War Background Battles Discrimination Helping Freed Slaves
2	American Indians	Standards 5.26-5.28: <ul style="list-style-type: none"> Tennessee Origins Early Indigenous Tribes American Indian Tribes 			
3-5	Tennessee Settlement & Statehood	Standards 5.29-5.36, 5.54: <ul style="list-style-type: none"> 1st Tennessee Settlements Conflicts with American Indians American Revolution Road to Statehood & TN's Government 	5-8	Industrialism, Immigration, & Expansion	Standards 5.01-5.09, 5.47: <ul style="list-style-type: none"> Industrialism Settling the Great Plains The Gilded Age Inventors & Entrepreneurs Immigration Labor Unions & Progressivism Spanish-American War
6-8	Important Tennesseans	Standards 5.37-5.40: <ul style="list-style-type: none"> Andrew Jackson David Crockett & Sam Houston James K. Polk Sequoyah *Review & Unit Test			
Third Nine Weeks			Fourth Nine Weeks		
Weeks	Topics	Content	Weeks	Topics	Content
1-2	World War I	Standards 5.10-13, 5.49: <ul style="list-style-type: none"> Central & Allied Powers U.S. Involvement 	1-3	1960's & Influential Tennesseans	Standards 5.23-5.25, 5.50, 5.52: <ul style="list-style-type: none"> Cold War Civil Rights Movement & JFK Influential Tennesseans *Review & Unit Test
3-4	1920's -1930's	Standards 5.14-5.16, 5.47-5.48: <ul style="list-style-type: none"> Roaring 20's Great Depression New Deal 	4-6	Review/ TNReady	-Stay tuned or more info about testing & testing blueprints!
5-8	World War II	Standards 5.17-5.21, 5.49: <ul style="list-style-type: none"> Axis & Allied Powers U.S. Involvement Holocaust *Review & Unit Test	7-9	Intro to Ancient Civilizations	How civilizations began; GRAPES: G overnment, R eligion, A ccomplishments, P olitics, & E conomics. Can model this by studying 1 or more ancient civilizations.
9-10	1950's-1960's	Standards 5.22 & 5.51: <ul style="list-style-type: none"> Fabulous 1950's Tennessee Music Industry 			

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*Revised June 2019

First Nine Weeks

Week 1: The 3 Grand Divisions of TN & Review of U.S. Geography

Standards	Vocabulary	Guiding Questions	Learning Outcomes	Content
<p>5.53 Compare and contrast the 3 grand divisions of Tennessee in terms of the following:</p> <ul style="list-style-type: none"> • major industries (Eastman, FedEx, & Nissan) • Tourism (Bristol Motor Speedway, Civil War sites, & Graceland) • Agriculture & livestock (soybeans in West TN, tobacco in Middle TN, & dairy in East TN) • Geography (Gulf Coastal Plains, Nashville Basin, Highland Rim, Cumberland Plateau, Great Valley, & Great Smoky Mountains). 	industry tourism agriculture livestock geography region border boundary continent country state ocean river landform climate resource compass rose legend/key	<p>How do the physical features of a region affect its economy?</p> <p>What geographic features are found in Tennessee & the U.S.?</p> <p>What are important natural boundaries in TN & the U.S.?</p> <p>How do I find a specific location on a map?</p> <p>How can I use information from different types of maps to draw conclusions about a place and its people?</p>	<ul style="list-style-type: none"> ✓ I can compare & contrast the industries, agriculture, & geography of the 3 grand divisions of TN. ✓ I can identify geographic regions and landmarks in TN. ✓ I can use a map to locate places and draw conclusions about a region or place. 	<p>Studies Weekly: <u>Week 32</u> “Isn’t It Grand?” “Moo-ving on the Farms,” “Heading Out Around the World,” “Exciting Innovation,” & “Going Around in Circles,”</p> <p>Gibbs, TN (Later Years): <u>Chapter 1:</u> p. 4-9, Map/World Geography Review p. 12-13, Major TN Landforms p. 17-27, 3 Grand Divisions of TN <i>*It would also be helpful to review major U.S. landforms, the Southeastern states, & 13 Colonies, as time allows.</i></p> <p>Houghton-Mifflin SS Textbook: <u>Chapter 1:</u> p. 2-3, 12-13, Map Skill Review p. 16-17, Regions & Economy p. 26-31, TN’s 3 Regions</p> <p>BrainPop: Continents of the World* Map Skills Building the 13 Colonies*</p> <p>Websites: Eastman - https://www.eastman.com/Company/About_Eastman/Pages/Profile.asp Civil War Sites in TN - https://www.tnvacation.com/articles/8-experiential-civil-war-destinations-tennessee</p> <p>Project Idea: Have students use a template to create a map of TN featuring its geography, agriculture, industries, tourism, & surrounding states.</p>

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Week 2: American Indians				
Standards	Vocabulary	Guiding Questions	Learning Outcomes	Content
<p>5.26 Explain how the name “Tennessee” originated from the Yuchi language, referring to where the rivers come together.</p> <p>5.27 Identify the cultures of the major indigenous settlements in Tennessee, including: the Paleo (Coats-Hines Site), Archaic, Woodland (Old Stone Fort, Pinson Mounds), and Mississippian (Chucalissa Indian Village).</p> <p>5.28 Identify the pre-colonial American Indian tribes residing in Tennessee (e.g., Cherokee, Chickasaw, Creek, and Shawnee), and analyze their various customs and traditions.</p>	<p>American Indian Yuchi tribe indigenous B.C./A.D. B.C.E./C.E. Paleo Archaic Woodland Mississippian nomadic atlatl pottery trade pre-colonial Cherokee Chickasaw Creek Shawnee customs traditions harvest</p>	<p>How do places get their names?</p> <p>How did the indigenous tribes change over time?</p> <p>What are similarities & differences among indigenous & pre-colonial American Indian tribes?</p> <p>How were American Indian tribes similar & different to colonial settlers?</p>	<ul style="list-style-type: none"> ✓ I can explain how Tennessee got its name. ✓ I can identify the cultures of the major indigenous tribes in TN. ✓ I can explain how the indigenous tribes in TN changed over time. ✓ I can identify the pre-colonial American Indian tribes living in Tennessee. ✓ I analyze the customs & traditions of the pre-colonial American Indian tribes in TN. 	<p>Studies Weekly: <u>Week 21</u> “Overview of Early American Time Periods” “The Early Peoples of TN”</p> <p>Gibbs, TN (Early Years): <u>Chapter 3:</u> p. 60-71, 74-75, Indigenous Tribes p. 78-84, American Indians</p> <p>BrainPop: American Indians</p> <p>Websites: Indigenous Tribes Rap (3 min.) - https://www.youtube.com/watch?v=Ns4mlbnv-mE</p> <p>Project Idea: Students can use the “Research Report” following the “American Indians” BrainPop to organize information about one of the indigenous or pre-colonial tribes. They can share their findings using Keynote, PhotoBooth, iMovie, Chatterpix, etc.</p>

*Denotes a Brainpop video that has useful activities and/or primary sources.

