

Content Coding- C- Culture, E- Economics, G- Geography, H- History, P- Government, Civics and Politics, TN- Tennessee Connection				
Reporting Category		%	# of items	
1: The Americas before Exploration & The Age of Exploration		7-13%	4-6	
<p>The Land and People before European Exploration—Students describe the legacy and cultures of the major indigenous settlements of Tennessee.</p> <p>Age of Exploration 15th –16th Centuries—Students trace the routes of early explorers and describe the early explorations of the Americas.</p>		Duration: August 1-26		
Blueprint Assignment	Standard	Guiding Questions/Vocabulary	Activities/Assessments	Instructional Resources
4.1	<p>4.1 Describe the legacy and cultures of the major indigenous settlements in Tennessee including the Paleo, Archaic, Woodland, and Mississippian: (C, G, TN)</p> <ul style="list-style-type: none"> •Coats-Hines Site •Pinson Mounds •Old Stone Fort •Chucalissa Indian Village 	<p>4.1 What are some similarities and differences in the lives of Native American Indian groups in America before the European exploration?</p> <p>4.1 Vocabulary: migration, agriculture, civilization, ancient, surplus, irrigation, religion, ceremony, nomad, longhouse, Confederation, wampum, barter, culture traditions.</p>	<p>Conduct research about “First Tennesseans” on the TN 4 Me website. Prepare a paragraph summarizing the information from the notes.</p> <p>Research the American Indian dwellings of the four tribal regions. Choose one dwelling to create a “housing advertisement” or a triorama. The ad or triorama must specify a visual description and advantages of the dwelling in that particular environment.</p> <p>Create dioramas or trioramas depicting typical</p>	<p>Websites:</p> <p>Indigenous Tribes: http://www.tn4me.org/tpsapa.ge.cfm/sa_id/45/era_id/1 http://www.ck12.org/user%3Aa2fyzw4ubgf3c29uqhrjc2vkds5uzxq./book/Tennessee-4th-Grade-Social-Studies-The-History-of-America-to-1850/section/2.1/ http://www.teachtnhistory.org/index.cfm/m/84/Exploration and Colonization</p> <p>Coats-Hines Site: http://csfa.tamu.edu/cfsa-publications/Tune-TA5-2011.pdf</p>

			<p>village life during the pre-Colonial period, include longhouses, dome-shaped houses or wigwams, and stockades.</p>	<p>Pinson Mounds: http://www.tnhistoryforkids.org/places/pinson_mounds</p> <p>Old Stone Fort: http://www.tnhistoryforkids.org/places/old_stone_fort</p> <p>Video: http://www.tnhistoryforkids.org/videos (choose “Digging Up Old Garbage”)</p> <p>Optional: Booklets available for purchase – http://www.tnhistoryforkids.org/students/4_front Chapter 1</p>
4.2	<p>4.2 Analyze religious beliefs, customs, and various folklore traditions of the Cherokee, Creek, and Chickasaw, including: (C, TN)</p> <ul style="list-style-type: none"> •Principal Chief •summer and winter homes •Beloved Woman •recreation •clans •maternal designations 	<p>4.2 How did environment and natural resources affect the way Native Americans lived in Tennessee?</p> <p>How did the Native Americans govern themselves?</p> <p>What are the accomplishments of the native groups?</p>	<p>Place students in small groups to develop a presentation of information both visually and in text about each of TN’s four tribes: Cherokee, Chickasaw, Creek, and Shawnee. Each member will make written and oral contributions to share with the class.</p> <p>Analyze the effects of exploration, migration, and</p>	<p>Websites:</p> <p>http://www.ck12.org/user%3Aa2fyzw4ubgf3c29uqhrjc2vkds5uzxq./book/Tennessee-4th-Grade-Social-Studies-The-History-of-America-to-1850/section/2.2/</p> <p>http://www.teachtnhistory.org/index.cfm/m/84/Exploration_and_Colonization</p>

		<p>How are these contributions evident today?</p> <p>What are the economic activities early Native American groups in Tennessee used to meet their needs and wants such as farming, trading, and hunting? What was the influence of Native American Indians on European explorers?</p> <p>How were Native Americans affected when Europeans settled the new land?</p> <p>4.2 Vocabulary Principal Chief summer and winter homes Beloved Woman recreation clans maternal designations</p>	<p>limited resources on the economic development and growth of Tennessee.</p> <p>Read a Native American legend or folktale. Prepare a summary in your own words.</p>	<p>Nonfiction Passages for Test Practice: Grades 4-5 https://www.ReadWorks.org/passages/native-americans</p> <ul style="list-style-type: none"> • Native Americans by Vinnie Rotondro (Lexile 870) Folklore for Native Americans http://www.native-languages.org/legends.htm <p>Picture Books:</p> <ul style="list-style-type: none"> • Two Bad Indians • The Legend of the Indian Paintbrush • The Legend of the Indian Blue Bonnet • The Rough-Face Girl <p>Optional: Booklets available for purchase – http://www.tnhistoryforkids.org/students/4_front Chapter 2</p>
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Part One

Part Two

Both

4.3	4.3 Create a visual display using multiple forms of media to identify with pictures geographic terms including bluffs, swamps, isthmus, gulf, sea, bay, and cape. (G)	<p>4.3 What are some physical features of the United States? What are some physical features of Tennessee? How does geography influence where people live and what people do for a living? What geographic factors such as landforms and climate influenced patterns of settlement in Tennessee?</p> <p>4.3 Vocabulary: tectonic plates, landform, region, plains, plateau, rim, flood plain, swamps, bluffs, isthmus, gulf, sea, bay, cape, mountains, valleys</p>	<p>Create an illustrated dictionary on specific geographic terms. The dictionary should include a picture, definition, and a sentence written in the students' own words to represent the meaning.</p> <p>Create a flipbook organizing the 3 divisions of TN's landforms and natural resources according to the regions/divisions, including the geographic landforms, regions, bodies of water, and major cities.</p> <p>Write an essay comparing and contrasting the geography of TN to other regions in the US.</p>	<p>Research/background knowledge building:</p> <p>https://www.google.com/earth/</p> <p>http://www.ck12.org/user%3Aa2fyzw4ubgf3c29uqhrjc2vkds5uzxq./book/Tennessee-4th-Grade-Social-Studies-The-History-of-America-to-1850/section/2.3/</p> <p>Trek Across Tennessee video http://www.tnhistoryforkids.org/</p>
4.4	4.4 Trace the routes of early explorers and describe the early explorations of the Americas, including: (C, E, G, H, P, TN) •Christopher Columbus	4.4 Why did the explorations take place and what were the impacts of their travels?	Create a map of the world depicting the routes of early European explorers.	<p>4.4: Websites:</p> <p>http://www.ck12.org/user%3Aa2fyzw4ubgf3c29uqhrjc2vkds5uzxq./book/Tennessee-4th-Grade-Social-Studies-The-History-of-America-to-1850/section/2.3/</p>

