

2016 5th Grade Social Studies – Instructional Map

Reporting Category 1: Prior to Civil War and The Civil War and Reconstruction (1860–1877)		%	# of items
		35%	16-20
Standard 1: Prior to Civil War - Students summarize the events leading up to the Civil War		Duration: 4 weeks August 3 - September 9, 2016	
Standards	Guiding Questions/Vocabulary	Activities/Assessments	Instructional Resources
<p>5.1 Compare and contrast the myth of the Antebellum South to the realities of the region including the harshness of slavery, increased immigration to urban areas, and growth of railroads. (C, G, P)</p> <p>5.2 Interpret the sectional differences between the North and the South in economics, transportation, and population. (C, E)</p> <p>5.3 Use primary sources to analyze multiple samples of abolition leaders' writings and their stance on slavery, including: (C, P) Sojourner Truth, Frederick Douglass, the Grimke sisters, William Lloyd Garrison. (C, P)</p>	<p>How would you explain the myth versus the reality of the Antebellum South prior to the Civil War? How do the beliefs and values of a diverse culture affect individuals and society?</p> <p>How might you compare the North with the South prior to the Civil War? What are some advantages/disadvantages to living in the North or the South?</p> <p>How might you defend your position on the stance of slavery? What makes a good leader?</p>	<p>5.1 – 5.2 In groups, students will create a variety of presentations showing the differences between the North and the South prior to the Civil War.</p> <ul style="list-style-type: none"> • Timeline of events using graphics • Create a brochure for the North using blue paper and the South using grey paper. Include each region: economics, largest area populations, maps of states • Use maps to compare density of slave/free populations in Northern and Southern states <p>Discuss population density of slaves vs. free people to determine decisions made by states about succession.</p> <p>5.3 Read, listen and discuss excerpts from primary texts</p> <p>Create a foldable to show differences of each text and the implications that could lead to the Civil War.</p>	<p>Websites: Antebellum Lesson Plan: http://www.movingbeyondthepage.com/online/getsample.aspx?lessonID=881&bookGUID=d23e9002-cf4b-43c4-a805-565dbfa58955 -Copy and paste in URL</p> <p>Mr. Nussbaum: http://mrnussbaum.com/civil-war-for-kids/</p> <p>Learn 360 videos: Sojourner Truth – Ain't I a Woman Frederick Douglass The Grimke sisters William Lloyd Garrison Missouri Compromise Uncle Tom's Cabin Compromise of 1850 Kansas-Nebraska Act John Brown's Raid Dred Scott case</p> <p>Slave Map: http://www.sonofthesouth.net/slavery/slave-maps/slave-maps.htm</p> <p>Books: Houghton Mifflin Social Studies: <i>Tennessee Civil War to Today</i> Ch. 3</p>

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<p>5.4 Draw on information from multiple print or digital resources explaining the events that made slavery a national issue during the mid-19th century, including: Missouri Compromise, Uncle Tom’s Cabin, Compromise of 1850, Brook’s attack on Sumner, Kansas-Nebraska Act, John Brown’s Raid, Dred Scott case. (C, E, G, P)</p>	<p>What were the decisions or compromises that needed to be made to make the United States move together as one or that led to secession?</p> <p style="text-align: center;"><u>Vocabulary:</u> antebellum, cash crops, tariff, states’ rights, urban, economics, slavery, immigration, sectionalism, abolitionist discrimination, Underground Railroad, slave state, free state, Union, popular sovereignty, fugitive, sectionalism</p>	<p>5.4 Slavery Becomes a National Issue: Teams of students will develop presentations on: the Missouri Compromise, Uncle Tom’s Cabin, Compromise of 1850, Brook’s attack on Sumner, the Kansas-Nebraska Act, John Brown’s Raid, the Dred Scott case, the Civil War and the Underground Railroad.</p> <p>Assessments: Common Formative Assessment (CFA) over 5.1-5.4</p> <p>Writing: Write a narrative piece from the point of view of a slave or an abolitionist.</p>	<p>Primary Documents and Supporting Texts to Read: excerpts from <i>Ain’t I a Woman</i>, Sojourner Truth; excerpts from <i>Uncle Tom’s Cabin</i>, Harriet Beecher Stowe.</p> <p><i>The Gettysburg Address</i>, Abraham Lincoln; the Emancipation Proclamation; Second Inaugural Address, Abraham Lincoln; the Thirteenth, Fourteenth, and Fifteenth Amendments to the U.S. Constitution; the Retrospective in <i>Co.Aytch</i>, Sam Watkins.</p> <p>Primary Documents and Supporting Texts to Consider: excerpts from Solomon Northup’s <i>12 Years a Slave</i>; excerpts from Narrative of the Life of Frederick Douglass, Frederick Douglass; excerpts from the writings of the Grimke sisters; excerpts from the writings of William Lloyd Garrison.</p>
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Reporting Category 1: Prior to Civil War and The Civil War and Reconstruction (1860-1877)		%	# of items
		35%	16-20
Standard 2: The Civil War and Reconstruction (1860-1877) – Understand the causes, course, and consequences of the Civil War, and explain the successes and failures of Reconstruction.		Duration: 8 weeks September 12 - November 11, 2016	
Standards	Guiding Questions/Vocabulary	Activities/Assessments	Instructional Resources
<p>5.5 Evaluate each candidate in the campaign of 1860 and analyze how that campaign reflected the sectional turmoil of the country. (H, P, TN)</p> <p>5.6 Explain with supporting details why Tennessee was divided on the issue of secession and the events that led it to eventually leave the Union to include: state convention vote of 1861, the Free and Independent State of Scott, Hurst Nation, East Tennessee mostly pro-Union and divided families. (H, P, TN)</p> <p>5.7 Determine the meaning of the terms of this period with a visual representation, including: Union and Confederate States, Yankees and Rebels, Blue and Gray, Johnny Reb and Billy Yank. (G, C)</p> <p>5.8 Analyze the geographic, social, political, and economic strengths and weakness of the North and South. (E, G, H, P)</p> <p>5.9 Identify the Border States and the efforts of both sides to secure them to their cause. (G, H)</p>	<p>Based on what you know, how would you explain the campaign of 1860?</p> <p>What differences existed between East and West Tennessee that led to the eventual separation from the Union?</p> <p>What are different ways that the North and South identified themselves during the Civil War?</p> <p>What were some of the geographical, social, political, and economic advantages and disadvantages of the North and South prior to the Civil War?</p> <p>What strategies might you have used to secure the Border States for your cause?</p>	<p>5.5 Design a campaign poster for the candidates of the election in 1860. Students include key elements that emphasize the countries' divisive issues at the time.</p> <p>Create a foldable that shows the debate between the two candidates in the election.</p> <p>5.6 Create a 4 door foldable book to show reasons why Tennessee was divided on secession</p> <p>5.7 Color -code a map of the Union and Confederate states. Union = blue, Confederate = grey. Territories = green</p> <p>Read text about Union and Confederate soldier uniforms. Create a comparison chart to show the differences. Within chart, classify each nickname for soldiers.</p> <p>Create a stamp showing representations of</p> <ul style="list-style-type: none"> • Yankees and Rebels • Blue and Gray • Johnny Reb and Billy Yank <p>5.8 Develop a PERSIA graphic organizer to analyze the strengths and weaknesses of the North and South. PERSIA Graphic Organizer</p>	<p>Websites: Shelbyville during Civil War: http://www.sonofthesouth.net/leefoundation/civil-war/1862/october/shelbyville-tennessee.htm</p> <p>Civil War for Kids: http://www2.lhric.org/pocantico/civilwar/cwar.htm</p> <p>Mr. Nussbaum: http://mrunussbaum.com/civil-war-for-kids/</p> <p>List of Miscellaneous Civil War Websites: http://www.kathimitchell.com/civil.htm</p> <p>Election of 1860: http://education-portal.com/academy/lesson/the-election-of-1860.html</p> <p>Games: http://reviewgamezone.com/game.php?id=1610</p> <p>Videos: BrainPop Civil War Causes: https://www.brainpop.com/socialstudies/ushistory/civilwarcauses/preview_weml</p> <p>BrainPop Civil War: https://www.brainpop.com/socialstudies/freemovies/civilwar/</p> <p>BrainPop Abraham Lincoln: https://www.brainpop.com/socialstudies/</p>

