

Cluster	Standards		Resources	Dates Taught
Standard 1: Prior to Civil War Chapter 1 Resource Guide (p. 14-15 Teacher Edition)	5.1	Compare and contrast the myth of the Antebellum South to the realities of the region including the harshness of slavery, increased immigration to urban areas, and growth of railroads. (C, G, P)	Chapter 1, Lesson 1	
	5.2	Interpret the sectional differences between the North and the South in economics, transportation, and population. (C, E)	Chapter 1, Lesson 1	
	5.3	Use primary sources to analyze multiple samples of abolition leaders' writings and their stance on slavery, including: (C, P) <ul style="list-style-type: none"> • Sojourner Truth • Frederick Douglass • The Grimke Sisters • William Lloyd Garrison 	Chapter 1, Lesson 1	
	5.4	Draw on information from multiple print or digital resources explaining the events that made slavery a national issue during the mid-19 th century, including: Missouri Compromise, Uncle Tom's Cabin, Compromise of 1850, Brook's attack on Sumner, Kansas-Nebraska Act, John Brown's Raid, Dred Scott Case (C, E, G, P)	Chapter 1, Lesson 1	
Standard 2: The Civil War and Reconstruction Chapter 1 Resource Guide (p. 14-15 Teacher Edition) Chapter 2 Resource Guide (Teacher's Edition p. 49-51) Chapter 3 Resource Guide (Teacher's Edition, p. 93-94)	5.5	Evaluate each candidate in the campaign of 1860 and analyze how that campaign reflected the sectional turmoil of the country. (H, P, TN)	Chapter 1, Lesson 1	
	5.6	Explain with supporting details why Tennessee was divided on the issue of secession and the events that led it to eventually leave the Union to include" state convention vote of 1860, the Free and Independent State of Scott, Hurst Nation, East Tennessee mostly pro-Union and divided families. (H, P, TN)	Chapter 1, Lesson 1	
	5.7	Determine the meaning of the terms of this period with a visual representation, including: (G, C) <ul style="list-style-type: none"> • Union and Confederate States • Yankees and Rebels • Blue and Gray • Johnny Reb and Billy Yank 	Chapter 1, Lesson 2	
	5.8	Analyze the geographic, social, political, and economic strengths and weakness of the North and South. (E, G, H, P)	Chapter 1, Lessons 1-2	
	5.9	Identify the Border States and the efforts of both sides to secure them to their cause. (G, H)	Chapter 1, Lesson 2	
	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)	Chapter 2, Lesson 1	

	5.11	<p>Explain the significance and outcome of the major battles and identify their location on a map or visual representation, including: (G, H, TN)</p> <ul style="list-style-type: none"> • Fort Sumter • First Battle of Bull Run • Fort Henry and Donelson • Shiloh • Antietam • Gettysburg • Vicksburg • Chickamauga • Franklin • Nashville • Appomattox Court House 	Chapter 2, Lesson 2	
	5.12	<p>Draw on informational text to explain the roles of the military and civil leaders during the Civil War, including: (C,H, P)</p> <ul style="list-style-type: none"> • Abraham Lincoln • Jefferson Davis • Ulysses S. Grant • Robert E. Lee • Frederick Douglass • Clara Barton 	Chapter 2, Lesson 2	
	5.13	<p>Read and write an informative piece summarizing the Gettysburg Address to determine its meaning and significance. (H)</p>	Chapter 2, Lesson 2	
	5.14	<p>Use concrete words, phrases, and sensory details to describe the experience of the war on the battlefield and home front. (H,C)</p>	Chapter 2, Lesson 2	
	5.15	<p>Explain the contributions of Tennesseans during the war, including: (H, TN)</p> <ul style="list-style-type: none"> • Nathan Bedford Forrest • San Watkins • Andrew Johnson • Matthew Fontaine Maury • Sam Davis 	Chapter 2, Lesson 2	
	5.16	<p>Evaluate and debate the rationales for the Emancipation Proclamation. (C, P)</p>	Chapter 2, Lesson 1	
	5.17	<p>Explain why Lincoln chose Andrew Johnson as his running mate in the election of 1864. (H, P, TN)</p>	Chapter 2, Lesson 3	
	5.18	<p>Explain Describe the physical, social, political and economic consequences of the Civil War on the southern United States. (E,G)</p>	Chapter 2, Lesson 3	
	5.19	<p>Draw on information from multiple print or digital resources to describe the impact of the assassination of Abraham Lincoln on the nation. (H)</p>	Chapter 2, Lesson 3	

