

Grade 4 Social Studies
Content Module

The History of the United States: Revolution
to Reconstruction

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:

- The War for Independence (1700s–1780s): Colonial settlement in North America impacted the American Indians, resulting in conflicts between the two groups. As a result of the French and Indian War, Great Britain acquired significant war debt and needed revenue. In addition, the removal of the French forces meant that the colonists were less dependent on Great Britain for protection. The resulting British trade laws and taxes and the colonists’ desire for independence from British rule led to the American Revolution.
- Creating a New Government (1781–1789): The colonists formed a more perfect union among the states by creating the U.S. Constitution. The U.S. Constitution established a stronger federal government. To prevent the federal government from having too much power, the U.S. Constitution established a balance of power among the three branches of government and protected the individual liberties of American citizens.
- Building the New Nation (1790–1830): The expansion of the boundaries of the United States resulted in more conflicts with American Indian nations. During Andrew Jackson’s presidency, the Indian Removal Act forced American Indians from their homelands within existing state borders to lands west of the Mississippi River. This migration is described as the Trail of Tears because the journey was difficult and resulted in great hardships for the travelers.
- The Growth of the Republic (1800s–1850): Technological advances (e.g., cotton gin) and improved methods of manufacturing (e.g., American factory system) developed during the American Industrial Revolution. These changes affected living and working conditions, led to economic growth and the growth of cities, and provided an increase in income for some workers. Population growth in the eastern states and the promise of economic opportunities motivated Americans to move west (i.e., Manifest Destiny).
- The United States Prior to the Civil War (1820s–1861): Prior to the Civil War, tensions increased between northern and southern states over slavery, states’ rights, and westward expansion. The abolitionist movement included leaders (e.g., Frederick Douglass, Sojourner Truth, Harriet Tubman) who worked in diverse ways to bring an end to slavery.
- The Civil War and Reconstruction (1861–1870s): Several battles during the Civil War were turning points that contributed to the Northern victory (e.g., Battle of Shiloh, Battle of Gettysburg). Following the Civil War, the goals of the Reconstruction era were to reunite the United States and rebuild the South. The 13th, 14th, and 15th Amendments were passed to provide equal protection and rights for all United States citizens regardless of race or color (i.e., former slaves).

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 The History of the United States: Revolution to Reconstruction 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 4 Tennessee Social Studies Standards and related KSSs and UCs addressed by this module, *The History of the United States: Revolution to Reconstruction*, 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 Statements (KSSs)	Underlying Concepts (UCs)
<i>The War for Independence (1700s-1780s)</i>		
4.01: Identify and analyze the impact of conflicts between colonists and American Indian nations brought on by the intrusions of colonization.	4.01.a: Ability to identify the impact of colonial settlement on American Indians (i.e., conflicts between colonists and American Indian nations)	4.01.UC: Recognize that colonial settlements caused changes in American Indian nations.
4.04: Evaluate how political, religious, and economic ideas and interests brought about the American Revolution, including: Resistance to imperial policy (Proclamation of 1763); The Stamp Act, 1765; The Townshend Acts, 1767; Tea Act, 1773; “Taxation without Representation”; Intolerable/Coercive Acts, 1774; The role of Patrick Henry.	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.b: Ability to identify how American colonists reacted to British policies (e.g., protests, boycotts) 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”)	4.04.UC: Recognize that the colonists were unhappy with British rule.
4.09: Examine major events and battles of the American Revolution, including: Midnight Ride of Paul Revere, Battles of	4.09.a: Ability to identify the contributions of individuals to the American Revolution (i.e.,	4.09.UC: Recognize that individuals and groups contribute during times of war.

