

5<sup>th</sup> Grade - U.S. History: 1850 to the Present: Quarter 3 Curriculum Map Scope and Sequence

Topic	Week	Weekly Focus	Standards
Further Expansion	American Colonies	Students will learn about the U.S. relationship with China after the Spanish-American War and will study American influence in the South Pacific and Asia.	5.39
Roosevelt and World Power	America Flexes Its Power Overseas	Students will learn more about U.S. expansion, the Russo-Japanese War and the conflict with Mexico.	5.39
World War	America Helps Win World War I	Students will study WWI, including the Triple Alliance and the sinking of the Lusitania. Students will learn how the U.S. helped end the war.	5.42, 5.43, 5.45
The Roaring Twenties	The Roaring Twenties	Students will be introduced to events of the Roaring '20s, including Prohibition, the advent of Henry Ford's automobile and entertainment at the movies, in jazz halls and on the radio.	5.47, 5.61
Celebrate Our State and Our Heroes	Celebrate Our State and Our Heroes	Students will learn about important events and people in Tennessee, including the advent of blues and country music, the Centennial Exposition, Ida B. Wells and others.	5.38, 5.40, 5.41, 5.46, 5.47, 5.64
The U.S. Economic System	Money and Markets	Students will study factors of the U.S. economic system, including the stock market, inflation, supply and demand, profit and loss, and Gross Domestic Product.	5.37, 5.72
The Great Depression	The Great Depression	Students will learn about the Great Depression, President Roosevelt and his New Deal.	5.48, 5.49, 5.50, 5.51
War in Europe	World War II-Germany	Students will discuss the European Theater of World War II, including the dictatorship of Adolf Hitler and the U.S. alliance with Britain and France	5.52, 5.53, 5.55, 5.56, 5.57, 5.58
The War in the Pacific	World War II-Japan	Students will study the Pacific Theater of WWII, including the Attack on Pearl Harbor and the use of the atomic bomb that ended the war.	5.52, 5.53, 5.55, 5.56, 5.59

## 5<sup>th</sup> Grade - U.S. History: 1850 to the Present: Quarter 3 Curriculum Map Introduction

### 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: American Colonies			
<b>Essential Question(s)</b>	How did the United States change after the Spanish-American War? What areas were controlled by the United States in the early 1900s? Why did countries such as Cuba, the Philippines and Hawaii fight American dominance over their countries?		
<b>Texts</b>	<b>Required Texts:</b> Studies Weekly, 1850 to the Present <b>Supplemental Texts:</b>		
<b>Vocabulary</b>	Exploit, annex, controversy, ceded, turmoil, reject, skirmish, elite, seize, converting,		
<b>Teacher Guided Text Specific &amp; Text Dependent Questions</b>	<p><b>Should the United States Have Colonies?</b></p> <ul style="list-style-type: none"> <li>• What is a colony?</li> <li>Why do you think the United States has taken colonies in different areas of the world?</li> <li>• What were reasons some didn't think the United States should practice colonialism?</li> <li>• What were some reasons some think U.S. colonialism is a good thing?</li> <li>• What was the initial reaction of the people of the Philippines when President McKinley decided to make the Philippines an American colony?</li> <li>• Why did the people of the Philippines go to war with the United States?</li> <li>• Give three facts about the war.</li> <li>Do you think the United States should have spent the lives and money to keep control of the Philippines?</li> <li>• How did so many countries claiming areas of China affect the United States?</li> <li>• What was the policy which the U.S. Secretary of State John Hay proposed?</li> </ul>	<p><b>American Colonies</b></p> <ul style="list-style-type: none"> <li>• From which three diseases did American troops suffer during the war with the Philippines?</li> <li>• Which of these diseases caused many troops to get sick and die in Cuba?</li> <li>• In addition to disease, what were other problems the American troops dealt with during the war with the Philippines?</li> <li>• Why was the United States concerned with Philippine leaders who were wealthy landowners controlling the island?</li> <li>• In which year did the Philippines get independence from the United States?</li> <li>• Why do you think this date was selected?</li> <li>• What important lesson did we learn from the Philippines War?</li> <li>• The Open Door Policy encouraged free trade within the country of China. Specifically, with so many countries controlling parts of China, what would this policy change?</li> <li>• Chinese leaders preferred a closed door policy limiting where foreigners could come to trade and made restrictions on where foreigners could stay.</li> <li>What was the Chinese rebellion in 1900s called?</li> <li>• What was the purpose of the rebellion?</li> <li>• Who won this rebellion and what change occurred?</li> <li>• Which island became important in supporting U.S. naval operations in the Pacific?</li> </ul>	<p><b>William McKinley</b></p> <ul style="list-style-type: none"> <li>• What was William McKinley the first in his town to do?</li> <li>• What tragedies occurred in McKinley's family?</li> <li>• What bad decision did McKinley make concerning a friend?</li> <li>• What occurred during his first term as president?</li> <li>• What event sparked the war?</li> <li>• What territories did the United States gain with the end of the war?</li> <li>• McKinley was assassinated. Where and when did this happen?</li> <li>• What was the reason Leon Czolgosz gave for killing the president?</li> </ul> <p><b>China/Chinese Inventions</b></p> <ul style="list-style-type: none"> <li>• Which two countries are larger?</li> <li>Give three geographic facts about China.</li> <li>• What is the population fact about China?</li> <li>• Ask the students if they know the second most populated country in the world.</li> <li>• Ask the students if they can estimate the population of the United States.</li> <li>• Name four inventions of the Chinese.</li> <li>• How did their ideas of gunpowder, paper and porcelain get to the European countries?</li> <li>• Ask the students if they know the famous Italian that first traveled to China with his father and uncle.</li> </ul> <p><b>Was America Ready for Overseas Wars? U.S. Imperialism at the Turn of the Century</b></p>

