

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

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

<b>WWI</b>	Week 9: TN Chapter 13 US Chapter 4	Students will identify summarize the events leading to U.S. entry into World War I, locate the major countries of the Central and Allied Powers during World War I, describe the impact of U.S. involvement on World War I, and explain the aims of world leaders in the Treaty of Versailles and why the U.S. Senate rejected President Woodrow Wilson’s League of Nations. Students will also describe Tennessee’s contributions during World War I and World War II.	5.47, 5.10, 5.11, 5.12, 5.13
<b>The “Roaring Twenties” and the Great Depression</b>	Week 10: US Chapter 5 US Chapter 6	Students will examine the growth of popular culture during the “Roaring Twenties” with respect to the following: • Music, clothing, and entertainment • Automobiles and appliances • Harlem Renaissance Students will identify the causes of the Great Depression, President Herbert Hoover’s role, and its impact on the nation, including: • Consumer credit and debt • Hoovervilles • Mass unemployment • Soup kitchens	5.14 5.15

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

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

### Planning with the Curriculum Map

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

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

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

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

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

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

**Support Strategies**

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

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

**Week 1: Tennessee Divided- TN Chapter 9**

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

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

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

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

**Week 4: The War Comes to Tennessee- TN Chapter 10**

<b>Essential Question(s)</b>	What steps did Tennessee take to become a state and who were the political leaders of the new state?		
<b>Texts</b>	Textbook: <a href="#">Gibbs Smith: 5<sup>th</sup> Grade Tennessee Through Time</a> (Username: <a href="mailto:shelby5@scs.org">shelby5@scs.org</a> Password: county)		
<b>Standards</b>	5.42: Describe the significance of the following Civil War events and battles on Tennessee: • Siege of Fort Donelson • Battle of Stones River • Battle of Franklin • Battle of Nashville		
<b>Vocabulary</b>			
<b>Teacher Guided Text Specific &amp; Text Dependent Questions</b>	<p><b>President Lincoln (p. TN 112)</b></p> <ul style="list-style-type: none"> <li>• What did President Lincoln consider Tennessee to be and why?</li> <li>• What was a major problem for the Confederacy?</li> <li>• Why did Confederates decide to build forts along the border of Tennessee?</li> </ul> <p><b>Defending Tennessee (p. TN 112)</b></p> <ul style="list-style-type: none"> <li>• What did Confederate do to protect Memphis?</li> <li>• What happened at the Battle of Mill Springs?</li> <li>• Why did the Battle of Mill Spring cause the Confederate defense line in Tennessee to be broken?</li> </ul> <p><b>The Siege of Fort Donelson (p. TN 112)</b></p> <ul style="list-style-type: none"> <li>• Who was Ulysses Grant?</li> <li>• What did Grant boast about?</li> <li>• What was the Siege of Fort Donelson?</li> <li>• Why did Confederate leaders surrender their fort?</li> <li>• How did the Confederacy feel about the loss of Forts Henry and Donelson?</li> </ul>	<p><b>The Union Comes to Nashville (p. TN 114)</b></p> <ul style="list-style-type: none"> <li>• What caused the people of the Nashville to fear that the Union would attack?</li> <li>• What did Governor Harris do in fear of attack?</li> <li>• What did President Lincoln Appoint Andrew Johnson to do?</li> <li>• What assumption did President Lincoln make about Tennessee?</li> </ul> <p><b>The Battle of Stones River (p. TN 114)</b></p> <ul style="list-style-type: none"> <li>• Who What did the Confederacy leaders want to do about Nashville?</li> <li>• What plans did the Confederacy have for the taking back Nashville?</li> <li>• What did Lincoln do when he heard of the Confederacy's plans?</li> </ul> <p><b>Singing in the Night (p. TN 115)</b></p> <ul style="list-style-type: none"> <li>• Why was the singing at night considered to be one of the most tragic stories of the war?</li> </ul> <p><b>Spilling Blood in the Day (p. TN 115)</b></p> <ul style="list-style-type: none"> <li>• How long did the battle of Stones River last?</li> <li>• Who claimed victory for the battle?</li> <li>• Who had control of Nashville after the battle?</li> </ul> <p><b>The Battles of Chickamauga and Chattanooga (p. TN 116)</b></p> <ul style="list-style-type: none"> <li>• Where did the Confederate army move throughout Tennessee in 1863?</li> <li>• What was the outcome of the Battle of Chickamauga?</li> <li>• What was the outcome of the Battle of Chattanooga?</li> </ul>	<p><b>A War Tragedy in Tennessee (p. TN 118)</b></p> <ul style="list-style-type: none"> <li>• Who was General Nathan Bedford Forrest leading?</li> <li>• Why did Nathan Bedford Forrest decide to attack Fort Pillow?</li> <li>• What was the outcome of the attack on Fort Pillow?</li> <li>• Why have historians agreed that the attack on Fort Pillow was a massacre and not just a hard-fought battle?</li> </ul> <p><b>Nathan Bedford Forrest (p. TN 119)</b></p> <ul style="list-style-type: none"> <li>• How did Nathan Bedford Forrest become a millionaire?</li> <li>• What did Forrest notice after he enlisted in the Confederate Army?</li> <li>• What happened at the Battle of Fort Pillow?</li> <li>• What did Forrest do after the Civil War ended?</li> <li>• Why is Forrest one of the most debated figures of the Civil War?</li> </ul> <p><b>The Last Attempt (p. TN 120)</b></p> <ul style="list-style-type: none"> <li>• Who was General John Bell Hood?</li> <li>• What did Hood decide to do?</li> <li>• How long did the Battle of Franklin last?</li> </ul> <p>What was the outcome of the Battle of Franklin?</p> <p><b>The End of Fighting in Tennessee (p. TN 120)</b></p> <ul style="list-style-type: none"> <li>• What was the United States Colored Infantry?</li> <li>• Who did the United States Colored Infantry help while at the Battle of Nashville?</li> <li>• What was the outcome of the Battle of Nashville?</li> </ul>

	<ul style="list-style-type: none"> <li>• How did the capture of the tow fort advance the Union?</li> </ul>	<ul style="list-style-type: none"> <li>• Why was the Battle of Chattanooga known as the Battle Above the Clouds?</li> </ul>	<ul style="list-style-type: none"> <li>• What did a group of Tennesseans who supported the Union do after the Battle of Nashville?</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 page 187 of the Teacher Resources and Assessments book to label and mark the major battles of Tennessee.</li> <li>2) Students will make a flipbook to detail key people and the outcomes of the major battle of Tennessee.</li> </ol>		
<b>Additional Recourses</b>	<a href="#">Maps of TN Battles</a>		
<b>Assessment</b>	Students will answer the prompt: How did battles of Tennessee impact the outcome of the Civil War?		