	<ul style="list-style-type: none"> •Ferdinand Magellan •Amerigo Vespucci •Robert de La Salle •Hernando de Soto •Henry Hudson •Jacques Cartier 	<p>What routes did European explorers use to reach the Americas?</p> <p>4.4 Vocabulary: Merchant, navigation, profit Columbian Exchange, explorer, Conquistador, empire, colony, mission, slavery, convert, revolt</p>		<p>uzxq./book/Tennessee-4th-Grade-Social-Studies-The-History-of-America-to-1850/section/3.1/</p> <p>http://americanhistory.about.com/od/ageofexploration/a/Timeline-Of-Exploration-1492-1600.htm</p> <p>http://www.usahistory.info/timeline/</p> <p>ReadWorks passages:</p> <p>http://www.readworks.org/passages/vikings-and-european-explorers-vikings</p> <p>http://www.readworks.org/passages/vikings-and-european-explorers-amerigo-vespucci</p> <p>http://www.readworks.org/passages/vikings-european-explorers-christopher-columbus</p> <p>Picture books: Columbus picture books</p> <p>Videos:</p>
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			<p>https://www.brainpop.com/socialstudies/worldhistory/vikings/</p> <p>https://www.brainpop.com/socialstudies/worldhistory/conquistadors/</p> <p>https://www.brainpop.com/socialstudies/famoushistoricalfigures/christophercolumbus/</p> <p>https://www.brainpop.com/socialstudies/famoushistoricalfigures/henryhudson/</p> <p>Optional: Booklets available for purchase – http://www.tnhistoryforkids.org/students/4_front Chapter 3</p> <p>Writing Prompt: http://www.tncore.org/sites/www/Uploads/Sample%20Prompts/G5%20Sample%20Prompt%205.pdf</p>
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4.5	4.5 Analyze the impact of exploration and settlement on the indigenous peoples and the environment, including military campaigns, Columbian Exchange, and European agricultural practices. (C, G)	<p>4.5 Why did the explorations take place and what were the impacts of their travels? What routes did European explorers use to reach the Americas?</p> <p>4.5 What were the major causes and effects of European exploration?</p> <p>4.5 Vocabulary: Merchant, navigation, profit Columbian Exchange, explorer, Conquistador, empire, colony, mission, slavery, convert, revolt</p>	Summarize the motivations for European exploration and settlement of Tennessee including economic opportunity, the search for freedom, and the desire for exploration.	<p>4.5: Websites:</p> <p>http://www.ck12.org/user%3Aa2fyzw4ubgf3c29uqhrjc2vkds5uzxq./book/Tennessee-4th-Grade-Social-Studies-The-History-of-America-to-1850/section/3.2/ http://www.slideshare.net/tricia000/effects-of-european-settlement-in-americas</p> <p>http://public.gettysburg.edu/~tshannon/hist106web/site19/</p> <p>Videos:</p> <p>https://www.brainpop.com/socialstudies/worldhistory/columbianexchange/</p>
4.6	4.6 Create a graphic organizer identifying the five different countries (France, Spain, Portugal, England, and the Netherlands) that influenced different regions of the present United States at the time the New World was being explored, and describe how their influence can be traced to place names. (G)	<p>4.6 Why did the explorations take place and what were the impacts of their travels? What routes did European explorers use to reach the Americas?</p>	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	<p>4.6: Websites:</p> <p>http://www.ck12.org/user%3Aa2fyzw4ubgf3c29uqhrjc2vkds5uzxq./book/Tennessee-4th-Grade-Social-Studies-The-</p>

		<p>What region did England, Spain, France, the English, and the Europeans explore?</p> <p>What were the accomplishments of the explorations?</p> <p>What were the obstacles faced by the explorers?</p> <p>4.6 Vocabulary: Merchant, navigation, profit Columbian Exchange, explorer, Conquistador, empire, colony, mission, slavery, convert, revolt</p>	<p>describe how their influence can be traced to place names.</p>	<p>History-of-America-to-1850/section/3.3/</p> <p>http://www.history.com/topics/exploration/exploration-of-north-america</p> <p>Exploration Activity: http://www.ballard-tighe.com/eaweb/exploremore/emb2ch03.pdf</p> <p>https://morganabrahamson.weebly.com/graphic-organizers.html</p>
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Reporting Category 2: Colonization and Independence (1600-1789)		%	# of items	
		41-47%	20-22	
<p>Settling the Colonies to the 1700s – 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.</p>		Duration: September - Christmas		
Blueprint Assignment	Standard	Guiding Questions/Vocabulary	Activities/Assessments	Instructional Resources
4.7	4.7 Summarize the failure of the lost colony of Roanoke and theorize what happened. (G, H)	4.7 Why did the colony of Roanoke fail?	Draw your interpretation of the “ghost” of Virginia Dare along with the long-lost explanation as to what happened to the colony.	<p>4.7</p> <p>http://www.readworks.org/passages/colonization-revolutionary-war-roanoke-lost-colony</p> <p>http://www.ck12.org/user%3Aa2fyzw4ubgf3c29uqhrjc2vkds5uzxq./book/Tennessee-4th-Grade-Social-Studies-The-History-of-America-to-1850/section/4.1/</p> <p>Roanoke: Ghost of Virginia Dare</p> <p>http://www.history.com/news/ask-history/what-happened-to-the-lost-colony-of-roanoke</p>

Part One

Part Two

Both

4.8	4.8 Describe the early competition between European nations for control of North America and locate the colonization efforts of the English, Dutch, French, and Spanish on a map. (E, G, H, P)	4.8 In what ways did the English, Dutch, French, and Spanish compete for control of North America? What were the outcomes? recreation clans maternal designations	Create a map of North America and locate the colonization efforts of the English, Dutch, French, and Spanish.	4.8 http://www.ck12.org/user%3Aa2fyzw4ubgf3c29uqhrjc2vkds5uzxq./book/Tennessee-4th-Grade-Social-Studies-The-History-of-America-to-1850/section/4.8/ http://www.readworks.org/pas-sages/time-travel-jamestown (close read with teacher) http://www.readworks.org/pas-sages/mayflower-myths
4.9	4.9 Compare and contrast the differing views of American Indians and colonists on ownership or use of land and the conflicts between them, including the Pequot and King Philip's Wars in New England. (G, P)	4.9 How did the views of the American Indians and colonists differ regarding the ownership or use of land?	Create a Venn diagram, comparing and contrasting the differing views of American Indians and colonists on ownership or use of land. Visible Thinking Routine: Tug of War –Who do you agree with, the American Indians or the colonists?	4.9 -4.12 http://www.ck12.org/user%3Aa2fyzw4ubgf3c29uqhrjc2vkds5uzxq./book/Tennessee-4th-Grade-Social-Studies-The-History-of-America-to-1850/section/4.9/ http://www.ck12.org/user%3Aa2fyzw4ubgf3c29uqhrjc2vkds5uzxq./book/Tennessee-4th-Grade-Social-Studies-The-History-of-America-to-1850/section/4.9/

