

Grade 5 Social Studies Pacing—1st SIX weeks

Social Studies Unit	Social Studies Standards	Primary and Supporting Documents Identified in Standards	ELA Focus within Standards
<p>Prior to the Civil War <i>Students summarize the events leading up to the Civil War.</i></p> <p>4 weeks</p>	<p>5.1 Compare and contrast the myth of the Antebellum South to the realities of the region, including: (C, G, P)</p> <ul style="list-style-type: none"> • the harshness of slavery • increased immigration to urban areas • growth of railroads <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)</p> <ul style="list-style-type: none"> • Sojourner Truth • Frederick Douglass • the Grimke sisters • William Lloyd Garrison <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: (C, E, G, P)</p> <ul style="list-style-type: none"> • Missouri Compromise • Uncle Tom's Cabin • Compromise of 1850 • Brook's attack on Sumner • Kansas-Nebraska Act • John Brown's Raid • Dred Scott case 	<p>Primary Documents and Supporting Texts to Read</p> <p>Ain't I a Woman, Sojourner Truth http://www.fordham.edu/halsal1/mod/sojtruth-woman.asp</p> <p>Excerpts from Uncle Tom's Cabin http://www.gutenberg.org/files/203/203-h/203-h.htm</p> <p>Primary Documents and Supporting Texts to Consider</p> <p>Excerpts from Narrative of the Life of Frederick Douglass http://www.gutenberg.org/files/23/23-h/23-h.htm</p> <p>Excerpts from the writings of the Grimke sisters http://www.gutenberg.org/files/12044/12044-h/12044-h.htm</p> <p>Excerpts from the writings of William Lloyd Garrison http://www.gutenberg.org/files/24194/24194-h/24194-h.htm http://www.gutenberg.org/cache/epub/17971/pg17971.html</p>	<ul style="list-style-type: none"> • Narrative writing • Informational writing • Use primary sources • Compare/contrast as a skill • Cite and explain text evidence
<p>The Civil War and Reconstruction (1860 - 1877) <i>Understand the causes, course, and consequences of the Civil War, and explain the successes and failures of Reconstruction.</i></p> <p>2 weeks <i>(8 weeks total)</i></p>	<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, including: (H, P, TN)</p> <ul style="list-style-type: none"> • state convention vote of 1861 • Free and Independent State of Scott • East Tennessee mostly pro-Union divided families • Hurst Nation <p>5.7 Determine the meaning of the terms of this period with a visual representation, including: (G, C)</p> <ul style="list-style-type: none"> • Union and Confederate States • Yankees and Rebels • Blue and Gray • Johnny Reb and Billy Yank <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>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>		

Grade 5 Social Studies Pacing—2nd Six Weeks

Social Studies Unit	Social Studies Standards	Primary and Supporting Documents Identified in Standards	ELA Focus within Standards																								
<p>The Civil War and Reconstruction (1860 - 1877) <i>Understand the causes, course, and consequences of the Civil War, and explain the successes and failures of Reconstruction.</i></p> <p>6 weeks <i>(8 weeks total)</i></p>	<p>5.11 Explain the significance and outcome of the major battles and identify their location on a map or visual representation, including: (G, H, TN)</p> <table border="0"> <tr> <td>• Fort Sumter</td> <td>• Antietam</td> <td>• Franklin</td> </tr> <tr> <td>• First Battle of Bull Run</td> <td>• Gettysburg</td> <td>• Nashville</td> </tr> <tr> <td>• Fort Henry and Donelson</td> <td>• Vicksburg</td> <td>• Appomattox Court House</td> </tr> <tr> <td></td> <td>• Chickamauga</td> <td>• Shiloh</td> </tr> </table> <p>5.12 Draw on informational text to explain the roles of the military and civil leaders during the Civil War, including: (C, H, P)</p> <table border="0"> <tr> <td>• Abraham Lincoln</td> <td>• Robert E. Lee</td> </tr> <tr> <td>• Jefferson Davis</td> <td>• Frederick Douglass</td> </tr> <tr> <td>• Ulysses S. Grant</td> <td>• Clara Barton</td> </tr> </table> <p>5.13 Read and write an informative piece summarizing the Gettysburg Address to determine its meaning and significance. (H)</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>5.15 Explain the contributions of Tennesseans during the war, including: (H, TN)</p> <table border="0"> <tr> <td>• Nathan Bedford Forrest</td> <td>• Matthew Fontaine Maury</td> </tr> <tr> <td>• Sam Watkins</td> <td>• Sam Davis</td> </tr> <tr> <td>• Andrew Johnson</td> <td></td> </tr> </table> <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 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>	• Fort Sumter	• Antietam	• Franklin	• First Battle of Bull Run	• Gettysburg	• Nashville	• Fort Henry and Donelson	• Vicksburg	• Appomattox Court House		• Chickamauga	• Shiloh	• Abraham Lincoln	• Robert E. Lee	• Jefferson Davis	• Frederick Douglass	• Ulysses S. Grant	• Clara Barton	• Nathan Bedford Forrest	• Matthew Fontaine Maury	• Sam Watkins	• Sam Davis	• Andrew Johnson		<p>Primary Documents and Supporting Texts to Read</p> <p>The Gettysburg Address, Abraham Lincoln http://www.learntheaddress.org/static/media/uploads/docs/gettysburg-address.pdf</p> <p>Emancipation Proclamation http://www.tnmuseum.org/files/1143/File/Emancipation%20Proclamation%20Text(1).pdf</p> <p>Second Inaugural Address, Abraham Lincoln http://www.loc.gov/rr/program/bib/ourdocs/Lincoln2nd.html</p> <p>13th, 14th, and 15th Amendments to the U.S. Constitution http://americanhistory.si.edu/brown/resources/pdfs/unit1/9-13-15th-amendment.pdf</p> <p>Retrospective in Co. Aytch, Sam Watkins http://www.gutenberg.org/files/13202/13202.txt</p>	<ul style="list-style-type: none"> • Informational writing • Summary writing • Compare/contrast writing • Summarizing as a skill • Descriptive analysis • Use primary sources • Draw on information from multiple text types • Compare/contrast as a skill • Integrate information from multiple texts
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Grade 5 Social Studies Pacing—3~ SIX weeks

