**Introduction**

In 2014, the Shelby County Schools Board of Education adopted a set of ambitious, yet attainable goals for school and student performance. The District is committed to these goals, as further described in our strategic plan, Destination 2025.

**By 2025,**

* **80% of our students will graduate from high school college or career ready**
* **90% of students will graduate on time**
* **100% of our students who graduate college or career ready will enroll in a post-secondary opportunity.**

In order to achieve these ambitious goals, we must collectively work to provide our students with high-quality, College and Career Ready standards-aligned instruction. Acknowledging the need to develop competence in literacy and language as the foundations for all learning, Shelby County Schools developed the Comprehensive Literacy Improvement Plan (CLIP). The CLIP ensures a quality balanced literacy approach to instruction that results in high levels of literacy learning for all students, across content areas. Destination 2025 and the CLIP establish common goals and expectations for student learning across schools and are the underpinning for the development of the Elementary Social Studies curriculum maps.

Designed with the teacher in mind, the Elementary Social Studies curriculum maps focus on integrating literacy skills and strategies with content standards. This map presents a framework for organizing instruction around the TN State Standards (CCRA) so that every student meets or exceeds requirements for college and career readiness. The standards define what to teach at specific grade levels, and this map provides guidelines and research-based approaches for implementing instruction to ensure students achieve their highest potentials.

A standards-based curriculum, performance-based learning and assessments, and high quality instruction are at the heart of the Social Studies Curriculum guides. Educators will use this guide and the standards as a road map for curriculum and instruction. Carefully crafted curricu­lar sequences and quality instructional resources enable teachers to devote more time and energy in delivering instruction and assessing the effectiveness of instruction for all learners in their classrooms, including those with special learning needs.

**How to Use the Social Studies Curriculum Maps**
Our collective goal is to ensure our students graduate ready for college and career. This will require a comprehensive, integrated approach to literacy instruction that ensures that students become college and career ready readers, writers, and communicators. To achieve this, it is essential that literacy strategy and skill instruction be purposefully and appropriately planned and embedded within social studies. Students must employ essential literacy strategies that explicitly demonstrate the application of reading, writing, and thinking strategies to support learning in social studies.

The integration of literacy and social studies is critical for student success. This curriculum map is designed to help teachers make effective decisions about what Social Studies content to teach and how to teach it so that, ultimately, our students can reach Destination 2025. To reach our collective student achievement goals, we know that teachers must change their instructional practice in alignment the with the three College and Career Ready shifts in instruction for ELA/Literacy. We should see these three shifts in all SCS literacy classrooms:

(1) Regular practice with complex text and its academic language.

1. Reading, writing, and speaking grounded in evidence from text, both literary and informational.
2. Building knowledge through content-rich nonfiction.

Throughout this curriculum map, you will see high-quality texts that students should be reading, as well as some resources and tasks to support you in ensuring that students are able to reach the demands of the standards in your classroom. In addition to the resources embedded in the map, there are some high-leverage resources around each of the three shifts that teachers should consistently access:

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| **The TNCore Literacy Standards** |
| The TNCore Literacy Standards (also known as the College and Career Ready Literacy Standards): <http://www.tncore.org/english_language_arts.aspx>  | Teachers can access the TNCore standards, which are featured throughout this curriculum map and represent college and career ready student learning at each respective grade level. |
| **Shift 1: Regular Practice with Complex Text and its Academic Language** |
| Student Achievement Partners Text Complexity Collection: <http://achievethecore.org/page/642/text-complexity-collection>  | Teachers can learn more about how to select complex texts (using quantitative, qualitative, and reader/task measures) using the resources in this collection.  |
| Student Achievement Partners Academic Work Finder: <http://achievethecore.org/page/1027/academic-word-finder>  | Teachers can copy and paste a text into this tool, which then generates the most significant Tier 2 academic vocabulary contained within the text. |
| **Shift 2: Reading, Writing and Speaking Grounded in Evidence from the Text** |
| Student Achievement Partners Text-Dependent Questions Resources:<http://achievethecore.org/page/710/text-dependent-question-resources>  | Teachers can use the resources in this set of resources to craft their own text-dependent questions based on their qualitative and reader/task measures text complexity analysis. |
| **Shift 3: Building Knowledge through Content-Rich Non-fiction** |
| Student Achievement Partners Text Set Projects Sequenced: <http://achievethecore.org/page/1098/text-set-project-sequenced-under-construction>  | Teachers can use this resource to learn about how to sequence texts into “expert packs” to build student knowledge of the world. |

Our 2015-2016 Social Studies instructional maps have some new features we would like to share with you, as well as point out some information that will better help you utilize this resource.

* Each map is divided into three columns: (1) TN State Social Studies Standards, (2) Guiding Questions & Vocabulary, (3) Instructional Activities & Resources
* Each standard has a “Content Strand Code.” The codes are as follows: C – Culture, E – Economics, G – Geography, H – History, P – Government, Civics, and Politics, and TN – Tennessee Connection. For more information about the definition of each strand go to: <http://tn.gov/education/standards/social_studies/std_ss_coding_document.pdf>
* In support of the Comprehensive Literacy Improvement Plan (CLIP), each instructional map has English Language Arts (ELA) standards imbedded in the Activities/Instructional Resources column (coded in green), as well as sample integrated ELA lesson plans at the end of each quarter.
* A “Tool Kit” of resources can be found on the last page. This section identifies resources found within the document, as well as some additional avenues of information. For a comprehensive list of resources for grades K-5 visit our resources website: <http://teachersites.schoolworld.com/webpages/BRELibrary/scssscurriculumresou.cfm>
* A comprehensive list of the Tennessee State Social Studies standards can be found at: <http://tn.gov/education/standards/social_studies.shtml>

