

4<sup>th</sup> Grade - U.S. History: Ancient America to 1850: Quarter 3 Curriculum Map Scope and Sequence

Topic	Week	Weekly Focus	Standards
The War for Independence	Growing Pains	Students will discuss some of the problems facing the new nation—a weak central government, Shays' rebellion and the need for a national currency.	4.21, 4.29, 4.31, 4.37, 4.43
The Constitution	The Constitution	Students will define a constitution, understand the rights/responsibilities of a U.S. citizen and explain our system of checks and balances	4.21, 4.29, 4.37, 4.39, 4.40, 4.41, 4.46
Creating a New Government	Plans for the New Government	Students will demonstrate their understanding of the Constitution and Declaration of Independence and will compare Federalist and Anti-Federalist views of government.	4.29, 4.37, 4.39, 4.40, 4.41, 4.42, 4.43, 4.44, 4.46
Government of the People	Government of the People	Students will explain the structure and function of government.	4.33, 4.37, 4.39, 4.40, 4.41, 4.42, 4.46, 4.57, 4.58
Taking Steps Toward Statehood	Taking Steps Toward Statehood	Students will locate the Southwest Territory on a map, identify its leaders, and explain how it was the first step to statehood, including William Blount, John Sevier, Rocky Mount, and the Treaty of Holston.	4.34, 4.37, 4.38, 4.42, 4.45, 4.48, 4.53
Louisiana Purchase	Louisiana Purchase	Students will study and describe the events leading up to, during and resulting from the Louisiana Purchase.	4.47, 4.48
War of 1812	War of 1812	Students will explain the causes/effects of the War of 1812 and the effects of westward expansion on American Indians.	4.1, 4.5, 4.11, 4.47, 4.48, 4.49, 4.50, 4.51, 4.53, 4.55, 4.56
Early Westward Expansion	Early Westward Expansion	Students will recognize influential people of westward expansion and be able to describe the contributions they made.	4.20, 4.47, 4.48, 4.53
Westward Ho!	Westward Ho!	Students will study the westward trails through secondary and primary sources, including journal entries of children who made the journey.	4.20, 4.48, 4.53, 4.59

## 4<sup>th</sup> Grade - U.S. History: Ancient America to 1850: Quarter 3 Curriculum Map Introduction

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

Fourth grade students will learn about native civilizations in North America, European explorations to the New World during the fifteenth and sixteenth centuries, and the political, economic, and social development of the British colonies in the seventeenth and eighteenth centuries. They will also study the early development of democratic institutions, including the ideas and events that led to the independence of the original thirteen colonies and the formation of a national government under the Constitution. In addition, they will examine the history of Tennessee parallel to the development of the United States and how our state impacted our nation and the world. The purpose of fourth grade social studies is to give students their first concentrated study of the formative years of United States and Tennessee history, utilizing primary source documents, geographic tools, research, analysis, and critical thinking.

### 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 Studies Weekly

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 recommended that 3-5 students receive 30 minutes per day of social studies instruction (150 minutes per week).*

### Orientation to Studies Weekly Video Training

Teachers who are unfamiliar with Studies Weekly may learn how to use and implement these resources by viewing the videos [Part 1](#), [Part 2](#), and [Part 3](#).

### Online Access to Studies Weekly

Teachers may access Studies Weekly online using one of two methods:

1. Go to [www.studiesweekly.com](http://www.studiesweekly.com) and log-on via Clever using their SCS (email) username and password. (*Preferred for easy student uploading*)
2. Go to [www.studiesweekly.com](http://www.studiesweekly.com) and login with username: **shelby\_county** and password: **county**

Once there, teachers may navigate to their respective grade level text:

Grade Level	Studies Weekly Subscription Title
Kindergarten	Tennessee Studies Weekly Kindergarten
First Grade	Tennessee First Grade Studies Weekly
Second Grade	Tennessee Second Grade Studies Weekly
Third Grade	World Community Studies Weekly (v15)
Fourth Grade	Tennessee Studies Weekly Ancient America to 1850
Fifth Grade	USA Studies Weekly 1850 to Present (v15)

### 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="#">Studies Weekly Resources (Found Under the General Resources Tab)</a>	<a href="#">Expeditionary Learning: Protocols and Resources</a>
Most Important Book	Back-to-Back and Face-to-Face
Display Tray	Carousel Brainstorm
Penny for Your Thoughts Debate Carousel	Give One, Get One, Move On
Cornell Note-Taking Method	Final Word
Flip Book for Taking Notes	Fishbowl
KWL Chart	Gallery Walk
Primary Source Analysis	Jigsaw

