



OUR STATE, OUR WORLD

TENNESSEE HISTORY AND
WORLD GEOGRAPHY



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Managing Editor: Theresa Kay
Publishing Managers: Bart King, Meaghan Law,
Anna-Morgan Leonards, J. Vehar
Editors: Jennifer Lee, Ricky Davis
Curriculum Developers: Emily Hohman, Jessica Stroupe Mearns, Karlee Sugihara
Photo Researchers: Dana Devine O'Malley, Diane Collett
Book Design: Melinda McClure, Bridget Williams, Dennis Wunsch
Publishing Associates: Shauna AV Gunnell, Anna Kearn, Makenna Wallace
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Indexer: Meridith Murray

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PART ONE:

TENNESSEE HISTORY

You are about to learn what makes Tennessee a unique part of the United States. In the first part of this book, you will explore the history of Tennessee. The story begins with the first Indigenous peoples to live here. Later, European settlers arrive, and the state of Tennessee is established.

In these pages, you will read how cultural, geographic, economic, and political forces affected the region. You will see and analyze primary source documents, artifacts, and historic maps. These will cast light on topics like the Civil War, the rise of Tennessee's manufacturing economy, and the Civil Rights Movement.

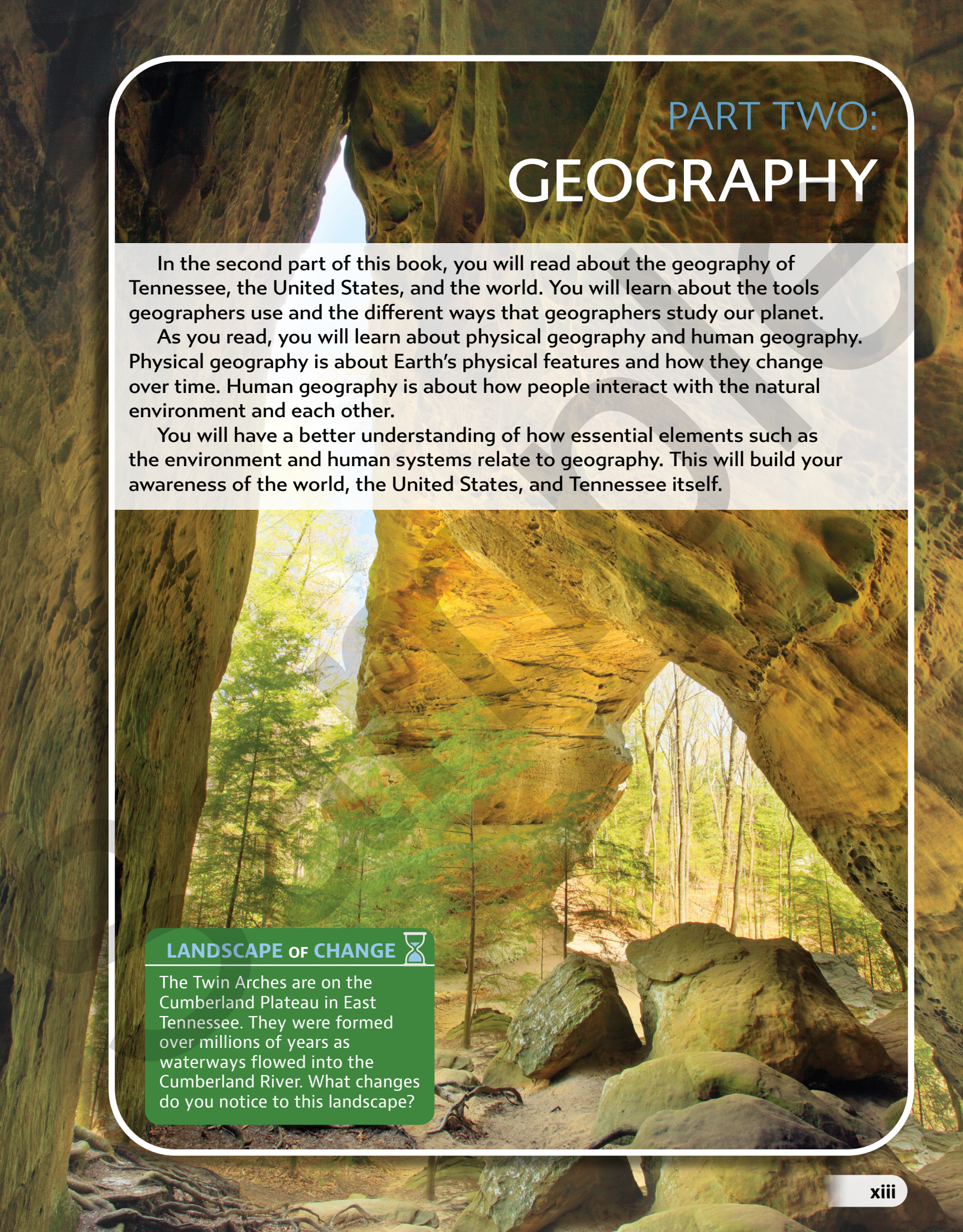
This will give you an informed point of view for understanding Tennessee's modern government, economy, and society. This history will help you see how the United States changed and expanded over hundreds of years, as the people of Tennessee helped build the nation we know today.

