

Grade 5 Social Studies Content Module

Part 1: The History of the United States:
Industrialization to the Civil Rights
Movement

Part 2: Tennessee History

Module Goal

The goal of this module is to provide information that will help educators increase their knowledge of grade-appropriate social studies concepts, knowledge, and skills to support effective planning or modification of their existing social studies instructional units for students with significant cognitive disabilities. The module includes important concepts, knowledge, and skills for the following instructional units:

Part 1

- **Industrialization, the Gilded Age, and the Progressive Era (1870s–1910s):** Significant events occurred in the United States during the late 19th and early 20th centuries including contributions by inventors, the women’s suffrage movement, and the passage of the 19th Amendment. These events contributed to industrialization and the Progressive Era.
- **World War I and the Roaring Twenties (1920s–1940s):** During the Great Depression, President Franklin D. Roosevelt impacted American society with initiatives that created jobs, provided unemployment and retirement benefits, and created national parks.
- **World War II (1930s-1940s):** During World War II, the United States was surprised by an attack on the naval base on Pearl Harbor. This attack caused the United States to declare war on Japan.
- **Post-World War II and the Civil Rights Movement (1940s–1960s):** There were cultural and political developments during the Civil Rights Movement. Individuals such as Martin Luther King Jr., Rosa Parks, and Diane Nash played key roles using different approaches to gain equality for African Americans.

Part 2

- **Tennessee Prior to Statehood (pre–1796):** American Indians were native to the Tennessee region prior to Tennessee statehood. They had unique customs and traditions. Settlers began to move west of the Appalachian Mountains and settled in the region. Many of them traveled along the Wilderness Road through the Cumberland Gap.
- **Statehood and Early Tennessee History (1796–1849):** As Tennessee was taking steps to become a state, President Andrew Jackson signed the Indian Removal Act. This law gave the federal government the authority to relocate American Indians living in Tennessee to federal territory west of the Mississippi River in exchange for their lands. Their journey is referred to as the Trail of Tears.
- **Tennessee in the Civil War Era (1850s–1900):** Events and battles during the Civil War impacted Tennessee. Key battles of the Civil War were fought in Tennessee (i.e., Battle of Stones River and Battle of Franklin).
- **Tennessee in the 20th Century (1900–present):** During the 20th century, the Grand Ole Opry and the radio show, WSM, contributed to the development of the music industry in Tennessee. Well-known musicians include W.C. Handy and Elvis Presley.

Module Objectives

The content module supports educators’ planning and implementation of instructional units in social studies by:

- Developing an understanding of the concepts and vocabulary that interconnect with information in the module units.

- Learning instructional strategies that support teaching students the concepts, knowledge, and skills related to the module units.
- Discovering ways to transfer and generalize the content, knowledge, and skills to future school, community, and work environments.

The module provides an overview of the social studies concepts, content, and vocabulary related to Part 1: The History of the United States: Industrialization to the Civil Rights Movement and Part 2: Tennessee History and provides suggested teaching strategies and ways to support transference and generalization of the concepts, knowledge, and skills. The module does not include lesson plans and is not a comprehensive instructional unit. Rather, the module provides information for educators to use when developing instructional units and lesson plans.

The module organizes the information using the following sections:

- I. Tennessee Social Studies Standards and Related Knowledge and Skills Statements (KSSs) and Underlying Concepts (UCs);
- II. Connecting Concepts;
- III. Vocabulary and Background Knowledge information, including ideas to teach vocabulary;
- IV. Overview of Units' Content;
- V. Universal Design for Learning (UDL) Suggestions;
- VI. Transfer and Generalize Concepts, Knowledge, and Skills;
- VII. Concepts and Vocabulary Multi-Age Planning: Grades Three through Five; and
- VIII. Tactile Maps and Graphics.

Section I

Tennessee Social Studies Standards and Related Knowledge and Skills Statements and Underlying Concepts

It is important to know the expectations for each unit when planning for instruction. The first step in the planning process is to become familiar with the identified academic standards and related Knowledge and Skills Statements (KSSs) and Underlying Concepts (UCs) covered in the module. The KSSs are specific statements of knowledge and skills linked to the grade-specific social studies academic standards. The UCs are entry-level knowledge and skills that build toward a more complex understanding of the knowledge and skills represented in the KSSs and should not be taught in isolation. It is important to provide instruction on the KSSs along with the UCs to move toward acquisition of the same knowledge and skills.

P – Politics/Government

T – Tennessee

Table 1 includes the grade 5 Tennessee Social Studies Standards and related KSSs and UCs addressed by this module, Part 1: The History of the United States: Industrialization to the Civil Rights Movement and Part 2: Tennessee History, and organizes them by the units of study. While only the social studies standards targeted for the Tennessee Comprehensive Assessment Program/Alternate (TCAP/Alt) are included, instruction on additional standards will aid in student understanding. Standards that are not included still represent important content for students to master. Therefore, the KSSs and UCs included in the table do not cover all of the concepts that can be taught to support progress and understanding aligned to the standards.

The Tennessee Social Studies Standards include the following codes:

- C – Culture
- E – Economics
- G – Geography
- H – History
- P – Politics/Government
- T – Tennessee

Table 1. Tennessee Social Studies Standards and Related KSSs and UCs ¹

Academic Standards	Knowledge and Skills Statement (KSS)	Underlying Concept (UC) of the Academic Standard
<i>Industrialization, the Gilded Age, and the Progressive Era (1870s-1910s)</i>		
<p>5.05: Examine the contributions and impact of inventors on American society, including: Alexander Graham Bell, George Washington Carver, and Thomas Edison.</p>	<p>5.05.a: Ability to identify the contributions of inventors to American society (i.e., Alexander Graham Bell, Thomas Edison)</p> <p>5.05.b: Ability to identify the impact of inventors on American society (i.e., Alexander Graham Bell, Thomas Edison)</p>	<p>5.05.UC: Recognize that inventions are contributions to American society.</p>
<p>5.09: Analyze the major goals, struggles, and achievements of the Progressive Era, including: Prohibition (18th Amendment), women’s suffrage (19th Amendment), and the lack of child labor laws.</p>	<p>5.09.a: Ability to identify the major goal of the women’s suffrage movement during the Progressive Era (i.e., gaining the right to vote for women)</p> <p>5.09.b: Ability to recognize the major achievements of the women’s suffrage movement during the Progressive Era (i.e., gaining the right to vote for women, helping to ensure the passage of the 19th Amendment)</p> <p>5.09.c: Ability to recognize that the 19th Amendment guarantees women the right to vote</p>	<p>5.09.UC: Recognize that adopting an amendment to the U.S. Constitution is a way to change the law.</p>

World War I and the Roaring Twenties (1920s-1940s)

<p>5.16: Describe how New Deal policies of President Franklin D. Roosevelt impacted American society with government-funded programs, including: Social Security, expansion and development of the national parks, and creation of jobs.</p>	<p>5.16.a: Ability to recognize that President Franklin D. Roosevelt’s New Deal programs were a consequence of the Great Depression</p> <p>5.16.b: Ability to identify a program of President Franklin D. Roosevelt’s New Deal, such as Social Security</p> <p>5.16.c: Ability to identify the impact of President Franklin D. Roosevelt’s New Deal (i.e., retirement benefits, unemployment benefits, the expansion and development of national parks, the creation of jobs) on American society</p>	<p>5.16.UC: Recognize that the U.S. government can help people to meet their needs (e.g., when they don’t have enough money).</p>
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World War II (1930s-1940s)

<p>5.18: Determine the significance of the bombing of Pearl Harbor and its impact on the U.S.</p>	<p>5.18.a: Ability to recognize the direct consequences of the bombing of Pearl Harbor (i.e., destruction of the American fleet, loss of American lives)</p> <p>5.18.b: Ability to recognize that the bombing of Pearl Harbor caused the United States to enter World War II</p>	<p>5.18.UC: Recognize characteristics of world wars.</p>
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Post-World War II and the Civil Rights Movement (1940s-1960s)