<b>Week 1: <u>Growing Pains</u></b>				
<b>Essential Question(s)</b>	What were the contributions of foreign alliances and individuals to the outcome of the Revolution? What were the weaknesses of the Artifices of Confederation? How did major inventions impact the early development of the United States?			
<b>Texts</b>	<b>Texts:</b> Studies Weekly, Ancient America to 1850			
<b>Vocabulary</b>	The Treaty of Paris, General Cornwallis, Article of Confederation, Congress, executive, alliances, Land Ordinance of 1785, debtors' prison, Daniel Shays, Northwest territory, disbanded, militias, pardon			
<b>Teacher Guided Text Specific &amp; Text Dependent Questions</b>	<b>Ending the Revolution, Once and for All</b> <ul style="list-style-type: none"> <li>• What countries fought in the Revolutionary War?</li> <li>• Why was Benjamin Franklin chosen as a representative of the U.S. at the signing of the Treaty of Paris?</li> <li>• Why was the treaty signed in Paris?</li> <li>• What were some compromises made by the British and the Americans in order to agree on the treaty?</li> </ul>	<b>Growing Pains for the New Nation</b> <ul style="list-style-type: none"> <li>• What does the government of a country need to do?</li> <li>• What should a government not do?</li> <li>• What have you heard about in today's news about what the government should and shouldn't do? Compare and discuss the Articles of Confederation.</li> <li>• Why was the Land Ordinance of 1785 not enough of a change?</li> <li>• What were the most significant parts of the Northwest Ordinance of 1787?</li> <li>• Why did Daniel Shays rebel against his own country after fighting in the Revolutionary War?</li> </ul>	<b>It Wasn't All Bad</b> <ul style="list-style-type: none"> <li>• How important to society/businesses/economies are new inventions?</li> <li>• Why do some people create new technology/inventions while others don't?</li> <li>• Who today goes beyond civic responsibility to improve the government or society?</li> </ul>	<b>The Father of Our Country: George Washington (1732-1799)</b> <ul style="list-style-type: none"> <li>• What qualities does a good president need?</li> <li>• What qualities does a good father need?</li> <li>• How are the qualities related?</li> <li>• Why did George Washington write so much?</li> <li>• How can we use the writing of George Washington to learn about him and our country in the 1700s and early 1800s?</li> </ul> <b>The Northwest Territory</b> <ul style="list-style-type: none"> <li>• How can we find out which states were created and when?</li> </ul>
<b>Suggested Protocols and Resources</b>	Final Word: Pg. 12	Write, Pair, Share: Pg. 35	Infer the Topic: Pg. 17	Back to Back, Face to Face: Pg. 5
<b>Activities</b>	1) After reading the section Growing pains, students will craft a list of weaknesses of the Article of confederation. Using the text as a reference, students will then give their opinion of the worst weaknesses listed and why. 2) Students will write to answer the following questions: What was Shays' rebellion and what was its impact on the government and Congress? 3) After reading The Father of Our Country, explain why George Washington did not want to become King of the United States?			
<b>Assessment</b>	Students will use the week's texts to complete the prompt: How was the United States in disarray after the Revolutionary War? Please use evidence from this week's text to support your response.			
<b>Standards</b>	4.21 Describe the various contributions made by Benjamin Franklin to the development of a unique American society, including his scientific experiments and inventions, the development of the Albany Plan and the Join or Die political cartoon. (C, H, P) 4.29 Analyze the influences of key leaders during this period, including: (P) • Patrick Henry • Alexander Hamilton • Thomas Jefferson • George Washington • Benjamin Franklin • Thomas Paine • John Adams • Sam Adams • John Hancock • Benedict Arnold 4.31 Locate and identify the major military battles, campaigns, and turning points of the American Revolution, including: (G, H, TN) • Lexington and Concord • Bunker (Breed's) Hill • Valley Forge • Princeton and Trenton • Saratoga • King's Mountain • Yorktown			

	<p>4.37 Analyze the weaknesses of the Articles of Confederation, including no power to tax, weak central government, and the impact of Shays' Rebellion. (P)</p> <p>4.43 Describe the events, precedents, and successes of the presidency of George Washington and list his cabinet members. (H)</p>
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<b>Week 2: <a href="#">The Constitution</a></b>				
<b>Essential Question(s)</b>	How did the concern for individual rights lead to the inclusion of the Bill of Rights in the U. S. Constitution? What limits the powers of the federal government as expressed in the Constitution and Bill of Rights? How has the constitution expanded voting rights from our nation's early history to today?			
<b>Texts</b>	<b>Texts:</b> Studies Weekly, Ancient America to 1850			
<b>Vocabulary</b>	Constitution, preamble, amend, compromise, textile, spinning jenny, bill of Rights, federalism, separation of Powers, individual rights, popular sovereignty, rule of law, checks and balances, amendment			
<b>Teacher Guided Text Specific &amp; Text Dependent Questions</b>	<b>Things Heat up in Philadelphia</b> <ul style="list-style-type: none"> <li>• Why were the windows nailed shut at the Constitutional Convention?</li> <li>• What was the original purpose of the Constitutional Convention?</li> <li>• What did the delegates do instead?</li> <li>• What were some of the qualifications of the delegates at the convention?</li> <li>• What could have happened if the delegates' discussions were published in the local newspapers?</li> </ul>	<b>The Constitution is Born!</b> <ul style="list-style-type: none"> <li>• According to the Preamble, what was the purpose of the Constitution?</li> <li>• What are some of the principles included in the Constitution?</li> <li>• How does a system of checks and balances help control the government?</li> <li>• Why weren't some members of the convention willing to sign the Constitution?</li> <li>• Why is it important to be able to amend the Constitution?</li> <li>• What is the Bill of Rights?</li> <li>• How can the Constitution be amended?</li> </ul>	<b>Compromise</b> <ul style="list-style-type: none"> <li>• What did the large and small states disagree on at the convention?</li> <li>• Who proposed a compromise?</li> <li>• What did each side give up in order to come to an agreement?</li> <li>• How does compromise help you solve problems at school, at home and in your community?</li> </ul> <b>The Spinning Jenny</b> <ul style="list-style-type: none"> <li>• What was the spinning jenny?</li> <li>• How did the spinning jenny improve the textile industry?</li> <li>• What improvements did the spinning jenny make to the lives of the average citizen of the United States?</li> </ul>	<b>How Are Voting Rights Protected by the Constitution?</b> <ul style="list-style-type: none"> <li>• What was the first voting right protected under the Constitution?</li> <li>• Who was allowed to vote under the 15th Amendment?</li> <li>• What year did women get the right to vote?</li> <li>• What does the slogan, "Old enough to fight, old enough to vote" mean?</li> </ul> <b>George Mason</b> <ul style="list-style-type: none"> <li>• Why did George Mason refuse to sign the Constitution?</li> <li>• What did George Mason do to try to improve the Constitution?</li> </ul>
<b>Suggested Protocols and Resources</b>				
<b>Activities</b>	1) After reading The Constitution is Born, students will explain why checks and balances are considered to be the most important principle of the Constitution. 2) Students will write a paragraph to give their opinion of the most important Amendment of the Bill of Rights. 3) Students will read the Preamble of the Constitution and rewrite it in common terms without changing the meaning of the original words of the Constitution. 4) Students will create a flow chart to explain the process of amending the Constitution.			
<b>Assessment</b>	Students will use the week's texts to complete the prompt: How did the outcomes of the constitutional convention impact the United States?			
<b>Standards</b>	4.21 Describe the various contributions made by Benjamin Franklin to the development of a unique American society, including his scientific experiments and inventions, the development of the Albany Plan and the Join or Die political cartoon. (C, H, P)			