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<p>5.10 Create a visual display to explain the Union’s Anaconda plan for defeating the Confederacy and how the geography of the South formed the Eastern, Western, and Trans-Mississippi theaters of war. (G, H, P)</p>	<p>How did the Union’s Anaconda Plan defeat the Confederacy? How was the geography of the war an advantage of the South?</p>	<p>5.9 Use a Comparison chart to show each state’s causes for final decisions.</p>	<p>famoushistoricalfigures/abrahamlincoln/preview.weml</p>
<p>5.11 Explain the significance and outcome of the major battles and identify their location on a map or visual representation, including: Fort Sumter, First Battle of Bull Run, Fort Henry and Fort Donelson, Shiloh, Antietam, Gettysburg, Vicksburg, Chickamauga, Franklin, Nashville, Appomattox Court House. (G, H, TN)</p>	<p>What factors impacted the major battles wins/losses impact the outcome of the war?</p>	<p>5.10 Create a diorama. Produce a map that shows the terrain and movements to explain the Union’s Anaconda Plan.</p> <p>5.11 Create a time line of the battles. Gallery Walk of battles.</p> <p>Produce a map of the major battles wins and losses – Color-code the Union and Confederate sides with blue and gray.</p>	<p>Civil War Part 1: http://www.neok12.com/php/watch.php?v=zX7f40025a4306627d466551&t=American-Civil-War</p>
<p>5.12 Draw on informational text to explain the roles of the military and civil leaders during the Civil War, including: Abraham Lincoln, Jefferson Davis, Ulysses S. Grant, Robert E. Lee, Frederick Douglas, Clara Barton. (C, H, P)</p>	<p>How did each of the people listed influence the results of the Civil War?</p>	<p>Create an accordion foldable with each battle showing Generals of battles, causes for wins/losses.</p> <p>Use Samuel Morse Code to decode or write messages as used with telegraph.</p> <p>5.12 Research biographies to complete a Facebook profile page or to write a research report on selected individual.</p> <p>5.13 Read the Gettysburg Address. Use POWTIDELL to organize notes from text.</p>	<p>Civil War Part 2: http://www.neok12.com/php/watch.php?v=zX4b4f515958034259664d7f&t=American-Civil-War</p> <p>Review Video: http://www.neok12.com/php/watch.php?v=zX5f737a056605685e63730a&t=American-Civil-War</p>
<p>5.13 Read and write an informative piece summarizing the Gettysburg Address to determine its meaning and significance. (H)</p>	<p>What significance did the Gettysburg Address have on the Civil War?</p>	<p>Reader’s Theater – read script follow-up activity (resources).</p>	<p>Sectionalism: http://www.neok12.com/php/watch.php?v=zX7c7b5a6a71787b7a546e67&t=American-Civil-War</p>
<p>5.14 Use concrete words, phrases, and sensory details to describe the experience of the war on the battlefield and home front. (H, C)</p>	<p>How would you explain war on the battlefield or home front during the Civil War?</p>	<p>Read letters of correspondence from soldiers during wartime. Write a journal entry as if student is a soldier or on home front.</p> <p>5.15 Research the contributions (who, what, when, where) of Tennesseans during the war. Produce a 5 layer foldable with each person and their contributions.</p>	<p>Civil War: http://www.neok12.com/php/watch.php?v=zX6779726f01017267034359&t=American-Civil-War</p>
<p>5.15 Explain contributions of Tennesseans during the war, including: Nathan Bedford Forrest, Sam Watkins, Andrew Johnson,</p>	<p>How did each person listed contribute to the Civil War?</p>	<p>5.16</p>	<p>Causes of the Civil War: http://www.neok12.com/php/watch.php?v=zX436a5f537857505a43620a&t=American-Civil-War</p>
			<p>Union and Confederate Strengths: http://www.neok12.com/php/watch.php?v=zX614f705b41770a625a4159&t=American-Civil-War</p>
			<p>Books: Houghton Mifflin Social Studies: <i>Tennessee Civil War to Today</i> Ch. 3-4</p>

