

West Carroll Special School District Instructional Plan/Pacing Guide, 2016-2017

Beth Bridges		Co-Teacher:			
Subject: Social Studies		Grade Level: 5th			
Unit Title	TN Standard # ACT Standard # (When Applicable)	Major Topics and Concepts Addressed	Major Activities Assignments Field Trips	Assessing Student Mastery	Pacing (Beginning and ending dates of instruction)
				What student generated product will demonstrate that he/she has met the learning expectation?	
Introductory Lesson (History Tools)		<ul style="list-style-type: none"> • Geography helps historians understand the past by studying the land and the things living on it. • Tennessee's different land regions are based on landforms and climate. • Different land regions and histories have shaped Tennessee's three Grand Divisions. 	Label and diagram maps of TN, locate major landforms and distinctions between regions.	TSW map out the state of TN depicting their different regions and landforms.	August 8-12
Chapter 1 Coming Apart Lesson 1—A Decade of Crisis	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) 5.2 Interpret the sectional differences between the North and the South in economics, transportation, and population. (C, E) 5.3 Use primary sources to analyze multiple samples of abolition leaders' writings and their stance on slavery, including: (C, P) * •Sojourner Truth * •Frederick Douglass * •the Grimke sisters * •William Lloyd Garrison 5.4 Draw on information from multiple print or digital resources explaining the events that made slavery a national issue during the mid-19th century.	<ul style="list-style-type: none"> • As the nation grew during the Antebellum Period, the North and the South became deeply divided over the question of slavery. • A series of events in the 1850s increased the tensions between northerners and southerners and threatened the Union. • The 1860 election of Abraham Lincoln led to the secession of several southern states. 	TSW: Read selection, view and take notes from power point, cloze readings, lesson review, vocabulary quiz. Journal writings: Describe the hardships of slavery. Compare and Contrast the North's and South's view on slavery.	TSW be able to compare and contrast life during the Antebellum south and life in the north, comparing their beliefs, culture, and economy.	August 15-19

	including: (C, E, G, P) •Missouri Compromise •Uncle Tom's Cabin •Compromise of 1850 •Brook's attack on Sumner •Kansas-Nebraska Act •John Brown's Raid •Dred Scott case				
Lesson 2—The End of the Union?	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 1861, the Free and Independent State of Scott, Hurst Nation, East Tennessee mostly pro-Union and divided families. (H, P, TN) 5.7 Determine the meaning of the terms of this period with a visual representation, including: (G, C) •Union and Confederate States	<ul style="list-style-type: none"> • As the seven states in the Confederacy wrote a new constitution, Tennessee decided not to secede. • The Confederate attack on Fort Sumter marked the start of the Civil War and caused Tennessee to join the Confederacy. • Even though Tennessee joined the Confederacy, it remained a divided state with many Tennesseans supporting the Union. 	TSW: Read selection, view and take notes from power point, cloze readings, lesson review, vocabulary quiz. Journal writings: Compare and Contrast the North's and South's view upon entering the war.	TSW be able to explain why TN originally did not secede from the Union as well as the events that led up to its secession.	August 22-26
			Review and Assessment	*journal writing *lesson review *lesson quizzes *ch test *Benchmark testing	August 29-30
Chapter 2 The Civil War: A Nation and a State Divided Lesson 1: The Fighting Begins	5.8 Analyze the geographic, social, political, and economic strengths and weakness of the North and South. (E, G, H, P) 5.11 Explain the significance and outcome of the major battles and identify their location on a map or visual representation, including: (G, H, TN) •Fort Sumter •First Battle of Bull Run •Fort Henry and Donelson •Shiloh •Antietam •Gettysburg •Vicksburg •Chickamauga •Franklin •Nashville •Appomattox Court House 5.12 Draw on informational text to	<ul style="list-style-type: none"> • The Union's plan for the war was called the Anaconda Plan. • Early in the war, the North took control of the Tennessee River and Nashville. • President Lincoln issued the Emancipation Proclamation to give the Union a new war goal. • After its bloody defeat at Shiloh, the Confederacy tried and failed to recapture Nashville. 	TSW: Read selection, view and take notes from power point, cloze readings, lesson review, vocabulary quiz. Journal writing: Describe the day southern slaves heard about the	TSW be able to write and explain what were the major events and challenges of the Civil War and how TN began their reconstruction.	August 31- September 9

