

5<sup>th</sup> Grade - U.S. History: 1850 to the Present: Quarter 2 Curriculum Map Scope and Sequence

Topic	Week	Weekly Focus	Standards
The Country Grows	The New South	Students will define Manifest Destiny as the United States' goal after the Civil War. They will learn about industrialism in the South and will define tenant farmers and sharecroppers.	5.10, 5.12, 5.14, 5.18, 5.20, 5.21, 5.27, 5.37, 5.41
The Railroad Empire	Industrial Revolution	Students will study the Industrial Revolution, the Transcontinental Railroad and monopolies created by such new advancements. They will learn about technologies that improved the rail system.	5.27
Giants of Industry	Giants of Industry	Students will learn about revolutions that changed life in America and will study some of the people who advanced industrialization in the U.S.	5.34, 5.35, 5.37
Westward Expansion	Farmers Get Organized	Students will study the appeal of wealth and land in promoting westward expansion. They will also study the organization of farmers in response to industrialization.	5.30, 5.31, 5.33
Immigrants Change Life in America	Immigrants Flock to America	Students will learn about the hardships immigrants faced and discuss the contributions of immigrants to American culture. They will also learn about Ellis Island and cities where groups of immigrants settled.	5.28, 5.29, 5.31
The Square Deal	Teddy Roosevelt	Students will examine the presidencies from Lincoln through Cleveland. They will define the terms of the Square Deal and learn about agencies created by Roosevelt.	5.25, 5.30, 5.34, 5.39
The Progressive Era	The Progressive Movement	Students will be introduced to the Progressive Party, its beliefs and its major leaders. They will study the efforts of Roosevelt, Taft, and Wilson to protect the right of freedom in the U.S.	5.34, 5.35, 5.40
Urban, Suburban, Rural	Urbanizing America	Students will define the differences between urban, suburban, and rural. Students will learn about the rise of cities in America.	5.34, 5.37, 5.40
Expanding Overseas	America's Role Overseas	Students will learn about the U.S. and imperialism. They will study the conflict with Spain during the late nineteenth century.	5.39

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

Fifth grade students will learn about the history of America from 1850. Students will also learn about challenges facing the new nation, with an emphasis on the causes, course, and consequences of the Civil War and Industrial America. They will explore the major military, economic, social, and political events of the early twentieth century, such as World War I and the Great Depression. Students will describe the key events and accomplishments of the Civil Rights Movement in the United States and the nation's growing role in world affairs, from World War II to modern day. In addition, they will analyze structures of power and authority and develop civic efficacy, which requires understanding rights, responsibilities, ethical behavior, and the role of citizens within their community, nation, and world. Students will use geographic tools to locate and analyze information about people, places, and environments in Tennessee and the United States. Students will further study the unique historical, economic, social, and cultural developments of Tennessee, and learn how our state impacted our nation and the world. Students will develop research, analytic, and critical thinking skills through the evaluation of evidence, interpretation of primary sources, and the construction of sound historical arguments and perspectives.

### Planning with the Curriculum Map

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

### Weekly Guidance for Studies Weekly

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

### Orientation to Studies Weekly Video Training

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

### Online Access to Studies Weekly

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

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

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

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

### Support Strategies

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

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

Week 1: The New South						
<b>Essential Question(s)</b>	Why did people want to achieve Manifest Destiny? What were some ways the New South was industrialized?					
<b>Texts</b>	<b>Texts:</b> Studies Weekly, 1850 to the Present					
<b>Vocabulary</b>	endure, staggering, submission, blockade, fluctuating, guarantee, conceive, cumbersome, dedication, bolls					
<b>Teacher Guided Text Specific &amp; Text Dependent Questions</b>	<p><b>Civil War Proves that the United States Can Endure</b></p> <ul style="list-style-type: none"> <li>• What did Abraham Lincoln say the Civil War tested?</li> <li>• What was the idea of Manifest Destiny that had started before the war and resumed after it ended?</li> <li>• How much did the Civil War cost in human life? About 600,000 people died in the Civil War.</li> <li>• How does that number compare to other wars?</li> </ul>	<p><b>From Radical Reconstruction to the New South</b></p> <ul style="list-style-type: none"> <li>• Why did the South secede from the Union?</li> <li>• Where and in which state did the Civil War begin?</li> <li>• What were the Union's goals to help win the war?</li> <li>• Name three facts about the Civil War battles.</li> <li>• What were three things that happened during Andrew Johnson's presidential term?</li> <li>• What were three things that happened during Ulysses S. Grant's presidential term?</li> <li>• Explain the difference between a tenant farmer and a sharecropper.</li> <li>• Who helped start the National Association for the Advancement of Colored People</li> </ul>	<p><b>Booker T. Washington</b></p> <ul style="list-style-type: none"> <li>• List three facts about Booker T. Washington from the article.</li> <li>• What were the two main skills taught at his school for African Americans?</li> <li>• Why do you think these skills were taught?</li> <li>• What did Washington believe was the best way to fight segregation and prejudice?</li> <li>• Which presidents asked Washington for advice?</li> <li>• What was the name of Washington's autobiography?</li> <li>• What is the difference between an autobiography and biography?</li> </ul>	<p><b>Dedication</b></p> <ul style="list-style-type: none"> <li>• Give three facts from the article on Stonewall Jackson.</li> <li>• How did he get the nickname "Stonewall"?</li> <li>• What did Ulysses S. Grant say about the Civil War?</li> </ul>	<p><b>The Telephone</b></p> <ul style="list-style-type: none"> <li>• What did Alexander Graham Bell teach?</li> <li>• How did the public receive his invention initially?</li> </ul>	<p><b>King Cotton Saves the South</b></p> <ul style="list-style-type: none"> <li>• Other than clothing, what is cotton often an ingredient in making?</li> <li>• List several brands of cotton.</li> <li>• What is the term for the removal of the fibers from the bolls?</li> <li>• Why is cotton such a valuable fiber for making clothing?</li> <li>• How did Eli Whitney's invention help the production of cotton?</li> </ul>