Academic Standards	Knowledge and Skills Statements (KSSs)	Underlying Concepts (UCs)
Lexington and Concord, Battle of Bunker (Breed's) Hill, Battle of Saratoga, Valley Forge, Battle of Yorktown.	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)	
<i>Creating a New Government (1781-1789)</i>		
4.14: Describe the principles embedded in the Constitution, including: Purposes of government (listed in the Preamble), Separation of powers, Branches of government, Checks and balances, Recognition and protection of individual rights (in the 1st Amendment).	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	4.14.UC: Recognize that the people in the United States must follow the laws in the U.S. Constitution.
<i>Building the New Nation (1790-1830)</i>		
4.18: Analyze the impact of Andrew Jackson's presidency, including: the Indian Removal Act, Trail of Tears, and preservation of the union.	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 4.18.c: Ability to identify the impact of the Indian Removal Act during Andrew Jackson's presidency (i.e., Trail of Tears)	4.18.UC: Recognize that American Indian nations were located in the southern United States during the presidency of Andrew Jackson.
<i>The Growth of the Republic (1800s-1850)</i>		
4.20: Analyze the impact of the American Industrial Revolution, including the significance of	4.20.a: Ability to recognize a technological advance during the American Industrial Revolution	4.20.UC: Recognize the benefit of an invention.

Academic Standards	Knowledge and Skills Statements (KSSs)	Underlying Concepts (UCs)
Watermills (influence on geography), Robert Fulton (steamboats), Samuel Slater (factory system), Eli Whitney (cotton gin).	(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) 4.20.c: Ability to identify the impact of the factory system on the American Industrial Revolution	
4.23: Examine the impact of President James K. Polk’s view of Manifest Destiny on westward expansion.	4.23.a: Ability to identify major causes of America’s westward expansion (i.e., Manifest Destiny)	4.23.UC: Recognize that the United States gradually expanded from the eastern United States to the western United States.
<i>The United States Prior to the Civil War (1820s-1861)</i>		
4.26: Identify abolitionist leaders and their approaches to ending slavery, including: Frederick Douglass, William Lloyd Garrison, Sojourner Truth, Harriet Tubman.	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	4.26.UC: Recognize that groups in the United States did not agree about slavery before the Civil War.
<i>The Civil War and Reconstruction (1861-1870s)</i>		
4.34: Examine the significance and outcomes of key battles and events of the Civil War, including: First Battle of Bull Run, Battle of Shiloh, Battle of Gettysburg, Battle of Antietam.	4.34.a: Ability to identify the significance of major battles (i.e., Battle of Shiloh, Battle of Gettysburg) of the Civil War	4.34.UC: Recognize that battles occur during times of war.
4.39: Identify the 13th, 14th, and 15th Amendments as efforts to help former slaves begin a new life.	4.39.a: Ability to recognize that the 13th Amendment prohibits slavery in the United States	4.39.UC: Recognize that amendments are changes or additions made to the U.S. Constitution.

Academic Standards	Knowledge and Skills Statements (KSSs)	Underlying Concepts (UCs)
	<p>4.39.b: Ability to recognize that the 14th Amendment made former slaves citizens of the United States</p> <p>4.39.c: Ability to recognize that the 14th Amendment promises equal protection to all citizens (e.g., former slaves)</p> <p>4.39.d: Ability to recognize that the 15th Amendment guarantees the right to vote to U.S. citizens regardless of race or color</p>	

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 causes of disagreements and conflict between groups of people and countries is a Connecting Concept that applies to conflicts between the colonists and the American Indians or Britain, and between the North and South, etc. Some Connecting Concepts may apply across multiple content areas (e.g., reading) and instructional emphases (e.g., An article might be about the French and Indian War.).

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 help 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, The History of the United States: Revolution to Reconstruction.

Students understand:

- the effect of new developments on people’s lives
- how goods are manufactured
- 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
- the rights and responsibilities of citizens of the United States
- that leaders and people can cause changes in government and laws
- 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

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., American Industrial Revolution) and in the context of the specific content (e.g., teach the terms "factory" and "inventor" in the context of changes during the American Industrial Revolution).

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 "battles" helps students to connect many different battles in various wars across units and grades (e.g., American Revolution, Civil War, WWI, WWII, etc.). 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 The Stamp Act, and connect to general words (e.g., colonists, conflicts, protests, and boycotts). 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 "right" a citizen has (e.g., right to vote) instead of having to memorize the definition of "right."

