

## Fifth Grade-Tennessee History and the History of the US: Industrialization to the Civil Rights Movement Quarter 4 Curriculum Map Scope and Sequence

Topic	Week	Weekly Focus	Standards
<b>WWI and the Great Depression</b>	Week 1: <b>US</b> Chapters 6 and 7	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. Students will also describe how New Deal policies of President Franklin D. Roosevelt impacted American society with government-funded programs, including: Social Security, expansion and development of the national parks, and creation of jobs.	5.15, 5.16
<b>TN in the 20<sup>th</sup> Century</b>	Week 2: <b>TN</b> Chapter 14	Students will describe the effects of the Great Depression on Tennessee and the impact of New Deal policies in the state (i.e., Tennessee Valley Authority and Civilian Conservation Corps).	5.48
<b>WWII</b>	Week 3: <b>US</b> Chapter 8	Students will explain the structures and goals of the governments in Germany and Japan in the 1930s and determine the significance of the bombing of Pearl Harbor and its impact on the U.S. Students will also identify and locate the Axis and Allied Powers, including: • Germany • Italy • Japan • France • Great Britain • Soviet Union and analyze the significance of the Holocaust and its impact on the U.S.	5.17, 5.18, 5.19, 5.21
<b>WWII</b>	Week 4: <b>US</b> Chapter 9	Students will examine the reasons for the use of propaganda, rationing, and victory gardens during World War II.	5.20
<b>TN in the 20<sup>th</sup> Century</b>	Week 5: <b>TN</b> Chapter 15	Students will 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).	5.49
<b>Post WWI and Civil Rights</b>	Week 6: <b>US</b> Chapters 10 and 11	Students will examine how Cold War events impacted the U.S., including: • Arms race • Berlin Wall • Cuban Missile Crisis • Space Race Students will also examine the growth of the U.S. as a consumer and entertainment society after World War II, including: • Suburbs • Increased access to automobiles • Interstate Highway System • Television, radio, and movie theaters	5.23, 5.22
<b>TN in the 20<sup>th</sup> Century</b>	Week 7: <b>TN</b> Chapter 16	Students will 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).	5.49
<b>Post WWI and Civil Rights</b>	Week 8: <b>US</b> Chapter 12	Students will analyze the key people and events of the Civil Rights Movement, including: • Martin Luther King Jr. and non-violent protests • Montgomery Bus Boycott and Rosa Parks • Brown v. Board of Education and Thurgood Marshall • Freedom Riders and Diane Nash. Students will also explain the impact of John F. Kennedy's presidency on the country, including: passage of the Civil Rights Act, the Voting Rights Act, the space program, and his assassination.	5.24, 5.25
<b>Business and Government in Tennessee</b>	Week 9: <b>TN</b> Chapter 17-18	Students will identify Tennessee's significant contributions to the Civil Rights Movement, including: • Highlander Folk School • Tent City Movement of Fayette County • Nashville Sit-Ins • The Clinton Twelve. Students will also compare and contrast the three grand divisions of Tennessee in terms of the following: • Major industries (e.g., Eastman, FedEx, and Nissan) • Tourism (e.g., Bristol Motor Speedway, Civil War sites, and Graceland) • Agriculture and livestock (e.g., soybeans in West TN, tobacco in Middle TN, and dairy in East TN) • Geography (i.e., Gulf Coastal Plains, the Nashville Basin, the Highland Rim, the Cumberland.)	5.50, 5.53

## Fifth Grade-Tennessee History and the History of the US: Industrialization to the Civil Rights Movement Quarter 4 Curriculum Map Scope and Sequence

### 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: US Chapters 6 and 7 - Hard Times and FDR's New Deal			
<b>Essential Question(s)</b>	What caused the Great Depression and how did it impact the nation? How did the New Deal policies impact America?		
<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>	5.15 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 5.16 Describe how New Deal policies of President Franklin D. Roosevelt impacted American society with government-funded programs, including: Social Security, expansion and development of the national parks, and creation of jobs.		
<b>Vocabulary</b>	Debt, drought, Great Depression, Hoovervilles, soup kitchens, unemployment,		
<b>Teacher Guided Text Specific &amp; Text Dependent Questions</b>	<p><b>The Roaring Twenties /The Market Crashed (US 56)</b></p> <ul style="list-style-type: none"> <li>• What happened to Americans financially in the 1920s?</li> <li>• How had millions of people bought goods in the 1920s?</li> <li>• What did people soon begin to notice about banks?</li> <li>• What had many families and adults around the country already done?</li> <li>• Why did people start to worry?</li> </ul> <p><b>Black Thursday (p. US 57)</b></p> <ul style="list-style-type: none"> <li>• What began to stocks in the fall of 1929?</li> <li>• How did investors react?</li> <li>• What made money matter worse?</li> <li>• What was Black Thursday?</li> </ul> <p><b>Black Tuesday (p. US 57)</b></p> <ul style="list-style-type: none"> <li>• What did Black Thursday cause people to do?</li> <li>• What did stock owners do on October 29, 1929 and why?</li> <li>• What was Black Tuesday and why was it considered the worst day in stock market history?</li> <li>• What happened to businesses when the stock market lost money?</li> <li>• What was the Great Depression?</li> <li>• How does and economic depression impact people and businesses?</li> </ul>	<p><b>Struggling to Survive and Farms Overcome by Dust (p. US 60)</b></p> <ul style="list-style-type: none"> <li>• Why were people in "breadlines" during the great Depression?</li> <li>• What were soups kitchens and their goal?</li> <li>• What did people do when they needed new clothes?</li> <li>• What happened to some home owners during the Great Depression?</li> <li>• What were Hooverville's and how did they get their name?</li> <li>• What were "Hoover blankets" and "Hoover flags?"</li> <li>• What happened to the Great Plains in the early 1930s?</li> <li>• What created huge dust storms?</li> <li>• What was known as the Dust Bowl?</li> <li>• How strong were the dust storms?</li> </ul> <p>How did the dust storms and drought affect people and animals in the area?</p> <p><b>The US / Americans Elect Roosevelt (p. US 65)</b></p> <ul style="list-style-type: none"> <li>• What was the US unprepared for?</li> <li>• Why were governments in a state of shock?</li> <li>• What were business leaders working to do at the time?</li> <li>• Who mainly benefited from the reforms hoover put in place during the Great Depression?</li> <li>• What did people want and what did they demand of the government?</li> </ul> <p><b>Campaigning for the "Forgotten Man"/A Victory for FDR (p. US 65)</b></p> <ul style="list-style-type: none"> <li>• Who did Franklin D. Roosevelt talk about in his campaign?</li> </ul>	<p><b>The Civilian Conservation Corps (p. US 68)</b></p> <ul style="list-style-type: none"> <li>• What was the goal of the Civilian Conservation Corps?</li> <li>• How did the creation of the CCC impact unemployment?</li> <li>• What did young men have to do to join?</li> <li>• How was their pay dispersed to them?</li> </ul> <p><b>The WPA (p. US 69)</b></p> <ul style="list-style-type: none"> <li>• What was the goal of the Works Progress Administration and how many people did it employee?</li> <li>• What types of jobs were available under the WPA?</li> <li>• Who were considered some of the nation's best photographers at the time and what did they do under the WPA?</li> </ul> <p><b>Helping Farmers (p. US 69)</b></p> <ul style="list-style-type: none"> <li>• How did the government help farmers?</li> <li>• What was the AAA?</li> <li>• What caused crop prices to slowly rise?</li> <li>• What happened to the income of farmers by 1936?</li> </ul> <p><b>Social Security (p. US 70)</b></p> <ul style="list-style-type: none"> <li>• Why was the Social Security Act put in place?</li> </ul>