		<ul style="list-style-type: none"> <li>• Who was the first American to go to Japan representing the U.S. government? What was his purpose in going to Japan?</li> <li>• Which islands were important as a stopover to Asia? In which year was the Hawaiian monarchy overthrown?</li> <li>• In which year did the United States take over control of the islands?</li> <li>• In which year did the islands become a state?</li> </ul>	<ul style="list-style-type: none"> <li>• What were two organizations founded after the Spanish-American War to improve our military readiness?</li> <li>• Look at the map. What are several countries that are near the Philippines?</li> <li>• Which state is closest to Cuba?</li> </ul> <p>Locate Spain on a world map. Which countries took Spain?</p> <ul style="list-style-type: none"> <li>• What two bodies</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
<b>Extension Activities</b>	<ol style="list-style-type: none"> <li>1) After reading the section William McKinley, students will write a letter to a friend about the life and legacy of William McKinley.</li> <li>2) Students will work in groups to determine what Chinese invention had the greatest impact on the world. Students will present their invention of choice with evidence from the text and other forms of research to the class.</li> </ol>		
<b>Assessment</b>	Students will use the week's texts to complete the prompt: How did the United States change after the Spanish-American War?		
<b>Standards</b>	5.39 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		

Week 2: America Flexes Its Power Overseas				
<b>Essential Question(s)</b>	What was the role of the United States in the Russo-Japanese War? Why do countries seek territories beyond their home land?			
<b>Texts</b>	<b>Required Texts:</b> Studies Weekly, 1850 to the Present <b>Supplemental Texts:</b>			
<b>Vocabulary</b>	Annex, expand, negotiate, outcome, fleet, cordial, aggressor, export, overthrown, influence, dominate, slums, peasant			
<b>Teacher Guided Text Specific &amp; Text Dependent Questions</b>	<p><b>America Flexes Its New Muscles</b></p> <ul style="list-style-type: none"> <li>• Why did the United States annex the islands of Hawaii? What three other islands in the Pacific were placed under U.S. control at this time?</li> <li>• What canal made it easier to get from the East Coast of the United States to the West Coast? About how many miles did this canal save ships?</li> <li>• Who was the first American to open trade between the country of Japan and the United States?</li> <li>• Which country was considered a hot spot in the early 1900s? Explain the goal of the Open Door Policy.</li> <li>• Name two countries that fought for control of China during the early 1900s. Specifically, which area of China did these countries want to control?</li> <li>• Why did Japan seek to gain more territory? What are the different ways a country can gain natural resources?</li> </ul>	<p><b>America Flexes Its Power Overseas</b></p> <ul style="list-style-type: none"> <li>• From the reading, who do you think President Teddy Roosevelt hoped would win the Russo-Japanese War? What was his fear for the side he didn't wish to see win?</li> <li>• What was significant about the outcome of the war? What did the Japanese receive as the victors of the war?</li> <li>• Why did President Roosevelt win the Nobel Peace Prize in 1906?</li> <li>• Why was William H. Taft sent by President Roosevelt to Japan?</li> <li>• What was the purpose of the Great White Fleet? How many ships and sailors were sent on this 14-month naval exercise? How was the fleet received at the different countries where it stopped?</li> <li>• What was a result of the Japanese government seeing the fleet of the United States?</li> <li>• What were three things Mexican President Diaz did to help start the Mexican Revolution?</li> <li>• Who were two leaders of the Mexican revolution?</li> <li>• Why wasn't Victoriano Huerta supported by the people of Mexico as their leader? How did the United</li> </ul>	<p><b>Stephen Crane</b></p> <ul style="list-style-type: none"> <li>• What did Crane use as furniture in his apartment?</li> <li>• Writers often get ideas from the world around them. Where did he get the story idea for "Maggie: A Girl of the Streets"?</li> <li>• Where did Crane get the idea for his book "The Open Boat"? Think of something in your life which might be the basis for a story?</li> <li>• The setting of a story is where it takes place. What was the setting for "The Red Badge of Courage"? What is one fact about this book written by Crane?</li> </ul> <p><b>Our Mexican Neighbors</b></p> <ul style="list-style-type: none"> <li>• What are three facts you learned about Mexico for the reading?</li> <li>• Mexico is the world's largest producer of what product? What is the population of Mexico? How many states make up the country of Mexico?</li> <li>• What is the capital of the country of Mexico? This city is one of the _____ cities in the world. What percent of the people of Mexico live in cities? What are two important sources of income for the country of Mexico?</li> </ul>	<p><b>The First Powered Airplane Flight/What country has the most railroads?</b></p> <ul style="list-style-type: none"> <li>• Which country has the most railroad tracks? Which country has the second largest? (Russia) How have railroads helped the United States and other countries?</li> <li>• What were two businesses of Orville and Wilbur Wright? What was the name for their early airplane? What are three facts learned from the reading about the first powered airplane flight?</li> <li>• What did the Wright brothers do to their plane to improve it? Which brother was the first to fly?</li> </ul> <p><b>Our Latin American Neighbors</b></p> <ul style="list-style-type: none"> <li>• Which mountain range extends from Canada to the United States? Which mountain range is found in Mexico? Where are the Andes found?</li> <li>• On which continent would you find the Orinoco and Rio de Plata rivers?</li> <li>• Which is the only country in South America that wasn't founded by the Spanish? Which country settled this country?</li> <li>• About how many people live in the Americas? Do you have an</li> </ul>

