

4<sup>th</sup> Grade - U.S. History: Ancient America to 1850: Quarter 1 Curriculum Map Introduction

Topic	Week	Weekly Focus	Standards
Colonial Life	New England Colonies	Students will study colonies in New England - Massachusetts Bay, Rhode Island, Connecticut and New Hampshire.	4.8, 4.9, 4.10, 4.12, 4.13, 4.14, 4.15, 4.16, 4.17, 4.18, 4.19
Colonial Life	Middle Colonies	Students will study the Middle Colonies - New York, New Jersey, Pennsylvania, and Delaware.	4.8, 4.10, 4.12, 4.13,4.14, 4.15, 4.16, 4.17, 4.18, 4.19, 4.21, 4.29
Colonial Life	Southern Colonies	Students will study the Southern Colonies - Georgia, Virginia, Maryland and the Carolinas.	4.8, 4.10, 4.12, 4.13, 4.15, 4.16, 4.17, 4.18, 4.19, 4.33
Colonial Life	Slavery in the Colonies	Students will discuss Triangular Trade and slavery in the colonies.	4.1, 4.20, 4.22, 4.25, 4.34, 4.36, 4.53
Colonial Life	Tennessee's Settlers	Students will explain the impact of individuals who created interest in land west of the Appalachian Mountains, including the long hunters, Daniel Boone, Thomas Sharpe Spencer, William and Lydia Bean, and Dr. Thomas Walker.	4.14, 4.15,4.16, 4.18, 4.33, 4.58, 4.60, 4.61
Colonial Life	Mounting Tensions	Students will explain how political, religious, and economic ideas and interests brought about the American Revolution.	4.15, 4.22, 4.23, 4.24, 4.28, 4.29, 4.30
Declaration of Independence	Declaring Independence	Students will discuss some important events of 1775 and the writing/signing of the Declaration of Independence in 1776.	4.15, 4.16, 4.18, 4.23, 4.24, 4.26, 4.27, 4.28, 4.29, 4.30, 4.31
The Revolutionary War	The Revolutionary War	Students will study events of the American Revolution, focusing on George Washington as the commander of the Continental Army.	4.23, 4.29, 4.30, 4.31, 4.32, 4.35
Tennessee	Tennessee at War	Students will discuss the Watauga Purchase and the Cherokee War of 1776. They will examine Tennessee's role in the American Revolution, including the Overmountain Men and King's Mountain.	4.1, 4.2, 4.20, 4.25, 4.31, 4.34, 4.36, 4.45

## 4<sup>th</sup> Grade - U.S. History: Ancient America to 1850: Quarter 1 Curriculum Map Scope and Sequence

### 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

Week 1: New England Colonies					
<b>Essential Question(s)</b>	How were the New England colonies similar and different?				
<b>Texts</b>	<b>Texts:</b> Studies Weekly, Ancient America to 1850				
<b>Vocabulary</b>	colony, state, flog, laureate, rivalry, stocks, trades, market economy				
<b>Teacher Guided Text Specific &amp; Text Dependent Questions</b>	<p><b>Puritans on Parade</b></p> <ul style="list-style-type: none"> <li>• How did the Puritans want to “purify” the Church of England?</li> <li>• Puritans came to the New World for religious freedom but were intolerant of other religions. Explain their position.</li> <li>• Why did the Massachusetts Bay Colony need a governor?</li> <li>• What do you think the Salem witch trials were? • What’s the difference between a state and a colony?</li> </ul>	<p><b>The New England Colonies</b></p> <ul style="list-style-type: none"> <li>• What are some similarities among the New England colonies?</li> <li>• What are some differences among the four New England colonies?</li> <li>• Which colony was founded by outcasts from the Massachusetts Bay Puritan community? Who were they?</li> <li>• Which colony became wealthy through the slave trade?</li> <li>• What was the basis for the Fundamental Orders, the first constitution of the American colonies?</li> <li>• Discuss how technology contributed to trades in the colonies. Examples include whaling equipment, lumber mills, tools for making wigs and shoes, and printing.</li> </ul>	<p><b>Going ‘Old School’</b></p> <ul style="list-style-type: none"> <li>• What does this article maintain was important in daily Puritan life in the colonies?</li> <li>• Why do you think someone would give huge sums of money to start a college or endow an existing one?</li> <li>• What is it about Harvard and Yale that make them excellent colleges?</li> <li>• Why are the universities’ mottos in Latin?</li> </ul>	<p><b>Robert Frost, Famous American Poet (1874-1963)</b></p> <ul style="list-style-type: none"> <li>• What evidence is there in Frost’s poetry regarding his personal experience with New England weather?</li> <li>• How do poetic descriptions differ from historic or scientific descriptions?</li> <li>• Why would a poet write about a region of America?</li> </ul>	<p><b>Pilgrims and Puritans</b></p> <ul style="list-style-type: none"> <li>• How were Puritans and Pilgrims alike?</li> <li>• How were they different?</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	Final Word: Pg. 12
<b>Activities</b>	1) Students will write to compare and contrast Puritans and Pilgrims. Students may complete a Venn diagram as a prewriting strategy. 2) Students will create a chart or do a gallery walk to detail the similarities and differences between the different colonies.				
<b>Assessment</b>	Students will use the week’s texts to complete the prompt: How were the New England Colonies similar and different?				
<b>Standards</b>	4.8 Describe the early competition between European nations for control of North America and locate the colonization efforts of the English, Dutch, French, and Spanish on a map. (E, G, H, P) 4.9 Compare and contrast the differing views of American Indians and colonists on ownership or use of land and the conflicts between them, including the Pequot and King Philip’s Wars in New England. (G, P) 4.10 Explain the cooperation that existed between the colonists and American Indians during the 1600s and 1700s, including fur trade, military alliances,				