LINKING THE PAST TO THE PRESENT



For centuries, Native Americans used a trail called Warriors Path that ran through what is now the Cumberland Gap in East Tennessee. In the late 1700s, Daniel Boone (*center*) guided settlers through the Cumberland Gap. The route then became known as the Wilderness Road. It was used by people going west for more than 50 years.



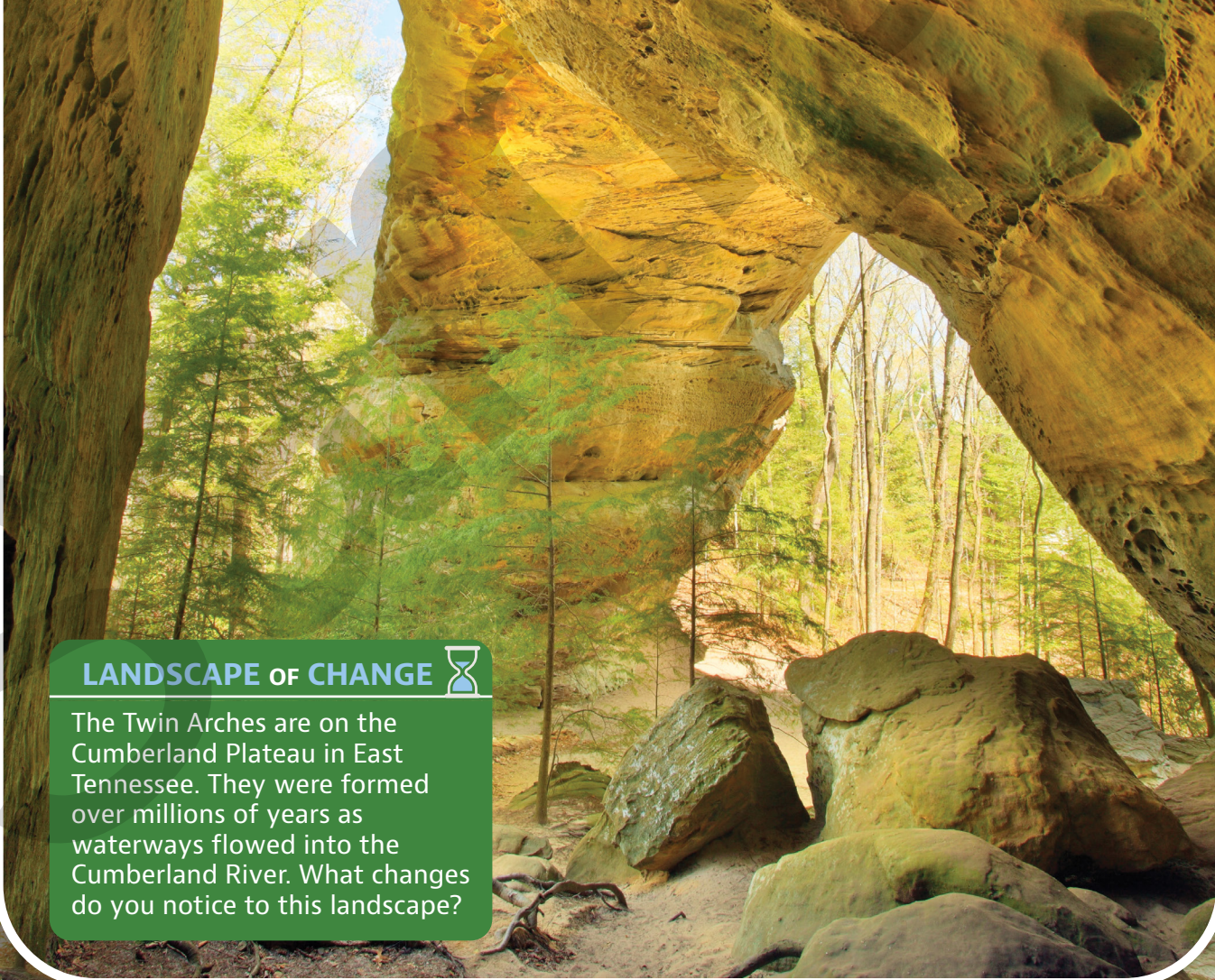


PART TWO: GEOGRAPHY

In the second part of this book, you will read about the geography of Tennessee, the United States, and the world. You will learn about the tools geographers use and the different ways that geographers study our planet.