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<p>Matthew Fontaine Maury, Sam Davis. (H, TN)</p> <p>5.16 Evaluate and debate the rationales for the Emancipation Proclamation. (C, P)</p> <p>5.17 Explain why Lincoln chose Andrew Johnson as his running mate in the election of 1864. (H, P, TN)</p> <p>5.18 Describe the physical, social, political and economic consequences of the Civil War on the southern United States. (E, G)</p> <p>5.19 Draw on information from multiple print or digital resources to describe the impact of the assassination of Abraham Lincoln on the nation. (H)</p> <p>5.20 Analyze the goals and accomplishments of the 13th, 14th, and 15th Amendments, Freedmen’s Bureau, and Fisk University to help former slaves begin a new life. (C, H, P, TN)</p> <p>5.21 Compare and contrast the different Reconstruction plans of Lincoln, Johnson, and Congress. (H, P)</p> <p>5.22 Integrate information from several texts about the intent and failure of the impeachment of Andrew Johnson. (H, P, TN)</p> <p>5.23 Analyze why the Radical Republicans turned to military Reconstruction and the backlash</p>	<p>What is the Emancipation Proclamation? How was it a changing point for Southern plantation owners?</p> <p>What reasons did Lincoln have for choosing Andrew Johnson as his running mate for the 1864 election?</p> <p>What physical, social, political, and economic impact did the Civil War have on the southern United States?</p> <p>Can you explain what must have happened the night Abraham Lincoln was assassinated?</p> <p>What were some of the motives behind the 13th, 14th, and 15th amendments? What was the function of the Freedmen’s Bureau and Fisk University to help slaves?</p> <p>What were the different approaches taken to Reconstruction in America after the Civil War?</p> <p>Do you think the impeachment of Andrew Johnson was good or bad?</p> <p>How did the Reconstruction result in the rise of the Ku Klux Klan, black codes, vigilante justice?</p>	<p>Complete a discussion web while reading and discussing the Emancipation Proclamation.</p> <p>5.17 Read informational text about the election of 1864 and Andrew Johnson’s biography. Write an analysis of how Andrew Johnson became Vice President.</p> <p>5.18 Complete a PERSIA graphic organizer to analyze the impact of the Civil War on the southern states.</p> <p>5.19 Watch an educational media about Abraham Lincoln’s assassination.</p> <p>Research internet for information about the events surrounding Lincoln’s assassination.</p> <p>Complete a cause and effect chart to understand the impact of Lincoln’s assassination.</p> <p>Write a newspaper article to announce the death of the President.</p> <p>5.20 Design a foldable with each amendment summarizing the key ideas.</p> <p>Create a brochure to advertise the Freedmen’s Bureau.</p> <p>Use a Venn Diagram to compare the Freedmen’s Bureau and Fisk University’s help to slaves.</p> <p>Complete a flow chart that shows one change each amendment made and one thing that it failed to do which created the need for another amendment.</p>	<p>ReadWorks:</p> <p>The Watsons Go to Birmingham—1963 5th Grade Unit</p> <p>Sojourner Truth</p> <p>Frederick Douglass - Slavery, Civil War & Reconstruction - The Massachusetts 54th Infantry</p> <p>Frederick Douglass - Famous African Americans - Frederick Douglass (William Lloyd Garrison)</p> <p>Missouri Compromise - Slavery, the Civil War, and Reconstruction Slavery in the Territories</p> <p>Lincoln and the 13th Amendment to End Slavery</p> <p>Slavery, the Civil War & Reconstruction - Fort Sumter and the First Shots of the Civil War</p> <p>On Hallowed Ground (Battles)</p> <p>A Monument for Peace (Battles: Shiloh, etc.)</p> <p>Slavery, the Civil War & Reconstruction - Surrender at Appomattox</p> <p>Slavery, the Civil War, and Reconstruction - Gettysburg and the Gettysburg Address</p> <p>Transcript of Gettysburg Address</p> <p>U.S. Presidents - Abraham Lincoln</p> <p>Wesley Harris: An Account of Escaping Slavery</p> <p>The Two Harriets: Heroines of the Civil War</p> <p>Slavery, the Civil War & Reconstruction The Generals of the Civil War (Grant & Lee)</p> <p>Slavery, Civil War & Reconstruction – Reconstruction</p> <p>Slavery, Civil War & Reconstruction - Background to the Civil War</p> <p>Slavery, Civil War & Reconstruction - The Election of 1860 and Abraham Lincoln</p> <p>Slavery, Civil War & Reconstruction - The Emancipation Proclamation</p> <p>Slavery, Civil War & Reconstruction - The Underground Railroad</p> <p>Slavery, the Civil War & Reconstruction - Fort Sumter and the First Shots of the Civil War</p>
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<p>resulting in the rise of the Ku Klux Klan, black codes, and vigilante justice. (H, P, TN)</p> <p>5.24 Explain the impact of the Tennessee Constitutional Convention of 1870, including poll taxes, segregation, and funds for public education. (E, P, TN)</p> <p>5.25 Explain the compromise that ended Reconstruction with the election of Rutherford B. Hayes. (P)</p> <p>5.26 Describe the impact of yellow fever during the 1870s; why it was particularly deadly in West Tennessee and the election of African Americans to the General Assembly. (G, H, TN)</p>	<p>How did the Tennessee Constitutional Convention of 1870 impact poll taxes, segregation, and funds for public education?</p> <p>Why did the election of Rutherford B. Hayes end Reconstruction?</p> <p>What impact did yellow fever have on Memphis in the 1870s?</p> <p>Vocabulary: Secession, confederacy, Civil War, border states, casualties, draft, emancipation, camp, home front, civilian, telegraph, Total War, desert, reconstruction, assassination, Freedmen’s Bureau, impeach, sharecropping, Jim Crow, segregation</p>	<p>Using the Internet, have students research how many slaves were in TN at the time the 13th amendment was ratified.</p> <p>5.21 Create a flip chart booklet labeled with <u>Reconstruction plans</u>. Within the booklet identify the key details of <u>each</u> plan.</p> <p>Have small groups evaluate Congress’s action during Reconstruction. Have students discuss actions Congress might have taken (debate).</p> <p>5.22 Read biographical informational text about Andrew Johnson. Students choose a side. Write a persuasive letter to Congress citing evidence from text to support their opinion.</p> <p>5.23 Discuss impact of The Reconstruction. Research the rise of the Ku Klux Klan, black codes, and vigilante justice. Create a 3 door foldable labeled with each.</p> <p>5.24 Write summary of information from textbook tour.</p> <p>Have students create a flip chart with polling taxes, segregation and funds for public education.</p> <p>5.25 Write an essay explaining the Compromise of 1870.</p> <p>5.26 Research yellow fever epidemic in West</p>	<p>Slavery in the North</p> <p>Learn 360 videos: Civil War -Fort Sumter -First Battle of Bull Run -Fort Henry and Donelson -Shiloh -Antietam -Gettysburg -Vicksburg -Chickamauga -Appomattox Court House Abraham Lincoln Jefferson Davis Ulysses S. Grant Robert E. Lee Frederick Douglass Andrew Johnson</p>
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		<p>Tennessee. Create a mock newspaper from 1878.</p> <p>Assessments: CFA over 5.5-5.26 Or give CFA's over smaller groups of standards: 5.5-5.10 5.16-5.20 5.21-5.26</p> <p>Writing Prompts: Write a persuasive essay to campaign for each candidate. The students essay should focus on facts that support their opinions. Use POW TIDELL/ RICE as graphic organizer to help setup their essay.</p> <p>Write an essay citing evidence from the Gettysburg Address and past lessons to explain the importance of the speech.</p> <p>Explain/summarize the significance of the Gettysburg Address in your own words.</p> <p>Write an explanatory essay describing what the Emancipation Proclamation was and how it changed life for slaves and slave owners.</p> <p>Write a comparison essay describing how the Emancipation Proclamation affected the slaves versus the slave owners.</p> <p>~Other activities have writing embedded</p>	
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Reporting Category 2: Industrial America and Westward Expansion		%	# of items
		20%	8-12
Standard 3: Industrial America and Westward Expansion – Students explain the various causes and consequences of the Second Industrial Revolution and events in Tennessee, and describe the nation’s growing role in world affairs.		Duration: 5 weeks November 14 – January 13, 2017	
Standards	Guiding Questions/Vocabulary	Activities/Assessments	Instructional Resources
<p>5.27 Explain the need for the South and Tennessee to move toward industry and mechanization after the Civil War and identify examples of the effort, including Coca Cola bottling in Chattanooga, mining on the Cumberland Plateau, coal and iron processing, the growth of urban areas, and the increase in railroads (G, E, H, TN).</p> <p>5.28 Map the sources of new immigration from Southern and Eastern Europe, China, and Japan, and interpret narratives. (C, E, G, H)</p> <p>5.29 Summarize why the United States was viewed as the land of opportunity by immigrants versus a growing sense of protectionism and nativism by American citizens. (C,P)</p>	<p>Has rapid industrial development been a blessing or a curse for Americans? Were big business leaders “captains of industry” or “robber barons?” Should business be regulated closely by the government? Should business be allowed to combine and reduce competition? Can workers attain economic justice without violence?</p> <p>Has immigration been the key to America’s success?</p> <p>Has the West been romanticized?</p>	<p>5.27 Create a TN map by providing facts and illustrations for the following main ideas: Coca Cola Bottling in Chattanooga, mining in the Cumberland Plateau, coal and iron processing, the growth of urban areas and the increase in the railroads. 5.28 – 5.33 Analyze primary documents to determine the experiences settlers in the late 1800s encountered. Use various pieces of artwork produced during this time period to analyze the point of view of the artist. 5.28 Create a map/ timeline of the Transcontinental Railroad. Read and react to various points of view from the Transcontinental Railroad. 5.29 Create a booklet to compare the immigrant viewpoints versus American citizens’ viewpoints. Compare to how current viewpoints are similar or different. Summarize in an essay. 5.30 – 5.31 Create a Socratic Circle discussion posing each side of the argument for rights to the land west of the Mississippi River. Allow the students to work out their ideas using accountable talk stems.</p>	<p>Websites:ex.html ex.html 5.28 http://www.pbslearningmedia.org/resource/akh10.socst.ush.now.trchinese/transcontinental-railroad-recruits-chinese-laborers/http://www.pbslearningmedia.org/resource/akh10.socst.ush.now.trchinese/transcontinental-railroad-recruits-chinese-laborers/ http://www.eiteljorg.org/docs/learn-doc/railroads_of_the_west_curriculum.pdf?sfvrsn=2 -Copy and paste in URL http://www.eiteljorg.org/docs/learn-doc/railroads_of_the_west_curriculum.pdf?sfvrsn=2 5.30-5.31 http://www.historynet.com/westward-expansion 5.38 https://www.fiocabulary.com/industrial-revolution/ http://www.owlteacher.com/the-progressive-era.html 5.41 http://betterlesson.com/community/lesson/</p>