	<p>treaties, and cultural interchanges. (G, P)</p> <p>4.12 Analyze the factors that led to the defeat of the American Indians, including the resistance of Indian nations to encroachment and the effects on native culture. (C, H, P)</p> <p>4.13 Locate the first 13 colonies and explain how their location and geographic features influenced their development and settlement patterns. (G)</p> <p>4.14 Write informative texts identifying major leaders and groups responsible for the founding of colonies in North America and the reasons for their founding, including: (C, E, H, P) • Lord Baltimore, Maryland • John Smith, Virginia • Roger Williams, Rhode Island • John Winthrop, Massachusetts • William Bradford, Plymouth • James Oglethorpe, Georgia • William Penn, Pennsylvania</p> <p>4.15 Cite and explain examples from informational texts about how economic opportunities and political, religious, and social institutions evolved in the colonial era. (C, E, G, H, P)</p> <p>4.16 Making use of primary documents, analyze the early democratic ideas and practices that emerged during the colonial period, including the significance of representative assemblies and town meetings and contrast these with the presence of enslavement in all colonies. (P)</p> <p>4.17 Describe the major religious tenets of the earliest colonies, including: (C) • Puritanism in Massachusetts • Quakerism in Pennsylvania</p> <p>4.18 Explain various reasons why people came to the colonies, including profit, religious freedom, slavery, and indentured servitude. (C, E, H)</p> <p>4.19 Locate and label on a map the location of Jamestown, Plymouth, New Netherland, New Sweden, and the Massachusetts Bay Colony. (G)</p>
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<b>Week 2: Middle Colonies</b>				
<b>Essential Question(s)</b>	<p>How did Benjamin Franklin's inventions change the world?</p> <p>What are the main beliefs of the Amish population?</p> <p>How were the Middle Colonies alike and different?</p>			
<b>Texts</b>	<b>Texts:</b> Studies Weekly, Ancient America to 1850			
<b>Vocabulary</b>	eavesdrop, tolerance, assembly, trial by jury, Quaker, libel, Concession and Agreement, Amish, flora, fauna, mode			
<b>Teacher Guided Text Specific &amp; Text Dependent Questions</b>	<p><b>Benjamin Franklin: The 'First American' (1706-1790)</b></p> <ul style="list-style-type: none"> <li>• What is Benjamin Franklin known for?</li> <li>• Why is Franklin pictured on the \$100 bill?</li> <li>• Why wasn't Franklin ever president?</li> <li>• How do you think Benjamin Franklin accomplished so much?</li> </ul>	<p><b>The Middle Colonies</b></p> <ul style="list-style-type: none"> <li>• Where in our laws does freedom of the press exist today?</li> <li>• Should people be allowed to criticize the governor or other officials?</li> <li>• Should there be any limits to freedom of the press?</li> <li>• Is every newspaper story absolutely true?</li> <li>• Which of the religions in the New Jersey section have you heard of?</li> <li>• Why were there many different religions in the Middle Colonies?</li> <li>• How did Delaware become a separate colony?</li> </ul>	<p><b>The Amish</b></p> <ul style="list-style-type: none"> <li>• Why would the Amish want to live the way they do, without modern technology, etc.?</li> <li>• How do Amish beliefs affect Amish farming production/market competitiveness?</li> <li>• Why do Amish only go to school until eighth grade when American laws say students must stay in school until age 16?</li> <li>• Recent census information shows that the Amish population is steadily growing. Why do you think that is true?</li> </ul>	<p><b>The Flower Hunter – William Bartram (1739-1823)</b></p> <ul style="list-style-type: none"> <li>• How was William Bartram different from typical Colonial people? • Why do you think Bartram declined Thomas Jefferson's offer to explore the Louisiana Territory?</li> <li>• Why did colonists like Bartram's book so much?</li> </ul> <p><b>Expository Modes of Writing</b></p> <ul style="list-style-type: none"> <li>• When is it a good time to use sequential writing? • When would someone use <i>Proposition</i> and</li> </ul>