<p>5.24: Analyze the key people and events of the Civil Rights Movement, including: Martin Luther King Jr. and non-violent protests; Montgomery Bus Boycott and Rosa Parks; Brown v. Board of Education and Thurgood Marshall; Freedom Riders and Diane Nash.</p>	<p>5.24.a: Ability to identify events that led to the Civil Rights Movement (e.g., discrimination against African Americans, segregation of African Americans)</p> <p>5.24.b: Ability to identify the contributions of individuals to the Civil Rights Movement (i.e., Martin Luther King Jr., Rosa Parks, Diane Nash)</p> <p>5.24.c: Ability to identify different approaches (e.g., Brown v. Board of Education court case) used to achieve civil rights during the Civil Rights Movement</p>	<p>5.24.UC: Recognize that people act in different ways to bring about change.</p>
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Tennessee Prior to Statehood (pre-1796)		
<p>5.28: Identify the pre-colonial American Indian tribes residing in Tennessee (e.g., Cherokee, Chickasaw, Creek, and Shawnee), and analyze their various customs and traditions.</p>	<p>5.28.a: Ability to identify American Indian tribes living in Tennessee prior to Tennessee statehood (i.e. Cherokee, Creek)</p> <p>5.28.b: Ability to identify the customs of tribes living in Tennessee prior to Tennessee statehood (i.e. Cherokee, Creek)</p>	<p>5.28.UC: Recognize the definition of a custom.</p>
<p>5.29: Explain how the Cumberland Gap and Wilderness Road influenced migration into the Tennessee region following the Proclamation of 1763.</p>	<p>5.29.a: Ability to identify that the Wilderness Road was a way to travel through the Appalachian Mountains into Tennessee</p> <p>5.29.b: Ability to identify the Cumberland Gap as a narrow pass through the Appalachian Mountains that is part of the Wilderness Road</p> <p>5.29.c: Ability to identify that the Wilderness Road was an important route that helped people establish new settlements and trade in Tennessee</p>	<p>5.29.UC: Recognize that important routes are used by people to explore and settle new lands.</p>
Statehood and Early Tennessee History (1796-1849)		
<p>5.38: Analyze the impact of Andrew Jackson’s presidency on the American Indian population of Tennessee, including: the Indian Removal Act, Trail of Tears, Treaty of Echota, and John Ross.</p>	<p>5.38.a: Ability to identify the Indian Removal Act as a law passed during the presidency of Andrew Jackson that gave the federal government the authority to relocate American Indians living in Tennessee</p> <p>5.38.b: Ability to recognize that westward expansion forced American Indians to leave their homelands and caused thousands to make a difficult journey (i.e., “Trail of Tears”)</p> <p>5.38.c: Ability to identify the impact on the lives of the American Indians who were forced to leave their homelands in Tennessee (e.g., loss of homelands, loss of life, hunger, disease)</p>	<p>5.38.UC: Recognize that American Indians living in Tennessee were forced to leave their homelands because other people wanted their land.</p>

<i>Tennessee in the Civil War Era (1850s-1900)</i>		
5.42: Describe the significance of the following Civil War events and battles on Tennessee: Siege of Fort Donelson, Battle of Stones River, Battle of Franklin, Battle of Nashville.	5.42.a: Ability to identify Civil War battles fought in Tennessee (i.e., Battle of Stones River, Battle of Franklin) 5.42.b: Ability to identify the significance of Civil War battles (i.e., Battle of Stones River, Battle of Franklin) to Tennessee	5.42.UC: Recognize that a war includes a series of battles.
<i>Tennessee in the 20th Century (1900-present)</i>		
5.51: Discuss the development of the music industry in Tennessee, including: country music (e.g., Grand Ole Opry, WSM, and the Carter family); Blues music (e.g., W.C. Handy and Bessie Smith); Rock 'n' roll (e.g., Elvis Presley, Stax Records, and Sun Studio).	5.51.a: Ability to identify the significance of performances and radio shows to the development of the music industry in Tennessee (e.g., Grand Ole Opry, WSM) 5.51.b: Ability to identify the contributions of individuals to the development of the music industry in Tennessee (i.e., W.C. Handy, Elvis Presley)	5.51.UC: Recognize that the music industry is an important industry in Tennessee.

¹ Instruction is not intended to be limited to the concepts, knowledge, and skills represented by the KSSs and UCs listed in Table 1.

Section II

Connecting Concepts

Grade-level social studies content includes Connecting Concepts, concepts that connect information between different people, places, events, and time periods. Helping students make connections between these types of concepts and new content information supports comprehension of the concepts, knowledge, and skills as well as transference and generalization (see Section VI for more information). Connecting Concepts that are specific to this module connect to content across the units within the module as well as across modules and across grades.

A Connecting Concept is a common link between multiple standards and units of study. The Connecting Concepts, by being revisited and linked to multiple units of study, become a strong foundation of understanding and support the students in learning new concepts. For example, understanding the Connecting Concept of challenges faced when moving from one place to another applies to the colonists moving to America, westward expansion, and the American Indians who were forced to move west of the Mississippi River. Some Connecting Concepts may apply across multiple content areas (e.g., reading) and instructional emphases (e.g., A story might be about a family who had to move during the Great Depression.).

Teaching Connecting Concepts

The following strategies, pulled from the principles of UDL (CAST, 2011), are ways in which to teach Connecting Concepts to help students understand the concepts and make connections between different curricular content. During instruction, highlight:

- patterns (e.g., Point out patterns on a map, in the shape of a graph, or a repeating pattern on a chart.)
- critical features (e.g., Provide explicit cues or prompts such as highlighting that helps students to attend to the important features.),
- big ideas (e.g., Present and reinforce the “big ideas” that students should take and apply throughout their lives.), and
- relationships (e.g., Make the connection between the unit concepts and how they apply to the students’ lives.).

Following are **Connecting Concepts** for this Content Module, Part 1: The History of the United States: Industrialization to the Civil Rights Movement and Part 2: Tennessee History.

Students understand:

- the effect of new developments and inventions on people’s lives
- ways America grew and developed over time
- that citizens of the United States have rights and responsibilities
- the effects of change in an economy
- causes of disagreements and conflict between countries and groups of people
- that leaders and people can cause change in society, government, and laws
- that people have different customs (e.g., housing and clothing)
- the reasons people move
- the challenges faced when moving from one place to another
- how people and places can affect art, such as music

Connecting Concept Resources²

- Grant Wiggins talks about “big ideas” in this article.
http://www.authenticeducation.org/ae_bigideas/article.lasso?artid=99
- This site provides examples and printable versions of graphic organizers for social studies that can be modified to meet students’ needs.
<https://walch.com/samplepages/050078.pdf>
- School is Easy has information on teaching young children about maps.
<https://www.schooliseasy.com/2016/02/teaching-young-children-about-maps-to-help-their-learning-development/>
- Interactive Sites for Education provides interactive map activities to help students understand how to read maps. <http://interactivesites.weebly.com/maps--direction.html>

Section III

Vocabulary and Background Knowledge

Vocabulary is critical to building an understanding of social studies concepts, knowledge, and skills. The vocabulary words that students gain through experiences provide ways for students to comprehend new information (Sprenger, 2013). Students can better understand new vocabulary when they have some background knowledge to which they can make connections. In addition, learning new vocabulary increases students' background knowledge. Therefore, it is important to teach vocabulary purposely when introducing new concepts, knowledge, or skills (e.g., women's suffrage) and in the context of the specific content (e.g., Teach the term "suffrage" in the context of women gaining the right to vote and the adoption of the 19th Amendment.).

This module includes two types of vocabulary words, both equally important to teach. The first type, **general vocabulary words**, labels groups of words that address different people, places, events, and time periods. For example, understanding the meaning of the word "performance" helps students to make connections between performers (e.g., W.C. Handy, Elvis Presley) and shows in which they performed at various venues (e.g., WSM, Grand Ole Opry). The second type of vocabulary word, **specific content words**, represents groups of words that address a specific person, group of people, place, event, or time period. Specific content words are typically proper nouns, such as Great Depression, and connect to general words (e.g., jobs, employment, unemployment, hunger). Providing instruction on general words provides background knowledge when introducing corresponding or related specific words.

Key Vocabulary for Instructional Units

Table 2 and Table 3 contain lists of key general vocabulary words and specific content words that are important for the units in this module. Each general vocabulary word should be taught to the student using a student-friendly description of what the word means, an example of the word, and a historical example, as appropriate.

Teach the specific content vocabulary using a student-friendly description of the word meaning and a possible connection to a general vocabulary word. Do not teach memorization of vocabulary words; instead place emphasis on understanding the word. For example, a student should be able to identify a fleet of ships in pictures or in a video instead of having to define "fleet."

Table 2. General Vocabulary Words

General Vocabulary—words that generalize to different people, places, events, and time periods.

Describe the word and provide examples (e.g., A mountain pass is a low place where it is easier for people to cross over the mountain. *Example: The Cumberland Gap is a mountain pass and was part of the Wilderness Road.*

• amendment	• homeland	• phonograph
• benefits	• hunger	• radio
• bombs/bombing	• incandescent light bulb	• retirement
• civil rights	• inventor	• segregation
• contribution	• jobs	• ships/fleet of ships
• court	• law	• shows
• customs	• mountain pass	• society
• death	• music industry	• statehood
• discrimination	• national parks	• telephone
• disease	• pass	• vote
• employment/unemployment	• performance	• westward expansion

Table 3. Specific Content Words

Specific Content Words—words that are specific to content (e.g., person, place, event).

Describe the word and make the connection to a general vocabulary word and a Connecting Concept when possible (e.g., “W.C. Handy” was a “musician” and he “performed” in Memphis, TN.). [Individualization idea: Play music and show pictures of performers as you introduce each one.]

• 19th Amendment	• Cumberland Gap	• Roosevelt’s New Deal
• Alexander Graham Bell	• Diane Nash	• Rosa Parks
• Andrew Jackson	• Elvis Presley	• Social Security
• Battle of Franklin	• Franklin D. Roosevelt	• Thomas Edison
• Battle of Stones River	• Grand Ole Opry	• Trail of Tears
• Brown v. Board of Education	• Great Depression	• W.C. Handy
• Cherokee Indians	• Indian Removal Act	• Wilderness Road
• Civil Rights Movement	• Martin Luther King Jr.	• Women’s Suffrage Movement
• Civil War	• Pearl Harbor	• World War II
• Creek Indians	• Progressive Era	• WSM

Ideas to Support Vocabulary Learning

Table 4 includes ideas and examples for teaching vocabulary in a way to build conceptual understanding of the words.