As you read, you will learn about physical geography and human geography. Physical geography is about Earth's physical features and how they change over time. Human geography is about how people interact with the natural environment and each other.

You will have a better understanding of how essential elements such as the environment and human systems relate to geography. This will build your awareness of the world, the United States, and Tennessee itself.



LANDSCAPE OF CHANGE

The Twin Arches are on the Cumberland Plateau in East Tennessee. They were formed over millions of years as waterways flowed into the Cumberland River. What changes do you notice to this landscape?

The State of Tennessee



1784

- North Carolina offers to give western land to the US government.
- Four counties in western North Carolina declare independence as the State of Franklin.

1790

The Southwest Territory is established.

1794

General Assembly of the Southwest Territory meets for first time.

1811–1812

Earthquakes rock the Mississippi River valley.

1790

1800

1810

1789

North Carolina gives up western lands that later become the state of Tennessee.

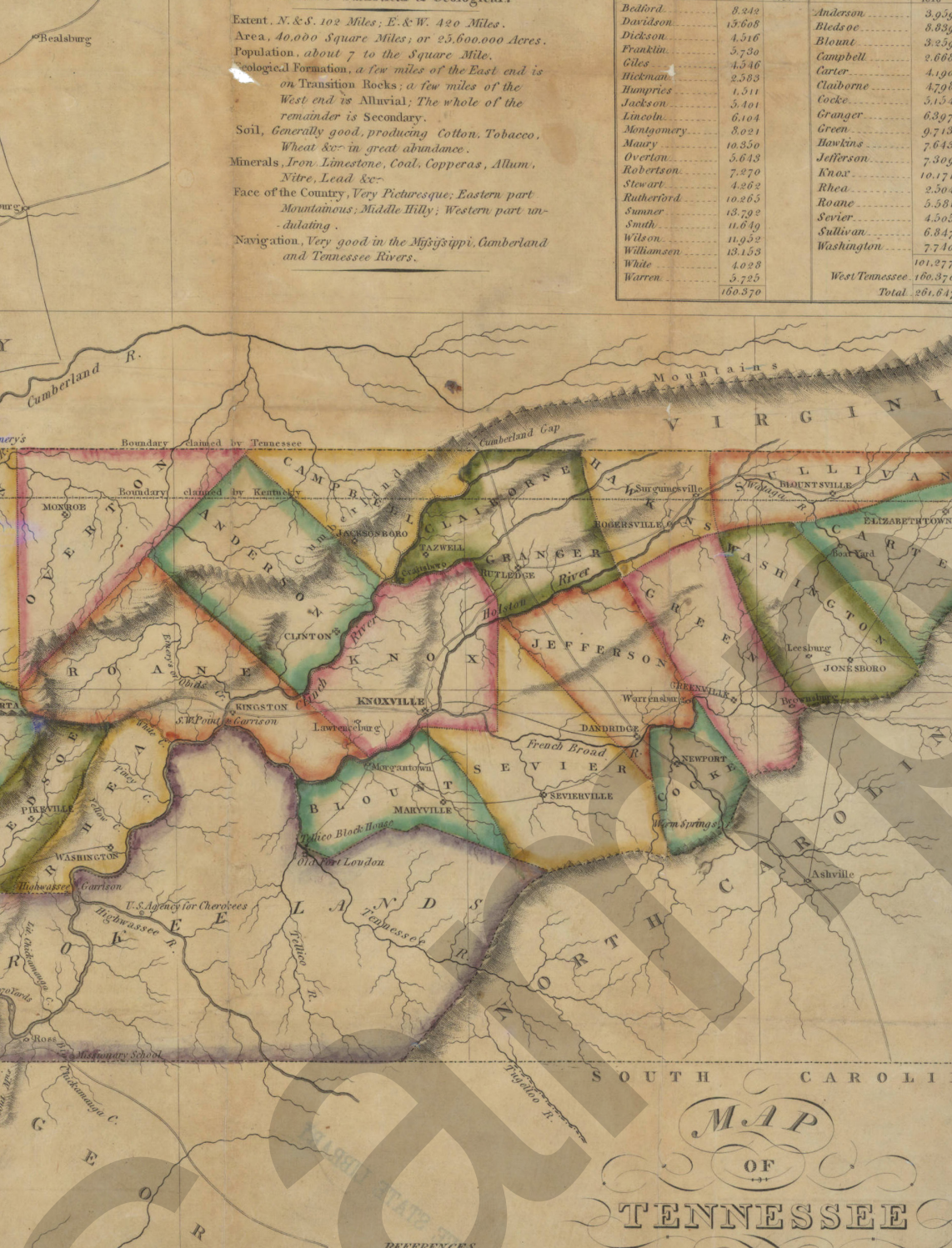
1791

- Territorial capital moves to White's Fort (now Knoxville).
- The Cherokee sign the Treaty of Philadelphia with the US government.