		(NAACP)? • How did this man and Booker T. Washington differ on the advancement of African Americans? • How were railroads changed to help the New South prosper? • What were some ways the New South was industrialized?				
<b>Suggested Protocols and Resources</b>	Write, Pair, Share: Pg. 35	Infer the Topic: Pg. 17	Back to Back, Face to Face: Pg. 5	Final Word: Pg. 12	Write, Pair, Share: Pg. 35	Infer the Topic: Pg. 17
<b>Extension Activities</b>	1) Students will write to describe how the south went from Radical Reconstruction to the New South. 2) Students will write to explain why cotton was known as "King Cotton".					
<b>Assessment</b>	Students will use the week's texts to complete the prompt: How did the Civil War prove that the United States could endure difficult circumstances?					
<b>Standards</b>	5.10 Create a visual display to explain the Union's Anaconda Plan for defeating the Confederacy and how the geography of the South formed the Eastern, Western, and Trans-Mississippi theaters of war. (G, H, P) 5.12 Draw on informational text to explain the roles of the military and civil leaders during the Civil War, including: (C, H, P) • Abraham Lincoln, Jefferson Davis, Ulysses S. Grant, Robert E. Lee, Frederick Douglass, Clara Barton 5.14 Use concrete words, phrases, and sensory details to describe the experience of the war on the battlefield and home front. (H, C) 5.18 Describe the physical, social, political and economic consequences of the Civil War on the southern United States. (E, G) 5.20 Analyze the goals and accomplishments of the 13th, 14th, and 15th Amendments, Freedmen's Bureau, and Fisk University to help former slaves begin a new life. (C, H, P, TN) 5.21 Compare and contrast the different Reconstruction plans of Lincoln, Johnson, and Congress. (H, P) 5.27 Explain the need for the South and Tennessee to move toward industry and mechanization after the Civil War and identify examples of the effort, including Coca Cola bottling in Chattanooga, mining on the Cumberland Plateau, coal and iron processing, the growth of urban areas, and the increase in railroads. (G, E, H, TN) 5.37 Use a graphic organizer to provide information about important business leaders, inventors, and entrepreneurs and the impact they had on American society, including: (C, E, H) • Thomas Edison, Alexander Graham Bell, Henry Ford, George Eastman, George Washington Carver, Henry Bessemer, Swift and Armour, Cornelius Vanderbilt 5.41 Describe the effects of Jim Crow Laws on the nation and Tennessee and the efforts of Ida B. Wells and Randolph Miller to bring attention to the inequalities of segregation. (C, H, P, TN)					

Week 2: Industrial Revolution				
<b>Essential Question(s)</b>	How did the Industrial Revolution effect westward expansion of the United States? Why did people move toward cities and westward following the Civil War? How important were railroads in helping to expand our country and its goods and services?			
<b>Texts</b>	<b>Texts:</b> Studies Weekly, 1850 to the Present			
<b>Vocabulary</b>	enterprise, meddling, floodgates, financially, monopoly, service, labor, tracts, influence, panic, trust, resources, smelter, free enterprise, holding company			
<b>Teacher Guided Text Specific &amp; Text Dependent Questions</b>	<p><b>Amazing Industry Revolutionizes the World</b></p> <ul style="list-style-type: none"> <li>• What type of character traits did people who went west to settle have?</li> <li>• What was the Industrial Revolution about?</li> <li>In which areas did this change take place?</li> <li>• What does free enterprise mean?</li> <li>• Raw materials are resources that can be used to make things. What were some of our countries resources?</li> <li>• In addition to resources, what did the United States have that helped the Industrial Revolution take place?</li> <li>• What are some ways our government helped our country grow and prosper?</li> <li>• A big change happened after the Civil War where the majority of people lived. Explain this change.</li> <li>• Why do you think this move took place?</li> </ul>	<p><b>The Industrial Revolution, Monopolies and Trusts</b></p> <ul style="list-style-type: none"> <li>• What is a monopoly?</li> <li>• Why aren't they good for the consumer?</li> <li>• Can you think of examples of monopolies today?</li> <li>• What were some improvements in the railroad industry?</li> <li>• What were trusts?</li> <li>• Why was the railroad such an important industry in the 1860s?</li> <li>• The 193,000 miles built by 1900 was almost enough miles of track to reach where?</li> <li>• Where did the Transcontinental Railroad project get many of its workers?</li> <li>• What do you think immigrants brought with them that also changed our nation?</li> <li>• Explain how Andrew Carnegie had a monopoly on steel.</li> </ul>	<p><b>Mark Twain</b></p> <ul style="list-style-type: none"> <li>• How did Samuel Clements get the name "Mark Twain"?</li> <li>• What were some of Twain's famous books?</li> <li>• Describe what Mark Twain looked like.</li> <li>• What caused Mark Twain's later books to be sad and angry?</li> <li>• What helped give Mark Twain ideas for many of his novels?</li> </ul> <p><b>J.P. Morgan</b></p> <ul style="list-style-type: none"> <li>• In which industry was Andrew Carnegie important?</li> <li>• In which industries was J.P. Morgan important?</li> <li>• Which three industries did J.P. Morgan unite?</li> <li>• What businesses do you think will be very important in our country's future? Why?</li> </ul>	<p><b>The First Steam Locomotive</b></p> <ul style="list-style-type: none"> <li>• What was the name of the first steam locomotive built by George Stephenson and his son, Robert?</li> <li>• How were railroads helpful to countries around the world?</li> <li>• When was the Railroad Era?</li> </ul> <p><b>Wedding of the Rails</b></p> <ul style="list-style-type: none"> <li>• What helped many people move westward in the 1860s-1900s?</li> <li>• How did travel time on a train compare with that of earlier covered wagons?</li> <li>• What encouraged many people to go West?</li> <li>• Would you have left your home in the East to go West? Why or why not?</li> <li>• Name the nine new states that joined the Union by 1900.</li> <li>• What was the "wedding of the rails"?</li> <li>• How was this meeting celebrated?</li> </ul>
<b>Suggested Protocols and Resources</b>	Write, Pair, Share: Pg. 35	Infer the Topic: Pg. 17	Back to Back, Face to Face: Pg. 5	Final Word: Pg. 12
<b>Extension Activities</b>	1) Students will create a chart to describe areas of the Industrial Revolution and the practices or systems they improved?			

