

## Fifth Grade-Tennessee History and the History of the US: Industrialization to the Civil Rights Movement Quarter 2 Curriculum Map Scope and Sequence

Topic	Week	Weekly Focus	Standards
<b>Tennessee Prior to Statehood</b>	Week 1: Chapter 4	Students will explain the significance of the Watauga Settlement on Tennessee history, including the following: John Sevier, and Nancy Ward. Students will describe the founding of and the obstacles faced with the establishment of the Cumberland Settlements, including: The Battle of the Bluffs. Students will also explain the importance of Tennesseans (i.e., Overmountain Men) in the Battle of Kings Mountain during the American Revolution.	5.30, 5.31, 5.32
<b>Tennessee Prior to Statehood</b>	Week 2: Chapter 5	Students will identify the Lost State of Franklin as Tennessee's first attempt at statehood, and explain the reasons for its failure.	5.33
<b>Tennessee Prior to Statehood</b>	Week 3: Chapter 5	Students will locate the Territory South of the River Ohio (i.e., Southwest Territory), identify its leaders, and explain how it was the first step to Tennessee's statehood.	5.34
<b>Statehood and Early Tennessee History</b>	Week 4: Chapter 6	Students will describe the steps that Tennessee took to become a state (i.e., population requirement, vote by the citizens, creation of a state constitution, and Congressional approval). Students will also identify the year Tennessee became a state, its first governor, and the original capital.	5.35, 5.36
<b>Statehood and Early Tennessee History</b>	Week 5: Chapter 7	Students will describe Tennessee's involvement in the War of 1812, including: Andrew Jackson, the Tennessee volunteers, and Battle of Horseshoe Bend.	5.37
<b>Statehood and Early Tennessee History</b>	Week 6: Chapter 7	Students will describe Tennessee's involvement in the War of 1812, including: Andrew Jackson, the Tennessee volunteers, and Battle of Horseshoe Bend.	5.37
<b>Statehood and Early Tennessee History</b>	Week 7: Chapter 8	Students will explain how the western boundary of Tennessee was expanded with the Jackson Purchase. Students will also identify the impact of important Tennesseans prior to the Civil War.	5.39, 5.40
<b>Statehood and Early Tennessee History</b>	Week 8: Chapter 8	Students will identify the impact of important Tennesseans prior to the Civil War. Students will also analyze the impact of Andrew Jackson's presidency on the American Indian population of Tennessee, including: The Indian Removal Act, Trail of Tears, Treaty of Echota, and John Ross.	5.40, 5.38

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

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

### Planning with the Curriculum Map

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

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

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

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

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

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

**Support Strategies**

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

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

Week 1: Settlement and Conflict-Chapter 4			
<b>Essential Question(s)</b>	What was the goal of the Overmountain Men and what factors contributed to the outcome of the Battle of King's Hill?		
<b>Texts</b>	Textbook: <a href="#">Gibbs Smith: 5<sup>th</sup> Grade Tennessee Through Time</a> (Username: <a href="mailto:shelby5@scs.org">shelby5@scs.org</a> Password: county)		
<b>Standards</b>	5.30 Explain the significance of the Watauga Settlement on Tennessee history, including the following: John Sevier, and Nancy Ward. 5.31 Describe the founding of and the obstacles faced with the establishment of the Cumberland Settlements, including: The Battle of the Bluffs 5.32 Explain the importance of Tennesseans (i.e., Overmountain Men) in the Battle of Kings Mountain during the American Revolution.		
<b>Vocabulary</b>	Battle of the Bluffs, treaty, Overmountain Men, John Sevier		
<b>Teacher Guided Text Specific &amp; Text Dependent Questions</b>	<p><b>The Battle of the Bluffs (p. TN 48)</b></p> <ul style="list-style-type: none"> <li>• What angered local Indians?</li> <li>• How would settling in the area affect the American Indians and their way of life?</li> <li>• How were the new settlers different from those that came before them?</li> <li>• What was the Battle of the Bluffs?</li> <li>• What was the outcome of the Battle of the Bluffs?</li> </ul> <p><b>Tennessee in the Revolution (p. TN 49)</b></p> <ul style="list-style-type: none"> <li>• What were Patriots doing to avoid capture from the British?</li> <li>• Who was Patrick Ferguson and what strategy did he use in hopes of being successful during the war?</li> <li>• How did settlers react to Ferguson's strategy?</li> <li>• What threats did Ferguson make on the settlers?</li> <li>• What did the settler's fear?</li> </ul> <p><b>The Overmountain Men (p. TN 49)</b></p> <ul style="list-style-type: none"> <li>• What was the goal of the Overmountain Men?</li> <li>• Who were the leaders of the Overmountain men?</li> <li>• What advantages did the Overmountain Men have over the British soldiers and why?</li> <li>• What did the Overmountain Men consider to be "Indian style" of fighting?</li> <li>• What helped the Overmountain Men learn the "Indian style" skills?</li> </ul>	<p><b>Preparing for Battle (p. TN 50)</b></p> <ul style="list-style-type: none"> <li>• How did the Overmountain Men and their families prepare for war?</li> <li>• Why did men from different states agree to fight alongside of the Overmountain Men?</li> <li>• How did Mary McKeehan Patton support the Overmountain Men in their fight?</li> <li>• How did other women contribute to the fight?</li> <li>• How did the Overmountain Men's appearance differ from the Sycamore Shoals?</li> <li>• Who was Reverend Samuel Doak?</li> </ul> <p><b>Battle of King's Mountain (p. TN 51)</b></p> <ul style="list-style-type: none"> <li>• When did the Overmountain Men start their search to find Ferguson and his men?</li> <li>• Where did they find British soldiers?</li> <li>• What did Ferguson think at the start of the battle?</li> <li>• What was the outcome of the Battle of King's Mountain?</li> </ul> <p><b>Victory! (p. TN 51)</b></p> <ul style="list-style-type: none"> <li>• Why did loyalists feel discouraged?</li> <li>• Why was the Battle of King's Hill a turning points in the South?</li> </ul>	<p><b>Sevier Attacks (p. TN 52)</b></p> <ul style="list-style-type: none"> <li>• What was supposed to happen in Watauga at the same time the Overmountain Men were fighting in the Battle of King's Mountain?</li> <li>• What did the British think the outcome of the Battle of King's Hill would be?</li> <li>• What did Nancy Ward do at the time?</li> <li>• What did John Sevier and his troops do?</li> <li>• What was Chota and where was it located?</li> <li>• What happened when Sevier and his men arrive in Chota?</li> </ul> <p><b>John Sevier (p. TN 52)</b></p> <ul style="list-style-type: none"> <li>• What leadership did John Sevier display during fights against the British and Cherokee?</li> <li>• What political leadership position did Sevier hold in Tennessee?</li> <li>• Where was Sevier from and where did he settle with his family?</li> <li>• What was Sevier's role during the American Revolution?</li> <li>• How did John Sevier quickly move from being a father of 10 to a father of 18?</li> <li>• Where is John Sevier buried?</li> </ul>