Part One

Part Two

Both

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4.10	4.10 Explain the cooperation that existed between the colonists and American Indians during the 1600s and 1700s, including fur trade, military alliances, treaties, and cultural interchanges. (G, P)	4.10 What are some ways that the colonists and American Indians cooperated?	Write a paper that explains the cooperation, conflicts, and factors that led to the defeat of the American Indians.	http://www.ck12.org/user%3Aa2fyzw4ubgf3c29uqhrjc2vkds5uzxq./book/Tennessee-4th-Grade-Social-Studies-The-History-of-America-to-1850/section/4.5/ http://www.ck12.org/user%3Aa2fyzw4ubgf3c29uqhrjc2vkds5uzxq./book/Tennessee-4th-Grade-Social-Studies-The-History-of-America-to-1850/section/4.6/
4.11	4.11 Describe the conflicts between Indian nations, including the competing claims for control of land and actions of the Iroquois and Huron. (G, P)	4.11 What conflicts did the Indian nations have?	Writing Prompt:	http://www.readworks.org/passages/french-native-american-relations-great-lakes-region (close read with teacher)
4.12	4.12 Analyze the factors that led to the defeat of the American Indians, including the resistance of Indian nations to encroachment and the effects on native culture. (C, H, P)	4.12 What factors led to the defeat of the American Indians?	Writing Prompt:	http://www.warpaths2peacepipes.com/the-indian-wars/beaver-wars.htm http://kids.britannica.com/comptons/article-9275286/King-Philips-War https://www.brainpop.com/socialstudies/worldhistory/britishempire/

				<p>http://www.wisconsinhistory.org/turningpoints/tp-005/?action=more_essay</p> <p>Primary Documents and Supporting Texts to Read:</p> <p>Excerpts from John Smith's Starving Time, excerpts from Bradford's Of Plymouth Plantation excerpts from the Mayflower Compact; excerpts from the Fundamental Orders of Connecticut</p> <p>Optional: Booklets available for purchase – http://www.tnhistoryforkids.org/students/4_front Chapter 4</p>
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4.13	4.13 Locate the first 13 colonies and explain how their location and geographic features influenced their development and settlement patterns. (G)	4.13 How did geographic features and location of the first 13 colonies influence their development and settlement patterns?	Create a map of the 13 colonies. Explain how location and geography influenced their development	http://www.ck12.org/user%3Aa2fyzw4ubgf3c29uqhrjc2vkds5uzxq./book/Tennessee-4th-Grade-Social-Studies-The-History-of-America-to-1850/section/4.7/ http://mrnussbaum.com/13-colonies/ Video suggestions: The Liberty Kids (http://libertyskids.com) http://www.brainpop.com/socialstudies/ushistory/thirteencolonies
4.14	4.14 Write informative texts identifying major leaders and groups responsible for the founding of colonies in North America and the reasons for their founding, including: (C, E, H, P) <ul style="list-style-type: none"> • Lord Baltimore, Maryland • John Smith, Virginia 	4.14 Who were the major leaders and groups responsible for the founding of colonies in North America and why were they founded?	Write informative texts identifying major leaders and groups responsible for the founding of colonies in North America and the reasons for their founding, including: <ul style="list-style-type: none"> • Lord Baltimore, Maryland 	http://www.ck12.org/user%3Aa2fyzw4ubgf3c29uqhrjc2vkds5uzxq./book/Tennessee-4th-Grade-Social-Studies-The-History-of-America-to-1850/section/4.8/ Lord Baltimore:

	<ul style="list-style-type: none"> • Roger Williams, Rhode Island • John Winthrop, Massachusetts • William Bradford, Plymouth • James Oglethorpe, Georgia • William Penn, Pennsylvania 		<ul style="list-style-type: none"> • John Smith, Virginia • Roger Williams, Rhode Island • John Winthrop, Massachusetts • William Bradford, Plymouth • James Oglethorpe 	<p>http://mrnussbaum.com/history-2-2/marylandcolony/</p> <p>http://mrnussbaum.com/readingcomp/mdcolony/</p> <p>John Smith:</p> <p>http://mrnussbaum.com/john-smith/</p> <p>http://mrnussbaum.com/history-2-2/jamestown/</p> <p>John Winthrop:</p> <p>www.kids.britannica.com/comptons/article-9277772/John-Winthrop</p> <p>www.landofthebrave.info/john-winthrop.htm</p> <p>William Bradford:</p> <p>http://www.ducksters.com/history/colonial_america/william-bradford.php</p> <p>http://www.history.com/topics/william-bradford</p> <p>James Oglethorpe:</p>
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				<p>http://www.ducksters.com/history/colonial_america/james_oglethorpe.php</p> <p>http://www.landofthebrave.info/james-oglethorpe.htm</p> <p>http://kids.britannica.com/comptons/article-9276166/James-Oglethorpe</p> <p>William Penn:</p> <p>http://www.ducksters.com/history/colonial_america/william_penn.php</p> <p>http://www.readworks.org/passages/colonization-revolutionary-war-background-colonies</p> <p>http://mrnussbaum.com/history-2-2/pacolony/</p>
4.15	4.15 Cite and explain examples from informational texts about how economic opportunities and political, religious, and social institutions evolved in the colonial era. (C, E, G, H, P)	4.15 How did economic opportunities, political, religious, and social institutions change during the colonial era?	How to use citation in a text.	<p>http://www.slideshare.net/marco/mla-powerpoint-for</p> <p>http://www.ck12.org/user%3Aa2fyzw4ubgf3c29uqhrc2vkds5uzxq./book/Tennessee-4th-Grade-Social-Studies-The-</p>

