

**5<sup>th</sup> Grade Social Studies**  
**The TEKS Explained**  
**2009-2010**

**Fourth Nine Weeks** March 22 - June 3 (52 days)

**Week One: Events during the Civil War**

TEKS 4D

- Have students create individual timelines of the major battles and/or other significant events of the Civil War, adding to the timelines as the battles and/or events are studied. (You may also want to create a class timeline that will be visible as students learn about the Civil War.)
- Create a class chart of the major battles of the Civil War, including the location of the battle, the date, which side won, and any significant facts or individuals.
- What is a civil war?
  - A civil war is a war between people of the same country.

**Early battles of the war**

- Fort Sumter (p486-487)  
Summary: Fort Sumter was a fort in South Carolina that was still under control of the Union. Southern troops demanded surrender of the fort. When the Union did not surrender, Confederates began firing on the fort until the commander was forced to surrender. This was the battle that began the Civil War in April, 1861.
- Bull Run (p495)
  - Read about the battle on p495.
  - Why was this battle a confusing event?
  - How did General Thomas Jackson become known as "Stonewall" Jackson?

**United Streaming**

"The Civil War Starts" - 2:13

- Antietam (p495)

**Teacher:** Share the information below with the students. Have students read about the battle at Antietam and then compare what they read with the information below. **Ask:** What additional information did you learn about the battle after hearing these new details? Were there any contradictions between the two sources? Which source told you more about the event?

**September 17, 1862**

**Bloody Lane / Sunken Road**

**Bloodiest Day of the Civil War**

More men were killed or wounded at Antietam on September 17, 1862, than on any other single day of the Civil War. Federal [Northern] losses were 12,410 men and Confederate losses 10,700 men. In 4 hours, there were more than 5,000 casualties on the Sunken Road (thus the name "Bloody Lane"). Although neither side gained a decisive victory, Lee's [General Robert E. Lee] failure to carry the war effort effectively into the North caused Great Britain to postpone recognition of the Confederate government. The battle also gave President Abraham Lincoln the opportunity to issue the Emancipation Proclamation, which, on January 1, 1863, declared free all slaves in States still in rebellion against the United States. Now the war had a dual purpose: to preserve the Union and end slavery.

The Battle of Antietam (or Sharpsburg) on September 17, 1862, climaxed the first of Confederate Gen. Robert E. Lee's two attempts to carry the war into the North. About 40,000 Southerners were pitted against the 87,000-man Federal Army of the Potomac under Gen. George B. McClellan. And when the fighting ended, the course of the American Civil War had been greatly altered.

Excerpt from: [www.vanvlack.net/CivilWar/Antietam.htm](http://www.vanvlack.net/CivilWar/Antietam.htm)

See pictures of the Sunken Road on the next page.

Sunken Road Then



Sunken Road Today



Emancipation Proclamation (p500)

- Issued by President Lincoln on January 1, 1863
- Freed all slaves in Confederate states still at war with the Union
- Emancipate: to set free

**United Streaming**

"The Effects of the Emancipation Proclamation" - 2:28

- IFA 107-108, 127

- Analyze significant events during the Civil War
  - Battle at Gettysburg (p507-509) (maps on p507 and p509)
    - Near Gettysburg, Pennsylvania (see map on p509)
    - Union victory
    - Marked a turning point of the war - Have students read about the Battle of Gettysburg and explain why it was a turning point.
    - "Map Adventure" on p 507

**United Streaming**

"The Battle of Gettysburg and the Gettysburg Address" - 1:03

- Battle at Vicksburg (p509) (map on p509)
  - At Vicksburg, Mississippi (see map on p509)
  - Union victory
  - Split the Confederacy in two
  - Have students read about the battle and then do the "Pick a Word" strategy.

**United Streaming**

"The Siege of Vicksburg. . ." - 1:42

- The Gettysburg Address (p508)
  - Speech given by President Lincoln in 1863 at the site of the Battle of Gettysburg
  - The Gettysburg battlefield was made into a national cemetery to honor the men who died there.