	<ul style="list-style-type: none"> <li>• What caused the beginning of the Russo-Japanese War? Which country helped Japan?</li> </ul>	<p>States respond to Huerta's leadership?</p> <ul style="list-style-type: none"> <li>• What is a war between a country's own people called? How did the United States almost get pulled into this civil war in Mexico? How was the attack on the Port of Veracruz misunderstood by Carranza.? What did Pancho Villa do when Carranza took power?</li> <li>• What happened to Carranza? Do you think that setting up discussion with your enemy might work to settle disputes or do you think that the best method is war?</li> </ul>	<ul style="list-style-type: none"> <li>• As with the United States, the country of Mexico has three branches of government. What are they called?</li> </ul>	<p>idea of how many people live in the United States? Look up the population of Mexico and Canada. Of the three countries, which of these has the most people?</p>
<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 complete a t-chart or Venn diagram to compare and contrast different factors of the United States and Mexico. Students will then write a comparative piece to describe the United States and Mexico.</p> <p>2) After reading the text, students will work in groups to chart the power and influence of the United States. Students then will do a gallery walk to agree, disagree, or add to other groups' charts.</p>			
<b>Assessment</b>	Students will use the week's texts to complete the prompt: What was the role of the United States in the Russo-Japanese War?			
<b>Standards</b>	<p>5.39                      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 3: America Helps Win World War I				
<b>Essential Question(s)</b>	How did World War I impact the United States and the world? What caused the United States to enter World War I?			
<b>Texts</b>	<b>Required Texts:</b> Studies Weekly, 1850 to the Present <b>Supplemental Texts:</b> <a href="#">Zimmerman Telegram to Mexico</a>			
<b>Vocabulary</b>	Glitch, devastation, innovation, alliances, blockade, munitions, standstills, fanned, intercept, fortified, annex, terrorist, spawn,			
<b>Teacher Guided Text Specific &amp; Text Dependent Questions</b>	<p><b>World War I Explodes in Europe</b></p> <ul style="list-style-type: none"> <li>• What is a world war?</li> <li>• What were some new military methods used during World War I?</li> <li>• What was the purpose of alliances between countries?</li> <li>• What specific event in 1914 helped spark World War I?</li> <li>• How did the war between Austria-Hungary and Serbia become a world war? Which country had an alliance with Serbia? Which country had an alliance with Austria-Hungary?</li> <li>• During World War I, which countries were part of the Central Powers? Name three countries that made up the Triple Entente. Look on a map and identify the location of these countries.</li> </ul>	<p><b>America Helps Win World War I</b></p> <ul style="list-style-type: none"> <li>• How was World War I helpful to American businesses?</li> <li>• Which country did the United States sell to during the beginning of the war?</li> <li>• What were some actions German spies and agents did in the United States to try and stop our supplying Great Britain with goods? Which other country had joined Great Britain in the war against the Germans and its allies?</li> <li>• How did the Germans try to keep merchant ships out of the Atlantic and off England and France's waters?</li> <li>• How did the Lusitania help lead the United States to enter World War I?</li> <li>• What other event led the United States to enter the war?</li> <li>• What did the Germans promise Mexico if they won the war?</li> <li>• How did the United States get 4 million soldiers? What was imposed on American citizens to help with the war effort?</li> <li>• Locate on a map some of the other countries that declared war on Germany and its allies?</li> </ul>	<p><b>America Helps Win World War I</b></p> <ul style="list-style-type: none"> <li>• How was World War I helpful to American businesses?</li> <li>• Which country did the United States sell to during the beginning of the war?</li> <li>• What were some actions German spies and agents did in the United States to try and stop our supplying Great Britain with goods? Which other country had joined Great Britain in the war against the Germans and its allies?</li> <li>• How did the Germans try to keep merchant ships out of the Atlantic and off England and France's waters?</li> <li>• How did the Lusitania help lead the United States to enter World War I?</li> <li>• What other event led the United States to enter the war?</li> <li>• What did the Germans promise Mexico if they won the war?</li> <li>• How did the United States get 4 million soldiers? What was imposed on American citizens to help with the war effort?</li> <li>• Locate on a map some of the other countries that declared war on Germany and its allies?</li> </ul>	<p><b>Erich Maria Remarque</b></p> <ul style="list-style-type: none"> <li>• Why were Remarque's books burned by the Germany government? Do you think a government should ban or burn books?</li> <li>• How did the Germany government punish Remarque? Being a citizen of a country is very important to most people. How do you think Remarque felt about this?</li> <li>• What was the subject of Remarque's "All Quiet on the Western Front"?</li> </ul> <p><b>Mechanized War Magnifies Loss/Over There</b></p> <ul style="list-style-type: none"> <li>• What is a casualty of war? About how many casualties resulted from World War I? How many armed forces were involved in the war?</li> <li>• What were other things destroyed during the war?</li> <li>• Totaled on both sides, how much money was spent on the war efforts?</li> <li>• What are patriotic songs written by George M. Cohen?</li> </ul> <p><b>What Was the League of Nations?</b></p>