**WIDA**

***WIDA English Language Development (ELD) standards and example Model Performance Indicator (MPI) strands appear within this document to provide teachers with appropriate scaffolding examples for ELLs and struggling readers. Strands of MPIs related to the domain of Reading are provided and linked to the corresponding set of CCR standards.* *By referencing the provided MPIs and those MPIs within the given links, teachers have access to “I can” statements that are appropriately leveled for ELLs (and struggling readers) in their classrooms. Additionally, MPIs can be referenced for designing new and/or modifying existing assessments****.*

**WIDA ”Can Do” Name charts may be located here:**[**http://shelbycountyesl.weebly.com/wida.html**](http://shelbycountyesl.weebly.com/wida.html)**(password: SCS-ESL)**

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| **WIDA**<https://www.wida.us/standards/ELP_standardlookup.aspx>**Below is a sample of modifications provided on the WIDA site, feel free to search WIDA for other examples.**  |

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| Example: Reading 3-5 “Historical events, figures, and leaders” |  |  |  |  |
| **Entering:**Match examples of historical events with illustrations and labels | **Beginning:**Identify features, people, or events depicted in illustrations and phrases | **Developing:**Identify features, people, or events depicted in illustrations and phrases | **Expanding:**Interpret effects of historical events on people's lives during different time periods using graphic organizers and text | **Bridging:**Detect trends based on historical events or people's actions using grade-level text |

A Word About Vocabulary Instruction

Effective Tier 2 academic vocabulary development necessitates daily direct and explicit instruction in vocabulary that includes systematic practice, review, and deep processing. Teachers must immerse students in word-rich environments, while teaching and modeling word learning strategies.

In all content areas, academic vocabulary instruction must be cumulative, and the terms should be integrated into increasingly complex tasks. In language arts, more time should be spent on instruction about the nuance of the word, its origin, root, and/or affixes. Additionally, language arts teachers should use word work strategies such as parts of speech, semantic word webs, and other evidence-based vocabulary practice

Vocabulary **Common Core State Standards: Focus on Tier 2 & Tier 3 Academic Vocabulary**

* Tier 1 Basic words that commonly appear in spoken language. Because they are heard frequently in numerous contexts and with nonverbal communication, Tier 1 words rarely require explicit instruction.. Examples of Tier 1 words are clock, baby, happy and walk.
* Tier 2 High frequency words used by mature language users across several content areas. Because of their lack of redundancy in oral language, Tier 2 words present challenges to students who primarily meet them in print. Examples of Tier 2 words are obvious, complex, establish and verify.
* Tier 3 Words that are not frequently used except in specific content areas or domains. Tier 3 words are central to building knowledge and conceptual understanding within the various academic domains and should be integral to instruction of content. Medical, legal, biology and mathematics terms are all examples of these words.

Explicit instruction of the Tier 2 academic words is required in order for students to know and use the words accurately in reading, writing, and speaking. Multiple exposures and practice are key characteristics of effective vocabulary instruction. Teachers are expected to use evidence-based vocabulary strategies, such as those found in the SCS curriculum maps.

Links to Support Vocabulary Instruction & Development

<http://www.sde.idaho.gov/site/social_studies/docs/core/Visual%20Evidence.pdf>

<http://www.learningunlimitedllc.com/2013/07/5-steps-vocabulary-instruction/>

<https://wvde.state.wv.us/strategybank/VocabularyStrategies.html>

<https://wvde.state.wv.us/strategybank/VocabularyGraphicOrganizers.html>

<http://soltreemrls3.s3-website-us-west-2.amazonaws.com/marzanoresearch.com/media/documents/List-of-Tier-2-and-Tier-3-Terms-for-ELA-and-Math.pdf>