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<p>5.30 Write an argumentative piece from the viewpoint of American Indians and the viewpoint of American settlers about their rights to the land west of the Mississippi River.</p>	<p>Have Native Americans been treated fairly by the United States government? Did America fulfill the dreams of immigrants?</p>	<p>The students should write an argumentative piece to defend each position using discussion points from the Socratic circle.</p>	<p>19783/lesson-4-jim-crow-laws-and-discrimination -Copy and Paste in URL</p>
<p>5.31 Analyze the appeal of the Great Plains to settlers and immigrants, including geographical factors, railroads, homesteading rights, and the absence of American Indians. (G,H)</p>	<p>What was the appeal of settlers and immigrants to the Great Plains?</p>	<p>5.31 Have students create a comic book showing settlers living on the Great Plains. Have students create dialogs and captions as needed.</p>	<p>Primary Documents and Supporting Texts to Read: excerpts from <i>Twenty Years at Hull House</i>, Jane Addams; excerpts from <i>How the Other Half Lives</i>, Jacob Riis; excerpts from <i>The Jungle</i>, Upton Sinclair</p>
<p>5.32 Describe the role of Buffalo Soldiers in settling the West, including Tennessee native Jordan. (H, TN)</p>	<p>What role did the Buffalo Soldiers play in settling the west?</p>	<p>5.32 Create a graphic organizer (who, what, when, where) with a picture in the center.</p>	<p>Books: Child Labor in America by Juliet Mofford Houghton Mifflin Social Studies: <i>Tennessee Civil War to Today</i> Ch. 5-6</p>
<p>5.33 Write a short piece with concrete words, phrases, and sensory details of the life on the Great Plains from the viewpoint of a particular immigrant or migrant group. (C, G, TN)</p>	<p>How was life in the Great Plains during the late 1800s?</p>	<p>5.33 Read informational text and narratives from researched immigrant group – student choice from unit of study. Write a 3-entry journal piece to describe life as a person from that immigrant group.</p>	<p>ReadWorks: Thomas Edison Alexander Graham Bell George Washington Carver Immigration</p>
<p>5.34 Engage in a collaborative discussion to explore the ideas and events of the Gilded Age and determine the significance, including: political machines, major scandals, economic disparity, industrial capitalists. (C,E,H,P)</p>	<p>What is the Gilded Age and how was it significant?</p>	<p>5.34 Have students research and illustrate trading cards of famous political machines, major scandals, economic disparities and industrial capitalists from the Gilded Age.</p>	<p>Learn 360 videos: Transcontinental Railroad Great Plains settlers Buffalo Soldiers Immigrants The Gilded Age Working Conditions in U.S. Westward Expansion Samuel Gompers American Federation of Labor</p>
<p>5.35 Describe child labor and working conditions in factories. (C,E,H)</p>	<p>How did work affect the American child within a rapidly growing industrial society?</p>	<p>5.35 Read excerpts from <i>The Jungle</i>. Discuss child labor laws. Write a descriptive essay detailing the conditions of factory workers. Compare to the lives of sharecroppers.</p>	<p>Thomas Edison Alexander Graham Bell Henry Ford George Eastman George Washington Carver Henry Bessemer Swift and Armour</p>
<p>5.36 Analyze the role of Samuel Gompers and the American Federation of Labor in changing</p>	<p>What impact did Samuel Gompers and the American Federation of Labor have</p>	<p>5.36 Research the “what, where, when, why” of the American Federation of Labor, AFL. Create a 4 square information cube.</p>	
		<p>Create a layer book to show the key business leader, inventor and</p>	