	<p>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 Douglas • Clara Barton</p> <p>5.15 Explain the contributions of Tennesseans during the war, including: (H, TN) • Nathan Bedford Forrest • Sam Watkins • Andrew Johnson • Matthew Fontaine Maury • Sam Davis</p>		Emancipation Proclamation.		
Lesson 2—The Fighting Continues	<p>5.11 Explain the significance and outcome of the major battles and identify their location on a map or visual representation, including: (G, H, TN) •Fort Sumter •First Battle of Bull Run •Fort Henry and Donelson •Shiloh •Antietam •Gettysburg •Vicksburg •Chickamauga •Franklin •Nashville •Appomattox Court House</p> <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 Douglas • Clara Barton</p> <p>5.13 Read and write an informative piece summarizing the Gettysburg Address to determine its meaning and significance. (H) 5.14 Use concrete words, phrases, and sensory details to describe the experience of the war on the battlefield and home front. (H, C)</p>	<p>The Battle of Gettysburg was the bloodiest battle of the war, as well as a turning point.</p> <ul style="list-style-type: none"> • Women played a major role in society on the homefront during the war. • Starting with the Battle of Chickamauga, the war became bloodier and deadlier. • The Civil War came to a close when Confederate General Lee surrendered 	<p>TSW: Read selection, view and take notes from power point, cloze readings, lesson review, vocabulary quiz. Journal writing: Compare and contrast being a Union and Confederate soldier. What was life like for southerners back home?</p>	TSW be able to list and summarize the major battles fought during the Civil War.	September 12-16
Lesson 3—To Reconstruct a Nation	<p>5.18 Describe the physical, social, political and economic consequences of the Civil War on the southern United States. (E, G)</p>	<ul style="list-style-type: none"> • African Americans made the great leap from slavery to freedom. • After President Lincoln's assassination, Andrew Johnson became president and quickly lost control of Reconstruction. 	<p>TSW: Read selection, view and take notes from power point,</p>	TSW be able to list and discuss the goals set in Reconstruction and which were the hardest to achieve.	September 19-23

	<p>5.19 Draw on information from multiple print or digital resources to describe the impact of the assassination of Abraham Lincoln on the nation. (H)</p> <p>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)</p> <p>5.21 Compare and contrast the different Reconstruction plans of Lincoln, Johnson, and Congress. (H, P)</p> <p>5.22 Integrate information from several texts about the intent and failure of the impeachment of Andrew Johnson. (H, P, TN)</p>	<ul style="list-style-type: none"> • Congress passed three Constitutional amendments to secure rights for former slaves. 	<p>cloze readings, lesson review, vocabulary quiz. Virtual field trip to Ford's Theater, Discovery Education</p>		
			Review and Assessment	<p>*journal writing *lesson review *lesson quizzes *ch test *Benchmark testing</p>	September 26-27
<p>Chapter 3 From Reconstruction to an Industrial America Lesson 1—The Second Civil War</p>	<p>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)</p> <p>5.24 Explain the impact of the Tennessee Constitutional Convention of 1870, including poll taxes, segregation, and funds for public education. (E, P, TN)</p> <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) Primary Documents and Supporting Texts to Read: excerpts</p>	<ul style="list-style-type: none"> • Racial violence and Ku Klux Klan activity soared immediately after the Civil War. • The election of 1868 put Ulysses S. Grant in the White House and sent the Tennessee state government to war with the Klan. • Reconstruction came to an end in Tennessee when Democrats took control of the state in 1869. • The later Reconstruction years were some of the most violent in America's history. 	<p>TSW: Read selection, view and take notes from power point, cloze readings, lesson review, vocabulary quiz. Journal writing: Describe what life was like for freedpeople during the Reconstruction people.</p>	<p>TSW be able to answer the question of how TN emerged from Reconstruction, and how did those changes go along with the development of a new industrial America.</p>	September 28-October 5

	from Twenty Years at Hull House, Jane Addams; excerpts from How the Other Half Lives, Jacob Riis; excerpts from The Jungle, Upton Sinclair				
Lesson 2— Revolutionary Growth	<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)</p> <p>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)</p> <p>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)</p> <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)</p> <p>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)</p> <p>5.35 Describe child labor and working conditions in factories. (C, E, H)</p>	<ul style="list-style-type: none"> • In the era of the New South, industry came to Tennessee and railroads spread across the nation. • Immigration and migration changed America's population in major ways in the late 1800s. • Modern corporations led to new ways of doing business and new inventions changed the way Americans lived. 	<p>TSW: Read selection, view and take notes from power point, cloze readings, lesson review, vocabulary quiz. Journal writing: Describe a few of the new inventions of this time and how they improved life.</p>		<p>October 6-14 October 24-28</p>