	<p><b>The Great Depression (p. US 58)</b></p> <ul style="list-style-type: none"> <li>• What happened to the country after the stock market crashed?</li> <li>• What happened to banks within the first three years of the Great Depression?</li> <li>• How did bank closings affect citizens?</li> <li>• How did the closing of banks affect businesses?</li> <li>• What is unemployment and how was the state of unemployment during the Great Depression?</li> </ul> <p><b>The Depression and Race (p. US 59)</b></p> <ul style="list-style-type: none"> <li>• Why did people start to take their savings out of banks?</li> </ul> <p><b>Bank Failures (p. US 59)</b></p> <ul style="list-style-type: none"> <li>• Why did people start to take their savings out of banks?</li> <li>• What was “making a run?”</li> <li>• Why did banks not have money to give people their savings?</li> <li>• How did president Herbert Hoover feel about the Great Depression and the government’s involvement?</li> <li>• What programs did Hoover create during the Great Depression?</li> </ul>	<ul style="list-style-type: none"> <li>• What did FDR promise the American people?</li> <li>• When was FDR sworn in as President of the United States?</li> <li>• What did FDR mention in his first speech?</li> </ul> <p><b>Franklin Delano Roosevelt (p. US 65)</b></p> <ul style="list-style-type: none"> <li>• When did Franklin D. Roosevelt become president?</li> <li>• In what political roles did FDR serve?</li> <li>• What disease did FDR have and how did it affect his everyday life?</li> <li>• When did FDR become President?</li> <li>• What did FDR promise Americans throughout his campaign?</li> <li>• How many terms did FDR serve as president?</li> <li>• Why did some people not like FDR’s New Deal?</li> </ul> <p><b>The New Deal and Restoring Trust in Banks (p. US 66)</b></p> <ul style="list-style-type: none"> <li>• What was the goal of FDR’s New Deal?</li> <li>• How would individuals and businesses benefit from the New Deal?</li> <li>• Why was the new Deal referred to as the “alphabet soup?”</li> <li>• How did people still feel about banks?</li> <li>• What was the “bank holiday?”</li> <li>• What happened after the “bank holiday?”</li> <li>• What was the FDIC and why was it created?</li> </ul>	<ul style="list-style-type: none"> <li>• What was the goal of the Social Security Act?</li> <li>• How is the social security fund funded?</li> <li>• Who did the SSA help?</li> </ul> <p><b>Eleanor Roosevelt (p. US 70)</b></p> <ul style="list-style-type: none"> <li>• How did Anna Eleanor Roosevelt gain national attention?</li> <li>• What did she later become known for?</li> <li>• When did she marry FDR?</li> <li>• How were FDR and Eleanor related before marriage?</li> <li>• What did Eleanor realize after her husband was elected president?</li> <li>• How did Eleanor help people as she served as the First Lady?</li> <li>• What work did Eleanor do after the death of her husband?</li> <li>• What was the Universal Declaration of Human Rights and how was Eleanor Roosevelt associated with it?</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 37 of the Teacher Resources and Assessments book to list the cause and effects of different events.</li> <li>2) Students will complete page 39 of the Teacher Resources and Assessments book to write short journal entry as though they were an unemployed farm worker facing the highway to the West.</li> <li>3) Students will complete page 42 of the Teacher Resources and Assessments book to compare and contrast Americans life before and after the New Deal.</li> <li>4) Students will complete page 44 of the Teacher Resources and Assessments book to identify the New Deal Agencies and list the goals.</li> </ol>		
<b>Additional Recourses</b>	<a href="#">Great Depression Rap - Smart Songs: Video</a> <a href="#">New Deal Achievements: Video</a>		
<b>Assessment</b>	Students will answer the prompt: How did the Great Depression and New Deal policies impact the nation?		

Week 2: TN Chapter 14- Good Times and Hard Times			
<b>Essential Question(s)</b>	What good times and hard time did Tennessee and its people experience during the Roaring Twenties and the Great Depression?		
<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>	5.49 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>	Blues music, country music, Civilian Conservation Corps, Grand Ole Opry, Great Depression, New Deal, Tennessee Valley Authority, WSM		
<b>Teacher Guided Text Specific &amp; Text Dependent Questions</b>	<p><b>Music Has Always/ The Blues (p. TN 168)</b></p> <ul style="list-style-type: none"> <li>• What happened to Tennessee’s music in the 1920’s?</li> <li>• What are the blues?</li> <li>• What part of Tennessee was famous for having a major role in the development of the blues?</li> <li>• How did the blues sound?</li> <li>• What are the roots of the blues?</li> <li>• Where did the blues start?</li> <li>• What happened when the blues reached Memphis, TN.</li> </ul> <p><b>W.C. Handy (p. TN 168)</b></p> <ul style="list-style-type: none"> <li>• Who was W. C. Handy?</li> <li>• Who was Edward “Boss” Crump?</li> <li>• What helped Crump win his election?</li> <li>• What two songs made W.C. Handy famous?</li> <li>• What did Handy become known as?</li> <li>• What did Beale Street become known as?</li> </ul> <p><b>Bessie Smith (p. TN 169)</b></p> <ul style="list-style-type: none"> <li>• Where was Bessie Smith from?</li> <li>• What was she known for?</li> <li>• Which of her songs became a hit in 1923?</li> <li>• How many songs did Bessie Smith record?</li> </ul> <p><b>DeFord Bailey (p. TN 169)</b></p> <ul style="list-style-type: none"> <li>• Which of Bailey’s family members played instruments and which instruments?</li> <li>• Why did Bailey have to live with his aunt?</li> </ul>	<p><b>The Grand Ole Opry (p. TN 171)</b></p> <ul style="list-style-type: none"> <li>• What did Tennessee business leaders want to do in 1925?</li> <li>• What did the company National Life and Accident Insurance do in early 1925?</li> <li>• What was WSM Dance Barn changed to?</li> <li>• Why did the program move to Ryman Auditorium?</li> <li>• What happened to the Grand Ole Opry in 1974?</li> </ul> <p><b>Opportunities for Fame (p. TN 172)</b></p> <ul style="list-style-type: none"> <li>• What happened as country music grew?</li> <li>• What happened in Bristol in 1927?</li> <li>• How are “Bristol Sessions” considered today?</li> </ul> <p><b>The End of the Roaring Twenties (p. TN 173)</b></p> <ul style="list-style-type: none"> <li>• The 1920s were a time of what?</li> <li>• What happened in October of 1929?</li> <li>• How were people affected by the Great Depression?</li> <li>• Why did thousands of people lose their entire life savings?</li> <li>• What was “making a run?”</li> <li>• Where did a run began in Memphis, TN?</li> <li>• What did Mayor Crump of Memphis do as a result of runs at banks?</li> <li>• How were businesses impacted by the Great Depression?</li> <li>• Because of lack of jobs and money, what did people of Tennessee do for food?</li> </ul> <p><b>The Government Takes Action (p. TN 174)</b></p> <ul style="list-style-type: none"> <li>• Who was president of the United States in 1933?</li> </ul>	<p><b>Helping Farmers (p. TN 174)</b></p> <ul style="list-style-type: none"> <li>• What was the New Deal’s AAA?</li> <li>• What did Tennessee farmers receive from the program?</li> <li>• What were some issues for famers at the time?</li> <li>• What happened to the income of farmers across the nation?</li> </ul> <p><b>The Civilian Conservation Corps (p. TN 175)</b></p> <ul style="list-style-type: none"> <li>• What was the CCC?</li> <li>• What did the men of the CCC do?</li> </ul> <p><b>The Cumberland Homesteads (p. TN 175)</b></p> <ul style="list-style-type: none"> <li>• What did the federal government do on more than 27,000 acres of land?</li> <li>• What did the people on the land do?</li> <li>• What did the homesteaders receive?</li> <li>• What made up the community in 1938?</li> <li>• What did the homesteaders essentially give to their residents?</li> </ul> <p><b>The Tennessee Valley Authority (p. TN 176)</b></p> <ul style="list-style-type: none"> <li>• What was the largest New Deal program in Tennessee?</li> <li>• Where did TVA work take place?</li> <li>• What was top priority for the program?</li> <li>• What did worker start to build and why?</li> <li>• Why happened as a result of large construction projects being brought to the state?</li> <li>• What was another goal of the TVA?</li> <li>• What did improving the land mean?</li> </ul>