		<ul style="list-style-type: none"> <li>• What were some of the things soldiers endured inside the trenches?</li> <li>• What were Germany and its allies called during the war? Name some of the countries.</li> <li>• What were some of the conditions of the Treaty of Versailles?</li> <li>• Historians say that the end of World War I helped to cause World War II. Can you think how?</li> </ul>	<ul style="list-style-type: none"> <li>• What were some of the things soldiers endured inside the trenches?</li> <li>• What were Germany and its allies called during the war? Name some of the countries.</li> <li>• What were some of the conditions of the Treaty of Versailles?</li> <li>• Historians say that the end of World War I helped to cause World War II. Can you think how?</li> </ul>	<ul style="list-style-type: none"> <li>• Which U.S. president proposed the League of Nations? What was the idea of this organization?</li> <li>• Many nations signed on to this new organization. What important country did not? How do you think Wilson felt when the Congress was not supportive of his idea?</li> <li>• What other idea was created from the league?</li> <li>• What is the name of the organization that came about after World War II?</li> </ul> <p><b>The Great Western Front</b></p> <ul style="list-style-type: none"> <li>• From where to where was the Western Front?</li> <li>• On which side of the front was most of Belgium? On which side of the front was most of Luxembourg? On which side of the front was most of France?</li> <li>• How many miles was the Western Front? What took place near this region?</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) After reading the section World War I Explodes in Europe, students will write to explain the cause of WWI and if they think that WWI could have been avoided. Students will use evidence from the text to support their answer.</p> <p>2) Students will read the <a href="#">Zimmerman Telegram to Mexico</a> and answer text dependent questions to understand the purpose of the primary document.</p>			
<b>Assessment</b>	Students will use the week's texts to complete the prompt: How did World War I impact the United States and the world?			
<b>Standards</b>	<p>5.42, 5.43, 5.45</p> <p>5.42 Summarize the reasons for American entry into World War I, including submarine attacks on the Lusitania and the Zimmerman Telegram. (H, P)</p> <p>5.43 Locate and map the countries of the Central and Allied Powers during World War I. (G)</p> <p>5.45 Refer to details and examples in a text to explain the aims of world leaders in the Treaty of Versailles and why the United States rejected Wilson's League of Nations. (C, E, G, H, P)</p>			

Week 4: The Roaring Twenties				
<b>Essential Question(s)</b>	What caused Prohibition? How was the general way of life for Americans in the 1920s? How did fundamentalist impact school curriculum?			
<b>Texts</b>	<b>Required Texts:</b> Studies Weekly, 1850 to the Present <b>Supplemental Texts:</b>			
<b>Vocabulary</b>	Glitches, wafted, raucous, waif, testify, fundamentalist, unique, underworld, extortion, bland, installment, accessible, scat, flapper, smuggling, evolution, theory			
<b>Teacher Guided Text Specific &amp; Text Dependent Questions</b>	<b>Roaring '20s and Prohibition</b> <ul style="list-style-type: none"> <li>• What were some of the new products available during the 1920s?</li> <li>• What does synthetic mean? In what industries were some synthetic products available in the 1920s?</li> <li>• What was the result of synthetic materials and more machinery to produce goods?</li> <li>• Before the use of credit cards, how did people in the 1920s purchase items if they didn't have the cash? How did this work?</li> <li>• Describe the picture of a flapper of the 1920s. How did the name "flapper" originate?</li> <li>• What does ratified mean? (to pass) What did the 18th amendment to the Constitution say?</li> <li>• Who were the "wets," and who were the "drys"?</li> <li>• What were speakeasies?</li> <li>• What was a bootlegger?</li> </ul>	<b>The Roaring '20s</b> <ul style="list-style-type: none"> <li>• What did Samuel Insull say about his goal for electricity?</li> <li>• What inventions came about because electricity came to homes?</li> <li>• In what profession was Henry Ford trained? Where did he work? In which year did he form the Ford Motor Company?</li> <li>• What contribution did Guglielmo Marconi make in 1895?</li> <li>• In which year and in which city was the first commercial radio station?</li> <li>• What became the chief purpose of radio? What did some people hope the main use of this new invention might be? What might you compare the radio with today?</li> <li>• How were earliest movies different from today? What was the theme of the earliest movies? Why might some of the popular actors of silent pictures have lost their popularity with talkies?</li> <li>• What was a Victrola? How were they powered before electricity? What has replaced phonographs? What are these also replacing?</li> </ul>	<b>Louis Armstrong</b> <ul style="list-style-type: none"> <li>• What is a waif?</li> <li>• Where did Armstrong take up learning to play the cornet?</li> <li>• Where was Louis Armstrong born?</li> <li>• What is the music style called scat?</li> <li>• What was Armstrong's nickname and what is his claim to fame?</li> </ul> <b>Legislating Righteousness? /The Farm Tractor</b> <ul style="list-style-type: none"> <li>• How did Prohibition increase crime?</li> <li>• What was the result of the invention of the farm tractor?</li> </ul>	<b>Monkey Trial</b> <ul style="list-style-type: none"> <li>• What law did science teacher John Scopes break in 1925?</li> <li>• What is a religious fundamentalist?</li> <li>• Who were the two lawyers who tried the case? Who won? What was the John Scopes' penalty? What was the initial result of the trial? What were the long term results?</li> </ul>

	<ul style="list-style-type: none"> <li>• What was moonshine and how did it get its name?</li> <li>• What was the purpose of the Volstead Act of 1919?</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) After reading the section the roaring 20s, students will write to give their opinion of the most essential invention during the 1920s and why it was better than the other inventions mentions.</p> <p>2) After reading the sections Roaring '20s and Prohibition and Legislating Righteousness, the teacher will explain that irony is a state of affairs or an event that seems deliberately contrary to what one expects. Students will then write to describe the irony of Prohibition. Students may create visual aids to express the irony of Prohibition.</p>			
<b>Assessment</b>	Using the week's texts, students will act as a fifth grader in the 1920s and write a letter to a relative in a less progressive state to describe the general advances that occurred in the 1920's and how those advances changed the everyday life for people.			
<b>Standards</b>	<p>5.47, 5.61</p> <p>5.47 Make connections with the growth of popular culture of the "Roaring Twenties" with the following: (C,E, TN)</p> <ul style="list-style-type: none"> <li>• W.C. Handy, Bessie Smith, automobiles, radios, and nickelodeons, Harlem Renaissance, WSM, Grand Ole Opry, Charles Lindbergh and the Spirit of St. Louis, mass production, "just in time" inventory, appliances</li> </ul> <p>5.61 Identify the reasons for the growth of suburbs, home ownership, mass media, Interstate Highway System, and a consumer society after the war. (C, E, G)</p>			