	5.20	Analyze the goals and accomplishments of the 13 th , 14 th , and 15 th Amendments, Freedmen’s Bureau, and Fisk University to help former slaves begin a new life. (C, H, P, TN)	Chapter 2, Lesson 3	
	5.21	Compare and contrast the different Reconstruction plans of Lincoln, Johnson, and Congress.	Chapter 2, Lesson 3	
	5.22	Integrate information from several texts about the intent and failure of the impeachment of Andrew Johnson. (E, P, TN)	Chapter 2, Lesson 3	
	5.23	Analyze why the Radical Republicans turned to military Reconstruction and the backlash resulting in the rise of the Ku Klux Klan, black codes, and vigilante justice. (H, P, TN)	Chapter 2, Lesson 3	
	5.24	Explain the impact of the Tennessee Constitutional Convention of 1870, including poll taxes, segregation, and funds for public education. (E, P, TN)	Chapter 3, Lesson 1	
	5.25	Explain the compromise that ended Reconstruction with the election of Rutherford B. Hayes. (P)	Chapter 3, Lesson 1	
	5.26	Describe the impact of yellow fever during the 1870s; why it was particularly deadly in West Tennessee and the election of African Americans to the General Assembly. (G, H, TN)	Chapter 3, Lesson 2	

Cluster	Standards		Resources	Dates Taught
Standard 3: Industrial America and Westward Expansion Chapter 3 Resource Guide (Teacher's Edition, p. 93-94);	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)	Chapter 3, Lesson 2	
	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)	Chapter 3, Lesson 2	
	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)	Chapter 3, Lesson 2	
	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.	Chapter 3, Lesson 2	
	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)	Chapter 3, Lesson 2	
	5.32	Describe the role of Buffalo Soldiers in settling the West, including Tennessee native George Jordan. (H, TN)	Chapter 3, Lesson 2	
	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)	Chapter 3, Lesson 2	
	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) <ul style="list-style-type: none"> •political machines •major scandals 	Chapter 4, Lesson 1	

		<ul style="list-style-type: none"> •economic disparity •industrial capitalists 		
	5.35	Describe child labor and working conditions in factories. (C, E, H)	Chapter 3, Lesson 2; Chapter 4, Lesson 1	
	5.36	Analyze the role of Samuel Gompers and the American Federation of Labor in changing standards for working conditions. (E,H,P)	Chapter 3, Lesson 2	
	5.37	<p>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"> •Thomas Edison •Alexander Graham Bell •Henry Ford •George Eastman •George Washington Carver •Henry Bessemer •Swift and Armour •Cornelius Vanderbilt 	Chapter 3, Lesson 2	
	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)	Chapter 3, Lesson 3	
	5.39	<p>Analyze the causes, course, and consequences of the Spanish American War, including:(C,E,G,H,TN)</p> <ul style="list-style-type: none"> •yellow journalism •USS Maine •Rough Riders •Imperialism 	Chapter 4, Lesson 2	
	5.40	<p>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"> •Anti-Trust laws •16th, 17th, 18th and 19th Amendments •immigration reform 	Chapter 3, Lesson 3; Chapter 4, Lesson 1	

	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)	Chapter 4, Lesson 1	
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3rd 9-Weeks

5th Grade

Subject: Social Studies

Cluster	Standards		Resources	Dates Taught
Standard 4: World War I, The Roaring Twenties, and World War II Chapter 4 Resources (Teacher’s Edition p. 133-134) Chapter 5 Resources (Teacher’s Edition p. 177-178) Chapter 6 Resources (Teacher’s Edition p. 226-228) Chapter 7 Resource Guide (Teacher’s Edition p. 268-270)	5.42	Summarize the reasons for American entry into World War I, including submarine attacks on the Lusitania and the Zimmerman Telegram.(H, P)	Chapter 4, Lesson 2	
	5.43	Locate and map the countries of the Central and Allied Powers during World War I. (G)	Chapter 4, Lesson 2	
	5.44	Explain the roles of significant people and groups in World War I, including Herbert Hoover, John J. Pershing, doughboys, Lawrence Tyson, and Alvin C. York. (H,TN)	Chapter 4, Lesson 2	
	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)	Chapter 4, Lesson 2	
	5.46	Evaluate the role of Tennessee as the “Perfect 35” 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)	Chapter 4, Lesson 3	
	5.47	Make connections with the growth of popular culture of the “Roaring Twenties” with the following: 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. (C, E, TN)	Chapter 5, Lesson 1-2	
	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. (C, E, TN)	Chapter 5, Lesson 3	
	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)	Chapter 5, Lesson 3	
	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, H, TN) <ul style="list-style-type: none"> • Social Security • Civilian Conservation Corps • Federal Deposit Insurance Corporation • Tennessee Valley Authority • Cumberland Homesteads • Great Smoky Mountains National Park 	Chapter 5, Lesson 4	