Table 4. Ideas to Teach Vocabulary Effectively (Marzano, 2004)¹

Ideas	Examples
Explain, describe, and/or give examples of the vocabulary word rather than formal definitions.	Describe and provide an example of unemployment, “When someone becomes unemployed, they do not have a job. Many people became unemployed during the Great Depression.”
Have students restate the vocabulary word in their own words. Take this opportunity to help students connect new vocabulary, especially general vocabulary, to prior knowledge.	Have students explain what “vote” means (e.g., You get to choose what you want and the choice that most people choose wins.). [Individualization idea: Ask questions about the term that can be answered with yes/no responses, one-word responses, phrases, and/or with use of an alternative and augmentative communication (AAC) system.]
Have students represent vocabulary words in a variety of ways (e.g., pictures, symbols, graphic organizers, or pictographs).	Have students sort terms into categories such as inventor/inventions, impact of the Great Depression/policies to improve life, performer/places to perform, etc. [Individualization idea: Model how to sort the terms; then remove the terms and allow the students to sort.]
Provide multiple exposures to vocabulary words in a variety of ways. This does not suggest mass trials, but rather distributed trials in different ways or contexts. Reference http://projectlearn.net.org/tutorials/learning_trials.html for information on learning trials.	<ul style="list-style-type: none"> • Expose students to words by incorporating vocabulary into daily activities such as struggles people have and ways of addressing the struggles currently and in the past (e.g., women’s suffrage and civil rights). • Watch videos related to civil rights (e.g., https://www.youtube.com/watch?v=OuMfWe-PjCl and https://www.youtube.com/watch?v=Sqsb9FqdpVk). • Read an online book about voting (e.g., http://tarheelreader.org/2008/09/16/voting/). • Make a collage of pictures showing struggles and actions taken by persons during the Civil Rights Movement. [Individualization idea: Provide an adapted glue stick holder. Have students create the collage using online software or an app.]
Ask students to discuss the vocabulary words with each other.	<ul style="list-style-type: none"> • Provide a word bank for students to use in class discussions and for answering questions.

	<p>[Individualization idea: Place the vocabulary words on small cards and attach to paper with hook and loop tape. Have students pull off cards to add to discussion or to answer questions. Students can also pull cards off and place them to the side when they hear them discussed in class. See Figure 1 for an example.]</p> <ul style="list-style-type: none"> • Have students use their preferred mode of communication to share their favorite content word and explain why with each other. • Have students share representations (e.g., pictures or objects) of their favorite content word with each other. [Individualization idea: place pictures on the students AAC device.]
<p>Play vocabulary word games with students.</p>	<ul style="list-style-type: none"> • Have students roll a word cube (e.g., http://printables.atozteacherstuff.com/435/cube-pattern/) and explain the meaning of the word that lands facing up. • Have students play online vocabulary games (e.g., https://www.vocabulary.co.il/2010/01/the-vocabulary-of-the-civil-rights-movement/). [Individualization idea: Have students work with a general education partner.]
<p>Have students watch a dramatization or have them act out the vocabulary term.</p>	<ul style="list-style-type: none"> • Have students recreate a peaceful protest.

¹ Refer to Section V, Universal Design for Learning (UDL) Suggestions for additional instructional strategies.

Vocabulary Example

Provide students with a Great Depression word bank to use in a class discussion or to answer questions. Individualize by placing pictures or symbols with each vocabulary word on small cards and attach to a page with hook and loop tape. Students can pull the cards off to add to a discussion or answer questions. See Figure 1 for an example. Educators may need to support, modify, or adapt steps as needed for individual students. [Individualization idea: Help students stay engaged by having them remove each symbol when they hear the word used in class.] Two National Center and State Collaborative (NCSC) resources are available and may prove helpful for vocabulary instruction:

- Use systematic instruction as described in the NCSC Instructional Guide. <https://wiki.ncscpartners.org>
- Reference ideas in the NCSC Vocabulary and Acquisition Content Module. <https://wiki.ncscpartners.org>

Figure 1. Example Great Depression Word Bank



Vocabulary Resources

- Vocabulary.com provides explanations of words using real-world examples. Once signed in, an educator can create word lists for students. <http://www.vocabulary.com/>
- TextProject provides Word Pictures that are free for educators to use. It includes word pictures for core vocabulary and various content areas including science and social studies. This link will take you to the Word Pictures page where you can select the category of words you want to use. <http://textproject.org/classroom-materials/textproject-word-pictures/>
- Education Place provides a variety of graphic organizers to be used for vocabulary instruction that are free to print and copy. <http://www.eduplace.com/graphicorganizer/index.jsp>

Section IV

Overview of Units' Content

This section of the module contains additional content and references to support educators' understanding and instruction of the instructional units. The information reflects important content to address the KSSs and to build students' knowledge, skills, and abilities; however, it is not exhaustive and should be expanded upon as needed.

Unit 1—Industrialization, the Gilded Age, and the Progressive Era (1870s-1910s)

Content

- Inventors and inventions during the American Industrial Revolution:
 - Thomas Edison: telegraph, phonograph, light bulb
 - Alexander Graham Bell: telephone
- The importance and impact the inventions had on American society
- Efforts to gain the right to vote for women by the women's suffrage movement during the Progressive Era
- Major achievements during the women's suffrage movement (i.e., gaining the right to vote for women, passage of the 19th Amendment)
- Purpose and significance of the 19th Amendment

Unit 2—World War I and the Roaring Twenties (1920s-1940s)

Content

- The Great Depression and its impact on the nation:
 - Unemployment
 - Changes in types of jobs
- Franklin D. Roosevelt's New Deal programs and impact on American society:
 - Social Security
 - unemployment benefits
 - expansion and development of national parks
 - creation of jobs

Unit 3—World War II (1930s-1940s)

Content

- Consequences of Japan's bombing of Pearl Harbor (e.g., destruction of the American fleet, loss of American lives)
- Significance of the bombing of Pearl Harbor and the United States entry into World War II

Unit 4—Post-World War II and the Civil Rights Movement (1940s-1960s)

Content

- Issues prior to and during the Civil Rights Movement:
 - Segregation of schools
 - Segregation of buses
 - Segregation of public facilities
- Key events and people during the Civil Rights Movement:
 - court cases (e.g., *Brown v. Board of Education*)
 - Nonviolent protests and marches
- Contributions of individuals to the Civil Rights Movement:
 - Martin Luther King Jr.
 - Rosa Parks
 - Diane Nash

Unit 5—Tennessee Prior to Statehood (pre-1796)

Content

- Customs of American Indian tribes living in Tennessee prior to Tennessee statehood:
 - Cherokee
 - Creek
- Location of Cherokee and Creek Indian homelands in Tennessee prior to Tennessee becoming a state
- Importance and location of the Wilderness Road (e.g., development of settlements and trade in Tennessee)
- Description and location of Cumberland Gap

Unit 6—Statehood and Early Tennessee History (1796-1849)

Content

- Andrew Jackson and Indian Removal Act
- Westward expansion
- Effect of the Indian Removal Act on American Indians:
 - loss of homelands
 - difficult journey westward (e.g., loss of life, hunger, disease)
- Trail of Tears

Unit 7—Tennessee in the Civil War Era (1850s-1900)

Content

- Overview of the Civil War (i.e., North and South fought over issues (e.g., states' rights and slavery))
- Tennessee in the Civil War (e.g., divided between the North and the South)
- The outcome and significance of Civil War battles fought in Tennessee (e.g., Battle of Stones River, Battle of Franklin)

Unit 8—Tennessee in the 20th Century (1900-present)

Content

- Importance of the music industry in Tennessee
- Key people who contributed to the music industry in Tennessee (e.g., W.C. Handy, Elvis Presley)
- Performances and radio shows significant to the music industry in Tennessee (e.g., Grand Ole Opry, WSM)

Unit Content Resources

Industrial Age

- Shmoop provides a listing of inventions from the late 1800s to 1900. <https://www.shmoop.com/great-inventions/timeline.html>
- This site provides pictures and information on 19th-century inventions. <https://www.toptenz.net/top-10-greatest-inventions-of-the-19th-century.php>
- Idea Finder provides a list of inventions in the 19th century. <http://www.ideafinder.com/history/timeline/the1800s.htm>
- Ducksters has information on:
 - Thomas Edison https://www.ducksters.com/biography/thomas_edison.php, and
 - Alexander Graham Bell https://www.ducksters.com/biography/alexander_graham_bell.php.
- NEA has lesson plans on Thomas Edison. <http://www.nea.org/tools/lessons/thomas-alva-edison-grades-k-5.html>
- Edison Muckers provides key information on Thomas Edison and links to resources for teaching. <http://www.edisonmuckers.org/thomas-edison-in-your-classroom-attention-teachers/>
- This site has information on Alexander Graham Bell. <https://www.famousscientists.org/alexander-graham-bell/>
- Science Kids has facts about Alexander Graham Bell. <http://www.sciencekids.co.nz/sciencefacts/scientists/alexandergrahambell.html>
- Biography has information on Alexander Graham Bell. <https://www.biography.com/people/alexander-graham-bell-9205497>