<b>Suggested Protocols and Resources</b>	<a href="#">Back to Back Face to Face</a>	<a href="#">Think, Pair, Share</a>	<a href="#">Back to Back Face to Face</a>
<b>Extension Activities</b>	1) Students will complete page 159 of the Teacher Resources and Assessments book to record details about the Battle of the Bluffs, Tennessee Constitution, or the Overmountain Men. 2) Students will complete page 160 of the Teacher Resources and Assessments book to compare and contrast the British soldiers and the Overmountain Men.		
<b>Additional Recourses</b>	<a href="#">The Battle of Kings Mountain and the Overmountain Men</a> <a href="#">The Overmountain Men</a>		
<b>Assessment</b>	Students will answer the prompt: What was the goal of the Overmountain Men and what factors contributed to the outcome of the Battle of King's Hill?		

Week 2: Early Attempts at Statehood-Chapter 5			
<b>Essential Question(s)</b>	What was the state of Franklin? Why did the state of Franklin fail?		
<b>Texts</b>	Textbook: <a href="#">Gibbs Smith: 5<sup>th</sup> Grade Tennessee Through Time</a> (Username: <a href="mailto:shelby5@scs.org">shelby5@scs.org</a> Password: county)		
<b>Standards</b>	5.33 Identify the Lost State of Franklin as Tennessee’s first attempt at statehood, and explain the reasons for its failure. (G, H, P, T) 5.34 Locate the Territory South of the River Ohio (i.e., Southwest Territory), identify its leaders, and explain how it was the first step to Tennessee’s statehood. (G, H, P, T)		
<b>Vocabulary</b>	Cede, State of Franklin, Treaty of Holston, William Blount, Southwest Territory, ratify		
<b>Teacher Guided Text Specific &amp; Text Dependent Questions</b>	<p><b>When the American Revolution.... (p. TN 54)</b></p> <ul style="list-style-type: none"> <li>• What did the united states need immediately after the American Revolution?</li> <li>• What did Congress want states to do?</li> <li>• What plans did government have to handle debts?</li> </ul> <p><b>First Steps to Statehood (p. TN 54)</b></p> <ul style="list-style-type: none"> <li>• What was the dilemma for people across the Appalachians?</li> <li>• What did North Carolina do to land during and after the American Revolution?</li> </ul>	<p><b>The State of Franklin (p. TN 55)</b></p> <ul style="list-style-type: none"> <li>• How did the settlers in the counties feel about the leaders of North Carolina?</li> <li>• Why did the settlers want the power to take care of their own problems instead of relying on the government?</li> <li>• What did the settlers do in response to feeling neglected by the leaders of North Carolina?</li> <li>• What does Frankland mean?</li> <li>• Why did name Frankland become the state of Franklin?</li> </ul> <p><b>North Carolina Take Back the Land (p. TN 55)</b></p> <ul style="list-style-type: none"> <li>• What did North Carolina’s leaders do after the state of Franklin was formed?</li> <li>• How did the settlers feel?</li> <li>• How did the settlers respond to what the leaders of North Carolina did?</li> </ul>	<p><b>The End of Franklin (pp. TN 55)</b></p> <ul style="list-style-type: none"> <li>• How many votes were needed for Franklin to become a state?</li> <li>• How many states voted yes when came time to vote?</li> <li>• What did the people of Franklin do in response to the vote?</li> <li>• How long did it take for John Sevier and other Franklin leaders give in on having Franklin as a state?</li> <li>• What physically happened to the land known as state of Franklin in 1789?</li> </ul> <p><b>The Southwest Territory (p. TN 56)</b></p> <ul style="list-style-type: none"> <li>• What did the state of North Carolina do in November of 1789?</li> <li>• What did North Carolina do to help the national government payoff debts?</li> <li>• What was the Southwest Territory?</li> <li>• What tow political positions did William Blount hold and who appointed him to the positions?</li> <li>• What message did William Blount share as he met the local leaders of every county in the Southwest Territory?</li> </ul>
<b>Suggested Protocols and Resources</b>	<a href="#">Back to Back Face to Face</a>	<a href="#">Think, Pair, Share</a>	<a href="#">Back to Back Face to Face</a>
<b>Extension Activities</b>	1) Student will create cause and effect chart to detail the reasons for forming of the state of Franklin and the events that led to it not being a state. 2) Students will complete page 166 of the Teacher Resources and Assessments book complete a chain-of-events organizer to list the series of major events related to the creation and development of the Southwest Territory.		
<b>Additional Recourses</b>	<a href="#">State of Franklin</a> <a href="#">The True Story of the Short-Lived State of Franklin</a>		
<b>Assessment</b>	Students will answer the prompt: What was the state of Franklin and why did it fail?		