	<p>4.29 Analyze the influences of key leaders during this period, including: (P) • Patrick Henry • Alexander Hamilton • Thomas Jefferson • George Washington • Benjamin Franklin • Thomas Paine • John Adams • Sam Adams • John Hancock • Benedict Arnold</p> <p>4.37 Analyze the weaknesses of the Articles of Confederation, including no power to tax, weak central government, and the impact of Shays' Rebellion. (P)</p> <p>4.39 Identify the various leaders of the Constitutional Convention and analyze the major issues they debated, including: (C, E, H) • distribution of power between the states and federal government • Great Compromise • Slavery and the 3/5 Compromise • George Washington and James Madison</p> <p>4.40 Explain the ratification process and describe the conflict between Federalists and AntiFederalists over ratification, including the need for a Bill of Rights. (H, P)</p> <p>4.41 Describe the principles embedded in the Constitution, including: (P) • purposes of government listed in the Preamble • separation of powers • branches of government • check and balances • the amendment process • principle of judicial review • recognition of and protection of individual rights in the 1st Amendment</p> <p>4.46 Write an opinion piece using supporting detail explaining the political beliefs of Alexander Hamilton and Thomas Jefferson leading to the political parties. (H, P)</p>
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Week 3: <u>Plans for the New Government</u>						
<b>Essential Question(s)</b>	How and why was the United States government created? What is the purpose of the Constitution? How do the views of Federalist and Anti-Federalist differ?					
<b>Texts</b>	<b>Texts:</b> Studies Weekly, Ancient America to 1850					
<b>Vocabulary</b>	Economy, federalist Papers, inaugurated, numismatics/ numismatists, engravers, obverse, patent, yellow fever, epidemic, vaccine, political parties, Cabinet, Electoral College, Federalist, Anti-Federalist, Democratic-Republican, Constitutional Convention, articles of Confederation					
<b>Teacher Guided Text Specific &amp; Text Dependent Questions</b>	<p><b>City Mouse, Country Mouse</b></p> <ul style="list-style-type: none"> <li>• What do Cabinet members do?</li> <li>• Who were George Washington’s Cabinet members?</li> <li>• Why were Alexander Hamilton and Thomas Jefferson in disagreement?</li> <li>• Compare and contrast federalist and Anti-federalist.</li> <li>• Who are today’s Cabinet members?</li> <li>• Why do we need more Cabinet members today than the number George Washington had?</li> </ul>	<p><b>Plans for the New Government</b></p> <ul style="list-style-type: none"> <li>• How is the Constitution different from the Articles of Confederation?</li> <li>• Why did James Madison and others write the Federalist Papers?</li> <li>• Why was James Madison so dedicated to the Constitutional Convention?</li> <li>• Why did George Washington retire before he became president?</li> <li>• Why do you think the nation’s capital wasn’t in Washington, D.C. when George Washington was president?</li> </ul>	<p><b>The Cotton Gin</b></p> <ul style="list-style-type: none"> <li>• Who patented the cotton gin?</li> <li>• What was it used for?</li> <li>• Why was the cotton gin an important invention?</li> <li>• In 1830, about 750,000 bales of cotton were produced in the United States. Thanks to the cotton gin, this number climbed to 3,000,000 bales by 1850. How much more cotton did the U.S. produce in 1850 than 1830?</li> <li>• How did the invention of the cotton gin help make the South rich?</li> </ul>	<p><b>Numismatic Mania</b></p> <ul style="list-style-type: none"> <li>• Do you have a coin collection?</li> <li>• Why do people collect or study coins and money?</li> <li>• How did having a uniform money system instead of a different one for each state help the U.S.?</li> <li>• Do you think the oldest gold U.S. coin is really worth \$6 million? Why or why not?</li> </ul>	<p><b>Red, White, Blue ... and Yellow?</b></p> <ul style="list-style-type: none"> <li>• How has medical technology changed since 1793?</li> <li>• Why didn’t doctors know how yellow fever was being transmitted?</li> <li>• Did every single person who came in contact with yellow fever die? Why or why not?</li> <li>• How did Dr. Benjamin Rush and others help people even though he couldn’t cure them?</li> <li>• What do doctors do today to prevent yellow fever?</li> </ul>	<p><b>Replacing the Articles of Confederation</b></p> <ul style="list-style-type: none"> <li>• What were the weaknesses of the Articles of Confederation?</li> <li>• What are some of the problems caused by these weaknesses?</li> <li>• Was replacing the Articles of Confederation the right thing to do? Why or why not?</li> </ul>
<b>Suggested Protocols and Resources</b>						
<b>Activities</b>	1) Students will write an opinion piece to detail if the Declaration of Independence clashed with the existence of slavery? 2) After reading the Cotton Gin, how do think the cotton gin effected slavery in the south? Use evidence from the text to support your response.					
<b>Assessment</b>	Students will use the week’s texts to complete the prompt: What was the purpose of the Constitution?					
<b>Standards</b>	4.29 Analyze the influences of key leaders during this period, including: (P) • Patrick Henry • Alexander Hamilton • Thomas Jefferson • George Washington • Benjamin Franklin • Thomas Paine • John Adams • Sam Adams • John Hancock • Benedict Arnold					