	<ul style="list-style-type: none"> <li>• What did Bailey do when he became sick?</li> <li>• How did he get the name Harmonica Wizard?</li> <li>• What did Bailey do by the 1920s?</li> <li>• What was Bailey the first to do?</li> <li>• Why did Bailey stop performing at the Opry?</li> </ul> <p><b>Country Music (p. 170)</b></p> <ul style="list-style-type: none"> <li>• What is country music?</li> <li>• What was country music first called and why?</li> <li>• Which parts of Tennessee share the credit for getting country music started?</li> <li>• Who were some of the first famous country singers from Tennessee?</li> </ul>	<ul style="list-style-type: none"> <li>• What did he declare “war” on?</li> <li>• What did President Roosevelt promise Americans?</li> </ul> <p><b>The New Deal in Tennessee (p. TN 174)</b></p> <ul style="list-style-type: none"> <li>• Who supported the New Deal programs and why?</li> <li>• Who was Joseph Wellington Byrns and what relationship did he have with President Roosevelt?</li> <li>• What happened as a result of their relationship?</li> </ul>	<ul style="list-style-type: none"> <li>• How did the TVA hurt Tennessee and the surrounding states?</li> <li>• How did work done by the TVA improve the quality of live for people of Tennessee?</li> </ul> <p><b>Displacing Families (p. TN 178)</b></p> <ul style="list-style-type: none"> <li>• What did building hydroelectric dams mean for people and land in the surrounding areas?</li> <li>• What did Tennesseans have to do as a result of dam building?</li> <li>• Why might the moving process be painful for Tennesseans?</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>	5) Students will complete pages 209 of the Teacher Resources and Assessments book to make predictions about the text. 6) Students will complete pages 210 of the Teacher Resources and Assessments book to answer questions about Cumberland Homesteaders. 7) Students will complete pages 211 of the Teacher Resources and Assessments book to answer questions about the Tennessee Valley Authority. 8) Students will create a t-chart to list the pros and cons of the goals and action of the TVA.		
<b>Additional Recourses</b>	<a href="#">Cumberland Homesteads: Video</a> <a href="#">TVA: Video</a>		
<b>Assessment</b>	Students will answer the prompt: What good times and hard time did Tennessee and its people experience during the Roaring Twenties and the Great Depression?		

Week 3: US Chapter 8- A Second World War			
<b>Essential Question(s)</b>	What event brought the United States into World War II? How did World War II come to an end?		
<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>	5.17: Explain the structures and goals of the governments in Germany and Japan in the 1930s. 5.18: Determine the significance of the bombing of Pearl Harbor and its impact on the U.S. 5.19: Identify and locate the Axis and Allied Powers, including: • Germany • Italy • Japan • France • Great Britain • Soviet Union 5.21: Analyze the significance of the Holocaust and its impact on the U.S.		
<b>Vocabulary</b>	Allied Powers, atomic, Axis Powers, D-Day, dictator, fascism, Holocaust, Pearl Harbor, World War II		
<b>Teacher Guided Text Specific &amp; Text Dependent Questions</b>	<p><b>The Great Depression (p. US 76)</b></p> <ul style="list-style-type: none"> <li>Who did the Great Depression affect?</li> <li>Why were Germans under pressure?</li> <li>What claims did the Nazi Party make to the people of Germany?</li> </ul> <p><b>The Rise of Nazi Germany (p. US 76)</b></p> <ul style="list-style-type: none"> <li>Who became the leader of the German party?</li> <li>What role did Adolf Hitler serve in during World War I?</li> <li>What did Hitler do to the country's government after becoming leader of Germany?</li> <li>What is a dictator?</li> </ul> <p><b>German "Supremacy" (p. TN 76)</b></p> <ul style="list-style-type: none"> <li>Why did many Germans support Adolf Hitler?</li> <li>What is a scapegoat/</li> <li>Why did Hitler and the Nazi Party need a scapegoat?</li> <li>Who did Hitler and the Nazi Party make their scapegoat?</li> <li>What did Hitler blame on the Jews in Europe?</li> <li>What did Jews try to do as the hate for them grew in Europe?</li> </ul>	<p><b>The Axis Powers (p. US 79)</b></p> <ul style="list-style-type: none"> <li>What alliance did Hitler create?</li> <li>What nations were part of the Axis Powers?</li> <li>What did Hitler do to concern leaders of European Countries?</li> <li>What was Hitler's goal?</li> </ul> <p><b>The Allied Powers (p.US 81)</b></p> <ul style="list-style-type: none"> <li>What promise did Hitler break in September of 1939?</li> <li>How did Great Britain and France react to Hitler's broken promise?</li> <li>Why did the Soviet Union join France and Great Britain?</li> <li>What did the nations become known as?</li> </ul> <p><b>France Falls the Nazis (p. US 81)</b></p> <ul style="list-style-type: none"> <li>How did the German army perform at the start of the war?</li> <li>What happened as a result of France surrendering to Germany?</li> <li>Why did British leaders look to the United States?</li> <li>How did the leaders of the United States feel about entering the war?</li> </ul> <p><b>Dwight W. Eisenhower (p. US 81)</b></p> <ul style="list-style-type: none"> <li>Where did Eisenhower lead US troops?</li> <li>What was Eisenhower's goal?</li> <li>What was D-Day?</li> </ul>	<p><b>The Attack on Pearl Harbor /Declaring War on Japan (p. US 84)</b></p> <ul style="list-style-type: none"> <li>What was Pearl Harbor and why is it important to the United States' involvement in WWII?</li> <li>How many Americans were killed during the attack?</li> <li>How did the public feel about the attack?</li> <li>What did President Roosevelt and Congress do the day of the attack on Pearl Harbor?</li> <li>What did Germany do as a result of the United States entering the war?</li> </ul> <p><b>A New Reason to Fight (p. US 84)</b></p> <ul style="list-style-type: none"> <li>Why did soldiers fight during WWI?</li> <li>Why did soldiers feel they were fighting during WWII?</li> <li>What was the battle cry for soldiers during WWII?</li> </ul> <p><b>A Plan to Win/ D-Day (p. US 86)</b></p> <ul style="list-style-type: none"> <li>Who controlled most of Europe by the time the US entered the war?</li> <li>Who was the supreme commander of the Allied forces?</li> <li>What was D-Day?</li> <li>Why was D-Day a surprise to the Germans?</li> <li>What was D-Day the largest of?</li> <li>What did the Allies secure?</li> </ul>

	<ul style="list-style-type: none"> <li>• Why was it difficult for Jews to relocate to other countries?</li> </ul> <p><b>Building an Army (p. TN 78)</b></p> <ul style="list-style-type: none"> <li>• What did Hitler have German factories do?</li> <li>• What had Hitler don by 1938?</li> </ul> <p><b>The Rise of Fascism (p. TN 78)</b></p> <ul style="list-style-type: none"> <li>• What trend was in place in several European countries after World War I?</li> <li>• What is fascism?</li> <li>• Where were fascist movements successful?</li> </ul> <p><b>A New Leader in Japan (p. US 79)</b></p> <ul style="list-style-type: none"> <li>• What issues did Japan have with population by the 1920s?</li> <li>• Why did japan need help?</li> <li>• Who was the general of Japan’s army and who did he make an agreement with?</li> <li>• What agreement did the countries make?</li> </ul> <p><b>New Alliances (p. US 79)</b></p> <ul style="list-style-type: none"> <li>• Why did the leaders of Germany and Japan begin to look for allies?</li> <li>• What worry did other countries in Europe have about Germany and Japan?</li> <li>• Why did countries create alliances?</li> </ul>	<ul style="list-style-type: none"> <li>• What made Dwight Eisenhower a national hero?</li> <li>• What slogan did Eisenhower use while running for president?</li> <li>• What did Eisenhower do as president of the United States?</li> </ul> <p><b>The Holocaust (p. US 82)</b></p> <ul style="list-style-type: none"> <li>• Who did Hitler and the Nazi Party hate?</li> <li>• What false claims did the Nazi government make about Jews?</li> <li>• What was the Holocaust?</li> <li>• What happened as Hitler rose in power?</li> <li>• What did Hitler want to do to all Jews?</li> <li>• What were concentration camps?</li> <li>• What happened to Jews when they arrived at the concentration camps?</li> <li>• Why did most worker of the camps die?</li> <li>• Why did Allied slider call the concentration camps death cramps?</li> <li>• How many Jews were murdered as a result of Nazi policy?</li> <li>• Who else did Hitler order to be murdered?</li> <li>• How did some survivors spend their lives?</li> <li>• What is one of the well-known accounts of the Holocaust?</li> <li>• What did the account share?</li> </ul>	<ul style="list-style-type: none"> <li>• When did Paris become free of Nazi control?</li> <li>• What happened as a result of the Allies taking Paris?</li> <li>• Where did the American navy have success?</li> </ul> <p><b>A Powerful New Weapon / Winning the Atomic Race (p. US 87)</b></p> <ul style="list-style-type: none"> <li>• What did President Roosevelt order the Army Corps to work on two years before the attack on Pearl Harbor and why?</li> <li>• What was the project called and why?</li> <li>• When was the first ever atomic bomb created?</li> <li>• Who became president after President Roosevelt?</li> <li>• What did his advisors warn him about?</li> <li>• What happened when the Japanese refused to surrender?</li> <li>• When did WWII finally come to an end?</li> </ul> <p><b>The Cost of War (p. US 88)</b></p> <ul style="list-style-type: none"> <li>• About how many people fought in WWII?</li> <li>• What was the war cost?</li> <li>• Bout how many people died from WWII?</li> <li>• What did the war make the United States?</li> <li>• Why did many Jewish survivors come to the United States after 1945?</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 51 of the Teacher Resources and Assessments book to read the statements in the center column of the activity sheet then indicate their reaction to the statements BEFORE and AFTER they read the chapter.</li> <li>2) Students will complete pages 53-54 of the Teacher Resources and Assessments book to identify and label countries that make up the Allied and Axis Powers. Students will use the map information read about in Chapter 8 to list the geographic advantages and disadvantages of each alliance.</li> </ol>		
<b>Additional Recourses</b>	<a href="#">History Brief: Daily Life in the 1930s: Video</a> <a href="#">Attack on Pearl Harbor: Video</a>		
<b>Assessment</b>	Students will answer the prompt: Students will write summary of the why WWI started, why the US entered the war, and how the war came to an end.		