	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				
Lesson 3— Tennessee's First Century	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) 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) • Anti-Trust laws • 16th, 17th, 18th and 19th Amendments • immigration reform	Women played a major role in national politics in both the Suffrage and Prohibition Movements. • Reformers worked to improve American life in all areas, and Tennessee reformers focused on education. • At the end of the 19th century, the big changes the United States had undergone led to uncertainty	TSW: Read selection, view and take notes from power point, cloze readings, lesson review, vocabulary quiz. Describe the conflict between women wanting and not wanting the right to vote.		October 31- November 4
			Review and Assessment	*journal writing *lesson review *lesson quizzes *ch test *Benchmark testing	November 7-8
Chapter 4 Into a New Century Lesson 1—The Progressive Era	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) 5.40 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) • Anti-Trust laws • 16th,	• The United States experienced industrialization and a hopeful outlook on the future at the dawn of the Progressive Era. • Progressive goals for reform touched on many new areas of modern society. • Progressive African Americans began to resist Jim Crow laws and demand political rights. • Women were treated less fairly than men in the Progressive Era, and women's clubs aimed to change that inequality.	TSW: Read selection, view and take notes from power point, cloze readings, lesson review, vocabulary quiz. Unit study on child labor and child labor laws.	TSW be able to explain how TN and the United States met the challenges of the Progressive Era and World War 1. TSW be able to compare and contrast life on a rural farm in TN compared to life in a big city around 1905.	November 9-16

	<p>17th, 18th and 19th Amendments • immigration reform</p> <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) Primary Documents and Supporting Texts to Read: excerpts from Twenty Years at Hull House, Jane Addams; excerpts from How the Other Half Lives, Jacob Riis; excerpts from The Jungle, Upton Sinclair</p>				
<p>Lesson 2— Becoming a World Power</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> <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>5.44 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)</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>	<p>The United States fought a war and acquired its first overseas territory during the Progressive Era.</p> <ul style="list-style-type: none"> • The United States stayed neutral in a web of deadly alliances that dragged Europe into World War I. • Fighting with the Allies, the United States finally entered the war in 1917. • The end of the war led to the creation of the League of Nations, but the United States did not join. 	<p>TSW: Read selection, view and take notes from power point, cloze readings, lesson review, vocabulary quiz. Journal writing: Why did America want to stay neutral during the European conflict and what actions finally brought them to enter the war?</p>	<p>TLW be able to explain and summarize how American citizens helped in the war effort during World War 1.</p>	<p>November 17-22</p>

Lesson 3— Migration and Suffrage	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)	<ul style="list-style-type: none"> • The years after World War I saw migrants moving into southern cities and African American migrants moving to the North. • The end of World War I convinced suffragists to fight harder than ever before to secure the right to vote for women. • Thanks to Tennessee’s final ratification, the 19th Amendment extended universal suffrage to American women. 	TSW: Read selection, view and take notes from power point, cloze readings, lesson review, vocabulary quiz.	TSW create a collage of people, places, and events that were discussed throughout Ch 4. TSW present their collage to their class giving detailed information on each photo chosen.	November 28- December 2
			Review and Assessment	*journal writing *lesson review *lesson quizzes *ch test *Benchmark testing	December 5-6
Chapter 5 Good Times and Hard Times in Tennessee Lesson 1—A New Decade, a New America	5.47 Make connections with the growth of popular culture of the “Roaring Twenties” with the following: (C,E, TN) • 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	<ul style="list-style-type: none"> • In the 1920s, a booming economy led to creation of the new, independent culture for some, while others began to suffer. • Tennessee played a central role in the development of the new forms of Twenties music. • New forms of entertainment, business, and shopping changed the way Tennesseans and Americans bought and sold things. 	TSW: Read selection, view and take notes from power point, cloze readings, lesson review, vocabulary quiz. Compare and contrast the different genres of music and the performers. Students will watch one of the first motion pictures “The Great Train Robbery” Students discuss how much movies have changed	TSW be able to discuss and write about how the culture, politics, and economy changed for Americans and Tennesseans from the 1920s through the New Deal.	December 7-13