**Grade 5 Pacing Guide**

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| **Time** | **1st Quarter** |  | **Time** | **3rd Quarter** |
| Weeks 1-3 | U.S. Prior to Civil War* Compare and contrast the differences between the North and South prior to the Civil War
 |  | Weeks 1-3 | World War I and Women’s Suffrage* Analyze the involvement of the US during World War I.
* Evaluate the role of Tennessee and specific people in women's fight for equal rights.
 |
| Weeks 4-6 | U.S. Prior to Civil War* Evaluate the election of 1860 and states decisions to secede from the Union
 |  | Weeks 4-6 | The Roaring Twenties and The Great Depression* Summarize the growth of popular culture and the economy in the 1920s.
* Analyze the events that caused the Great Depressions and examine how the country recovered
 |
| Weeks 7-9 | The Civil War* Understands the causes, courses, and consequences of the Civil War.
 |  | Weeks 7-9 | World War II* Research and analyze the cultural, economic, and political developments that contributed to the causes and courses of WWII.
* Testing BLITZ (Review)
 |
| **Time** | **2nd Quarter** |  | **Time** | **4th Quarter** |
| Weeks 1-3 | Reconstruction* Understand the successes and failures of Reconstruction.
 |  | Weeks 1-2 | History and Culture* Testing BLITZ (continues)
* Analyze key events of the Civil Rights Movement
* Summarize contributions of innovators and musicians of 20th century
 |
| Weeks 4-6 | Industrial America & Westward Expansion* Explains the various causes and consequences of Second Industrial Revolution and events in TN, and describe the nation’s growing role in world affairs.
 |  | Weeks 3-6 | History* Examine the history of the United States since the conclusion of WWII.
 |
| Weeks 7-9 | Progressive Era & Jim Crow Laws* Research major topics on Westward Expansion, Spanish American War; Progressive Era, Jim Crow Laws
 |  | Weeks 7-9 | Culture – Geography – History – Economics* Recognize Global and Environmental Issues
* Africa in April and Memphis in May
* Locate AA and MM country on a map/globe.
* Compare and contrast culture, holidays, and national symbols.
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|  **State Standards** | **Guiding Questions/Vocabulary****Tier 2 & 3**  | **Instructional Activities & Resources** |
| --- | --- | --- |
| **Reconstruction****Weeks 1-3** |
| **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) **5.21** Compare and contrast the different Reconstruction plans of Lincoln, Johnson, and Congress. (H, P) **5.22** Integrate information from several texts about the intent and failure of the impeachment of Andrew Johnson. (H, P, TN) **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) **5.24** Explain the impact of the Tennessee Constitutional Convention of 1870, including poll taxes, segregation, and funds for public education. (E, P, TN) **5.25** Explain the compromise that ended Reconstruction with the election of Rutherford B. Hayes. (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) | **5.20** What were some of the motives behind the 13th, 14th, and 15th Amendments?Explain how the Freedmen’s Bureau and Fisk University were set up to help slaves start a new life.**Content Vocabulary (Tier 3):**Reconstruction, Assassination, Freedmen’s Bureau, Impeach, Sharecropping, Jim Crow, Segregation, ReconstructionAcademic vocabulary (Tier 2): impact, funds, compromise(See Vocabulary Strategies on p. 5)**5.21** How were the approaches taken to Reconstruction in America after the Civil War different and similar? **5.22** Why did the impeachment of Andrew Johnson fail? **5.23** How did the Reconstruction result in the rise of the Ku Klux Klan, black codes and vigilante justice? **5.24** How did the Tennessee Constitutional Convention of 1870 impact poll taxes, segregation, and funds for public education? **5.25** Why did the election of Rutherford B. Hayes end Reconstruction? **5.26** What impact did yellow fever have on Memphis in the 1870s? | * 1. **– 5.23**