	<p>4.37 Analyze the weaknesses of the Articles of Confederation, including no power to tax, weak central government, and the impact of Shays' Rebellion. (P)</p> <p>4.39 Identify the various leaders of the Constitutional Convention and analyze the major issues they debated, including: (C, E, H) • distribution of power between the states and federal government • Great Compromise • Slavery and the 3/5 Compromise • George Washington and James Madison</p> <p>4.40 Explain the ratification process and describe the conflict between Federalists and AntiFederalists over ratification, including the need for a Bill of Rights. (H, P)</p> <p>4.41 Describe the principles embedded in the Constitution, including: (P) • purposes of government listed in the Preamble • separation of powers • branches of government • check and balances • the amendment process • principle of judicial review • recognition of and protection of individual rights in the 1st Amendment</p> <p>4.42 Write an opinion piece with supporting detail from primary sources that defends the ratification of the Constitution.</p> <p>The New Nation's Westward Expansion (1790-1830) Students trace the colonization, immigration, and settlement patterns of the American people from 1789 to the mid-1800s.</p> <p>4.43 Describe the events, precedents, and successes of the presidency of George Washington and list his cabinet members. (H)</p> <p>4.44 Explain the purpose for creating the federal district of Washington D.C., including the role of Pierre L'Enfant. (H)</p> <p>4.46 Write an opinion piece using supporting detail explaining the political beliefs of Alexander Hamilton and Thomas Jefferson leading to the political parties. (H, P)</p>
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<b>Week 4: <u>Government of the People</u></b>				
<b>Essential Question(s)</b>	What is the role of courts when interpreting law and settling conflicts? What powers are granted to the federal government? What powers are reserved for the states?			
<b>Texts</b>	<b>Texts:</b> Studies Weekly, Ancient America to 1850			
<b>Vocabulary</b>	Culture, rights, responsibility, legislation, judicial, executive, cotton gin, unconstitutional, human rights, veto, override, reserved power, check			
<b>Teacher Guided Text Specific &amp; Text Dependent Questions</b>	<p><b>Why Do We Need Government Anyway?</b></p> <ul style="list-style-type: none"> <li>• Where do we get our basic rights?</li> <li>• What are some of the basic rights our early leaders believed in?</li> <li>• What is the purpose of government?</li> <li>• How do rules and laws protect our rights and freedoms?</li> <li>• What are some of the powers granted to the federal government?</li> <li>• What are some of the powers granted to state governments?</li> <li>• What powers are granted to both the federal and state governments?</li> <li>• Why are some powers shared by both divisions of government?</li> <li>• What is meant by reserved powers?</li> <li>• What are some of the responsibilities of a citizen of the United States?</li> <li>• Which of these responsibilities can you fulfill right now, before you become an adult?</li> </ul>	<p><b>Respect for Human Rights</b></p> <ul style="list-style-type: none"> <li>• What were some of the rights that Thomas Jefferson listed in the Declaration of Independence?</li> <li>• Some colonists believed that basic human rights didn't apply to a certain group of people. Which group was this?</li> <li>• What major event did the disagreement over basic human rights eventually lead to in our country?</li> <li>• How are our basic human rights preserved today?</li> </ul>	<p><b>Unintended Effects</b></p> <ul style="list-style-type: none"> <li>• Why did people think the cotton gin was a good invention?</li> <li>• How did the cotton gin end up hurting some peoples' situations?</li> <li>• Why are patent laws important?</li> <li>• Why is it interesting that Eli Whitney made money from his invention of interchangeable musket parts?</li> </ul> <p><b>What is the system of checks and balances?</b></p> <ul style="list-style-type: none"> <li>• What can the president do to check the powers of Congress?</li> <li>• What powers does the Congress have over the other branches of government?</li> <li>• What can the Supreme Court do to check the other branches of government?</li> <li>• Why is it important for each branch of government to be able to check the others?</li> </ul>	<p><b>Thomas Jefferson</b></p> <ul style="list-style-type: none"> <li>• What famous document did Thomas Jefferson write?</li> <li>• What beliefs did he include in this document?</li> <li>• Who did Jefferson say was responsible for protecting these rights?</li> <li>• What were Jefferson's concerns about allowing the government to become too powerful?</li> <li>• What do you think the quote at the end of the article means?</li> </ul> <p><b>The Three-Headed Eagle</b></p> <ul style="list-style-type: none"> <li>• How is a three-headed eagle a symbol for the three branches of government?</li> <li>• Are there other symbols that might work just as well? What are they?</li> </ul>
<b>Suggested Protocols and Resources</b>	Talk and Turn: Pg. 38	Back to Back, Face to Face: Pg. 5	Write, Pair, Share: Pg. 35	Talk and Turn: Pg. 38
<b>Activities</b>	1) Students will write to argue if rules and laws are necessary for use to live in a civilized nation. Students will use the roles and responsibilities of the three branches of government outlines in the Dividing the Power section of their week's text support their argument. 2) Students will write a letter to a peer to explain the political contributions of Thomas Jefferson. 3) After reading Dividing the Powers and The Three-Headed Eagle, students will create trifold to explain the roles/functions of the three branches of government.			