Women's Suffrage

- NEA provides lesson plans on the 19th Amendment. <http://www.nea.org/tools/lessons/63472.htm>
- This site has information on the women's suffrage movement. <https://www.history.com/topics/womens-history/the-fight-for-womens-suffrage>

- Scholastic provides an activity guide on women’s suffrage. <http://teacher.scholastic.com/activities/suffrage/tguide/index.htm>
- Read Write Think has a lesson plan on the 19th Amendment. <http://www.readwritethink.org/classroom-resources/calendar-activities/19th-amendment-constitution-gave-20280.html>

Great Depression and Roosevelt’s New Deal

- The John and Annie Glenn Historic Site provide a study guide on the Great Depression. <http://johnglennhome.org/wp-content/uploads/2011/05/depression.pdf>
- Ducksters has information on the Great Depression. https://www.ducksters.com/history/us_1900s/great_depression.php
- This site has information on the Great Depression and the New Deal. <http://greatdepression.mrdonn.org/newdeal.html>
- Khan Academy has information on the New Deal. <https://www.khanacademy.org/humanities/us-history/rise-to-world-power/great-depression/a/the-new-deal>
- History.com has information on the New Deal’s impact on American society. <https://www.history.com/topics/new-deal>

Pearl Harbor and World War II

- Ducksters provides information on the attack on Pearl Harbor. https://www.ducksters.com/history/world_war_ii/pearl_harbor_attack.php
- Encyclopedia Britannica has information on the bombing of Pearl Harbor. <https://www.britannica.com/event/Pearl-Harbor-attack>
- Scholastic has a lesson plan on Pearl Harbor. <https://www.scholastic.com/teachers/lesson-plans/teaching-content/attack-pearl-harbor-teaching-guide/>
- Discovery Education provides a lesson plan on Pearl Harbor. <http://www.discoveryeducation.com/teachers/free-lesson-plans/pearl-harbor.cfm>
- This site has activities connected to the bombing of Pearl Harbor. <https://home-school.lovetoknow.com/worksheets-printables/pearl-harbor-lesson-kids>

Civil Rights Movement

- This site provides a timeline of the American Civil Rights Movement. <https://www.historyextra.com/period/20th-century/timeline-the-american-civil-rights-movement-of-the-1950s-and-1960s/>
- Ducksters has information on:
 - the Civil Rights Movement https://www.ducksters.com/history/civil_rights/african-american_civil_rights_movement.php,
 - Martin Luther King Jr. https://www.ducksters.com/biography/martin_luther_king_jr.php, and
 - Rosa Parks https://www.ducksters.com/biography/women_leaders/rosa_parks.php.
- Biography has information on Diane Nash. <https://www.biography.com/people/diane-nash>
- This site has information on Diane Nash and the Freedom Riders. <https://www.history.com/news/diane-nash-freedom-rider-civil-rights-movement>

- NEA provides lesson plans on:
 - Brown vs. Board of Education <http://www.nea.org/tools/lessons/brown-vs-board-teaching-resources-grades6-8.html> and
 - Martin Luther King Jr. Day <http://www.nea.org/tools/lessons/mlk-day-gradesK-5.html>.

American Indians

- This site has information on American Indians in Tennessee prior to Tennessee statehood. http://www.tn4me.org/major_cat.cfm/era_id/2/major_id/7
- This site has information on the Creek Indians in Tennessee. https://www.eduplace.com/ss/socsci/books/content/ilessons/4/ils_tn_gr4_u2_c03_l2.pdf
- This YouTube video provides information on American Indians in Tennessee. <https://www.youtube.com/watch?v=zXwwc3JUhdC>
- This site provides information on Cherokee culture. <https://www.manataka.org/page1969.html>
- This site provides information on Creek culture. <https://www.warpaths2peacepipes.com/indian-tribes/creek-tribe.htm>

Wilderness Road and Cumberland Gap

- History.com has information on the Wilderness Road. <https://www.history.com/topics/wilderness-road>
- The Tennessee Encyclopedia provides information on the Wilderness Road and Cumberland Gap. <https://tennesseeencyclopedia.net/entries/wilderness-road/>
- The National Park Service provides a historical map of the Wilderness Road. <https://www.nps.gov/cuga/planyourvisit/loader.cfm?csModule=security/getfile&PageID=1014498>

Indian Removal Act

- PBS provides information on the Indian Removal Act. <https://www.pbs.org/wgbh/aia/part4/4p2959.html>
- History.com has information and videos on the Trail of Tears. <https://www.history.com/topics/native-american-history/trail-of-tears>
- The Library of Congress provides primary documents on the Indian Removal Act including a map showing the land assigned to the relocated American Indians. <https://www.loc.gov/rr/program/bib/ourdocs/indian.html>
- The National Humanities Center provides information on the effect of the Indian Removal Act.
 - <http://nationalhumanitiescenter.org/tserve/nattrans/ntecoindian/essays/indianremoval.htm> and
 - <http://americainclass.org/wp-content/uploads/2013/03/WEB-Indian-Removal-Presentation.pdf>.
- The National Park Service provides lesson plans on the Trail of Tears.
 - <https://www.nps.gov/ruca/learn/education/classrooms/lesson-plan.htm> and
 - <https://www.nps.gov/nr/twhp/wwwlps/lessons/118trail/118ABOUT.htm>.

Civil War Battles

- History.com has information on Civil War battles.

- Battle of Stones River <https://www.history.com/topics/american-civil-war/battle-of-stones-river> and
- Battle of Franklin <https://www.history.com/this-day-in-history/battle-of-franklin-tennessee>.
- These sites have information on the Battle of Stones River.
 - <http://www.essentialcivilwarcurriculum.com/the-battle-of-stones-river.html> and
 - <https://www.civilwarhome.com/stones.html>.
- These sites have information on the Battle of Franklin.
 - <https://www.battlefields.org/learn/articles/10-facts-battle-franklin> and
 - <https://boft.org/history/>.

Performances and Performers

- The Grand Ole Opry site has information on the history of the Opry and a link to listen to WSM live. <https://www.opry.com/history>
- The Ryman Auditorium has information on the beginning of WSM and the Grand Ole Opry.
 - <https://ryman.com/history/wsm/> and
 - <https://www.ryman.com/history/opry/>.
- The WSM site provides information on the history of the radio show including a video. <http://www.wsmonline.com/history/>
- This site has information on W.C. Handy. <https://www.biography.com/people/wc-handly-39700>
- Graceland.com provides information on Elvis Presley. <https://www.graceland.com/elvis/biography.aspx>
- This site has information on the music business in Nashville. <http://www.visitmusiccity.com/music/musicresources/musicbusinesshistory>
- The Tennessee historical society has information on the music industry in Tennessee. <https://www.tennesseehistory.org/music/>

Section V

Universal Design for Learning (UDL) Suggestions

Three principles of the UDL—multiple means of representation, multiple means of action and expression, and multiple means of engagement—guide development of instruction, instructional materials, and assessments to provide access to learning to the widest range of students. A well-designed lesson using the principles of UDL reduces the need to make accommodations and modifications. However, some students with significant cognitive disabilities, especially students with visual and/or hearing impairments, physical disabilities, and students with complex communication needs, may require additional scaffolds, adaptations, and modifications to access content and support learning. UDL’s three guiding principles guide educators in creating instructional materials and activities in a flexible manner to address the needs of different types of learners. Utilizing the three principles of UDL as a framework when designing instruction allows for individualization when needed. Table 5 provides strategies and examples for the UDL Principle I, **Multiple Means of Representation**: presenting information in a variety of ways to address the needs of different types of learners. Table 6 provides strategies and examples for the UDL Principle II, **Multiple Means of Action and Expression**: providing a variety of ways for students to interact with the instructional materials and to demonstrate understanding. Table 7 provides strategies and examples for the UDL Principle III, **Multiple Means of Engagement**: providing a variety of ways to engage and motivate students to learn.