**Week 3: Early Attempts at Statehood-Chapter 5**

<b>Essential Question(s)</b>	What was the Treaty of Holston and how did American Indians and settlers react to it?		
<b>Texts</b>	Textbook: <a href="#">Gibbs Smith: 5<sup>th</sup> Grade Tennessee Through Time</a> (Username: <a href="mailto:shelby5@scs.org">shelby5@scs.org</a> Password: county)		
<b>Standards</b>	5.33 Identify the Lost State of Franklin as Tennessee’s first attempt at statehood, and explain the reasons for its failure. (G, H, P, T)		
<b>Vocabulary</b>	Cede, State of Franklin, Treaty of Holston, William Blount		
<b>Teacher Guided Text Specific &amp; Text Dependent Questions</b>	<p><b>William Blount (p.TN 57)</b></p> <ul style="list-style-type: none"> <li>• Where William Blount born?</li> <li>• What side did Blount fight on during the American revolution?</li> <li>• What did Blount help do during the American Revolution?</li> <li>• What did Blount do after leaving the military?</li> <li>• What encouraged Blount to sign the U.S. Constitution?</li> <li>• What contributions did William Blount make to Tennessee?</li> <li>• What risky plan had Blount been involved in?</li> </ul>	<p><b>Troubled Times (p. TN 58)</b></p> <ul style="list-style-type: none"> <li>• What was the problem William Blount thought settlers would have to face?</li> <li>• Why were the Cherokees angry?</li> <li>• Why were other American Indian groups angry as well?</li> </ul> <p><b>A New Treaty and More Bloodshed (p. TN 58)</b></p> <ul style="list-style-type: none"> <li>• Who did William Blount meet with and where did they meet?</li> <li>• What offer did William Blount make to the Cherokees?</li> <li>• How did the Cherokee react to the offer?</li> <li>• What was the Treaty of the Holston?</li> <li>• What happened after more settlers started moving into the Southwest Territory?</li> </ul>	<p><b>Traveling to Philadelphia (p. TN 59)</b></p> <ul style="list-style-type: none"> <li>• Why did a group of Cherokees travel to Philadelphia?</li> <li>• Where were they to meet with?</li> <li>• Who was Henry Knox?</li> <li>• What agreements were made at the meeting?</li> <li>• What orders did Knox have for the settlers?</li> <li>• How did the settlers respond to Knox’s orders?</li> <li>• Describe the years of 1792 to 1794.</li> <li>• How did the battles affect American Indians?</li> </ul>
<b>Suggested Protocols and Resources</b>	<a href="#">Back to Back Face to Face</a>	<a href="#">Think, Pair, Share</a>	<a href="#">Back to Back Face to Face</a>
<b>Extension Activities</b>	<p>1) Students will read page TN 62 in their textbook and complete the graphic organizer to compare and contrast the views and actions of Dragging canoe and Nancy Ward.</p> <p>2) Students will complete page 167 of the Teacher Resources and Assessments book read text about the Treaty of Holston and analyze a statue.</p>		
<b>Additional Recourses</b>	<a href="#">Proclamation on the Treaty of Holston</a>		
<b>Assessment</b>	Students will answer the prompt: What was the Treaty of Holston and how did American Indians and settlers react to it?		