<b>Assessment</b>	Students will use the week's texts to complete the prompt: How do the three branches of government work together to benefit U.S. citizens?
<b>Standards</b>	<p>4.33 Write an opinion piece with supporting details contrasting how the ideals set forth in the Declaration of Independence clashed with the existence of slavery. (E, P)</p> <p>4.37 Analyze the weaknesses of the Articles of Confederation, including no power to tax, weak central government, and the impact of Shays' Rebellion. (P)</p> <p>4.39 Identify the various leaders of the Constitutional Convention and analyze the major issues they debated, including: (C, E, H) • distribution of power between the states and federal government • Great Compromise • Slavery and the 3/5 Compromise • George Washington and James Madison</p> <p>4.40 Explain the ratification process and describe the conflict between Federalists and Antifederalists over ratification, including the need for a Bill of Rights. (H, P)</p> <p>4.41 Describe the principles embedded in the Constitution, including: (P) • purposes of government listed in the Preamble • separation of powers • branches of government • check and balances • the amendment process • principle of judicial review • recognition of and protection of individual rights in the 1st Amendment</p> <p>4.42 Write an opinion piece with supporting detail from primary sources that defends the ratification of the Constitution.</p> <p>4.46 Write an opinion piece using supporting detail explaining the political beliefs of Alexander Hamilton and Thomas Jefferson leading to the political parties. (H, P)</p> <p>4.57 Analyze and describe the factors of the Industrial Revolution occurring in the United States and on Tennessee, including: (C, H, TN) • Samuel Slater-factory system • Watermills-influence of geography • Fulton-steamboats • Eli Whitney-cotton gin</p> <p>4.58 Explain the expansion of the plantation system and slavery as the demand for cotton production grew and the impact of the cotton gin. (C, E, G)</p>

<b>Week 5: <u>Taking Steps Toward Statehood</u></b>				
<b>Essential Question(s)</b>	How did territories become states? Why was Franklin admitted as a state?			
<b>Texts</b>	<b>Texts:</b> Studies Weekly, Ancient America to 1850			
<b>Vocabulary</b>	Frontier, governor, settlers, Watauga settlers, ratified, territorial capitol, impeach, petition			
<b>Teacher Guided Text Specific &amp; Text Dependent Questions</b>	<ul style="list-style-type: none"> <li>• Have You Seen This States?</li> <li>• What document attempted to form a central government?</li> <li>• How did the government plan to raise money to pay off war debt?</li> <li>• Why did North Carolina offer some of their western land to congress?</li> <li>• Why did the Watauga leaders become outraged After North Carolina took back their land?</li> <li>• Why was Frankland changed to Franklin?</li> </ul>	John Sevier-founder, Soldier, governor, Congressman, and Father <ul style="list-style-type: none"> <li>• Where did Sevier live prior to Tennessee becoming a state?</li> <li>• What were some of the roles and position of John Sevier?</li> <li>• What famous Tennessean dislike John Sevier?</li> </ul>	The Southwestern Territory <ul style="list-style-type: none"> <li>• What did North Carolina do in 1789?</li> <li>• What was the name of the state?</li> <li>• What role did William Blount play after the Southwest Territory became a state?</li> <li>• Who was government of the Southwest territory?</li> <li>• How did the Treaty of Holston benefit the Cherokee people and white settlers?</li> <li>• When did the Southwest Territory become a state?</li> <li>• What was the name of the state?</li> <li>• What was the roles of John Sevier after the Southwest Territory became a state?</li> <li>• Why did William Blount face impeachment?</li> <li>• What is the significance of Rocky Mount?</li> <li>• What was the Chickasaw Cession?</li> </ul>	Frontier of Tennessee <ul style="list-style-type: none"> <li>• Describe the difficulty of traveling t to the new land of Tennessee.</li> <li>• Why did business begin to boom in Tennessee? What were settlers doing to increase business?</li> <li>• Why was land cleared of trees?</li> <li>• How did the roles of men and women differ on the frontier of Tennessee?</li> </ul>
<b>Suggested Protocols and Resources</b>	Talk and Turn: Pg. 38	Back to Back, Face to Face: Pg. 5	Write, Pair, Share: Pg. 35	Talk and Turn: Pg. 38
<b>Activities</b>	1) Students will choose and adjective to describe John Sevier. Students will then use evidence from this week's text to support their word choice. 2) While working in groups craft a letter on behalf of the Watauga settlers to express their feeling of North Carolina retracting their offering of their western land to Congress. 3) After reading Frontier of Tennessee, student will write a journal entry as a child on the frontier of Tennessee. Students will describe the travel, housing, and everyday life of people on the frontier of Tennessee.			
<b>Assessment</b>	Students will use the week's texts to complete the prompt: What were the different phases, step, and procedures taken for Tennessee to become a state?			