	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)	Chapter 5, Lesson 3	
	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)	Chapter 6, Lesson 1	
	5.53	Compare and contrast different stories from media, and informational text regarding the bombing 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)	Chapter 6, Lesson 2	
	5.54	Evaluate the constitutionality of Japanese internment during the war. (C, E, P, H)	Chapter 6, Lesson 2	
	5.55	Locate the Axis and Allied Powers and the major theaters of war on a map. (G)	Chapter 6, Lesson 1; Chapter 6, Lesson 2	
	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)	Chapter 6, Lesson 2	
	5.57	Write an informative text about the Holocaust and its impact. (C, P, H)	Chapter 6, Lesson 1	
	5.58	Clarify the reasons for the German surrender and reasons for the European division of Germany. (G, H)	Chapter 6, Lesson 3	
	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)	Chapter 6, Lesson 3	
	5.60	Explain the purpose of the formation of the United Nations and the role of Cordell Hull. (H, TN)	Chapter 7, Lesson 1	

4th 9-Weeks

5th Grade

Subject: Social Studies

Cluster	Standards		Resources	Dates Taught
Standard 4: The Modern United States Chapter 7 Resource Guide (Teacher’s Edition p. 268-270)	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)	Chapter 7, Lesson 1-2	
	5.62	Examine the meaning and the main events of the “Cold War,” including the Space Race, Berlin Wall, arms race, Rosenbergs, and the Cuban Missile Crisis. (C,E,H,P)	Chapter 7, Lesson 1	

Chapter 8 Resource Guide (Teacher's Edition p. 311-312)				
	5.63	Trace the Korean War, its outcome, and the use of United Nations peacekeeping troops. (E,H,P)	Chapter 7, Lesson 1	
	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)	Chapter 7, Lesson 2	
	5.65	Analyze the key events and struggles during the Civil Rights Movement, including: (C, E,H,P) <ul style="list-style-type: none"> •Brown v. Board of Education •Non-violent protest and the influence of the Highlander Folk School •Central High School-Little Rock, Arkansas and Clinton High School in Clinton, Tennessee •Montgomery Bus Boycott and Rosa Parks •Tent Cities in Fayette and Haywood Counties •Nashville Sit-Ins and Diane Nash •Freedom Riders •Dr. Martin Luther King, Jr. 	Chapter 7, Lesson 3	
	5.66	Explain the effect President Kennedy's assassination had on the country, including passage of the Civil Rights Act and Voting Rights Act, and continuing the space program. (H, P)	Chapter 8, Lesson 1	
	5.67	Integrate information from a variety of texts to explain the cause, controversy of, and outcome of the Vietnam War. (C,E,G,H,P)	Chapter 8, Lesson 1	
	5.68	Determine the main ideas surrounding the presidency of Nixon, including the end of the Vietnam War, the trip to China, Watergate, and resignation. (E,H, P)	Chapter 8, Lesson 2	
	5.69	Investigate the works of Alex Haley and his influence on American culture. (C, TN)	Chapter 8, Lesson 2	
	5.70	Analyze the significant events of Reagan's presidency, including: (C, E, H,P) <ul style="list-style-type: none"> •return of national pride •economic recovery •decline of the Cold War •immigration policy change 	Chapter 8, Lesson 2	

	5.71	Explain the events that lead to the Persian Gulf War and its outcome. (E, G,H,P)	Chapter 8, Lesson 2	
	5.72	Summarize the significant contributions to American culture of entrepreneurs and innovators, including: (C, E, TN) <ul style="list-style-type: none"> •Ray Kroc •Sam Walton •Fred Smith •Bill Gates •Michael Dell •Steve Jobs 	Chapter 8, Lesson 3	
	5.73	Analyze the increase in terrorism, the tragedy of September 11, 2001, and the role of the United States in Afghanistan and the war in Iraq. (C,G,H,P)	Chapter 8, Lesson 3	
	5.74	Identify the significance of the election of 2008, including the primary run of Hillary Clinton and election of Barack Obama. (C,H,P)	Chapter 8, Lesson 3	
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