Week 5: Celebrate Our State and Our Heroes				
<b>Essential Question(s)</b>	How did Tennesseans contribute to music around the world? How did Tennessee become the Perfect 36? How did the actions of Ida B. Wells and Randolph Miller impact Tennessee?			
<b>Texts</b>	<b>Required Texts:</b> Studies Weekly, 1850 to the Present <b>Supplemental Texts:</b> <a href="#">93 Years Ago in Tennessee</a>			
<b>Vocabulary</b>	flappers, modern, architecture, centennial, exposition, profit, suffrage, ratification, Jim Crow Laws, protest, segregation			
<b>Teacher Guided Text Specific &amp; Text Dependent Questions</b>	<b>The Roaring '20s; Tennessee Music is Booming</b> <ul style="list-style-type: none"> <li>• The roaring '20s refers to what time period?</li> <li>• What things were changing during the Roaring '20s?</li> <li>• What genre of music was Memphis known for?</li> <li>• What was W. C. Handy's nickname and why?</li> <li>• What was Bessie Smith's nickname and why?</li> <li>• What genre of music was Nashville known for?</li> <li>• What milestones were reached in radio in Nashville?</li> <li>• What is the Grand Ole Opry?</li> </ul>	<b>Tennessee Celebrates</b> <ul style="list-style-type: none"> <li>• What was the purpose of the Tennessee Centennial Exposition?</li> <li>• How long did the exposition last?</li> <li>• How many people visited the exposition?</li> <li>• How was the exposition funded?</li> <li>• What needed to happen in 1920 to guarantee women of the U.S. the right to vote? Who was Anne Dallas Dudley? Why was Josephine Pearson against women having the right to vote?</li> <li>• What did the yellow and red roses represent at the General Assembly?</li> <li>• What is the significance of the telegram sent by Harry Burn's mother?</li> <li>• Why did Harry Burn have to hide after the vote?</li> </ul>	<b>Ida B. Wells</b> <ul style="list-style-type: none"> <li>• What happened to Ida B. Wells' parents and younger brother?</li> <li>• What did wells do to keep her siblings together?</li> <li>• Why did Ida B. Wells move to Memphis, Tennessee?</li> <li>• What school did Wells attend during summers?</li> <li>• What did Wells always notice when working?</li> <li>• What was the greatest motivation for Wells to be civil rights activist?</li> <li>• What ways did she practice her activism?</li> </ul>	<b>Randolph Miller</b> <ul style="list-style-type: none"> <li>• Where was Randolph Miller from? Where did he relocate and why did he relocate?</li> <li>• What did Miller do to earn a living? What bold actions did Miller take? What did Miller and other African American leaders of Chattanooga do to protest Jim Crow Laws? How did the newspaper honor Miller after his death?</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) After reading Tennessee Celebrates, students will create a flyer or poster for the Tennessee Centennial exposition. Students will work to persuade potential visitors by detailing the different exhibits and acts of the exposition. 2) After reading viewing the video <a href="#">93 Years Ago in Tennessee</a> , students will write a short newspaper article from the perspective of a person who just found out about the Perfect 36 and the ratification of the 19 <sup>th</sup> amendment. Things to keep in mind: What does this vote mean to you? Why is this important?			

	3) After reading Ida B. Wells and Randolph Miller, students will complete a Venn Diagram to compare and contrast the Wells and Miller as a pre-writing strategy. Students will follow-up their Venn diagram with a comparative writing piece about Wells and Miller.
<b>Assessment</b>	Students will use the week’s texts to complete the prompt: What role did Harry T. Burn play in the women’s suffrage movement? What role did Tennessee play in the women’s suffrage movement?
<b>Standards</b>	<p>5.38, 5.40, 5.41, 5.46, 5.47, 5.64</p> <p>5.38 Use multiple media elements to create a presentation describing the 1897 Centennial Exposition, including its purpose, sights, exhibits, and impact on the state. (TN)</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> <p>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)</p> <p>5.46 Evaluate the role of Tennessee as the “Perfect 36” and the work of Anne Dallas Dudley, Harry Burn, and Governor Roberts in the fight for women’s suffrage and Josephine Pearson’s opposition. (C, P, TN)</p> <p>5.47 Make connections with the growth of popular culture of the “Roaring Twenties” with the following: (C, E, TN)</p> <ul style="list-style-type: none"> <li>• W.C. Handy, Bessie Smith, automobiles, radios, and nickelodeons, Harlem Renaissance, WSM, Grand Ole Opry, Charles Lindbergh and the Spirit of St. Louis, mass production, “just in time” inventory, appliances</li> </ul> <p>5.64 Refer to details and examples about the significance of Tennessee in popular music, including Sun Studios, Stax Records, Elvis Presley, B.B. King, and Memphis, Tennessee. (C, TN)</p>