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Second Nine Weeks

Weeks 3-5: Tennessee Settlement & Statehood

Standards	Vocabulary	Guiding Questions	Learning Outcomes	Content
<p>5.29 Explain how the Cumberland Gap & Wilderness Road influenced migration into the Tennessee region following the Proclamation of 1763.</p> <p>5.30 Explain the significance of the Watauga Settlement on Tennessee history, including the following: Watauga Compact, Dragging Canoe, John Sevier, & Nancy Ward.</p> <p>5.31 Describe the founding of & the obstacles faced with the establishment of the Cumberland Settlements, including: the Battle of the Bluffs, John Donelson, & James Robertson.</p> <p>5.32 Explain the importance of Tennesseans (i.e., Overmountain Men) in the Battle of Kings Mountain during the American Revolution.</p>	<p>Cumberland Gap Wilderness Road migration Proclamation of 1763 Westward Expansion Watauga Settlement Watauga Compact Dragging Canoe John Sevier Nancy Ward frontier lease Cumberland Settlements Battle of the Bluffs John Donelson James Robertson pioneer wilderness Fort Nashborough Overmountain Men Battle of Kings Mountain American Revolution Loyalists Patriots Lost State of Franklin statehood constitution population Southwest Territory treaty capital democracy executive</p>	<p>How did frontiersmen help settle new places in America?</p> <p>How do transportation routes improve over time?</p> <p>How did the Proclamation of 1763 affect settlers & American Indians?</p> <p>How does a new settlement organize itself efficiently?</p> <p>Why did settlers & government leaders continue to take land from American Indians who were already living there?</p> <p>What challenges are there in creating a new settlement?</p> <p>In what ways can civilians stand up to government officials?</p>	<ul style="list-style-type: none"> ✓ I can explain how the Cumberland Gap & Wilderness Road lead to migration into the Tennessee area despite the Proclamation of 1763. ✓ I can explain why the Watauga Settlement is important to Tennessee history. ✓ I can explain how Dragging Canoe, John Sevier, & Nancy Ward influenced settlement in Tennessee. ✓ I can describe how the Cumberland Settlements were founded & who established them. ✓ I can describe the challenges that the Cumberland Settlements faced. ✓ I can describe the Battle of the Bluffs. ✓ I can describe how the Overmountain Men helped in the Battle of Kings Mountain during the American Revolution. 	<p>Studies Weekly: Weeks 22-25</p> <p><u>Week 22:</u> “Beyond the Appalachian Mts,” “The Watauga Association,” “A Hope for Peace Brings War Instead,” & “The Washington District”</p> <p><u>Week 23:</u> “The Battle of the Bluffs,” “Cumberland Settlements,” & “Battle of Kings Mountain”</p> <p><u>Week 24:</u> “Where Did It Go?” “Taking It One Step at a Time,” “The Southwest Territory,” & “Country, Territory, or State?”</p> <p><u>Week 25:</u> “5th Grade Branches Out” & “Tennessee’s 3 Branches of Government”</p> <p>Gibbs, TN (Early Years): <u>Chapter 5:</u> p. 151, 154-157, Nancy Ward, Proclamation of 1763, & Watauga <u>Chapter 6:</u> p. 166-167, Watauga p. 178-187, Watauga & Cumberland Settlements p. 188-191, 193-195, Overmountain Men & Kings Mt. <u>Chapter 7:</u> p. 202-205, State of Franklin p. 222-227, SW Territory & Statehood p. 228-229, Review & Activities</p>

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<p>5.33 Identify the Lost State of Franklin as Tennessee's first attempt at statehood, & explain the reasons for its failure.</p> <p>5.34 Locate the Territory South of the River Ohio (i.e., Southwest Territory), identify its leaders, & explain how it was the first step to Tennessee's statehood.</p> <p>5.35 Describe the steps that Tennessee took to become a state (i.e., population requirement, vote by the citizens, creation of a state constitution, & Congressional approval). (T.C.A. § 49-6-1028)</p> <p>5.36 Identify the year Tennessee became a state, its first governor, & the original capital.</p> <p>5.54 Describe the structure of Tennessee's government, including the role of each of the three branches, the governor, & state representatives.</p>	<p>governor legislative General Assembly Senators Representatives Judicial Justices checks & balances</p>	<p>How does a territory become a state?</p> <p>How is a state government similar & different from the national government?</p> <p>What checks & balances does our government have in place to share power?</p>	<ul style="list-style-type: none"> ✓ I can explain how the Lost State of Franklin & the Territory South of the River Ohio (Southwest Territory) were Tennessee's first attempts at statehood. ✓ I can explain why the state of Franklin failed. ✓ I can locate the Territory South of the River Ohio (Southwest Territory) & identify its leaders. ✓ I can describe the steps that Tennessee took to become a state. ✓ I can identify the year that Tennessee became a state, as well as its first governor & capital. ✓ I can describe how the Tennessee government is organized. ✓ I can describe the roles of the 3 branches of the Tennessee government, including the governor & state representatives. 	<p>Gibbs, TN (Later Years): <u>Chapter 10</u>: p. 334-337, TN Government</p> <p>Houghton-Mifflin SS Textbook: p. 66-67, 70-71, TN Government</p> <p>BrainPop: Branches of Government</p> <p>Websites: Wilderness Road (3 min.) - https://www.smithsonianmag.com/videos/category/history/daniel-boones-wilderness-road/</p> <p>Watauga/Battle of Kings Mountain (8 min.) - https://www.youtube.com/watch?v=siUUA6KpY4s</p> <p>Primary Source: Proclamation of 1763 - https://www.gilderlehrman.org/content/proclamation-1763-day-october-7-1763</p> <p>Project Idea: Have students create a timeline with graphics (using technology or hand-drawn) tracking Tennessee from American Indian land, the Watauga & Cumberland settlements, the Lost State of Franklin, and finally, statehood.</p>
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Weeks 6-8: Important Tennesseans of the 1800's