The strategies and examples provided in Tables 5 through 7 are based on UDL principles and can assist all students in understanding the basic concepts. The strategies and examples, as well as individualization ideas, should serve as a catalyst for ideas that can be individualized to meet the needs of each student. Some of the examples include activities that work exceptionally well for students with vision, hearing, and/or physical limitations as well as all students. Each example has a code to indicate when it includes specific ideas or activities that meet these needs:

V = visually impaired (low vision, blind, or deaf-blind)

H = hearing impaired (deaf, hard of hearing, or deaf-blind)

P = physical disability (limited use of hands)

Table 5. Instructional strategy ideas using the UDL Principle: Multiple Means of Representation

Multiple Means of Representation	
Strategies	Examples
<p>Introduce information through a multi-sensory approach (e.g., auditory, visual, tactile).</p>	<p>Create an “Inventors Hall of Fame” by placing photographs of inventors with photos of their inventions on the wall.</p> <p>Experiment with sound and create a low-tech telephone (e.g., http://oureverydaylife.com/alexander-graham-bells-science-experiments-kids-17151.html).</p> <p>Hold a mock election, only allowing some students to vote. Discuss how that affected the vote and then discuss the women’s suffrage movement. [Individualization idea: Have students vote using a dual voice-output switch with the recorded choices.] P/V</p> <p>Play a recording or video of a speech by Martin Luther King Jr. (e.g., https://www.pbs.org/weta/washingtonweek/blog-post/5-martin-luther-king-jr%E2%80%99s-most-memorable-speeches).</p> <p>Have students feel a tactile map of the Appalachian Mountains, the Cumberland Gap, and the route of the Wilderness Road. V</p>
<p>Model content through pictures, dramatization, videos, etc.</p>	<p>Show videos on unit topics.</p> <ul style="list-style-type: none"> • the Great Depression (e.g., https://www.youtube.com/watch?v=RNKa2qKOnAg and https://www.youtube.com/watch?v=58es-hvK1o, • Pearl Harbor (e.g., https://www.youtube.com/watch?v=QG6jookK3Jxs), and • the Trail of Tears (e.g., https://www.youtube.com/watch?v=1Q5Z4UUitdU). <p>[Individualization idea: Provide translation in primary language (e.g., Spanish, American Sign Language).] H</p> <p>Create and share information about inventors and inventions in comic format (e.g., https://picklebums.com/free-printable-comic-book-templates/ or https://www.printablepaper.net/category/comics).</p> <p>[Individualization idea: Include onomatopoeia words (e.g., wow, bang, kaboom, whew) and have students repeat or say using a switch-activated recording.] P</p> <p>Create and share a slide show of the customs of American Indians living in Tennessee prior to Tennessee statehood.</p>
<p>Present information using graphic organizers and models.</p>	<p>Create a classroom timeline of events and information for Tennessee prior to statehood to the 20th century (e.g., American Indians living in Tennessee prior to statehood, migration into Tennessee through the Cumberland Gap, etc.) Add details to the timeline as each concept is taught (e.g., American Indian customs, struggles of traveling).</p> <p>[Individualization idea: Use copies of the pictures from the slide show to place on the Venn diagram.]</p> <p>Show a map showing the Trail of Tears route (e.g., https://www.nps.gov/trte/planyourvisit/maps.htm). [Individualization</p>

	<p>idea: Make a tactile version (see <u>VIII Tactile Maps and Graphics</u>) for students to explore.]</p>
<p>Provide appropriate and accessible text on the content for students to listen to or read.</p>	<p>Have students read online articles in which the Lexile level can be adjusted:</p> <ul style="list-style-type: none"> • The New Deal (e.g., https://newsela.com/read/gl-history-new-deal/id/22291/), • Rosa Parks (e.g., <i>free registration</i>, https://newsela.com/read/bio-civil-rights-rosa-parks/id/19348/), and • Martin Luther King Jr. (e.g., https://newsela.com/read/elem-essay-a-timely-leader/id/39412/). <p>Read online articles on:</p> <ul style="list-style-type: none"> • segregation (e.g., http://americanhistory.mrdonn.org/CivilRights.html), and • Martin Luther King Jr. (e.g., https://kids.nationalgeographic.com/explore/history/martin-luther-king-jr/). <p>[Individualization idea: Adapt articles and documents to provide access (e.g., http://teachinghistory.org/teaching-materials/teaching-guides/23560)].</p>
<p>Teach information using songs.</p>	<p>Teach songs about the New Deal (e.g., https://www.youtube.com/watch?v=hsw4B1PWZLQ) or the Great Depression (e.g., https://www.youtube.com/watch?v=HupNDQwLN08).</p>

Table 6. Instructional strategy ideas using the UDL Principle: Multiple Means of Action and Expression

Multiple Means of Action and Expression	
Strategies	Examples
Use technology/assistive technology to optimize student access and interaction with the instructional materials and content.	<p>Have students create a digital presentation on the Civil Rights Movement. [Individualization idea: Assist students in finding, copying, and pasting photos into a slide show. Set the slide show up so that it can be accessed by a single switch.] P</p> <p>Have students complete an online activity about the Civil Rights Movement (e.g., https://www.civilrightsmuseum.org/standing-up). [Individualization idea: Read the text to the students and have them use an adapted mouse to select answers.] P</p> <p>Customize overlays for touch screens and keyboards to enlarge letters, reduce selections, add symbols and/or add tactile symbols. V/P</p> <p>Connect switches to iOS device, Android device, or Chromebook (e.g., https://www.ablenetinc.com/resources/consumer-technology-as-at/) to provide access to content related apps. P</p> <p>Have students access content on the Internet using switches (e.g., http://www.bltt.org/switch/internet.htm). P</p>
Allow for instructional materials that can be modified to provide access.	<p>Place printed text and pictures on a slant board. V/P</p> <p>Read a book online about Martin Luther King Jr. (e.g., http://tarheelreader.org/2013/11/05/martin-luther-king-jr-and-the-march-on-washington/) or the Trail of Tears (e.g., http://bookbuilder.cast.org/view.php?op=view&book=102658&page=1).</p> <p>When there is not an established sign for a person, place, or event, finger spell it and then create a sign that is meaningful to students. Use the newly created sign with consistency. H</p>
Provide multiple means for students to make choices and select answers.	<p>Record correct answers and distractors on a voice output multiple message switch(s) and have students answer questions using the switch. V/P</p> <p>Place answer choices on an eye gaze board for the student to select from. P</p> <p>Have students use three switches with generic labels (e.g., a, b, c; red, blue, green; or three different textures) to which they listen and then select the correct answer. V/P</p>
Provide simulation activities.	<p>Have students participate in a reader's theater activity (e.g., http://www.claycarmichael.com/documents/SitInReadersTheater.pdf). [Individualization idea: Record the lines for a selected character in students' AAC devices.]</p> <p>Have students interview someone who lived during the Great Depression or gather information online (e.g., https://www.npr.org/templates/story/story.php?storyId=97468008). [Individualization idea: Practice signing the questions or using the student's AAC system to ask the questions. H Have student use an adapted switch to activate and record answers. P</p>
Provide graphic organizers and templates.	<p>Have students understand a simple cause and effect graphic organizer on the Great Depression (e.g., http://www.scholastic.com/content/collateral_resources/pdf/a/american/american_girl/ag_repro1.pdf.)</p> <p>Have students create a women's suffrage sign (e.g., http://www.k12reader.com/worksheet/make-a-womens-suffrage-sign/) by drawing, writing, scribing, or pasting photos.</p>

Table 7. Instructional strategy ideas using the UDL Principle: Multiple Means of Engagement

Multiple Means of Engagement	
Strategies	Examples
Provide a schedule and visual timer.	<p>Have students use a mini schedule or a first-then schedule for each content instructional session. Provide a schedule with tangible symbols. V/P</p> <p>Provide and teach students how to use an object schedule system (e.g., http://www.perkinselearning.org/videos/teachable-moment/object-schedule-systems#transcript). V</p>
Vary the challenge and amount of information presented at a time.	<p>Have students complete a self-monitoring checklist and allow the students to choose the sequence or timing for completion of the activity as much as possible.</p> <p>Chunk the information on women’s suffrage by first introducing the basic concepts of citizen rights, responsibilities, and voting, followed by information that women could not vote and the impact that had on women, and then present detailed information on related people and events.</p>
Make connections to topics or activities that are motivating.	<p>Read personal stories of people living during the Great Depression (e.g., http://www.tn4me.org/article.cfm/era_id/0/major_id/8/minor_id/16/a_id/66). [Individualization idea: Record the stories on a voice output switch for students to independently listen to.] P</p> <p>Help students create an online political cartoon or graphic text about women’s suffrage, the Great Depression, civil rights, and/or Memphis music using a tool such as Make Beliefs Comix (http://www.makebeliefscomix.com/) or record biographic information using Blabberize (http://blabberize.com/).</p> <p>Have students play virtual musical instruments (e.g., http://www.virtualmusicalinstruments.com/) when studying performers and performances in Tennessee. [Individualization idea: Have students use an adapted mouse to play the instruments.] P</p>
Allow choices as possible.	<p>Allow students to choose between one more-complex task or two easier tasks.</p> <p>Allow students to choose an activity to engage in once they are finished with a lesson.</p> <p>Have students choose the color, design, and photos to use for creating a women’s suffrage sign.</p>
Provide opportunities to work collaboratively with peers.	<p>Provide opportunities for students to work in a general education classroom with peers when learning about women’s suffrage, the Great Depression, civil rights, and Tennessee performers. [Individualization idea: Have students work with partners who are shown how to support the student appropriately and how the student communicates.]</p> <p>Model quick ways for the general education teacher and classmates to adapt information for individual students (e.g., require only one cause and one effect, read and paraphrase information, etc.).</p>

Teach student self-regulation skills.	<p>Provide students communication symbols to request a break or express feelings and model how to use them appropriately.</p> <p>Develop and provide a cue to help students know when to request a break or an activity that allows them to stay calm.</p>
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UDL Resources