Table 2. General Vocabulary Words

General Vocabulary – words that generalize to different people, places, events, and time periods. Describe the word (e.g., An inventor is someone who creates a new device.) and provide examples (e.g., Eli Whitney was an inventor and created the cotton gin.).	
• amendments	• inventor/invention
• assembly	• laws
• battles	• nation
• boycotts	• policies
• branches of government	• press
• citizen	• protests
• colonists	• race
• conflicts	• rights
• cotton gin	• slave/slavery
• factory	• technology
• government	• vote

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., “Sojourner Truth” was a “slave” who escaped and tried to stop “slavery.”).		
• 1st Amendment	• Battle of Shiloh	• Preamble to the U.S. Constitution
• 13th Amendment	• Battle of Yorktown	• Proclamation of 1763
• 14th Amendment	• Civil War	• Sojourner Truth
• 15th Amendment	• Eli Whitney	• Taxation without Representation
• American Indians	• Frederick Douglass	• The Stamp Act
• American Industrial Revolution	• French and Indian War	• The Townshend Acts, 1767
• American Revolution	• Harriet Tubman	• Trail of Tears
• Andrew Jackson	• Indian Removal Act	• U.S. Constitution
• Battle of Gettysburg	• Manifest Destiny	
• Battle of Saratoga	• Midnight Ride of Paul Revere	

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 “protests.” (e.g., When people do not think something is fair, they can protest. A way people can protest is by walking down the street with signs and shouting about the changes they want.) To share an example with students, show video clips of a group protesting. Then share information and draw comparisons with colonists’ protests.
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.	Introduce the vocabulary words “citizen” and “government” by relating the words to the local community and state government. Have students describe “citizen” by saying what they, family, or friends do as a citizen in their local community or state (e.g., My mom votes because she is a citizen.). [Individualization idea: Have students choose examples of citizens using word cards with pictures showing people voting, reporting the news, etc. Ensure that all choices are correct examples to reinforce the understanding of citizen.]
Have students represent vocabulary words in a variety of ways (e.g., pictures, symbols, graphic organizers, or pictographs).	<ul style="list-style-type: none"> • Have students look at pictures of colonists protesting British policies. • Provide students a nonlinguistic representation of an event such as the “Trail of Tears” and help the students follow the direction that the American Indians traveled (see Figure 1). • Have students look at pictures or watch videos of factories, inventions, technology, etc.
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"> • Incorporate vocabulary into daily activities when it is appropriate (e.g., Point out the everyday objects made from cotton and relate them to the invention of the cotton gin.). • Read books or watch videos related to the vocabulary and concepts (e.g., grade-level books on causes of conflicts between the colonists and the British). [Individualization idea: Paraphrase the grade-level book in one to three sentences to address the vocabulary word(s) (e.g., The British made the colonists pay a tax on all printed materials. The Stamp Act meant colonists had to pay a tax to the British government for all paper documents, including newspapers, magazines, and playing cards. The colonists protested by yelling, “No taxation without representation.”]

Ideas	Examples
	<ul style="list-style-type: none"> • Have students complete an event map (e.g., http://www.troup.org/userfiles/929/My%20Files/Graphic%20Organizers/EventMap.pdf). • Hold a mock election or vote on classroom issues while teaching about voting, citizens, rights, government, policies, and laws. [Individualization ideas: Have students use a yes/no switch or symbols to vote. Vote on immediate tangible issues, such as free-time activities.] • Place words paired with pictures on a Word Wall and review when the words are part of the instruction.
Ask students to discuss the vocabulary words with each other.	<ul style="list-style-type: none"> • Have students share their favorite word and why with each other. [Individualization idea: Provide the students with choices and place the selected word on the students' AAC device or on a voice output switch.] • Have students share representations (e.g., drawings or photos) of vocabulary words with each other.
Play vocabulary word games with students.	<ul style="list-style-type: none"> • Have students find vocabulary words in newspapers or magazines. • Have students match a description or representative picture to a word. • Create vocabulary bingo cards (e.g., https://bingobaker.com/) and talk about a vocabulary word when calling it. [Individualization ideas: Print large-font version bingo cards and provide a bingo dauber instead of small bingo chips. Allow for students to participate in an online version (e.g., https://bingobaker.com/play/1648887) using adapted mouse.]
Have students watch a dramatization or have them act out the vocabulary term.	Reenact or watch reenactments of colonists' protests (e.g., https://www.youtube.com/watch?v=SVZctA9Zd6U).

