

## Fifth Grade-Tennessee History and the History of the US: Industrialization to the Civil Rights Movement Quarter 3 Curriculum Map Scope and Sequence

Topic	Week	Weekly Focus	Standards
<b>Tennessee Prior to the Civil War</b>	Week 1: TN Chapter 9	Students will examine the issue of slavery in the three grand divisions and the impact their differences had on Tennessee's secession from the Union.	5.41
<b>US Prior to the Civil War</b>	Week 2: TDOE Unit	Students will learn about events that led up to the Civil War.	Gap Unit
<b>Civil War</b>	Week 3: TDOE Unit	Students will learn about key events and people of the Civil War.	Gap Unit
<b>Tennessee and the Civil War</b>	Week 4: TN Chapter 10	Students will examine the issue of slavery in the three grand divisions and the impact their differences had on Tennessee's secession from the Union. Students will also describe the significance of the following Civil War events and battles on Tennessee:	5.41, 5.42
<b>Reconstruction</b>	Week 5: TN Chapter 11	Students will explain the impact of the Tennessee Constitutional Convention of 1870, including: poll taxes, segregation, and funds for public education, explain the development and efforts of the Freedmen's Bureau in helping former slaves begin a new life, including Fisk University, identify how the rise of vigilante justice (e.g., Ku Klux Klan), black codes, and Jim Crow laws impacted Tennessee and the nation, and explain how the end of Reconstruction impacted Tennessee's African American elected officials.	5.43, 5.44, 5.45, 5.46
<b>Industrialization, and Gilded Age</b>	Week 6: US Chapter 1	Students will explain the need for the South's move toward industrialization after the Civil War, examine the appeal and challenges of settling the Great Plains from various cultural perspectives, including: settlers, immigrants, Buffalo Soldiers, and American Indians, analyze the ideas and events of the Gilded Age, and explain the role of labor unions and the American Federation of Labor. Students will also examine the contributions and impact of inventors on American society, including: Alexander Graham Bell, George Washington Carver, and Thomas Edison and examine the impact of important entrepreneurs on American society, including: Andrew Carnegie, Henry T. Ford, and Cornelius Vanderbilt.	5.01, 5.02, 5.03, 5.04, 5.05, 5.06
<b>Spanish-American War</b>	Week 7: US Chapter 2	Students will analyze the causes, course, and consequences of the Spanish-American War, including: • Imperialism • Rough Riders • USS Maine • Yellow journalism.	5.07
<b>Progressive Era</b>	Week 8: TN Chapter 12 US Chapter 3	Students will describe the challenges of the journey and process for successful entry into the U.S. through Ellis Island and Angel Island, and examine the role of immigrants in the development of the U.S. Students will also analyze the major goals, struggles, and achievements of the Progressive Era. Students will identify Tennessee's role in the passage of the 19th Amendment and describe Tennessee's contributions during World War I and World War II.	5.47, 5.49, 5.08, 5.09

<b>WWI and the “Roaring Twenties”</b>	Week 9: TN Chapter 13 US Chapter 4	Students will identify summarize the events leading to U.S. entry into World War I, locate the major countries of the Central and Allied Powers during World War I, describe the impact of U.S. involvement on World War I, and explain the aims of world leaders in the Treaty of Versailles and why the U.S. Senate rejected President Woodrow Wilson’s League of Nations. Students will also describe Tennessee’s contributions during World War I and World War II.	5.47, 5.10, 5.11, 5.12, 5.13
<b>WWI and the “Roaring Twenties”</b>	Week 10: US Chapter 5	Students will examine the growth of popular culture during the “Roaring Twenties” with respect to the following: • Music, clothing, and entertainment • Automobiles and appliances • Harlem Renaissance	5.14

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### What Will Fifth Grade Students Learn This Year?

Fifth grade students will learn about challenges facing the United States during the 19th and 20th centuries, with an emphasis on major American wars and events that changed our history. Students will study industrialization and significant events of the Gilded Age and Progressive Era. Students will explore the nation’s growing role in world affairs during World War I and World War II. In addition, students will analyze structures of power and authority. Finally, students will examine and describe the key events and accomplishments of the post-war period and Civil Rights Movement. Students will use geographic tools to locate and analyze information about people, places, and environments in Tennessee and the U.S.

### Planning with the Curriculum Map

The purpose of curriculum maps is to help teachers pace the year to ensure all the standards within a course will be addressed and taught. Curriculum maps offer a sequence for delivering content and provide a clear scope for what must be taught to all students based on the Tennessee Social Studies Standards. Please keep in mind that the curriculum map is meant to be a component of effective planning and instruction; it is not meant to replace teacher planning or instructional practice.