- The National Center on Universal Design for Learning has a plethora of information on UDL and examples and resources. www.udlcenter.org
- Symbaloo is a free online tool that allows an educator to create bookmarks using icons. It is easy to create and allows an educator to provide students links to sources of information that can be used for specific instructional units. www.symbaloo.com
- This site provides a brief description of Symbaloo and multiple ways to use the online tool. <https://www.theedublogger.com/2014/04/09/11-ways-to-use-symbaloo-in-the-classroom/>
- Perkins School for the Blind provides information on using tangible symbols to increase communication, create personal schedules, and provide choices. <http://www.perkinselearning.org/videos/webcast/tangible-symbols>
- Natural Reader provides a free online text to speech reader. <https://naturalreaders.com/>

Section VI

Transfer and Generalize Concepts, Knowledge, and Skills

For learning to be meaningful for all students, including students with significant cognitive disabilities, it is important to intentionally make connections to future content, real-world application, and college and career readiness skills. For example, explain how the student can use maps in their daily lives to determine the location of animals at the zoo, to navigate a walkthrough of exhibits in a museum, or to find transportation to work and stores in the future. In addition, the instruction of social studies concepts, knowledge, and skills may be the catalyst to developing other areas such as needed communication skills, reading/listening comprehension, age-appropriate social skills, independent work behaviors, and skills in accessing support systems. Table 8 provides instructional ideas to help transfer and generalize concepts, knowledge, and skills and suggested opportunities to embed other skills into instruction.

Table 8. Transfer and Generalization Ideas

Area	Instruction	Opportunity to Embed Skills
Communication	While teaching vocabulary, make connections to real-life or future opportunities to use the words (e.g., Understanding vocabulary terms, such as citizen, register, rights, and vote helps students understand these when they are old enough to vote.).	Use the context of the content area instruction to increase language skills, work on articulation, or access alternative and augmentative communication (AAC) systems.
Reading and Listening Comprehension	Provide information through reading books and articles about key people and leaders associated with civil rights and Tennessee performers when working on reading/listening comprehension.	Provide practice on communication skills when students are answering questions about the book or article. Provide practice on crossing midline to turn pages on an adapted book (e.g., thick tabs added to pages).
Age-Appropriate Social Skills	Make connections between the Connecting Concepts and real-life experiences showing how they can help students make decisions (e.g., importance of people’s actions in history).	Provide opportunities to work along same-age peers during social studies instruction to practice age-appropriate social skills.
Independent Work Behaviors	Encourage and reinforce independent completion of tasks to build independent work skills (e.g., completing an online simulation activity).	Have students self-monitor when completing tasks. Have students work on range of motion while working on independent tasks. Have students follow a mini-schedule to complete tasks that have multiple steps.

Skills in Accessing Support Systems	Encourage students to ask appropriately for assistance from peers and adults when working on the content.	Use this time to have the student work on appropriate behavior and communication skills.
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Section VII

Concepts and Vocabulary Multi-Age Planning: Grades Three through Five

Multi-age planning requires that instructional decisions address the span of the grade levels of the students in the class. Recognizing the Connecting Concepts and the General and Specific Vocabulary that apply to multiple units within and across a grade span provides information to teach concepts that build a foundation for specific curricular content (i.e., specific people, places, events, and time periods). This section illustrates the grade-level **Connecting Concepts** and the **General and Specific Vocabulary** across grades. This view (see Tables 9–13) allows educators of multi-age and multi-grade classrooms to address the same or similar concepts and vocabulary to all students along with the specific curricular content.

Table 9. Physical and Human Geography Concepts and Vocabulary

Physical and Human Geography		
<i>Geographical features and the spatial organization of people and places impact different stages in the history of culture and civilization. Maps and other representations of places and regions convey the influence of geography on economic development, discovery, and use of resources by various cultures and civilizations.</i>		
Grades 3–5 AATs and UCs	Concepts	Vocabulary
<ul style="list-style-type: none"> • 3.02.a: Ability to use the four cardinal directions (i.e., north, east, south, west) to locate a major city in relationship to a given location on a political map of Tennessee • 3.02.b: Ability to use the four cardinal directions (i.e., north, east, south, west) to locate a major city in relationship to a given location on a political map of the U.S. • 3.02.c: Ability to use the four intermediate directions (i.e., northeast, southeast, southwest, and northwest) to locate a major city in relationship to a given location on a political map of Tennessee • 3.02.d: Ability to use the four intermediate directions (i.e., northeast, southeast, southwest, and northwest) in relationship to a given location to locate a major city on a political map of the U.S. <ul style="list-style-type: none"> ○ 3.02.UC: Use spatial terms (e.g., above, below, near, far) to describe where places are in relation to each other on a map. • 3.03.a: Ability to identify a physical feature (i.e., Canyon, Desert, Mountain, Ocean, River) on a globe • 3.03.b: Ability to identify a physical feature (i.e., Canyon, Desert, Mountain, Ocean, River) on a physical map <ul style="list-style-type: none"> ○ 3.03.UC: Identify different areas, locations, or objects on a map or diagram representing home, school, or community. • 3.10.a: Ability to locate a major city in the U.S. (i.e., Chicago, Los Angeles, Miami, New York City, Seattle, Washington, D.C.) on a regional political map of the U.S. <ul style="list-style-type: none"> ○ 3.10.UC: Identify the representation of a city or state on a map of the U.S. • 3.11.a: Ability to identify a major U.S. river (i.e., Mississippi) on a physical map 	<p>Understand:</p> <ul style="list-style-type: none"> • how to think spatially and use a variety of maps and map tools (e.g., compass rose, legend) • how to interpret physical and political features on a variety of maps • how geography and climate affect exploration 	<p>General:</p> <ul style="list-style-type: none"> • canyon • desert • east • explorers • housing • map • mountain • north • northeast • northwest • ocean • pass • physical feature • river • routes • south • southeast • southwest • west <p>Specific: <i>Grade 3:</i></p> <ul style="list-style-type: none"> • Appalachian Mountains • cardinal directions • Chicago • Christopher Columbus • Ferdinand Magellan

Physical and Human Geography		
<ul style="list-style-type: none"> • 3.11.b: Ability to identify major U.S. mountains (i.e., Appalachian) on a physical map • 3.11.c: Ability to identify major U.S. bodies of water (i.e., Great Lakes) on a physical map • 3.11.d: Ability to identify major U.S. landforms (i.e., Grand Canyon, Great Plains) on a physical map <ul style="list-style-type: none"> ○ 3.11.UC: Recognize a description of a physical feature (i.e., river, mountains, bodies of water, U.S. landforms). • 3.21.a: Ability to identify the routes of early explorers of the Americas (i.e., Christopher Columbus, Hernando de Soto, and Ferdinand Magellan) • 3.21.b: Ability to identify the contributions of early explorers of the Americas (i.e., Christopher Columbus, Hernando de Soto, and Ferdinand Magellan) <ul style="list-style-type: none"> ○ 3.21.UC: Identify why people move to new places (e.g., jobs, family, schools). • 5.29.a: Ability to identify that the Wilderness Road was a way to travel through the Appalachian Mountains into Tennessee • 5.29.b: Ability to identify the Cumberland Gap as a narrow pass through the Appalachian Mountains that is part of the Wilderness Road • 5.29.c: Ability to identify that the Wilderness Road was an important route that helped people establish new settlements and trade in Tennessee <ul style="list-style-type: none"> ○ 5.29.UC: Recognize that important routes are used by people to explore and settle new lands. 		<ul style="list-style-type: none"> • Grand Canyon • Great Lakes • Great Plains • Hernando de Soto • Los Angeles • Miami • Mississippi River • New York City • Seattle • Tennessee • United States/ U.S. • Washington, D.C. <p><i>Grade 5:</i></p> <ul style="list-style-type: none"> • Wilderness Road • Cumberland Gap • Trail of Tears