		<ul style="list-style-type: none"> <li>• Have you ever seen the picture on Quaker Oats® oatmeal? What does it show and why?</li> <li>• How important were the grains people grew in the Middle Colonies?</li> <li>• Why were the Amish called Pennsylvania Dutch if they were German, not Dutch?</li> </ul>	<ul style="list-style-type: none"> <li>• What are some of the things the Amish are known for?</li> <li>• Where do many of the Amish live today?</li> </ul>	<i>Support</i> to write a paper? <ul style="list-style-type: none"> <li>• What are key words to look for in each mode?</li> <li>• What text features help us determine when a new style might begin?</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) Using the week’s text as a reference, students will create a chart to compare and contrast the Middle Colonies. 2) Students will complete a cause and effect chart to detail the inventions of Benjamin Franklin.			
<b>Assessment</b>	Students will use the week’s texts to complete the prompt: What are some of the main beliefs of the Amish population?			
<b>Standards</b>	4.8 Describe the early competition between European nations for control of North America and locate the colonization efforts of the English, Dutch, French, and Spanish on a map. (E, G, H, P) 4.10 Explain the cooperation that existed between the colonists and American Indians during the 1600s and 1700s, including fur trade, military alliances, treaties, and cultural interchanges. (G, P) 4.12 Analyze the factors that led to the defeat of the American Indians, including the resistance of Indian nations to encroachment and the effects on native culture. (C, H, P) 4.13 Locate the first 13 colonies and explain how their location and geographic features influenced their development and settlement patterns. (G) 4.14 Write informative texts identifying major leaders and groups responsible for the founding of colonies in North America and the reasons for their founding, including: (C, E, H, P) • Lord Baltimore, Maryland • John Smith, Virginia • Roger Williams, Rhode Island • John Winthrop, Massachusetts • William Bradford, Plymouth • James Oglethorpe, Georgia • William Penn, Pennsylvania 4.15 Cite and explain examples from informational texts about how economic opportunities and political, religious, and social institutions evolved in the colonial era. (C, E, G, H, P) 4.16 Making use of primary documents, analyze the early democratic ideas and practices that emerged during the colonial period, including the significance of representative assemblies and town meetings and contrast these with the presence of enslavement in all colonies. (P) 4.17 Describe the major religious tenets of the earliest colonies, including: (C) • Puritanism in Massachusetts • Quakerism in Pennsylvania 4.18 Explain various reasons why people came to the colonies, including profit, religious freedom, slavery, and indentured servitude. (C, E, H) 4.19 Locate and label on a map the location of Jamestown, Plymouth, New Netherland, New Sweden, and the Massachusetts Bay Colony. (G) 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			

**Week 3: Southern Colonies**

<b>Essential Question(s)</b>	Why did most colonists go to the Southern Colonies?
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	How were the Southern Colonies alike and different from each other?				
<b>Texts</b>	<b>Texts:</b> Studies Weekly, Ancient America to 1850				
<b>Vocabulary</b>	Blind Man’s Bluff, marbles, cooper, plantations, debtors’ prison, turpentine, Huguenots, Gullahs, Navigation Acts, Sericulture, moth larva, quillery, primary source				
<b>Teacher Guided Text Specific &amp; Text Dependent Questions</b>	<b>The Real Colonial Williamsburg, Virginia</b> <ul style="list-style-type: none"> <li>• Where is Williamsburg?</li> <li>• What are some shops that would/wouldn’t be in Williamsburg in colonial times that wouldn’t/would be there today?</li> <li>• What are some shops that might be found during both time periods?</li> <li>• Why might someone think that being an indentured servant is worth doing?</li> </ul>	<b>The Southern Colonies</b> <ul style="list-style-type: none"> <li>• What are the five Southern Colonies?</li> <li>• What or who did colonists have to worry about in the 1700s?</li> <li>• What were some of the cash crops grown or products made in the Southern Colonies?</li> <li>• Why did pirates like North Carolina?</li> <li>• Was it okay for the colonists to grow, sell, and promote tobacco?</li> </ul>	<b>Sericulture: Are You Serious?</b> <ul style="list-style-type: none"> <li>• How is a piece of cloth made?</li> <li>• Where does cotton cloth come from? • Where does polyester come from?</li> <li>• How many types of cloth come from cocoons?</li> <li>• Where else do you think silk might come from?</li> </ul>	<b>What do you Think about Colonial People Having Indentured Servants?</b> <ul style="list-style-type: none"> <li>• Was indentured servitude right or wrong?</li> <li>• Would you agree to be an indentured servant? Why or why not?</li> <li>• Why would farm owners use indentured servants for labor?</li> </ul>	<b>The Colonial Craft of Quillery: Paper Pictures</b> <ul style="list-style-type: none"> <li>• Why did colonists not have much paper?</li> <li>• Why did colonial people do quillery?</li> </ul> <b>Colonial Cloze</b> <ul style="list-style-type: none"> <li>• Why did Anna speak of such everyday things?</li> <li>• When you contact your parents, what do you talk about?</li> <li>• How is that different from what was discussed in colonial letters?</li> </ul>
<b>Suggested Protocols and Resources</b>	Back to Back, Face to Face: Pg. 5	Final Word: Pg. 12	Write, Pair, Share: Pg. 35	Back to Back, Face to Face: Pg. 5	Final Word: Pg. 12
<b>Activities</b>	Students will work in groups to discuss and determine why most colonists went to the southern colonies. After reading <i>Sericulture: Are You Serious</i> , explain what was the purpose for the animals and who requested the use of the small animal?				
<b>Assessment</b>	Students will use the week’s texts to complete the prompt: How would it be to live in a colony for a day. Students will write to detail their day in a southern colony.				
<b>Standards</b>	4.8 Describe the early competition between European nations for control of North America and locate the colonization efforts of the English, Dutch, French, and Spanish on a map. (E, G, H, P) 4.10 Explain the cooperation that existed between the colonists and American Indians during the 1600s and 1700s, including fur trade, military alliances, treaties, and cultural interchanges. (G, P) 4.12 Analyze the factors that led to the defeat of the American Indians, including the resistance of Indian nations to encroachment and the effects on native culture. (C, H, P) 4.13 Locate the first 13 colonies and explain how their location and geographic features influenced their development and settlement patterns. (G) 4.14 Write informative texts identifying major leaders and groups responsible for the founding of colonies in North America and the reasons for their founding, including: (C, E, H, P) • Lord Baltimore, Maryland • John Smith, Virginia • Roger Williams, Rhode Island • John Winthrop, Massachusetts • William Bradford, Plymouth • James Oglethorpe, Georgia • William Penn, Pennsylvania 4.15 Cite and explain examples from informational texts about how economic opportunities and political, religious, and social institutions evolved in the colonial era. (C, E, G, H, P)				