[http://www.pbslearningmedia.org/resource/vtl07.la.ws.style.fourameni/the-fourteenth-amendment-part-i/](http://www.coreknowledge.org/mimik/mimik_uploads/lesson_plans/1385/5_HealingWounds.pdf) **Literacy.RI.5.1****5.20** Design a foldable with each amendment summarizing the key ideas.Create brochure to advertise the Freedmen’s Bureau Use a Venn Diagram to compare the Freedmen’s Bureau and Fisk University’s help to slavesComplete 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. Using the Internet, have students research how many slaves were in TN at the time the 13th amendment was ratified.<http://betterlesson.com/community/lesson.19586/lesson-2-freemen-s-bureau>[14th amendment media](http://www.pbslearningmedia.org/resource/vtl07.la.ws.style.fourameni/the-fourteenth-amendment-part-i/)[14th amendment media part 2 – radical republican](http://www.pbslearningmedia.org/resource/vtl07.la.ws.style.fouramenii/the-fourteenth-amendment-part-ii/)<http://www.schooltube.com/video/75888ce022b24d968ac1/Freedman%27s%20Bureau> 3:00 **5.21** Create a flip chart booklet labeled with each plan within the booklet identify the key details of the plan. Denote the differences and similarities in each plan with the outcome. Evaluate Congress’ action during Reconstruction. Discuss actions Congress might have taken (debate). [**https://en.wikipedia.org/wiki/Reconstruction\_Era**](https://en.wikipedia.org/wiki/Reconstruction_Era)**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. Create a timeline of events while viewing <http://civclients.com/nehint/impeach/><http://tn.pbslearningmedia.org/resource/3340f0ba-8fce-4990-9ab7-350c915414d1/andrew-johnson-60-second-presidents/> 1:15**5.23** Discuss impact of The Reconstruction. Research the rise of the Ku Klux Klan, black codes, and vigilante justice. **RL-Literacy.RI.5.1**Create a 3 door foldable labeled with each. <http://www.coreknowledge.org/mimik/mimik_uploads/lesson_plans/1385/5_HealingWounds.pdf><http://www.teachingushistory.org/pdfs/Flip-FlapBooklet.pdf><http://www.pbslearningmedia.org/resource/bf09.socst.us.const.backlash/reconstruction-brings-white-resistance/>**5.24** Create a gallery walk of documents showing TN poll taxes, segregation laws, and funding for public education with open ended questions. Create a flip chart with polling taxes, segregation and funds for public education. <http://www.hmhco.com/country/us/tennessee/social-studies/the-americans-reconstruction-to-the-present>[TN Constitution of 1870](http://www.tngenweb.org/law/constitution1870.html) [Journal of Delegates 1870 New TN Constitution Nashville](https://archive.org/stream/journalproceedi04convgoog#page/n0/mode/2up)**5.25** Analyze document based questions to understand the process of reconstruction, its end and the election of Rutherford B. Hayes.  **RL-Literacy.RI.5.2** <http://edsitement.neh.gov/lesson-plan/battle-over-reconstruction-aftermath-reconstruction#sect-introduction>**5.26** Research yellow fever epidemic in West Tennessee. Create a mock newspaper from 1878. <http://historic-memphis.com/memphis-historic/yellow-fever/yellow-fever.html><http://www.pbs.org/wgbh/amex/fever/peopleevents/e_1878.html> |
| **Literacy Lessons and Activities** |
| **5.21 - 5.23, 5.25 Radical Republicans:****Activity:** Using a graphic organizer, respond to the following prompt**Writing Prompt:**Some historians have suggested that had Lincoln not been assassinated, Radical Republicans in the House might have impeached him instead of Andrew Johnson. Defend this argument. **Literacy.RI.5.1****Primary Documents and Supporting Texts to Read:**the [Thirteenth](http://www.loc.gov/rr/program/bib/ourdocs/13thamendment.html), [Fourteenth](http://www.loc.gov/rr/program/bib/ourdocs/14thamendment.html), and [Fifteenth](http://loc.gov/rr/program/bib/ourdocs/15thamendment.html) Amendments to the U.S. Constitution;the [Retrospective in Co. Aytch, Sam W*a*tkins](http://www.etsu.edu/cas/tahg/pictures/CivilWar/documents/CSAPostWarChickamaugaMemoir.pdf) excerpt Battle of Chickamauga | **5.20, 5.23 - 5.25 Jim Crow South:**[Jim Crow Laws Activity Link](http://www.ferris.edu/jimcrow/links/courses/thunder.pdf) <http://tn.pbslearningmedia.org/resource/bf10.socst.us.indust.whowasjim/who-was-jim-crow/> 1.20 min.**Reading Excerpt***Roll of Thunder, Hear My Cry* by Mildred D. Taylor**Activity Link:** [**http://www.ferris.edu/jimcrow/links/courses/thunder.pdf**](http://www.ferris.edu/jimcrow/links/courses/thunder.pdf)After reading an excerpt from the text, have students use the details from the text to write about Jim Crow South.