	2) Students will discuss monopolies and who benefits and who suffers from them. Students will then think about and research if there are monopolies or close monopolies today.
<b>Assessment</b>	Students will use the week's texts to complete the prompt: Explain why American inventors were important during the Industrial Revolution. Students will include different inventors, their inventions, and how their inventions changed the lives of people.
<b>Standards</b>	5.27 Explain the need for the South and Tennessee to move toward industry and mechanization after the Civil War and identify examples of the effort, including Coca Cola bottling in Chattanooga, mining on the Cumberland Plateau, coal and iron processing, the growth of urban areas, and the increase in railroads. (G, E, H, TN)

Week 3: Giants and Industries				
<b>Essential Question(s)</b>	Why is free enterprise important in a democracy? How did various revolutions affect America? How does a monopoly affect consumers?			
<b>Texts</b>	<b>Texts:</b> Studies Weekly, 1850 to the Present			
<b>Vocabulary</b>	absorbed, lubricate, harness, enduring, philanthropist, rebates, acoustics, convenience, crucial, transmitting, ignite, flexibility, dominant			
<b>Teacher Guided Text Specific &amp; Text Dependent Questions</b>	<p><b>Friendly Revolutions Build America into a Giant!</b></p> <ul style="list-style-type: none"> <li>• Look at a map and locate where the first undersea cable was laid in 1921.</li> <li>• What advantages did the invention of the telephone have over the telegraph?</li> <li>• What was the important use of oil in heavy machinery?</li> <li>• What were the three forms of energy used during the Industrial Revolution?</li> <li>• What happened to small businesses during the Business Revolution?</li> <li>• How are monopolies not beneficial to the consumer?</li> <li>• What was the battle between Charles Darwin and Louis Agassiz about?</li> <li>• Why did immigration increase during the Industrial Revolution in the United States?</li> <li>• In addition to industrial, what are some of the different types of revolution that have occurred in the United States?</li> <li>• Are we still living in a time of revolution?</li> </ul>	<p><b>The Industrial Revolution Giants of Industry</b></p> <ul style="list-style-type: none"> <li>• What is the study of hearing called?</li> <li>• Who opened a school to train teachers to work with the hearing impaired?</li> <li>• In which country was the first automobile developed?</li> <li>• Who were the two inventors who competed to build the first automobile?</li> <li>• Thomas Edison promised that he and his 15 co-workers would work on what type of timeline to create new inventions?</li> <li>• What machine was very important to cultivating large open grasslands in the Midwest?</li> <li>• Who invented this farm machinery?</li> <li>• How did Vanderbilt force the New York Central to eventually sell their line to him?</li> <li>• What do you think of Vanderbilt's tactics?</li> <li>• Andrew Carnegie's industry was self-sufficient. Explain why this was the case.</li> <li>• Do you think it was right for the U.S. Supreme Court to order Rockefeller's companies to be broken into smaller pieces?</li> </ul>	<p><b>Where are they Now?</b></p> <ul style="list-style-type: none"> <li>• J.P. Morgan used his money to finance which types of things?</li> <li>• Andrew Carnegie donated millions of dollars earned from which industry? • What types of things did his money finance?</li> <li>• John D. Rockefeller's foundation has given millions of dollars in which areas?</li> </ul> <p><b>Guglielmo Marconi</b></p> <ul style="list-style-type: none"> <li>• List three facts learned about Marconi's life.</li> <li>• What did Marconi think about electric signals?</li> <li>• What did the Italian government think of Marconi's invention?</li> <li>• Do you listen to the radio? What different uses can a radio provide?</li> <li>• In 1912, how did Marconi's invention help during a tragedy?</li> </ul>	<p><b>Be Creative/The Adding Machine</b></p> <ul style="list-style-type: none"> <li>• Why did James Naismith invent an indoor game?</li> <li>• How was the game different from basketball today?</li> <li>• What did Caleb Bradham invent?</li> <li>• What is a pharmacist?</li> <li>• How did William Burroughs' invention help businesses during the Industrial Revolution?</li> <li>• Today, his company is very important in which field?</li> </ul> <p><b>Problems of the Industrial Revolution</b></p> <ul style="list-style-type: none"> <li>• Why were new laws needed with the rise of businesses?</li> <li>• Which industry did the Interstate Commerce Act address?</li> <li>• What did the Sherman Antitrust Act attempt to prevent?</li> <li>• In order to work for the government, what was required under the Civil Service Act? Why was this act passed?</li> </ul>



<b>Suggested Protocols and Resources</b>	Write, Pair, Share: Pg. 35	Infer the Topic: Pg. 17	Back to Back, Face to Face: Pg. 5	Final Word: Pg. 12
<b>Extension Activities</b>	1) Students will compare and contrast Andrew Carnegie, John D. Rockefeller, J. P. Morgan, and Cornelius Vanderbilt. How did they help America grow? How did they hurt America's growth? 2) Students will describe the cause and effect of James Naismith's invention.			
<b>Assessment</b>	Students will use the week's texts to complete the prompt: Why is free enterprise important in a democracy?			
<b>Standards</b>	5.34 Engage in a collaborative discussion to explore the ideas and events of the Gilded Age and determine the significance, including: (C, E, H, P) • political machines, major scandals, economic disparity, industrial capitalists 5.35 Describe child labor and working conditions in factories. (C, E, H) 5.37 Use a graphic organizer to provide information about important business leaders, inventors, and entrepreneurs and the impact they had on American society, including: (C, E, H) • Thomas Edison, Alexander Graham Bell, Henry Ford, George Eastman, George Washington Carver, Henry Bessemer, Swift and Armour, Cornelius Vanderbilt			