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|  | <p>4.16 Making use of primary documents, analyze the early democratic ideas and practices that emerged during the colonial period, including the significance of representative assemblies and town meetings and contrast these with the presence of enslavement in all colonies. (P)</p> <p>4.17 Describe the major religious tenets of the earliest colonies, including: (C) • Puritanism in Massachusetts • Quakerism in Pennsylvania</p> <p>4.18 Explain various reasons why people came to the colonies, including profit, religious freedom, slavery, and indentured servitude. (C, E, H)</p> <p>4.19 Locate and label on a map the location of Jamestown, Plymouth, New Netherland, New Sweden, and the Massachusetts Bay Colony. (G)</p> <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> |
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Week 4: Slavery in the Colonies					
<b>Essential Question(s)</b>	Why was there a need for slavery in the colonies? Why did slaves run away to Florida?				
<b>Texts</b>	<b>Texts:</b> Studies Weekly, Ancient America to 1850				
<b>Vocabulary</b>	cotton bolls, overseer, plantation, slavery, spiritual, Middle Passage, Supreme Court, Triangle Trade, exports, Fort Mose, executive order, Emancipation Proclamation, 13 <sup>th</sup> Amendment, Constitution, Juneteenth				
<b>Teacher Guided Text Specific &amp; Text Dependent Questions</b>	<p><b>Cotton-Pickin’ Singing</b></p> <ul style="list-style-type: none"> <li>• What do you think an overseer did?</li> <li>• What do you think “tarry” means in the phrase “Ain’t gonna tarry here no more ...”?</li> <li>• Why did plantation owners use slave labor?</li> <li>• Why are the slave songs called spirituals?</li> <li>• Have you sung a spiritual before? Which one?</li> </ul> <p><b>Slavery in the Colonies</b></p> <ul style="list-style-type: none"> <li>• What were the chief exports of the colonies?</li> <li>• What effect did it have on Africa to remove the healthy people to become slaves?</li> <li>• What places formed the points of the triangle in triangle trade?</li> <li>• About how many slaves were bought or taken from Africa?</li> <li>• What was the Middle Passage?</li> </ul>	<p><b>Primary Sources—Slave Auctions and Runaway Slaves</b></p> <ul style="list-style-type: none"> <li>• What do the slave auction posters tell us about what life was like for slaves in the colonies?</li> <li>• What parts of these posters, if any, could be seen in advertisements today?</li> <li>• What are some common themes in the articles you’ve read so far regarding this issue?</li> </ul>	<p><b>Fort Mose</b></p> <ul style="list-style-type: none"> <li>• Was freedom really free for Africans at Fort Mose?</li> <li>• Why weren’t there any free African settlements in the colonies?</li> <li>• Did slaves from the colonies run away to other places besides Florida?</li> </ul> <p><b>Benjamin Banneker (1731-1806)</b></p> <ul style="list-style-type: none"> <li>• How did a slave’s child become a famous scientist?</li> <li>• How was he educated?</li> </ul>	<p><b>What is Juneteenth?</b></p> <ul style="list-style-type: none"> <li>• How do you think the lives of freed slaves compared to the lives of slaves?</li> <li>• Do you think traders in Africa knew the people they traded to the British would become slaves in America for generations to come?</li> <li>• What impact did slavery have on America from the colonial period to the end of the Civil War?</li> <li>• Why is Juneteenth celebrated today?</li> </ul>	<p><b>Slavery and the Law</b></p> <ul style="list-style-type: none"> <li>• What have you read about slavery in the different articles of this issue that help you understand why laws were passed against it?</li> <li>• Why do you think President Abraham Lincoln issued an executive order against slavery?</li> <li>• Why did it take even more time to pass the 13<sup>th</sup> Amendment, which was approved two years after the Emancipation Proclamation?</li> <li>• How did business and economic decisions in the colonies develop into Civil War and laws being made against slavery?</li> </ul>
<b>Suggested Protocols and Resources</b>	Back to Back, Face to Face: Pg. 5	Final Word: Pg. 12	Write, Pair, Share: Pg. 35	Back to Back, Face to Face: Pg. 5	Final Word: Pg. 12
<b>Activities</b>	1) Why were American Indians not used as laborers? 2) How was La Amistad different from other slave ships?				
<b>Assessment</b>	3) Using this week’s text as a reference: Students will write to explain the purpose of the Emancipation Proclamation and how people were still enslaved after the Emancipation Proclamation was introduced.				
<b>Standards</b>	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>4.20 Explain the impact of individuals who created interest in land west of the Appalachian Mountains, including: (C, E, G, TN) • long hunters • Daniel Boone-Wilderness Road • Thomas Sharpe Spencer • William Bean • Dr. Thomas Walker Primary Documents and Supporting Texts to Read: Excerpts from John Smith's Starving Time, excerpt</p> <p>4.22 Describe the causes, course, and consequences of the French and Indian War, including the massacre at Fort Loudoun. (C, G, H, P, TN)</p> <p>4.25 Write a short summary of the events of Tennessee's first settlement and settlers, including the Watauga Purchase, Watauga Compact, Little Carpenter, and Dragging Canoe. (H, P, TN)</p> <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>4.36 Explain the purpose and obstacles in creating the new Cumberland Settlement, including: (G, TN) • Richard Henderson • James Robertson • John Donelson • salt licks • severe winter and river travel • Transylvania Purchase • Cumberland Compact • Battle of the Bluffs</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 5: Tennessee's Settlers				
<b>Essential Question(s)</b>	Why impact did the Watauga Purchase have on the relationship between the Cherokee and the white settlers? How did Tennessee's Long Hunters affect growth in Tennessee?			
<b>Texts</b>	<b>Texts:</b> Studies Weekly, Ancient America to 1850			
<b>Vocabulary</b>	explorer, New World, Age of Discovery, Christianity, colony, colonize, cartographer, conquer, Aztec			
<b>Teacher Guided Text Specific &amp; Text Dependent Questions</b>	<b>The Long Hunters</b> <ul style="list-style-type: none"> <li>• What is a pioneer?</li> <li>• What is a long hunter?</li> <li>• What was the Proclamation Line?</li> </ul>	<b>Watauga Settlements</b> <ul style="list-style-type: none"> <li>• What happened as a result of the British being tired of fighting the American Indians after the French and Indian War?</li> <li>• What was the Watauga Compact?</li> <li>• What lease was called the Watauga Purchase?</li> </ul>	<b>Timeline</b> <ul style="list-style-type: none"> <li>• What is the time span of the Timeline (in years)?</li> <li>• What happened the same year as the Watauga Purchase?</li> <li>• How many years are between the Proclamation of 1763 and when Daniel Boone opened the Wilderness Road?</li> </ul>	<b>Flatboats</b> <ul style="list-style-type: none"> <li>• Why were flatboats used?</li> <li>• What was the process of using a flatboat?</li> <li>• What was the design of flatboats?</li> </ul>
<b>Suggested Protocols and Resources</b>	Back to Back, Face to Face: Pg. 5	Final Word: Pg. 12	Write, Pair, Share: Pg. 35	Back to Back, Face to Face: Pg. 5
<b>Activities</b>	Back to Back, Face to Face: Pg. 5			
<b>Assessment</b>	1) Students will use the week's texts to complete the prompt: Choose one person and one event from this issue and write about the impact they had in the development of land?			
<b>Standards</b>	4.14 Write informative texts identifying major leaders and groups responsible for the founding of colonies in North America and the reasons for their founding, including: (C, E, H, P) • Lord Baltimore, Maryland • John Smith, Virginia • Roger Williams, Rhode Island • John Winthrop, Massachusetts • William Bradford, Plymouth • James Oglethorpe, Georgia • William Penn, Pennsylvania 4.15 Cite and explain examples from informational texts about how economic opportunities and political, religious, and social institutions evolved in the colonial era. (C, E, G, H, P) 4.16 Making use of primary documents, analyze the early democratic ideas and practices that emerged during the colonial period, including the significance of representative assemblies and town meetings and contrast these with the presence of enslavement in all colonies. (P) 4.18 Explain various reasons why people came to the colonies, including profit, religious freedom, slavery, and indentured servitude. (C, E, H) 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) 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) 4.60 Describe and explain the contributions of Virginia Hill and Free Hill, Tennessee, Frances Wright and Nashoba, and Elihu Embree and their efforts to abolish slavery in Tennessee. (C, TN) 4.61 Describe the characteristics of slave life on plantations across the South. (C, E, P)			