Week 6: Money and Markets			
<b>Essential Question(s)</b>	How is money used? How does supply and demand work? Why does the Federal Reserve exist?		
<b>Texts</b>	<b>Required Texts:</b> Studies Weekly, 1850 to the Present <b>Supplemental Texts:</b>		
<b>Vocabulary</b>	Profit, desirable, demand, productivity, supply, copyright, currency, prestigious, uniformity, durability, divisibility, portability, patent, trademark, interstate, intrastate, exchange rate, Federal Reserve System		
<b>Teacher Guided Text Specific &amp; Text Dependent Questions</b>	<p><b>A Question of Money</b> What are some things people have used through history as money? • Why is paper or coins better than some of the earlier types of money? • What does durable mean? What are some objects in your classroom and/or home which might be durable? • What are some things in your classroom and/or home that are not durable? • What are the four important characteristics of money?</p>	<p><b>Money and Markets</b> • This question requires student research. Where is the U.S. stock exchange located? • Why do people invest in a company? • Who are the people that support a company by purchasing stock? • What is inflation? • What is the term for the money remaining after all a company's expenses have been paid? • What term refers to the total market value of the final products created by a region or country during a given period of time? • What are economists? • Explain how supply and demand might cause prices of a good or service to go up. • Explain how supply and demand might cause prices of a good or service to go down. • Which country uses the yen for their money system? • Which country uses pesos for their money system? • Name five countries that use the euro. • When the euro was introduced, other countries weren't quick to use it. Great Britain still doesn't use it and instead keeps its currency called the pound sterling. What do you think would be the reason to keep one's own currency? • Why do you think some European countries decided to change to the euro? • Do you think the United States will ever use the euro?</p>	<p><b>Ben Bernanke</b> • What is the Federal Reserve? What is it often called? • What is the job of the Federal Reserve? • Where did Ben Bernanke go to college? • What kind of student was Ben in high school?</p> <p><b>Marketing Goods and Services</b> • Discuss the different types of advertising and ask the questions given. • Why do you think there are advertisements during your favorite television show? • Where can people advertise their product?</p> <p><b>How Do Businesses Protect Their Ideas?</b> • What is a trademark? • What can you do to protect an idea that you have? • How do you protect a song, book or other printed or recorded work?</p>
<b>Suggested Protocols and Resources</b>	Write, Pair, Share: Pg. 35	Infer the Topic: Pg. 17	Back to Back, Face to Face: Pg. 5
<b>Extension Activities</b>	1) After reading A Question of Money, students will work in groups to discuss and answer the following question: What form of money do most people now use for purchases? Why is this form a money preferred? What is a problem with using this form of "money"?		

	2) After reading the Money and Markets section of this week’s selection, students will work in groups to create supply and demand scenarios.
<b>Assessment</b>	Students will use the week’s texts to complete the prompt: How would our economy function without the existence of the Federal Reserve?
<b>Standards</b>	<p>5.37, 5.72</p> <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>5.72 Summarize the significant contributions to American culture of entrepreneurs and innovators, including: (C, E, TN)</p> <ul style="list-style-type: none"> <li>• Ray Kroc, Sam Walton, Fred Smith, Bill Gates, Michael Dell, Steve Jobs</li> </ul>

Week 7: The Great Depression				
<b>Essential Question(s)</b>	What were the causes of the Great Depression? How did the Dust Bowl add to the problems of the Great Depression? How did the New Deal help bring an end to the Great Depression?			
<b>Texts</b>	<b>Required Texts:</b> Studies Weekly, 1850 to the Present <b>Supplemental Texts:</b> <a href="#">The Great Depression DBQ</a>			
<b>Vocabulary</b>	Relief, reform, economics, discouraged, scandal, assassination, slash, reflect, optimism, merger, marketplace, union			
<b>Teacher Guided Text Specific &amp; Text Dependent Questions</b>	<b>The Great Depression Crushes the American Economy</b> <ul style="list-style-type: none"> <li>• When was the period of the Great Depression? What were some of the results of this period of time?</li> <li>• In what way did President Roosevelt try to help end the Great Depression? What was his program called?</li> <li>• Why were some people upset with President Roosevelt's ideas? Why might some say President Roosevelt was a modern day Robin Hood?</li> <li>• In what areas did some of his programs help the country?</li> </ul>	<b>The Great Depression</b> <ul style="list-style-type: none"> <li>• To stop Canadians from coming to the United States looking for work during the Great Depression, what did the government do?</li> <li>• Hobos were people that did what in search of work?</li> <li>• Describe three facts about life during the Great Depression.</li> <li>• What happened to help fix the economic situation? How would this help the economy?</li> <li>• Which three countries did the United States and its allies fight during this war?</li> </ul>	<b>Franklin Delano Roosevelt</b> <ul style="list-style-type: none"> <li>• List three facts learned about Roosevelt before he became president.</li> <li>• What did his mother remind him to always do when he went out in the rain?</li> <li>• What was the nickname which Roosevelt and his wife had for their children? How many children did they have?</li> <li>• How did Roosevelt contract the disease polio? What was the effect of the disease?</li> <li>• What was the purpose of the Warm Springs Foundation?</li> <li>• How many times was Roosevelt elected president? How many terms can a president serve today? It was after Roosevelt that the law was changed. Why was a term limit put into effect?</li> <li>• During which war was Roosevelt president? What did Roosevelt start to encourage the nation?</li> <li>• What was Roosevelt doing when he collapsed and died?</li> </ul>	<b>A Cure for the Blues/The Radio/Alphabet Soup Programs</b> <ul style="list-style-type: none"> <li>• Describe what life was like during the Great Depression.</li> <li>• What was a popular dance of the Great Depression? What was a popular type of music during the Great Depression? Who was a very famous musician during this time?</li> <li>• What was prohibition? What were two names for illegal places where alcohol was sold? What was a result of prohibition?</li> <li>• What was a famous quote by President Roosevelt during one of his fireside chats?</li> <li>• Why did President Roosevelt start many programs during the Great Depression?</li> </ul> <b>The Great Dust Bowl</b> <ul style="list-style-type: none"> <li>• Describe what happened in 1934.</li> <li>• What was the result of this event? How did this dust storm affect the country?</li> <li>• Why couldn't farmers who had crops sell their goods for more money?</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) Using information from <a href="#">The Great Depression DBQ</a> and your knowledge of United States history and government from this week's selection, answer the questions that follow each document in Part A. Students will then use their answers from Part A to write an essay (Part B).
<b>Assessment</b>	Students will use the week's texts to complete the prompt:
<b>Standards</b>	<p>5.48, 5.49, 5.50, 5.51</p> <p>5.48 Determine the meaning and use of economic terms credit, interest, and debt and the role these played in the economy of the 1920s. (E)</p> <p>5.49 Analyze the events that caused the Great Depression and its impact on the nation and Tennessee, including mass unemployment, Hoovervilles, and soup kitchens. (C, E, H, TN)</p> <p>5.50 Use specific textual evidence from primary and secondary source to summarize the success, failures, and challenges of President Roosevelt's New Deal policies, including: (C, E, G, H, TN)</p> <ul style="list-style-type: none"> <li>• Social Security, Civilian Conservation Corps, Federal Deposit Insurance Corporation, Tennessee Valley Authority, Cumberland Homesteads, Great Smoky Mountains National Park</li> </ul> <p>5.51 Compare and contrast a first hand and second hand account of the impact of the Dust Bowl of the 1930s. (E, G, C)</p>