Week 5: Reconstruction in Tennessee-TN Chapter 11			
<b>Essential Question(s)</b>	What were the outcomes of the Tennessee Constitutional Convention of 1870? How did the rise of vigilante justice (e.g., Ku Klux Klan), black codes, and Jim Crow laws impact Tennessee and the nation? How did the end of Reconstruction impact Tennessee’s African American elected officials?		
<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>	5.43 Explain the impact of the Tennessee Constitutional Convention of 1870, including: poll taxes, segregation, and funds for public education. (T.C.A. § 49-6-1028) C, H, P, T, TCA 5.44 Explain the development and efforts of the Freedmen’s Bureau in helping former slaves begin a new life, including Fisk University. (T.C.A. § 49-6-1028) C, H, P, T, TCA 5.45 Identify how the rise of vigilante justice (e.g., Ku Klux Klan), black codes, and Jim Crow laws impacted Tennessee and the nation. (T.C.A. § 49-6-1028) C, H, P, T, TCA 5.46 Explain how the end of Reconstruction impacted Tennessee’s African American elected officials. (T.C.A. § 49-6-1028)		
<b>Vocabulary</b>	Black Codes, enfranchise, Freedman’s Bureau, Historically Black Colleges and Universities, Jim Crow Laws, Ku Klux, Klan Act, poll tax		
<b>Teacher Guided Text Specific &amp; Text Dependent Questions</b>	<p><b>After the Civil War (p. TN 122)</b></p> <ul style="list-style-type: none"> <li>• When did the Civil War end?</li> <li>• What was the period of rebuilding the south after the Civil War called?</li> <li>• How long did the rebuilding period last?</li> </ul> <p><b>Reconstruction Begins (p. TN 122)</b></p> <ul style="list-style-type: none"> <li>• What is the 13<sup>th</sup> Amendment and when was it passed?</li> <li>• When did the 13<sup>th</sup> Amendment become a law?</li> <li>• What did the 13<sup>th</sup> Amendment mean for people who were formerly enslaved?</li> </ul> <p><b>Tennessee is Readmitted to the Union (p. TN 123)</b></p> <ul style="list-style-type: none"> <li>• What was Tennessee the first to do after the Civil War?</li> </ul> <p><b>Voting Rights for Black Men (p. TN 123)</b></p> <ul style="list-style-type: none"> <li>• Why did Republicans in Congress struggle with president Johnson after the Civil War?</li> <li>• Why did Republicans want to punish the Democrats?</li> <li>• Which political party wanted to allow all black men to vote?</li> <li>• What did it mean to enfranchise black men in Tennessee?</li> </ul>	<p><b>Turn to Industrial Training (p. TN 127)</b></p> <ul style="list-style-type: none"> <li>• How was the work force for African Americans after the Reconstruction period?</li> <li>• Who was Booker T. Washington and how did the influence change in education?</li> <li>• Where is Tuskegee Institute located and what was the purpose of the school?</li> </ul> <p><b>Resistance Grows (p. TN 129)</b></p> <ul style="list-style-type: none"> <li>• How did many southerners see the Reconstruction era?</li> <li>• Why were many southerners frustrated?</li> <li>• How did southern legislators react to the 15<sup>th</sup> Amendment?</li> <li>• What were Black Codes?</li> <li>• What were the goals of southerners when they created Black Codes?</li> <li>• How did Black Codes affect African Americans?</li> <li>• What did Congress do to try to prevent issues?</li> </ul>	<p><b>Brownlow Declares Martial Law (p. TN 132)</b></p> <ul style="list-style-type: none"> <li>• Who was president in 1868?</li> <li>• How did the Ku Klux Klan of Tennessee and southern states feel about the new president and why?</li> <li>• What was the Ku Klux Klan Act?</li> <li>• What is martial law?</li> <li>• What did governor Brownlow do to try to reduce violence in Tennessee?</li> </ul> <p><b>A Close Election/ Cracking Down on the Klan (p. TN 133)</b></p> <ul style="list-style-type: none"> <li>• Who did Tennessee vote for in the presidential election?</li> <li>• Why was Governor Brownlow shocked about the election outcome?</li> <li>• What did Brownlow do to weaken the KKK in Tennessee?</li> <li>• How did Klan members go against Nathan Bedford Forrest?</li> </ul>