- Sherman's "March to the Sea" (p510) and map (p509)
  - ✓ Union General William Tecumseh Sherman
  - ✓ used a method of warfare called *total war*
  - ✓ goal: to destroy not just the opposing army but also their will to fight
  - ✓ Sherman's army captured Atlanta, Georgia; ordered everyone to leave; burned almost the entire city
  - ✓ The army moved on toward Savannah, Georgia, destroying everything in the path.
  - ✓ Sherman's men then moved to South Carolina, causing even more destruction, before heading north to join with General Grant's army.
  - ✓ **Discussion:** In small groups, have students discuss General Sherman's plan and then share their thoughts. What were the effects of the plan? Was it a good plan? Was he a good leader?
  
- IFA 109, 113-114, 132

### Week Three: TAKS Testing - Math and Reading

- Analyze significant events and issues during and after the Civil War
  - Lee's surrender to Grant (p510-511) and map (p509)
    - Lee's quote: "There is nothing left for me to do but go and see General Grant, and I would rather die a thousand deaths." (**Discuss** this quote with the students. **Ask:** What emotions was General Lee experiencing?)
    - The two generals met in a farmhouse in Appomattox Court House, Virginia, on April 9, 1865. (*Locate on map on p509.*)
    - Terms of the surrender: Lee's soldiers were allowed to go free and keep their weapons and horses. General Grant offered to give Lee's men food from the Union supplies. (**Ask:** Based on General Grant's actions, how do you think he felt about the war and/or the end of the war? What can you tell about the kind of man General Grant was?)
    - Analyze the painting and read about this event, including the quotes, to understand the atmosphere in the room, the emotions, and the character of those involved.
  - assassination of Abraham Lincoln - (p516-517)
    - shot on April 14, 1865, while he and his wife were attending a play at Ford's Theater in Washington, D.C.
    - died the next morning on April 15, 1865
    - first U.S. President to be assassinated
    - assassination: the murder of a government or political leader (**Ask:** *Can you name other political leaders who have been assassinated?* (John F. Kennedy, Robert Kennedy, Martin Luther King, Jr.)
    - shot by John Wilkes Booth, a 26- year-old actor who supported the Confederacy (p516-517)

**United Streaming**

"Abraham Lincoln is Assassinated" - 1:22

- IFA 115, 135

**Reconstruction**

- Reconstruction - period of rebuilding after the Civil War during which time the Southern states rejoined the Union (p517-521)
  - black codes - (p517)
    - laws passed by Southern state governments after the Civil War
    - denied African Americans many civil rights such as the right to vote, act as jurors, own guns, own land, or take certain jobs
  - Class discussion: Slavery was now illegal, but Southern states passed the black codes. So how was life different for African Americans? How was life the same?*
  - Freedmen's Bureau - (p518)
    - federal agency established to help former slaves after the war
    - provided food, schools, and medical care to freed slaves
    - built hospitals and schools for blacks in the South
  - Jim Crow laws - (p520)
    - laws passed in the South after Reconstruction establishing segregation of whites and blacks
    - segregation: the separation of people of different races
    - Blacks could not sit with whites on trains, stay in certain hotels, eat in certain restaurants, or attend certain schools, theaters, or parks.

- Explain the reasons for and the rights provided by the 13<sup>th</sup>, 14<sup>th</sup>, and 15<sup>th</sup> amendments to the U.S. Constitution
  - 13<sup>th</sup> Amendment - declared slavery illegal (p517, 519)
  - 14<sup>th</sup> Amendment - declared former slaves to be citizens and guarantees equal protection of the law to all citizens (p519)
  - 15<sup>th</sup> Amendment - prevents the denial of the right to vote based on race or previous condition of enslavement (*Point out that the 15<sup>th</sup> Amendment gave all male citizens the right to vote; it did not give voting rights to women.*) (p519)
  - Have students use strategies such as the Frayer Model, Concept of Definition Map, Visual-Verbal-Word-Association, or foldables to create vocabulary visuals that demonstrate understanding of these three amendments.
  