Week 8: World War II Germany				
<b>Essential Question(s)</b>	What were the causes of World War II? What caused the United States enter World War II? How did World War II help end the Great Depression?			
<b>Texts</b>	<b>Required Texts:</b> Studies Weekly, 1850 to the Present <b>Supplemental Texts:</b>			
<b>Vocabulary</b>	Awkward, excel, allies, ghettos, emblem, mandatory, authorize, censor, revamp, annex, pact, draft, extermination, concentration camp, ration			
<b>Teacher Guided Text Specific &amp; Text Dependent Questions</b>	<b>Germany Begins World War II</b> <ul style="list-style-type: none"> <li>• What did Hitler blame for Germany's poor economic times following WWI?</li> <li>• What was Germany not allowed to do as a condition of the peace treaty?</li> <li>• What did the German government try to get other European nations to do to make things equal? What is this national action called? Which European country refused to join this movement?</li> <li>• Which was the first country Germany took control of? What is it called when a country takes possession of another country's territory? What were other countries which Germany invaded? With which country did Germany sign an agreement NOT to invade?</li> <li>• In which year did World War II begin? Why was it called a world war? What caused so many countries to become part of the war?</li> <li>• Use a map and have the students identify other countries which Germany invaded during the war.</li> <li>• Which event led the United States to enter the war?</li> <li>• Why do you think the United States didn't enter sooner?</li> </ul>	<b>War in Europe</b> <ul style="list-style-type: none"> <li>• How did the United States obtain enough people to go to war?</li> <li>• How did the United States help the war effort before we entered the war? What is an ally? What was the program called where we helped our allies with supplies and arms?</li> <li>• How were German Americans affected by World War II? What happened to increase distrust of German Americans?</li> <li>• How did life change on the home front during the war? What is the term for limiting the amount of goods and services allowed to be purchased?</li> <li>• What was a main front of the war which the Germans attacked? How did sending German troops to the Soviet Union harm their war efforts and help lead to their defeat?</li> <li>• Where was the D-Day invasion fought? Describe facts about the invasion.</li> <li>• How did the people of Italy respond to their dictator when he refused to surrender?</li> </ul>	<b>Winston Churchill</b> <ul style="list-style-type: none"> <li>• What kind of student was Winston Churchill?</li> <li>• What were some things Winston Churchill was good at doing?</li> <li>• What gesture did Churchill make famous during the war?</li> <li>• What honor was given to Churchill by the U.S. government?</li> </ul> <b>American Flag/Aircraft and Missiles</b> <ul style="list-style-type: none"> <li>• What were the last two states to join the union? In which years were they added?</li> <li>• How was our national emblem used at the end of World War II?</li> <li>• There is one place where the flag is never lowered. Where is this?</li> <li>• Why was the B-24 Liberator such an important aircraft for the war?</li> <li>• How did the German's V-1 and V-2 missiles get a nickname and what was it?</li> </ul>	<b>What was the Holocaust?</b> <ul style="list-style-type: none"> <li>• Why did Hitler and the Nazi Party try to exterminate all the Jewish people?</li> <li>• What were the first two steps that separated the Jews from the rest of the population? Where did the Nazis then take the Jewish people?</li> <li>• How many Jews were killed during this mass killing? What percent of the European Jewish population was killed? What is the name for the mass extermination?</li> <li>• In addition to the Jews, what other groups of people did the Nazis kill?</li> </ul> <b>Europe Before and After WWII</b> <ul style="list-style-type: none"> <li>• Why do you think Germany was broken up into two countries after the war?</li> <li>• What happened to countries such as E. Prussia, Lithuania and Latvia after the war? What is the Soviet Union called today? Look at a current map. Are Lithuania and Latvia part of Russia today?</li> <li>• What do you think a landlocked country means? Name landlocked European countries. Use a current map and explain how Germany and</li> </ul>

				Czechoslovakia have changed since the 1945 map.
<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) After reading the section War in Europe, students will write to give their opinion on the treatment of foreigners in the United States during World War II.			
<b>Assessment</b>	Students will use the week's texts to complete the prompt:			
<b>Standards</b>	5.52, 5.53, 5.55, 5.56, 5.57, 5.58 5.52 Using a graphic organizer to compare and contrast the rise of fascism, totalitarianism, and Nazism in Europe and Japan, the leaders and the goals of the Germany, Italy, and Japan. (P, H) 5.53 Compare and contrast different stories from media, and informational text regarding the bombing of Pearl Harbor and its impact on the United States, including the USS Arizona and USS Tennessee and America's entry in the war. (H, TN) 5.55 Locate the Axis and Allied Powers and the major theaters of war on a map. (G) 5.56 With supporting facts and details provide reasons for rationing, victory gardens, the design of The Rosie the Riveter ideal (Avco jobs for Tennessee women) and the Women Airforce Service Pilots-Cornelia Fort. (C, E, H, TN) 5.57 Write an informative text about the Holocaust and its impact. (C, P, H) 5.58 Clarify the reasons for the German surrender and reasons for the European division of Germany. (G, H)			