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<p>standards for working conditions (E,H,P) 5.37 Use a graphic organizer to provide information about important business leaders, inventors, and entrepreneurs and the impact they had on American Society, including: Thomas Edison, Alexander Graham Bell, Henry Ford, George Eastman, George Washington Carver, Henry Bessemer, Swift and Armour, Cornelius Vanderbilt. (C,E,H)</p> <p>5.38 Use multiple media elements to create a presentation describing the 1897 Centennial Exposition, including its purpose, sights, exhibits, and impact on the state. (TN)</p> <p>5.39 Analyze the causes, course, and consequences of the Spanish American War, including: yellow journalism, USS Maine, Rough Riders, Imperialism. (C,E,G,H,TN)</p> <p>5.40 Analyze the major goals, struggles, and achievements of the Progressive Era, including attacking racial discrimination, child labor, big business, conservation, and alcohol use: Anti-Trust laws; 16th, 17th, 18th, and 19th Amendments; immigration reform. (C,E,P)</p> <p>5.41 Describe the effects of Jim Crow Laws on the nation and Tennessee and the efforts of Ida B. Wells and Randolph Miller to bring attention to the inequalities of segregation. (C,H,P,TN)</p>	<p>in changing standard working conditions? How did key business leaders, inventors, and entrepreneurs influence American society during the second Industrial era?</p> <p>What was the purpose and influence of the Centennial Exposition of 1897 in Tennessee?</p> <p>What were the reasons for the Spanish-American War? What were the results of the Spanish-American War? How did the Spanish-American War change the role of the United States in the world? Can reform movements improve American society and politics? (Progressivism)</p> <p>What effects did the Jim Crow Laws have on the nation and on Tennessee? How did Ida B. Wells and Randolph Miller draw attention to the inequalities of segregation?</p> <p>Vocabulary:</p>	<p>entrepreneurs influence on the early 1900s.</p> <p>5.38 Choice of presentation mode: power point, bit strips, iMovie, etc. to demonstrate an understanding of the 1897 Centennial Exposition.</p> <p>5.39 Create a facts and figures brochure with a four panel accordion fold with causes, course, consequences and analysis label.</p> <p>5.40 Create a mock newspaper with each student choosing a topic to research and write article.</p> <p>Create a layer book with the 16th – 19th Amendments labeled.</p> <p>5.41 Complete a cause and effects chart for the Jim Crow Laws.</p> <p>Analyze Jim Crow Law propaganda using a Graphic Notes Organizer chart. Create a shutter fold foldable to record notes on Ida B. Wells and Randolph Miller.</p> <p>Assessments: CFA over 5.27-5.41 Or give CFA's over smaller groups of standards: 5.27-5.33 5.34-5.38 5.39-5.41</p> <p>Writing Prompts: Write a letter to Congress explaining why there is a need for a railroad that links the east US to the west US.</p>	<p>Cornelius Vanderbilt Spanish American War -yellow journalism -USS Maine -Rough Riders -Imperialism Progressive Era 16th, 17th, 18th, 19th Amendments Anti-trust laws</p>
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2016 5th Grade Social Studies – Instructional Map

	Human rights, Immigrant, Industrialization, Labor Union, Migration, Segregation	~Other activities have writing embedded	
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2016 5th Grade Social Studies – Instructional Map

Reporting Category 3: World War 1, the Roaring Twenties, and World War II		%	# of items
		26%	11-15
Standard 4: World War I, The Roaring Twenties, and World War II—Students will analyze the involvement of the United States during World War I, the cultural, economic, and political developments of the 1920s, and the causes and course of World War II.		Duration: 9 weeks January 17, 2017 – March 17, 2017	
Standards	Guiding Questions/Vocabulary	Activities/Assessments	Instructional Resources
<p>5.42 Summarize the reasons for American entry into World War I, including submarine attacks on the Lusitania and the Zimmerman Telegram. (H,P)</p> <p>5.43 Locate and map the countries of the Central and Allied Powers during World War I. (G)</p> <p>5.44 Explain the roles of significant people and groups in World War I, including Herbert Hoover, John J. Pershing, doughboys, Lawrence Tyson, and Alvin C. York. (H, TN)</p> <p>5.45 Refer to details and examples in a text to explain the aims of world leaders in the Treaty of Versailles and why the United States rejected Wilson’s League of Nations. (C,E,G,H,P)</p>	<p>What events led to the United States entry into World War I?</p> <p>What are alliances and how can they impact world events?</p> <p>What role did the following Americans play in WWI:</p> <ul style="list-style-type: none"> • Herbert Hoover • John J. Pershing • LawrenceTyson • Alvin C. York • The Doughboys <p>What was the purpose of the Treaty of Versailles and the League of Nations? Why did the United States reject the League of Nations?</p>	<p>5.42, 5.44-5.45 Create an accordion book to create a timeline of “Key Events of World War I”. Color code to include events before (5.42), during (5.44), and after (5.45).</p> <p>5.43 Using a blank map of Europe (just before WWI), identify the nations involved in WWI, label these nations on the map and then color-code them to identify the allies, central powers, and neutral nations.</p> <p>5.42-5.45 Create a PowerPoint presentation that summarizes the events that led to American entry into WWI (5.42), significant people involved in the war (5.44), a map of the central and allied powers (5.43), and the Treaty of Versailles and League of Nations (5.45).</p>	<p>Websites: http://history.state.gov/milestones/1914-1920/wwi Women's Suffrage Article http://www.pbs.org/stantonanthony/ http://www.history.com/topics/roaring-twenties http://www.ushistory.org/us/46.asp Timeline Resource The Great Depression: http://www.ushistory.org/us/48.asp New Deal: http://newdeal.feri.org/ Dust Bowl- second hand account http://www.history.com/topics/dust-bowl http://www.historynet.com/world-war-i</p>