Week 4: Farmers Get Organized					
<b>Essential Question(s)</b>	Why were people moving West? What inventions helped westward expansion? How did cattle change the American economy?				
<b>Texts</b>	<b>Texts:</b> Studies Weekly, 1850 to the Present				
<b>Vocabulary</b>	nestle, antibiotics, irrigate, activate, propel, ineffective, swell, extinction, vaquero, extract, alliance, barbed wire, windmill, lariat, branding iron, bison				
<b>Teacher Guided Text Specific &amp; Text Dependent Questions</b>	<b>Go West, Young Man!</b> <ul style="list-style-type: none"> <li>• What was America's Manifest Destiny?</li> <li>• Why did early pioneers also call the Great Plains the Great American Desert?</li> <li>• What were some of the natural resources pioneers knew could be found in California and Oregon?</li> <li>• Name some of the famous old trails used to go west.</li> <li>• What was the starting point for most travelers going west?</li> <li>• What encouraged people to move west?</li> <li>• What were some additional laws that helped westward expansion?</li> <li>• How did westward expansion cause</li> </ul>	<b>Farmers Get Organized</b> <ul style="list-style-type: none"> <li>• What were the reasons farmers organized together?</li> <li>• How did the Grange help farmers?</li> <li>• How was the Alliance different from the Grange?</li> <li>• How was the Alliance more political than the Grange?</li> <li>• What was the other name for the Populist Party?</li> <li>• What did this organization work to do?</li> <li>• Why do you think they wanted government control of communication and transportation?</li> <li>• Which party did the Populist Party join?</li> </ul>	<b>The Men and Women of the West</b> <ul style="list-style-type: none"> <li>• What were some tools cowboys used?</li> <li>• What did cowboys do?</li> <li>• What caused the end of the free-living cowboy?</li> <li>• What were some of the characteristics of cowboys, miners and homesteaders?</li> <li>• What does self-reliance mean?</li> <li>• How was a family farm self-reliant?</li> <li>• In which year was the largest gold rush?</li> <li>• After the gold rush ended, what happened to many of the miners?</li> </ul>	<b>Great Inventions that Helped Westward Expansion</b> <ul style="list-style-type: none"> <li>• Why was barbed wire a helpful invention for western settlers?</li> <li>• Why weren't hedges a successful fence?</li> <li>• What caused farmers and ranchers to clash?</li> <li>• How did the windmill help westward expansion?</li> <li>• Who invented the self-governing windmill?</li> <li>• How was it self-governing?</li> </ul> <b>Brigham Young</b> <ul style="list-style-type: none"> <li>• Share three facts learned about Brigham Young.</li> <li>• What's a glazier?</li> <li>• How were early Mormons treated by their neighbors in Illinois?</li> <li>• Why did Young suggest moving to Utah?</li> </ul>	<b>What Happened to America's Buffalo?</b> <ul style="list-style-type: none"> <li>• What is the correct name for the buffalo?</li> <li>• In what ways do you think American Indians used the buffalo?</li> <li>• How were the herds of buffalo on the prairie lands divided?</li> <li>• How were the bison saved from possible extinction?</li> <li>• How many buffalo once roamed America's plains?</li> <li>• What was their lowest number after over hunting?</li> </ul>

	problems? • What was a positive result of westward expansion?				
<b>Suggested Protocols and Resources</b>	Write, Pair, Share: Pg. 35	Infer the Topic: Pg. 17	Back to Back, Face to Face: Pg. 5	Final Word: Pg. 12	Write, Pair, Share: Pg. 35
<b>Extension Activities</b>	1) Students will complete a cause and effect chart to explain the causes and effects of people moving west. 2) Citing evidence from your readings, why did more than one half of the homesteaders not last five years in their new homes? Write a short essay explaining why many went back East.				
<b>Assessment</b>	Students will use the week's texts to complete the prompt: What was the purpose of the Farmers' Movement and how did each stage contribute to the movement?				
<b>Standards</b>	5.30 Write an argumentative piece from the viewpoint of American Indians and the viewpoint of American settlers about their rights to the land west of the Mississippi River. 5.31 Analyze the appeal of the Great Plains to settlers and immigrants, including geographical factors, railroads, homesteading rights, and the absence of American Indians. (G, H) 5.33 Write a short piece with concrete words, phrases, and sensory details of the life on the Great Plains from the viewpoint of a particular immigrant or migrant group. (C, G, H)				