1796

Tennessee leaders write a state constitution. Tennessee becomes the 16th state in the Union.

1813–1814
The Creek War



The Big Question ?

What challenges did Tennessee face as it grew?

Lesson 1

Early Attempts at Statehood

Lesson 2

Becoming a State

Lesson 3

Expansion and War

Lesson 4

The Jackson Era in Tennessee

This map shows the outline of the state after the Jackson Purchase of 1818. How do you think this map compares to other state maps you have seen?

1828

Andrew Jackson elected president of the United States.

1812-1814

The War of 1812

1820

1818

Tennessee's size expands with the Jackson Purchase.

1835

The Treaty of New Echota

1830

1838

The Cherokee and other tribes are forced out of Tennessee on the Trail of Tears.

1840

1836

February 23-March 6: The Battle of the Alamo

Early Attempts at Statehood

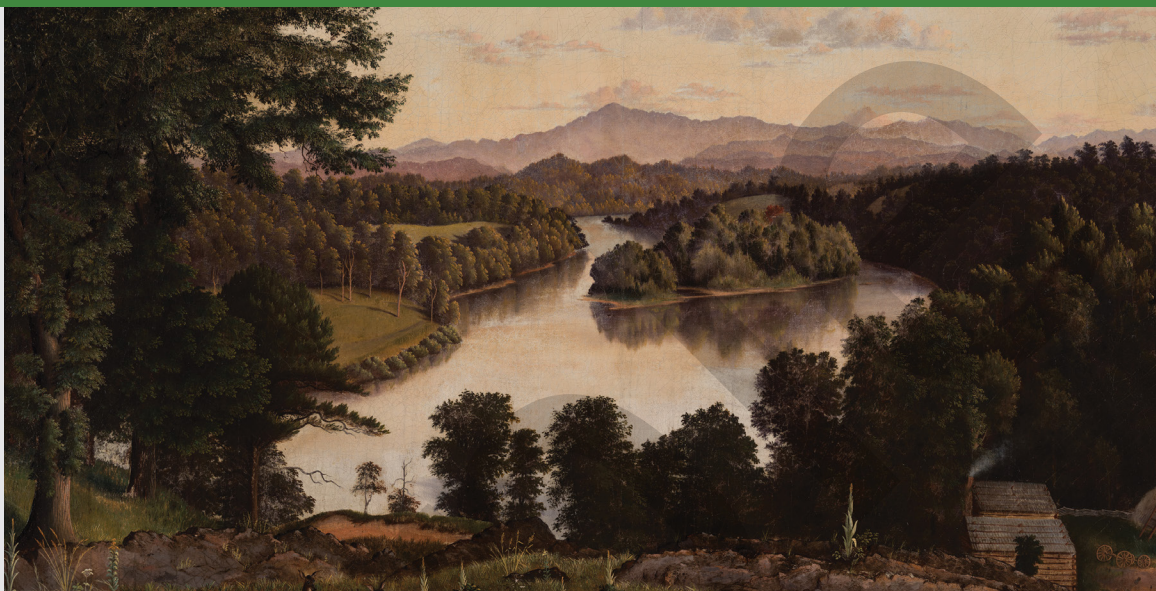
Become a Better Reader

Ask Questions

Good readers take time to ask questions while they read. Different kinds of questions have different purposes.

There are “thin” questions and “thick” questions. You can find the answers to thin questions in the book. For thick questions, you have to take different pieces of information you know and put them together to come up with an answer.

As you read, practice asking different types of questions.



*The place now called Tennessee had good farmland.
Why was that important to people who moved from the east?*

When the Revolutionary War ended, the United States needed money to pay for the cost of the war. So Congress asked several states to **cede** their western lands to the US government. The government could then sell the land to new **residents** and pay its bills with the money.

In early 1784, North Carolina's state leaders offered their western lands to the US government. They did not want to be responsible for conflicts between Native People and new arrivals to the area. Congress then had two years to accept North Carolina's offer.

Learning Goals

- I can explain the first steps people in this area took toward statehood.
- I can describe how the establishment of the Southwest Territory affected relationships between people who had moved there and the Native People.