Standards	Vocabulary	Guiding Questions	Learning Outcomes	Content
<p>5.37 Describe Tennessee's involvement in the War of 1812, including: Andrew Jackson, the Tennessee volunteers, & Battle of Horseshoe Bend.</p> <p>5.38 Analyze the impact of Andrew Jackson's presidency on the American Indian population of Tennessee, including: the Indian Removal Act, Trail of Tears, Treaty of Echota, & John Ross.</p> <p>5.39 Explain how the western boundary of Tennessee was expanded with the Jackson Purchase.</p>	<p>War of 1812 Andrew Jackson volunteer Battle of Horseshoe Bend War Hawks impressment Indian Removal Act Trail of Tears Treaty of Echota John Ross civilized Indian Territory Jackson Purchase bribery David Crockett Sam Houston Texas War for Independence Battle of the Alamo revolution rebellion James K. Polk Manifest Destiny Sequoyah syllabary</p>	<p>How do conflicts lead to war?</p> <p>How do leaders' decisions affect others?</p> <p>How did Andrew Jackson's Presidency affect American Indians in Tennessee?</p> <p>How did John Ross's views of American Indians differ from Andrew Jackson's?</p> <p>How did various American Indian tribes view settlers?</p> <p>Why did government leaders continue to take land from American Indians who were already living there?</p> <p>In what ways can civilians stand up to a government?</p> <p>How did Manifest Destiny affect different groups of people in & around America?</p> <p>How did Sequoyah help the Cherokee people improve communication?</p>	<ul style="list-style-type: none"> ✓ I can describe Andrew Jackson's & Tennessean's roles in the War of 1812. ✓ I can describe what happened at the Battle of Horseshoe Bend. ✓ I can analyze how Andrew Jackson's Presidency affected American Indians in Tennessee. ✓ I can explain the terms of the Treaty of Echota & the Indian Removal Act, & describe the Trail of Tears. ✓ I can explain how John Ross tried to help American Indians. ✓ I can explain how the Jackson Purchase extended the western boundary of Tennessee. ✓ I can describe the impact of David Crockett's & Sam Houston's roles in the Texas War for Independence. ✓ I can identify President James K. Polk's goal of Manifest Destiny. ✓ I can explain how Sequoyah improved Cherokee communication. 	<p>Studies Weekly: Weeks 26, 27 <u>Week 26:</u> "Tennessee and the War of 1812" <u>Week 27:</u> "Tennessee's Growing Pains" & "The Jackson Purchase" <u>Week 26:</u> "Dangers on the Trail," "Winfield Scott: Friend or Foe to the Tribes?" & "Principal Chief John Ross" "First Group Report: James K. Polk," "James K. Polk's Manifest Destiny," "Alana's Report: Sequoyah," "Jackson's Group Report: Sam Houston," "Remember the Alamo!" & "Davy Crockett"</p> <p>Gibbs, TN (Early Years) <u>Chapter 8:</u> p. 255, 258-262, 266-267, War of 1812 <u>Chapter 9:</u> p. 270-274, 276-277, Jackson Purchase & Sequoyah p. 296-298, Texas Revolution p. 299-303, Indian Removal p. 304-305, Review/Activities <u>Chapter 10:</u> p. 308-309, James K. Polk</p> <p>BrainPop: Andrew Jackson Trail of Tears* Texas Revolution Westward Expansion</p> <p>Websites: Texas War for Independence (3 min.) - https://www.youtube.com/watch?v=r76FhmeKP2I</p> <p>Primary Documents:</p>

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<p>5.40 Identify the impact of important Tennesseans prior to the Civil War, including:</p> <ul style="list-style-type: none"> • David Crockett & Sam Houston (Texas War for Independence & the Alamo) • President James K. Polk (Manifest Destiny) • Sequoyah (Cherokee syllabary) 				<p>Indian Removal Act: https://memory.loc.gov/cgi-bin/ampage?collId=llsl&fileName=004/llsl004.db&recNum=458</p> <p>Treaty of Echota: https://dp.la/primary-source-sets/ Cherokee-removal-and-the-trail-of-tears/sources/1507</p> <p>Project Idea: Conduct a Gallery Walk where students give pros & cons of Andrew Jackson's choices as a political and military leader.</p>
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Second Nine Weeks

Weeks 1-4: Tennessee in the Civil War & Reconstruction

Standards	Vocabulary	Guiding Questions	Learning Outcomes	Content
<p>5.41 Examine the issue of slavery in the three grand divisions & the impact their differences had on Tennessee's secession from the Union.</p> <p>5.42 Describe the significance of the following Civil War events & battles on Tennessee:</p> <ul style="list-style-type: none"> •Siege of Fort Donelson •Battle of Stones River •Battle of Franklin •Battle of Nashville <p>5.43 Explain the impact of the Tennessee Constitutional Convention of 1870, including: poll taxes, segregation, & funds for public education. (T.C.A. § 49-6-1028)</p> <p>5.44 Explain the development & efforts of the Freedmen's Bureau in helping former slaves begin a new life, including Fisk University. (T.C.A. § 49-6-1028)</p>	<p>states' rights plantation secede secession pro-slavery anti-slavery Union Confederacy advantage disadvantage strategy retreat defeat casualties siege total war March to the Sea Reconstruction Constitutional Convention amendment poll tax segregation public Black Codes vigilante justice Jim Crow laws Freedman's Bureau Fisk University sharecropping</p>	<p>How did geography affect Tennesseans' views of secession?</p> <p>What advantages helped the Union win the Civil War ?</p> <p>How did the following battles help the Union gain an advantage (Donelson, Stones River, Franklin, & Nashville)?</p> <p>How can lawmakers' decisions affect people's liberties & freedoms?</p> <p>How did people use terrorism to limit freedmen's new rights?</p> <p>How does the evaluation of past events help us to make future decisions?</p>	<p>✓ I can analyze how the geography of a region affected Tennesseans' views on slavery.</p> <p>✓ I can determine why Tennessee seceded from the Union.</p> <p>✓ I can describe the significance of the following battles in the Civil War: Fort Donelson, Stones River, Franklin, & Nashville.</p> <p>✓ I can explain how the Tennessee Constitutional Convention of 1870 affected African-Americans in Tennessee.</p> <p>✓ I can explain how the Freedman's Bureau & Fisk University helped slaves begin a new life after the Civil War.</p> <p>✓ I can identify how the Ku Klux Klan, Black Codes, & Jim Crow laws negatively affected Tennessee & the U.S.</p> <p>✓ I can explain why African-Americans were no longer elected to government positions after Reconstruction.</p>	<p>Studies Weekly: Weeks 25, 28-30</p> <p><u>Week 28:</u> "Slavery and the Grand Divisions" "Tennessee's Path to Secession," "The Siege of Fort Donelson," & "Major Battles of Tennessee"</p> <p><u>Week 29:</u> "A Visit with Gramps," "Opportunities for Schools," & "Jim Crow Erases 2 Decades of Progress (end part)"</p> <p><u>Week 30:</u> "Continuing Racism," "A New Start in School," "School to University," & "Questions, Questions, So Many Questions"</p> <p><u>Week 25:</u> "African Americans in Government"</p> <p>Gibbs, TN (Early Years): <u>Chapter 9:</u> p. 283, Slavery & Geography <u>Chapter 10:</u> p. 334-335, TN & Secession</p> <p>Gibbs, TN (Later Years): <u>Chapter 3:</u> p. 59, 63-65, Secession & Civil War p. 72-74, 82-83, 92-93, Battles <u>Chapter 4:</u> p. 103-105, 109-110, 112, Reconstruction</p> <p>Houghton-Mifflin SS Textbook: <u>Chapter 4:</u> p. 132-133, Map of TN Battles p. 138-141, 146-148, 150-151, Reconstruction</p> <p>BrainPop:</p>