**Literacy.RI.5.2****, RI.5.3****Fiction Text Suggestion****Extended Reading***Roll of Thunder, Hear My Cry* by Mildred D. Taylor <http://www.webenglishteacher.com/mtaylor.html>**All Reading Standards– Literacy*****\*This non-fiction piece could be used as cross curricular instruction with ELA or as novel study in class. To enrich the content, pair the story with newspaper articles written by Ida B. Wells or similar historical documents.*** | **5. 20, 5.23 - 5.25 Sharecropper:****Extended Reading***Roll of Thunder, Hear My Cry* by Mildred D. TaylorWrite a journal entry as if they were the children of a sharecropper. Remind them to include details about daily life and the advantages and disadvantages of sharecropping.**Literacy.W.5.3****Non-Fiction Text***The Reconstruction of the South After the Civil War in United States History* by Marsha Ziff |
| **Industrial America and Westward Expansion****Weeks 4-6** |
| **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) **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) **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)**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.**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) **5.32** Describe the role of Buffalo Soldiers in settling the West, including Tennessee native George Jordan. (H, TN) **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) | **5.27** Has rapid industrial development been a blessing or a curse for Americans? Should the government regulate business closely? **5.28** How did the laborers on the Transcontinental Railroad impact the development of the West?**Content Vocabulary (Tier 3):**transcontinental sodbusterprejudice railheadtime zone barbed wire reservationInternational Date Line homesteadlaborers Exodusterssupply/ demand habitat **Academic Vocabulary (Tier 2):** **assimilate, extinct, regulate****(See Vocabulary Strategies on p. 5)****5.29** Has immigration been the key to America’s success?**5.30** Have Native Americans been treated fairly by the United States government? **5.31** What was the appeal of settlers and immigrants to the Great Plains? **5.32**What role did the Buffalo Soldiers play in settling the west?**5.33**How was life in the Great Plains during the late 1800s? | **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. [**http://www.chattanoogacocacola.com/history.asp**](http://www.chattanoogacocacola.com/history.asp)[**http://cocacolaunited.com/wp-content/uploads/2012/03/HISTORY-OF-CHATTANOOGA-COCA-COLA-WORLDS-FIRST-BOTTLING-COMPANY.pdf**](http://cocacolaunited.com/wp-content/uploads/2012/03/HISTORY-OF-CHATTANOOGA-COCA-COLA-WORLDS-FIRST-BOTTLING-COMPANY.pdf)[**http://cocacolaunited.com/locations/chattanooga/**](http://cocacolaunited.com/locations/chattanooga/)[**http://www.learnnc.org/lp/editions/nchist-newsouth/5489**](http://www.learnnc.org/lp/editions/nchist-newsouth/5489)[**http://www.tnhistoryforkids.org/geography/a\_6**](http://www.tnhistoryforkids.org/geography/a_6)[**http://www.tnhistoryforkids.org/places/cowan\_rr\_museum**](http://www.tnhistoryforkids.org/places/cowan_rr_museum)**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.  **RL IT 5.3, 5.5 – 5.9** [**http://www.eiteljorg.org/docs/learn-doc/railroads\_of\_the\_west\_curriculum.pdf?sfvrsn=2**](http://www.eiteljorg.org/docs/learn-doc/railroads_of_the_west_curriculum.pdf?sfvrsn=2)**5.28** Create a map/ timeline of the Transcontinental Railroad Read and react to various points of view from the Transcontinental Railroad. **RL IT 5.3, 5.5 – 5.9**[**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/) **video** [**http://cprr.org/Museum/Chinese.html**](http://cprr.org/Museum/Chinese.html)<http://www.pbslearningmedia.org/resource/akh10.socst.ush.now.westexpans/westward-expansion-18601890/> video<http://tn.pbslearningmedia.org/resource/e9c31779-948d-4a12-8dc8-5c6a9f5fc9a5/homesteading-railroad-land-grants/> video 1:35<http://tn.pbslearningmedia.org/resource/79feef6b-984c-4029-b322-585c79080d81/the-civil-war-and-the-transcontinental-railroad/> video 2:19<https://www.gilderlehrman.org/history-by-era/development-west/resources/transcontinental-railroad-images-and-poetry>**5.28** Write a letter to Congress explain why there is a need for a railroad that links the east United States to the west United States. **RL W5.3** <https://www.gilderlehrman.org/history-by-era/development-west/resources/all-aboard-making-connections-with-transcontinental-railro> [**http://www.pbs.org/weta/thewest/lesson\_plans/lesson01.htm**](http://www.pbs.org/weta/thewest/lesson_plans/lesson01.htm)**5.29** Create