<b>Standards</b>	<p>4.34 Explain using supporting details how the Revolution affected the Watauga Settlement, including: (P, TN) • Washington District • Cherokee War of 1776 • Nancy Ward • John Sevier • Watauga Petitions</p> <p>4.37 Analyze the weaknesses of the Articles of Confederation, including no power to tax, weak central government, and the impact of Shays' Rebellion. (P)</p> <p>4.38 Explain the events that led to the creation and failure of the Lost State of Franklin. (G, P, TN)</p> <p>4.42 Write an opinion piece with supporting detail from primary sources that defends the ratification of the Constitution.</p> <p>4.45 Label and locate the Territory South of the River Ohio (Southwest Territory) on a map, identify its leaders, and explain how it was the first step to statehood, including William Blount, John Sevier, Rocky Mount, and the Treaty of Holston. (G, P, TN)</p> <p>4.48 Use concrete words, phrases, and sensory details to convey the experiences of settlers on the overland trails to the West, including location of the routes; purpose of the journeys; the influence of the terrain, rivers, vegetation, and climate. (C, E, G)</p> <p>4.53 Write a narrative piece summarizing life on the frontier of Tennessee and reasons why pioneers moved west, including: (C, G, H, P, TN) • Cumberland Gap • Natchez Trace • Jackson Purchase • transportation • housing • food • clothing • gender roles • education • entertainment</p>
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Week 6: <a href="#">Louisiana Purchase</a>				
<b>Essential Question(s)</b>	What caused the Louisiana Purchase? What were the effects of the Louisiana Purchase? What was the importance of the explorations west of the Mississippi River?			
<b>Texts</b>	<b>Texts:</b> Studies Weekly, Ancient America to 1850			
<b>Vocabulary</b>	Interpreter, game, dedication, precedent, portable, port, communication, journal			
<b>Teacher Guided Text Specific &amp; Text Dependent Questions</b>	<p><b>Have I Got a Deal for You!</b></p> <ul style="list-style-type: none"> <li>• Why did President Jefferson send Livingston and Monroe to Paris?</li> <li>• How much money were Livingston and Monroe given permission to spend?</li> <li>• What did France offer to sell to the United States?</li> <li>• How much did France ask for this purchase?</li> <li>• Why did Livingston and Monroe agree to buy the Louisiana Purchase when it cost more than they had been given permission to spend?</li> <li>• How did President Jefferson react to the news that the United States had bought the Louisiana Purchase?</li> </ul>	<p><b>Exploring the Louisiana Purchase</b></p> <ul style="list-style-type: none"> <li>• Who did President Jefferson choose to lead the expedition?</li> <li>• Who did the leader of the expedition choose as his assistant?</li> <li>• How many people came with these men on the expedition? What was the group called?</li> <li>• Why do you think they chose this name for the group?</li> <li>• What were the three main goals that Jefferson suggested for the expedition?</li> <li>• Who was chosen to act as an interpreter on the journey? Who did he bring with him?</li> <li>• Which members of the group were believed to bring the Corps of Discovery good luck?</li> <li>• Did the expedition achieve its goals?</li> </ul>	<p><b>Dedication</b></p> <ul style="list-style-type: none"> <li>• What is the definition of dedication?</li> <li>• How did William Clark demonstrate dedication?</li> <li>• What difference did Clark's dedication make to the final outcome of the expedition?</li> <li>• Give several examples of how dedication to a task can make a difference in your life.</li> </ul> <p><b>Portable Soup</b></p> <ul style="list-style-type: none"> <li>• What was portable soup made of?</li> <li>• How was it preserved?</li> <li>• Why didn't the Lewis and Clark expedition eat portable soup very often?</li> </ul>	<p><b>What were the benefits of the Louisiana Purchase?</b></p> <ul style="list-style-type: none"> <li>• What was the approximate price per acre of land brought into the United States through the Louisiana Purchase?</li> <li>• Why was it important for the United States to gain control of the port of New Orleans and the Mississippi River?</li> <li>• How did the Louisiana Purchase set a precedent for adding territories to the United States in the future?</li> </ul> <p><b>Meriwether Lewis</b></p> <ul style="list-style-type: none"> <li>• What did Lewis do to prepare for the expedition?</li> <li>• How many species of animals, birds, reptiles and fish did Lewis and Clark describe in their journals?</li> <li>• How many species of plants did Lewis and Clark discover?</li> <li>• What difference did Lewis' scientific training make in the outcome of the journey?</li> </ul>
<b>Suggested Protocols and Resources</b>	Talk and Turn: Pg. 38	Back to Back, Face to Face: Pg. 5	Write, Pair, Share: Pg. 35	Talk and Turn: Pg. 38
<b>Activities</b>	1) Students will construct a cause and effect chart for the Louisiana Purchase. 2) Students will write to describe some of the benefits of the Louisiana Purchase.			
<b>Assessment</b>	Students will use the week's texts to complete the prompt: What role did Sacagawea play in the expedition of the Corps of Discovery?			

<b>Standards</b>	4.47 Detail the events, struggles, success and main people of the exploration of the Louisiana Purchase and map the routes across the continent, including the Corps of Discovery, Lewis and Clark, Sacagawea, Zebulon Pike, and John Frémont. (G, H, P) 4.48 Use concrete words, phrases, and sensory details to convey the experiences of settlers on the overland trails to the West, including location of the routes; purpose of the journeys; the influence of the terrain, rivers, vegetation, and climate. (C, E, G)
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Week 7: <a href="#">War of 1812</a>				
<b>Essential Question(s)</b>	What were the causes of the War of 1812? What were the effects of the War of 1812? How did Westward Expansion affect Native Americans?			
<b>Texts</b>	<b>Texts:</b> Studies Weekly, Ancient America to 1850			
<b>Vocabulary</b>	Trail of Tears, impressment, neutral, War Hawks, negotiate, treaty, compassion, frigate, national anthem, blockade, Indian removal Act, Indian Territory, national anthem			
<b>Teacher Guided Text Specific &amp; Text Dependent Questions</b>	<p><b>Trail of Tears</b></p> <ul style="list-style-type: none"> <li>• What caused the conflict between the American Indians and the early settlers?</li> <li>• Which U.S. president promised to solve the problem between the settlers and the American Indians?</li> <li>• What was the Indian Removal Act?</li> <li>• Where were the American Indians moved when they were forced off their lands?</li> <li>• Name the five major tribes affected by the Indian Removal Act.</li> <li>• Give examples of ways in which the Cherokee tribe was more advanced than many other tribes of this time period.</li> <li>• How many American Indians made the trip along the Trail of Tears? How many Cherokee Indians died along the way?</li> <li>• Why do you think the United States government believed it had the right to move the American Indians off their land?</li> </ul>	<p><b>The War of 1812</b></p> <ul style="list-style-type: none"> <li>• In the war between Great Britain and France, whose side did the United States take? How did this make Great Britain feel?</li> <li>• What did the French and the British do that made it nearly impossible for American ships to trade with other nations?</li> <li>• What is meant by impressment? Which country used this method to get more sailors?</li> <li>• Why did the practice of impressment make Americans so angry?</li> <li>• Who were the War Hawks?</li> <li>• Name three reasons that President James Madison chose to go to war.</li> <li>• Why did the British and the Americans decide to end the war?</li> <li>• What was the name of the treaty that ended the War of 1812? Where was it signed?</li> <li>• What were the final results of the War of 1812?</li> </ul>	<p><b>Compassion</b></p> <ul style="list-style-type: none"> <li>• What is compassion?</li> <li>• How did General Winfield Scott show compassion for the American Indians along the Trail of Tears?</li> <li>• In what ways can you show compassion for others when they are suffering?</li> </ul> <p><b>Old Ironsides</b></p> <ul style="list-style-type: none"> <li>• What is a frigate?</li> <li>• What was the original name of Old Ironsides?</li> <li>• Why was the ship nicknamed Old Ironsides?</li> <li>• What was Old Ironsides really made of? What is a national anthem?</li> <li>• What is a national anthem?</li> <li>• What is our national anthem? Who wrote it?</li> <li>• What does “The Star-Spangled Banner” have to do with the War of 1812?</li> <li>• How do you think Key felt when he was writing the anthem?</li> <li>• When was “The Star-Spangled Banner” officially chosen as our national anthem?</li> </ul>	<p><b>Dolley Madison</b></p> <ul style="list-style-type: none"> <li>• Who was Dolley Madison?</li> <li>• As first lady, what was she known for?</li> <li>• How did she respond when the British attacked the White House while her husband was out of town?</li> <li>• What is the most famous item that Dolley Madison saved from the White House? Why do you think she wanted to save this item and others?</li> </ul>
<b>Suggested Protocols and Resources</b>	Turn and Talk: Pg. 38	Infer the Topic: Pg. 17	Write, Pair, Share: Pg. 35	Turn and Talk: Pg. 38
<b>Activities</b>	1) After reading Trail of Tears, how do you think the Trail of Tears got its name and why?			