Week 4: Tennessee Becomes a State-Chapter 6				
<b>Essential Question(s)</b>	What steps did Tennessee take to become a state and who were the political leaders of the new state?			
<b>Texts</b>	Textbook: <a href="#">Gibbs Smith: 5<sup>th</sup> Grade Tennessee Through Time</a> (Username: <a href="#">shelby5@scs.org</a> Password: county)			
<b>Standards</b>	5.35 Describe the steps that Tennessee took to become a state (i.e., population requirement, vote by the citizens, creation of a state constitution, and Congressional approval). (G, H, P, T, TCA) 5.36 Identify the year Tennessee became a state, its first governor, and the original capital. (G, H, P, T)			
<b>Vocabulary</b>	Population requirement, constitutional convention, Knoxville, rival,			
<b>Teacher Guided Text Specific &amp; Text Dependent Questions</b>	<p><b>The Southwest Territory (p. TN 66)</b></p> <ul style="list-style-type: none"> <li>What was happening to the Southwest Territory by 1791?</li> </ul> <p><b>The First General Assembly (p. TN 66)</b></p> <ul style="list-style-type: none"> <li>What was on one the first jobs for the new assemble?</li> <li>Who viewed the list of the nominated pole on the list for council?</li> <li>Who did he appoint to the council?</li> </ul> <p><b>A Delegate to Congress (p. TN 67)</b></p> <ul style="list-style-type: none"> <li>Who was Dr. James White?</li> <li>What did Dr. White do after meeting in with Congress in Philadelphia?</li> <li>Why did White think the Southwest Territory should become a state?</li> </ul> <p><b>Voting for Statehood (p. TN 67)</b></p> <ul style="list-style-type: none"> <li>How had the Southwest Territory changed by 1795?</li> <li>What was the population requirement for an area to become a state?</li> <li>What did the vote called by General Assembly prove?</li> <li>Where did some of the people who opposed statehood live?</li> </ul>	<p><b>A State Constitution (p. TN 68)</b></p> <ul style="list-style-type: none"> <li>What did Governor Blount make plans for a constitutional convention?</li> <li>How many counties were in the territory?</li> <li>How many representatives attended the meeting?</li> <li>What was the model for the creation of the state constitution?</li> <li>How would voting rights for the new state differ from voting rights of other states?</li> <li>Why was the new state to be called Tennessee?</li> <li>What was set to be the capital of the new state?</li> </ul> <p><b>Congressional Approval (p. TN 68)</b></p> <ul style="list-style-type: none"> <li>Who was Joseph McMinn?</li> <li>Why did McMinn travel to Philadelphia?</li> <li>What was James White's perception of getting statehood approval and why?</li> </ul> <p><b>Caught in the Middle (p. TN 68)</b></p> <ul style="list-style-type: none"> <li>Who was Tennessee caught in the middle of in Congress?</li> <li>Why did the Federalist not want Tennessee to become a state?</li> <li>What did Albert Gallatin's propose to help Tennessee become a state?</li> </ul>	<p><b>Tennessee Becomes a State (p. TN 70)</b></p> <ul style="list-style-type: none"> <li>When did Tennessee become a state?</li> <li>What number state was Tennessee?</li> <li>What were the roles of William Blount and William Cocke?</li> <li>What was Andrew Jackson's roles for the new state?</li> <li>What was John Sevier's role for Tennessee?</li> <li>What political figure in Tennessee was known as a rival of John Sevier?</li> </ul> <p><b>Political Rivals (p. TN 70-71)</b></p> <ul style="list-style-type: none"> <li>What work did John Sevier do for Tennessee?</li> <li>What were the outcomes of John Sevier working with American Indians in his role as governor?</li> <li>How could people conclude the two political figures were rivals?</li> <li>Why did the feud between the two political figures begin?</li> <li>Why was there rivalry between East Tennessee and Middle Tennessee?</li> </ul>	<p><b>William Cooke (p. TN 70)</b></p> <ul style="list-style-type: none"> <li>How was William Cocke educated?</li> <li>What role did he serve in during the American Revolution?</li> <li>What connection did William Cocke have with Daniel Boone?</li> <li>What connections did William Cocke have with John Sevier?</li> <li>What leadership roles did Cocke serve in while living in Tennessee?</li> <li>What other states did Cocke service?</li> <li>What did William Cocke do as an Indian agent?</li> </ul> <p><b>Andrew Jackson (p. TN 71)</b></p> <ul style="list-style-type: none"> <li>What was Jackson's role in the Continental army?</li> <li>Why did Andrew Jackson have a lifelong hatred for the British?</li> <li>What leadership roles did Jackson serve in while in Tennessee?</li> </ul>



	<ul style="list-style-type: none"> <li>• What were some of the reasons people opposed statehood?</li> <li>• What did the those who opposed statehood have in mind for the future of the Southwest Territory?</li> </ul>	<ul style="list-style-type: none"> <li>• How was Gallatin's proposal received?</li> <li>• How did Tennessee vote in the election of 1800?</li> </ul>		<ul style="list-style-type: none"> <li>• What leadership roles did Jackson have outside of Tennessee?</li> </ul>
<b>Suggested Protocols and Resources</b>	<a href="#">Back to Back Face to Face</a>	<a href="#">Think, Pair, Share</a>	<a href="#">Back to Back Face to Face</a>	<a href="#">Think, Pair, Share</a>
<b>Extension Activities</b>	<ol style="list-style-type: none"> <li>1) Students will complete page 173 of the Teacher Resources and Assessments book to compare and contrast the Tennessee State Constitution and the United States Constitution.</li> <li>2) Students will complete page 174 of the Teacher Resources and Assessments book to create a campaign post to support John Sevier or Andrew Jackson for Tennessee Governor.</li> </ol>			
<b>Additional Recourses</b>	<a href="#">Becoming a State</a>			
<b>Assessment</b>	Students will answer the prompt: What steps did Tennessee take to become a state and who were the political leaders of the new state?			