a Shutter Fold booklet to compare the immigrant viewpoints versus American citizens’ viewpoints. Compare to how current viewpoints are similar or different. Write an essay summarizing information discussed. <http://www.history.com/topics/ellis-island/videos/arrival-at-ellis-island> 4 min  <http://www.history.com/topics/ellis-island/videos/ellis-island-in-pictures?m=528e394da93ae&s=undefined&f=1&free=false> 3 min <http://tn.pbslearningmedia.org/resource/fyr14.socst.us.colicchio/20th-century-italian-immigration-america-the-melting-pot-or-not/> 4:46 <http://tn.pbslearningmedia.org/resource/foa10.soc.k-6.histus.verysadper/a-very-sad-period-in-irish-history/> 1:30, <http://tn.pbslearningmedia.org/resource/foa10.soc.k-6.histus.tenantfarm/tenant-farmers/> 1:35<http://tn.pbslearningmedia.org/resource/f9f21149-5f5a-415d-b00f-33da0157f512/birds-of-passage/> 9:30  <http://tn.pbslearningmedia.org/resource/foa10.soc.k-6.histus.pionwest/pioneers-of-the-american-west/> 1:30**5.30 – 5.33** 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. Write an argumentative piece to defend each position using discussion points from the Socratic circle.  **RL – Literacy. W. 5.1** <http://www.sparknotes.com/history/american/westwardexpansion/section11.rhtml><http://www.eyewitnesstohistory.com/custer.htm>.Donyall Dickey Informational Text Resources: Standard 4.9 – *Montana Territory***5.31** Create a comic book showing settlers living on the Great Plains. Have students create dialogs and captions. [Interactive Lesson Great Plains Moving West](http://tn.pbslearningmedia.org/resource/adac2c73-e34a-4abf-b869-0d6538870c89/adac2c73-e34a-4abf-b869-0d6538870c89/). <http://www.pbs.org/weta/thewest/lesson_plans/lesson05.htm>**5.32** Create a graphic organizer (who, what when, where) with a picture in the center. [Buffalo Soldiers](http://tn.pbslearningmedia.org/resource/49e8d07f-313d-44af-924a-591b0c96aeea/buffalo-soldiers-in-new-mexico/) 9:30[George Jordan](http://www.blackpast.org/aaw/jordan-george-1849-1904)**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.  **RL-Literacy.W.5.3**<http://www.loc.gov/teachers/classroommaterials/connections/prairie-settlement/history6.html> |
| **ELA/Literacy Lessons and Activities/Sample Tasks & Lessons** |
| **Living conditions on the Great Plains:**Review with students the extreme weather conditions in each season on the Great Plains. Refer to current weather maps as a guide. Write a descriptive journal entry of a day on the Great Plains. Include clues about the season in the descriptions but not state it out right.**RLLiteracy.W.5.3.b** | **Buffalo Soldiers:**Read: *Buffalo Soldiers* by Vale Fitzpatrick<http://education.texashistory.unt.edu/lessons/psa/Buffalo_Soldiers/>As the students read, cite evidence from the text that supports the theme of changes in opportunity for African Americans in the United States.Complete a Venn Diagram showing the differences and similarities of racism before the Civil War and post-Civil War that black Americans had to endure during the late 1900s. **RL-Literacy.RI.5.3** | **Native American Culture:**<http://www.pbs.org/circleofstories/educators/lesson2.html>Compare and contrast the songs “It’s a Small World” and “Circle of Life” in a Venn Diagram. Add a third loop to the diagram demonstrating how Native American culture values the same beliefs. Challenge the students to think further into how Americans slowly destroyed what Native Americans held as religious beliefs. Explore this idea through research or discussion using prior knowledge. Pose a question for response in a journal entry. **RL-Literacy.RI.5.5****, RL-Literacy.RI.5.6****Text Suggestions**<http://www.scholastic.com/teachdearamerica/westward.htm>[**The Diary of Hattie Campbell: The Oregon Trail 1847**](http://www.scholastic.com/teachdearamerica/westward_books.htm)[**Behind the Masks: The Diary of Angeline Reddy, Bodie, California, 1880**](http://www.scholastic.com/teachdearamerica/westward_books.htm) |
| **Westward Expansion – Spanish American War – Progressive Era – Jim Crowe Laws****Weeks 7-9** |
| **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) **5.35** Describe child labor and working conditions in factories. (C, E, H)**5.36** Analyze the role of Samuel Gompers and the American Federation of Labor in changing 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: (C, E, H) * Thomas Edison
* Alexander Graham Bell
* Henry Ford
* George Eastman
* George Washington Carver
* Henry Bessemer
* Swift and Armour
* Cornelius Vanderbilt