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<p>5.45 Identify how the rise of vigilante justice (e.g., Ku Klux Klan), black codes, & Jim Crow laws impacted Tennessee & the nation. (T.C.A. § 49-6-1028)</p> <p>5.46 Explain how the end of Reconstruction impacted Tennessee’s African American elected officials. (T.C.A. § 49-6-1028)</p>				<p>Slavery Civil War* Jim Crow*</p> <p>Civil War Causes* Reconstruction*</p> <p>Websites: Battles of Nashville (6 & 7 min.) - https://www.pbs.org/video/battle-nashville-monuments-tennessee-civil-war-150-dn8qft/ https://www.pbs.org/video/battlefield-nashville-battlefields-tn-civil-war-150/</p> <p>Battle of Franklin (6 min.) - https://www.pbs.org/video/battle-franklin-battlefields-tn-civil-war-150-fnps99/</p> <p>Freedmen After the Civil War (5 min.) - https://www.youtube.com/watch?v=wkMy0PsUZlw</p> <p>Primary Documents: Tennessee Constitutional Convention of 1870, https://teva.contentdm.oclc.org/digital/collection/tfd/id/557 (click on the Transcription link to read)</p> <p>Books: <i>Pink & Say</i></p> <p>Project Ideas:</p> <ul style="list-style-type: none"> • Have students create a pamphlet or commercial for the Freedmen’s Bureau. • Have students write an opinion piece arguing which legislation or group most negatively affected freedmen starting a new life after the Civil War.
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Weeks 5-8: Industrialism, Immigration, & Expansion

Standards	Vocabulary	Guiding Questions	Learning Outcomes	Content
<p>5.01 Explain the need for the South's move toward industrialization after the Civil War.</p> <p>5.02 Examine the appeal & challenges of settling the Great Plains from various cultural perspectives, including: settlers, immigrants, Buffalo Soldiers, & American Indians.</p> <p>5.03 Analyze the ideas & events of the Gilded Age, including economic disparity (e.g., mistrust of money) & industrial capitalists (e.g., John D. Rockefeller).</p> <p>5.04 Explain the role of labor unions & the American Federation of Labor in changing the standards of working conditions.</p> <p>5.05 Examine the contributions & impact of inventors on American society, including: Alexander Graham Bell, George Washington Carver, & Thomas Edison.</p> <p>5.06 Examine the impact of important entrepreneurs on</p>	<p>industrialism manufacturing agriculture industry mining lumber economy labor Great Plains prairie/grassland sod settler homestead Homestead Act drought reservation transcontinental railroad Buffalo Soldiers Gilded Age gilded prosperity economic disparity industrial capitalists robber baron captain of industry philanthropy monopoly corporation profit trust competition entrepreneur assembly line</p>	<p>What are causes & examples of economic change?</p> <p>What are the positive & negative effects of economic change?</p> <p>What were the pros & cons of settling on a frontier?</p> <p>What groups of people were more likely to settle on the Great Plains and why?</p> <p>Why are there differences in people's incomes?</p> <p>Do wealthier people have more responsibility to others & the government?</p> <p>Should businesses be closely regulated by the government?</p> <p>What strategies can laborers & leaders use to improve workers' rights?</p> <p>How do business leaders, entrepreneurs, & inventors impact the country?</p> <p>What efforts were</p>	<p>✓ I can explain why the South needed to become more industrialized after the Civil War.</p> <p>✓ I can analyze the pros & cons of settling on the Great Plains.</p> <p>✓ I can analyze how different groups felt about homesteading on the Great Plains.</p> <p>✓ I can analyze the ideas & events of the Gilded Age.</p> <p>✓ I can explain how the increase in industrialization negatively affected families & children.</p> <p>✓ I can explain how the AFL changed working conditions for laborers.</p> <p>✓ I can analyze the impact of business</p>	<p>Studies Weekly: Weeks 1-7 <u>Week 1:</u> 2nd column of "Starting Over After the War" & "Industrial Age in the New South" <u>Week 2:</u> "The Homestead Act of 1862," "The Transcontinental Railroad," "Indian Removal Act," "The Wonders of the West" "Chief Black Kettle Powerful Peacemaker," & "Buffalo Soldiers Keep the Peace" <u>Week 3:</u> "A Tale of Today," "The Gilded Age," & "Who Was John Rockefeller?" <u>Week 4:</u> "Inventors & Entrepreneurs: What's the Difference?" & "How Entrepreneurs & Inventors Change the World" <u>Week 6:</u> "Welcome to the Land of Opportunity," "Ellis & Angel Island Inspections," "Immigration in the United States," & "The Work Was Hard, & the Pay Was Low" <u>Week 3:</u> "How Do Labor Unions Work?" "The American Federation of Labor," & "Gilded Age Timeline" <u>Week 7:</u> "The Life of Secrecy: The Progressive Era," "Tennessee Influences the Vote," "Bootleggers & Moonshine," "Challenges of the Progressive Era," & "Successful Outcomes of the Progressive Era" <u>Week 5:</u> "The Spanish-American War," &</p>