				History-of-America-to-1850/section/4.9/
4.16	4.16 Making use of primary documents, analyze the early democratic ideas and practices that emerged during the colonial period, including the significance of representative assemblies and town meetings and contrast these with the presence of enslavement in all colonies. (P)	4.16 What was the significance of representative assemblies and town meetings in the new colonies?	Create a T-chart that explores the democratic and undemocratic principles of the Colonial Era.	http://www.ck12.org/user%3Aa2fyzw4ubgf3c29uqhrjc2vkds5uzxq./book/Tennessee-4th-Grade-Social-Studies-The-History-of-America-to-1850/section/4.15/ https://archive.org/details/library_of_congress http://www.loc.gov/teachers/ http://www.ck12.org/user%3Aa2fyzw4ubgf3c29uqhrjc2vkds5uzxq./book/Tennessee-4th-Grade-Social-Studies-The-History-of-America-to-1850/section/4.10/ www.archives.gov
4.17	4.17 Describe the major religious tenets of the earliest colonies, including: (C) <ul style="list-style-type: none"> •Puritanism in Massachusetts •Quakerism in Pennsylvania 	4.17 How did slavery in the colonies fit with the practice of representative assemblies and town meetings?	Create a brochure to teach others about the beliefs of Puritanism and Quakerism.	Puritans http://www.history.com/topics/puritanism http://www.ducksters.com/history/colonial_america/puritans.php http://www.scholastic.com/teachers/article/what-puritanism

				<p>Quakers</p> <p>http://www.history.com/topics/quakers</p> <p>http://kids.britannica.com/elementary/article-353685/Quaker</p>
4.18	4.18 Explain various reasons why people came to the colonies, including profit, religious freedom, slavery, and indentured servitude. (C, E, H)	4.18 What were the religious beliefs of the early colonies?	Create a bubble map showing the different reasons people came to the colonies.	<p>http://www.ck12.org/user:a2fyzw4ubgf3c29uqhrjc2vkds5uzxq./book/Tennessee-4th-Grade-Social-Studies-The-History-of-America-to-1850/section/4.12/</p> <p>https://prezi.com/muaxfktf-ow/indentured-servants-vs-slaves/</p> <p>http://memory.loc.gov/ammem/awhhtml/awlaw3/slavery.html</p> <p>Video Options https://www.brainpop.com/socialstudies/culture/religion/</p>
4.19	4.19 Locate and label on a map the location of Jamestown, Plymouth, New Netherland, New Sweden, and the Massachusetts Bay Colony. (G)	4.19 Why did people want to come to the colonies?	Label a map with the locations of the early settlements listed in the standard.	<p>http://www.ck12.org/user%3Aa2fyzw4ubgf3c29uqhrjc2vkds5uzxq./book/Tennessee-4th-Grade-Social-Studies-The-History-of-America-to-1850/section/4.13/</p>

Part One

Part Two

Both

				http://etc.usf.edu/maps/galleries/us/earlyamerica14001800/index.php?pageNum_Recordset_1=2
Check Point/Standards Completed Above Completed by October 7				
4.20	4.20 Explain the impact of individuals who created interest in land west of the Appalachian Mountains, including: (C, E, G, TN) <ul style="list-style-type: none"> •long hunters •Daniel Boone-Wilderness Road •Thomas Sharpe Spencer •William Bean •Dr. Thomas Walker 	4.20 Why were people interested in land west of the Appalachian Mountains?	Create a brochure that explains how certain people were influential in settling west of the Appalachian mountain.	http://www.ck12.org/user%3Aa2fyzw4ubgf3c29uqhrjc2vkds5uzxq./book/Tennessee-4th-Grade-Social-Studies-The-History-of-America-to-1850/section/4.14/ http://www.tnhistoryforkids.org/places/cumberland_gap http://www.tnhistoryforkids.org/videos "Journey through the Gap" Pictures Book Daniel Boone Optional -Chapter 4 and 5 in TN history for kid's booklet
4.21	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	4.21 What impact did Benjamin Franklin have on the development of America?	Students complete a webquest about Benjamin Franklin's contributions and early life. Write a list of interview questions to ask Benjamin	http://www.ck12.org/user%3Aa2fyzw4ubgf3c29uqhrjc2vkds5uzxq./book/Tennessee-4th-Grade-Social-Studies-The-History-of-America-to-1850/section/5.1/

	Albany Plan and the Join or Die political cartoon. (C, H, P)		Franklin. Students can act out the interview.	http://www.readworks.org/pasages/benjamin-franklin-ultimate-solution-creator (close read with teacher) http://www.loc.gov/pictures/item/2002695523/ http://www.americanhistorycentral.com/entry.php?rec=524&view=quick-facts Video https://www.brainpop.com/science/energy/benjaminfranklin/
4.22	4.22 Describe the causes, course, and consequences of the French and Indian War, including the massacre at Fort Loudoun. (C, G, H, P, TN)	4.22 What were the major causes of the French and Indian War? What were the consequences of the French and Indian War?	Create a cause and effect chart for the French and Indian War. Complete the interactive scavenger hunt.	French and Indian War French and Indian War Interactive Scavenger Hunt http://www.watertown.k12.ma.us/cunniff/americanhistorycentral/07differencesdivide/The_French_and.html Chapter four in booklet http://www.ck12.org/user:a2RvdHNvbkB0aXB0b24tY291bnR5LmNvbQ../book/4th-Grade-Social-Studies/section/5.2/

				http://www.ducksters.com/history/colonial_america/french_and_indian_war.php http://kids.britannica.com/comptons/article-9274432/French-and-Indian-War Video https://www.brainpop.com/socialstudies/ushistory/frenchandindianwar/
4.23	4.23 Explain how political, religious, and economic ideas and interests brought about the Revolution, including: (C, E, P) <ul style="list-style-type: none"> •resistance to imperial policy (Proclamation of 1763) •the Stamp Act •the Townshend Acts •taxes on tea •“taxation without representation” •Coercive Acts 	4.23 What ideas brought about the Revolution?	Have students choose one of the Acts in the standard and create an informational poster.	http://www.ck12.org/user%3Aa2fyzw4ubgf3c29uqhrc2vkds5uzxq./book/Tennessee-4th-Grade-Social-Studies-The-History-of-America-to-1850/section/5.3/ http://www.landofthebrave.info/proclamation-of-1763.htm http://www.history.com/topics/american-revolution/townshend-acts https://images.search.yahoo.com/images/view;_ylt=AwrB8poT2jBXWC8AzHgunlIQ;_ylu=

				http://www.ducksters.com/history/american_revolution/the_stamp_act.php Video https://www.brainpop.com/socialstudies/ushistory/causesoftheamericanrevolution/ http://www.history.com/news/remembering-the-proclamation-of-1763 http://mrnussbaum.com/fourth-grade-social-studies
4.24	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, and boycotts. (E, P)	4.24 What ways did the Americans protest British policies? What were the pros and cons of the different forms of protest? Were some more effective than others?	Create an organizer to show the different forms of protest and the pros and cons of each. Students can write their opinion on which form was the most effective and why?	http://www.ck12.org/user%3Aa2fyzw4ubgf3c29uqhrjc2vkds5uzxq./book/Tennessee-4th-Grade-Social-Studies-The-History-of-America-to-1850/section/5.4/ http://www.readworks.org/passages/very-messy-tea-party http://www.ducksters.com/history/boston_tea_party.php
4.25	4.25 Write a short summary of the events of Tennessee's first	4.25 What were the events that led to the	Students will use the library or Internet to research John	http://www.ck12.org/user:a2fyzw4ubgf3c29uqhrjc2vkds5uzxq