	<ul style="list-style-type: none"> <li>• When was the first time thousands of black men voted in Tennessee?</li> <li>• What was the goal of the 15th Amendment?</li> <li>• When was the 15<sup>th</sup> Amendment ratified?</li> </ul> <p><b>The Freedmen’s Bureau in Tennessee (p. TN 124)</b></p> <ul style="list-style-type: none"> <li>• Who created the Freedmen’s Bureau and why?</li> <li>• What was the role of Clinton B. Fisk?</li> </ul> <p><b>Clinton Bowen Fisk (p. TN 124)</b></p> <ul style="list-style-type: none"> <li>• What appointment did President Lincoln give Clinton Bowen Fisk?</li> <li>• When and where did Clinton Fisk start to work in is appointed position?</li> <li>• What are some things Fisk did on behalf of the Bureau?</li> <li>• What school is named after him and where is the school located?</li> </ul> <p><b>Improving Life at Work and Home (p. TN 125)</b></p> <ul style="list-style-type: none"> <li>• What was a goal of the Freedmen’s Bureau?</li> <li>• What were some services provided by the Bureau?</li> </ul> <p><b>New Opportunities for Education (p. TN 125)</b></p> <ul style="list-style-type: none"> <li>• How was education for enslaved blacks?</li> <li>• How did education change for blacks from 1870 to 1880?</li> </ul> <p><b>A Demand for Learning/Fisk Free School (p. TN 126)</b></p> <ul style="list-style-type: none"> <li>• When did black students start to demand access to high education?</li> <li>• What did the demand lead to?</li> <li>• When did the number of black colleges increase?</li> <li>• What did former enslaved blacks notice about blacks who were able to attend school prior to emancipation?</li> <li>• Who answered the demand of black students wanting higher education?</li> <li>• Who founded the Fisk Free Colored School in Nashville?</li> </ul>	<p><b>The Ku Klux Klan is Founded (p. TN 129)</b></p> <ul style="list-style-type: none"> <li>• What was to goal of the Ku Klux Klan and when was it founded?</li> <li>• What did Klansmen wear and what did they do?</li> <li>• What did initial goal of the Ku Klux Klan change to and why?</li> </ul> <p><b>The Memphis Riots (p. TN 130-131)</b></p> <ul style="list-style-type: none"> <li>• Why did the population of blacks in Memphis, TN increase from 3,000 to 20,000 in 1866?</li> <li>• How were people that made up the city’ police treated when they first arrive in Memphis and how did their experiences impact the arrival experience of African Americans coming to Memphis?</li> <li>• What did a mob of white policemen and business owners do to a black neighborhood in Memphis one night in May of 1866?</li> <li>• Who stepped in to help stop the violence?</li> <li>• How many people were hurt or wounded?</li> </ul> <p><b>The Violence Spreads (p. TN 131)</b></p> <ul style="list-style-type: none"> <li>• A few months after the Memphis Massacre, what did Ku Klux Klan members meet in Nashville to do?</li> <li>• Who became the first leader of The Ku Klux Klan?</li> <li>• What role did he play in the Civil War?</li> <li>• What did the Ku Klux Klan do to promote their organization?</li> </ul> <p><b>Reactions and Tensions Grow (p. TN 132)</b></p> <ul style="list-style-type: none"> <li>• How did government change in 1867 and 1868?</li> <li>• How did education change during Reconstruction?</li> </ul>	<p><b>New Leadership/ The 1870 Constitution (p. TN 135)</b></p> <ul style="list-style-type: none"> <li>• How did the new Governor DeWitt C. Senter differ from Tennessee’s former Governor Brownlow?</li> <li>• What did Senter and the democrats do to undo Brownlow’s policies?</li> <li>• Who was the leaders of the 1870 convention in Tennessee?</li> <li>• How did delegates of Tennessee find a way to prevent black from voting even though the 15<sup>th</sup> Amendment had become a law?</li> <li>• Why did the poll tax strategy work?</li> <li>• What happened as a result of blacks not being able to vote?</li> </ul> <p><b>The Rise of Jim Crow Laws (p. TN 139)</b></p> <ul style="list-style-type: none"> <li>• What were Jim Crow laws and who did they target?</li> <li>• What is segregation?</li> </ul> <p><b>Segregation Laws in the Constitution (p. TN 139)</b></p> <ul style="list-style-type: none"> <li>• When were the first segregation laws passed in Tennessee want what did they require?</li> <li>• What laws existed about marriage in the 1870s?</li> <li>• What other types of segregation laws were there in Tennessee?</li> </ul> <p><b>Railroad Segregation and Rights for Blacks (p. TN 140)</b></p> <ul style="list-style-type: none"> <li>• What laws existed in 1881 for black train riders?</li> <li>• Why could very few people vote in Tennessee?</li> <li>• What challenges did African Americans face in the 1880s through the early 1900s?</li> <li>• Who were Robert R. Church and James Napier and where were they from?</li> <li>• How did these men influence government on the local level?</li> </ul>
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	<ul style="list-style-type: none"> <li>• What were the age ranges of the first students of the Fisk Free Colored School in Nashville?</li> <li>• Who were the Jubilee Singers and what was their goal?</li> </ul>	<ul style="list-style-type: none"> <li>• Why was the Reconstruction era the second-bloodiest time in our nation's history?</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 page 194 of the Teacher Assessment and Resources Book to identify the reasons (causes) in the boxes of the governor's decision. The governor's decision effect will go in the effect box.</li> <li>2) Students will create a timeline marking the end of the Civil war and the end of reconstruction in Tennessee. Students will include key people and events on their timeline to detail the Reconstruction period in Tennessee. Students may use their book to assist them in creating the timeline.</li> <li>3) Students will complete a thinking map to identify and describe different parts of the Freedmen's Bureau.</li> </ol>		
<b>Additional Recourses</b>	<a href="#">Commemorating the 1866 Memphis Massacre: Exploring Slavery, Emancipation, and Reconstruction: Video Segregation and Jim Crow</a> <a href="#">The Fisk Jubilee Singers: Perform the Spirituals and Save Their University</a>		
<b>Assessment</b>	Write to answer the prompt: What were the pros and cons of the Reconstruction era for African Americans of Tennessee?		

**Week 6: The Gilded Age-US Chapter 1**

<b>Essential Question(s)</b>	How did the South change after Reconstruction? How did business and inventions impact the Gilded Ages?		
<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>	5.01 Explain the need for the South’s move toward industrialization after the Civil War. C, E, G, H, T 5.02 Examine the appeal and challenges of settling the Great Plains from various cultural perspectives, including: settlers, immigrants, Buffalo Soldiers, and American Indians. C, G, H, T 5.03 Analyze the ideas and events of the Gilded Age, including economic disparity (e.g., mistrust of money) and industrial capitalists (e.g., John D. Rockefeller). C, E, H, P 5.04 Explain the role of labor unions and the American Federation of Labor in changing the standards of working conditions. C, E, H, P 5.05 Examine the contributions and impact of inventors on American society, including: Alexander Graham Bell, George Washington Carver, and Thomas Edison. C, E, H 5.06 Examine the impact of important entrepreneurs on American society, including: Andrew Carnegie, Henry T. Ford, and Cornelius Vanderbilt. C, E, H, P		
<b>Vocabulary</b>	Gilded Age, carpetbaggers, immigrants, American Federation of Labor, Buffalo Soldiers		
<b>Teacher Guided Text Specific &amp; Text Dependent Questions</b>	<p><b>During the Last Days (p. US 4)</b></p> <ul style="list-style-type: none"> <li>• What time period is sometimes called the Second Industrial Revolution?</li> <li>• How did the nation grow and change during those years?</li> <li>• Who named the years of rapid growth the “Gilded Age?”</li> <li>• What did he mean by the term “Gilded Ages?”</li> </ul> <p><b>A Building a “New South” (p. US 4)</b></p> <ul style="list-style-type: none"> <li>• How was the southern economy after the Civil War?</li> <li>• How did southerners feel about the Antebellum South?</li> <li>• How did others feel about the southern economy?</li> <li>• Why did most southerners feel the South’s economy needed to change after the Civil War?</li> </ul>	<p><b>Indian Wars (p. US 7)</b></p> <ul style="list-style-type: none"> <li>• Why were reservations created by the American government?</li> <li>• Why did Indian Wars happen?</li> <li>• What were the outcome of the Indian Wars?</li> </ul> <p><b>Buffalo Soldiers (p. US 7)</b></p> <ul style="list-style-type: none"> <li>• How did the roles of black soldiers change after the Civil War?</li> <li>• Who helped the US Army win the Indian wars?</li> <li>• How did the troops get the name Buffalo Soldiers?</li> <li>• How did the social consider the name Buffalo Soldiers?</li> </ul> <p><b>Homesteading and Sod Houses (p. US 8)</b></p> <ul style="list-style-type: none"> <li>• Who were homesteaders and how did the acquire land?</li> <li>• How much land did homesteaders get?</li> <li>• What were some requirements for homesteaders to receive land?</li> <li>• Who gave the homesteaders land?</li> </ul>	<p><b>A The Role of Entrepreneurs (p. US 10)</b></p> <ul style="list-style-type: none"> <li>• What happened to industries during the Gilded Ages?</li> <li>• What was one of the first U.S. industries to grow during the Gilded Age?</li> <li>• What is an entrepreneur?</li> <li>• Who were some famous entrepreneurs during the Gilded Age and what did the do?</li> </ul> <p><b>Ford’s Assembly Line (p. US 11)</b></p> <ul style="list-style-type: none"> <li>• Who was Henry Ford?</li> <li>• What allowed Ford to reduce time from 12 hours to 1 hour to build a car?</li> </ul> <p><b>John D. Rockefeller (p. US 11)</b></p> <ul style="list-style-type: none"> <li>• What businesses did John D. Rockefeller lead?</li> <li>• Why did some people not agree with the way Rockefeller did business?</li> </ul> <p><b>Captains of Industry (p. US 12)</b></p> <ul style="list-style-type: none"> <li>• What became nationwide businesses during the gilded Age?</li> <li>• Who are called the “Captains of Industry” and why?</li> <li>• How did Andrew Carnegie earn the name “Prince of Steel?”</li> <li>• How did Carnegie feel about how business owners and their wealth?</li> </ul>