			throughout the years.		
Lesson 2—The New Era in Tennessee	5.47 Make connections with the growth of popular culture of the “Roaring Twenties” with the following: (C,E, TN) • 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	<ul style="list-style-type: none"> • Governor Austin Peay led the state in many reforms that led to rapid changes in Tennesseans’ lives. • National attention focused on the town of Dayton when a 24-year-old teacher was arrested for teaching evolution in public school. • The Harlem Renaissance saw an explosion of black artistic work, and Tennessee became an important later center of the movement. 	TSW: Read selection, view and take notes from power point, cloze readings, lesson review, vocabulary quiz. Journal writings: The Scopes Trial		December 14-21
Lesson 3—From the Crash to the Great Depression	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) 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) 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)	<ul style="list-style-type: none"> • Consumer credit allowed buyers to pay a small portion of a price and borrow the rest. • With the stock market crash in 1929, the prosperity of the 1920s came to an abrupt halt. • After the market crashed, the United States entered the Great Depression, the worst period its economy had ever known. • Too much farming and a long drought in the West led to powerful dust storms that further hurt farmers. 	TSW: Read selection, view and take notes from power point, cloze readings, lesson review, vocabulary quiz. Journal writing: Describe how many people’s lives changed during The Great Depression.	Students will be able to list and discuss reasons that led up to the stock market crash and the Great Depression.	January 3-10
Lesson 4—FDR’s New Deal	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) • Social Security • Civilian Conservation Corps • Federal Deposit Insurance Corporation • Tennessee Valley Authority • Cumberland Homesteads • Great Smoky Mountains National Park	<ul style="list-style-type: none"> • Franklin Roosevelt was elected president by a landslide in 1932. • As part of the New Deal programs, many work projects with federal funding began in Tennessee. • The Tennessee Valley Authority was one of the biggest construction projects of the New Deal, and permanently changed life in the Tennessee River Valley. 	TSW: Read selection, view and take notes from power point, cloze readings, lesson review, vocabulary quiz.		January 11-20

			Review and Assessment	*journal writing *lesson review *lesson quizzes *ch test *Benchmark testing	January 23-24
Chapter 6 World War II Lesson 1— Another World War in Europe	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) 5.55 Locate the Axis and Allied Powers and the major theaters of war on a map. (G) 5.57 Write an informative text about the Holocaust and its impact. (C, P, H)	<ul style="list-style-type: none"> • A new leader named Adolf Hitler came to power in Germany, and began building up the country's military. • Nazi German armies rolled across Europe, taking France and leading to a new prime minister in Great Britain. • The United States struggled with the question of joining the war, but the mood had changed since World War I. 	TSW: Read selection, view and take notes from power point, cloze readings, lesson review, vocabulary quiz. Journal writing: What was life like for Jewish people during WWII. Students will learn about and read segments from The Diary of Anne Frank.	TSW be able to list and describe Tennessee's and America's role in the causes and course of World War II.	January 25- February 3
Lesson 2— America Enters the War	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) 5.54 Evaluate the constitutionality of Japanese internment during the war. (C, E, P, H) 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	<ul style="list-style-type: none"> • The Japanese attack on Pearl Harbor brought the United States immediately into the war. • Tennessee helped the nation prepare for war in many different ways. • Americans and Tennesseans learned to sacrifice for the war effort. • American soldiers played a major role in D-Day, the invasion of Nazi occupied France 	TSW: Read selection, view and take notes from power point, cloze readings, lesson review, vocabulary quiz.		February 6-10

	Service Pilots-Cornelia Fort. (C, E, H, TN)				
Lesson 3—The War Ends	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)	<ul style="list-style-type: none"> • As Harry Truman became president, fighting ending in Europe. • Tennessee helped win the war by helping to produce a powerful new weapon, the atomic bomb. • The human and economic costs of the war were shocking in Europe, and American society changed greatly from the war. 	TSW: Read selection, view and take notes from power point, cloze readings, lesson review, vocabulary quiz.		February 13-17
			Review and Assessment	*journal writing *lesson review *lesson quizzes *ch test *Benchmark testing	February 20-21
Chapter 7 From the United Nations to Civil Rights Lesson 1—The Postwar World	<p>5.60 Explain the purpose of the formation of the United Nations and the role of Cordell Hull. (H, TN) Primary Documents and Supporting Texts to Read: Zimmerman Telegram; Telegram to Harry Burn from his mother</p> <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> <p>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)</p> <p>5.63 Trace the Korean War, its outcome, and the use of United Nations peacekeeping troops. (E, H, P)</p>	<p>Tennessean Cordell Hull played a major role in creating the United Nations.</p> <ul style="list-style-type: none"> • The United States and the Soviet Union became locked in a Cold War for control of world affairs. • The Korean War was the first major conflict of the Cold War. 	TSW: Read selection, view and take notes from power point, cloze readings, lesson review, vocabulary quiz.	TSW be able to write and discuss Tennessee's role and the changes that were made during the 15 years after World War II.	February 22-28
Lesson 2—Television and Music	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)	<ul style="list-style-type: none"> • The United States experienced a booming economy and a growth of consumerism after World War II. • Television greatly changed American society and culture. 	TSW: Read selection, view and take notes from power point, cloze readings,		March 1-8 March 9-15