Part One

Part Two

Both

	settlement and settlers, including the Watauga Purchase, Watauga Compact, Little Carpenter, and Dragging Canoe. (H, P, TN)	creation of Tennessee's first settlement?	Sevier and his accomplishments as an important TN leader, and his role in the Watauga Association.	./book/Tennessee-4th-Grade-Social-Studies-The-History-of-America-to-1850/section/5.5/ Chapter six and seven in booklet Tennessee Settlement: http://www.easttennesseeroots.com/ 16 The Watauga Era 1772-1776.pdf
4.26	4.26 Describe the significance of the First and Second Continental Congresses and of the Committees of Correspondence. (P)	4.26 What was the importance of the First and Second Continental Congresses and of the Committees of Correspondence?	Have a class discussion about why the First and Second Continental Congresses and the Committees of Correspondence.	http://www.ck12.org/user:a2FyZW4ubGF3c29uQHRjc2VkdS5uZXQ./book/Tennessee-4th-Grade-Social-Studies-The-History-of-America-to-1850/section/5.6/ http://www.teachtnhistory.org/index.cfm/m/90/American Revolution http://www.bostontepartyship.com/committees-of-correspondence Video: https://www.brainpop.com/socialstudies/ushistory/constitutionalconvention/

				http://www.ushistory.org/us/10e.asp
4.27	4.27 Compare and contrast first and second-hand accounts of Paul Revere's "midnight ride." (H)	4.27 How do accounts of the same story differ when told from different points of view?	Read "Paul Revere's Letter" and "Paul Revere's Ride" . Write a short essay comparing and contrasting the first-hand and second-hand accounts.	http://www.ck12.org/user:a2fyzw4ubgf3c29uqhrjc2vkds5uzxq./book/Tennessee-4th-Grade-Social-Studies-The-History-of-America-to-1850/section/5.7/ http://www.historynet.com/paul-reveres-true-account-of-the-midnight-ride.htm http://poetry.eserver.org/paul-revere.html http://www.readworks.org/pas-sages/paul-reveres-ride (close read with teacher)
4.28	4.28 Identify the people and events associated with the Declaration of Independence and cite evidence from the Declaration to determine its significance to the development of American Democracy. (H, P)	4.28 Who were the people that were key to the creation of the Declaration of Independence? How does the Declaration support the development of American Democracy?	Create a movie poster for the Declaration of Independence with the key people as the "actors". Use evidence as the quotes from critics.	http://www.ck12.org/user%3Aa2fyzw4ubgf3c29uqhrjc2vkds5uzxq./book/Tennessee-4th-Grade-Social-Studies-The-History-of-America-to-1850/section/5.8/ http://www.readworks.org/pas-sages/colonization-revolutionary-war-declaration-independence

Part One

Part Two

Both

				http://www.readworks.org/pasages/analysis-declaration-independence (close read with teacher) video https://www.brainpop.com/socialstudies/ushistory/declarationofindependence/
4.29	4.29 Analyze the influences of key leaders during this period, including: (P) <ul style="list-style-type: none"> •Patrick Henry •Alexander Hamilton •Thomas Jefferson •George Washington •Benjamin Franklin •Thomas Paine •John Adams •Sam Adams •John Hancock •Benedict Arnold 	4.29 What influence did the key leaders have on the formation of America and its government?	Create a PowerPoint that includes each of the key leaders and how each influenced the Revolution.	http://www.ck12.org/user%3Aa2fyzw4ubgf3c29uqhrjc2vkds5uqxq./book/Tennessee-4th-Grade-Social-Studies-The-History-of-America-to-1850/section/5.9/ http://www.ducksters.com/history/american_revolution/patrick_henry.php http://mrnussbaum.com/amrevolution/hamilton/ http://www.ducksters.com/biography/uspresidents/thomasjefferson.php http://www.ducksters.com/biography/uspresidents/georgewashington.php

Part One

Part Two

Both

			http://www.ducksters.com/history/american_revolution/thomas_paine.php http://www.ducksters.com/biography/uspresidents/johnadams.php http://www.readworks.org/passes/us-presidents-john-adams http://www.ducksters.com/history/american_revolution/samuel_adams.php http://www.biography.com/people/john-hancock-9327271 http://kids.britannica.com/comptons/article-9274755/John-Hancock http://www.readworks.org/books/will-you-sign-here-john-hancock http://www.ducksters.com/history/american_revolution/benedict_arnold.php videos https://www.brainpop.com/socialstudies/famoushistoricalfigures/georgewashington/
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				https://www.brainpop.com/socialstudies/famoushistoricalfigures/johnadams/ https://www.brainpop.com/socialstudies/famoushistoricalfigures/thomasjefferson/ Many of these historical figures were mentioned or focused on in Liberty Kids
4.30	4.30 Determine the meaning and identify the terms Loyalists, Patriots, Minutemen, Overmountain Men, and Redcoats to describe people during the Revolution. (C, G, TN)	4.30 What terms were used to describe people during the Revolution? What were the meanings of these terms?	Create a picture dictionary to illustrate the meaning and give examples of the terms used to describe people during the Revolution.	http://www.ck12.org/user%3Aa2fyzw4ubgf3c29uqhrjc2vkds5uzxq./book/Tennessee-4th-Grade-Social-Studies-The-History-of-America-to-1850/section/5.10/ http://www.teachtnhistory.org/index.cfm/m/90/Content_and_Lessons/ http://www.ducksters.com/history/american_revolution/patriots_and_loyalists.php http://www2.needham.k12.ma.us/eliot/technology/lessons/am_rev_bio/loy_pat_argue.pdf Optional Chapter 10 in Social Studies Booklet
4.31	4.31 Locate and identify the major military battles, campaigns, and turning points of the American Revolution, including: (G, H, TN) <ul style="list-style-type: none"> •Lexington and Concord 	4.31 What were the major events of the American Revolution? Where did they take place? What impact did	Create a map with a legend showing the major battles, campaigns, and turning points of the Revolutionary War.	http://www.ck12.org/user%3Aa2fyzw4ubgf3c29uqhrjc2vkds5uzxq./book/Tennessee-4th-Grade-Social-Studies-The-History-of-America-to-1850/section/5.11/