2016 5th Grade Social Studies – Instructional Map

<p>5.46 Evaluate the role of Tennessee as the “Perfect 36” and the work of Anne Dallas Dudley, Harry Burn, and Governor Roberts in the fight for women’s suffrage and Josephine Pearson’s opposition. (C,P,TN)</p> <p>5.47 Make connections with the growth of popular culture of the “Roaring Twenties” with the following: W.C. Handy, Bessie Smith; automobiles, radios, and nickelodeons; Harlem Renaissance; WSM, Grand Ole Opry; Charles Lindbergh and the Spirit of the St. Louis; mass production, “just in time” inventory, appliances. (C,E,TN)</p> <p>5.48 Determine the meaning and use of economic terms credit, interest, and debt and the role these played in the economy of the 1920’s. (E)</p> <p>5.49 Analyze the events that caused the Great Depression and its impact on the nation and Tennessee, including mass unemployment, Hoovervilles, and soup kitchens. (C,E,H,TN)</p> <p>5.50 Use specific textual evidence from primary and secondary sources to summarize the success, failures, and challenges of President Roosevelt’s New Deal policies, including: Social Security, Civilian Conservation Corps, Federal Deposit Insurance Corporation, Tennessee Valley Authority, Cumberland Homesteads, Great Smoky Mountains National Park. (C,E,G,H,TN)</p>	<p>Why did women ask for the right to vote? What were the arguments for and against allowing women to vote?</p> <p>How did certain people and events lead to the passing of the 19th Amendment?</p> <p>How did American culture change in the 1920’s? What developments impacted this change?</p> <p>How did buying on credit and installment payments change the economy in the 1920’s?</p> <p>What events caused the Great Depression? How did the Great Depression impact the nation?</p> <p>Using primary and secondary sources, can you summarize the policies of President Roosevelt’s New Deal?</p>	<p>Create Top-tab book: Use the tab titles What, When, Where, Why/How to give details on each page about the Lusitania, Zimmerman Telegram, Treaty of Versailles, and League of Nations.</p> <p>5.46 Complete the unit plan on the Women’s suffrage movement from Scholastic Teacher.</p> <p>▲ Create a t-chart that summarizes the events both for and against the women’s suffrage movement including Tennessee becoming the “Perfect 36”.</p> <p>▲ Create posters with slogans that suffragettes could have used in a march. Write a paragraph explaining how your slogan will help them win equal rights.</p> <p>▲ 5.47 Create a newspaper with articles concerning all of the things that shaped popular culture of the 1920’s. Include advertisements and pictures for that era.</p> <p>▲ 5.48 Use advertisements for cars, homes, appliances, etc. to show how installment payments, credit, interest, and debt work. Have students write an explanation of these terms in their own words.</p> <p>▲ 5.49 Create a photo journal of the Great Depression and write summaries with each picture.</p> <p>▲ 5.50 Create a layered book to summarize the successes, failures, and challenges of</p>	<p>Axis Powers: Axis Powers website</p> <p>Pearl Harbor: http://www.history.com/topics/world-war-ii/pearl-harbor</p> <p>Japanese Internment Camps: http://www.pbs.org/childofcamp/history/</p> <p>Map of Europe WWII http://www.mapsofworld.com/world-maps/world-war-ii-map-of-europe.html</p> <p>http://www.ushistory.org/us/51.asp</p> <p>The Home Front: http://www.history.com/topics/world-war-ii/us-home-front-during-world-war-ii</p> <p>The Holocaust: Holocaust</p> <p>Germany surrenders: Germany Surrenders</p> <p>The Manhattan Project: http://www.ushistory.org/us/51f.asp Oak Ridge, TN Manhattan Project Oak Ridge TN</p> <p>United Nations https://history.state.gov/milestones/1937-1945/un</p> <p>Primary Documents and Supporting Texts to Read: Zimmerman Telegram Zimmerman Telegram Telegram to Harry Burn from his mother; Why Women Should Vote by Alice Stone Blackwell; Langston Hughes Poems; The American Dream and Consumer Credit by Stephen Smith; Understanding the Decision to Drop the Atomic Bomb on Japan by Nathan Donohue</p>
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2016 5th Grade Social Studies – Instructional Map

<p>5.51 Compare and contrast a first hand and second hand account of the impact of the Dust Bowl of the 1930's (E,G,C)</p>	<p>Can you explain the Dust Bowl? How do different accounts of the same event aid in your understanding of the event?</p>	<p>the policies in President Roosevelt's New Deal.</p>	<p>Books:</p>
<p>5.52 Use a graphic organizer to compare and contrast the rise of facism, totalitarianism, and Nazism in Europe and Japan, the leaders and the goals of Germany, Italy, and Japan. (P,H)</p>	<p>What were the goals of the leaders of the Axis Powers during WWII?</p>	<p>5.51 Create a shutter fold to compare and contrast a first and second hand account of the Dust Bowl.</p>	<p>Houghton Mifflin <i>Social Studies: Tennessee Civil War to Today</i> Ch. 7-9</p>
<p>5.53 Compare and contrast different stories from media and informational text regarding the bombing of Pearl Harbor and its impact on the United States, including the USS Arizona and USS Tennessee and America's entry in the war. (H,TN)</p>	<p>According to the texts, how did the bombing of Pearl Harbor impact the United States? Did it lead to American's entry to WWII?</p>	<p>5.52-5.60 Create a project board with tabs to incorporate all standards from WWII.</p>	<p><i>World War I for Kids</i> by R. Kent Rasmussen <i>The Perfect 36: Tennessee Delivers Woman Suffrage</i></p>
<p>5.54 Evaluate the constitutionality of Japanese interment during the war. (C,E,P,H)</p>	<p>Was it Constitutional to place Japanese Americans in Internment Camps after the Pearl Harbor attacks?</p>	<p>5.52 Create a Concept Map Book: label the top Axis Powers of WWII with Germany, Italy, and Japan on each tab. Have students summarize the leaders, form of government, and goals of each country and create a triple Venn diagram on the inside to compare and contrast all three.</p>	<p><i>You Want Women to Vote, Lizzie Stanton?</i> <i>Roaring 20s & the Depression: 1920-1940-Graphic U.S. History</i> by Saddleback Educational Publishing</p>
<p>5.55 Locate the Axis and Allied Powers and the major theaters of war on a map. (G)</p>	<p>Who were the Axis Powers and who were the Allies? How did these alliances impact the war?</p>	<p>5.54 Have a class discussion about the Constitutionality of Japanese Internment camps using the 14th Amendment as a guideline. Have students write an opinion piece using information from both the Constitution and research on internment camps.</p>	<p><i>The Roaring Twenties (World History Series)</i> by David Pietrusza</p>
<p>5.56 With supporting facts and details provide reasons for rationing, victory gardens, the design of The Rosie the Riveter ideal (Avco jobs for Tennessee women) and the Women Airforce Service Pilots-Cornelia Fort. (C,E,H,TN)</p>	<p>How did life change for Americans during WWII? Why did these changes occur?</p>	<p>5.55 Students use a blank WWII map and locate the Axis and Allied Powers.</p>	<p><i>Great Depression</i> by Gene Smiley <i>World War II for Kids: A History with 21 Activities</i> by Richard Panchyk. <i>Day of Infamy, 60th Anniversary: The Classic Account of the Bombing of Pearl Harbor</i> by Walter Lord.</p>
<p>5.57 Write an informative text about the Holocaust and its impact. (C,P,H)</p>	<p>What was the Holocaust? How did it impact the world?</p>	<p>5.56 Have students create propaganda posters similar to the Rosie the Riveter that include reasons supported by facts and details found in their research.</p>	<p><i>Anne Frank: The Dairy of a Young Girl</i> by Anne Frank</p>
<p>5.58 Clarify the reasons for German surrender and reasons for the European division of Germany. (G,H)</p>	<p>What events led to Germany's surrender? What were the reasons for the European division of Germany?</p>	<p>5.58 Using a graphic organizer have students explain the reasons for Germany's surrender and the</p>	<p>ReadWorks: A Child in Hiding The Holocaust The Holocaust – Anne Frank World War I & the Great Depression - Robert Lindsay Mackay's First World War Diary World War I & The Great Depression - The Great Depression</p>