Week 6: Mounting Tensions					
<b>Essential Question(s)</b>	What was the reason for the Boston Tea Party? Why were colonists restless in the 1700s?				
<b>Texts</b>	<b>Texts:</b> Studies Weekly, Ancient America to 1850				
<b>Vocabulary</b>	Sons of Liberty, East India Company, Patriots, Loyalists, protest, lampblack, repeal, boycott, Redcoats, engraving, treason, propaganda, cargo				
<b>Teacher Guided Text Specific &amp; Text Dependent Questions</b>	<p><b>A Party in the Harbor</b></p> <ul style="list-style-type: none"> <li>• Why did the Patriots who dumped the tea disguise themselves as American Indians?</li> <li>• The Patriots dumped 90,000 pounds of tea from three ships. How much money do you think that was worth?</li> <li>• Do you think Paul Revere participated?</li> <li>• How do you think King George reacted when he heard the tea was dumped?</li> </ul>	<p><b>Mounting Tensions in the Colonies</b></p> <ul style="list-style-type: none"> <li>• Who fought in the French and Indian War?</li> <li>• Why did King George want colonists to stay in the east and not cross the Appalachians?</li> <li>• Why would colonists be against the Quartering Act that helped soldiers have food and shelter?</li> <li>• Compare the economic impact of the Tea Act to business decisions today.</li> <li>• Describe how you would protest a rule at home or at school peacefully?</li> <li>• Compare the Boston Massacre and the Boston Tea Party.</li> </ul>	<p><b>A Patriotic Pair of Founding Fathers Samuel Adams (1722-1803) and Patrick Henry (1736-1799)</b></p> <ul style="list-style-type: none"> <li>• How were Adams and Henry alike? How were they different?</li> <li>• Do you think what Adams and Henry were doing was treason?</li> <li>• What makes someone so fearless that he or she is willing to die for a cause?</li> <li>• Do you know of anyone today who is willing to die for a cause?</li> </ul>	<p><b>Massacre or Mistake? You Be the Judge</b></p> <ul style="list-style-type: none"> <li>• How can two eyewitness accounts be different?</li> <li>• Samuel Adams influenced Paul Revere's rendering. Why would he do that?</li> <li>• Name something current you'd consider propaganda.</li> <li>• Is propaganda helpful or hurtful?</li> </ul>	<p><b>Timeline: Tension in the Colonies</b></p> <ul style="list-style-type: none"> <li>• What can we use in the passages to help us complete this timeline?</li> <li>• Predict what would come next on this timeline.</li> <li>• If you had to make a timeline of the three most significant events in the world in the past year, what would it contain?</li> </ul>
<b>Suggested Protocols and Resources</b>	Back to Back, Face to Face: Pg. 5	Final Word: Pg. 12	Write, Pair, Share: Pg. 35	Back to Back, Face to Face: Pg. 5	Final Word: Pg. 12
<b>Activities</b>	Students will construct a timeline of the 3 most significant events in the world within the past year. Using the text as a reference, students will write to explain Paul Revere's accomplishments.				
<b>Assessment</b>	Students will use the week's texts to complete the prompt: Why did America want its independence from Britain?				
<b>Standards</b>	4.15 Cite and explain examples from informational texts about how economic opportunities and political, religious, and social institutions evolved in the colonial era. (C, E, G, H, P) 4.22 Describe the causes, course, and consequences of the French and Indian War, including the massacre at Fort Loudoun. (C, G, H, P, TN) 4.23 Explain how political, religious, and economic ideas and interests brought about the Revolution, including: (C, E, P) • resistance to imperial policy (Proclamation of 1763) • the Stamp Act • the Townshend Acts • taxes on tea • "taxation without representation" • Coercive Acts 4.24 Explain the different forms of protests Americans used to try to change British policies including the Boston Tea Party, tarring and feathering, letter writing, and boycotts. (E, P)				