	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)	<ul style="list-style-type: none"> • Once again, Tennessee played a major role in creating new forms of music in the 1950s. 	lesson review, vocabulary quiz.		
Lesson 3—Civil Rights: The Beginning	5.65 Analyze the key events and struggles during the Civil Rights Movement, including: (C, E, H, P) • 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.	<ul style="list-style-type: none"> • Many black veterans returned home to face discrimination and began to demand their civil rights. • The Brown v. Board of Education decision ordered schools to desegregate. • Civil rights activists practiced nonviolent civil disobedience in their protests. • “Tent cities” sprung up in Haywood and Fayette Counties when black citizens lost their homes as punishment for attempting to vote. 	TSW: Read selection, view and take notes from power point, cloze readings, lesson review, vocabulary quiz. Journal writing: Discuss some of the leaders in the Civil Rights Movement, what impact did they make to change our world.	Project: Students will tie leaders from chapter 1/slavery to leaders in chapter 7/Civil rights. Compare and contrast their ideas and how they were able to spread their message. How did leaders from both eras make changes to our lives today.	March 16-22
			Review and Assessment	*journal writing *lesson review *lesson quizzes *ch test *Benchmark testing	March 23-24
Chapter 8 The Challenge of Democracy: From Civil Rights to the Present Lesson 1—The Movement Continues	5.65 Analyze the key events and struggles during the Civil Rights Movement, including: (C, E, H, P) • 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. 5.66 Explain the effect President Kennedy’s assassination had on the	<ul style="list-style-type: none"> • Black college students in Nashville led the sit-in movement. • National attitudes toward civil rights shifted toward support in the early 1960s. • As part of his Great Society program, President Lyndon Johnson signed several civil rights bills into law. • In 1968, Martin Luther King Jr. was assassinated in Memphis. 	TSW: Read selection, view and take notes from power point, cloze readings, lesson review, vocabulary quiz.	TSW will understand and summarize how Tennesseans meet the nation’s challenges from the Civil Rights Movement to the present. Students will be able to list and describe great leaders in the Civil Rights movement and what impact they had on society.	March 27-31

	country, including passage of the Civil Rights Act and Voting Rights Act, and continuing the space program. (H, P) 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)				
Lesson 2—The End of the 20th Century	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) 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) 5.69 Investigate the works of Alex Haley and his influence on American culture. (C, TN) 5.70 Analyze the significant events of Reagan's presidency, including: (C, E, H, P) • return of national pride • economic recovery • decline of the Cold War • immigration policy change 5.71 Explain the events that lead to the Persian Gulf War and its outcome. (E, G, H, P)	<ul style="list-style-type: none"> • The nation dealt with rapidly rising energy prices as the Civil Rights Movement faded from view. • While President Richard Nixon slowly ended the Vietnam War, the Watergate scandal shocked the nation. • President Ronald Reagan's years in office saw a strong economy and the beginning of the end of the Cold War. • In the early 1990s, the United States led a group of nations into Iraq in the Persian Gulf War. 	TSW: Read selection, view and take notes from power point, cloze readings, lesson review, vocabulary quiz.		April 3-7
Lesson 3—The Last Decade and Today	5.72 Summarize the significant contributions to American culture of entrepreneurs and innovators, including: (C, E, TN) • Ray Kroc • Sam Walton • Fred Smith • Bill Gates • Michael Dell • Steve Jobs 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) 5.74 Identify the significance of the election of 2008, including the primary	<ul style="list-style-type: none"> • The terrorist attacks of September 11, 2001 shocked Americans into a new approach to world affairs. • Searching for dangerous weapons, the United States launched a war in Iraq in 2003 that still causes debate today. • In the Election of 2008, Americans elected their first African American president, Barack Obama. 	TSW: Read selection, view and take notes from power point, cloze readings, lesson review, vocabulary quiz.		April 10-14

	run of Hillary Clinton and election of Barack Obama. (C, H, P)				
			Review and Assessment	*journal writing *lesson review *lesson quizzes *ch test *Benchmark testing	April 17-18