**Week 4: US Chapter 9-Wartime America**

<b>Essential Question(s)</b>	How did Americans sacrifice for the war effort? How were Japanese American treated during WWII?		
<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>	5.20: Examine the reasons for the use of propaganda, rationing, and victory gardens during World War II.		
<b>Vocabulary</b>	Prejudice, propaganda, rationing, scarcity, victory garden		
<b>Teacher Guided Text Specific &amp; Text Dependent Questions</b>	<p><b>When the United States (p. US 90)</b></p> <ul style="list-style-type: none"> <li>• What happened to the Us when the country joined the war?</li> <li>• What is scarcity and why was it created in the US during the war?</li> <li>• What was the purpose of the rationing program?</li> <li>• Why was the rationing program in place?</li> <li>• What type of ratio books did the government issue?</li> <li>• What were victory gardens?</li> <li>• What did students in school across the country do?</li> </ul> <p><b>Propaganda (p. US 91)</b></p> <ul style="list-style-type: none"> <li>• What is propaganda?</li> <li>• What did propaganda in the US encourage people to do?</li> <li>• Why might people need to be careful in believing and trusting propaganda?</li> </ul>	<p><b>Norman Rockwell (p. US 91)</b></p> <ul style="list-style-type: none"> <li>• Why did Norman Rockwell quit high school?</li> <li>• What did Rockwell love to paint scenes of?</li> <li>• What did Rockwell do when WWII stated?</li> <li>• Who did Rockwell want to help through his artwork?</li> <li>• How did Rockwell feel about his own works?</li> </ul> <p><b>Japanese Americans Forced into Camps (p. US 92)</b></p> <ul style="list-style-type: none"> <li>• Where had Japanese Americans been living since the 1800s?</li> <li>• What did Japanese Americans become victims of?</li> <li>• What is prejudice?</li> <li>• When did prejudice toward Japanese Americans grow greater?</li> <li>• Why did President Roosevelt sign and executive order to put people with Japanese backgrounds in internment camps?</li> <li>• How many Japanese Americans were forced into the internment camps?</li> </ul>	<p><b>Women Go to Work (p. US 94)</b></p> <ul style="list-style-type: none"> <li>• What types of jobs did the war create?</li> <li>• Why did factories need thousands of employees?</li> <li>• Why did the government come with the character "Rosie the Riveter?"</li> <li>• What was exciting to many women at the time?</li> <li>• What happened to women in the work place after WWII?</li> <li>• What did some woman begin to push after WWII?</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 59 and 60 of the Teacher Assessment and Resources Book to complete an image analysis on a propaganda poster. 2) Students will read the text <a href="#">WWII Posters from the National Museum of American History</a> and answer text dependent questions.		
<b>Additional Recourses</b>	<a href="#">The Story behind Rosie the Riveter: Video</a> <a href="#">Japanese-American Internment During WWII: Video</a>		
<b>Assessment</b>	Write to answer the prompt: How did life change for Americans during WWII?		

**Week 5: TN Chapter 15-A Time of War**

<b>Essential Question(s)</b>	How did Tennessee respond to World War II? How did Tennessee contribute to WWII efforts?		
<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>	5.49 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>	Factory conversion, military bases, Oak Ridge, Tennessee maneuvers		
<b>Teacher Guided Text Specific &amp; Text Dependent Questions</b>	<p><b>On December 7, 1941 (p. TN 181)</b></p> <ul style="list-style-type: none"> <li>• What significant event happened on December 7, 1941 in the United States?</li> <li>• How did the United States respond to the attack?</li> </ul> <p><b>Tennessee Get Ready and Military Bases (p. TN 181)</b></p> <ul style="list-style-type: none"> <li>• Why did Tennessee start preparing for war long before the attack on Pearl Harbor?</li> <li>• Why did the General Assembly create the Tennessee State Guard?</li> <li>• Where were military bases in Tennessee?</li> </ul> <p><b>The Tennessee Maneuvers (p. TN 182)</b></p> <ul style="list-style-type: none"> <li>• Why were 21 counties in Middle Tennessee chosen by the army?</li> <li>• Why did the government choose middle Tennessee?</li> <li>• What were Tennessee maneuvers?</li> <li>• Where did the practice exercises take place?</li> </ul> <p><b>War Goods from Tennessee Factories (p. TN 182)</b></p> <ul style="list-style-type: none"> <li>• What goods did Tennessee factories make as the war went on?</li> <li>• What were factory conversions?</li> <li>• What was one of the largest employers in Tennessee at during the war?</li> <li>• What did the factory produce?</li> </ul>	<p><b>Cornelia Ford (p. TN 183)</b></p> <ul style="list-style-type: none"> <li>• Where was Cornelia Fort born?</li> <li>• What did she attend school and what did she learn about while she was in school?</li> <li>• What did Fort state to do after she graduated from college?</li> <li>• What did Fort become the first to do in Tennessee?</li> <li>• How is Cornelia Fort associated with the attack on Pearl Harbor?</li> <li>• What won Fort attention and fame around the United States?</li> <li>• How did Fort join the war efforts?</li> <li>• Why was Fort’s service in WWII cut short?</li> </ul> <p><b>Tennessee Wartime Entertainers (p. TN 184)</b></p> <ul style="list-style-type: none"> <li>• In what unique way did a few Tennesseans find to serve their country?</li> </ul> <p><b>Dinah Shore/ Roy Acuff and Minnie Pearl (p. TN 184)</b></p> <ul style="list-style-type: none"> <li>• Where was Fannie Rose Shore from?</li> <li>• What disease did she suffer from as a child?</li> <li>• Where did Shore go to college?</li> <li>• What did Shore do to serve her country?</li> <li>• Where were Roy Acuff and Minnie Pearl stars prior to the war?</li> <li>• What did Acuff do at the Ole Opry?</li> <li>• What did Pearl do at the Ole Opry?</li> </ul>	<p><b>Choosing the Right Spot (p. TN 186)</b></p> <ul style="list-style-type: none"> <li>• Why did the land seem ideal?</li> <li>• What would happen if an accident happened in one area?</li> <li>• What did the new city mean for the people who had already been living in the area?</li> <li>• What did the government give to the people who lived in the area prior to the top secret work taking place?</li> <li>• How did people feel about being uprooted for the homes and land?</li> </ul> <p><b>Keeping Secrets Safe (p. TN 186)</b></p> <ul style="list-style-type: none"> <li>• What did the government do to keep things top secret even as construction was taking place?</li> <li>• What did workers know about their jobs?</li> <li>• How many people knew what was really taking place with the government?</li> <li>• When did the city of Oak Ridge finally appear on a map?</li> </ul> <p><b>Working at the Plants (p. TN 187)</b></p> <ul style="list-style-type: none"> <li>• How many large factories did Oak Ridge have and what did employees make at the factories?</li> <li>• How much did the employees know about what they were making?</li> <li>• What happened if employee had questions?</li> <li>• How did Oak Ridge grow within two years?</li> </ul> <p><b>The End of the War (p. TN 189)</b></p>