**Week 5: Expansion and War-Chapter 7**

<b>Essential Question(s)</b>	How did the land of Tennessee change with increased population? How was the way of life for white settlers different from the way of life for enslaved Africans?		
<b>Texts</b>	Textbook: <a href="#">Gibbs Smith: 5<sup>th</sup> Grade Tennessee Through Time</a> (Username: <a href="#">shelby5@scs.org</a> Password: county)		
<b>Standards</b>	5.37 Describe Tennessee’s involvement in the War of 1812, including: Andrew Jackson, the Tennessee volunteers, and Battle of Horseshoe Bend. (G, H, P, T)		
<b>Vocabulary</b>	Census, Felix Grundy, free blacks, toll,		
<b>Teacher Guided Text Specific &amp; Text Dependent Questions</b>	<p><b>The Population (p. TN 73)</b></p> <ul style="list-style-type: none"> <li>• What happened to the population of Tennessee after it became a state?</li> <li>• What is a census?</li> <li>• In which part of the state did most people live?</li> <li>• How did settlers feel about the land that belonged to the Cherokees and Chickasaws?</li> <li>• What was the population of enslaved people living in Tennessee?</li> <li>• How was the population recorded?</li> </ul> <p><b>Life in the Wilderness (p. TN 73)</b></p> <ul style="list-style-type: none"> <li>• At the start of Tennessee becoming a state, how many roads connected Tennessee to other states?</li> <li>• How did the increased population of Tennessee change the physical environment of Tennessee?</li> <li>• How did settlers use natural resources to meet their basic needs?</li> </ul>	<p><b>Towns, Trade, Travel (p. TN 74)</b></p> <ul style="list-style-type: none"> <li>• What happened at the population of Tennessee grew?</li> <li>• What cities were considered river towns?</li> <li>• Why were river towns important the settlers of Tennessee?</li> <li>• Why was trade necessary for settlers?</li> </ul> <p><b>Trading on Rivers (p. TN 74)</b></p> <ul style="list-style-type: none"> <li>• How was the river of Tennessee used?</li> <li>• What were some things people sent by boat?</li> <li>• What was the route of shipping goods from Middle Tennessee?</li> <li>• How did merchant trade after goods had been sold?</li> </ul> <p><b>Toll Roads (p. TN 74)</b></p> <ul style="list-style-type: none"> <li>• What caused roads to be built between towns?</li> <li>• What were pikes?</li> <li>• What is a toll?</li> <li>•</li> </ul> <p><b>Learning on the Frontier (p. TN 75)</b></p> <ul style="list-style-type: none"> <li>• How did Tennesseans view education?</li> <li>• How were children taught before the first school was built?</li> <li>• Before Tennessee became a state, what did the territorial government include in law about education?</li> </ul>	<p><b>The First Schools (p. TN 75)</b></p> <ul style="list-style-type: none"> <li>• What were the other jobs of school teachers in early Tennessee?</li> <li>• How were teachers in early Tennessee trained in education?</li> <li>• Who was Reverend Samuel Doak?</li> <li>• Who was Thomas Craighead?</li> </ul> <p><b>Frontier Life (p. TN 76)</b></p> <ul style="list-style-type: none"> <li>• Why did every member of the family have to help out while living on the frontier?</li> <li>• What did men do while living on the frontier?</li> <li>• What did women do while living on the frontier?</li> <li>• What did children do while living on the frontier?</li> <li>• Why did women have to care for the elderly and ill and deliver babies?</li> <li>•</li> </ul> <p><b>Enslaved African and Free Blacks (p. TN 77)</b></p> <ul style="list-style-type: none"> <li>• What did it mean to be an enslaved African?</li> <li>• How did the way of life for the white settlers of Tennessee differ from the way of enslaved Africans?</li> <li>• How did most free blacks gain freedom?</li> <li>• Why did black settlers come to Tennessee?</li> </ul>
<b>Suggested Protocols and Resources</b>	<a href="#">Back to Back Face to Face</a>	<a href="#">Think, Pair, Share</a>	<a href="#">Back to Back Face to Face</a>
<b>Extension Activities</b>	<ol style="list-style-type: none"> <li>1) Students will complete a Venn diagram to compare and contrast the way of life for white settlers and enslaved Africans.</li> <li>2) Students will read an <a href="#">excerpt from Chapter 4 of the Tennessee Blue Book for Kids</a> to highlight key details and write a summary about the life of blacks in Tennessee prior to and during the time span of the war of 1812.</li> <li>3) Students will create a cause and effect chart or graphic organizer to explain how the land of Tennessee change as the state population increased</li> </ol>		

<b>Additional Recourses</b>	Students will answer the prompt: How was the way of life for white settlers different from the way of life for enslaved Africans?
<b>Assessment</b>	Students will write to the following prompt: How were other native American Tribes similar to the Cherokee nation?