<b>Week 5: Immigrant Flock to America</b>				
<b>Essential Question(s)</b>	Why did immigrants come to America in the late 1800s? Why is the United States called a melting pot? Why was a labor union formed?			
<b>Texts</b>	<b>Texts:</b> Studies Weekly, 1850 to the Present			
<b>Vocabulary</b>	migration, heirlooms, obstacles, energized, documentary, artifact, integrate, venture, tedious, socialism, immigrant, union, communism, syndicalism, deported			
<b>Teacher Guided Text Specific &amp; Text Dependent Questions</b>	<b>Industrial Revolution Brings the World to America</b> <ul style="list-style-type: none"> <li>Immigrants from China and Japan arrived to which two cities on the Pacific coast?</li> <li>What were some of the problems the immigrants faced on their journey?</li> <li>What were some of the problems the immigrants faced on arrival in America?</li> <li>What were some reasons people left their homelands and came to the United States?</li> <li>What was it like working in factories during this period?</li> <li>How did unions help the workers?</li> <li>Why do you think business owners didn't like union leaders in their factories?</li> </ul>	<b>Immigrants Flock to America</b> <ul style="list-style-type: none"> <li>What was the peak immigration year at Ellis Island?</li> <li>How many people came each day during that time?</li> <li>What are two cities on the Pacific coast where many Chinese immigrants settled?</li> <li>Immigrants from Scandinavian countries often entered which two occupations?</li> <li>Look on a map and find the area of Europe called Scandinavia. Which countries make up this region?</li> <li>Which cities were where heavy industries thrived?</li> <li>Some people say we are more of a "salad bowl" than a melting pot. Explain what you think that means.</li> </ul>	<b>Geronimo</b> <ul style="list-style-type: none"> <li>To what tribe of American Indians did Geronimo belong?</li> <li>What did Geronimo's Apache name, Goyaale, mean?</li> <li>Give three facts about Geronimo.</li> <li>Would you have fought being moved to a reservation? Explain.</li> <li>Where were the reservations Geronimo was moved to?</li> <li>Why did the government place the American Indians on reservations?</li> <li>What type of land were the reservations on?</li> </ul>	<b>Enjoying the Freedom to Fail</b> <ul style="list-style-type: none"> <li>Who controls the industry and government in unionism?</li> <li>Who controls industry and businesses in capitalism?</li> <li>What is called the freedom to try, buy, sell, and fail?</li> </ul> <b>Titanic</b> <ul style="list-style-type: none"> <li>What was the name of the rescue ship that brought survivors to New York harbor?</li> <li>Why do you think so many people died on the Titanic?</li> <li>When, where, and why did the Titanic sink?</li> <li>Why did the survivors not have to go through Ellis Island?</li> </ul>
<b>Suggested Protocols and Resources</b>	Write, Pair, Share: Pg. 35	Infer the Topic: Pg. 17	Back to Back, Face to Face: Pg. 5	Final Word: Pg. 12
<b>Extension Activities</b>	1) Students will read Emma Lazarus' poem found on the Statue of Liberty. Students will discuss what the poem is about. They will write a short poem pretending to be an immigrant seeing the Statue of Liberty for the first time. What thoughts are going through your head as your ship arrives to the United States? 2) Students will write to explain the term "melting pot."			
<b>Assessment</b>	Students will use the week's texts to complete the prompt: When it comes to immigration, do you consider our county to be a "salad bowl" or a "melting pot"? Explain why?			
<b>Standards</b>	5.28 Map the sources of new immigration from Southern and Eastern Europe, China, and Japan, and interpret narratives and excerpts from informational text describing the role that Chinese and Irish laborers played in the development of the Transcontinental Railroad. (C, E, G, H) 5.29 Summarize why the United States was viewed as the land of opportunity by immigrants versus a growing sense of protectionism and			

	nativism by American citizens. (C, P) 5.31 Analyze the appeal of the Great Plains to settlers and immigrants, including geographical factors, railroads, homesteading rights, and the absence of American Indians. (G, H)
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Week 6: Teddy Roosevelt				
<b>Essential Question(s)</b>	How did Theodore Roosevelt's actions and decisions as president affect America long ago as well as today?			
<b>Texts</b>	<b>Texts:</b> Studies Weekly, 1850 to the Present			
<b>Vocabulary</b>	frenzy, dispute, assassinate, corrupt, principled, bully, advocate, predecessor, regulation, tactic, immortalized, perpetual, terminate, cataclysm, hyacinth, trustbuster, trust, forest service, regulatory agency			
<b>Teacher Guided Text Specific &amp; Text Dependent Questions</b>	<p><b>Roosevelt Tackles the Runaway American Dream</b></p> <ul style="list-style-type: none"> <li>• Which president worked for the Civil Service System bill?</li> <li>• Why was this bill so important?</li> <li>• Which president pulled all federal troops out of the South hoping to heal the nation following the Civil War? Which group of people was hurt by the removal of the troops?</li> <li>• In addition to President Lincoln, which president was assassinated? Do you know the names of two other presidents that were also assassinated?</li> <li>• What do you think of Roosevelt's comment, "I don't care what the people think. I only know what they should think.".</li> <li>• The Baby Ruth candy bar was named for the daughter of which president?</li> </ul>	<p><b>Teddy Roosevelt</b></p> <ul style="list-style-type: none"> <li>• How did Roosevelt get the nickname of the "trustbuster"?</li> <li>• According to Roosevelt, what was the obligation of civilized nations?</li> <li>• What does this mean?</li> <li>• What do you think of this idea?</li> <li>• What was the purpose of Theodore Roosevelt's Square Deal?</li> <li>• Why is Roosevelt called the conservation president?</li> <li>• What do you think it means to walk softly but carry a big stick?</li> <li>• What was the policy called the Monroe Doctrine?</li> <li>• What do you think about this policy? • Should we be the policemen of the world?</li> <li>• Why do you think Roosevelt thought it necessary to protect other nations in our hemisphere?</li> <li>• Look on a map of the world. Locate some of the countries that were having problems when Roosevelt was president.</li> </ul>	<p><b>Teddy Bear</b></p> <ul style="list-style-type: none"> <li>• Would you have felt the same as Roosevelt when he refused to shoot a baby bear? Explain.</li> <li>• When and where was this bear hunt?</li> <li>• Who were the people of New York City that made teddy bears in the 1900s?</li> <li>• A woman named Margarete Steiff had been making stuffed bears for a couple of years. What country was she from?</li> </ul> <p><b>Theodore Roosevelt Biography</b></p> <ul style="list-style-type: none"> <li>• How was Roosevelt's family divided by the Civil War?</li> <li>• Describe Teddy as a boy.</li> <li>• Teddy began to exercise, and his parents installed a gym in their home. What was his father's thinking about a strong body?</li> <li>• Which country did Roosevelt assemble cowboys and college athletes to fight?</li> <li>• What was the group of men called?</li> <li>• Where was their most famous battle?</li> <li>• On which famous monument is Theodore Roosevelt found?</li> <li>• Who are the other Presidents found on Mount Rushmore?</li> </ul>	<p><b>What is the Panama Canal?</b></p> <ul style="list-style-type: none"> <li>• Why does the canal continuously need to be dredged of mud?</li> <li>• What other natural problem does the canal face?</li> <li>• State two facts about the Panama Canal.</li> </ul> <p><b>Roosevelt Seizes the Panama Canal Zone</b></p> <ul style="list-style-type: none"> <li>• Which two bodies of water does the Panama Canal connect?</li> <li>• Before the Panama Canal, what was the only route to the Pacific from the Atlantic?</li> <li>• Why do you think the canal's construction was important?</li> <li>• From which country did Panama gain its independence?</li> <li>• Why do you think the editorial cartoon has Roosevelt dressed like a police officer of the time?</li> </ul>
<b>Suggested Protocols and Resources</b>	Write, Pair, Share: Pg. 35	Infer the Topic: Pg. 17	Back to Back, Face to Face: Pg. 5	Final Word: Pg. 12