	<ul style="list-style-type: none"> <li>• What did the factories in Memphis, TN produce before the war and what did the produce during the war?</li> <li>• What did others factories in Tennessee produce during the war?</li> <li>• What finally brought an end to the Great Depression?</li> </ul> <p><b>TVA Powers Factories (p. TN 183)</b></p> <ul style="list-style-type: none"> <li>• Who did the TVA provide energy to?</li> <li>• How much electricity did the TVA generate to factories?</li> <li>• Where was TVA’s headquarters?</li> <li>• How was the city impacted by the TVA?</li> </ul>	<p><b>Oak Ridge: The Secret City (p. TN 186)</b></p> <ul style="list-style-type: none"> <li>• What was the Manhattan Project?</li> <li>• Why did the military select 50,000 acres of land in East Tennessee?</li> <li>• What was the area named?</li> </ul>	<ul style="list-style-type: none"> <li>• When did the war end?</li> <li>• What did people feel was the reason for WWII?</li> <li>• What type of program did the Unites states start after the war?</li> <li>• Who was Secretary of State?</li> <li>• What did he do as Secretary of State?</li> <li>• What was the United Nations?</li> <li>• What did Hull believe would promote world peace?</li> <li>• What made trade easier between countries?</li> </ul> <p><b>Cordell Hull (p. TN 189)</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>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 write a summary to explain the importance of the “Secret City” of Oak Ridge.                  2) Students will write letters to peers to detail the contributions of Cornelia Fort and Cordell Hull.</p>		
<p><b>Additional Recourses</b></p>	<p><a href="#">History in Five: The Manhattan Project’s Secret City-Video</a>  <a href="#">Cornelia Fort: Life Saving Aviator</a>  <a href="#">Cordell Hull</a></p>		
<p><b>Assessment</b></p>	<p>Students will write answer the prompt: How did Tennessee contribute to WWII efforts?</p>		

**Week 6:**  
**US Chapter 10-A New Conflict**  
**US Chapter 11- A Changing Society**

<b>Essential Question(s)</b>	How did the Cold War begin? How did the Cold War impact the United States? How did the US change after becoming a consumer society and entertainment society?		
<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>	5.23: Examine how Cold War events impacted the U.S., including: • Arms race • Berlin Wall • Cuban Missile Crisis • Space Race 5.22: Examine the growth of the U.S. as a consumer and entertainment society after World War II, including: • Suburbs • Increased access to automobiles • Interstate Highway System • Television, radio, and movie theaters.		
<b>Vocabulary</b>	Arms, race, Berlin Wall, capitalism, Cold War, communism, Cuban Missile Crisis, space race, superpower, United Nations Baby boom, consumer society, Interstate Highway System, suburbs		
<b>Teacher Guided Text Specific &amp; Text Dependent Questions</b>	<p><b>From the Wreckage (p. US 100)</b></p> <ul style="list-style-type: none"> <li>• Why did victims of WWII uncover a spirit of cooperation?</li> <li>• What did people vow would never happen again?</li> <li>• What did the nations come together to create and why?</li> </ul> <p><b>From Hot War to Cold War (p. US 100)</b></p> <ul style="list-style-type: none"> <li>• What nations had the most power after WWII?</li> <li>• What did the two nations have that supported their strength?</li> <li>• What did the two nations become?</li> <li>• What did the two countries have different ideas about?</li> <li>• How were the two countries different?</li> <li>• What was the Cold War?</li> </ul> <p><b>A Wall Divides Germany (p. US 101)</b></p> <ul style="list-style-type: none"> <li>• How did Germany change after WWII?</li> <li>• What part of Germany did the United States support and what support was given?</li> </ul>	<p><b>The Cuban Missile Crisis (p. US 104)</b></p> <ul style="list-style-type: none"> <li>• What did the fight between the United States and the Soviet Union nearly spark?</li> <li>• What did US airplanes do to Cuba in 1962?</li> <li>• What did the photos prove?</li> <li>• What did the US believe after they found out what Cuba was doing?</li> <li>• What did the United States government do in response to receiving the news about Cuba and why?</li> <li>• Who was president of the United States at the time and what did he demand from the Soviet Union?</li> <li>• What was the outcome of the Cold War?</li> </ul> <p><b>After WWII (p. US 106)</b></p> <ul style="list-style-type: none"> <li>• What did American soldiers do after WWII?</li> <li>• What were baby boom years?</li> <li>• What was booming at the time?</li> <li>• How was this time similar to the Roaring Twenties?</li> <li>• What had the United States become?</li> <li>• What is a consumer society?</li> </ul> <p><b>A Consumer Society (p. US 107)</b></p>	<p><b>Teenage Culture (p. US 108)</b></p> <ul style="list-style-type: none"> <li>• What group started spending money after WWII?</li> <li>• What did the groups spend their money on?</li> <li>• How much did teenagers spend every year by the end of the 1950s?</li> <li>• What may have influenced teenagers' spending?</li> <li>• What else did teenage have an impact on?</li> <li>• What music artists did teenage listen to in the 1950s?</li> <li>• When was the first portable radio invented?</li> <li>• What did radio station over the world start doing?</li> </ul> <p><b>Changing Moves (p. US 109)</b></p> <ul style="list-style-type: none"> <li>• What caused movies to change?</li> <li>• Where were movies shown in the 1950s?</li> <li>• What were drive-in theaters?</li> <li>• How did movies change over time?</li> </ul> <p><b>From Cities to Suburbs (p. US 111)</b></p> <ul style="list-style-type: none"> <li>• Where did more people move in the 1950s?</li> <li>• What is a suburb?</li> <li>• What made living in the suburbs possible for many people that working in the city?</li> <li>• What did suburbs offer that may have attracted citizens?</li> </ul>

	<ul style="list-style-type: none"> <li>• Where is Berlin located?</li> <li>• Why was the Berlin Wall built?</li> <li>• What did the Berlin Wall symbolize?</li> </ul> <p><b>An Arms War (p. US 102)</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>The Cold War Heats Up (p. US 102)</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>	<ul style="list-style-type: none"> <li>• What happened to stores in the 1950s and how did people react?</li> <li>• How did shopping centers in the United States change from 1945 to 1960?</li> <li>• What happened as a result of the increase in shopping centers?</li> </ul> <p><b>The Arrival of Television (p. US 107)</b></p> <ul style="list-style-type: none"> <li>• How did things change for people once they purchased a television for their home?</li> <li>• How did the number of televisions in homes change from 1946 to 1951?</li> <li>• By 1960, what did almost every home in America have in their living room?</li> </ul> <p><b>From Radio to TV/ Television Commercials (p. US 108)</b></p> <ul style="list-style-type: none"> <li>• What happened to radio programs when television began?</li> <li>• What quickly became part of American social life?</li> <li>• What became the best way to tell shoppers about new products?</li> </ul>	<p><b>More Cars (p. US 111)</b></p> <ul style="list-style-type: none"> <li>• What did people in suburbs need to get to work?</li> <li>• Why could more families in the 1950s afford cars?</li> <li>• What were some car companies in the 1960s?</li> <li>• Who many families had cars in the 1960s?</li> <li>• What made cars cheaper?</li> <li>• What did the rise of cars lead to?</li> <li>• Why did fast food companies like McDonald's grow?</li> <li>• Why were more hotels and motels needed around the US?</li> </ul> <p><b>The Interstate Highway System (p. US 111)</b></p> <ul style="list-style-type: none"> <li>• What was the Autobahn and who from the US saw it?</li> <li>• How was the Autobahn used?</li> <li>• What did Eisenhower think would be very helpful to the United States?</li> <li>• What did Eisenhower do when he became president of the United States?</li> <li>• What is the Interstate Highway System?</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="#">Think, Pair, Share</a></p>
<p><b>Extension Activities</b></p>	<p>1) Students will use pages 67 of the Teacher Resources and Assessments Book to examine a map used by the US government to show missile range. Students will then answer questions using the map provided.</p> <p>2) Students will use pages 68 of the Teacher Resources and Assessments Book to provide supporting details for various topics/headings.</p> <p>3) Students will read the <a href="#">Cold War text</a> and answer the <a href="#">text dependent questions</a> to determine the key details about the Cold War</p>		
<p><b>Additional Recourses</b></p>	<p><a href="#">The Beginning of the Cold War: Video</a>  <a href="#">Consumerism: Summary and Notes</a></p>		
<p><b>Assessment</b></p>	<p>Students will answer the prompt: Why was the United States involved in the Cold War?                  Students will answer the prompt: How did the US change when it transitioned to a consumer society?</p>		