### Weekly Guidance for Gibbs Smith: The United States Through Time-5<sup>th</sup> Grade

The K-5 Social Studies curriculum maps provide weekly guidance to support teachers in their teaching. In an effort to support teachers, curriculum maps highlight the Studies Weekly anchor text, supplemental texts, primary and secondary sources, suggested instructional strategies and tasks, and suggested assessments. Although the curriculum maps allow flexibility and encourage teachers to make thoughtful adjustments, there is an expectation that all children have access to rigorous content and effective teaching practices. *It is recommended that K-2 students receive 30 minutes of instruction every other day of the week (60-90 minutes per week). It is also recommended that 3-5 students receive 30 minutes per day of social studies instruction (150 minutes per week).*

### Online Access to Gibbs Smith: The United States Through Time-5<sup>th</sup> Grade

Teachers may access **The United States Through Time-5<sup>th</sup> Grade** online using the following credentials methods:

1. Go [www.digital.experiencestatehistory.com](http://www.digital.experiencestatehistory.com) and log in with username: [shelby5@scs.org](mailto:shelby5@scs.org) and password: **county**

**Support Strategies**

To support students in understanding various texts and primary and secondary sources, the curriculum maps suggest an array of protocols and resources to use during instruction. Some of the support strategies and connected classroom materials may be found below:

<a href="#">Expeditionary Learning: Protocols and Resources</a>	
Back-to-Back and Face-to-Face	Final Word
Carousel Brainstorm	Fishbowl
Give One, Get One, Move On	Jigsaw

Week 1: Tennessee Divided- TN Chapter 9			
<b>Essential Question(s)</b>	How did the people of Tennessee feel about slavery prior to the Civil War?		
<b>Texts</b>	Textbook: <a href="#">Gibbs Smith: 5<sup>th</sup> Grade Tennessee Through Time</a> (Username: <a href="mailto:shelby5@scs.org">shelby5@scs.org</a> Password: county)		
<b>Standards</b>	5.41: Examine the issue of slavery in the three grand divisions and the impact their differences had on Tennessee's secession from the Union.		
<b>Vocabulary</b>	Secession, slave market, Tennessee Declaration of Independence, Three Grand Divisions		
<b>Teacher Guided Text Specific &amp; Text Dependent Questions</b>	<p><b>The Middle of the 19<sup>th</sup> Century (p. TN 104)</b></p> <ul style="list-style-type: none"> <li>Where did people move to when they left Tennessee?</li> <li>What became the state's capital?</li> <li>How did railroad benefits Tennesseans?</li> <li>What was the financial status of many southern families?</li> </ul> <p><b>Slavery in Tennessee (p. TN 104)</b></p> <ul style="list-style-type: none"> <li>Why did more farmers start to grow cotton?</li> <li>Why did the number of slaves in Tennessee increase?</li> <li>What was the slave market?</li> <li>What Tennessee cities played a huge role in the slave market?</li> </ul> <p><b>The Three Grand Divisions (p. TN 105)</b></p> <ul style="list-style-type: none"> <li>What helped determine how the people of Tennessee felt about slavery?</li> <li>What are Tennessee's Three Grand Divisions?</li> <li>How did slavery differ across the state of Tennessee and why?</li> </ul>	<p><b>The Secession Debate (p. TN 106)</b></p> <ul style="list-style-type: none"> <li>What is secession?</li> <li>Who was president when stated want to secede from the united States of America?</li> <li>Why did some states want to secede from the United States of America?</li> <li>What was the name of the new nation the seceding stated wanted to form?</li> </ul> <p><b>Tennesseans Vote Against Secession (p. 106)</b></p> <ul style="list-style-type: none"> <li>People from which parts of Tennessee wanted to secede from the Union?</li> <li>What was the outcome of the vote on secession in Tennessee in 1861?</li> </ul> <p><b>Fort Sumter Tests Loyalists (p. TN 106)</b></p> <ul style="list-style-type: none"> <li>What changed the views of southerners on secession?</li> <li>What did President Lincoln do three days after the battle of Fort Sumter?</li> <li>How did Governor Harris respond to President Lincoln?</li> <li>Why was Tennessee divided?</li> </ul> <p><b>A New Vote for Secession (p. TN 107)</b></p> <ul style="list-style-type: none"> <li>Why did Governor Harris gather the General Assembly three months after the voting against secession?</li> <li>What was the Tennessee Declaration of independence?</li> <li>Tennessee became the 11<sup>th</sup> state to do what?</li> </ul>	<p><b>A Divided State (p. TN 109)</b></p> <ul style="list-style-type: none"> <li>How did 26 counties in east Tennessee feel about seceding from the Union?</li> <li>What did the counties do to try to get back into the Union?</li> <li>Who was Andrew Johnson and how did he respond to the wants of the East Tennessee counties?</li> <li>Why did Tennessee come to see Andrew Johnson as a traitor?</li> </ul> <p><b>Joining the Union (p. TN 109)</b></p> <ul style="list-style-type: none"> <li>What did Johnson urge East Tennesseans to do?</li> <li>How did Tennesseans support the Union?</li> <li>Who was Fielding Hurst?</li> </ul> <p><b>Joining the Union (p. TN 110)</b></p> <ul style="list-style-type: none"> <li>How did Tennesseans support the Confederacy?</li> <li>What was divided by the threat of war?</li> <li>How were Confederate soldiers celebrated throughout the state?</li> </ul> <p><b>Marcus Woodcock (p. TN 110)</b></p> <ul style="list-style-type: none"> <li>Where was Marcus Woodcock from?</li> <li>What army did he join during the Civil War?</li> <li>Why did he miss several battles?</li> <li>What did Woodcock do after the war that shined light on the war?</li> <li>How did Woodcock's views change during the war?</li> </ul>