**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) **5.39** Analyze the causes, course, and consequences of the Spanish American War, including: (C, E, G, H, TN) **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) * Anti-Trust laws
* 16th, 17th, 18th and 19th Amendments
* immigration reform

**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) | **5.34** What is the Gilded Age and how was it significant? • political machines • major scandals • economic disparity • industrial capitalists **5.35** How did work affect the American child within a rapidly growing industrial society? **5.36** What impact did Samuel Gompers and the American Federation of Labor has in changing standard working conditions? **5.37** How did key business leaders, inventors, and entrepreneurs influence American society during the second Industrial era?**Vocabulary**Corporation, Progressive Era, Monopoly, strike, American Federation of Labor, sharecropperAcademic Vocabulary: Consequences, impact, discriminate, inequality**(See Vocabulary Strategies on p. 5)****5.38** What was the purpose and influence of the Centennial Exposition of 1897 in Tennessee?**5.39** What were the reasons for the Spanish-American War? **5.40** Can reform movements improve American society and politics? (Progressivism)**Vocabulary**yellow journalism, Imperialism, USS Maine Rough Riders, settlement house, slum, tenement, Hull House, industrialization, Muckraker, progressives, labor laws, rapid transit, urbanization**5.41** 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? | **5.34** Research and illustrate trading cards of famous political machines, major scandals, economic disparities and industrial capitalists from the Gilded Age. Each card should include pictures, graphics, and at least 3 facts.  **RL – W.5.7** <http://www.tn4me.org/sapage.cfm/sa_id/96/era_id/6/major_id/20/minor_id/56/a_id/135><http://www.teachertube.com/video/gilded-age-152834> 9:30 [**https://www.gilderlehrman.org/history-by-era/rise-industrial-america-1877-1900/gilded-age/teaching-resources**](https://www.gilderlehrman.org/history-by-era/rise-industrial-america-1877-1900/gilded-age/teaching-resources) **– create free account** **5.35** Read excerpts from The Jungle. Discuss child labor laws. Write a descriptive essay detailing the conditions of factory workers. Extend the lesson: Compare factory workers lives to the lives of sharecroppers.  **RL-Literacy.RI.5.3, .RI.5.5**[Triangle Shirtwaist Factory pbs media](http://tn.pbslearningmedia.org/resource/vtl07.la.rv.text.triangle/the-triangle-shirtwaist-factory-disaster/) 6:01 [Triangle Fire PBS.org](http://www.pbs.org/wgbh/americanexperience/films/triangle/player/) 53:11 <http://tn.pbslearningmedia.org/resource/076b6f88-c368-46f8-b1fb-ce04d087e73e/johnson-women-children-in-the-workforce-segment-1/> 2:00**5.36** Research the “what, where, when, why” of the American Federation of Labor, AFL. Create a 4 square information cube. <http://tn.pbslearningmedia.org/resource/a6b6df48-7063-4ff5-a8d5-b96263817a6e/fruits-of-thy-labor/> 11:36**5.37** Research biographies of the key business leaders, inventors and entrepreneurs influence on the early 1900s.to complete a [Facebook profile page link](http://www.teacherstechworkshop.com/2013/08/6-amazing-facebook-templates-to-use.html). Include key vocabulary terms used correctly within context.  **RL – W.5.7**Create a biography hanger.Create a layer book <http://www.havefunwithhistory.com/index.html><https://www.flocabulary.com/industrial-revolution/>**5.38** Choice of presentation mode: power point, bit strips, iMovie, etc. to demonstrate an understanding of the 1897 Centennial Exposition.  **RL-Literacy.SL.5.5**[**http://teva.contentdm.oclc.org/cdm/landingpage/collection/Centennial**](http://teva.contentdm.oclc.org/cdm/landingpage/collection/Centennial)**5.39** Create a facts and figures brochure with a four panel accordion fold with causes, course, consequences and analysis label.<http://www.socialstudiesforkids.com/subjects/spanishamericanwar.htm><http://tn.pbslearningmedia.org/resource/e750af9d-28e8-4912-9ce3-3cc9b22d10c2/spanish-american-war/> 4:21**5.40** Create a mock newspaper with each student choosing a topic to research and write article.<http://www.owlteacher.com/the-progressive-era.html>Create a layer book with the 16th – 19th amendments labeled. [16th-amendment](http://kids.laws.com/16th-amendment), [17th-amendment](http://kids.laws.com/17th-amendment), [18th-amendment](http://kids.laws.com/18th-amendment), [19th-amendment](http://kids.laws.com/19th-amendment)**5.41** Complete a cause and effects chart for the Jim Crow LawsAnalyze Jim Crow Law propaganda using a Graphic Notes Organizer chartCreate a shutter fold foldable to record notes on Ida B. Wells and Randolph Miller person.<http://www.pbslearningmedia.org/resource/bf09.socst.us.const.antilynch/ida-b-wells-a-lifetime-of-activism/> 5:41<http://tn.pbslearningmedia.org/resource/bf10.socst.us.indust.whowasjim/who-was-jim-crow/> 1:20<http://people.duke.edu/~ldbaker/classes/AAIH/caaih/ibwells/ibwbkgrd.html> |
| **Literacy Lessons and Activities** |
| **5.37 Inventors and Entrepreneurs:**Create or invent something new and never before created. Explain the need for it today or in today’s society. Students can illustrate or develop the invention to bring to class. The invention must include marketing campaign poster and written explanation. **RL-Literacy.SL.5.4**,**5.5**[**http://www.history.com/shows/men-who-built-america**](http://www.history.com/shows/men-who-built-america) **: short clips of the men who helped create America’s Steel, Railroad and Oil industry – Vanderbilt, Carnegie, Rockefeller and more.**  | **5.34 Political Machines 1860s and 1870s:**Show students the political cartoons from the website below. <http://sharepoint.mvla.net/teachers/AlisaB/ushistory/Documents/Unit%2011.2%20Industrialization/11.2%20Pol.%20Machine%20DBQ.pdf>Compare the political cartoons and Mark Twain quotes to the political scandals during the late 1800s and early 1900s. Discuss the implications that this popular opinion could have on the economy. **RL.5.6****Mark Twain -** "There is no distinctly native American criminal class except Congress." "We have the best congress money can buy." "Reader, suppose you were an idiot. And suppose you were a member of Congress. But I repeat myself."**Fluency Practice:***Child Labor in America by Juliet Mofford* | **5.35 Child Labor Laws:**Read: A History of Child Labor <http://www.scholastic.com/teachers/article/history-child-labor>View: Photos of children working at various jobs in the early 1900s. <http://www.historyplace.com/unitedstates/childlabor/>Record the emotion seen in the pictures. Dig deep into what the life of a child worker in the early 1900s would be like using all of the information and captions in the photographs. Write from the point of view of the parents of children working in factories or the factory owners. Be sure to include the motivations behind sending a child to work or putting a child to work. **RL-Literacy.W.5.3****Non-Fiction Text**[excerpts from Upton Sinclair, Jacob Riis, Jane Adams link to document](http://r.search.yahoo.com/_ylt%3DA0LEV7kkXD5Vfl4Ax_onnIlQ%3B_ylu%3DX3oDMTEzanRlZmFmBHNlYwNzcgRwb3MDMgRjb2xvA2JmMQR2dGlkA1lIUzAwMV8x/RV%3D2/RE%3D1430178980/RO%3D10/RU%3Dhttp%3A//www.wdeptford.k12.nj.us/High_School/prockwell/Documents/USIIProgEraREADINGS.doc/RK%3D0/RS%3DXVAqdAW7qyrPcpJ.5_yYKQjFNKI-)[Jacob Riis Media Link](http://www.history.com/topics/ellis-island/videos/jacob-riis?m=528e394da93ae&s=undefined&f=1&free=false)[**Twenty Years at Hull-House excerpt**](http://inside.sfuhs.org/dept/history/US_History_reader/Chapter8/addams.htm) **by Jane Addams**[**How the Other Half Lives excerpt**](http://www.eduplace.com/ss/hmss/8/unit/act6.1blm1.html) **by Jacob Riis**[**The Jungle excerpt**](http://inside.sfuhs.org/dept/history/US_History_reader/Chapter8/sinclairexcerpts.html) **by Upton Sinclair** |