**Week 7: TN Chapter 16-Changes Come to Tennessee**

<b>Essential Question(s)</b>	Wat contributions did Tennessee make to the Civil Rights Movement?		
<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>	5.50 Identify Tennessee’s significant contributions to the Civil Rights Movement, including (T.C.A. § 49-6-1028): • Highlander Folk School • Tent City Movement of Fayette County • Nashville Sit-Ins • The Clinton Twelve. 5.51 Discuss the development of the music industry in Tennessee, including (T.C.A. § 49-6-1028): • Country music (e.g., Grand Ole Opry, WSM, and the Carter family) • Blues music (e.g., W.C. Handy and Bessie Smith) • Rock ‘n’ roll (e.g., Elvis Presley, Stax Records, and Sun Studio)		
<b>Vocabulary</b>	Civil rights, protests, Highlander folk school, tent cities, rock ‘n’ roll, Stax Records, Sun Studio, rhythm and blues, Nashville Student Movement		
<b>Teacher Guided Text Specific &amp; Text Dependent Questions</b>	<p><b>New Music Was Once Again (p. TN 190)</b></p> <ul style="list-style-type: none"> <li>• What type of music had Tennessee been known for since the 1920s?</li> <li>• What happened to the music industry in Tennessee?</li> <li>• Who came on the scene and became one of the most popular musicians of all time?</li> </ul> <p><b>Recording in Memphis / New Forms of Music (p. TN 190)</b></p> <ul style="list-style-type: none"> <li>• What kinds of music came out of Tennessee?</li> <li>• What was Tennessee the perfect place for?</li> <li>• What city began to compete with Nashville for control of Tennessee’ music industry?</li> <li>• What is R&amp;B?</li> <li>• When did R&amp;B start?</li> <li>• What did R&amp;B performers add to their music to make a new sound?</li> <li>• What was R&amp;B ideal for?</li> <li>• What did many Memphis musicians dp to create a special sound and what was the special new sound called?</li> <li>• Who made Rock ‘n’ Roll famous/</li> <li>• Who was Sam Phillips and what did he own?</li> </ul>	<p><b>Elvis Presley (p. TN 192)</b></p> <ul style="list-style-type: none"> <li>• Where was Elvis Presley born?</li> <li>• What job did he do before becoming a singer?</li> <li>• Why did some people call Presley’s music “rockabilly?”</li> <li>• What was Presley’s first song and how did the world react to the song?</li> <li>• Presley’s music was most popular with what age group?</li> <li>• What made Elvis and instant star?</li> <li>• What did Elvis do in Hollywood?</li> <li>• How long did Elvis serve in the army?</li> <li>• What did Elvis do once he returned from being in the service?</li> <li>• What is Graceland?</li> <li>• Why were parents uncomfortable with Elvis?</li> <li>• How many records has Elvis sold?</li> </ul> <p><b>The Civil Rights Movement (p. TN 194)</b></p> <ul style="list-style-type: none"> <li>• How were African American soldiers treated at home after serving in WWI and WWII?</li> <li>• Where were black veterans to first to do?</li> </ul> <p><b>The Columbia Race Riot (p. TN 194)</b></p> <ul style="list-style-type: none"> <li>• Who got into an altercation at a radio repair shop?</li> <li>• Who went to jail after the altercation?</li> <li>• How did the citizens get out of jail?</li> </ul>	<p><b>Alex Haley (p. TN 195)</b></p> <ul style="list-style-type: none"> <li>• Where was Alex Haley born?</li> <li>• Where was he raised?</li> <li>• What did Haley do after leaving the military group?</li> <li>• What brought Alex Haley fame as a journalist?</li> <li>• What other black leaders did Haley interview?</li> <li>• Whose autobiography did Haley write?</li> <li>• When was the books Roots published and how did the world respond to Roots?</li> </ul> <p><b>Nashville Sit-Ins (p. TN 196)</b></p> <ul style="list-style-type: none"> <li>• What affected the daily life of African Americans in the south and why?</li> <li>• What did students want to do after the violence in Columbia?</li> <li>• Who encouraged the Nashville Student Movement and what were they encouraged to do?</li> <li>• How did students od the Nashville Student movement protest?</li> <li>• What was the result of their protests?</li> <li>• How did the behavior of the students become a model for others?</li> </ul> <p><b>Crisis at Clinton High School (p. TN 197)</b></p> <ul style="list-style-type: none"> <li>• Which southern state was the first to integrate publics schools?</li> <li>• Who were the “Clinton Twelve and where was their school located?</li> <li>• How did people react to the “Clinton Twelve?”</li> </ul>

	<p><b>Sun Records (p. TN 191)</b></p> <ul style="list-style-type: none"> <li>• When did Phillips open Sun Records and where was it located?</li> <li>• What could people do at Sun Records?</li> <li>• Why was the Sun Records different from other studios in business at the time?</li> <li>• Who were some early artists to record at Sun Records?</li> </ul> <p><b>Stax Records (p. TN 191)</b></p> <ul style="list-style-type: none"> <li>• What was Stax Records?</li> <li>• What was the initial name of Stax Records?</li> <li>• How did the studios get the name Stax Records?</li> <li>• Where did Stax Records move to?</li> <li>• What was Stax Records one of the only businesses in Memphis to do?</li> <li>• What artists worked with Stax Records?</li> </ul>	<ul style="list-style-type: none"> <li>• Why did Stephenson go back to jail?</li> <li>• How did Stephenson get out of jail the second time?</li> <li>• What happened the evening of the second time Stephenson was released from jail?</li> <li>• What did black citizens do in response to angry white mob?</li> <li>• Who led the angry white mob?</li> <li>• What happened during the attack?</li> <li>• What prompted the NAACP lawyers to fly to Nashville?</li> <li>• What problems did the court have to sort through?</li> <li>• What were the outcomes of the court case?</li> </ul> <p><b>The Highlander Folk School (p. TN 195)</b></p> <ul style="list-style-type: none"> <li>• Where was the Highlander Folk School located?</li> <li>• What was the purpose of the school?</li> <li>• What famous civil rights activists attended the school?</li> <li>• What led to the Montgomery Bus Boycott?</li> <li>• What did Dr. Martin Luther King, Jr. lead?</li> </ul>	<ul style="list-style-type: none"> <li>• What did the Tennessee Government do in response to the treatment of the “Clinton Twelve?”</li> <li>• What happened almost a year after Clinton High School was integrated?</li> </ul> <p><b>Wilma Rudolph (p. TN 198)</b></p> <ul style="list-style-type: none"> <li>• Where was Wilma Rudolph born?</li> <li>• What illness did Wilma Rudolph suffer from as a child?</li> <li>• How old was Wilma Rudolph when she learned to walk on her own?</li> <li>• How did Rudolph get the nickname “Skeeter?”</li> <li>• Why did she switch from basketball to track?</li> <li>• What did Rudolph do at the age of 16?</li> <li>• What college did Wilma Rudolph attend?</li> <li>• What did Rudolph win in 1960?</li> </ul> <p><b>Voting Rights in Tennessee (p. TN 198)</b></p> <ul style="list-style-type: none"> <li>• What were black Tennesseans struggling with at the time and why?</li> <li>• What did black leaders of Haywood County and Fayette County do because of the lack of blacks voting?</li> <li>• How did some whites react to black registering to vote?</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 pages 214-215 of the Teacher Resources and Assessments book to describe musicians of Sun Records.</p> <p>2) Students will write a summary of tent cities.</p>		
<b>Additional Recourses</b>	<p><a href="#">Highlander Folk School</a> <a href="#">Sit-in Movement</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>		