Part One

Part Two

Both

	<ul style="list-style-type: none"> •Bunker (Breed’s) Hill •Valley Forge •Princeton and Trenton •Saratoga •King’s Mountain •Yorktown 	<p>they have on the outcome of the American Revolution?</p>		<p>http://www.theamericanrevolution.org/battles.aspx</p> <p>http://mrnussbaum.com/revolutionary-war-battles-map/</p> <p>http://www.history.com/news/ask-history/what-was-the-shot-heard-round-the-world</p> <p>Video Options Liberty Kids “The Shot Heard Round the World” School House Rock</p>
4.32	<p>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. (H, P)</p>	<p>4.32 What contributions did the French make to the outcome of the American Revolution?</p>	<p>Create a chart organizing contributions made by each individual listed in the standard.</p>	<p>http://www.ck12.org/user:a2fyzw4ubgf3c29uqhrjc2vkds5uzxq./book/Tennessee-4th-Grade-Social-Studies-The-History-of-America-to-1850/section/5.12/</p>
4.33	<p>4.33 Write an opinion piece with supporting details contrasting how the ideals set forth in the Declaration of Independence clashed with the existence of slavery. (E, P)</p>	<p>4.33 How did the ideals set forth in the Declaration of Independence clash with the existence of slavery?</p>	<p>Write an opinion piece with supporting details contrasting how the ideals set forth in the Declaration of Independence clashed with the existence of slavery.</p>	<p>http://www.ck12.org/user:a2fyzw4ubgf3c29uqhrjc2vkds5uzxq./book/Tennessee-4th-Grade-Social-Studies-The-History-of-America-to-1850/section/5.12/</p>

				America-to-1850/section/5.13/
4.34	<p>4.34 Explain using supporting detail show the Revolution affected the Watauga Settlement, including: (P, TN)</p> <ul style="list-style-type: none"> •Washington District •Cherokee War of 1776 •Nancy Ward •John Sevier •Watauga Petitions 	4.34 How did the Revolution affect the Watauga Settlement?	Create a foldable. On the outside write the main ideas listed in the standard. Under each flap, students will list supporting details on how they were affected by the Revolution.	http://www.tnhistoryforkids.org/people/nancy_ward http://www.tnhistoryforkids.org/people/john_sevier http://www.ck12.org/user:a2FyZW4ubGF3c29uQHrjc2VkdS5uZXQ./book/Tennessee-4th-Grade-Social-Studies-The-History-of-America-to-1850/section/5.14/
4.35	4.35 Integrate evidence from several texts describing the different roles women played during the Revolution including Abigail Adams, Molly Pitcher, Phyllis Wheatley, and Mercy Otis Warren. (C, E)	4.35 What role did women play in the Revolution?	Create a flipbook, PowerPoint, or other visual to show the different roles women played during the Revolution.	http://www.ck12.org/user:a2FyZW4ubGF3c29uQHrjc2VkdS5uZXQ./book/Tennessee-4th-Grade-Social-Studies-The-History-of-America-to-1850/section/5.15/

Part One

Part Two

Both

				http://www.ducksters.com/biography/women_leaders/abigail_adams.php http://mrnussbaum.com/molly-pitcher/ http://www.libertyskids.com/arch_who_pwheatley.html http://womenshistory.about.com/od/waramrevolution/a/Mercy-Otis-Warren.htm
4.36	<p>4.36 Explain the purpose and obstacles in creating the new Cumberland Settlement, including: (G, TN)</p> <ul style="list-style-type: none"> •Richard Henderson •James Robertson •John Donelson •saltlicks •severe winter and river travel •Transylvania Purchase •Cumberland Compact •Battle of the Bluffs 	<p>4.36 Why was the new Cumberland Settlement created?</p> <p>What obstacles did they face?</p>	<p>Create an accordion book that details the purpose and obstacles in creating the new Cumberland Settlement.</p>	<p>Chapter Nine in social studies booklet</p> <p>http://www.ck12.org/user:a2fyzw4ubgf3c29uqhrjc2vkds5uzxq./book/Tennessee-4th-Grade-Social-Studies-The-History-of-America-to-1850/section/5.16/</p>

Content Coding- C- Culture, E- Economics, G- Geography, H- History, P- Government, Civics and Politics, TN- Tennessee Connection				
Reporting Category 3: A New Government		%	# of items	
		%		
Creating a New Government -Students describe the people and events associated with the development of the Constitution.		Duration:		
Blueprint Assignment	Standard	Guiding Questions/Vocabulary	Activities/Assessments	Instructional Resources
4.37	4.37 Analyze the weaknesses of the Articles of Confederation, including no power to tax, weak central government, and the impact of Shays' Rebellion. (P)	4.37 What were the failures of the Articles of Confederation?	<p>Students will organize information from the text about the Articles of Confederation into a two-column chart labeled Accomplishments and Problems.</p> <p>Create a chart organizing the accomplishments and problems of the Articles of Confederation.</p>	

4.38	<p>4.38 Explain the events that led to the creation and failure of the Lost State of Franklin. (G, P, TN)</p>	<p>4.38 What is the state of Franklin and what happened to it?</p>	<p>After reading about the lost state of Franklin, create a state flag for the state, on the back of your flag write a paragraph that explains how your design related to the information you learned about the state of Franklin.</p>	
4.39	<p>4.39 Identify the various leaders of the Constitutional Convention and analyze the major issues they debated, including: (C, E, H)</p> <ul style="list-style-type: none"> •distribution of power between the states and federal government •Great Compromise •Slavery and the 3/5 Compromise •George Washington and James Madison 	<p>4.39 What was the purpose of the Constitutional Convention? What were the issues the delegates faced as they wrote the Constitution?</p> <p>Vocabulary: Constitution Articles of Confederation, territory, Ordinance, federal, public,</p>	<p>Create an accordion book that details the events of the Constitutional Convention including who the delegates were and how they were chosen and the major issues they debated as they created the Constitution.</p>	

		compromise, ratify, Bill of Rights, Preamble, democracy, legislative Executive, judicial, amendment.		
4.40	4.40 Explain the ratification process and describe the conflict between Federalists and Anti-Federalists over ratification, including the need for a Bill of Rights. (H, P)	4.40 How was the conflict over ratification of The Constitution and the need for a Bill of Rights solved?	Have a class debate as Federalists and Anti-Federalists expressing the problems over ratification of the Constitution.	
4.41	4.41 Describe the principles embedded in the Constitution, including: (P) <ul style="list-style-type: none"> •purposes of government listed in the Preamble •separation of powers •branches of government •check and balances •the amendment process •principle of judicial review •recognition of and protection of individual rights in the 1st Amendment 	4.41 What are the jobs of each branch of national government? Why did the authors of the Constitution create checks and balances?	Create a 3-flap flipbook for the 3 Branches of Government. The information included will outline the Structure and Function of each branch. Work in small groups to design an advertisement poster (think movie poster) that explains the importance of an amendment from the Bill of Rights.	