Social Studies Unit	Social Studies Standards	Primary and Supporting Documents Identified in Standards	ELA Focus within Standards
<p>Westward Expansion <i>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.</i></p> <p>3 weeks</p>	<p>5.28 Map the sources of new immigration from Southern and Eastern Europe, China, and Japan, and interpret narratives and excerpts from informational text describing the role that Chinese and Irish laborers played in the development of the Transcontinental Railroad. (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>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>5.31 Analyze the appeal of the Great Plains to settlers and immigrants, including: (G, H)</p> <ul style="list-style-type: none"> • geographical factors • railroads • homesteading rights • absence of American Indians <p>5.32 Describe the role of Buffalo Soldiers in settling the West, including Tennessee native George Jordan. (H, TN)</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, H)</p>	<p style="text-align: center;">None</p>	<ul style="list-style-type: none"> • Write an opinion piece from different viewpoints • Descriptive analysis • Summarizing as a skill
<p>Industrial America <i>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.</i></p> <p>3 weeks</p>	<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: (G, E, H, TN)</p> <ul style="list-style-type: none"> • Coca Cola bottling in Chattanooga • mining on the Cumberland Plateau • coal and iron processing • growth of urban areas • increase in railroads <p>5.34 Engage in a collaborative discussion to explore the ideas and events of the Gilded Age and determine the significance, including: (C, E, H, P)</p> <ul style="list-style-type: none"> • political machines • major scandals • economic disparity • industrial capitalists <p>5.35 Describe child labor and working conditions in factories. (C, E, H)</p> <p>5.36 Analyze the role of Samuel Gompers and the American Federation of Labor in changing standards for working conditions. (E, H, P)</p> <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: (C, E, H)</p> <ul style="list-style-type: none"> • Thomas Edison • Alexander Graham Bell • Henry Ford • George Eastman • George Washington Carver • Henry Bessemer • Swift and Armour • Cornelius Vanderbilt <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: (C, E, G, H, TN)</p> <ul style="list-style-type: none"> • yellow journalism • USS Maine • Rough Riders • Imperialism <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: (C, E, P)</p> <ul style="list-style-type: none"> • Anti-Trust laws • 16th, 17th, 18th, and 19th Amendments • immigration reform <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>Primary Documents and Supporting Texts to Read</p> <p>Excerpts from Twenty Years at Hull House http://www.gutenberg.org/cache/epub/1325/pg1325.html</p> <p>Excerpts from How the Other Half Lives http://www.gutenberg.org/files/45502/45502-h/45502-h.htm</p> <p>Excerpts from The Jungle http://www.gutenberg.org/files/140/140-h/140-h.htm</p>	<ul style="list-style-type: none"> • Use a graphic organizer • Use multiple media elements to create a presentation • Use primary sources • Descriptive analysis