Week 8: US Chapter 12-The Civil Rights Movement			
<b>Essential Question(s)</b>	What are civil rights? What did the Civil Rights Act and Voting Rights Act do for civil rights?		
<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>	5.24: Analyze the key people and events of the Civil Rights Movement, including: • Martin Luther King Jr. and non-violent protests • Montgomery Bus Boycott and Rosa Parks • Brown v. Board of Education and Thurgood Marshall • Freedom Riders and Diane Nash 5.25: Explain the impact of John F. Kennedy’s presidency on the country, including: passage of the Civil Rights Act, the Voting Rights Act, the space program, and his assassination.		
<b>Vocabulary</b>	Brown v. Board of Education, civil rights, Civil Rights Act, Freedom Riders, Montgomery Bus Boycotts, Voting Rights Act		
<b>Teacher Guided Text Specific &amp; Text Dependent Questions</b>	<p><b>While the Postwar Years (p. US 113)</b></p> <ul style="list-style-type: none"> <li>• Why was the prosperity postwar difficult for African Americans?</li> <li>• What did a new generation do to declare they had enough 80 years after slavery?</li> <li>• What is a demonstration?</li> </ul> <p><b>Fighting for Equality (p. US 113)</b></p> <ul style="list-style-type: none"> <li>• What are civil rights and when did African Americans began to push for civil rights?</li> <li>• What did the Supreme Court order in 1896?</li> <li>• What were the conditions of African American school from the 1890s to 1960s?</li> <li>• How did the pay for black teacher differ from the pay of white teacher?</li> </ul> <p><b>Brown v. Board of Education (p. US 114)</b></p> <ul style="list-style-type: none"> <li>• What was Brown v. Board of Education?</li> <li>• Who was Oliver Brown and why was he suing the city of Topeka, Kansas?</li> <li>• Who argued the case for Oliver Brown?</li> <li>• What organization was Thurgood Marshall affiliated with?</li> <li>• What was the outcome of the court case?</li> <li>• Why were southern states able to take their time in integrating schools?</li> </ul>	<p><b>Nonviolent Methods (p. US 116)</b></p> <ul style="list-style-type: none"> <li>• At the time, how did some Tennesseans feel</li> </ul> <p><b>The Weapon of Love (p. US 116)</b></p> <ul style="list-style-type: none"> <li>• At the time, how did some Tennesseans feel</li> </ul> <p><b>Dr. Martin Luther King, Jr. (p. US 116)</b></p> <ul style="list-style-type: none"> <li>• Where was Dr. Martin Luther King, Jr. born?</li> <li>• What did King do after graduating from high school?</li> <li>• What did King become interested in during his studies?</li> <li>• What did King do to learn more about peaceful protests?</li> <li>• What was Gandhi using against British control of India?</li> <li>• Where did king ear his PhD?</li> <li>• In what cities did King and other Civil Rights leaders protest?</li> <li>• What award did King receive and why?</li> <li>• How many times was King jailed and why was he jailed?</li> <li>• What rose as King’s fame rose?</li> <li>• When and where was Dr. Martin Luther king assassinated?</li> </ul>	<p><b>Diane Nash (p. US 118)</b></p> <ul style="list-style-type: none"> <li>• Where was Diane Nash born?</li> <li>• What Tennessee universality did she attend?</li> <li>• What happened after Nash attended a meeting about nonviolence?</li> <li>• For what organization did Nash serve as president?</li> <li>• What was the goal or mission of the organization?</li> <li>• What was the most important Civil Rights organization of the 1960s?</li> <li>• What roles did Nash serve in with SNCC?</li> <li>• What other contributions did Nash make to the Civil Rights Movement?</li> <li>• What idea did Nash and her husband come up that became one of the most important events of the Civil Rights Movement?</li> </ul> <p><b>A New President / The Movement Grows (p. US 118)</b></p> <ul style="list-style-type: none"> <li>• Who become president in 1960 and what was he the first to become?</li> <li>• What promises did John F. Kennedy make during his campaign?</li> <li>• What did people across the country began to do?</li> <li>• Who were Freedom Riders and what were their goals?</li> <li>• How did some people treat Freedom Riders?</li> </ul>

	<p><b>The Little Rock Nine (p. US 115)</b></p> <ul style="list-style-type: none"> <li>• What did nine students plan to do in little Rock Arkansas three years after the Brown v. Board of Education case?</li> <li>• How did the governor react to the nine students planning to integrate the school?</li> <li>• How did citizens treat the nine black students as they tried to attend the school?</li> <li>• Why did President Eisenhower have to step in on the issue of integrating the school?</li> <li>• What did president Eisenhower do to ensure students were able to integrate the school?</li> <li>• How did the nation react to the Little Rock Nine and their journey to integrate their school?</li> </ul> <p><b>Thurgood Marshall (p. US 115)</b></p> <ul style="list-style-type: none"> <li>• What did Thurgood Marshall's father teach him?</li> <li>• What did Marshall want to be after college?</li> <li>• Where did he attend law school?</li> <li>• What did Marshall believe about law?</li> <li>• What famous court case did Marshall try?</li> <li>• What was Thurgood Marshall the first to do?</li> </ul>	<p><b>The Montgomery Bus Boycott (p. US 117)</b></p> <ul style="list-style-type: none"> <li>• What did Rosa Parks do in 1955 that was significant to the Civil Rights Movement?</li> <li>• What treatment did Parks receive for refusing to give up her seat on the bus?</li> <li>• What organization was Rosa Parks a member and leader of?</li> <li>• What did Montgomery's black leaders do after the arrest of Rosa Park?</li> <li>• What was done to make the boycott successful?</li> </ul> <p><b>Victory (p. US 117)</b></p> <ul style="list-style-type: none"> <li>• How long did the Montgomery Bus Boycott last?</li> <li>• What was the outcome of the Montgomery Bus Boycott?</li> <li>• What inspired Civil Rights Leaders across the country?</li> </ul>	<p><b>The March on Washington and "I Have a Dream" (p. US 120)</b></p> <ul style="list-style-type: none"> <li>• Why was Kennedy's support not enough to pass the Civil Rights bill?</li> <li>• What did movement leaders discuss?</li> <li>• What was the dramatic plan and what was the reason for implementing the plan?</li> <li>• Where did Dr. King deliver his famous "I Have a Dream" speech?</li> <li>• What did King declare in his speech?</li> </ul> <p><b>The Death of a President (p. US 121)</b></p> <ul style="list-style-type: none"> <li>• Where was President Kennedy assassinated?</li> <li>• Who do people believe assassinated President Kennedy?</li> <li>• How did the nation react to his assassination?</li> <li>• Who became president after Kennedy's assassination?</li> <li>• What did Johnson do after taking over as president?</li> </ul> <p><b>Civil Rights and Voting Rights (p. US 122)</b></p> <ul style="list-style-type: none"> <li>• When did congress finally pass a strong civil rights law?</li> <li>• What was the intent of the Civil Rights Act?</li> <li>• When was the Voting Rights act put in place?</li> <li>• What events impacted the Voting Rights Act?</li> <li>• What did black voters do after the Voting Rights act was in place?</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 use page 72 of the Teacher Resources and Assessments book to provide point of view for different people on various situation.                  2) Students will use pages 73-75 of the Teacher Resources and Assessments book to complete photo analyses.</p>		
<b>Additional Recourses</b>	<p><a href="#">Children Who Marched for Equal Rights: Video</a>  <a href="#">Little Rock Nine: Video</a></p>		
<b>Assessment</b>	<p>Students will answer the prompt: What did the Civil Rights Act and Voting Rights Act do for civil rights?</p>		