Key Terms

bloodshed
cede
delegate
honor
resident
veteran

First Steps to Statehood

Across the Appalachian Mountains, people who had moved there from the east were deciding what to do. Some of them wanted to stay part of North Carolina. But others, including John Sevier, wanted to form a new state. This state would include the Cumberland Settlements in Middle Tennessee, and Sumner and Tennessee Counties.

Over time, Washington County had been divided into smaller counties: Washington, Sullivan, Greene, and Davidson. All of these counties also joined the "new state" movement.

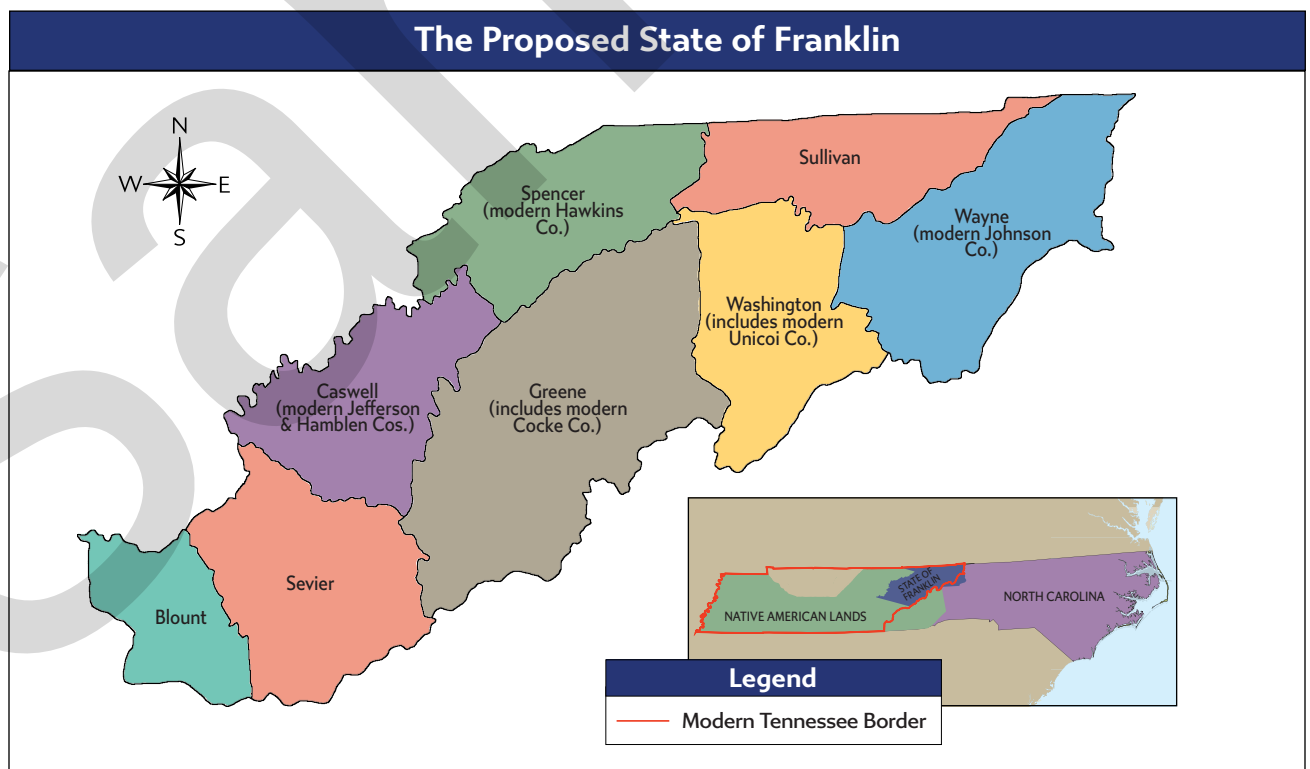


Benjamin Franklin was a scientist, publisher, and US Founder. Why do you think people wanted to name their state after him?

The State of Franklin

The people who wanted a new state felt North Carolina's leaders had ignored them for many years. They believed the state's leaders did not do enough to protect them from attacks by Native People. They wanted to take care of their own problems instead of relying on a distant government.

So the counties organized as the State of Frankland. Frankland means "land of the free." Not long after that, they changed the name to become the State of Franklin, in **honor** of Benjamin Franklin.



According to the map, how many modern counties would have been part of the State of Franklin?



This log cabin was built as the Franklin capitol. How was it different from government buildings you see today?

North Carolina Takes Back the Land

In late 1784, North Carolina's leaders took back their offer to the State of Franklin. People in Franklin were outraged, but they still moved forward with their plans. Residents sent **delegates** to represent them at a meeting in Jonesborough.

These representatives voted to form a separate state. They wrote a document listing why they wanted to do this. It was

like their own Declaration of Independence.