<b>Extension Activities</b>	<p>1) Students will use the week's text to answer the following question in complete sentences: What toy is Teddy Roosevelt credited for inspiring? How did this take place?</p> <p>2) Students will use the week's text to answer the following question in complete sentences: Why was the Panama Canal important? What issues were solved or bettered due to the building of the canal?</p>
<b>Assessment</b>	To explain the legacy of President Theodore Roosevelt, students will create/complete a cause and effect flow chart with actions of Roosevelt as causes and the effects being the actions, reactions of the nation.
<b>Standards</b>	<p>5.25 Explain the compromise that ended Reconstruction with the election of Rutherford B. Hayes. (P)</p> <p>5.30 Write an argumentative piece from the viewpoint of American Indians and the viewpoint of American settlers about their rights to the land west of the Mississippi River.</p> <p>5.34 Engage in a collaborative discussion to explore the ideas and events of the Gilded Age and determine the significance, including: (C, E, H, P) • political machines, major scandals, economic disparity, industrial capitalists</p> <p>5.39 Analyze the causes, course, and consequences of the Spanish American War, including: (C, E, G, H, TN) • yellow journalism, USS Maine, Rough Riders, Imperialism</p>

Week 7: The Progressive Movement					
<b>Essential Question(s)</b>	How did President Teddy Roosevelt’s strengthening of the Interstate Commerce Commission help break railroad monopolies? What were the effects of tariffs? What was the role of President William H. Taft’s Department of Labor? Why had women’s suffrage become a heated issue by 1912?				
<b>Texts</b>	<b>Texts:</b> Studies Weekly, 1850 to the Present				
<b>Vocabulary</b>	eliminate, corruption, regulate, exception, ratify, tariff, momentum, commission, enforce, contagious, concept, reform, muckraker, evolution, Children’s Bureau, income tax, interest, debt, duties				
<b>Teacher Guided Text Specific &amp; Text Dependent Questions</b>	<b>America Experiments with “New Freedoms”</b> <ul style="list-style-type: none"> <li>• What was the goal of the Progressives?</li> <li>• Who did the Progressives want to control the government?</li> <li>• Why did they want to break up monopolies?</li> <li>• Who were muckrakers and what did they do?</li> <li>• What was the outcome muckrakers worked for?</li> <li>• Robert M. La Follette was governor of what state?</li> <li>• What did he start regulating?</li> </ul>	<b>The Progressive Movement</b> <ul style="list-style-type: none"> <li>• Which president had the Square Deal? (Roosevelt)</li> <li>• Which monopoly did Roosevelt’s Interstate Commerce Commission attempt to break up?</li> <li>• Which areas did Taft push to regulate?</li> <li>• Under Taft, what became the typical work day?</li> <li>• Which new bureau was set up?</li> <li>• Which evil did his administration work to change?</li> <li>• What change did the 16th Amendment bring?</li> <li>• What did Wilson’s New Freedom program try to restore?</li> </ul> <ul style="list-style-type: none"> <li>• What were three policies of Wilson’s term?</li> <li>• What did the Federal Trade Commission of 1914 require of products?</li> </ul>	<b>Thomas Nast</b> <ul style="list-style-type: none"> <li>• What country was Thomas Nast from?</li> <li>• What was the theme of many of his political cartoons?</li> <li>• What are the symbols Nast created for the Republican and Democratic parties?</li> </ul> <b>The Blessing and Curse of Debt</b> <ul style="list-style-type: none"> <li>• What is debt?</li> <li>• About how much debt does the United States have?</li> <li>• According to the article, what is one event that has caused the United States debt to increase?</li> <li>• What are three things which cause many people to go into debt?</li> <li>• What is interest?</li> </ul>	<b>Typhoid Mary</b> <ul style="list-style-type: none"> <li>• What is a contagious disease?</li> <li>• Name some contagious diseases.</li> <li>• What job did Mary Mallon have that caused her contagious disease to spread to other people?</li> <li>• Why was Mary Mallon arrested and banned to an island prison for the rest of her life?</li> <li>• Do you think this punishment was a fair or unfair one?</li> </ul>	<b>What is a Tariff?</b> <ul style="list-style-type: none"> <li>• Why do countries place tariffs on goods from other lands?</li> <li>• Why did President Woodrow Wilson lower the tariffs on foreign goods?</li> </ul> <b>Women’s Right to Vote</b> <ul style="list-style-type: none"> <li>• Why do you think some people didn’t want women to have the right to vote?</li> <li>• Who were two women mentioned who worked for women’s suffrage?</li> <li>• Which amendment gave women the right to vote?</li> </ul>
<b>Suggested Protocols and Resources</b>	Write, Pair, Share: Pg. 35	Infer the Topic: Pg. 17	Back to Back, Face to Face: Pg. 5	Final Word: Pg. 12	Write, Pair, Share: Pg. 35
<b>Extension Activities</b>	1) Which three presidents were involved in leading the Progressive Movement? Were they Republicans or Democrats? What were the three goals of the movement? Complete your answer in paragraph form with topic, concluding, and supportive sentences. 2) Some say that Nash helped break up the ring of corrupt politicians. Do you agree or disagree? What effect did political cartoons have on the success of politicians? Use evidence from the text and research to support your response.				