Week 9: Tennessee's Economy and Governing Tennessee-US Chapters 17-18			
<b>Essential Question(s)</b>	What does the government of Tennessee do for its people? In what ways are the Three Grand divisions similar and different?		
<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>	5.53: Compare and contrast the three grand divisions of Tennessee in terms of the following: • Major industries (e.g., Eastman, FedEx, and Nissan) • Tourism (e.g., Bristol Motor Speedway, Civil War sites, and Graceland) • Agriculture and livestock (e.g., soybeans in West TN, tobacco in Middle TN, and dairy in East TN) • Geography (i.e., Gulf Coastal Plains, the Nashville Basin, the Highland Rim, the Cumberland Plateau, the Great Valley, and the Great Smoky Mountains) 5.54 Describe the structure of Tennessee's government, including the role of each of the three branches, the governor, and state representatives.		
<b>Vocabulary</b>	Cumberland Plateau, economy, Great Smokey Mountains, Great Valley, Gulf Coastal Plain, Highland Rim, hydroelectricity, Nashville Basin, natural resources, governor, legislative, judicial		
<b>Teacher Guided Text Specific &amp; Text Dependent Questions</b>	<p><b>Tennessee's Economy (p. TN 204-205)</b></p> <ul style="list-style-type: none"> <li>• What is economy?</li> <li>• What happened when the economy is weak?</li> <li>• What is an economic system?</li> <li>• What is a good?</li> <li>• What is a service?</li> <li>• In what area did almost all Tennesseans work?</li> <li>• What different jobs do Tennesseans have today?</li> <li>• How is Tennessee impacted by the US economy?</li> </ul> <p><b>Elements of Our Economy (p. TN 206)</b></p> <ul style="list-style-type: none"> <li>• What does it mean to sustain the economy?</li> <li>• What parts work together to sustain our economy?</li> <li>• Why is geography one of the most important parts of our economy's success?</li> <li>• How do we utilize the Mississippi River?</li> <li>• What are natural resources?</li> <li>• How are renewable and non-renewable resources different?</li> <li>• How do we use natural resources to make a living?</li> </ul>	<p><b>Middle Tennessee / Working in Middle Tennessee (p. TN 209-210)</b></p> <ul style="list-style-type: none"> <li>• What is our state's capital and which division is it located in?</li> <li>• What is the Nashville Basin?</li> <li>• What is the Highland Rim?</li> <li>• How does the population of Middle Tennessee compare to the population of West and East Tennessee?</li> <li>• What type of work do people do in the Middle Tennessee region?</li> <li>• What site can tourists visit in Middle Tennessee?</li> </ul> <p><b>West Tennessee/ West Tennessee's Economy (p. TN 210-211)</b></p> <ul style="list-style-type: none"> <li>• What is West Tennessee home to?</li> <li>• What is much of the West Tennessee land made up of?</li> <li>• How does the West Tennessee division compare to the other two divisions in size?</li> <li>• What is the second largest city in the state and in which division is it located?</li> <li>• What tourist attractions can visitors visit when in West Tennessee?</li> </ul>	<p><b>Governing Tennessee (p. TN 216-217)</b></p> <ul style="list-style-type: none"> <li>• What is the purpose of city government?</li> <li>• What did the Tennessee Constitution do?</li> <li>• What is the meaning of enforce?</li> <li>• Who makes laws and rules?</li> <li>• What do government officers do?</li> <li>• What is one of the most important things our government can do?</li> <li>• What is a citizen?</li> <li>• What are personal rights?</li> <li>• Who is considered a government worker?</li> </ul> <p><b>Levels of Government (p. TN 218-220)</b></p> <ul style="list-style-type: none"> <li>• How many states are a part of the United States of America?</li> <li>• What do local governments do?</li> <li>• What does the national government do?</li> <li>• Where local government located?</li> <li>• What do city leaders do?</li> <li>• What services can city government provide?</li> <li>• What is a county?</li> <li>• What services do county governments provide?</li> <li>• Who is state government for?</li> <li>• What had to be written before Tennessee could become a state?</li> </ul>

	<ul style="list-style-type: none"> <li>• How does conserving natural resources help us?</li> </ul> <p><b>Dams and the Economy (p. TN 207)</b></p> <ul style="list-style-type: none"> <li>• What is the purpose of a dam?</li> <li>• How do workers control the amount of water that passes through a dam?</li> <li>• What are barges?</li> <li>• How many dams have been built on the Tennessee River?</li> <li>• What are “locks?”</li> <li>• How are powerful rushing waters used?</li> <li>• What are generators of dams and how do they generate electricity?</li> <li>• What is hydroelectricity?</li> </ul> <p><b>The Three Grand Divisions (p. TN 208-211)</b></p> <ul style="list-style-type: none"> <li>• What are the Three Grand Divisions?</li> </ul> <p><b>East Tennessee (p. TN 208)</b></p> <ul style="list-style-type: none"> <li>• How is east Tennessee divided?</li> <li>• What led to the differences in culture during the early parts of Tennessee history?</li> <li>• What are some large cities of East Tennessee?</li> <li>• What are some tourists’ sites for visitors of East Tennessee?</li> <li>• What are some choices for work in East Tennessee?</li> </ul>	<ul style="list-style-type: none"> <li>• What are some jobs available to people in West Tennessee?</li> <li>• What are some major crops found in West Tennessee?</li> </ul> <p><b>From Tennessee to the World (p. TN 212)</b></p> <ul style="list-style-type: none"> <li>• How do countries meet some of their needs?</li> <li>• What are imports?</li> <li>• What are exports?</li> <li>• What happens when we import and export goods?</li> <li>• Who are the biggest trading partners with the US and Tennessee?</li> </ul> <p><b>Tennessee’s Imports and Exports / A Natural Trading Partner (p. TN 213)</b></p> <ul style="list-style-type: none"> <li>• What are some different imports that come in to Tennessee and where are the imported from?</li> <li>• How do Tennessee’s exports help the state and the nation?</li> <li>• What are many of Tennessee exports made for?</li> <li>• What makes Tennessee a great trading partner?</li> <li>• Why is the Tennessee River known as a “highway?”</li> </ul>	<ul style="list-style-type: none"> <li>• Who is national government for?</li> <li>• What does the US Constitution detail?</li> </ul> <p><b>Branches of Government (p. TN 222-223)</b></p> <ul style="list-style-type: none"> <li>• What are the three branches of government?</li> <li>• What is the purpose of the executive branch?</li> <li>• What is the purpose of the legislative branch?</li> <li>• What is the purpose of the judicial branch?</li> </ul> <p><b>Tennessee’s State Government (p. TN 224-225)</b></p> <ul style="list-style-type: none"> <li>• Who is the head of the state’s executive branch?</li> <li>• What is the purpose of the state’s executive branch?</li> <li>• What is the legislative branch of the state’s government called?</li> <li>• What is the purpose of the legislative branch?</li> <li>• Who makes up the judicial branch of Tennessee?</li> <li>• What is the purpose of Tennessee’s judicial branch?</li> </ul> <p><b>Making Laws (p. TN 226)</b></p> <ul style="list-style-type: none"> <li>• What is a bill?</li> <li>• What is the process of a bill becoming a law?</li> </ul> <p><b>Rights and Responsibilities (p. TN 228)</b></p> <ul style="list-style-type: none"> <li>• How are rights and responsibilities different?</li> <li>• Why do rights matter?</li> <li>• Why do responsibilities matter?</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>	<ol style="list-style-type: none"> <li>1) Students will use page 221 of the Teacher Resources and Assessments book to provide details that support different heading and topics about Tennessee.</li> <li>2) Students will use page 223 of the Teacher Resources and Assessments book to design a brochure of tourist attractions in Tennessee.</li> <li>3) Students will use page 224 of the Teacher Resources and Assessments book to provide details about the Three Grand Divisions.</li> <li>4) Students will use page 228 of the Teacher Resources and Assessments book to list details about the branches of government.</li> </ol>		
<p><b>Additional Recourses</b></p>	<p><a href="#">3 Branches of Government: Video</a></p>		
<p><b>Assessment</b></p>	<p>Students will answer the prompt: What does the government of Tennessee do for its people?</p>		