**Week 6: Expansion and War-Chapter 7**

<b>Essential Question(s)</b>	What impact did the battle of this time have on Tennessee?		
<b>Texts</b>	Textbook: <a href="#">Gibbs Smith: 5<sup>th</sup> Grade Tennessee Through Time</a> (Username: <a href="mailto:shelby5@scs.org">shelby5@scs.org</a> Password: county)		
<b>Standards</b>	5.37 Describe Tennessee’s involvement in the War of 1812, including: Andrew Jackson, the Tennessee volunteers, and Battle of Horseshoe Bend. (G, H, P, T)		
<b>Vocabulary</b>	Tecumseh, Felix Gundy, volunteer, Volunteer State,		
<b>Teacher Guided Text Specific &amp; Text Dependent Questions</b>	<p><b>Fighting Over Land (p. TN 78)</b></p> <ul style="list-style-type: none"> <li>• Where did the Creeks and Chickasaws live?</li> <li>• What did they watch happen to their land?</li> <li>• What did they fear?</li> <li>• How did the experience of Indian tribes of the Northwest Territory compare the experience of the Creeks and Chickasaw?</li> <li>• Who was Tecumseh?</li> <li>• What did he encourage tribes of the Northwest Territory to do and why?</li> </ul> <p><b>A Visit from Tecumseh (p. TN 78)</b></p> <ul style="list-style-type: none"> <li>• Why did Tecumseh visit the Chickasaws, Cherokees, and Creeks?</li> <li>• What did the Creek Indians decide to do after meeting with Tecumseh?</li> <li>• Why were Tennesseans worried after they learned Tecumseh visited the South?</li> <li>• What did Tecumseh and other leaders encourage tribes to do?</li> </ul> <p><b>The Earthquakes of 1811 and 1812 (p. TN 79)</b></p> <ul style="list-style-type: none"> <li>• What did Tecumseh tell Americans about the earthquakes of 1811 and 1812?</li> <li>• What did settlers of the land know about earthquakes?</li> <li>• When did the earthquakes come?</li> <li>• How did the earthquakes affect the land?</li> <li>• What did the earthquakes do to the Mississippi River?</li> </ul>	<p><b>The War of 1812 (p. TN 80)</b></p> <ul style="list-style-type: none"> <li>• What did President James Madison ask congress to do?</li> <li>• Who was Felix Gundy?</li> <li>• What were War Hawks?</li> <li>• What was the War of 1812?</li> </ul> <p><b>Tennesseans Volunteer (p. TN 80)</b></p> <ul style="list-style-type: none"> <li>• What did Billy Phillips do as soon as Congress declared war?</li> <li>• Who was Willie Blount?</li> <li>• What message did Willie Blount and Andrew Jackson send to President Madison?</li> <li>• What promotion did Andrew Jackson receive?</li> <li>• Why is Tennessee nicknamed the Volunteer State?</li> <li>• Who fought during the War of 1812?</li> </ul> <p><b>The Creek War (p. TN 82)</b></p> <ul style="list-style-type: none"> <li>• How was Tennessee’s conflict with Indians while the country prepared for the war with Great Britain?</li> <li>• How did the creeks feel about a relationship with the settlers?</li> <li>• Who was Chief Red Eagle?</li> <li>• Who were he Red Sticks?</li> <li>• How did Tecumseh influence the Red Sticks?</li> <li>• What did the Red Sticks do in August of 1813?</li> <li>• How did Governor Willie Blount feel about the attack?</li> <li>• What did Blount do as a result of the Red Sticks’ attack in Alabama?</li> </ul>	<p><b>The Battle of Horseshoe Bend (p. TN 83)</b></p> <ul style="list-style-type: none"> <li>• What did the Red Sticks assume about the Tennessee militia?</li> <li>• What did the Red Sticks do to prepare for the Tennessee militia?</li> <li>• Who was Sam Houston?</li> <li>• How did the Creeks become trapped?</li> <li>• What was the outcome of the Battle of Horseshoe Bend?</li> </ul> <p><b>The Creeks Surrender (p. TN 84)</b></p> <ul style="list-style-type: none"> <li>• What did Red Eagle do as a result of the outcome of the Battle of Horseshoe Bend?</li> <li>• What did Red Eagle and other Creek chiefs have to do have they surrendered?</li> </ul> <p><b>Old Hickory Returns (p. TN 84)</b></p> <ul style="list-style-type: none"> <li>• Why did Andrew Jackson receive a hero’s welcome when he returned to Nashville?</li> <li>• Why did solders call Jackson “Old Hickory?”</li> <li>• When did Jackson earn great fame?</li> <li>• Why did the Battle New Orleans not have to be fought?</li> </ul> <p><b>The Great Hero of War (p. TN 84)</b></p> <ul style="list-style-type: none"> <li>• Who did people compare Andrew Jackson to and why?</li> <li>• What was the War of 1812 compared to?</li> <li>• Who traveled with Andrew Jackson as he partied and grew more famous?</li> </ul>

	<ul style="list-style-type: none"> <li>Where is Reelfoot lake and how was it formed?</li> <li>How far did the earthquakes span?</li> </ul>	<ul style="list-style-type: none"> <li>In what role did the Cherokees serve?</li> </ul>	
<b>Suggested Protocols and Resources</b>	<a href="#">Back to Back Face to Face</a>	<a href="#">Think, Pair, Share</a>	<a href="#">Back to Back Face to Face</a>
<b>Extension Activities</b>	<p>1) Students will complete page 175 of the Teacher Resources and Assessments book to create a front page for the Tennessee Gazette about the Earthquakes of 1811 and 1812.</p> <p>2) Students will complete page 176 of the Teacher Resources and Assessments book to map the Battle of Horseshoe Bend</p>		
<b>Additional Recourses</b>	<p><a href="#">Horseshoe Bend Overview</a></p> <p><a href="#">War of 1812 Timeline</a></p> <p><a href="#">Tecumseh and the War of 1812</a></p>		
<b>Assessment</b>	Students will write answer the prompt: What impact did the battles highlighted this week have on Tennessee?		