	<p><b>New People, New Business (p. US 5)</b></p> <ul style="list-style-type: none"> <li>• In what ways would the “New South” be different from the current south?</li> <li>• Who were “carpetbaggers” and what were their intentions?</li> <li>• Why were they called “carpetbaggers” by southerners?</li> <li>• Why did southerners have a love-hate relationship with “carpetbaggers?”</li> <li>• What caused the South’s economy to boom?</li> <li>• What is an economic boom?</li> </ul> <p><b>Immigration and Migration (p. US 6)</b></p> <ul style="list-style-type: none"> <li>• Where were many immigrants from?</li> <li>• What is migration?</li> <li>• Who moved to the great plain and why during this time?</li> </ul> <p><b>Settling the Plains (p. US 6)</b></p> <ul style="list-style-type: none"> <li>• Why might settling in the Great Plains be appealing to settlers?</li> <li>• Who resided in the land prior to the “settlers” arriving in the Great Plains?</li> <li>• Why did the relationships between American Indians and white travelers change over time?</li> </ul>	<ul style="list-style-type: none"> <li>• What did homesteaders have to do for the first 5 years after receiving their land?</li> <li>• How did families build homes on the prairies of the Great Plains?</li> <li>• How did weather effect the living conditions of homesteaders?</li> </ul> <p><b>Keeping War and Water Mills and Water (p. US 9)</b></p> <ul style="list-style-type: none"> <li>• How did homesteaders and their families keep war in the winter?</li> <li>• Why was water a problem on the plains?</li> <li>• How did settlers get water?</li> <li>• How did settlers get more water?</li> </ul> <p><b>A Difficult and Lonely Life (p. US 9)</b></p> <ul style="list-style-type: none"> <li>• Why were many homesteaders unsuccessful?</li> <li>• Why did many homesteaders feel lonely?</li> <li>• Why did some families leave before reaching the five years to own the land?</li> </ul> <p><b>Big Business in the Gilded Ages (p. US 10)</b></p> <ul style="list-style-type: none"> <li>• When was the time of booming business in the country?</li> <li>• How did new inventions impact old and new products?</li> <li>• What was the cost of new advances?</li> </ul>	<ul style="list-style-type: none"> <li>• What company did Cornelius Vanderbilt start in the 1820’s?</li> <li>• What impact did Vanderbilt’s’ new ships have on other companies?</li> <li>• What was Vanderbilt the first to do when It came to rail roads?</li> <li>• How did Carnegie and Vanderbilt differ when it came to their wealth?</li> </ul> <p><b>Inventions Change Society (p. US 15)</b></p> <ul style="list-style-type: none"> <li>• Who invented the telephone and how did it impact the people of the Gilded Age?</li> <li>• What is Thomas Edison known for inventing?</li> <li>• Who was George Washington Carver?</li> </ul> <p><b>George Washington Carver (p. US 15)</b></p> <ul style="list-style-type: none"> <li>• Who raised George Washington Carver?</li> <li>• What was Carver the first to do in Iowa?</li> <li>• Why did George Washington Carver work?</li> <li>• Why was George Washington Carver become one of the most famous scientists in the world?</li> </ul> <p><b>Tough Times for Many (p. US 16)</b></p> <ul style="list-style-type: none"> <li>• What problems did the rapid growth of businesses bring to the country?</li> </ul> <p><b>Labor Unions (p. US 16)</b></p> <ul style="list-style-type: none"> <li>• What is a laborer?</li> <li>• What are labor unions and why were they started?</li> <li>• Why would laborers strike?</li> <li>• Why was the Department of Labor created by Congress?</li> </ul> <p><b>The American Federation of Labor (p. US 17)</b></p> <ul style="list-style-type: none"> <li>• Who was Samuel Gompers and what did he believe about unions?</li> <li>• Why did the AFL and the CIO join?</li> <li>• Why are unions still needed today?</li> </ul>
<p><b>Suggested Protocols and Resources</b></p>	<p><a href="#">Back to Back Face to Face</a></p>	<p><a href="#">Think, Pair, Share</a></p>	<p><a href="#">Back to Back Face to Face</a></p>
<p><b>Extension Activities</b></p>	<p>1) Students will complete page 2 of the Teacher Resources and Assessments book to write about what they pictured as they read each sections. Students will use their senses— what you see, touch, taste, hear, and smell—to add detail to what you have pictured.</p> <p>2) Students will complete page 7 of the Teacher Resources and Assessments book to create resumes for key figures of the Gilded Age.</p>		

	<p>3) Students will create flip book of famous inventors and entrepreneurs during the Gilded Age.</p> <p>4) Students will create a cause and effect chart for the increase in businesses during the Gilded Age.</p>
<b>Additional Recourses</b>	<p><a href="#">George Washington Carver: Video</a></p> <p><a href="#">People Who Built America: Carnegie-Read A-Loud</a></p> <p><a href="#">Merger of AFL and CIO: Primary Source-Video</a></p>
<b>Assessment</b>	<p>Students will write answer the prompt: How did business and inventions impact the Gilded Ages?</p>