Week 9: World War II- Japan				
<b>Essential Question(s)</b>	What were major events in the war with Japan? How did the United States end the war with Japan? How did life change on the home front during World War II?			
<b>Texts</b>	<b>Required Texts:</b> Studies Weekly, 1850 to the Present <b>Supplemental Texts:</b> <a href="#">Japanese Internment Introduction</a>			
<b>Vocabulary</b>	Consequence, unconditional, aeronautics, liberate, petition, hedge, negotiate, resistance, expand, acquire, provoke			
<b>Teacher Guided Text Specific &amp; Text Dependent Questions</b>	<p><b>That Terrible Day in December</b></p> <ul style="list-style-type: none"> <li>• Why did the Japanese choose to attack Pearl Harbor? What did the Japanese hope would be the result of the attack? How long was the Japanese attack and how many planes were involved?</li> <li>• How many people were killed and wounded?</li> <li>• Give several facts about the morning of the attack?</li> <li>• Why were Americans surprised by the Japanese attack? How did the attack change the United States? Which countries were allies of Japan?</li> <li>• How did Americans, especially on the West Coast, look at Japanese Americans after the attack? What did the U.S. government do to many Japanese Americans during the war? What do you think of this action?</li> </ul>	<p><b>The War in the Pacific</b></p> <ul style="list-style-type: none"> <li>• Which country did Japan seek to take in 1931-1932? Why do you think Japan felt the need to control China and other land?</li> <li>• What does it mean to be a neutral country during a war? How did we help the Japanese during World War II when we were neutral? Why did the United States stop selling these materials?</li> <li>• Name the leaders of Japan, Great Britain and the United States during World War II.</li> <li>• How many countries were part of the Allies? How many countries were part of the Axis?</li> <li>• Why did Great Britain declare war on Japan? Why did Germany and Italy declare war on the United States?</li> <li>• With victories in the southwestern Pacific, which two countries did Japan look to conquer but was unsuccessful?</li> <li>• What did the Japanese leaders feel confident about? What changed this?</li> <li>• What were the three sea battles with the Japanese? Which state was the Aleutian battle near? Who</li> </ul>	<p><b>James Doolittle</b></p> <ul style="list-style-type: none"> <li>• What was Doolittle's most famous bombing raid?</li> <li>• How was the take-off of the 16 planes different from the usually method?</li> </ul> <p><b>Patriotism/Atomic Bomb</b></p> <ul style="list-style-type: none"> <li>• Before the war, most women did not work outside the home. What were some of the wartime industries where women went to work during the war?</li> <li>• Approximately how many women worked in the wartime industries?</li> <li>• In which state was one of the largest groups of women workers?</li> <li>• After the war ended and men came back home, what do you think was asked of most of the women workers? Why do you think some women didn't want to do this?</li> <li>• Although the Japanese government was warned of a bomb attack, why do you think they didn't surrender? Which city was attacked with the atomic bomb on Aug. 6, 1945? Why do you think resident Truman authorized this weapon's use? The Japanese didn't surrender and another atomic bomb was dropped over which city?</li> </ul>	<p><b>Japanese Empire during WWII</b></p> <ul style="list-style-type: none"> <li>• How did World War II have an effect on automobile building in the United States? What were some examples of war materials built?</li> <li>• How did this help the war effort?</li> <li>• Which U.S. city is famous for automobile manufacture? In which state is the city found?</li> <li>• Where was much of the Japanese empire located?</li> <li>• As a condition for Japan's surrender, what did it have to give up?</li> </ul>

		<p>was victorious with these sea battles?</p> <ul style="list-style-type: none"> <li>• What inventions helped the war efforts?</li> <li>• Of the two cities where the atomic bomb was dropped in Japan, which had the most people?</li> </ul> <p>Which city was a seaport? Which city was attacked first?</p> <ul style="list-style-type: none"> <li>• What took place onboard the USS Missouri? What year did this occur?</li> </ul>	<ul style="list-style-type: none"> <li>• Describe the atomic bomb? What is the name of the newer weapon of mass destruction? How is it different from an atomic bomb? How do you think the technology of the atomic bomb lead to an arms race with other countries, especially the United States and Russia?</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) After reading this week’s selection, students will write/ present a Declaration of War on the Empire of Japan. Students will be sure to explain the reason for declaring war.</p> <p>2) After reading this week’s selection and viewing <a href="#">Japanese Internment Introduction</a>, students will write to express their opinion on the treatment of Japanese Americans in the Japanese Internment.</p>			
<b>Assessment</b>	Students will use the week’s texts to complete the prompt: How did life change on the home front during World War II?			
<b>Standards</b>	<p>5.52, 5.53, 5.54, 5.55,5.56, 5.59</p> <p>5.52 Using a graphic organizer to compare and contrast the rise of fascism, totalitarianism, and Nazism in Europe and Japan, the leaders and the goals of the Germany, Italy, and Japan. (P, H)</p> <p>5.53 Compare and contrast different stories from media, and informational text regarding the bombing of Pearl Harbor and its impact on the United States, including the USS Arizona and USS Tennessee and America’s entry in the war. (H, TN)</p> <p>5.54 Evaluate the constitutionality of Japanese internment during the war. (C, E, P, H)</p> <p>5.55 Locate the Axis and Allied Powers and the major theaters of war on a map. (G)</p> <p>5.56 With supporting facts and details provide reasons for rationing, victory gardens, the design of The Rosie the Riveter ideal (Avco jobs for Tennessee women) and the Women Airforce Service Pilots-Cornelia Fort. (C, E, H, TN)</p> <p>5.59 Describe the role of the Manhattan Project and Oak Ridge, Tennessee in ending World War II and the decision to drop the atom bomb on Japan. (H, TN)</p>			