The leaders also wrote a constitution and held elections for a state legislature. William Cocke, from Watauga, then traveled to Philadelphia to ask the US Congress to make Franklin an official state.

The End of Franklin

At first, it seemed as if Congress was in favor of the idea of statehood. Under the Articles of Confederation, nine states had to vote "yes" to have Franklin enter the Union. But when the vote was taken, only seven voted for Franklin's statehood.

But the people of Franklin were not ready to give up. The State of Franklin still existed for several more years. John Sevier, a **veteran** of the Revolutionary War and a leader of the Watauga Association, served as its only governor.

During this time, citizens in the area had divided loyalties. Some wanted to be part of North Carolina. Others wanted to be independent. Fighting between the groups began in what is called the Battle of Franklin. Relations with Native People also worsened after Cherokee chiefs were killed under a flag of truce. In time, support for the State of Franklin collapsed.

In 1789, Sevier and the other leaders finally gave in. They returned control of the land to North Carolina. The State of Franklin was no more.

What Do YOU Think?

Why would it be important for the region to become a state? How do you think it affected people when the State of Franklin failed?

The Southwest Territory

In 1789, North Carolina became the 12th state to ratify the US Constitution. Afterward, the state ceded its western lands again to the US government.

Leaders in Congress accepted this deal. With the land, they created the Territory of the United States South of the River Ohio. It was also known as the Southwest Territory.

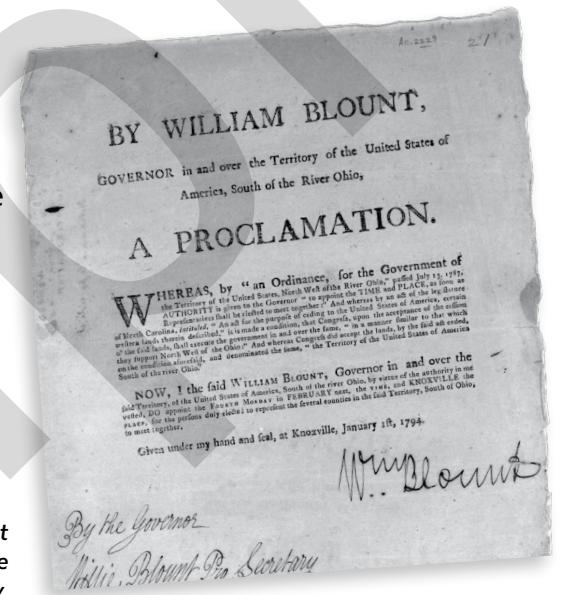
President George Washington appointed William Blount as the governor of the Southwest Territory. He was also the Superintendent of Indian Affairs, so Blount worked with Choctaw, Creek, Cherokee, and Chickasaw nations.

Blount and his brother already owned large pieces of land in the Southwest Territory. But they had never visited the region. Blount knew that he needed the support of the people in the territory. So he visited every county and met with local leaders. Each time, he announced that North Carolina had finally ceded its western lands to the US government.

But if the land was no longer part of the state, questions remained. For example, what would this mean for the future of the area?



William Blount



The proclamation at right set out the rules for elected officials in the Southwest Territory.



This map shows the Territory South of the River Ohio, also known as the Southwest Territory. What natural landforms set the borders of the territory? Why might that be helpful?

EXAMINE THE EVIDENCE!



Compare Constitutions

The rights of people living in what is now the United States were discussed in many documents. The two examples here are from before the Bill of Rights was drafted for the United States Constitution in 1789. Study the evidence below and answer the questions.

TYPE DIFFERENCES

Type design in the English language has changed over time. This document uses what is known as the "long s" in some places. It looks like a lowercase "f" but does not have a line that goes all the way through. This letter would have been read as an "s," and the words would have been pronounced the same way they are now.

GLOSSARY

subordination (noun): in a lower rank or position

redress (verb): to make correction or adjustment

grievance (noun): a complaint due to injustice

hereditary (adjective): having to do with money or property passed down from a relative

dictate (noun): a rule that guides what one does

recurrence (noun): an act that occurs repeatedly

emolument (noun): payment for one's work

perpetuity (noun): an unlimited or continuous period of time; forever

retrospective (adjective): looking backward; in the past

contrary (adjective): completely different; opposite

genius (noun): special nature

"Houston Constitution," State of Franklin, 1786

This early constitution might be the only remaining document from the State of Franklin as it tried to enter the Union. It is named for Rev. Samuel Houston, who had the document printed so that it could be discussed and debated. This is an excerpt from the Declaration of Rights included in the original document.

EVIDENCE №1

Declaration of Rights. 9

not to be kept up; and that the military should be kept under strict subordination to, and governed by, the civil power.