<b>Week 7: The Spanish American War- US Chapter 2</b>	
<b>Essential Question(s)</b>	Why did the United States get involved in the Spanish American war?
<b>Texts</b>	Textbook: <a href="#">Gibbs Smith: 5<sup>th</sup> Grade Tennessee Through Time</a> (Username: <a href="mailto:shelby5@scs.org">shelby5@scs.org</a> Password: county)

<b>Standards</b>	5.07 Analyze the causes, course, and consequences of the Spanish-American War, including: • Imperialism • Rough Riders • USS Maine • Yellow journalism.	
<b>Vocabulary</b>	Imperialism, Rough Riders, Spanish-American War, USS Maine, yellow journalism	
<b>Teacher Guided Text Specific &amp; Text Dependent Questions</b>	<p><b>George Washington (p. US 19)</b></p> <ul style="list-style-type: none"> <li>• What did George Washington warn the nation about?</li> <li>• How long did the country keep to itself?</li> <li>• Who did the country go to war with in 1898?</li> <li>• What is imperialism?</li> <li>• What pushed the United States into war with Spain?</li> </ul> <p><b>Supporting Cuba (p. US 19)</b></p> <ul style="list-style-type: none"> <li>• Where is Cuba located?</li> <li>• What did Cubans want to do in the 1890s and why?</li> <li>• What did some Americans compare Cuba’s struggle to?</li> </ul> <p><b>Newspapers Cry for War (p. US 20)</b></p> <ul style="list-style-type: none"> <li>• What role did newspapers play in the lives of people around the world in the 1890s?</li> <li>• Who did newspapers depict events that were happening in Cuba?</li> <li>• What is yellow journalism?</li> <li>• Why did Americans become outraged after reading the New York Journal in February of 1898?</li> </ul> <p><b>The Explosion of USS Maine (p. US 21)</b></p> <ul style="list-style-type: none"> <li>• What was the USS Maine?</li> <li>• What happened to the USS Maine less than a week after the stolen letter written by a Spanish official was published in the New York Journal?</li> <li>• Who did many newspapers blame for the explosion?</li> <li>• What did the American people want after the explosion of USS Maine?</li> <li>• When did the Spanish-American War began?</li> </ul>	<p><b>Roosevelt and the Rough Riders (p. US 21)</b></p> <ul style="list-style-type: none"> <li>• What Theodore Roosevelt do at the start of the Spanish-American War?</li> <li>• Who were Rough Riders?</li> <li>• How did Rough Riders contribute to the battle on July 1, 1898?</li> <li>• Why did Theodore Roosevelt become known as a hero of the war?</li> </ul> <p><b>“A Splendid Little War” (p. US 23)</b></p> <ul style="list-style-type: none"> <li>• How long did the Spanish-American War last?</li> <li>• About how many Americans died during the war and what were the main causes of death?</li> <li>• Who won the Spanish American War?</li> <li>• What were some of the outcomes of the Spanish Americans War?</li> </ul> <p><b>From Spain to the United States (p. US 23)</b></p> <ul style="list-style-type: none"> <li>• What happened as a part of the treaty to end the war?</li> <li>• Why were Cubans not able to enjoy their independence?</li> </ul> <p><b>Annexing Hawaii (p. US 23)</b></p> <ul style="list-style-type: none"> <li>• What does it mean to annex?</li> <li>• Who signed papers to annex the islands of Hawaii in the Pacific?</li> <li>• Who wanted the US to annex Hawaii?</li> <li>• When did Hawaii become a state?</li> </ul>
<b>Suggested Protocols and Resources</b>	<a href="#">Back to Back Face to Face</a>	<a href="#">Think, Pair, Share</a>
<b>Extension Activities</b>	1) Students will complete a flow chart to describe/explain the causes, courses, and consequences of the Spanish-American War. 2) Students will complete pages 13-14 of the Teacher Resources and Assessments Book to identify countries involved in the Spanish-Americans war and to detail their roles in the war.	
<b>Additional Recourses</b>	<a href="#">Who Were the Rough Riders?</a> <a href="#">The Spanish-American War: Video</a>	

<b>Assessment</b>	Students will answer the prompt: Why did the United States get involved with the Spanish-American War and what was the outcome of the war?

<b>Week 8: TN Chapter 12-Progress in Tennessee US Chapter 3-The Progressive Era</b>	
<b>Essential Question(s)</b>	How did industrialization lead to the Progressive Era?