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

Vocabulary Example

Have students move a representation of the American Indians (e.g., wagon, horse, American Indian, etc.) from their original homes westward to where they were forced to move on the Trail of Tears. See Figure 1 for an example. Educators may need to support, modify, or adapt steps as needed for individual students. [Individualization ideas: Make a larger map and place the representation on a three-dimensional object for students with fine motor limitations. Draw a dotted line of the trails for students to follow. Create in a slide show and have students drag and drop the representation.] 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 Trail of Tears Map



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—The War for Independence (1700s–1780s)

Content

- Colonists' impact on American Indians
- Conflicts between colonists and American Indians
- Consequences of the French and Indian War on American colonies
- Proclamation of 1763
- British government acts:
 - The Stamp Act, 1765
 - The Townshend Acts, 1767
- Colonists' protests and boycotts resulting from British policies
- Taxation without representation
- Contribution of Paul Revere
- Battles and significance of the battles:
 - Battle of Saratoga
 - Battle of Yorktown

Unit 2—Creating a New Government (1781–1789)

Content

- Preamble as part of the U.S. Constitution
- Purpose of Preamble
- U.S. Constitution functions:
 - established the three branches of government
 - protects the individual liberties of American citizens
- Three branches of government and their functions:
 - make laws
 - enforce laws
 - ensure laws are fair

- 1st Amendment protects individual rights:
 - freedom of assembly
 - freedom of the press
 - freedom of religion
 - freedom of speech

Unit 3—Building the New Nation (1790–1830)

- United States fought wars against American Indians
- American Indians during Andrew Jackson’s presidency:
 - lived in the southern United States,
 - were forced to leave their homes (i.e., Trail of Tears as a result of the Indian Removal Act),
 - moved west of the Mississippi River, and
 - faced hardships when forced to leave their homes.

Unit 4—The Growth of the Republic (1800s–1850)

- Benefits of inventions
- Impact of the American factory system and American Industrial Revolution:
 - goods made in factories by machines instead of by hand in homes
 - increase in the production of goods
 - difficult working conditions (e.g., low pay and long days; women and children worked for less)
 - poor living conditions (e.g., lack of money, crowded housing, sickness)
 - growth of cities
 - economic growth
 - increase in income for some (e.g., skilled workers)
 - cotton gin—Eli Whitney
 - American factory system—Samuel Slater
- Manifest Destiny and westward expansion

Unit 5—The United States Prior to the Civil War (1820s-1861)

- Disagreements regarding slavery
- Contributions of individuals to end slavery:
 - Frederick Douglass
 - Sojourner Truth
 - Harriet Tubman

Unit 6—The Civil War and Reconstruction (1861–1870s)

- Battles of the Civil War and their significance:
 - Battle of Shiloh
 - Battle of Gettysburg
- Amendments to the U.S. Constitution:
 - 13th Amendment—prohibits slavery
 - 14th Amendment—made former slaves citizens of the United States and provides equal protection to all citizens
 - 15th Amendment—guarantees the right to vote to U.S. citizens regardless of race or color