Table 10. Culture Concepts and Vocabulary

Culture		
<i>Advancement and growth of human culture and civilization relates to development of literature, the arts, science, mathematics, and engineering in times past and present, and affects how people live in particular places.</i>		
Grades 3–5	Concepts	Vocabulary
<ul style="list-style-type: none"> • 3.19.a: Ability to identify similarities in the customs (i.e., housing and clothing) of the Southeast and Plains North American Indians • 3.19.b: Ability to identify differences in the customs (i.e., housing and clothing) of the Southeast and Plains North American Indians <ul style="list-style-type: none"> ○ 3.19.UC: Recognize a description of a custom. • 3.31.b: Ability to identify factors that motivated people to move west and live on the Tennessee frontier (e.g., search for a new life and fertile farmlands) <ul style="list-style-type: none"> ○ 3.31.UC: Recognize characteristics of life on the Tennessee frontier (e.g., everything had to be done by hand, chopping trees, growing food, making clothing and other goods for the home) • 4.20.a: Ability to recognize a technological advance during the American Industrial Revolution (i.e., Eli Whitney’s invention of the cotton gin) • 4.20.b: Ability to recognize a contribution of Samuel Slater to the American Industrial Revolution (i.e., helping to develop the American factory system) • 5.05.a: Ability to identify the contributions of inventors to American society (i.e., Alexander Graham Bell, Thomas Edison) • 5.05.b: Ability to identify the impact of inventors on American society (i.e., Alexander Graham Bell, Thomas Edison) <ul style="list-style-type: none"> ○ 5.05.UC: Recognize that inventions are contributions to American society. • 5.28.a: Ability to identify American Indian tribes living in Tennessee prior to Tennessee statehood (i.e. Cherokee, Creek) • 5.28.b: Ability to identify the customs of tribes living in Tennessee prior to Tennessee statehood (i.e. Cherokee, Creek) <ul style="list-style-type: none"> ○ 5.28.UC: Recognize the definition of a custom. • 5.38.b: Ability to recognize that westward expansion forced American Indians to leave their homelands and caused thousands to make a difficult journey (i.e., “Trail of Tears”) • 5.38.c: Ability to identify the impact on the lives of the American Indians who were forced to leave their homelands in Tennessee (e.g., loss of homelands, loss of life, hunger, disease) 	<p>Understand:</p> <ul style="list-style-type: none"> • that people have different customs (e.g., housing and clothing) • the reasons people move • the challenges faced when moving from one place to another • the effect of new developments on people’s lives • how people and places can affect art, such as music 	<p>General:</p> <ul style="list-style-type: none"> • customs • death • disease • frontier • homeland • hunger • incandescent light bulb • inventor/invention • music • performance • radio • show • society • statehood • telephone <p>Specific:</p> <p><i>Grade 3:</i></p> <ul style="list-style-type: none"> • Plains North American Indians • Southeast North American Indians <p><i>Grade 4:</i></p> <ul style="list-style-type: none"> • American Industrial Revolution • Eli Whitney • Samuel Slater <p><i>Grade 5:</i></p> <ul style="list-style-type: none"> • Alexander Graham Bell • Andrew Jackson • Cherokee Indians • Creek Indians • Elvis Presley • Grand Ole Opry • Indian Removal Act • Thomas Edison • Trail of Tears • W.C. Handy

Culture		
<ul style="list-style-type: none"> • 5.51.a: Ability to identify the significance of performances and radio shows to the development of the music industry in Tennessee (e.g., Grand Ole Opry, WSM) • 5.51.b: Ability to identify the contributions of individuals to the development of the music industry in Tennessee (i.e., W.C. Handy, Elvis Presley) <ul style="list-style-type: none"> ○ 5.51.UC: Recognize that the music industry is an important industry in Tennessee. 		<ul style="list-style-type: none"> • WSM

Table 11. Economics Concepts and Vocabulary

Economics		
<i>Human and physical capital, natural resources, and technology on a local and global scale impact production, distribution, and consumption of goods and services. Decisions about how to use resources influence the welfare of individuals and societies.</i>		
Grades 3–5	Concepts	Vocabulary
<ul style="list-style-type: none"> • 3.18.a: Ability to identify the use of housing, industry, transportation, or communication to satisfy basic human needs • 3.18.b: Ability to identify the use of housing, industry, transportation, or communication to satisfy the wants of people <ul style="list-style-type: none"> ○ 3.18.UC: Identify an object as a need or a want. • 4.20.c: Ability to identify the impact of the factory system on the American Industrial Revolution <ul style="list-style-type: none"> ○ 4.20.UC: Recognize the benefit of an invention. • 5.16.a: Ability to recognize that President Franklin D. Roosevelt’s New Deal programs were a consequence of the Great Depression 	<p>Understand:</p> <ul style="list-style-type: none"> • wants and needs • types of goods and services • how goods are manufactured • reasons people explore • benefits, reasons, and ways groups cooperate • the effects of change in an economy 	<p>General:</p> <ul style="list-style-type: none"> • benefit • communication • cotton gin • factory • industry • inventor/invention • national parks • needs • retirement • technology • transportation • unemployment • wants <p>Specific:</p> <p><i>Grade 4:</i></p> <ul style="list-style-type: none"> • American Industrial Revolution <p><i>Grade 5:</i></p> <ul style="list-style-type: none"> • Franklin D. Roosevelt • Great Depression • Roosevelt’s New Deal • Social Security

Table 12. Civics and Politics Concepts and Vocabulary

Civics and Politics		
<i>Responsible and effective citizens understand structures of power and authority and the principles they reflect; their role within a community, a nation, and the world; and develop civic efficacy. Connections to the past and the way governments, principles, and traditions have developed impact current societies.</i>		
Grades 3–5	Concepts	Vocabulary
<ul style="list-style-type: none"> • 4.04.b: Ability to identify how American colonists reacted to British policies (e.g., protests, boycotts) • 4.14.a: Ability to identify the Preamble as the part of the Constitution that describes the purposes of the federal government • 4.14.b: Ability to identify the three branches of government and their functions (i.e., make the laws, make sure people follow the laws, make sure the laws are fair) • 4.14.c: Ability to identify the 1st Amendment as a law that protects individual rights <ul style="list-style-type: none"> ○ 4.14.UC: Recognize that the people in the United States must follow the laws in the U.S. Constitution. • 4.26.a: Ability to recognize the contributions of individuals (i.e., Frederick Douglass, Sojourner Truth, Harriet Tubman) working to end slavery in the United States <ul style="list-style-type: none"> ○ 4.26.UC: Recognize that groups in the United States did not agree about slavery before the Civil War. • 4.39.a: Ability to recognize that the 13th Amendment prohibits slavery in the United States • 4.39.b: Ability to recognize that the 14th Amendment made former slaves citizens of the United States • 4.39.c: Ability to recognize that the 14th Amendment promises equal protection to all citizens (e.g., former slaves) • 4.39.d: Ability to recognize that the 15th Amendment guarantees the right to vote to U.S. citizens regardless of race or color <ul style="list-style-type: none"> ○ 4.39.UC: Recognize that amendments are changes or additions made to the U.S. Constitution. • 5.09.a: Ability to identify the major goal of the women’s suffrage movement during the Progressive Era (i.e., gaining the right to vote for women) • 5.09.b: Ability to recognize the major achievements of the women’s suffrage movement during the Progressive Era (i.e., gaining the right to vote for women, helping to ensure the passage of the 19th Amendment) • 5.09.c: Ability to recognize that the 19th Amendment guarantees women the right to vote 	<p>Understand:</p> <ul style="list-style-type: none"> • the structure and purpose of government and its relationship to democracy and citizenry • how the United States of America became an independent country and a democracy • citizens of the United States have rights and responsibilities • that leaders and people can cause change in government and laws 	<p>General:</p> <ul style="list-style-type: none"> • amendments • benefit • boycotts • branches of government • citizen • civil rights • colonists • conflict • court • discrimination • government • homeland • jobs • laws • national parks • policies • protests • race • retirement • rights • segregation • slavery • unemployment • vote <p>Specific: <i>Grade 4:</i></p> <ul style="list-style-type: none"> • 1st Amendment • 13th Amendment • 14th Amendment • 15th Amendment • British • Frederick Douglass • French and Indian War • Harriet Tubman • Sojourner Truth • U.S. Constitution

Civics and Politics

<ul style="list-style-type: none"> ○ 5.09.UC: Recognize that adopting an amendment to the U.S. Constitution is a way to change the law. ● 5.16.b: Ability to identify a program of President Franklin D. Roosevelt's New Deal, such as Social Security ● 5.16.c: Ability to identify the impact of President Franklin D. Roosevelt's New Deal (i.e., retirement benefits, unemployment benefits, the expansion and development of national parks, the creation of jobs) on American society <ul style="list-style-type: none"> ○ 5.16.UC: Recognize that the U.S. government can help people to meet their needs (e.g., when they don't have enough money). ● 5.24.a: Ability to identify events that led to the Civil Rights Movement (e.g., discrimination against African Americans, segregation of African Americans) ● 5.24.b: Ability to identify the contributions of individuals to the Civil Rights Movement (i.e., Martin Luther King Jr., Rosa Parks, Diane Nash) ● 5.24.c: Ability to identify different approaches (e.g., Brown v. Board of Education court case) used to achieve civil rights during the Civil Rights Movement <ul style="list-style-type: none"> ○ 5.24.UC: Recognize that people act in different ways to bring about change. ● 5.38.a: Ability to identify the Indian Removal Act as a law passed during the presidency of Andrew Jackson that gave the federal government the authority to relocate American Indians living in Tennessee <ul style="list-style-type: none"> ○ 5.38.UC: Recognize that American Indians living in Tennessee were forced to leave their homelands because other people wanted their land. 		<p><i>Grade 5:</i></p> <ul style="list-style-type: none"> ● 19th Amendment ● American Indians ● Andrew Jackson ● Brown v. Board of Education ● Civil Rights Movement ● Diane Nash ● Franklin D. Roosevelt ● Great Depression ● Indian Removal Act ● Martin Luther King Jr. ● Progressive Era ● Roosevelt's New Deal ● Rosa Parks ● Social Security ● Women's Suffrage Movement
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Table 13. History: Change, Continuity, and Context Concepts and Vocabulary