- IFA 116

### **Immigration**

- Analyze the effects of immigration on the economic development and growth of the United States
  - Have students read about immigrants on pages 568-571 and look for answers to questions such as the following:
    - 1) Where was the first stop in the US for immigrants from Europe? (p569)
    - 2) About how many immigrants arrived in the US between 1880 and 1920? (p569)
    - 3) What were some of the reasons immigrants left their homelands? (p569)
    - 4) Most immigrants settled in \_\_\_\_\_. (p571)
    - 5) What were some of the challenges and hardships immigrants faced? (p571)

- *Class discussion* - Ask students: Given the huge number of immigrants arriving in the US in such a short time, what do you think were some of the economic effects (positive and negative)?
  
- IFA 118-121, 139

- Analyze important issues, events, and individuals of the 20<sup>th</sup> century
  - World War I (p608-611)
    - ✓ lasted from 1914 to 1918
    - ✓ European countries competed with one another for land, trade, and military power.
    - ✓ Central Powers (led by Germany, Austria-Hungary, and Turkey) against Allied Powers (Britain, France, and Russia)
    - ✓ President Woodrow Wilson wanted the U.S. to stay out of the war.
    - ✓ When German submarines sank American ships, Wilson had no choice but to fight back.
    - ✓ Congress declared war on Germany on April 6, 1917, and the U.S. joined the Allied forces. (**Ask:** Why did Congress declare war instead of the President?)
    - ✓ Central Powers surrendered on November 11, 1918.
    - ✓ Today November 11 is celebrated as Veterans Day to remember Americans who fought in World War I and in our nation's other wars.
  - Treaty of Versailles (p611)
    - ✓ treaty signed in 1919 that officially ended World War I
    - ✓ punished the Central Powers
- IFA 123-124, 143

**TAKS Science - April 29**

**Week Seven: Women's Rights  
Roaring Twenties  
Great Depression**

TEKS 5AB, 21D

- Summarize the 19<sup>th</sup> Amendment to the U.S. Constitution (p612)
  - amendment to the Constitution giving women the right to vote
  - ratified in 1920
- Identify accomplishments of notable individuals who have made contributions in the areas of women's rights
  - Carrie Chapman Catt (p612)
    - ✓ important leader of the women's suffrage movement
    - ✓ worked to get Congress and the states to pass an amendment to the Constitution giving women the right to vote
  - Susan B. Anthony (p596; 612)
    - ✓ worked to abolish slavery
    - ✓ important leader of the women's suffrage movement
    - ✓ first woman to appear on a U.S. coin - the Susan B. Anthony dollar
- IFA 125-126
- Analyze important issues, events, and individuals of the 20<sup>th</sup> century
  - Roaring Twenties (p618)
    - ✓ the 1920s
    - ✓ a boom - a period of strong economic growth
    - ✓ higher wages; shorter work weeks
    - ✓ "silents" and "talkies"
    - ✓ invention of the radio
    - ✓ popular writers - F. Scott Fitzgerald and Ernest Hemingway: Fitzgerald wrote about life during the Roaring Twenties; Hemingway wrote about his experiences during World War I.
    - ✓ Harlem Renaissance - a period of cultural growth in Harlem, a section of New York City where many African Americans lived
    - ✓ jazz - a new kind of music
    - ✓ 1920s also known as the "Jazz Age"
- IFA 128-130

- Great Depression (p619-622)
  - ✓ 1929-1939
  - ✓ Farmers had a surplus of crops; prices fell; farmers could not pay debts.
  - ✓ Factories had more goods than they could sell; workers were laid off. (*Remind students about the concept of supply and demand.*)
  - ✓ People lost their jobs.
  - ✓ 1929 - stock market crash
  - ✓ People lost their homes.
  - ✓ Banks went out of business.
  - ✓ Some people lived in shacks built out of crates and boxes.
  - ✓ People stood in long bread lines waiting for a piece of bread and a cup of soup.
  