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2016 5th Grade Social Studies – Instructional Map

<p>5.59 Describe the role of the Manhattan Project and Oak Ridge, Tennessee in ending World War II and the decision to drop the atom bomb on Japan. (H,TN)</p> <p>5.60 Explain the roles of the formation of the United Nations and the roles of Cordell Hull. (H,TN)</p>	<p>What role did the Manhattan Project, Oak Ridge, TN, and the atomic bomb have in ending WWII?</p> <p>What was the purpose of the United Nations? What role did Cordell Hull play in the formation of the UN?</p> <p>Vocabulary: Nationalism, militarism, cease fire, imperialism, yellow journalism, isthmus, alliance, trench warfare, rations, propaganda, armistice, isolationism, suffrage, civil rights, equality, tolerance, prejudice, opposition, petition, enfranchise, economic boom, credit, Division of Labor, interest, stock, stock market, nickelodeons, broadcast, mass production, aviation, aviator, economic bust, unemployment, debt, charity, hydroelectricity, regulation, Social Security, minimum wage, welfare, fascism, racism, dictator, mobilize, internment camp, aircraft carrier, atomic bomb, concentration camp, Great Depression</p>	<p>European division of Germany.</p> <p>5.59 Create a foldable where students explain the Manhattan Project, Oak Ridge, TN and dropping the atomic bomb on Japan.</p> <p>5.60 Create a foldable explaining the purpose of the United Nations and Cordell Hull’s role in the formation of the UN.</p> <p>Assessments: CFA over 5.42-5.60 Or give CFA’s over smaller groups of standards: 5.42-5.45 5.46-5.51 5.52-5.60</p> <p>Writing Prompts: Write an opinion essay on whether or not it was constitutional for the Japanese to be placed in internment camps.</p> <p>Write an informative essay about the Holocaust and its impact on the world.</p> <p>Write an essay about the attacks on Pearl Harbor and America’s entry into the war after reading the articles and researching the attack.</p> <p>Write an essay that summarizes the causes and effects of the Great Depression. ~Other activities have writing embedded</p>	<p>World War I & The Great Depression - The League of Nations</p> <p>World War I & the Great Depression - World War I Basics</p> <p>World War I - Events After the Assassination of the Archduke of Austria</p> <p>World War I - The Assassination of the Archduke of Austria</p> <p>World War I - The Sinking of the Lusitania and Submarine Warfare</p> <p>World War I Recruiting Poster for African American Soldiers</p> <p>World War Two - A Victory in Africa</p> <p>World War Two - D-Day</p> <p>World War Two - Hiroshima</p> <p>World War Two - Introduction to WWII</p> <p>World War Two - Pearl Harbor</p> <p>World War Two - The Atomic Bomb</p> <p>WWI & the Great Depression – Trench Warfare and the Battle of the Somme</p> <p>The Amazing Flying Machine</p> <p>Children in the Shadows</p> <p>Life Under the Nazis</p> <p>The Holocaust - Concentration Camps & Extermination Camps</p> <p>World War Two - President Roosevelt Addresses Congress</p> <p>Day of Infamy</p> <p>Eyewitness to History: I'm American, No Matter What!</p> <p>The Holocaust - Denmark: Resistance from Nazi Germany</p> <p>Learn 360 videos: World War I Zimmerman Telegram Lusitania</p>
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			<u>Herbert Hoover</u> <u>John J. Pershing</u> <u>Doughboys</u> <u>Treaty of Versailles</u> <u>League of Nations</u> <u>Women's suffrage</u> <u>Roaring Twenties</u> <u>Bessie Smith</u> <u>Harlem Renaissance</u> <u>Charles Lindbergh</u> <u>Great Depression</u> <u>Hoovervilles</u> <u>New Deal</u> <u>-policies</u> <u>Fascism, Nazism</u> <u>Pearl Harbor</u> <u>Japanese Internment camps</u> <u>Victory gardens</u> <u>Rosie the Riveter</u> <u>Holocaust</u> <u>German surrender</u> <u>Manhattan project</u> <u>United Nations</u> <u>Cordell Hull</u>
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2016 5th Grade Social Studies – Instructional Map

Reporting Category 4: The Modern United States		%	# of items
		19%	7-11
Standard 5: The Modern United States—Students will examine the history of the United States since the conclusion of World War II.		Duration: 4 weeks March 20, 2017 – April 21, 2017	
Standards	Guiding Questions/Vocabulary	Activities/Assessments	Instructional Resources
<p>5.61 Identify the reasons for the growth of suburbs, home ownership, mass media, Interstate Highway System, and a consumer society after the war.</p> <p>5.62 Examine the meaning and the main events of the “Cold War,” including the Space Race, Berlin Wall, arms race, Rosenbergs, and the Cuban Missile Crisis. (C, E, H, P)</p> <p>5.63 Trace the Korean War, its outcome, and the use of United Nations peacekeeping troops. (E, H, P)</p> <p>5.64 Refer to details and examples about the significance of Tennessee in popular music, including Sun Studios, Stax Records, Elvis Presley, B.B. King, and Memphis, Tennessee. (C, TN)</p> <p>5.65 Analyze the key events and struggles during the Civil Rights Movement, including Brown v. Board of Education; Non-violent protest and the influence of the Highlander Folk School; Central High School-Little Rock, Arkansas and Clinton High School in Clinton, Tennessee; Montgomery Bus Boycott and Rosa Parks; Tent Cities in Fayette and Haywood Counties; Nashville Sit-Ins</p>	<p>What caused the economic boom after World War II?</p> <p>How have particular events shaped the United States after World War II?</p> <p>What was the outcome of the Korean War?</p> <p>What role did Tennessee play in the development of American music in the fifties, sixties, and seventies?</p> <p>What events led to the Civil Rights Act of 1964? What was the goal of each of the events?</p>	<p>5.61 Have students create different types of graphs to depict the growth of the economy in the U.S. after WWII.</p> <p>5.62-5.63, 5.66-5.68, 5.70-5.71, 5.73-5.74 In pairs or small groups, assign each group one of the events listed in the vocabulary section. Each group will then research the event including all aspects of the event as directed in the standard to which it correlates. Students will prepare a product to display and present their findings to the class. During class presentations, have all students create a timeline that includes each event and add notes to their timeline from each presentation. Create a timeline to display the product of each group in the classroom. Product suggestions:</p> <ul style="list-style-type: none"> • PowerPoint • Essay • Foldable guide • Newspaper • Poster • Presentation on Prezi • Poster on Glogster • Brochure <p>5.64 Create a foldable about Country Music, Rock-n-roll-Elvis and Sun Studios, and STAX Records and the Blues.</p>	<p>Websites: Civil Rights Movement: http://www.jfklibrary.org/JFK/JFK-in-History/Civil-Rights-Movement.aspx</p> <p>Alex Haley Biography: http://www.biography.com/people/alex-haley-39420 http://www.notablebiographies.com/Gi-He/Haley-Alex.html</p> <p>Economy after WWII: http://economics.about.com/od/useconomichistory/a/post_war.htm</p> <p>The Cold War: http://www.history.com/topics/cold-war</p> <p>Korean War: http://www.history.com/topics/korean-war</p> <p>Cold War for Students: http://www.coldwar.me/coldwarforkids.html</p> <p>Korean War for Kids: http://www.coldwar.me/koreanwarforkids.html</p> <p>Ronald Reagan: https://www.whitehouse.gov/1600/presidents/ronaldreagan</p> <p>Persian Gulf War: http://www.history.com/topics/persian-gulf-war</p>