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<p>American society, including: Andrew Carnegie, Henry T. Ford, & Cornelius Vanderbilt.</p> <p>5.07 Analyze the causes, course, & consequences of the Spanish-American War, including: Imperialism, Rough Riders, USS Maine, & Yellow journalism.</p> <p>5.08 Describe the challenges of the journey & process for successful entry into the U.S. through Ellis Island & Angel Island, & examine the role of immigrants in the development of the U.S.</p> <p>5.09 Analyze the major goals, struggles, & achievements of the Progressive Era, including: Prohibition (18th Amendment), women's suffrage (19th Amendment), & the lack of child labor laws.</p> <p>5.47 Identify Tennessee's role in the passage of the 19th Amendment, including the impact of Anne Dallas Dudley & Harry Burn.</p>	<p>phonograph immigrant deported ethnic group persecution poverty discrimination tenement/slum Ellis Island Angel Island wage, salary, income strike labor union collective bargaining compromise American Federation of Labor Progressives reform Prohibition 18th Amendment 19th Amendment Perfect 36 suffrage inequality NAACP segregate Spanish-American War yellow journalism imperialism rebellion</p>	<p>Progressives successful & unsuccessful in achieving?</p> <p>How do immigrants contribute to America's growth?</p> <p>Can reform movements improve American society & politics?</p> <p>Can one person's vote really change the lives' of others?</p> <p>Why did America experience an increase in immigration?</p> <p>Did America fulfill the dreams of immigrants?</p> <p>How do Americans respond to increases immigration?</p> <p>How did immigrants shape our country economically, politically, and geographically?</p> <p>How did the Spanish American War change the role of the U.S. in the world?</p> <p>How can we know if the media is being honest?</p> <p>What economic & political lessons can we learn from this time period?</p>	<p>leaders, inventors, & entrepreneurs on American society.</p> <ul style="list-style-type: none"> ✓ I can analyze the causes, course, & consequences of the Spanish-American War. ✓ I can describe the challenges immigrants faced on their journey to America. ✓ I can describe how immigrants were processed at Ellis Island & Angel Island. ✓ I can analyze how immigrants helped to develop the U.S. ✓ I can analyze the goals, work, & successes of the Progressive Era. ✓ I can explain how Tennessee aided in the passage of the 19th amendment. 	<p>"Imperialism" (1st paragraph only)</p> <p>Gibbs, TN (<i>The Later Years</i>) Chapter 4: p. 114-117, Southern Industrialism p. 118-121, Immigration p. 122-125, Great Plains p. 126-129, Labor Unions p. 130-131, Inventors p. 132-133, Prohibition p. 138-139, Activities & Review Chapter 5: p. 140-142, Timeline & Industrialization p. 144, 150, 152-157, Progressivism p. 170-171, 174-177, 19th Amendment p. 178-179, Review & Activities</p> <p>Houghton-Mifflin Textbook Chapter 5: p. 163-165, Transcontinental Railroad p. 170-177, Great Plains p. 186, 190-191, American Indians Chapter 6: p. 198-204, Industrialism, Inventors, & Labor Unions p. 206-209, Immigration p. 216-219, Progressivism Chapter 7: p. 236-237, Spanish-American War Chapter 8: p. 267, Roaring 20's p. 271, Prohibition</p> <p>BrainPop: Industrial Revolution* Assembly Line Thomas Edison* Stocks & Shares* Immigration* Railroad History* George Washington Carver* Women's Suffrage*</p> <p>Websites: Gilded Age, Industrialism, & Entrepreneurs (10 min.) - https://www.pbs.org/video/gilded-age-chapter-1-</p>
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			<p>2gdqo8/</p> <p>Real Immigrants' Stories - https://www.nps.gov/elis/learn/historyculture/stories.htm</p> <p>Immigration, Prohibition, & Corruption (1st 5 min.) - http://video.pbs.org/video/2082544299/</p> <p>Buffalo Soldiers Video (4 min.) - https://www.youtube.com/watch?v=y13RwS95PIM</p> <p>Bob Marley's "Buffalo Soldier" Song (4 min.) - https://www.youtube.com/watch?v=eksV02us5DQ</p> <p>Primary Documents: 18th Amendment - https://www.loc.gov/resource/hec.14201/</p> <p>19th Amendment - https://www.ourdocuments.gov/doc.php?flash=false&doc=63#</p> <p>Project Idea: Have students go through a simulation of life as an immigrant: the journey, entry, & achieving the American dream, using the Immigrants' Stories link above. Students can compare/contrast immigrants' experiences at Ellis Island & Angel Island.</p>
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Third Nine Weeks
Weeks 1-2: World War I

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Standards	Vocabulary	Guiding Questions	Learning Outcomes	Content
<p>5.10 Summarize the events leading to U.S. entry into World War I, including the attack on the RMS Lusitania & the Zimmerman Telegram.</p> <p>5.11 Identify & locate the major countries of the Central & Allied Powers during World War I, including: Austria-Hungary, Great Britain, France, Russia, & Germany.</p> <p>5.12 Describe the impact of U.S. involvement on World War I.</p> <p>5.13 Explain the aims of world leaders in the Treaty of Versailles & why the U.S. Senate rejected President Woodrow Wilson's League of Nations.</p> <p>5.49 Describe Tennessee's contributions during World War I & World War II, including: the conversion of factories to wartime production, the importance of Oak Ridge, & the influence of Tennesseans (i.e., Cornelia Fort, Cordell Hull, & Alvin C. York).</p>	<p>nationalism militarism neutral <i>Lusitania</i> U-boats Zimmerman Telegram alliance Central Powers Allied Powers neutral draft trenches casualties victory gardens propaganda Alvin C. York doughboys wartime production Treaty of Versailles League of Nations isolationism</p>	<p>What causes a country to stay neutral or enter a war?</p> <p>What countries were involved in World War I, and what ideas and beliefs did they share?</p> <p>How can civilians be helpful during wartime?</p> <p>How did the U.S. & Tennessee help end World War I?</p> <p>What are the pros and cons of forming a worldwide peace organization?</p> <p>Why didn't the U.S. want to be part of the League of Nations?</p>	<p>✓ I can summarize why the U.S. entered World War I.</p> <p>✓ I can identify & locate the 5 major countries of the Central & Allied Powers.</p> <p>✓ I can describe how important leaders, groups, & civilians helped to win World War I.</p> <p>✓ I can describe how Tennessee contributed to the war effort.</p> <p>✓ I can explain the goals of world leaders in writing the Treaty of Versailles.</p> <p>✓ I can explain why the U.S. Senate did not join Wilson's League of Nations.</p>	<p>Studies Weekly: Weeks 8-9 <u>Week 8:</u> "Telegraphing the News" & Map, "War Half a World Away," & "The First Modern War" <u>Week 9:</u> "Tennesseans Help Win the War," "Alvin C. York, Pacifist War Hero," "Did It Make a Difference?" "Woodrow Wilson & the League of Nations," & "Timeline of WWI"</p> <p>Gibbs, TN (Later Years): <u>Chapter 5:</u> p. 160-165, Beginning of WWI & US Entry p.167-169, Alvin C. York & League of Nations</p> <p>Houghton-Mifflin SS Textbook: <u>Chapter 7:</u> p. 242-245, Beginning of WWI & US Entry p. 250-255, US Helps & League of Nations p. 256-257, Review & Activities</p> <p>BrainPop: World War I League of Nations</p> <p>Websites: Interactive WWI Timeline - https://www.theworldwar.org/explore/interactive-wwi-timeline</p> <p>U.S. Enters WWI (4 min.) - https://www.pbslearningmedia.org/resource/amex29gw-soc-usaenters/the-great-war-the-united-states-enters-world-war-i-american-experience/</p> <p>Primary Documents and Supporting Texts to Read: Zimmerman Telegram, http://www.archives.gov/education/lessons/zimmermann/index.html#documents</p> <p>Treaty of Versailles-(download transcript on right side of screen) https://archive.org/details/treatyofversail00knox/page/16</p> <p>Project Idea: Have students debate if the U.S. should have joined the League of Nations or not.</p>