XVIII. That the people have a right to assemble together, to consult for their common good, to instruct their representatives, and to apply to the Legislature for redress of grievances.

XIX. That all men have a natural and unalienable right to worship Almighty God according to the dictates of their own consciences.

XX. That, for redress of grievances, and for amending and strengthening the laws, elections ought to be often held.

XXI. That a frequent recurrence to fundamental principles is absolutely necessary to preserve the blessings of liberty.

XXII. That no hereditary emoluments, privileges, or honors, ought to be granted or conferred in this State.

XXIII. That perpetuities and monopolies are contrary to the genius of a free State, and ought not to be allowed.

XXIV. That retrospective laws, punishing facts committed before the existence of such laws, and by them only declared criminal, are oppressive, unjust, and incompatible with liberty; therefore no *ex post facto* law ought to be made.



Constitution of the Iroquois Confederacy, as early as 1390 CE

The Iroquois Confederacy was a group of five Native nations who formed an alliance. This early example of a democratic constitution was passed through oral history. It established the importance of government structure, religion, and family to the Indigenous nations who adopted it. These excerpts discuss some rights established by the nations.

EVIDENCE No. 2

Election of Pine Tree Chiefs

35. Should any man of the Nation assist with special ability or show great interest in the affairs of the nation, if he proves himself wise, honest and worthy of confidence, the Confederate Lords may elect him to a seat with them and he may sit in the Confederate Council. He shall be proclaimed a 'Pine Tree sprung up for the Nation' and shall be installed as such at the next assembly ... A Pine Tree chief has no authority to name a successor nor is his title hereditary.

Rights of the People of the Five Nations

93. Whenever a specially important matter or a great emergency is presented before the Confederate Council ... then the Lords of the Confederacy must submit the matter to the decision of their people and the decision of the people shall affect the decision of the Confederate Council. This decision shall be a confirmation of the voice of the people.

94. The men of every clan of the Five Nations shall have a Council Fire ever burning in readiness for a council of the clan. When it seems necessary for a council to be held to discuss the welfare of the clans, then the men may gather about the fire. This council shall have the same rights as the council of women.

Religious Ceremonies Protected

99. The rites and festivals of each nation shall remain undisturbed and shall continue as before because they were given by the people of old times as useful and necessary for the good of men.

Look

1. List two to three of the rights mentioned in the Houston Constitution excerpt.
2. List two to three of the rights mentioned in the excerpts of the Constitution of the Iroquois Confederacy.
3. What protections do these documents provide for people?

Think

4. What is the purpose of a constitution?
5. Why is civic participation important in a democratic society?
6. What common values do the people who wrote these documents share? How do you know?

Decide

7. These sources are excerpts from longer documents that outline additional rights. What other rights do you think are protected by the government?
8. Why do you think it is important for people's rights to be included when constitutions are developed?



This sculpture is called the Signing of the Treaty of Holston. It can be found on the banks of the Tennessee River in Knoxville. What stands out to you about the people this statue is memorializing? Why?

Troubled Times

The ongoing struggle between Native People and US citizens was the most serious problem in the Southwest Territory. The Cherokee were angry because new people kept moving onto land that had been promised to them. The Chickamauga Cherokee, Creek, Chickasaw, and Choctaw people were angry too. They had all signed treaties that were supposed to protect their lands. But these documents were ignored, and US settlers moved onto them anyway.