	<p>4.28 Identify the people and events associated with the Declaration of Independence and cite evidence from the Declaration to determine its significance to the development of American Democracy. (H, P)</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>4.30 Determine the meaning and identify the terms Loyalists, Patriots, Minutemen, Overmountain Men, and Redcoats to describe people during the Revolution. (C, G, TN)</p>
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Week 7: Declaring Independence				
<b>Essential Question(s)</b>	What were some of the major events leading up to the writing of the Declaration of Independence?			
<b>Texts</b>	<b>Texts:</b> Studies Weekly, Ancient America to 1850			
<b>Vocabulary</b>	Independence Day, delegates, First Continental Congress, militia, minutemen, Revolutionary War, Second Continental Congress, community service, pamphlet			
<b>Teacher Guided Text Specific &amp; Text Dependent Questions</b>	<p><b>Declaring Independence</b></p> <ul style="list-style-type: none"> <li>• What change was later made to Jefferson’s statement, “We hold these truths to be sacred and undeniable”?</li> <li>• Why do you think that change was made?</li> <li>• Why did Thomas Jefferson include a long list of complaints about things the king had done wrong?</li> <li>• Would you have been willing to promise your honor, money, and life to make our country free? Why or why not?</li> </ul>	<p><b>The Road to Independence</b></p> <ul style="list-style-type: none"> <li>• What does “one if by land and two if by sea” mean?</li> <li>• How has technology changed regarding spying and communication?</li> <li>• What happened first, the Declaration of Independence or the first battles of the Revolutionary War?</li> <li>• What type of man was Paul Revere?</li> <li>• Why do you think the British were after Samuel Adams and John Hancock?</li> <li>• Why do you think King George refused to read the message from the First Continental Congress?</li> </ul>	<p><b>Learn Your ‘ABCs’ and Sign The Declaration of Independence, 21st Century Style</b></p> <ul style="list-style-type: none"> <li>• What does our community need that volunteers like us could do?</li> <li>• What would we need to do the project?</li> <li>• What project would do the most good and would be the most feasible (doable)?</li> <li>• How did the original “signers” help society?</li> <li>• Why do you think the king didn’t just hang the 56 signers?</li> </ul>	<p><b>‘Common Sense’ by Thomas Paine (1737-1809)</b></p> <ul style="list-style-type: none"> <li>• How would someone efficiently spread political opinions today?</li> <li>• Do you think it was common for British subjects to come to the Colonies and immediately take up such a strong political stance, as Paine did?</li> <li>• Do you think the title of the pamphlet or its contents was propaganda? Explain.</li> </ul>
<b>Suggested Protocols and Resources</b>	Back to Back, Face to Face: Pg. 5	Final Word: Pg. 12	Write, Pair, Share: Pg. 35	Back to Back, Face to Face: Pg. 5
<b>Activities</b>	What made colonists decide to write the Declaration of Independence? Students will use evidence from the week’s text to support their writing.			
<b>Assessment</b>	Students will use the week’s texts to complete the prompt: What two main political groups existed in the Colonies? Explain how each group got its name.			
<b>Standards</b>	4.15, 4.16, 4.18, 4.23, 4.24, 4.26, 4.27, 4.28, 4.29, 4.30, 4.31 4.15 Cite and explain examples from informational texts about how economic opportunities and political, religious, and social institutions evolved in the colonial era. (C, E, G, H, P) 4.16 Making use of primary documents, analyze the early democratic ideas and practices that emerged during the colonial period, including the significance of representative assemblies and town meetings and contrast these with the presence of enslavement in all colonies. (P) 4.18 Explain various reasons why people came to the colonies, including profit, religious freedom, slavery, and indentured servitude. (C, E, H) 4.23 Explain how political, religious, and economic ideas and interests brought about the Revolution, including: (C, E, P) • resistance to imperial policy (Proclamation of 1763) • the Stamp Act • the Townshend Acts • taxes on tea • “taxation without representation” • Coercive Acts 4.24 Explain the different forms of protests Americans used to try to change British policies including the Boston Tea Party, tarring and feathering, letter writing, and boycotts. (E, P)			