Unit Content Resources

The War for Independence

- Legends of America has information on conflicts between colonists and the American Indians. <https://www.legendsofamerica.com/na-colonialindianwars/>
- This video tells a story about conflicts between the American Indians and the colonists. <https://www.youtube.com/watch?v=-xxtc80qOHY>
- This site provides information on the French and Indian War. <https://www.history.com/topics/french-and-indian-war>
- This video provides five facts of the French and Indian War. <https://www.youtube.com/watch?v=iup8xOR-nUw>
- Ducksters has information on the American Revolution. https://www.ducksters.com/history/american_revolution.php
- Mr. Donn’s site provides units on the American Revolution. <http://americanhistory.mrdonn.org/revolution.html>
- This site has information on Paul Revere alerting colonists that the British were on their way. <http://oldnorth.com/historic-site/the-events-of-april-18-1775/>
- This site provides information on the Battle of Saratoga. <http://www.ushistory.org/us/11g.asp>
- This site provides information on the Battle of Yorktown. <https://www.landofthebrave.info/battle-of-yorktown.htm>

Creating a New Government

- This site has information on the Preamble. <https://kids.laws.com/preamble-of-the-constitution>
- We the People provides a lesson plan on the Preamble. <http://www.wethepeoplemovie.com/education/lessonplans/preamble-elementary/>
- This site has a lesson plan on the branches of the government. <https://www.usa.gov/branches-of-government-lesson-plan>
- Ben’s Guide provides information on the branches of the government. <https://bensguide.gpo.gov/j-history>

- Newseum provides lesson plans on the First Amendment. <http://www.newseum.org/wp-content/uploads/2014/11/YCST-S-Pre-and-Post-Final.pdf>
- Ducksters has information on the First Amendment. https://www.ducksters.com/history/us_government/first_amendment.php

Building the New Nation

- This site has information on the Cherokee Tribe and the Trail of Tears. <https://www.warpaths2peacepipes.com/history-of-native-americans/trail-of-tears.htm>
- Ducksters has information on the Trail of Tears. https://www.ducksters.com/history/native_americans/trail_of_tears.php
- Mr. Donn's site has information on the Indian Removal Act and the Trail of Tears. <http://nativeamericans.mrdonn.org/trailoftears.html>
- This site has information on the hardships faced by the American Indians on the Trail of Tears. <http://trailoftearsgroup.weebly.com/life-on-the-trail.html>
- Thought Co. has information on Andrew Jackson and the Indian Removal Act. <https://www.thoughtco.com/the-trail-of-tears-1773597>

Growth of the Republic

- Mr. Nussbaum's site has an Eli Whitney biography for kids. <http://mrnussbaum.com/eli-whitney-biography-for-kids/>
- This site has information on Eli Whitney and the invention of the cotton gin. <https://www.biography.com/people/eli-whitney-9530201>
- This site provides information on Samuel Slater. <https://www.encyclopedia.com/people/social-sciences-and-law/business-leaders/samuel-slater>
- U.S. History provides information on the first American factories. <http://www.ushistory.org/us/25d.asp>
- This site has information on working and living conditions during the American Industrial Revolution. http://www.socialstudieshelp.com/USRA_Workers_Lives.htm
- This site has a teacher's guide to the Industrial Revolution in the United States. http://www.loc.gov/teachers/classroommaterials/primarysourcesets/industrial-revolution/pdf/teacher_guide.pdf
- Mr. Donn's site provides information on Manifest Destiny. <http://westernexpansion.mrdonn.org/manifestdestiny.html>

The United States Prior to the Civil War

- EDSITEment provides a unit on life in the North and South before the Civil War. <https://edsitement.neh.gov/curriculum-unit/life-north-and-south-1847-1861-brother-fought-brother#sect-preparation>
- These sites provide information on the abolitionist movement:
 - <http://www.american-historama.org/1829-1841-jacksonian-era/abolitionist-movement.htm>