<b>Assessment</b>	Students will use the week's texts to complete the prompt: After reading Trail of tears, do you agree or disagree with the Indian Removal Act? Use the text to support your argument.
<b>Standards</b>	<p>4.1 Describe the legacy and cultures of the major indigenous settlements in Tennessee including the Paleo, Archaic, Woodland, and Mississippian: (C, G, TN) • Coats-Hines Site • Pinson Mounds • Old Stone Fort • Chucalissa Indian Village</p> <p>4.5 Analyze the impact of exploration and settlement on the indigenous peoples and the environment, including military campaigns, Columbian Exchange, and European agricultural practices. (C, G)</p> <p>4.11 Describe the conflicts between Indian nations, including the competing claims for control of land and actions of the Iroquois and Huron. (G, P)</p> <p>4.47 Detail the events, struggles, success and main people of the exploration of the Louisiana Purchase and map the routes across the continent, including the Corps of Discovery, Lewis and Clark, Sacagawea, Zebulon Pike, and John Frémont. (G, H, P)</p> <p>4.48 Use concrete words, phrases, and sensory details to convey the experiences of settlers on the overland trails to the West, including location of the routes; purpose of the journeys; the influence of the terrain, rivers, vegetation, and climate. (C, E, G)</p> <p>4.49 Explain the causes, course, and consequences of the War of 1812, including: (H, P) • trade restrictions • impressment • war hawks • Tecumseh • Tippecanoe • William Henry Harrison • burning of Washington D.C. • Francis Scott Key • Dolly Madison • Battle of New Orleans</p> <p>4.50 Interpret the meaning of the lyrics of the song "The Star-Spangled Banner." (P)</p> <p>4.51 Analyze and describe the role of Tennessee in the War of 1812, including: (H, TN) • Andrew Jackson • Battle of Horseshoe Bend • Sam Houston • Volunteers</p> <p>4.53 Write a narrative piece summarizing life on the frontier of Tennessee and reasons why pioneers moved west, including: (C, G, H, P, TN) • Cumberland Gap • Natchez Trace • Jackson Purchase • transportation • housing • food • clothing • gender roles • education • entertainment</p> <p>4.55 describe the major events in Jackson's presidency, including the corrupt bargain, the Indian Removal Act, reducing the national debt, preserving the union, and abolishing the national bank. (C, E, G, H, P, TN)</p> <p>4.56 Analyze the impact of the Indian Removal Act on the Cherokee, detail their resistance to being removed, and map the movement west, including: (C, G, H, TN) • Treaty of New Echota • John Ross • Trail of Tears</p>

<b>Week 8: <a href="#">Early Westward Expansion</a></b>				
<b>Essential Question(s)</b>	What were the roles and contributions of significant people during the period of the westward expansion?			
<b>Texts</b>	<b>Texts:</b> Studies Weekly, Ancient America to 1850			
<b>Vocabulary</b>	Mountain man, rendezvous, blaze, apprentice, endurance, bowie knife, hatter, South Pass, cache, mad, mercury, guide, pelt			
<b>Teacher Guided Text Specific &amp; Text Dependent Questions</b>	<p><b>Fur on the Frontier</b></p> <ul style="list-style-type: none"> <li>• Why were John Jacob Astor and William Henry Ashley interested in the new frontier?</li> <li>• Why were beaver pelts valuable during this time period? What were they used for?</li> <li>• Which group of men first discovered South Pass?</li> <li>• What was South Pass? How did it help future explorers and settlers?</li> <li>• What was “Ashley’s Hundred”?</li> <li>• Who started holding mountain men rendezvous? What is a rendezvous?</li> </ul>	<p><b>Mountain Men, Explorers and Guides-Oh My!</b></p> <ul style="list-style-type: none"> <li>• Why did many of the early explorers and mountain men choose to go west?</li> <li>• Which mountain man was captured by Blackfeet Indians and had to run for his life?</li> <li>• Name several of Jim Bridger’s accomplishments.</li> <li>• List several interesting facts about Jedediah Smith.</li> <li>• Which explorer didn’t blaze trails, but he made maps of the trails that were already there?</li> <li>• Why did Kit Carson run away?</li> <li>• What were some of the hardships these early mountain men and explorers faced?</li> </ul>	<p><b>Endurance</b></p> <ul style="list-style-type: none"> <li>• How did John Colter show endurance?</li> <li>• How did the endurance of the mountain men and explorers help those who would later go to the West?</li> </ul> <p><b>Bowie Knife</b></p> <ul style="list-style-type: none"> <li>• What event made people want to have a knife just like Jim Bowie’s?</li> <li>• How was the bowie knife different from other knives of the time period?</li> <li>• Why was the bowie knife an important tool for mountain men and explorers?</li> </ul>	<p><b>What Does the Term ‘Mad as a Hatter’ Mean?</b></p> <ul style="list-style-type: none"> <li>• What harmful substance did hatters use in their work?</li> <li>• What was this substance used for?</li> <li>• How did this substance harm the hatters?</li> <li>• What is “Mad Hatter’s Disease” called today?</li> </ul>
<b>Suggested Protocols and Resources</b>	Talk and Turn: Pg. 38	Back to Back, Face to Face: Pg. 5	Write, Pair, Share: Pg. 35	Talk and Turn: Pg. 38
<b>Activities</b>	<p>1) After reading Mountain Men, Explorers and Guides-Oh My!, students will write to give their opinion of the most influential mountain man, explorer or guide. Students will use evidence from the text to support their writing.</p> <p>2) After reading Packing Up, students will choose 10 items from the list of supplies that they would pack on their journey west. Students will also detail their reasoning for selecting the items.</p>			
<b>Assessment</b>	Students will use the week’s texts to complete the prompt: After reading Fur on the Frontier, Mountain Men, Explorers and Guides-Oh My!, and What Does the Term ‘Mad as a Hatter’ Mean?, students will write to explain why trapping was important for mountain men.			
<b>Standards</b>	<p>4.20 Explain the impact of individuals who created interest in land west of the Appalachian Mountains, including: (C, E, G, TN)</p> <p>4.47 Detail the events, struggles, success and main people of the exploration of the Louisiana Purchase and map the routes across the continent, including the Corps of Discovery, Lewis and Clark, Sacagawea, Zebulon Pike, and John Frémont. (G, H, P)</p> <p>4.48 Use concrete words, phrases, and sensory details to convey the experiences of settlers on the overland trails to the West, including location of the routes; purpose of the journeys; the influence of the terrain, rivers, vegetation, and climate. (C, E, G)</p>			