**Week 7: The Jackson Era in Tennessee-Chapter 8**

<b>Essential Question(s)</b>	How did the Jackson Purchase impact the land and all groups of people in Tennessee?		
<b>Texts</b>	Textbook: <a href="#">Gibbs Smith: 5<sup>th</sup> Grade Tennessee Through Time</a> (Username: <a href="#">shelby5@scs.org</a> Password: county)		
<b>Standards</b>	5.39 Explain how the western boundary of Tennessee was expanded with the Jackson Purchase. (G, H, T) 5.40 Identify the impact of important Tennesseans prior to the Civil War, including: • David Crockett and Sam Houston (Texas War for Independence and the Alamo) • President James K. Polk (Manifest Destiny) • Sequoyah (Cherokee syllabary) (C, E, G, H, P, T)		
<b>Vocabulary</b>	Treaty, assimilate,		
<b>Teacher Guided Text Specific &amp; Text Dependent Questions</b>	<p><b>After the War (p. TN 86)</b></p> <ul style="list-style-type: none"> <li>• Why did American have a sense of pride after the War of 1812?</li> <li>• How did people feel about Andrew Jackson and why?</li> <li>• How did Tennessee change after the War of 1812?</li> <li>• What opened land to white settlement?</li> </ul> <p><b>Settling West (p. TN 86)</b></p> <ul style="list-style-type: none"> <li>• Why was there conflict between the Chickasaws and settlers when Tennessee became a state?</li> <li>• Why did president James Monroe send Andrew Jackson and Isaac Shelby to talk with a group of Chickasaw chiefs?</li> <li>• Why did people want the land in West Tennessee?</li> <li>• What is the difference in cash crops and foods crops?</li> </ul> <p><b>The Jackson Purchase (p. TN 87)</b></p> <ul style="list-style-type: none"> <li>• What did Jackson and Shelby do to convince the Chickasaws to sign a treaty?</li> <li>• What threats were posed to the Chickasaws about signing a treaty?</li> <li>• Why did Jackson suggest the government stop paying the Chickasaws?</li> <li>• What was the Jackson Purchase?</li> <li>• How did the Jackson Purchase affect the population of Indian Tribes in Tennessee?</li> </ul> <p><b>New Counties and Cites (p. TN 87)</b></p>	<p><b>Jackson Elected President (p. TN 88)</b></p> <ul style="list-style-type: none"> <li>• What happened to Andrew Jackson during the presidential election of 1824?</li> <li>• Why was Jackson furious at the end of the 1824 presidential election?</li> <li>• How was the presidential campaign of 1828 for Andrew Jackson and Quincy Adams?</li> <li>• What was the outcome of the 1828 presidential election?</li> </ul> <p><b>The Five Tribes (p. TN 89)</b></p> <ul style="list-style-type: none"> <li>• What large Indian tribes had homelands in the south?</li> <li>• How did Indians react to the pressure to give up their lands through treaties?</li> <li>• Why did many Americans see Indians as uncivilized?</li> <li>• In what ways did Americans and the government want the Indians to live like white people?</li> <li>• Why did the settlers want the Indians to replace their culture with white culture?</li> <li>• As a result of continued pressure to change their culture, what did some Indians do?</li> </ul> <p><b>The Cherokees (p. TN 90)</b></p> <ul style="list-style-type: none"> <li>• How did many Americans see as the most advance Indian tribe?</li> </ul>	<p><b>Sequoyah (p. TN 91)</b></p> <ul style="list-style-type: none"> <li>• What tribe was Sequoyah a part of?</li> <li>• What contributions did Sequoyah make to the Battle of Horseshoe Bend?</li> <li>• What did Sequoyah call “talking leaves?”</li> <li>• What did Sequoyah notice about how soldiers communicated?</li> <li>• Why were oral traditions popular among Indian tribes opposed to written stories?</li> <li>• What did Sequoyah want for his people?</li> </ul> <p><b>Creating a Syllabary (p. TN 91)</b></p> <ul style="list-style-type: none"> <li>• What did Sequoyah not use the English alphabet to create written communication among the Cherokees?</li> <li>• What did Sequoyah create and how long did it take him to create it?</li> <li>• What did the Cherokees wonder about the writing and the syllabary?</li> <li>• How did Sequoyah show the usefulness of writing and the syllabary to the Cherokees?</li> <li>• What did the Cherokee leaders consider a “trick?”</li> </ul> <p><b>Teaching the People (p. TN 91)</b></p> <ul style="list-style-type: none"> <li>• How was the experience of working with and using the Cherokee syllabary?</li> </ul>

	<ul style="list-style-type: none"> <li>• What did state leaders do with the land gained through the Jackson Purchase?</li> <li>• When was Memphis establish?</li> <li>• Why was the specific area chosen as the site for Memphis?</li> <li>• Why might the Memphis region be ideal for settlers?</li> <li>• What are the Three Grand Division?</li> <li>• Why did the Three Grand Divisions complete?</li> </ul>	<ul style="list-style-type: none"> <li>• What are some things the Cherokees did that may have influenced Americans' judgement of their tribe being advanced?</li> <li>• What was New Echota?</li> <li>• How did the Cherokees' new way of life differ from their old way of life?</li> </ul>	<ul style="list-style-type: none"> <li>• What was the Cherokee Phoenix?</li> <li>• Who created the Cherokee Phoenix and why was it created?</li> </ul>
<b>Suggested Protocols and Resources</b>	<a href="#">Back to Back Face to Face</a>	<a href="#">Think, Pair, Share</a>	<a href="#">Back to Back Face to Face</a>
<b>Extension Activities</b>	<p>1) Students will complete a page 178 of the Teachers Resources and Assessments book to review and analyze the Cherokee Alphabet. Students will also translate English words into Cherokee.</p> <p>2) Students will create a t-chat to detail the way of life for Indians and settlers prior to and after the Jackson Purchase.</p>		
<b>Additional Recourses</b>	<a href="#">The Jackson Purchase</a>		
<b>Assessment</b>	Students will answer the prompt: How did the Jackson Purchase impact the land and all groups of people in Tennessee?		