4.42	4.42 Write an opinion piece with supporting detail from primary sources that defends the ratification of the Constitution. (P)	<p>4.42 What did the Federalists do to persuade the states to ratify the Constitution?</p> <p>Vocabulary: Constitution, Articles of Confederation, territory, ordinance, Federal, public, compromise, ratify, Bill of Rights, Preamble, Democracy, Legislative, Executive, Judicial, amendment</p>	Write a coherent 5-paragraph essay expressing pinions about the ratification of the constitution. Cite examples from their research that explains how the Federalists convinced the Anti-Federalists to ratify.	
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Content Coding- C- Culture, E- Economics, G- Geography, H- History, P- Government, Civics and Politics, TN- Tennessee Connection		
Reporting Category 4: Early Westward Expansion and the Growth of the New Republic (1790-1850)	%	# of items
	%	

<p>Standard 6: 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-1800’s</p> <p>Standard 7: The Growth of the Republic (1800-1850)—Students describe the emergence of a fledgling industrial economy. Students describe rapid growth of slavery in the South after 1800, and the abolition movement to end slavery</p>		Duration:		
Blueprint Assignment	Standard	Guiding Questions/Vocabulary	Activities/Assessments	Instructional Resources
4.43	4.43 Describe the events, precedents, and successes of the presidency of George Washington and list his cabinet members. (H)	4.43 How did the presidency of George Washington affect the patterns of the American people as a result of the Western Expansion?	Draw your interpretation of the “ghost” of Virginia Dare along with the long-lost explanation as to what happened to the colony.	<p>4.7</p> <p>http://www.readworks.org/pas-sages/colonization-revolutionary-war-roanoke-lost-colony</p> <p>http://www.ck12.org/user%3Aa2fyzw4ubgf3c29uqhrjc2vkds5uzxq./book/Tennessee-4th-Grade-Social-Studies-The-History-of-America-to-1850/section/4.1/</p> <p>Roanoke: Ghost of Virginia Dare</p> <p>http://www.history.com/news/ask-history/what-happened-to-the-lost-colony-of-roanoke</p>

4.44	4.44 Explain the purpose for creating the federal district of Washington D.C., including the role of Pierre L'Enfant. (H)	4.44 What was the purpose of the creation of the federal district of Washington, D.C? What role did Pierre L'Enfant play in its creation?	Create a map of North America and locate the colonization efforts of the English, Dutch, French, and Spanish.	4.8 http://www.ck12.org/user%3Aa2fyzw4ubgf3c29uqhrc2vkds5uzxq./book/Tennessee-4th-Grade-Social-Studies-The-History-of-America-to-1850/section/4.8/ http://www.readworks.org/pasages/time-travel-jamestown (close read with teacher) http://www.readworks.org/pasages/mayflower-myths
4.45	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, and the Treaty of Holston. (G, P, TN)	4.45 Why was the Territory South of the River Ohio the first step to statehood for the New Nation?	Create a Venn diagram, comparing and contrasting the differing views of American Indians and colonists on ownership or use of land. Visible Thinking Routine: Tug of War –Who do you agree with, the American Indians or the colonists?	

4.46	4.46 Write an opinion piece using supporting detail explaining the political beliefs of Alexander Hamilton and Thomas Jefferson leading to the political parties. (H, P)	<p>4.46 What were the political beliefs of Alexander Hamilton and Thomas Jefferson?</p> <p>Vocabulary: Expansion, Westward Expansion, Presidency, Political, Impressment, Louisiana Purchase, Precedents, Abolish, Treaty, National anthem, “Star-Spangled Banner”</p>	Write a paper that explains the cooperation, conflicts, and factors that led to the defeat of the American Indians.	
4.47	4.47 Detail the events, struggles, success and main people of the exploration of the Louisiana Purchase and map the routes across the continent, including the Corps of Discovery, Lewis and Clark, Sacagawea, Zebulon Pike, and John Frémont. (G, H, P)	<p>4.47 What were the struggles and successes of the exploration of the Louisiana Purchase?</p>	Writing Prompt:	
4.48	4.48 Use concrete words, phrases, and sensory details to convey the experiences of settlers on the overland trails to the West, including location of the routes; purpose of the journeys; the influence of the terrain, rivers, vegetation, and climate. (C, E, G)	<p>4.48 Why did people travel to the west? How did the climate and terrain influence their journeys?</p>	<p>Create a map of the 13 colonies.</p> <p>Explain how location and geography influenced their development</p>	

4.49	<p>4.49 Explain the causes, course, and consequences of the War of 1812, including: (H, P)</p> <ul style="list-style-type: none"> •trade restrictions •impressment •war hawks •Tecumseh •Tippecanoe •William Henry Harrison •burning of Washington D.C. •Francis Scott Key •Dolly Madison •Battle of New Orleans 	<p>4.49 What role did the War of 1812 have on Western Expansion and how did Tennessee contribute?</p>	<p>Write informative texts identifying major leaders and groups responsible for the founding of colonies in North America and the reasons for their founding, including:</p> <ul style="list-style-type: none"> • Lord Baltimore, Maryland • John Smith, Virginia • Roger Williams, Rhode Island • John Winthrop, Massachusetts • William Bradford, Plymouth • James Oglethorpe 	
4.50	<p>4.50 Interpret the meaning of the lyrics of the song “The Star-Spangled Banner.” (P)</p>	<p>4.50 Why is “The Star-Spangled Banner” an important symbol for America?</p>	<p>How to use citation in a text.</p>	
4.51	<p>4.51 Analyze and describe the role of Tennessee in the War of 1812, including: (H, TN)</p> <ul style="list-style-type: none"> •Andrew Jackson •Battle of Horseshoe Bend •Sam Houston •Volunteers 	<p>4.51 What was the role of Tennessee in the War of 1812?</p>	<p>Create a T-chart that explores the democratic and undemocratic principles of the Colonial Era.</p>	