Third Nine Weeks

Weeks 3-4: 1920's – 1930's

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Standards	Vocabulary	Guiding Questions	Learning Outcomes	Content
<p>5.14 Examine the growth of popular culture during the “Roaring Twenties” with respect to the following: music, clothing, & entertainment; automobiles & appliances; & the Harlem Renaissance</p> <p>5.15 Identify the causes of the Great Depression, President Herbert Hoover’s role, & its impact on the nation, including:</p> <ul style="list-style-type: none"> •Consumer credit & debt •Hoovervilles •Mass unemployment •Soup kitchens <p>5.16 Describe how New Deal policies of President Franklin D. Roosevelt impacted American society with government-funded programs, including: Social Security, expansion & development of the national parks, & creation of jobs.</p> <p>5.48 Describe the effects of the Great Depression on Tennessee & the impact of New Deal policies in the state (i.e., Tennessee Valley Authority & Civilian Conservation Corps).</p>	<p>culture</p> <p>Roaring Twenties</p> <p>entertainment</p> <p>Harlem</p> <p>Renaissance</p> <p>jazz</p> <p>flappers</p> <p>nickelodeons</p> <p>mass production</p> <p>assembly line</p> <p>prosperity</p> <p>consumer credit</p> <p>interest</p> <p>debt</p> <p>stock market</p> <p>deposit</p> <p>invest</p> <p>installment plan</p> <p>economic boom</p> <p>economic bust</p> <p>depression</p> <p>poverty</p> <p>mass</p> <p>unemployment</p> <p>stock market</p> <p>soup kitchen</p> <p>Hooverville</p> <p>New Deal</p> <p>welfare</p> <p>Social Security</p> <p>CCC</p> <p>TVA</p> <p>national parks</p>	<p>What causes a boom or bust in the economy?</p> <p>How does the economy affect culture?</p> <p>What parts of American culture were “roaring” in the 1920’s?</p> <p>How has the culture of the 1920’s influenced our culture today?</p> <p>How did the Great Depression affect Americans & Tennesseans?</p> <p>How can the government help citizens during a depression?</p> <p>Why is it important to think about money in the short-run & long-run?</p> <p>How can a depression be prevented?</p>	<p>✓ I can analyze how culture grew in the 1920’s.</p> <p>✓ I can explain how Americans used credit, interest, & debt in the 1920’s, & how this led to the Great Depression.</p> <p>✓ I can give examples of how Americans & Tennesseans were affected by the Great Depression.</p> <p>✓ I can identify the government’s role during the Great Depression.</p> <p>✓ I can describe how New Deal policies helped Americans & Tennesseans.</p>	<p>Studies Weekly: Weeks 10-12</p> <p><u>Week10:</u> “Pop Culture of the 1920’s,” “Automobiles & Appliances,” “Give the ‘20’s Some Credit,” & “The Roaring 20’s” (right side, then left side)</p> <p><u>Week11:</u> “Sometimes Even Icky Vegetable Soup Tastes Good,” “Out of Work, Out of Food,” “Was Pres. Hoover Alone Responsible for the Great Depression?” “Mortgage Crisis,” & “Help for Americans in TN”</p> <p><u>Week12:</u> “Tennessee & the New Deal,” “What is Social Security?” & “National Parks, Too?”</p> <p>Gibbs, TN (Later Years): <u>Chapter 6:</u> p. 180-185, Roaring 20’s p. 198-200, 202-203, 207, Great Depression p. 210-214, New Deal p. 216-217, Activities & Review</p> <p>Houghton-Mifflin SS Textbook: <u>Chapter 8:</u> p. 260-267, 272-273, Roaring Twenties p. 274-276, Great Depression p. 282-287, New Deal p. 288-291, Activities & Review</p> <p>BrainPop: Harlem Renaissance* Jazz* Debt Great Depression Banking Recession* Great Depression Causes Budgets* New Deal Franklin D. Roosevelt*</p> <p>Movies - Kit Kittredge: An American Girl</p> <p>Websites: New Deal (4 min.) - http://video.pbs.org/video/2286019245/</p>



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				<p>Viewpoints of FDR's New Deal (6 min.) - http://www.pbslearningmedia.org/resource/pres10.socst.usd.www.newdeal/fdr-new-deal-programs/</p> <p>Project Ideas:</p> <ul style="list-style-type: none"> • Have students go through a simulation of life during the Great Depression, even focusing on rural vs. urban and owning stock vs. not owning stock. Students can even have a budget and later compare/contrast their experiences. • Have students create a pamphlet or commercial for a New Deal program, being sure to include its purpose & how it will benefit citizens and the U.S.
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Third Nine Weeks				
Weeks 5-7: World War II				
Standards	Vocabulary	Guiding Questions	Learning Outcomes	Content



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<p>5.17 Explain the structures & goals of the governments in Germany & Japan in the 1930s.</p> <p>5.18 Determine the significance of the bombing of Pearl Harbor & its impact on the U.S.</p> <p>5.19 Identify & locate the Axis & Allied Powers, including: Germany, France, Italy, Great Britain, Japan, & Soviet Union.</p> <p>5.20 Examine the reasons for the use of propaganda, rationing, & victory gardens during World War II.</p> <p>5.21 Analyze the significance of the Holocaust & its impact on the U.S.</p> <p>5.49 Describe Tennessee's contributions during World War I & World War II, including: the conversion of factories to wartime production, the importance of Oak Ridge, & the influence of Tennesseans (i.e., Cornelia Fort, Cordell Hull, & Alvin C. York).</p>	<p>fascism totalitarianism Nazism dictator Axis Powers Allied Powers ration home front victory garden Rosie the Riveter propaganda Holocaust concentration camp Jew Manhattan Project atomic bomb Pearl Harbor United Nations Cordell Hull wartime production</p>	<p>How do other types of governments compare to a democracy?</p> <p>How does a dictator rise to power?</p> <p>How can a war affect countries that are not directly involved?</p> <p>How did the alliances of World War II compare with those of World War I?</p> <p>How did people on the home front & in the government support the war effort?</p> <p>Why do citizens allow the genocide of others?</p> <p>Why don't countries take in war refugees?</p> <p>Did President Truman make the right choice in dropping 2 atomic bombs on Japan? Why or why not?</p> <p>Why was the United Nations formed, & is it effective today?</p>	<ul style="list-style-type: none"> ✓ I can explain the governments of Germany & Japan & their goals. ✓ I can describe the significance of the bombing of Pearl Harbor, & how it affected the U.S. ✓ I can identify & locate the 6 major countries of the Axis & Allied Powers. ✓ I can analyze the need for propaganda, rationing, & victory gardens during WWII. ✓ I can analyze the importance of the Holocaust & its impact on the U.S.. ✓ I can describe how TN helped in the war effort through factories, creation of the atomic bomb, & pilots like Cornelia Fort. ✓ I can explain Cordell Hull's role & purpose in forming the United Nations. 	<p>Studies Weekly: Weeks 13-16</p> <p><u>Week 13:</u> "Trouble in the World," & "The Allies & the Axis Across the Globe"</p> <p><u>Week 14:</u> "That Terrible Day in December," "Internment Camps," & "The U.S. Joins the Fight"</p> <p><u>Week 15:</u> "Symbols & Slogans," "Rationing for the War Effort," "Victory Gardens," "TN Women Get the Job Done," "Cordell Hull & Cornelia Fort," & "Oak Ridge"</p> <p><u>Week 16:</u> "Reconstruction & Recovery"</p> <p><u>Week 17:</u> "Clipping It All Together," "Who Is Responsible for the Holocaust?" "The U.S. & the Holocaust," "Ida's Diary," & "Remembering the Holocaust"</p> <p>Gibbs, TN (Later Years): <u>Chapter 7:</u> p. 218-229, Beginning of WWII p. 230-233, 236-242, U.S. Enters p. 243-249, End of WWII p. 252-253, Activities & Review p. 256-260, United Nations</p> <p>Houghton-Mifflin SS Textbook: <u>Chapter 9:</u> p. 298-301, WWII p. 302-309, The Home Front p. 310-311, 314-315, End of WWII p. 326, 328, UN & Cordell Hull</p> <p>BrainPop: World War II Holocaust Hiroshima & Nagasaki</p> <p style="text-align: right;">World War II Causes Adolf Hitler United Nations</p>
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				<p>Anne Frank* Elie Wiesel*</p> <p>Websites: Pres. Truman’s Diary/Atomic Bomb - http://www.digitalhistory.uh.edu/disp_textbook.cfm?smtID=3&psid=1186 Oak Ridge/Atomic Bomb (6 min.) - https://www.youtube.com/watch?v=JSf3GOMziOg U.S. Helps in WWII (2 min.) - http://www.iptv.org/iowapathways/artifact/impact-world-war-ii-us-economy-and-workforce</p> <p>Novel - <i>Number the Stars</i></p> <p>Movies - <i>Molly: An American Girl on the Homefront</i></p> <p>Project Idea: Have students create their own propaganda poster either digitally or by hand.</p>
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Fourth Nine Weeks
Weeks 1-4: 1950’s - 1960’s & TN Music and People