	4.53 Write a narrative piece summarizing life on the frontier of Tennessee and reasons why pioneers moved west, including: (C, G, H, P, TN) • Cumberland Gap • Natchez Trace • Jackson Purchase • transportation • housing • food • clothing • gender roles • education • entertainment
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Week 9: <a href="#">Westward Ho!</a>					
<b>Essential Question(s)</b>	How did traveling conditions effect pioneers traveling west?				
<b>Texts</b>	<b>Texts:</b> Studies Weekly, Ancient America to 1850				
<b>Vocabulary</b>	Pioneers, cholera, stamina, historian, persecute, odometer, roadmeter, contaminated, buffalo chips, fatigued, scarce				
<b>Teacher Guided Text Specific &amp; Text Dependent Questions</b>	<p><b>Westward Ho!</b></p> <ul style="list-style-type: none"> <li>• What was one of James' daily chores?</li> <li>• Why did the pioneers send a man on a saddle horse across each river they came to?</li> <li>• What did Mary Jane want to do to be like the other children?</li> <li>• What happened to Mary Jane that made her change her mind about her decision?</li> <li>• Why did Agnes' mother give her cold meat on bread?</li> <li>• Why did Agnes think the meat tasted especially good?</li> </ul>	<p><b>Roadometer</b></p> <ul style="list-style-type: none"> <li>• How many times did a wagon wheel have to turn all the way around to equal one mile of travel?</li> <li>• Who invented the roadometer? What did it do?</li> <li>• How did William Clayton keep track of how far his wagon had traveled before he invented the roadometer?</li> <li>• How did the roadometer make</li> </ul>	<p><b>How many pioneers journeyed to the West during the mid-1800s?</b></p> <ul style="list-style-type: none"> <li>• What is a historian?</li> <li>• How many pioneers traveled west during the mid-1800s?</li> <li>• About how many pioneers died before finishing the journey?</li> <li>• List several of the ways pioneers may have lost their lives during their journey west.</li> </ul>	<p><b>Brigham Young</b></p> <ul style="list-style-type: none"> <li>• Who was Brigham Young?</li> <li>• Why did Brigham Young take his people west?</li> <li>• List some of Brigham Young's other accomplishments.</li> <li>• Why is Brigham Young sometimes called the "American Moses"?</li> </ul>	<p><b>Mapping the Westward Trails</b></p> <ul style="list-style-type: none"> <li>• Which color is used to show the Oregon Trail?</li> <li>• Which color is used to show the Santa Fe Trail?</li> <li>• Which color is used to show the California Trail?</li> <li>• Which color is used to show the Mormon Trail?</li> </ul>
<b>Suggested Protocols and Resources</b>	Talk and Turn: Pg. 38	Back to Back, Face to Face: Pg. 5	Write, Pair, Share: Pg. 35	Talk and Turn: Pg. 38	Talk and Turn: Pg. 38
<b>Activities</b>	1) After reading Hitting the Trail, students will create a daily schedule for pioneers traveling west. 2) Using evident from the text to support their writing, students will write a paragraph to describe the stamina of pioneers. 3) Students will write to explain how the roadometer changed the lives of pioneers and people of today.				
<b>Assessment</b>	After reading the sections Westward Ho! and Hitting the Trail in this week's selection, students will write a journal entry as a pioneer child to describe journeying west.				
<b>Standards</b>	4.20 Explain the impact of individuals who created interest in land west of the Appalachian Mountains, including: (C, E, G, TN) 4.48 Use concrete words, phrases, and sensory details to convey the experiences of settlers on the overland trails to the West, including location of the routes; purpose of the journeys; the influence of the terrain, rivers, vegetation, and climate. (C, E, G) 4.53 Write a narrative piece summarizing life on the frontier of Tennessee and reasons why pioneers moved west, including: (C, G, H, P, TN) 4.59 Contrast the emerging urbanization in the North with the agricultural South and the developing West. (C, E, G)				