| **Additional Resources**  |
| --- |
| <http://www.pbslearningmedia.org/resource/vtl07.la.ws.style.fourameni/the-fourteenth-amendment-part-i/> <http://www.pbslearningmedia.org/resource/vtl07.la.ws.style.fouramenii/the-fourteenth-amendment-part-ii/> <http://betterlesson.com/community/lesson/19586/lesson-2-freedmen-s-bureau> <http://civclients.com/nehint/impeach/> <http://tn.pbslearningmedia.org/resource/3340f0ba-8fce-4990-9ab7-350c915414d1/andrew-johnson-60-second-presidents/> <http://www.coreknowledge.org/mimik/mimik_uploads/lesson_plans/1385/5_HealingWounds.pdf> <http://www.teachingushistory.org/pdfs/Flip-FlapBooklet.pdf> <http://www.pbslearningmedia.org/resource/bf09.socst.us.const.backlash/reconstruction-brings-white-resistance/> <http://www.hmhco.com/country/us/tennessee/social-studies/the-americans-reconstruction-to-the-present> <http://www.tngenweb.org/law/constitution1870.html> <http://edsitement.neh.gov/lesson-plan/battle-over-reconstruction-aftermath-war> <http://historic-memphis.com/memphis-historic/yellow-fever/yellow-fever.html> <http://www.pbs.org/wgbh/amex/fever/peopleevents/e_1878.html> <http://tn.pbslearningmedia.org/resource/bf10.socst.us.indust.whowasjim/who-was-jim-crow/> <http://www.ferris.edu/jimcrow/links/courses/thunder.pdf> <http://www.webenglishteacher.com/mtaylor.html> <http://www.chattanoogacocacola.com/history.asp> <http://cocacolaunited.com/wp-content/uploads/2012/03/HISTORY-OF-CHATTANOOGA-COCA-COLA-WORLDS-FIRST-BOTTLING-COMPANY.pdf> <http://cocacolaunited.com/locations/chattanooga/> <http://www.learnnc.org/lp/editions/nchist-newsouth/5489> <http://www.tnhistoryforkids.org/geography/a_6> <http://www.tnhistoryforkids.org/places/cowan_rr_museum> <http://www.eiteljorg.org/docs/learn-doc/railroads_of_the_west_curriculum.pdf?sfvrsn=2> <http://www.pbslearningmedia.org/resource/akh10.socst.ush.now.trchinese/transcontinental-railroad-recruits-chinese-laborers/> <http://cprr.org/Museum/Chinese.html> <http://www.pbslearningmedia.org/resource/akh10.socst.ush.now.westexpans/westward-expansion-18601890/> <http://tn.pbslearningmedia.org/resource/e9c31779-948d-4a12-8dc8-5c6a9f5fc9a5/homesteading-railroad-land-grants/> <http://tn.pbslearningmedia.org/resource/79feef6b-984c-4029-b322-585c79080d81/the-civil-war-and-the-transcontinental-railroad/> <https://www.gilderlehrman.org/history-by-era/development-west/resources/transcontinental-railroad-images-and-poetry> <https://www.gilderlehrman.org/history-by-era/development-west/resources/all-aboard-making-connections-with-transcontinental-railro> <http://www.pbs.org/weta/thewest/lesson_plans/lesson01.htm> **ELLIS ISLAND**<http://www.history.com/topics/ellis-island/videos/arrival-at-ellis-island> <http://www.history.com/topics/ellis-island/videos/ellis-island-in-pictures?m=528e394da93ae&s=undefined&f=1&free=falsehttp://www.history.com/topics/ellis-island/videos/arrival-at-ellis-island>  | **ELLIS ISLAND 2**<http://tn.pbslearningmedia.org/resource/fyr14.socst.us.colicchio/20th-century-italian-immigration-america-the-melting-pot-or-not/> <http://tn.pbslearningmedia.org/resource/foa10.soc.k-6.histus.verysadper/a-very-sad-period-in-irish-history/> <http://tn.pbslearningmedia.org/resource/foa10.soc.k-6.histus.tenantfarm/tenant-farmers/> <http://tn.pbslearningmedia.org/resource/f9f21149-5f5a-415d-b00f-33da0157f512/birds-of-passage/> <http://tn.pbslearningmedia.org/resource/foa10.soc.k-6.histus.pionwest/pioneers-of-the-american-west/> <http://www.sparknotes.com/history/american/westwardexpansion/section11.rhtml> <http://www.eyewitnesstohistory.com/custer.htm>. <http://tn.pbslearningmedia.org/resource/adac2c73-e34a-4abf-b869-0d6538870c89/adac2c73-e34a-4abf-b869-0d6538870c89/> <http://www.pbs.org/weta/thewest/lesson_plans/lesson05.htm> <http://tn.pbslearningmedia.org/resource/49e8d07f-313d-44af-924a-591b0c96aeea/buffalo-soldiers-in-new-mexico/> [http://www.blackpast.org/aaw/jordan-george-1849-1904http://www.loc.gov/teachers/classroommaterials/connections/prairie-settlement/history6.html](http://www.blackpast.org/aaw/jordan-george-1849-1904http%3A//www.loc.gov/teachers/classroommaterials/connections/prairie-settlement/history6.html) <http://www.pbs.org/circleofstories/educators/lesson2.html> <http://education.texashistory.unt.edu/lessons/psa/Buffalo_Soldiers/> <http://www.scholastic.com/teachdearamerica/westward.htm> <http://www.scholastic.com/teachdearamerica/westward_books.htm> <http://www.scholastic.com/teachdearamerica/westward_books.htm> <http://www.tn4me.org/sapage.cfm/sa_id/96/era_id/6/major_id/20/minor_id/56/a_id/135> <http://www.teachertube.com/video/gilded-age-152834> <https://www.gilderlehrman.org/history-by-era/rise-industrial-america-1877-1900/gilded-age/teaching-resources> <http://tn.pbslearningmedia.org/resource/vtl07.la.rv.text.triangle/the-triangle-shirtwaist-factory-disaster/> <http://tn.pbslearningmedia.org/resource/076b6f88-c368-46f8-b1fb-ce04d087e73e/johnson-women-children-in-the-workforce-segment-1/> <http://www.pbs.org/wgbh/americanexperience/films/triangle/player/> <http://tn.pbslearningmedia.org/resource/a6b6df48-7063-4ff5-a8d5-b96263817a6e/fruits-of-thy-labor/> <http://www.havefunwithhistory.com/HistorySubjects/index.html> <https://www.flocabulary.com/industrial-revolution/> <http://teva.contentdm.oclc.org/cdm/landingpage/collection/Centennial> <http://www.socialstudiesforkids.com/subjects/spanishamericanwar.htm> <http://tn.pbslearningmedia.org/resource/e750af9d-28e8-4912-9ce3-3cc9b22d10c2/spanish-american-war/> <http://www.owlteacher.com/the-progressive-era.html> <http://kids.laws.com/16th-amendment> <http://kids.laws.com/17th-amendment> <http://kids.laws.com/18th-amendment> <http://kids.laws.com/19th-amendment> <http://www.pbslearningmedia.org/resource/bf09.socst.us.const.antilynch/ida-b-wells-a-lifetime-of-activism/> <http://tn.pbslearningmedia.org/resource/bf10.socst.us.indust.whowasjim/who-was-jim-crow/> <http://people.duke.edu/~ldbaker/classes/AAIH/caaih/ibwells/ibwbkgrd.html> **MEN WHO BUILT AMERICA**<http://www.history.com/shows/men-who-built-america> <http://www.scholastic.com/teachers/article/history-child-labor> <http://www.historyplace.com/unitedstates/childlabor/> <http://teachersites.schoolworld.com/webpages/BRELibrary/scssscurriculumresou.cfm>  |