

Campbell County Schools
Social Studies Standards 2014/2015

Fifth Grade

The History of America (from 1850)

Course Description: *Fifth grade students will learn about the 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.*

| Content Strand Code | Content Strand | Definition |
|---------------------|----------------|--|
| C | Culture | Culture encompasses similarities and differences among people including their beliefs, knowledge, changes, values, and traditions. Students will explore these elements of society to develop an appreciation and respect for the variety of human cultures. |
| E | Economics | Globalization of the economy, the explosion of population growth, technological changes and international competition compel students to understand both personally and globally production, distribution, and consumption of goods and services. Students will examine and analyze economic concepts such as basic needs versus wants, using versus saving money, and policy making versus decision making. |
| G | Geography | Geography enables the students to see, understand and appreciate the web of relationships between people, places, and environments. Students will use the knowledge, skills, and understanding of concepts within the six essential elements of geography: world in spatial terms, places and regions, physical systems, human systems, environment and society, and the uses of geography. |
| H | History | History involves people, events, and issues. Students will evaluate evidence to develop comparative and casual analyses, and to interpret primary sources. They will construct sound historical arguments and perspectives on which informed decisions in contemporary life can be based. |

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| P | Government, Civics, and Politics | Governance establishes structures of power and authority in order to provide order and stability. Civic efficacy requires understanding rights and responsibilities, ethical behavior, and the role of citizens within their community, nation, and world. |
| TN | Tennessee Connection | Tennessee has a unique story and provides a more intimate view of the past in our present lives. As students connect with their own state's history and geography they will gain a greater perspective of the impact and significance of national history, movements, decisions, and ideas. |

Prior to Civil War

Students summarize the events leading up to the Civil War.

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, 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

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Primary Documents and Supporting Texts to Read: *Ain't I a Woman*, Sojourner Truth; excerpts from *Uncle Tom's Cabin*, Harriet Beecher Stowe

Primary Documents and Supporting Texts to Consider: excerpts from *Narrative of the Life of Frederick Douglass*, Frederick Douglass; excerpts from the writings of the Grimke sisters; excerpts from the writings of William Lloyd Garrison

The Civil War and Reconstruction (1860-1877)

Understand the causes, course, and consequences of the Civil War, and explain the successes and failures of Reconstruction.

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)

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
- Yankees and Rebels
- Blue and Gray
- Johnny Reb and Billy Yank

5.8 Analyze the geographic, social, political, and economic strengths and weakness of the North and South. (E, G, H, P)

5.9 Identify the Border States and the efforts of both sides to secure them to their cause. (G,H)

5.10 Create a visual display to explain the Union's Anaconda Plan for defeating the Confederacy and how the geography of the South formed the Eastern, Western, and Trans-Mississippi theaters of war. (G, H, P)

5.11 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

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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

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)

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

5.16 Evaluate and debate the rationales for the Emancipation Proclamation. (C, P)

5.17 Explain why Lincoln chose Andrew Johnson as his running mate in the election of 1864. (H, P, TN)

5.18 Describe the physical, social, political and economic consequences of the Civil War on the southern United States. (E, G)

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)

5.20 Analyze the goals and accomplishments of the 13th, 14th, and 15th Amendments, Freedmen's Bureau, and Fisk University to help former slaves begin a new life. (C, H, P, TN)

5.21 Compare and contrast the different Reconstruction plans of Lincoln, Johnson, and Congress. (H, P)

5.22 Integrate information from several texts about the intent and failure of the impeachment of Andrew Johnson. (H, P, TN)

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)

5.24 Explain the impact of the Tennessee Constitutional Convention of 1870, including poll taxes, segregation, and funds for public education. (E, P, TN)

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5.25 Explain the compromise that ended Reconstruction with the election of Rutherford B. Hayes. (P)

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)

Primary Documents and Supporting Texts to Read: *The Gettysburg Address*, Abraham Lincoln; the Emancipation Proclamation; Second Inaugural Address, Abraham Lincoln; the Thirteenth, Fourteenth, and Fifteenth Amendments to the U.S. Constitution; the Retrospective in *Co. Aytch*, Sam Watkins

Industrial America and Westward Expansion

Students explain the various causes and consequences of the Second Industrial Revolution and events in Tennessee, and describe the nation's growing role in world affairs.

5.27 Explain the need for the South and Tennessee to move toward industry and mechanization after the Civil War and identify examples of the effort, including Coca Cola bottling in Chattanooga, mining on the Cumberland Plateau, coal and iron processing, the growth of urban areas, and the increase in railroads. (G, E, H, TN)

5.28 Map the sources of new immigration from Southern and Eastern Europe, China, and Japan, and interpret narratives and excerpts from informational text describing the role that Chinese and Irish laborers played in the development of the Transcontinental Railroad. (C, E, G, H)

5.29 Summarize why the United States was viewed as the land of opportunity by immigrants versus a growing sense of protectionism and nativism by American citizens. (C, P)

5.30 Write an argumentative piece from the viewpoint of American Indians and the viewpoint of American settlers about their rights to the land west of the Mississippi River.