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<p>and Diane Nash; Freedom Riders; Dr. Martin Luther King, Jr. (C, E, H, P)</p> <p>5.67 Integrate information from a variety of texts to explain the cause, controversy of, and outcome of the Vietnam War. (C, E, G, H, P)</p> <p>5.68 Determine the main ideas surrounding the presidency of Nixon, including the end of the Vietnam War, the trip to China, Watergate, and resignation. (E, H, P)</p> <p>5.69 Investigate the works of Alex Haley and his influence on American culture. (C, TN)</p> <p>5.70 Analyze the significant events of Reagan’s presidency, including: return of national pride, economic recovery, decline of the Cold War, immigration policy change. (C, E, H, P)</p> <p>5.71 Explain the events that lead to the Persian Gulf War and its outcome. (E, G, H, P)</p> <p>5.72 Summarize the significant contributions to American culture of entrepreneurs and innovators, including: Ray Kroc, Sam Walton, Fred Smith, Bill Gates, Michael Dell, and Steve Jobs. (C, E, TN)</p> <p>5.73 Analyze the increase in terrorism, the tragedy of September 11, 2001, and the role of the United States in Afghanistan and the war in Iraq. (C, G, H, P)</p>	<p>How did President Kennedy’s assassination affect the country?</p> <p>According to the text, what was the cause, controversy, and outcome of the Vietnam War?</p> <p>Explain why the Vietnam War caused large disagreements among the people of the United States.</p> <p>What was the importance of Nixon’s trip to China? How did the Watergate Scandal affect the presidency of Nixon?</p> <p>How did the works of Alex Haley influence American culture?</p> <p>What events led to the decline of the Cold War?</p>	<p>5.65 Create Top-tab book to summarize the details of each event and its goal on each of the corresponding pages.</p> <p>5.67 Write an essay explaining why the Vietnam War caused such large disagreements among the people of the United States.</p> <p>5.69 Write a summary of Alex Haley’s most notable literary works and explain how he influenced American culture.</p> <p>5.72 Have groups research the contributions of one entrepreneur/innovator listed in the standard made for American culture and create a poster that summarizes their findings.</p> <p>Assessments: CFA over 5.61-5.72 Or give CFA’s over smaller groups of standards: CFA 5.61-5.63 CFA 5.64-5.66 CFA 5.67-5.71 CFA 5.72-5.74</p> <p>Writing Prompts: Write a comparison essay to explain the similarities and differences of how Lincoln and Kennedy’s assassinations impacted the nation.</p>	<p>Richard Nixon: Richard Nixon Presidency: http://www.biography.com/people/richard-nixon-9424076#us-president</p> <p>September 11 Attacks: http://www.britannica.com/EBchecked/topic/762320/September-11-attacks</p> <p>Presidential Election 2008: http://www.nytimes.com/2008/11/05/us/politics/05elect.html?pagewanted=all&r=1&</p> <p>Books: Houghton Mifflin Social Studies: <i>Tennessee Civil War to Today</i> Ch. 9-12</p> <p><i>The Autobiography of Malcolm X</i> by Alex Haley</p> <p><i>Roots</i> by Alex Haley</p> <p><i>Eyes on the Prize: America’s Civil Rights Years, 1954-1965</i> by Juan Williams</p> <p><i>American Inventors, Entrepreneurs, and Business Visionaries</i> by Charles W. Carey</p> <p>Primary Documents and Supporting Texts to Read: "I have a Dream Speech" and "Letter from Birmingham Jail", Martin Luther King, Jr.; "Tear Down this Wall speech" by President Ronald Reagan</p> <p>ReadWorks: NJ Physics Professor Has the 'Right Stuff' A Chance for Freedom A Lesson in Courage</p>
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2016 5th Grade Social Studies – Instructional Map

<p>5.74 Identify the significance of the election of 2008, including the primary run of Hillary Clinton and election of Barack Obama. (C, H, P)</p>	<p>What events caused the Persian Gulf War? What was the outcome of the Persian Gulf War?</p> <p>How has innovation impacted American culture?</p> <p>How has the rise in terrorism and the tragedy of 9-11 impacted citizens in the United States? What is the role of the United States in Afghanistan and the War in Iraq?</p> <p>What was the impact of the election of 2008; describe the importance of Hillary Clinton’s run for office and the election of Barack Obama?</p> <p><u>Vocabulary</u></p> <p><u>Vocabulary:</u> Population map, newsreel, bias, capitalism, market economy, communism, anti-communism, civil rights, desegregation, nonviolent protest, sit-ins, prosperity, baby boom, veteran, vaccine</p> <p><u>Events:</u> Space Race, Arms Race, Nuclear War, The Cold War, Korean War, President Kennedy’s Assassination, Vietnam War, Nixon’s Presidency, Reagan’s Presidency, Persian Gulf War, September 11th, Election of 2008</p>		<p>Honoring King Climbing Space Dear Mr. President Always Remember <u>Learn 360 videos:</u> Cold War Space Race Berlin Wall Arms Race Rosenbergs Cuban Missile Crisis Korean War Elvis Presley Civil Rights Movement Brown v. Board of Education Non-violent protest Central High School – Little Rock, Arkansas Montgomery Bus Boycott – Rosa Parks Sit-Ins Freedom Rides Dr. Martin Luther King, Jr. John F. Kennedy Civil Rights Act Voting Rights Act Vietnam War Nixon – Watergate Reagan’s Presidency Persian Gulf War Ray Kroc Sam Walton Bill Gates September 11, 2001 War in Iraq Barack Obama</p>
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