<b>Assessment</b>	Students will use the week's texts to complete the prompt: Why had women's suffrage become a heated issue by 1912?
<b>Standards</b>	<p>5.34 Engage in a collaborative discussion to explore the ideas and events of the Gilded Age and determine the significance, including: (C, E, H, P)</p> <ul style="list-style-type: none"> <li>• political machines, major scandals, economic disparity, industrial capitalists</li> </ul> <p>5.35 Describe child labor and working conditions in factories. (C, E, H)</p> <p>5.40 Analyze the major goals, struggles, and achievements of the Progressive Era, including attacking racial discrimination, child labor, big business, conservation, and alcohol use: (C, E, P)</p> <ul style="list-style-type: none"> <li>• Anti-Trust laws, 16th, 17th, 18th and 19th Amendments, immigration reform</li> </ul>

Week 8: Urbanizing America					
<b>Essential Question(s)</b>	How did women change the work force in the early 1900s? How were “bosses” to stay in power?				
<b>Texts</b>	<b>Texts:</b> Studies Weekly, 1850 to the Present				
<b>Vocabulary</b>	slums, urban, rural, suburban, purify, fumigate, scandal, idealist, folklore, wretched, corrupt, inflict, omnivorous, trolley, boss, Salvation Army, settlement houses, yellow journalism				
<b>Teacher Guided Text Specific &amp; Text Dependent Questions</b>	<p><b>No Curbin’ The Urban in America</b></p> <ul style="list-style-type: none"> <li>Immigrants came to Pittsburgh, Pennsylvania; Gary, Indiana; and Birmingham, Alabama, to work in which industry?</li> <li>Which mode of transportation made it easier for immigrants to get to these different locations?</li> <li>Many immigrants moved to Detroit to work in which industry?</li> <li>What were some of the things which helped to pollute the Chicago River?</li> <li>Which disease was common in the slum tenements?</li> <li>What does urban mean?</li> <li>What does rural mean?</li> <li>What does suburban mean?</li> </ul>	<p><b>Urbanizing America</b></p> <ul style="list-style-type: none"> <li>By the 1890s, half of the population of the United States lived in which five states</li> <li>What was it like in a typical tenement during this time?</li> <li>Jane Addams started which facility to help the needy?</li> <li>What were several areas where Addams tried to change things for the better?</li> <li>How was Addams rewarded for her efforts to help others in need?</li> <li>In which field did the majority of women work in the early 1900s?</li> <li>In what three other areas did some women work?</li> <li>Which group of people did many of the corrupt leaders try to manipulate for their vote?</li> <li>What did they promise this group of people in exchange for their vote?</li> <li>In the early 1900s, how many newspapers were there in the United States? Estimate in millions about how many people read a newspaper each day?</li> </ul>	<p><b>J.P. Morgan</b></p> <ul style="list-style-type: none"> <li>List three facts about J.P. Morgan.</li> <li>What were several businesses that J.P. Morgan ran?</li> <li>What were three areas in which J.P Morgan donated?</li> <li>What did J.P. Morgan do in 1901?</li> </ul> <p><b>Joseph Pulitzer</b></p> <ul style="list-style-type: none"> <li>What drew people to reading Joseph Pulitzer’s newspapers?</li> <li>Unlike other newspapers of his time, what other areas did Pulitzer’s papers cover?</li> <li>What is the practice of yellow journalism?</li> <li>Through which event did both Pulitzer and his competitor, William Randolph Hearst, practice yellow journalism?</li> <li>How does a journalist win the Pulitzer Prize?</li> </ul>	<p><b>Public Transportation</b></p> <ul style="list-style-type: none"> <li>What is meant by a walking city?</li> <li>Do you live in a walking city?</li> <li>How did subways reshape cities?</li> <li>Why do you think subways were placed underground?</li> <li>Have you ever ridden on a subway?</li> <li>Why do you think people would prefer the subway over a trolley?</li> </ul> <p><b>Who Invented Frozen Food?</b></p> <ul style="list-style-type: none"> <li>Where did Clarence Birdseye get the idea for frozen food?</li> <li>Using a world map, have students locate Labrador. What was the New Yorker doing in this area?</li> <li>Explain what Birdseye was amazed at discovering?</li> </ul>	<p><b>The Wretched Rat of the Tenements</b></p> <ul style="list-style-type: none"> <li>List three facts about rats.</li> <li>What does omnivorous mean?</li> <li>Why are rats able to get into areas where other creatures cannot?</li> <li>What are two things that rats have been blamed for doing?</li> <li>Compare the black rat to the Norway rat.</li> </ul>

		<ul style="list-style-type: none"> <li>• What sporting event was held for the first time in 1903?</li> <li>• Who invented basketball?</li> </ul>			
<b>Suggested Protocols and Resources</b>	Write, Pair, Share: Pg. 35	Infer the Topic: Pg. 17	Back to Back, Face to Face: Pg. 5	Final Word: Pg. 12	Write, Pair, Share: Pg. 35
<b>Extension Activities</b>	<p>1) Students will use the week's texts to complete the prompt: After 1880, why did over 60 percent of all countryside towns lose people to the urban life?</p> <p>2) Students will create a T-chart to explain the advantages and disadvantages of those who lived in urbanized America in the late 1800s?</p> <p>3) How did public transportation allow cities to grow? Students will use this week's text to support their responses.</p>				
<b>Assessment</b>	Students will use the week's texts to complete the prompt: Why was Jane Adams considered one of the most influential women of the 1800s? How did her contributions affect women in the work force?				
<b>Standards</b>	<p>5.34 Engage in a collaborative discussion to explore the ideas and events of the Gilded Age and determine the significance, including: (C, E, H, P)</p> <ul style="list-style-type: none"> <li>• political machines, major scandals, economic disparity, industrial capitalists</li> </ul> <p>5.37 Use a graphic organizer to provide information about important business leaders, inventors, and entrepreneurs and the impact they had on American society, including: (C, E, H)</p> <ul style="list-style-type: none"> <li>• Thomas Edison, Alexander Graham Bell, Henry Ford, George Eastman, George Washington Carver, Henry Bessemer, Swift and Armour, Cornelius Vanderbilt</li> </ul> <p>5.40 Analyze the major goals, struggles, and achievements of the Progressive Era, including attacking racial discrimination, child labor, big business, conservation, and alcohol use: (C, E, P)</p>				