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|  | <p>4.26 Describe the significance of the First and Second Continental Congresses and of the Committees of Correspondence. (P)</p> <p>4.27 Compare and contrast first and second-hand accounts of Paul Revere's "midnight ride." (H)</p> <p>4.28 Identify the people and events associated with the Declaration of Independence and cite evidence from the Declaration to determine its significance to the development of American Democracy. (H, P)</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>4.30 Determine the meaning and identify the terms Loyalists, Patriots, Minutemen, Overmountain Men, and Redcoats to describe people during the Revolution. (C, G, TN)</p> <p>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> |
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Week 8: The Revolutionary War					
<b>Essential Question(s)</b>	How did different groups contribute to America during the revolution?				
<b>Texts</b>	<b>Texts:</b> Studies Weekly, Ancient America to 1850				
<b>Vocabulary</b>	traitor, Hessians, desert, naval warfare, lyrics, anthem, satire				
<b>Teacher Guided Text Specific &amp; Text Dependent Questions</b>	<p><b>Washington’s Winning Ways</b></p> <ul style="list-style-type: none"> <li>• Who were Hessians?</li> <li>• Why did George Washington use the words of Thomas Paine in his ‘pep talk’ to inspire the troops to cross the river for an attack?</li> <li>• Why didn’t George Washington want to lead the Continental Army at first?</li> <li>• How do you think Washington later became the front-runner for becoming the first president of the new USA?</li> </ul>	<p><b>African Americans During the Revolution</b></p> <ul style="list-style-type: none"> <li>• What President enlisted African Americans during the Revolution?</li> <li>• What year did Rhode Island officially enlist slaves in the military?</li> <li>• Why was this important?</li> <li>• How did African Americans help the United States during the revolution?</li> </ul>	<p><b>American Revolution Allies</b></p> <ul style="list-style-type: none"> <li>• Why would the British agree to free slaves who fought on their side?</li> <li>• Why do you think France would be so willing to help America?</li> <li>• Why did some American Indians fight on the British side and some on the American side?</li> </ul>	<p><b>A Brave and Honorable Woman</b></p> <ul style="list-style-type: none"> <li>• Why do you think Deborah Sampson did what she did?</li> <li>• What occasion would ever make you disguise yourself so you could be a part of it?</li> <li>• Do you admire Deborah Sampson? Why or Why not?</li> </ul>	<p><b>The Thrill of Victory: The Agony of Defeat</b></p> <ul style="list-style-type: none"> <li>• Who won more of the battles on the chart?</li> <li>• What factors besides weapon power can determine the outcome of battles?</li> <li>• Who fought in the battles on the American side?</li> </ul> <p><b>Making Music - A Yankee Doodle Dandy</b></p> <ul style="list-style-type: none"> <li>• How did something meant to make fun of Americans end up being an anthem for them?</li> <li>• How does satire influence politics?</li> </ul>
<b>Suggested Protocols and Resources</b>	Back to Back, Face to Face: Pg. 5	Final Word: Pg. 12	Write, Pair, Share: Pg. 35	Back to Back, Face to Face: Pg. 5	Final Word: Pg. 12
<b>Activities</b>	1) Students will write to explain why George Washington was reluctant to lead the Continental Army. 2) After reading African Americans During the Revolutionary War, students will pick the African American they feel made the most significant contributions. Students will support their opinion with evidence from the text.				
<b>Assessment</b>	Students will use the week’s texts to complete the prompt: Was the Revolutionary War inevitable?				
<b>Standards</b>	4.23 Explain how political, religious, and economic ideas and interests brought about the Revolution, including: (C, E, P) • resistance to imperial policy (Proclamation of 1763) • the Stamp Act • the Townshend Acts • taxes on tea • “taxation without representation” • Coercive Acts 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 4.30 Determine the meaning and identify the terms Loyalists, Patriots, Minutemen, Overmountain Men, and Redcoats to describe people during the Revolution. (C, G, TN) 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 4.32 Draw evidence from informational text summarizing the contributions of France and certain individuals to the outcome of the American Revolution including the Marquis de Lafayette, Kósciuszko, and Baron von Steuben. (H, P) 4.35 Integrate evidence from several texts describing the different roles women played during the Revolution including Abigail Adams, Molly Pitcher,				