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Standards	Vocabulary	Guiding Questions	Learning Outcomes	Content
<p>5.22 Examine the growth of the U.S. as a consumer & entertainment society after World War II, including: suburbs,</p> <ul style="list-style-type: none"> ●increased access to automobiles ●Interstate Highway System ●television, radio, & movie theaters <p>5.23 Examine how Cold War events impacted the U.S., including:</p> <ul style="list-style-type: none"> ●Arms race ●Berlin Wall ●Cuban Missile Crisis ●Space Race <p>5.24 Analyze the key people & events of the Civil Rights Movement, including (T.C.A. § 49-6-1028):</p> <ul style="list-style-type: none"> ●Martin Luther King Jr. & non-violent protests ●Montgomery Bus Boycott & Rosa Parks ●Brown v. Board of Education & Thurgood Marshall ●Freedom Riders & Diane Nash <p>5.25 Explain the impact of John F. Kennedy's presidency on the country, including: passage of the</p>	<p>mass media highway Interstate Highway System consumer society suburb baby boom prosperity Cold War communism Iron Curtain Berlin Wall space race arms race Cuban Missile Crisis naval blockade civil rights non-violent protest segregation desegregation integrated boycott evict sit-in Highlander Folk School Tent City Clinton Twelve</p> <p>Civil Rights Act Voting Rights Act</p>	<p>What patterns are there in society & culture during & after a war?</p> <p>How was the Cold War different from other wars America was involved in?</p> <p>How does fear change society?</p> <p>How did Tennessee influence music across the nation?</p> <p>What were the successes & failures of the Civil Rights Movement?</p> <p>How can we guarantee people's civil rights?</p> <p>How did Pres. Kennedy impact our nation?</p>	<p>✓ I can analyze how the U.S.'s consumer & entertainment society grew after WWII.</p> <p>✓ I can analyze how the Cold War affected the U.S.</p> <p>✓ I can analyze the key people & events of the Civil Rights Movement, including those in TN.</p> <p>✓ I can explain Pres. Kennedy's impact on our country.</p> <p>✓ I can describe the growth of the music industry in TN.</p> <p>✓ I can identify modern influential</p>	<p>Studies Weekly: Weeks 17-20, 31</p> <p><u>Week 17:</u> "It's Time for the Great American Dream," "Tuning In," "It's Radio with Pictures," "On the Road, Across the Country," "Moving On Out," & "All We Have to Do Is Dream"</p> <p><u>Week 31:</u> "It's a Musical State," "Where It All Happened: Famous TN Places," & "Voices of TN"</p> <p><u>Week 18:</u> "Bundle Up!" "Key Players in the Cold War," & "At Home During the Cold War"</p> <p><u>Week 19:</u> "Brown vs. Board of Education & Thurgood Marshall," "Schools in the Civil Rights Movement," "MLK, Jr.: The Dream of the Civil Rights Movement" "Field Trip: The Long Journey for Civil Rights," & "Sitting for a Cause"</p> <p><u>Week 20:</u> "Space: The Final Frontier," "Kennedy, Johnson, & the Fight for Equality," & "Tragedy in the Kennedy Family"</p> <p><u>Week 31:</u> "Voices of Tennessee"</p> <p>Gibbs, TN Through Time (Later Years): <u>Chapter 8:</u> p. 262-263, 265, Cold War p. 266-275, 1950's & Music p. 280-286, 288-289, Civil Rights p. 290-291, Activities & Review <u>Chapter 9:</u> p. 292-299, 301-305, Civil Rights, JFK, & Wilma Rudolph <u>Chapter 6:</u> p. 186-187, Grand Ole Opry <u>Chapter 1:</u> p. 28. W.C. Handy</p> <p>Houghton-Mifflin SS Textbook: <u>Chapter 9:</u> p. 318-321, Cold War</p>