Grade 5 Social Studies Pacing—4th SIX weeks

Social Studies Unit	Social Studies Standards	Primary and Supporting Documents Identified in Standards	ELA Focus within Standards
<p>World War I <i>Students will analyze the involvement of the United States during World War I.</i></p> <p>2 weeks</p>	<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: (H, TN)</p> <ul style="list-style-type: none"> • Herbert Hoover • John J. Pershing • doughboys • Lawrence Tyson • Alvin C. York <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>Primary Documents and Supporting Texts to Read</p> <p>Zimmermann Telegram http://www.archives.gov/education/lessons/zimmermann/</p>	<ul style="list-style-type: none"> • Summarizing as a skill • Refer to details and examples within a text to explain
<p>Roaring 20s/ Great Depression <i>Students will analyze the involvement of the United States during the cultural, economic, and political developments of the 1920s.</i></p> <p>2 weeks</p>	<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: (C, E, TN)</p> <ul style="list-style-type: none"> • W.C. Handy, Bessie Smith • automobiles, radios, and nickelodeons • Harlem Renaissance • WSM, Grand Ole Opry • Charles Lindbergh and the Spirit of St. Louis • mass production, "just in time" inventory, appliances <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 1920s. (E)</p> <p>5.49 Analyze the events that caused the Great Depression and its impact on the nation and Tennessee, including: (C, E, H, TN)</p> <ul style="list-style-type: none"> • mass unemployment • Hoovervilles • soup kitchens <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: (C, E, G, H, TN)</p> <ul style="list-style-type: none"> • Social Security • Civilian Conservation Corps • Federal Deposit Insurance Corporation • Tennessee Valley Authority • Cumberland Homesteads • Great Smoky Mountains National Park <p>5.51 Compare and contrast a first hand and second hand account of the impact of the Dust Bowl of the 1930s.(E,G, C)</p>	<p>Telegram to Harry Burn from his mother http://www.teachamericanhistory.org/File/Harry_T._Burn.pdf</p>	<ul style="list-style-type: none"> • Determine meaning of terms • Use primary sources/text ev. • Compare/contrast firsthand and secondhand acct
<p>World War II <i>Students will analyze the involvement of the United States during World War II and the causes and course of WWII.</i></p> <p>2 weeks</p>	<p>5.52 Using a graphic organizer to compare and contrast the rise of fascism, totalitarianism, and Nazism in Europe and Japan, the leaders and the goals of the Germany, Italy, and Japan. (P, H)</p> <p>5.53 Compare and contrast different stories from media, and informational text regarding the bombing of Pearl Harbor and its impact of the United States, including the USS Arizona and USS Tennessee and America's entry in the war. (H, TN)</p> <p>5.54 Evaluate the constitutionality of Japanese internment during the war. (C, E, P, H)</p> <p>5.55 Locate the Axis and Allied Powers and the major theaters of war on a map. (G)</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>5.57 Write an informative text about the Holocaust and its impact. (C, H, P)</p> <p>5.58 Clarify the reasons for the German surrender and reasons for the European division of Germany. (G, H)</p> <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 purpose of the formation of the United Nations and the role of Cordell Hull. (H, TN)</p>	<p style="text-align: center;">None</p>	<ul style="list-style-type: none"> • Informational writing • Use a graphic organizer to compare/contrast • Use supporting details to clarify

Grade 5 Social Studies Pacing—5th SIX weeks

Social Studies Unit	Social Studies Standards	Primary and Supporting Documents Identified in Standards	ELA Focus within Standards
<p>The Modern U.S. Post-WWII/ Korean War <i>Students will examine the history of the United States since the conclusion of World War II.</i> 1 week</p>	<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. (C, E, G)</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: (C, TN)</p> <ul style="list-style-type: none"> • Sun Studios • Stax Records • Elvis Presley • B.B. King • Memphis, Tennessee 		<ul style="list-style-type: none"> • Identify reasons • Examine meaning
<p>The Modern U.S. Civil Rights Movement 2 weeks</p>	<p>5.65 Analyze the key events and struggles during the Civil Rights Movement, including: (C, E, H, P)</p> <ul style="list-style-type: none"> • Brown vs. Board of Education • Non-violent protest and the influence of the Highlander Folk School • Central High School—Little Rock, Arkansas and Clinton High School—Clinton, Tennessee • Montgomery Bus Boycott and Rosa Parks • Tent Cities in Fayette and Haywood Counties • Nashville Sit-Ins and Diane Nash • Freedom Riders • Dr. Martin Luther King, Jr. <p>5.66 Explain the effect President Kennedy's assassination had on the country, including passage of the Civil Rights Act and Voting Rights Act, and continuing the space program. (H, P)</p>	<p>Primary Documents and Supporting Texts to Read "I Have a Dream" speech, Martin Luther King, Jr. http://www.archives.gov/press/exhibits/dream-speech.pdf</p> <p>"Letter from Birmingham Jail", Martin Luther King, Jr. http://www.stanford.edu/group/King/frequently_docs/birmingham.pdf</p>	<ul style="list-style-type: none"> • Analyze key events • Explain
<p>The Modern U.S. Vietnam War - Present 3 weeks</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: (C, E, H, P)</p> <ul style="list-style-type: none"> • return of national pride • economic recovery • decline of the Cold War • immigration policy change <p>5.71 Explain the events that led 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: (C, E, TN)</p> <ul style="list-style-type: none"> • Ray Kroc • Sam Walton • Fred Smith • Bill Gates • Michael Dell • Steve Jobs <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>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>"Tear Down this Wall" speech, Ronald Reagan http://www.archives.gov/publications/prologue/2007/summer/berlin.html</p>	<ul style="list-style-type: none"> • Integrate information from a variety of texts • Determine main ideas • Analysis • Summarizing as a skill

Social Studies Unit Options

- SS-based novel study
- If fully embedding the SS units within ELA, can move IFL Historical Fiction unit here
- Book study
- Reinforcing areas of deficit