	What challenges did people of the United States face in the early 1900s and why?		
<b>Texts</b>	Textbook: <a href="#">Gibbs Smith: 5th Grade Tennessee Through Time</a> (Username: <a href="mailto:shelby5@scs.org">shelby5@scs.org</a> Password: county)		
<b>Standards</b>	5.08 Describe the challenges of the journey and process for successful entry into the U.S. through Ellis Island and Angel Island, and examine the role of immigrants in the development of the U.S. 5.09 Analyze the major goals, struggles, and achievements of the Progressive Era, including: Prohibition (18th Amendment), women’s suffrage (19th Amendment), and the lack of child labor laws.		
<b>Vocabulary</b>	18 <sup>th</sup> Amendment, 19 <sup>th</sup> Amendment, Angel Island, Ellis Island, industrialization, Jim Crow Laws, Prohibition, segregation, suffrage, centennial, public education, sanitation laws, Women’s Suffrage		
<b>Teacher Guided Text Specific &amp; Text Dependent Questions</b>	<p><b>In the 1890s (p. US 25)</b></p> <ul style="list-style-type: none"> <li>• What was the goal of Progressives?</li> <li>• What was the Progressive Movement?</li> </ul> <p><b>Challenges of a New Century (p. US 25)</b></p> <ul style="list-style-type: none"> <li>• What are some changes people experiences at the start of the 1900s?</li> <li>• What is industrialization?</li> <li>• What did growing cities and factories start to see?</li> <li>• Why did some children have to work in factories in the early 1900s?</li> </ul> <p><b>Progressive Causes (p. US 25)</b></p> <ul style="list-style-type: none"> <li>• What was the role of a Progressive reformer?</li> <li>• What were some of the problem of industrialization?</li> <li>• What amendments of the Constitution were a result of the Progressive Movement?</li> </ul> <p><b>A Progressive in the White House (p. US 25)</b></p> <ul style="list-style-type: none"> <li>• Who did the Progressives consider to be their first champion in the White House?</li> <li>• How did Roosevelt become president of the United States in 1901?</li> <li>• Who were the other three Progressives to occupy the White House after Roosevelt?</li> </ul> <p><b>The Progressives and Cities (p. US 27)</b></p>	<p><b>Prohibition Becomes a Law (p. US 31)</b></p> <ul style="list-style-type: none"> <li>• What is Prohibition?</li> <li>• What problems did large cities have with alcohol use?</li> <li>• How did people feel about the use of alcohol?</li> <li>• What did the 18<sup>th</sup> Amendment detail?</li> <li>• Although drinking, selling and making alcohol were illegal in the 1920s, why was alcohol still a great concern in the United States until 1933?</li> <li>• What were the outcomes of the 21<sup>st</sup> Amendment?</li> </ul> <p><b>Progress and Equality and the Rise of Jim Crow Laws (p. US 32)</b></p> <ul style="list-style-type: none"> <li>• What grew worse in during the Progressive Era?</li> <li>• What were Jim Crow laws?</li> <li>• Where were some places that Jim Crow laws were enforced?</li> <li>• What is the practice of keeping people from different races apart?</li> <li>• How did businesses let people know if segregation was upheld in their establishment?</li> </ul> <p><b>“Separate but Equal” (p. US 33)</b></p> <ul style="list-style-type: none"> <li>• How did the Supreme Court uphold Jim Crow laws in 1896?</li> <li>• How did facilities prove to be separate and not equal?</li> <li>• How were Blacks treated and expected to act during segregation?</li> </ul>	<p><b>How Would They Vote (p. US 36)</b></p> <ul style="list-style-type: none"> <li>• How did the 19<sup>th</sup> Amendment change things for the United States?</li> <li>• How did women vote?</li> <li>• Why did women begin to feel more accepted?</li> </ul> <p><b>The Entering a New Century (p. TN 146)</b></p> <ul style="list-style-type: none"> <li>• How did Tennesseans know the world had changed as the 19<sup>th</sup> century ended?</li> <li>• What cased confusion about if the changes in the world were good or bad?</li> <li>• What was Tennessee celebrating at the beginning of the Progressive Era?</li> </ul> <p><b>Fighting Disease with Sanitation (p. TN 147)</b></p> <ul style="list-style-type: none"> <li>• What was yellow fever and how did it spread?</li> <li>• What city n Tennessee was impacted the most by yellow fever?</li> <li>• Why might Memphis have been negatively impacted the most by yellow fever?</li> <li>• What did Memphis official do to stop the spread of yellow fever?</li> <li>• What did doctors learn about yellow fever in Memphis?</li> <li>• What are sanitation laws and why were they created?</li> <li>• How did sanitation laws impact yellow fever in Memphis?</li> </ul>

	<ul style="list-style-type: none"> <li>• What did Progressives have concerns about?</li> <li>• What were tenements?</li> <li>• How did overcrowding impact the way of life for people?</li> </ul> <p><b>Settlement House (p. US 27)</b></p> <ul style="list-style-type: none"> <li>• What was the goal of Jane Addams?</li> <li>• What was the Hull House?</li> <li>• How did the Hull House impact the lives of the people?</li> </ul> <p><b>The Fight Against Child Labor (p. US 28)</b></p> <ul style="list-style-type: none"> <li>• In what area did Progressives make little change?</li> <li>• Why did many children leave school to work?</li> <li>• How did child labor benefit factory owners?</li> <li>• How did many Progressive reformers feel about child labor?</li> <li>• What are some things that happened to children as a result of child labor?</li> <li>• What act was passed to put restrictions on child labor and when was it passed?</li> </ul> <p><b>Arriving in America (p. US 30)</b></p> <ul style="list-style-type: none"> <li>• During what time frame did millions of immigrants come to the United States?</li> <li>• Where did immigrants arriving at Ellis Island travel from?</li> <li>• Where did immigrants arriving at Angel Island travel from?</li> <li>• Why did immigrants leave their homelands and come to the United States?</li> <li>• What were the living and traveling conditions of immigrants as they traveled to the United States?</li> </ul>	<ul style="list-style-type: none"> <li>• What happened to African Americans if they did follow the unwritten rules of segregation?</li> <li>• Why did some whites face cruel treatment during segregation?</li> <li>• What is a lynching?</li> <li>• What was done about the harsh violence inflicted on African Americans?</li> </ul> <p><b>Ida B. Wells-Barnett (p. US 33)</b></p> <ul style="list-style-type: none"> <li>• Where was Ida B. Wells born?</li> <li>• How did she support her family after the death of her parents?</li> <li>• What did Wells often experience and why?</li> <li>• Why did Wells sue a rail road company and what was the outcome of the lawsuit?</li> <li>• Why did the Tennessee Supreme Court overturn the first judgement of the lawsuit?</li> <li>• What did Wells decide to do after the judgement from the Tennessee Supreme Court?</li> <li>• What did Wells write about in her newspaper?</li> <li>• How did white moderates try to stop Wells from writing?</li> <li>• How did Wells continue to help and support blacks?</li> </ul> <p><b>Debating the Path to Equality (p. US 34)</b></p> <ul style="list-style-type: none"> <li>• Who were two of the most influential black leaders during the Progressive Movement?</li> <li>• What issue did the two leaders disagree on?</li> <li>• What were the beliefs and concerns of Booker T. Washington?</li> <li>• What were the beliefs and concerns of W. E. B. DuBois?</li> <li>• Whose views did most African Americans eventually side with?</li> </ul> <p><b>Women Get the Vote (p. US 35)</b></p> <ul style="list-style-type: none"> <li>• How were men and women treated differently?</li> <li>• What demands did women make by the 1800s?</li> <li>• How did women contribute to the First World War?</li> </ul>	<p><b>The Women’s Suffrage Movement (p. TN 148)</b></p> <ul style="list-style-type: none"> <li>• What demands did women make in the 1880s?</li> <li>• What is suffrage?</li> <li>• What was the goal of the 15<sup>th</sup> Amendment?</li> <li>• Why did leaders fear the Women’s Suffrage Movement?</li> <li>• What role did Lide Smith Meriwether play in the Women’s Suffrage Movement?</li> </ul> <p><b>Prohibition (p. TN 149)</b></p> <ul style="list-style-type: none"> <li>• How did suffragists of Tennessee feel about Prohibition?</li> <li>• What was the “Four Mile Law” and why was it enforced?</li> <li>• What was the 18<sup>th</sup> Amendment?</li> </ul> <p><b>Progress of Women’s Work (p. TN 150)</b></p> <ul style="list-style-type: none"> <li>• What percentage of the workforce was women during the Progressive Era and what were some of the jobs they held?</li> <li>• How did employers justify paying women less than men?</li> </ul> <p><b>Improving Education (p. TN 152-153)</b></p> <ul style="list-style-type: none"> <li>• How did Tennessee’s leaders feel about public education?</li> <li>• What did the Census of 1870 reflect about the literacy of Tennessee?</li> <li>• What did the General Assembly do to address the education problem?</li> <li>• Where did money for schools come from?</li> <li>• Why did money not change the education problem?</li> <li>• What other laws were passed to enforce the importance of education?</li> </ul> <p><b>The Centennial Exposition (p. TN 154-155)</b></p> <ul style="list-style-type: none"> <li>• What is a centennial?</li> </ul>
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	<ul style="list-style-type: none"> <li>• What processes did immigrants have to go through once they arrived in the United States?</li> <li>• Why did immigrants often face harsh treatment after settling in the United States?</li> <li>• How did immigrants contribute to the United States?</li> </ul>	<ul style="list-style-type: none"> <li>• What is the 19<sup>th</sup> Amendment?</li> <li>• Why did President Woodrow encourage Congress to recognize their efforts?</li> <li>• How did the 19<sup>th</sup> Amendment become a law?</li> </ul> <p><b>Anti-Suffragists (p. US 35)</b></p> <ul style="list-style-type: none"> <li>• What were the beliefs of anti-suffragists?</li> <li>• Why were business owners afraid of women voters?</li> <li>• How did the liquor industry feel about women voters and why?</li> </ul>	<ul style="list-style-type: none"> <li>• What was the goal of Tennessee's Centennial Exposition?</li> <li>• How long did it take to plan and prepare for the event?</li> <li>• What did different cities do to contribute to the Centennial Exposition?</li> <li>• How did the states show that the New South was modern? What was the outcome of the exposition?</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 use pages 22 -23 of the Teacher Resources and Assessments Book to study women's suffrage cartoons and fill in the chart on the second page to examine how each cartoon uses exaggeration and symbolism.</li> <li>2) Students will use pages 20-21 of the Teacher Resources and Assessments Book to complete a Venn diagram to compare and contrast the lives of African Am and white students during the time of segregation</li> <li>3) Students will use page 200 of the Teacher Resources and Assessments Book Read to sequence the events in the box and write them in the order they appear in the chapter. Students will also include a brief written description of each event.</li> <li>4) Students will do a gallery walk of child labor photos and documents to answer questions about child labor.</li> </ol>		
<b>Additional Recourses</b>	<a href="#">Child Labor: Video of Photos</a> <a href="#">W.E.B. Du Bois - Rivalry with Booker T. Washington</a> <a href="#">Segregation and Jim Crow</a>		
<b>Assessment</b>	Students will answer the prompt: What challenges did people of the United States face in the early 1900s and why?		