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<p>Civil Rights Act, the Voting Rights Act, the space program, & his assassination.</p> <p>5.50 Identify Tennessee’s significant contributions to the Civil Rights Movement, including (T.C.A. § 49-6-1028):</p> <ul style="list-style-type: none"> ● Highlander Folk School ● Tent City Movement of Fayette County ● Nashville Sit-Ins ● The Clinton Twelve <p>5.51 Discuss the development of the music industry in Tennessee, including (T.C.A. § 49-6-1028):</p> <ul style="list-style-type: none"> ● Country music (e.g., Grand Ole Opry, WSM, & the Carter family) ● Blues music (e.g., W.C. Handy & Bessie Smith) ● Rock ‘n’ roll (e.g., Elvis Presley, Stax Records, & Sun Studio) <p>5.52 Identify influential Tennesseans from the late 20th century, including:</p> <ul style="list-style-type: none"> ● Al Gore, Jr. ● Wilma Rudolph ● Alex Haley ● Oprah Winfrey ● Dolly Parton 	<p>assassination Grand Ole Opry WSM Stax Records Sun Studio recording studio Carter family W.C. Handy Bessie Smith Elvis Presley Al Gore, Jr. climate change global warming Wilma Rudolph Alex Haley Oprah Winfrey Dolly Parton</p>		<p>Tennesseans.</p>	<p>p. 324-327, Arms Race & Cuban Missile Crisis p. 330-331, Activities & Review</p> <p>Chapter 10: p. 335-339, 1950’s Prosperity p. 340-342, 344-347, Civil Rights p. 349-350, JFK p. 352-355, TN Music p. 364-367, Activities & Review</p> <p>Chapter 11: p. 384-387, End of Cold War</p> <p>Chapter 12: p. 413, TN Music p. 416-417, Wilma Rudolph & Albert Gore, Jr.</p> <p>BrainPop:</p> <table style="width: 100%; border: none;"> <tr> <td style="width: 50%;">Cold War</td> <td>Civil Rights*</td> </tr> <tr> <td>Communism</td> <td>Brown vs. B.O.E.*</td> </tr> <tr> <td>John F. Kennedy*</td> <td>Martin Luther King, Jr.*</td> </tr> <tr> <td>Elvis Presley</td> <td>Country Music</td> </tr> </table> <p>Websites:</p> <p>W.C. Handy, “St. Louis Blues” - https://www.youtube.com/watch?v=EkOcO5HXbk8</p> <p>Bessie Smith Video Biography - https://www.biography.com/video/bessie-smith-mini-biography-2079136302</p> <p>Carter Family, “Rocky Top” - https://www.youtube.com/watch?v=0Ev3_fm-cU0</p> <p>Elvis Presley’s 1st song, “That’s All Right” - https://www.youtube.com/watch?v=YZe_8u-rGWE</p> <p>Stax Records: https://staxrecords.com/history/</p> <p>TN Music & Today (4 min.) - https://www.tnvacation.com/tennessee-music-pathways#the-six-degrees-to-tennessee-roots-jam</p> <p>Berlin Wall (1 min.) - http://www.history.com/this-day-in-history/berlin-is-divided</p> <p>Cold War Through Maps: https://www.arcgis.com/apps/MapSeries/index.html?appid=b7b7cdd3cdf8404b92df935d5ee61599</p>	Cold War	Civil Rights*	Communism	Brown vs. B.O.E.*	John F. Kennedy*	Martin Luther King, Jr.*	Elvis Presley	Country Music
Cold War	Civil Rights*											
Communism	Brown vs. B.O.E.*											
John F. Kennedy*	Martin Luther King, Jr.*											
Elvis Presley	Country Music											



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				<p>Nashville Sit-ins (2 min.) - https://www.loc.gov/exhibits/civil-rights-act/multimedia/nashville-sit-ins.html</p> <p>Diane Nash Interviews (3 min.) - https://www.history.com/news/diane-nash-freedom-rider-civil-rights-movement</p> <p>Al Gore's Climate Reality Project & Video https://www.climaterealityproject.org/ https://www.biography.com/political-figure/al-gore</p> <p>Alex Haley Biography – https://www.notablebiographies.com/Gi-He/Haley-Alex.html</p> <p>Dollywood Foundation - https://dollywoodfoundation.org/ Dolly Parton's Website - https://dollyparton.com/ Performance of "Joshua" at Grand Ole Opry - https://www.youtube.com/watch?v=kLlyrkIWZos</p> <p>Oprah's Leadership Academy – http://owlag.co.za/ Oprah Winfrey Biography - https://www.britannica.com/biography/Oprah-Winfrey</p> <p>Wilma Rudolph Biography & Running in the 1960 Olympics https://www.biography.com/athlete/wilma-rudolph https://www.youtube.com/watch?v=RLmn7MsDhHU</p> <p>Novels - <i>The Watsons Go to Birmingham; Bud, Not Buddy</i></p> <p>Project Ideas: Create a digital or hand-drawn timeline of important Civil Rights events. Have students choose a person from this time & use Chatterpix to tell why they were extremely influential. "Sit-in" simulation: Have some students sit in chairs at the front of the room, while others stand behind them quietly for 3-5 full minutes, staring at the "protestors." Be sure there are onlookers, too. Make sure that each student is comfortable with the "role" they play. Then, have a discussion about how each group felt during the "sit-in."</p>
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Fourth Nine Weeks	
Weeks 5-7: Review/TNReady Test	
Testing Info	Review Information



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<p>*It has not been determined (as of June 2019) if the SS TNReady test will be operational or a field test. Therefore, the blueprint for the test is also not ready yet. Check the website to the right for updates as well as the Commissioner's emails!</p>	<p>Websites: State SS Test Info: https://www.tn.gov/education/assessment/tnready/tnready-social-studies.html</p> <p>Ideas:</p> <ul style="list-style-type: none"> -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 & political cartoons
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Fourth Nine Weeks	
Weeks 8-9: Ancient History/Memphis in May	
Standards	Content
<p><u>6th grade standards focus on:</u></p> <ul style="list-style-type: none"> • Factors contributing to the rise of civilization (agriculture, surplus, waterways, natural resources, trade, politics, & social classes) • Some 6th grade teachers use the acronym GRAPES to organize information about ancient civilizations: Government, Religion, Accomplishments, Politics, & Economics. • Can model this through studying 1 or more ancient civilizations: Mesopotamia, Egypt, India, China, Israel, Greece, & Rome. 	<p>6th grade Standards: (p. 76-88) https://www.tn.gov/content/dam/tn/education/standards/ss/Social_Studies_Standards.pdf</p> <p>BrainPop: Egyptian Pharaohs Athens* Greek Gods Roman Republic Sumerians* 7 Wonders of the Ancient World*</p> <p>Website Memphis in May Educator Resources https://www.memphisinmay.org/honored-country/for-educators/</p>

Wonderful Websites:

- www.tn.gov/content/dam/tn/education/standards/ss/Social_Studies_Standards.pdf – (p. 63-75) TN 5th Grade SS Practices & Standards
- www.ourdocuments.gov - has official U.S. government documents

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- www.smithsonianmag.com - Smithsonian Channel with lots of great videos & resources
- <https://packs.eb.com/social-studies> - create SS & Science launch packs with videos, primary sources, graphics, & more
- www.digitalhistory.uh.edu - tons of resources (summaries, primary sources, images, quizzes, etc.); at a higher reading level
- www.pbs.org - great for video clips
- <https://www.youtube.com/user/MrBettsClass> - Mr. Bett's History Parody Songs
- www.shmoop.com - hilarious videos for all kinds of school topics (Click on "Free Resources" at top of page)
- www.americaslibrary.gov - kid's site from the Library of Congress; lots of resources (short articles, images, songs, quizzes, etc.)
- www.history.com - History Channel website, excellent videos and articles
- www.scholastic.com - great lesson ideas, games, and articles
- www.ushistory.org/ - great articles with good details
- www.tnhistoryforkids.org - good articles, images, and quizzes, too
- tennesseencyclopedia.net/ - TN Encyclopedia (Search Bar is halfway down the page)
- teva.contentdm.oclc.org/ - database of TN specific primary sources
- currentsofchange.net/ - excellent interactive lessons, info, sources, & activities for TVA & Oak Ridge (no login needed)

SS Studies Weekly Useful Online Resources

- <https://app.studiesweekly.com/online/> - SS Weekly Online
- 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 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. Click on the week, then the article, and finally the purple "Bonus Sources" icon on the top right of the screen. There are also some short videos on certain articles.