Week 8: The Jackson Era in Tennessee-Chapter 4			
<b>Essential Question(s)</b>	What measures were taken by Americans to expand west and how did those measures impact different groups of people?		
<b>Texts</b>	Textbook: <a href="#">Gibbs Smith: 5<sup>th</sup> Grade Tennessee Through Time</a> (Username: <a href="mailto:shelby5@scs.org">shelby5@scs.org</a> Password: county)		
<b>Standards</b>	5.38 Analyze the impact of Andrew Jackson’s presidency on the American Indian population of Tennessee, including: the Indian Removal Act, Trail of Tears, Treaty of Echota, and John Ross. (C, E, G, H, P, T) 5.40 Identify the impact of important Tennesseans prior to the Civil War, including: • David Crockett and Sam Houston (Texas War for Independence and the Alamo) • President James K. Polk (Manifest Destiny) • Sequoyah (Cherokee syllabary) (C, E, G, H, P, T)		
<b>Vocabulary</b>	Manifest Destiny, Battle of Jacinto, stockade, Trail of Tears		
<b>Teacher Guided Text Specific &amp; Text Dependent Questions</b>	<p><b>Tennesseans Move to Texas (p. TN 94)</b></p> <ul style="list-style-type: none"> <li>• At the time, how did some Tennesseans feel about their leaders?</li> <li>• Why did some Tennesseans join Texans in moving west?</li> <li>• Why did Sam Houston and newcomers to the area organize an army?</li> <li>• Who was General Santa Anna?</li> <li>• What was the outcome of the 1836 battle at Alamo?</li> <li>• What was the outcome of the Battle of Jacinto?</li> <li>• Why did Texas become an independent country?</li> </ul> <p><b>David Crocket (p. TN 94)</b></p> <ul style="list-style-type: none"> <li>• Where was Davy Crockett born and raised?</li> <li>• How did Crockett contribute to the Battle of Horseshoe Bend?</li> <li>• What political leadership positions did Crockett serve in for Tennessee?</li> <li>• How did David Crocket feel about removing Indians from their land?</li> <li>• What did Crocket do to express his opinion on the removal of Indian from their land?</li> <li>• How did Crockett’s actions affect his leadership position for Tennessee?</li> <li>• Why did Davy Crockett move to Texas?</li> </ul>	<p><b>James Polk (p. TN 95)</b></p> <ul style="list-style-type: none"> <li>• Where did James Polk and his family move to as a child?</li> <li>• What political figure was a long time friend of the Polk family?</li> <li>• What political positions did James Polk serve in for Tennessee?</li> <li>• What was Manifest Destiny?</li> <li>• What led to Polk engaging in the Mexican-American War?</li> <li>• What happened to the land of America as a result of the Mexican-American War?</li> <li>• What was the Oregon Treaty?</li> </ul> <p><b>The Indian Removal Act (p. TN 96)</b></p> <ul style="list-style-type: none"> <li>• How did white settlers treat Indians after they assimilated?</li> <li>• Why did settlers pressure the government?</li> <li>• What hopes did the Cherokees have for their land in Tennessee and Georgia?</li> <li>• Why did President Jackson not want the Cherokees to keep their land?</li> <li>• What was the Indian Removal Act?</li> </ul> <p><b>The Cherokees Go to Court (p. TN 96)</b></p> <ul style="list-style-type: none"> <li>• Why did the Cherokees sue the state of Georgia?</li> <li>• What was the result of the court case?</li> </ul>	<p><b>The Treaty of New Echota (p. TN 97)</b></p> <ul style="list-style-type: none"> <li>• What who was Chief John Ross?</li> <li>• How did Chief Ross feel about the Indian Removal Act?</li> <li>• Who was John Ridge and how did he feel about Indians moving west?</li> <li>• What was the Treaty of Echota?</li> <li>• How did Chief Ross react to the Treaty of Echota?</li> <li>• What happened after the Treaty of Echota was signed in 1836?</li> </ul> <p><b>The Trail of Tears (p. TN 98)</b></p> <ul style="list-style-type: none"> <li>• Why was Chief Ross still living on his land after the approval of the Treaty of Echota?</li> <li>• Who was the president in 1838?</li> <li>• What did Van Buren do when he was in office that contradicted the beliefs of Chief Ross?</li> <li>• How was Van Buren’s order to remove the Cherokees west enforced?</li> <li>• What ere “collection camps?”</li> <li>• What were the conditions of “collection camps?”</li> </ul> <p><b>Death Along the Trail (p. TN 98)</b></p> <ul style="list-style-type: none"> <li>• Where were the Cherokees directed to move?</li> <li>• What were they conditions of their 1000-mile journey west?</li> <li>• Where did the name Tail of Tears come from?</li> </ul>



	<ul style="list-style-type: none"> <li>Why did David Crockett not get the opportunity to run for president after joining the Texans?</li> </ul>	<ul style="list-style-type: none"> <li>How did President Jackson feel about the decision made by the Supreme Court?</li> </ul>	<ul style="list-style-type: none"> <li>How many people do historians believed died along the trail?</li> </ul>
<b>Suggested Protocols and Resources</b>	<a href="#">Back to Back Face to Face</a>	<a href="#">Think, Pair, Share</a>	<a href="#">Back to Back Face to Face</a>
<b>Extension Activities</b>	<p>1) Students will read page 179 of the teacher resources and Assessments to highlight words, phrases, and sentences that indicates Chief Ross's feeling about the Treaty of New Echota. Students will then write to explain Chief Ross's stance on the treaty and use evidence from the text to support their writing.</p> <p>2) Students will write a journal entry from the perspective of a 10 year-old Cherokee child traveling along the Trail of Tears to explain the harsh experiences.</p>		
<b>Additional Recourses</b>	<a href="#">The Trail of Tears</a>		
<b>Assessment</b>	Students will answer the prompt: What measures were taken by Americans to expand west and how did those measures impact different groups of people?		