- <http://civilwar.mrdonn.org/abolitionism.html>
- Scholastic has a lesson plan on the Underground Railroad. <https://www.scholastic.com/teachers/lesson-plans/teaching-content/teacher-activity-guide-underground-railroad/>
- History for Kids has information on Frederick Douglass. <http://www.historyforkids.net/frederick-douglass.html>
- EDSITEment provides a lesson plan on Sojourner Truth. <https://edsitement.neh.gov/lesson-plan/after-american-revolution-free-african-americans-north#section-16715>
- Mr. Nussbaum's site has information on Harriet Tubman. http://mrnussbaum.com/african-americans/harriet_tubman/
- Ducksters has biographies of abolitionists:
 - Frederick Douglass, https://www.ducksters.com/history/civil_rights/frederick_douglass.php
 - Sojourner Truth, https://www.ducksters.com/history/civil_rights/sojourner_truth.php
 - Harriet Tubman, https://www.ducksters.com/biography/women_leaders/harriet_tubman.php

The Civil War and Reconstruction

- DK findout! has information on the American Civil War. <https://www.dkfindout.com/us/history/american-civil-war/>
- Mr. Donn's site provides lessons and information on the Civil War. <http://civilwar.mrdonn.org/lessonplans.html>
- This site has information on the Battle of Shiloh <https://www.battlefields.org/learn/civil-war/battles/shiloh> and the Battle of Gettysburg <https://www.battlefields.org/learn/civil-war/battles/battle-gettysburg-facts-summary>.

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>Share Robert Lindneux’s painting depicting the Trail of Tears (e.g., http://www.pbs.org/wgbh/aia/part4/4h1567.html) while talking about the hardships the American Indians faced when forced to leave their homes due to the Indian Removal Act. [Individualization idea: Describe the painting.] V</p> <p>Present maps showing the Union and Confederate states during the Civil War and the location of the Battle of Shiloh and the Battle of Gettysburg. [Individualization idea: Create a tactile version of the maps. This link shares information on teaching graphics to visually impaired students—https://www.youtube.com/watch?v=kpvzEqioXbw&index=4&list=PLK-fetQX3thAmezvcM_elzpkHN6kKDeQo.] V</p> <p>Have students explore current inventions (e.g., tablet, smart phone, smart board, etc.) and explain what people used in the past to accomplish similar tasks (e.g., library books, encyclopedias, landline phones, blackboards, etc.). Next, introduce information on inventions during the American Industrial Revolution (e.g., cotton gin) and the American factory system and how they changed the way people made things, worked, and lived.</p>
<p>Model content through pictures, dramatization, videos, etc.</p>	<p>After presenting information on how the colonists protested British policies, have students reenact a protest. [Individualization idea: Record a protest message, such as “No taxation without representation,” on a voice output switch and have the student activate the switch during the reenacted protest.] P</p> <p>Share photographs taken during the Civil War (e.g., https://www.archives.gov/research/military/civil-war/photos) and share stories related to the photographs (e.g., life of a soldier).</p> <p>Have students watch videos on unit topics:</p> <ul style="list-style-type: none"> • Branches of government (e.g., https://www.youtube.com/watch?v=UlxpQmYdwZY), • Manifest Destiny (e.g., https://www.youtube.com/watch?v=Bs2w4lwQRtc), and • Frederick Douglass (e.g., https://www.youtube.com/watch?v=Su-4JBEIhXY).