- Franklin D. Roosevelt (p620-627; 629)
  - ✓ 32<sup>nd</sup> President of the United States from 1933-1945
  - ✓ elected four times (*Even though FDR had been a good president, a Constitutional amendment was later passed that said presidents could serve only two full terms.*)
  - ✓ used a wheelchair or braces because his legs were paralyzed by a disease called polio when he was thirty-nine
  - ✓ created program called the New Deal to help Americans during the Great Depression: gave millions of Americans jobs building bridges, dams, schools, and roads and improving parks and housing
  - ✓ president during World War II
  - ✓ tried to boost spirits of Americans with his famous "fireside chats" on the radio
  - ✓ died suddenly in April 1945, and Vice President Harry S. Truman took the oath as president
  - ✓ FDR was the first president to appear on television.
  
- Identify examples of art, music, and literature from the Roaring Twenties and explain how they reflect the times
  - *See Roaring Twenties above.*
  
- Explain the causes and effects of the Great Depression
  - *See Great Depression above.*

- Compare and contrast the Roaring Twenties and *Great Depression*
  - Have students create graphic organizers such as Venn diagrams, T-Charts, foldables, or Sort activities to compare and contrast the Roaring Twenties and the *Great Depression*.
  
- IFA 131

- Understand and analyze important issues, events, and individuals of World War II
  - Hitler's invasion of Poland - p625
  - Japan's attack on Pearl Harbor - p626
  - Japanese internment camps - p627
  - Allied invasion of Normandy - p628
  - Nazi: a member of Germany's Nazi Party (National Socialist Party), led by Adolf Hitler
  - Axis: the alliance of Italy, Germany, and Japan
  - Allies: the alliance of Great Britain, France, and the United States
  - dictator: a person who rules over people by absolute power and control
  - Adolf Hitler: the Nazi dictator of Germany during World War II
  - Benito Mussolini: Italian dictator who led Italy during World War II
  - Joseph Stalin: dictator of the Soviet Union from 1929-1953
  - Franklin D. Roosevelt: President of the United States from 1933-1945; President during the Great Depression and World War II
  - Dwight D. Eisenhower: Commander of Allied forces during WWII; President of the United States from 1953-1961
  
- IFA 133-134, 136-138, 148

**Week Nine: World War II (continued)**

TEKS 5AB

- Understand and analyze important issues, events, and individuals of World War II
  - concentration and death camps: prisons in which the Nazis enslaved and murdered millions of people during World War II
  - the Holocaust - p 628: the murder of six million Jews during WWII
  - the atomic bomb - p 629: powerful type of bomb used on Japan; led to the end of WWII
  - the surrender of Germany and Japan
  - Adolf Hitler
  - Franklin D. Roosevelt
  - Harry S. Truman: President of the United States from 1945-1953; took over when Roosevelt died suddenly; made the decision to use the atomic bomb against Japan
  
- IFA 140-142, 153

**CBA #3**

**Week of May 17-21**

## Week Ten: Civil Rights

TEKS 5B, 19C

- Identify accomplishments of citizens who have made contributions to society in the area of civil rights
  - civil rights: rights guaranteed to all citizens by the Constitution
  - Martin Luther King, Jr. - p 644-646: minister and civil rights during 1950s and 1960s; believed in peaceful protests; assassinated in 1968
  - Rosa Parks - p 644: civil rights leader arrested for protesting segregation in Montgomery, Alabama, in 1955; her actions helped end segregation of public buses
  - segregation: separation of one racial group from another or from the rest of society
  - Thurgood Marshall - p 643: first African American Supreme Court justice; served from 1967-1991
  - Cesar Chavez - p 648: leader of the struggle to improve life for migrant farm workers
  
- IFA 149-151, 158