<b>Suggested Protocols and Resources</b>	<a href="#">Back to Back Face to Face</a>	<a href="#">Think, Pair, Share</a>	<a href="#">Back to Back Face to Face</a>
<b>Extension Activities</b>	1) Students will complete pages 183-185 of the Teacher Resources and Assessments book to create a headline, news article, and images announcing Tennessee's decision to secede. Consider the region that your newspaper serves. How will that affect your view of the secession vote? 2) Students will write letter to a peer to explain why Tennessee was "A State Divided" prior to and during the Civil War.		
<b>Additional Recourses</b>	<a href="#">Tennessee and the Civil War</a>		
<b>Assessment</b>	Students will answer the prompt: How did the issue of slavery in the three grand divisions impact their differences on Tennessee's secession?		

<b>Week 2: Civil War-TDOE Gap Unit I</b>	
<b>Essential Question(s)</b>	How does division within America lead to war?
<b>Standards</b>	Civil War Unit
<b>Vocabulary</b>	Candidate, platform, slogan, tariff
<b>Link to Unit of Study</b>	<a href="#">Events Leading to the Civil War</a>
<b>Additional Recourses</b>	<a href="#">Causes of Civil War</a>

<b>Week 3: Civil War-TDOE Gap Unit II</b>	
<b>Essential Question(s)</b>	What role did geography, people, and events play in the outcome of the Civil War?
<b>Standards</b>	Civil War Unit
<b>Vocabulary</b>	Secession, emancipate, caption, bombard, Confederate States of America, border states, territory, resume
<b>Link to Unit of Study</b>	<a href="#">The Civil War</a>
<b>Additional Recourses</b>	<a href="#">Slavery, the Civil War &amp; Reconstruction: Fort Sumter and the First Shots of the Civil War</a> : Text and TDQs <a href="#">Reconstruction: Text and TDQs</a>

Week 4: The War Comes to Tennessee- TN Chapter 10				
<b>Essential Question(s)</b>	What steps did Tennessee take to become a state and who were the political leaders of the new state?			
<b>Texts</b>	Textbook: <a href="#">Gibbs Smith: 5<sup>th</sup> Grade Tennessee Through Time</a> (Username: <a href="mailto:shelby5@scs.org">shelby5@scs.org</a> Password: county)			
<b>Standards</b>	5.42: Describe the significance of the following Civil War events and battles on Tennessee: • Siege of Fort Donelson • Battle of Stones River • Battle of Franklin • Battle of Nashville			
<b>Vocabulary</b>				
<b>Teacher Guided Text Specific &amp; Text Dependent Questions</b>	<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 33%; vertical-align: top;"> <p><b>President Lincoln (p. TN 112)</b></p> <ul style="list-style-type: none"> <li>• What did President Lincoln consider Tennessee to be and why?</li> <li>• What was a major problem for the Confederacy?</li> <li>• Why did Confederates decide to build forts along the border of Tennessee?</li> </ul> <p><b>Defending Tennessee (p. TN 112)</b></p> <ul style="list-style-type: none"> <li>• What did Confederate do to protect Memphis?</li> <li>• What happened at the Battle of Mill Springs?</li> <li>• Why did the Battle of Mill Spring cause the Confederate defense line in Tennessee to be broken?</li> </ul> <p><b>The Siege of Fort Donelson (p. 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<b>Suggested Protocols and Resources</b>	<a href="#">Back to Back Face to Face</a>	<a href="#">Think, Pair, Share</a>	<a href="#">Back to Back Face to Face</a>
<b>Extension Activities</b>	1) Students will complete page 187 of the Teacher Resources and Assessments book to label and mark the major battle of Tennessee. 2) Students will make a flipbook to detail key people and the outcomes of major battle of Tennessee.		
<b>Additional Recourses</b>	<a href="#">Maps of TN Battles</a>		
<b>Assessment</b>	Students will answer the prompt: How did battles of Tennessee impact the outcome of the Civil War?		