**Week 9:**  
**US Chapter 4 -The Great War**  
**TN Chapter 13-From War to the Vote**

<b>Essential Question(s)</b>	How did World War I affect Tennessee? What was Tennessee’s role in the passage of the 19 <sup>th</sup> Amendment?		
<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>	5.09 Analyze the major goals, struggles, and achievements of the Progressive Era, including: Prohibition (18th Amendment), women’s suffrage (19th Amendment), and the lack of child labor laws. C, E, H, P 5.10 Summarize the events leading to U.S. entry into World War I, including the attack on the RMS Lusitania and the Zimmerman Telegram. C, G, H, P 5.11 Identify and locate the major countries of the Central and Allied Powers during World War I, including: • Austria-Hungary • Great Britain • France • Russia • Germany G 5.12 Describe the impact of U.S. involvement on World War I. 5.47 Identify Tennessee’s role in the passage of the 19th Amendment, including the impact of Anne Dallas Dudley and Harry Burn. 5.49 Describe Tennessee’s contributions during World War I and World War II, including: the conversion of factories to wartime production, the importance of Oak Ridge, and the influence of Tennesseans (i.e., Cornelia Fort, Cordell Hull, and Alvin C. York).		
<b>Vocabulary</b>	Allied Powers, Central Powers, League of Nations, Lusitania, Treaty of Versailles, World War I, Zimmerman Telegram		
<b>Teacher Guided Text Specific &amp; Text Dependent Questions</b>	<p><b>In the Early 1900s (p. US 42)</b></p> <ul style="list-style-type: none"> <li>• What were European countries doing in the early 1900s?</li> <li>• What are alliances?</li> <li>• What countries made up the Allied powers?</li> <li>• What countries made up the Central Powers?</li> </ul> <p><b>War Explodes in Europe (p. US 42)</b></p> <ul style="list-style-type: none"> <li>• Why did war start in Europe in 1914?</li> <li>• What was the most powerful country in Europe during WWI?</li> <li>• What did the most powerful country in Europe</li> <li>• How did the United States feel about entering the War?</li> <li>• Why was not entering the war difficult for the United States?</li> </ul> <p><b>America’s Path to War (p. US 44)</b></p> <ul style="list-style-type: none"> <li>• What happened to the Lusitania on May 7, 1915?</li> </ul>	<p><b>The War Comes to an End (p. US 47)</b></p> <ul style="list-style-type: none"> <li>• What happened once the US joined WWI?</li> <li>• When did the war end?</li> <li>• Who won WWI?</li> </ul> <p><b>The Impact of the War (p. US 47)</b></p> <ul style="list-style-type: none"> <li>• How many American soldiers died during WWI?</li> <li>• What cause more than half the deaths of American soldiers?</li> <li>• How did Americans feel about WWI after it ended?</li> <li>• Was their belief about the ending of WWI true?</li> </ul> <p><b>Wilson’s Plan for Lasting peace (p. US 48)</b></p> <ul style="list-style-type: none"> <li>• How did President Wilson feel about WWI?</li> <li>• What was the “Fourteen Points?”</li> <li>• What did Point 14 call for?</li> <li>• What was Wilson’s hope for the League of Nations?</li> <li>• What officially end the war?</li> <li>• Why were nations not ready to forgive Germany?</li> </ul>	<p><b>War Industry in Tennessee/ War Babies (p. TN 159)</b></p> <ul style="list-style-type: none"> <li>• What industry came to Tennessee during WWI?</li> <li>• What were “war babies?”</li> <li>• What was one of the most important factories during the WWI years and why?</li> <li>• How did things change for workers after the war?</li> </ul> <p><b>The War Ends/ Celebrations Begins (p. TN 160)</b></p> <ul style="list-style-type: none"> <li>• When did the fighting of WWI stop?</li> <li>• What agreement was signed?</li> <li>• What did people of Tennessee do to celebrate the end of the war and the return of soldiers?</li> </ul> <p><b>Suffrage Efforts Continue (p. TN 160)</b></p> <ul style="list-style-type: none"> <li>• How did the workforce for women change after WWI and why?</li> <li>• Why were women frustrated?</li> </ul> <p><b>Women Get the Vote (p. TN 161)</b></p> <ul style="list-style-type: none"> <li>• What role did women play in WWI?</li> <li>• What did President Wilson urge congress to do?</li> <li>• What made President Wilson support the 19<sup>th</sup> Amendment?</li> </ul>