<p>Present information using graphic organizers and models.</p>	<p>Present an infographic on the branches of government (e.g., https://bensguide.gpo.gov/images/Infographics/Branches-of-Government.pdf or https://app_usa_prod_eqffnyamdzrb.s3.amazonaws.com/USA Government Branches Infographic.pdf). [Individualization idea: Simplify the infographic by removing some details. Place the members of each branch (e.g., President, Vice President, and Cabinet; Senate and Congress; and Supreme, appellate, and district courts) on cards and help the students place them in the correct branch of the government on the infographic.] Have students complete a cause-and-effect graphic organizer to show how the Indian Removal Act affected the American Indians.</p>
<p>Provide appropriate and accessible text on the content for students to listen to or read.</p>	<p>Have students read digital books that include a screen reader (e.g., American Revolution, http://bookbuilder.cast.org/view.php?op=view&book=113773&page=1; Trail of Tears, http://bookbuilder.cast.org/view.php?op=view&book=102669&page=1; and Civil War, http://bookbuilder.cast.org/view.php?op=view&book=34645&page=1). Provide historical fiction and/or nonfiction books on unit topics (e.g., <i>A Yankee Girl at Fort Sumter</i>, https://librivox.org/a-yankee-girl-at-fort-sumter-by-alice-turner-curtis/; <i>Red Badge of Courage</i>, https://librivox.org/the-red-badge-of-courage-an-episode-of-the-american-civil-war/; <i>Recollections of the Civil War</i>, https://librivox.org/recollections-of-the-civil-war-by-charles-anderson-dana/). [Individualization idea: Summarize the chapters and record in a slide show presentation and have students advance slides using an adapted switch.] P</p>
<p>Teach information using songs.</p>	<p>Have students listen to Henry Wadsworth Longfellow’s poem, “The Midnight Ride of Paul Revere” (e.g., https://www.youtube.com/watch?v=U4hUMQG3MI8). Have students listen to songs sung during the Civil War (e.g., “Union”: https://www.youtube.com/watch?v=p5mmFPyDK_8 or https://www.youtube.com/watch?v=ecIVFLoOuE&index=11&list=RDQMiuT_Cv7KDLi0; “Confederate”: https://www.youtube.com/watch?v=Pxhde_zWCjs or https://www.youtube.com/watch?v=IUjLE_N1Cuc&list=PLuxfKFwwTlICfsR5gCXaTY0HbKU7eZSm&index=3).</p>

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

Multiple Means of Action and Expression	
Strategies	Examples
<p>Use technology/assistive technology to optimize student access and interaction with the instructional materials and content.</p>	<p>Have students explore and answer questions on an interactive map of the American Revolution (e.g., https://edsitement.neh.gov/student-resource/american-war-independence-interactive-map). [Individualization idea: Have students work with partners to read the text and have students use adapted mouse or switch to select answers.] P</p> <p>Have students answer questions or explain information regarding the American Revolution or Civil War using a map on the classroom interactive white board. [Individualization idea: Provide extended pointers or switches that interface with the whiteboard technology to select portions of the map.] P</p> <p>Have students use an online program that pairs stories with pictures and has a read aloud feature (e.g., http://pathways.thinkport.org/about/ugrr.cfm). [Individualization idea: Have students use adapted mouse or adapted switch (e.g., sip and puff, pillow switch, big button) to move to the next page.] P</p>
<p>Allow for instructional materials that can be modified to provide access.</p>	<p>Provide printed information about the impact the colonists had on the American Indians. [Individualization ideas: Place printed text and pictures on a slant board for ease of viewing and proper posture. Provide a recorded version of the text (e.g., https://www.ducksters.com/history/colonial_america/french_and_indian_war.php).] V</p> <p>Allow students to share information on the ideas and interests that led to the American Revolution presented as a photo essay. [Individualization ideas: Provide an array of photos and preprinted labels from which students can select for the essay. Make tactile versions of the pictures or provide representative objects.] V</p> <p>Provide pictures of people exercising the rights given in the 1st Amendment for students to use to explain the 1st Amendment. [Individualization idea: Use pictures of individual students, friends, and family in the pictures.]</p>
<p>Provide multiple means for students to make choices and select answers.</p>	<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>
<p>Provide simulation activities.</p>	<p>Have students participate in a simulation to learn about the American factory system (e.g., free registration: https://www.tes.com/teaching-resource/simulation-introducing-industrial-revolution-6336846). [Individualization idea: Replace the item listed in the simulation with an item that is easier for students with motor limitations to manipulate (e.g., hook and loop tape to connect blocks).] P</p>