Phillis Wheatley, and Mercy Otis Warren. (C, E)

**Week 9: Tennessee at War**

<b>Essential Question(s)</b>	What were the actions and contributions of Tennesseans while at war?			
<b>Texts</b>	<b>Texts:</b> Studies Weekly, Ancient America to 1850			
<b>Vocabulary</b>	The Treaty of Paris, General Cornwallis, Yorktown, Articles of Confederation, Congress, executive, alliances, Land Ordinance of 1785, debtors' prison, Daniel Shays, Northwest Territory			
<b>Teacher Guided Text Specific &amp; Text Dependent Questions</b>	<b>A Hope for Peace Brings War Instead</b> <ul style="list-style-type: none"> <li>• What is a Beloved Man?</li> <li>• Who was Richard Henderson?</li> <li>• Why were so many American Indians afraid to sign a treaty with white settlers?</li> <li>• What is a Beloved Woman?</li> <li>• Who was Nancy Ward?</li> </ul>	<b>Fighting for Land</b> <ul style="list-style-type: none"> <li>• What deal was made at Sycamore</li> <li>• How did Nancy Ward save lives?</li> <li>• What was the Cumberland Compact?</li> <li>• Who is John Sevier?</li> <li>• What role did he play in battle?</li> </ul>	<b>Timeline</b> <ul style="list-style-type: none"> <li>• What happened in the same year as the Cumberland Compact?</li> <li>• How many years after the Watauga Petitions did the Watauga men start building a fort?</li> <li>• What is the time span of the time line (in years)?</li> <li>• When did the Cherokee oppose the Watauga settlement?</li> </ul>	<b>Small Pox on "The Old River"</b> <ul style="list-style-type: none"> <li>• What was John Donelson known for?</li> <li>• What happened to the people as they traveled?</li> <li>• What did Donelson do to try and solve the issue of the travelers?</li> <li>• What happened to Donelson's plan?</li> </ul>
<b>Suggested Protocols and Resources</b>	Back to Back, Face to Face: Pg. 5	Final Word: Pg. 12	Write, Pair, Share: Pg. 35	Back to Back, Face to Face: Pg. 5
<b>Activities</b>	1) Students will reference the week' text to compare and contrast the Jamestown settlers and the Pilgrims.			
<b>Assessment</b>	Students will use the week's texts to complete the prompt: Describe the obstacles the settlers faced when they built the Cumberland settlement.			
<b>Standards</b>	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 4.2 Analyze religious beliefs, customs, and various folklore traditions of the Cherokee, Creek, and Chickasaw, including: (C, TN) • Principal Chief • summer and winter homes • Beloved Woman • recreation • clans • maternal designations 4.20 Explain the impact of individuals who created interest in land west of the Appalachian Mountains, including: (C, E, G, TN) • long hunters • Daniel Boone-Wilderness Road • Thomas Sharpe Spencer • William Bean • Dr. Thomas Walker 4.25 Write a short summary of the events of Tennessee's first settlement and settlers, including the Watauga Purchase, Watauga Compact, Little Carpenter, and Dragging Canoe. (H, P, TN) 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 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 4.36 Explain the purpose and obstacles in creating the new Cumberland Settlement, including: (G, TN) • Richard Henderson • James Robertson • John Donelson • salt licks • severe winter and river travel • Transylvania Purchase • Cumberland Compact • Battle of the Bluffs 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)			