	<ul style="list-style-type: none"> <li>• How did Americans feel about the attack and why?</li> <li>• Why did Americans feel the United States could no longer remain neutral during WWI?</li> </ul> <p><b>The Zimmerman Telegram and Declaring War (p. US 44)</b></p> <ul style="list-style-type: none"> <li>• What did the Zimmerman Telegram propose?</li> <li>• Who discovered the Zimmerman Telegram?</li> <li>• When did the United States join the Allied Powers?</li> <li>• What did President Wilson want the country to fight for?</li> </ul> <p><b>America in World War I/ American Troops Arrive in Europe (p. US 46)</b></p> <ul style="list-style-type: none"> <li>• What did the US need to do before fighting?</li> <li>• What requirements were set by Congress for the war?</li> <li>• What did Congress want businesses to do?</li> <li>• How many men headed to war in Europe in the fall of 1917?</li> <li>• What were doughboys and how did they get their names?</li> </ul> <p><b>Jim Crow and the Military (p. US 46)</b></p> <ul style="list-style-type: none"> <li>• Why did African Americans hope to gain from volunteering to serve in WWI?</li> <li>• What hardships did African American soldiers face while serving during WWI?</li> <li>• In what roles did blacks soldiers eventually serve?</li> </ul>	<ul style="list-style-type: none"> <li>• How did the Treaty of Versailles effect Germany and how did Germany feel about it?</li> </ul> <p><b>The US Senate Rejects the Treaty (p. US 49)</b></p> <ul style="list-style-type: none"> <li>• Why did President Wilson need the US Senate to approve the treaty?</li> <li>• How did the Senate feel about the treaty?</li> <li>• Why did the US not join the League of Nations?</li> </ul> <p><b>On April 6, 1917 (p. TN 157)</b></p> <ul style="list-style-type: none"> <li>• Who called the Tennessee National Guard into service and why?</li> <li>• What were the Old Hickory Divisions?</li> <li>• Soldiers from what states were a part of the Old Hickory Divisions?</li> </ul> <p><b>The Draft n Tennessee (p. TN 157)</b></p> <ul style="list-style-type: none"> <li>• How many Tennessee men registered for the draft and how many ended up serving?</li> <li>• What proved that Tennessee was still the Volunteer State?</li> </ul> <p><b>Blacks in the Military (p. TN 158)</b></p> <ul style="list-style-type: none"> <li>• What did blacks hope would happen as a result of their patriotism?</li> <li>• How did people who supported Jim Crow laws feel about blacks joining the military?</li> </ul> <p><b>Alvin C. York (p. TN 158)</b></p> <ul style="list-style-type: none"> <li>• Where was Alvin York from?</li> <li>• How did York feel about joining the military?</li> <li>• Why did York become a war hero?</li> <li>• How did Alvin York use his fame?</li> </ul>	<ul style="list-style-type: none"> <li>• When did the 19<sup>th</sup> Amendment pass both houses of Congress?</li> <li>• Who had to ratify the 19<sup>th</sup> Amendment?</li> <li>• What was needed for the amendment to be ratified?</li> </ul> <p><b>The Perfect 36 (p. TN 162)</b></p> <ul style="list-style-type: none"> <li>• How was the movement against suffrage in Tennessee?</li> <li>• Why did suffragists want to be the “Perfect 36?”</li> <li>• What role did African Americans women play in the suffrage movement in Tennessee?</li> <li>• Why did African American women seem to suffer more during this period of time?</li> </ul> <p><b>Anti-Suffragists / A Special Session (p. TN 162-163)</b></p> <ul style="list-style-type: none"> <li>• What were the goals of anti-suffragists?</li> <li>• Why had Governor Roberts not taken a side on suffrage?</li> <li>• Who encourage Roberts to have a special session?</li> </ul> <p><b>The War of Roses/ The Upset (p. TN 164)</b></p> <ul style="list-style-type: none"> <li>• Who was Josephine Pearson?</li> <li>• What color roses did anti-suffragists wear?</li> <li>• What color roses did suffragists wear?</li> <li>• Why were the suffragists sure they would lose the vote?</li> <li>• What did Harry Burn do that shocked all in attendance and why was it a shock to them?</li> <li>• What made Harry Burn change his vote and support the suffragists?</li> </ul> <p><b>Anna Dallas Dudley (p. TN 164)</b></p> <ul style="list-style-type: none"> <li>• What role did Anna Dallas Dudley play in the Women’s Suffrage Movement?</li> <li>• What other contributions did Dudley make to Tennessee and the United States?</li> <li>• How has she been celebrated and remembered?</li> </ul>
<p><b>Suggested Protocols and Resources</b></p>	<p><a href="#">Back to Back Face to Face</a></p>	<p><a href="#">Think, Pair, Share</a></p>	<p><a href="#">Back to Back Face to Face</a></p>

<b>Extension Activities</b>	<ol style="list-style-type: none"> <li>1) Students will label a map of Allied Powers and Central Powers?</li> <li>2) Students will create a flow chart or timeline of the events that led up to WWI and the end of WWI. Students must include what started the war, the sinking of Lithuania, the Zimmerman Telegram, the Treaty of Versailles, and the treaty signed between the US and Germany?</li> <li>3) Students will compare and contrast anti-suffragists and suffragist.</li> <li>4) Students will write to detail the role Tennessee played in the ratification of the 19<sup>th</sup> Amendment?</li> </ol>
<b>Additional Recourses</b>	<p><a href="#">World War I</a>  <a href="#">Tennessee's Woman Suffrage Story in Two Minutes</a>  <a href="#">Suffrage Harry Burns Vote</a>  <a href="#">Bad Romance - Women's Suffrage (Inspired by Alice Paul)</a></p>
<b>Assessment</b>	<p>Students will answer the prompt: What measures were taken by Americans to expand west and how did those measures impact different groups of people?</p>