5.31 Analyze the appeal of the Great Plains to settlers and immigrants, including geographical factors, railroads, homesteading rights, and the absence of American Indians. (G, H)

5.32 Describe the role of Buffalo Soldiers in settling the West, including Tennessee native George Jordan. (H, TN)

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)

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)

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5.36 Analyze the role of Samuel Gompers and the American Federation of Labor in changing standards for working conditions. (E, H, 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)

- Thomas Edison
- Alexander Graham Bell
- Henry Ford
- George Eastman
- George Washington Carver
- Henry Bessemer
- Swift and Armour
- Cornelius Vanderbilt

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)

5.39 Analyze the causes, course, and consequences of the Spanish American War, including: (C, E, G, H, TN)

- yellow journalism
- USS Maine
- Rough Riders
- Imperialism

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

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

World War I, The Roaring Twenties, and World War II

Students will analyze the involvement of the United States during World War I, the cultural, economic, and political developments of the 1920s, and the causes and course of World War II.

5.42 Summarize the reasons for American entry into World War I, including submarine attacks on the Lusitania and the Zimmerman Telegram. (H, P)

5.43 Locate and map the countries of the Central and Allied Powers during World War I. (G)

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)

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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)

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)

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

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, Hooverilles, and soup kitchens. (C, E, H, TN)

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

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)

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)

5.54 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 Service Pilots-Cornelia Fort. (C, E, H, TN)

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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)

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)

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

The Modern United States

Students will examine the history of the United States since the conclusion of World War II.

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)

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)

5.63 Trace the Korean War, its outcome, and the use of United Nations peacekeeping troops. (E, H, 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)

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 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)

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)

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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)

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 run of Hillary Clinton and election of Barack Obama. (C, H, P)

Primary Documents and Supporting Texts to Read: "I Have a Dream Speech" and "Letter from Birmingham Jail", Martin Luther King, Jr.; "Tear Down this Wall speech" by President Ronald Reagan

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PROCESS STANDARDS

To be used with ALL grades

Acquiring Information: Acquiring Information involves locating, gathering, observing, comprehending, organizing, and processing information from a variety of primary and secondary sources. These sources include printed materials, maps, graphic representations, and artifacts, physical and human environmental elements, media and technology sources.

"Acquiring Information" emphasizes the learners' use of a broad base of strategies to

- Read to gain literal meaning
- use chapter and section headings, and topic sentences to select main ideas
- detect cause and effect relationships
- distinguish between fact and opinion to recognize propaganda
- recognize author bias
- use picture clues and picture captions to aid comprehension
- read from a variety of sources
- use maps, graphs, globes, media and technology sources
- discover resources available from museums, historical sites, presidential libraries, and local and state preservation societies.

Analysis of Data and Problem Solving: Problem solving involves the comprehension, analysis, and interpretations of data leading to the development of a solution or conclusion. Students will develop problem-solving skills through comprehension, analysis, interpretations, synthesis, summary, and evaluation.

"Problem Solving and Analysis of Data" emphasizes the learners' use of a broad base of strategies to:

- identify relevant factual material
- classify information by source, chronology, and importance
- critically examine data from a variety of sources
- detect bias in data presented in a variety of forms
- compare and contrast data
- note cause/effect relationship and draw inferences from a variety of data
- predict likely outcomes and recognize cases in which more than one interpretation of data is valid
- reinterpret data to develop alternative outcomes and their likely effects on subsequent events/issues
- use available data to devise new situation and outcomes
- demonstrate an understanding of the data through written, visual, or oral methods
- extract significant ideas from supporting details,
- combine critical concepts in a statement of conclusion based on information
- determine whether information is pertinent to the topic
- test the validity of the information using such criteria as source, objectivity, technical correctness, and currency

Communication: Communication is the conveyance of ideas, value judgments, beliefs, and emotions through individual expression, group dialogue, cultural

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communities, and global networks by oral, written, symbolic, visual, and technological means.

"Communication" emphasizes the learners' use of a broad base of strategies to:

- transmit ideas through speeches
- demonstrate conflicting ideas through debate
- summarize judgments through essays
- demonstrate ideas through dramatizations
- transmit ideas through discussions
- demonstrate emotions through the creation of visuals
- demonstrate beliefs through multimedia projects
- recognize beliefs through simulation and role play.

Historical Awareness: Historical Awareness, integral to all of the Social Studies disciplines, includes an understanding of chronological placement, historical trends, and historical decision-making. Students will be able to comprehend the significance of historical data using a variety of analytical skills. Such understanding enables students to prioritize events, identify bias, recognize perspectives, interpret trends, and predict outcomes.

"Historical Awareness" emphasizes the learners' use of a broad base of strategies to:

- read critically a variety of materials including textbooks, historical documents, newspapers, magazines, and other reference sources
- prepare and analyze maps, charts, and graphs
- construct and analyze timelines
- utilize community resources such as field trips, guest speakers, and museums
- incorporate the use of technological resources
- utilize primary and secondary source material such as biographies and autobiographies; novels; speeches and letters; and poetry, songs, and artwork