4.52	4.52 Write a short story with supporting text describing the effects of the New Madrid Earthquakes of 1811-12 on the land and people of Tennessee. (G, H, TN)	4.52 How did the New Madrid Earthquakes affect the land and people of Tennessee?	Create a brochure to teach others about the beliefs of Puritanism and Quakerism.	
4.53	4.53 Write a narrative piece summarizing life on the frontier of Tennessee and reasons why pioneers moved west, including:(C, G, H, P, TN) <ul style="list-style-type: none"> •Cumberland Gap •Natchez Trace •Jackson Purchase •transportation •housing •food •clothing •gender roles •education •entertainment 	4.53 What was life like on the Tennessee frontier?	Create a bubble map showing the different reasons people came to the colonies.	
4.54	4.54 Describe and explain the contributions of Sequoyah. (C, H, TN)	4.54 What were Sequoyah's contributions to the Cherokee people?	Label a map with the locations of the early settlements listed in the standard.	
4.55	4.55 Describe the major events in Jackson's presidency, including the corrupt bargain, the Indian Removal Act, reducing the national debt, preserving the union, and	4.55 What were the major events of Andrew Jackson's Presidency?	Create a brochure that explains how certain people were influential in settling west of the Appalachian mountain.	

	abolishing the national bank. (C, E, G, H, P, TN)			
4.56	<p>4.56 Analyze the impact of the Indian Removal Act on the Cherokee, detail their resistance to being removed, and map the movement west, including: (C, G, H, TN)</p> <ul style="list-style-type: none"> •Treaty of New Echota •John Ross •Trail of Tears 	4.56 What was the Indian Removal Act and what were its effects?	<p>Students complete a webquest about Benjamin Franklin’s contributions and early life.</p> <p>Write a list of interview questions to ask Benjamin Franklin. Students can act out the interview.</p>	
4.57	<p>4.57 Analyze and describe the factors of the Industrial Revolution occurring in the United States and on Tennessee, including: (C, H, TN)</p> <ul style="list-style-type: none"> •Samuel Slater-factory system •Watermills-influence of geography •Fulton-steamboats •Eli Whitney-cotton gin 	4.57 What was the effect of Industrial Growth and increased immigration? How did inventions impact the growth of plantations and slavery?	<p>Create a cause and effect chart for the French and Indian War.</p> <p>Complete the interactive scavenger hunt.</p>	
4.58	<p>4.58 Explain the expansion of the plantation system and slavery as the demand for cotton production grew and the impact of the cotton gin. (C, E, G)</p>	4.58 How did the demand for cotton production and the creation of the cotton gin lead to the expansion of the plantation system and slavery?	<p>Have students choose one of the Acts in the standard and create an informational poster.</p>	
4.59	<p>4.59 Contrast the emerging urbanization in the North with the</p>	4.59 How was the United States affected	<p>Create an organizer to show the</p>	

Part One

Part Two

Both

	agricultural South and the developing West. (C, E, G)	by the emergence of urbanization, agricultural growth, and westward migration?	different forms of protest and the pros and cons of each. Students can write their opinion on which form was the most effective and why?	
4.60	4.60 Describe and explain the contributions of Virginia Hill and Free Hill, Tennessee, Frances Wright and Nashoba, and Elihu Embree and their efforts to abolish slavery in Tennessee. (C, TN)	4.60 What were the contributions of Virginia Hill, Francis Wright, and Elihu Embree to the abolishment of slavery?	Students will use the library or Internet to research John Sevier and his accomplishments as an important TN leader, and his role in the Watauga Association.	
4.61	4.61 Describe the characteristics of slave life on plantations across the South. (C, E, P)	4.61 How did slaves cope with challenges they encountered? How did the slaves use folktales?	Have a class discussion about why the First and Second Continental Congresses and the Committees of Correspondence.	
4.62	4.62 Using informational texts, explain the fight for Texas independence against Mexico and the contributions of Tennesseans Sam Houston and David Crockett. (H, P, TN)	4.62 Why did the citizens who settled Texas fight for independence against Mexico? What role did Sam Houston and David Crockett play in the fight for the independence of Texas?	Read "Paul Revere's Letter" and "Paul Revere's Ride" . Write a short essay comparing and contrasting the first-hand and second-hand accounts.	

Part One

Part Two

Both

4.63	4.63 Conduct a short research project detailing the surprise nomination and election of James K. Polk and list his accomplishments in office including Texas statehood, territorial expansion, and one term promise. (H, P, TN)	4.63 Who was James K. Polk? How did James K. Polk surprise the United States? What did the election of James K. Polk accomplish?	Create a movie poster for the Declaration of Independence with the key people as the “actors”. Use evidence as the quotes from critics.	
4.64	4.64 Cite evidence from informational texts explaining the causes, course, and consequences of the Mexican War, including Winfield Scott, Zachary Taylor, and Mexican session. (G, H)	4.64 Why were people inside and outside of Texas for or against joining the U. S.? How was the conflict over the Texas border resolved?	Create a PowerPoint that includes each of the key leaders and how each influenced the Revolution.	
4.65	4.65 Identify prominent people and reform movements in the United States during the mid-19th century, including: (C, P) <ul style="list-style-type: none"> •Dorothea Dix and her quest for prison reform and help for the mentally ill •Horace Mann and public education •Nat Turner and his resistance to enslavement •Frederick Douglass and William Lloyd Garrison and the abolition of slavery 	4.65 What reform movements took place mid-19 th century in the United States? Who was responsible for the movements?	Create a picture dictionary to illustrate the meaning and give examples of the terms used to describe people during the Revolution.	

4.66	4.66 Write an expository piece describing the search for gold in California and its impact. (C, E, G)	4.66 What was the impact of the California Gold Rush?		
4.67	4.67 Explain the events, political debate, and outcome of the Compromise of 1850 and the Kansas and Nebraska Act. (H,P)	4.67 What role did sectionalism play in people's perspective on slavery and the Compromise of 1850? Were the Compromise of 1850 and the Kansas and Nebraska Act successful? Why or Why not?		
4.68	4.68 Create a visual display using multiple forms of media to name the states and territories. that existed in 1850, their locations, and major geographical features, including mountain ranges, principal rivers, and dominant plant regions. (G)	4.68 How did the geographic locations affect representation in Congress		