History: Change, Continuity, and Context		
<i>Historical events, the processes of change and continuity over time, the context within which events occur, and the significance of the contributions by individuals from various ethnic, racial, religious, and socioeconomic groups impact the development of civilizations and societies around the world.</i>		
Grades 3–5	Concepts	Vocabulary
<ul style="list-style-type: none"> • 3.24.a: Ability to identify characteristics of the Jamestown settlement (e.g., first permanent English colony in North America, established trade with American Indians) • 3.24.b: Ability to recognize how the Jamestown settlement influenced the development of the United States (e.g., led to the establishment of other colonies, developed representative government) <ul style="list-style-type: none"> ○ 3.24.UC: Recognize the Jamestown settlement as America’s first permanent English colony. • 3.27.a: Ability to identify reasons (e.g., religious freedom, economic opportunity, better life) for which people came to the colonies <ul style="list-style-type: none"> ○ 3.27.UC: Identify challenges with moving to a new place. • 3.31.b: Ability to identify factors that motivated people to move west and live on the Tennessee frontier (e.g., search for a new life and fertile farmlands) • 4.01.a: Ability to identify the impact of colonial settlement on American Indians (i.e., conflicts between colonists and American Indian nations) <ul style="list-style-type: none"> ○ 4.01.UC: Recognize that colonial settlements caused changes in American Indian nations. • 4.04.a: Ability to identify the consequences of the French and Indian War on the British rule of the colonies (i.e., Proclamation of 1763) • 4.04.c: Ability to identify major causes of the American Revolution (i.e., The Stamp Act, 1765, The Townshend Acts, 1767, “Taxation without Representation”) • 4.09.a: Ability to identify the contributions of individuals to the American Revolution (i.e., the Midnight Ride of Paul Revere) • 4.09.b: Ability to identify the significance of major battles of the American Revolution (i.e., Battle of Saratoga, Battle of Yorktown) <ul style="list-style-type: none"> ○ 4.09.UC: Recognize that individuals and groups contribute during times of war. • 4.18.a: Ability to recognize that the United States fought wars against American Indian nations • 4.18.b: Ability to recognize that American Indians living in the southern United States were forced to leave their homes during Andrew Jackson’s presidency 	<p>Understand:</p> <ul style="list-style-type: none"> • reasons and challenges of exploring and moving to new places • ways America grew and developed over time • causes of disagreements and conflict between countries and groups of people • how the expansion of European settlers and colonists in America affected American Indians • importance of people’s actions in history 	<p>General:</p> <ul style="list-style-type: none"> • battles • bomb/bombing • boycotts • colony/colonists • conflict • economics • frontier • government • harbor • policies • protests • religious freedom • settlement • ships • trade <p>Specific:</p> <p><i>Grade 3:</i></p> <ul style="list-style-type: none"> • American Indians • Jamestown <p><i>Grade 4:</i></p> <ul style="list-style-type: none"> • American Revolution • Battle of Saratoga • Battle of Yorktown • British • French and Indian War • Midnight Ride of Paul Revere • Taxation without Representation • The Stamp Act, 1765 • The Townshend Acts, 1767 • Thirteen Colonies <p><i>Grade 5:</i></p> <ul style="list-style-type: none"> • Andrew Jackson • Battle of Franklin • Battle of Gettysburg • Battle of Shiloh

History: Change, Continuity, and Context

<ul style="list-style-type: none"> • 4.18.c: Ability to identify the impact of the Indian Removal Act during Andrew Jackson’s presidency (i.e., Trail of Tears) <ul style="list-style-type: none"> ○ 4.18.UC: Recognize that American Indian nations were located in the southern United States during the presidency of Andrew Jackson. • 4.23.a: Ability to identify major causes of America’s westward expansion (i.e., Manifest Destiny) <ul style="list-style-type: none"> ○ 4.23.UC: Recognize that the United States gradually expanded from the eastern United States to the western United States. • 4.34.a: Ability to identify the significance of major battles (i.e., Battle of Shiloh, Battle of Gettysburg) of the Civil War <ul style="list-style-type: none"> ○ 4.34.UC: Recognize that battles occur during times of war. • 5.18.a: Ability to recognize the direct consequences of the bombing of Pearl Harbor (i.e., destruction of the American fleet, loss of American lives) • 5.18.b: Ability to recognize that the bombing of Pearl Harbor caused the United States to enter World War II <ul style="list-style-type: none"> ○ 5.18.UC: Recognize characteristics of world wars. • 5.42.a: Ability to identify Civil War battles fought in Tennessee (i.e., Battle of Stones River, Battle of Franklin) • 5.42.b: Ability to identify the significance of Civil War battles (i.e., Battle of Stones River, Battle of Franklin) to Tennessee <ul style="list-style-type: none"> ○ 5.42.UC: Recognize that a war includes a series of battles 	<ul style="list-style-type: none"> • Battle of Stones River • Indian Removal Act • Manifest Destiny • Pearl Harbor • Trail of Tears • World War II
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Section VIII

Tactile Maps and Graphics

The maps and graphics guidelines will help create tactile versions of instructional maps, diagrams, models, and timelines to use with students who are blind or deaf-blind. The tactile maps and graphics may be beneficial to other students as well. A tactile graphic is a representation of a graphic (e.g., picture, drawing, diagram, map, etc.) in a form that provides access through touch. It is not an exact copy of the graphic. The section provides basic guidance and links to more comprehensive resources.

Importance of Tactile Maps and Graphics

It is important to provide tactile graphics for young readers (BANA, 2010). It helps students understand and gain information when presented with social studies concepts, knowledge, and skills. Social studies instruction often uses maps and timelines to illustrate where and when people existed and events occurred. The following guidance includes information to build upon when creating tactile graphics.

Tactile Graphic Guidance

1. **Determine need for graphic:** When encountering graphics in instructional materials, determine if the graphic is essential to understanding the concept. The Braille Authority of North America (2010) provides a decision tree to help in this determination. It can be accessed online at <http://www.brailleauthority.org/tg/web-manual/index.html> by selecting “Unit 1 Criteria for Including a Tactile Graphic.”
2. **Consult with the local educator trained to work with students with visual impairments.**
3. **Determine the essential information in the graphic.** Read the surrounding information and the caption to determine which information in the graphic to exclude. For example, a map to illustrate location of key countries would not need state lines and capital cities and may not need all of the surrounding countries.
4. **Reduce unnecessary detail in the graphic.** Identify details that are not necessary for interpreting the information in the graphic. For example, a graphic of landforms may show crevices on the mountains, leaves on a tree, and waves in an ocean. Eliminate unnecessary details, as they are difficult to interpret tactilely.
5. **Remove frames or image outlines if they serve no purpose.** Ensure that all lines are necessary (e.g., line that indicates a body of water), and remove any that are not.
6. **Modify the size of the graphic.** Modify the graphic as needed to reduce clutter and allow a blank space between adjacent textures. In addition, consider the size of the student’s hand.
7. **Use solid shapes as feasible.** When solid shapes do not clearly represent the information, use clear solid lines.
8. **Systematically teach exploration and interpretation of tactile graphics.** Systematic instruction and repetition are important when teaching a student to understand a tactile graphic. Pairing the tactile graphic with a 3-dimensional object may help (e.g., pair a raised line drawing of a T-shirt, an example of clothing as a need, with a T-shirt).

Specific Graphic Type Guidance

Following is information for specific types of graphics that may support instruction in science and social studies.

Graphic Organizers/Concept Maps

- It is best to present information to compare or make connections in a tactile graphic. A tactile graphic presents the information in a spatial display and aids in comparison better than a list.

Diagrams/Models

- Limit the number of areas, lines, and labels. Having more than five makes interpretation difficult.
- Consider pairing a tactile graphic with a 3-dimensional model.

Timelines

- Present timelines in the same direction every time (i.e., horizontal or vertical).

Maps

- Distinguish water from land using a consistent background texture for the water.
- Align the direction of the compass rose arrows with the lines of longitude and latitude on the map.

Creating Tactile Graphics

Following are some ways to create tactile graphics. Additional information can be found at www.tactilegraphics.org.

Commercial products

- Capsule paper or swell paper—print
- Thermoform

Textured shapes can be made from:

- Sticky back textured papers found at craft stores,
- Corrugated cardboard,
- Fabric with texture (e.g., corduroy, denim),
- Silk leaves,
- Cork,
- Felt
- Vinyl,
- Mesh tape (used for drywall), and
- Sandpaper.

Raised lines can be made from:

- Glue (best not to use water-based glue), and
- Wax pipe cleaners.

Resources

- The American Foundation for the Blind provides basic principles for preparing tactile graphics. <http://www.afb.org/info/solutions-forum/electronic-files-and-research-work-group/tactile-graphics/345>
- The Texas School for the Blind and Visually Impaired provides basic principles for Preparing Tactile Graphics, element arrangement on a tactile graphic, resources for preparing quality graphics, etc. <http://www.tsbvi.edu/graphics-items/1465-basic-principles-for-preparing-tactile-graphics>
- Perkins School for the Blind has short videos that explain the importance of tactile graphics and information on spatial relationships and graphic literacy, moving from models to graphics, and strategies for reading tactile graphics. <http://www.perkinselearning.org/videos/webcast/teaching-tactile-graphics>

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