Multiple Means of Action and Expression	
Strategies	Examples
Provide graphic organizers and templates.	<p>Have students complete a timeline depicting the major events leading to the American Revolution. [Individualization idea: Provide date ranges, label time blocks sequentially, and provide picture cues.]</p> <p>Have students complete a Venn diagram to compare two abolitionists. [Individualization ideas: Provide preprinted facts paired with pictures, when appropriate, of each abolitionist. Use two hula hoops to create a large Venn diagram.]</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>Have students select the next activity on the schedule and set the timer or visual timer to indicate how long the student has before a break.</p>
Vary the challenge and amount of information presented at a time.	<p>Briefly introduce the three branches of the U.S. government. The next time this topic is taught, spend more time on the purposes. Then continue increasing time and the amount of information as the students become more familiar with the concepts/topics.</p> <p>Have students identify preparation and challenges to travel in different weather conditions and to different places. Then talk about the challenges that the American Indians faced when they had to leave their homelands.</p>
Make connections to topics or activities that are motivating.	<p>Make connections between modern inventions the student enjoys (e.g., computer, smart phone, etc.) and inventions in the American Industrial Revolution.</p>
Allow choices as possible.	<p>Allow students seating options (e.g., desk, table, therapy ball) when working.</p> <p>Provide a choice of sensory items for a student to use during instruction.</p>
Provide opportunities to work collaboratively with peers.	<p>Have general education students come into the special education classroom to work in groups on a project about abolitionists. Model how to actively involve the students with identified needs in the project. Then have the students work in the same group in the general education classroom on the same and future projects.</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>

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., discuss constitutional rights and responsibilities with friends).	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 on slavery and abolitionists when working on reading/listening comprehension.	Provide practice on communication skills when students are answering questions about the book or article. Provide practice on fine motor skills by having the student use a trackball to perform drag-and-drop functions on online activities.
Age-Appropriate Social Skills	Make connections between the Connecting Concepts and real-life experiences showing how they can help students make decisions (e.g., causes of disagreements and conflicts).	Provide opportunities to work along same-age peers during social studies instruction to practice age-appropriate social skills (e.g., taking turns, respecting peers' space).
Independent Work Behaviors	Encourage and reinforce independent completion of tasks to build independent work skills.	Use positive behavior supports to encourage and reinforce independent work skills during social studies activities.
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.

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

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 • technology • 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

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"> • W.C. Handy • 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 • assembly • benefit • boycotts • branches of government • citizen • civil rights • colonists • conflict • court • discrimination • government • homeland • jobs • laws • national parks • policies • press • protests • right • retirement • rights • segregation • slave/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 • Harriet Tubman • Preamble to the U.S. Constitution • 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
--	--	---

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 • colony/colonists • conflicts • economics • frontier • government • harbor • nation • 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 • Civil War • French and Indian War • Midnight Ride of Paul Revere • Proclamation of 1763 • 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

History: Change, Continuity, and Context

- **4.18.c:** Ability to identify the impact of the Indian Removal Act during Andrew Jackson’s presidency (i.e., Trail of Tears)
 - **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)
 - **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
 - **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
 - **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
 - **5.42.UC:** Recognize that a war includes a series of battles

- Battle of Gettysburg
- Battle of Shiloh
- Battle of Stones River
- Indian Removal Act
- Manifest Destiny
- Pearl Harbor
- Trail of Tears
- World War II

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>

References

Joint Project of the Braille Authority of North America and the Canadian Braille Authority L'Autorite Canadienne du Braille. (n.d.). *Guidelines and Standards for Tactile Graphics, 2010*. Retrieved February 19, 2014, from Braille Authority of North America: <http://www.brailleauthority.org/tg>.

CAST (2011). *Universal Design for Learning Guidelines version 2.0*. Wakefield, MA.

Marzano, R. J. (2004). *Building Background Knowledge for Academic Achievement*. Alexandria: ASCD.

Sprenger, M. (2013). *Teaching the Critical Vocabulary of the Common Core*. Alexandria: ASCD.

Picture Citations

<https://pixabay.com/en/usa-map-united-states-of-america-35713/> CC0 Public Domain

<https://pixabay.com/en/wagon-pioneer-caravan-covered-old-48633/> CC0 Public Domain

²All resources provided for this module only. Mention does not imply endorsement, recommendation, or approval by the Tennessee Department of Education.

Prepared by edCount, LLC in collaboration with Educational Testing Service as part of the TCAP/Alt Science and Social Studies contract.