Week 9: America's Role Overseas				
<b>Essential Question(s)</b>	How did yellow journalism influence Americans about issues in the news? How did the Spanish-American War lead to imperialism by the United States during the early 1900s?			
<b>Texts</b>	<b>Texts:</b> Studies Weekly, 1850 to the Present			
<b>Vocabulary</b>	billowing, chaos, prosperity, embargo, squadron, avow, commissioned, graft, eliminate, embark, cede, colonize, spontaneous, combustion, coup, Gatling Gun, imperialism, patriotism			
<b>Teacher Guided Text Specific &amp; Text Dependent Questions</b>	<p><b>America's Empire Spills into the World</b></p> <ul style="list-style-type: none"> <li>• What did Americans think of the sinking of the USS Maine?</li> <li>• What was the name of the journalists that flamed the anger of America during this time?</li> <li>• In addition to Cuba, in which other areas were battles of the Spanish-American War fought?</li> <li>• What was the name of the volunteer groups that came to southern Cuba to fight the Spanish?</li> <li>• What were the names of the hills which the Rough Riders tried to capture?</li> <li>• What new weapon helped drive the Spanish off the hill?</li> <li>• Describe the weapon.</li> <li>• Why is control of a hill important in a battle?</li> <li>• Called one of the shortest wars in modern history, how many days did the Spanish-American War last?</li> <li>• What territories became U.S. controlled at the end of the war?</li> <li>• How did the United States change by the end of the war?</li> </ul>	<p><b>Fidel and Raul Castro: Cuba's Communist Leaders</b></p> <ul style="list-style-type: none"> <li>• In the 1960s, Cuba was friends with which country?</li> <li>• What is this country called today?</li> <li>• What did Castro allow the country to place on his island?</li> <li>• How did the United States respond to this?</li> <li>• Who has Castro blamed for the poor economic conditions in his country? Why?</li> <li>• What has changed since Raul Castro became president?</li> </ul> <p><b>America's Role Overseas</b></p> <ul style="list-style-type: none"> <li>• What did the United States stop purchasing from Cuba that hurt their economy?</li> <li>• In which year did Cubans revolt again Spanish rule?</li> <li>• How did Americans help the Cuban rebellion against the Spanish?</li> <li>• Which two newspaper publishers practiced yellow journalism?</li> <li>• How did their reports affect American readers?</li> <li>• What event was blamed for starting the Spanish-American War?</li> <li>• Where was the battleship located at the time?</li> </ul>	<p><b>George Dewey</b></p> <ul style="list-style-type: none"> <li>• What do many people call George Dewey?</li> <li>• In which state was he born?</li> <li>• Under whom did Dewey serve during the Civil War?</li> <li>• What famous phrase did this man shout while aboard his ship, the USS Mississippi?</li> <li>• During the Spanish- American War, what was Dewey ordered to do?</li> <li>• What was Dewey's famous phrase?</li> <li>• How did Dewey's efforts help establish the United States as an important naval power?</li> <li>• What did Dewey receive on his heroic return home?</li> <li>• Where is Dewey buried with honors?</li> </ul> <p><b>Cuba</b></p> <ul style="list-style-type: none"> <li>• From whom did Cuba receive their independence at the end of the Spanish-American War?</li> <li>• What is a goal of U.S. imperialism?</li> <li>• What are some of the ways the United States helped Cuba after the war?</li> <li>• What is the capital city of Cuba?</li> <li>• What is the name of the military</li> </ul>	<p><b>Spanish-American War</b></p> <ul style="list-style-type: none"> <li>• Where did Commodore Dewey attack the Spanish fleet?</li> <li>• On which island is San Juan Hill?</li> <li>• Where was much of the Spanish-American War fought?</li> </ul> <p><b>The Battleship USS Maine/ What is the Roosevelt Corollary?</b></p> <ul style="list-style-type: none"> <li>• Give three facts about the battleship?</li> <li>• What do some think was the cause of the USS Maine igniting and sinking?</li> <li>• What is the term for a fire that leads to an explosion?</li> <li>• What was the document that stated the American continent would not be subject to European colonization and that the United States would make sure it stayed that way?</li> <li>• Under which president was this document promoted?</li> <li>• What did the Roosevelt Corollary add to the Monroe Doctrine?</li> </ul>

		<ul style="list-style-type: none"> <li>• How many Americans died with the sinking?</li> <li>• What was the phrase used to rally Americans to go to war with Spain?</li> </ul>	<ul style="list-style-type: none"> <li>base the United States established in Cuba?</li> <li>• Why was Fidel Castro able to take over the government?</li> <li>• After Castro took over, what did many educated Cubans do?</li> <li>• How do you think this hurt Cuba?</li> <li>• In addition to a trade embargo by the United States, what has hurt Cuba's economy?</li> </ul>	
<b>Suggested Protocols and Resources</b>	Write, Pair, Share: Pg. 35	Infer the Topic: Pg. 17	Back to Back, Face to Face: Pg. 5	Final Word: Pg. 12
<b>Extension Activities</b>	<ol style="list-style-type: none"> <li>1) Students will write to explain the effects of yellow journalism on society.</li> <li>2) To analyze yellow journalism, USS Maine, Rough Riders, and Imperialism, students will complete a cause and effect chart to detail their effects. Then students will use the chart to write a five paragraph essay.</li> </ol>			
<b>Assessment</b>	Students will use the week's texts to complete the prompt: How did the United States emerge from the Spanish-American War as a new world power?			
<b>Standards</b>	5.39 Analyze the causes, course, and consequences of the Spanish American War, including: (C, E, G, H, TN) • yellow journalism, USS Maine, Rough Riders, Imperialism			