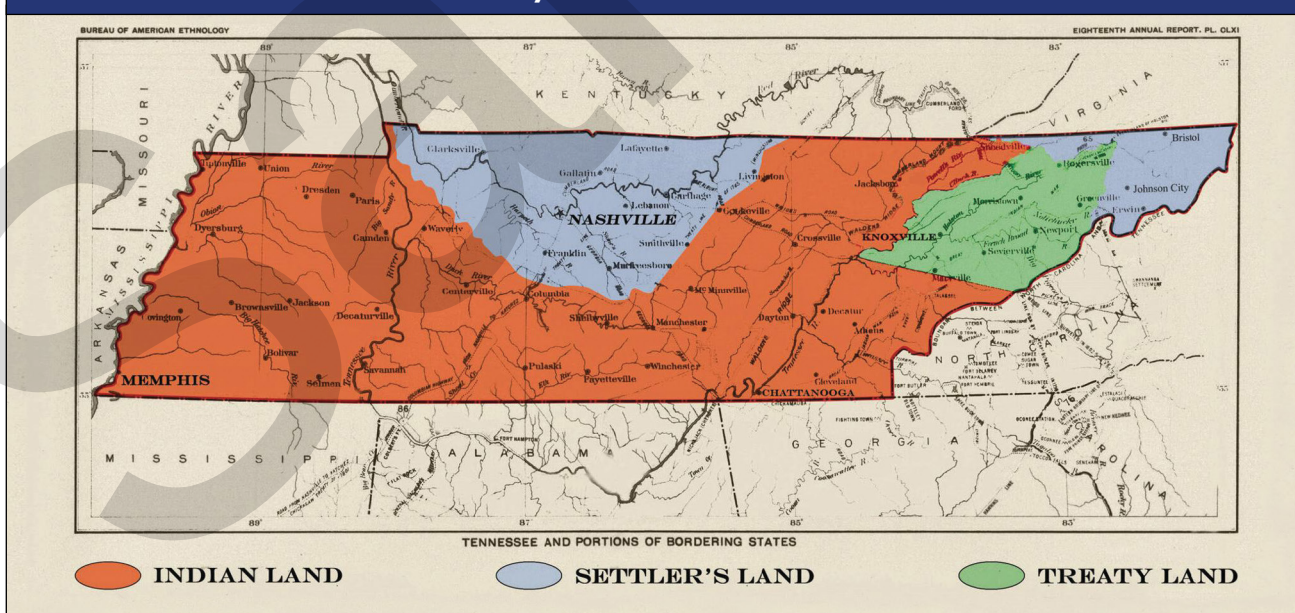
A New Treaty and More Violence

Governor William Blount met with Cherokee leaders near James White's Fort. Blount offered to pay the Cherokee \$1,000 each year if they would allow settlers to remain in the Southwest Territory. While the Cherokee leaders were not happy about it, they agreed and signed the Treaty of Holston.

Even more US settlers began to move to the Southwest Territory through the Tennessee River Valley. They also moved onto lands that were not covered by the treaty. Once again, they took over areas that belonged to the Native People.

Sometimes relations between the two groups became violent. This violence continued to cause **bloodshed** on both sides.

Treaty of Holston Borders



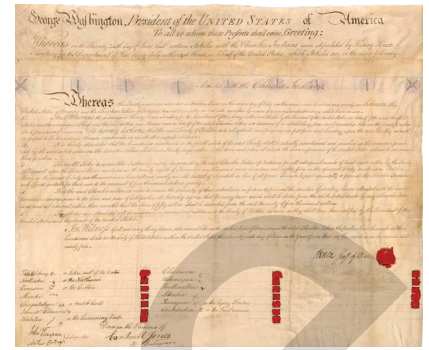
This map shows the division of land by the Treaty of Holston. According to this, which group should have the largest area of land in what is now Tennessee?

Traveling to Philadelphia

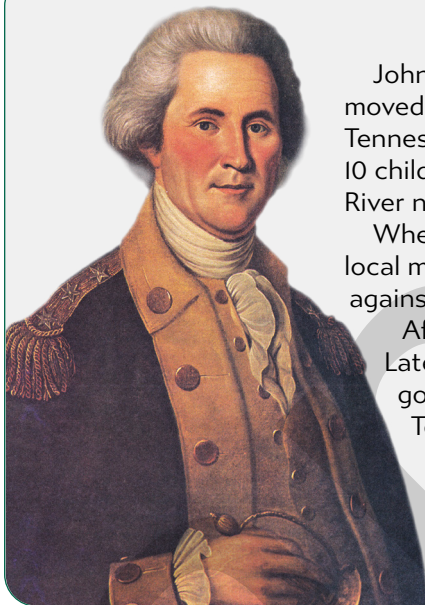
In 1794, Cherokee representatives traveled to Philadelphia. They spoke with President George Washington and US Secretary of War Henry Knox about their problems, and a new treaty was written.

With the Treaty of Philadelphia, Knox agreed to pay the Cherokee more for their land, but no US settlers had to move. Knox also ordered US citizens in the area to stop attacking the Cherokee.

But some US settlers went on to invade and destroy villages, and so the Native People fought back. The years from 1792 to 1794 were especially bloody in the territory. But with each battle, the Cherokee lost more and more land.



This is the 1794 Treaty of Philadelphia. The top line reads, "George Washington, President of the United States of America."



John Sevier
1745–1815

John Sevier was born in Virginia but later moved across the mountains to what is now Tennessee. He and his wife, Sarah, and their 10 children settled on land on the Watauga River near present-day Elizabethton.

When the Revolutionary War began, Sevier became a colonel in the local militia. He organized and led the Overmountain Men in their victories against the British and the Cherokee.

After the war, Sevier was elected as governor of the State of Franklin. Later, when Tennessee was admitted to the Union, he became governor of the state, serving six terms. Afterward, he represented Tennessee in the US House of Representatives.

John Sevier died in Alabama on a mission with US troops to establish a property boundary with the Muscogee (Creek). He was buried near Fort Decatur.



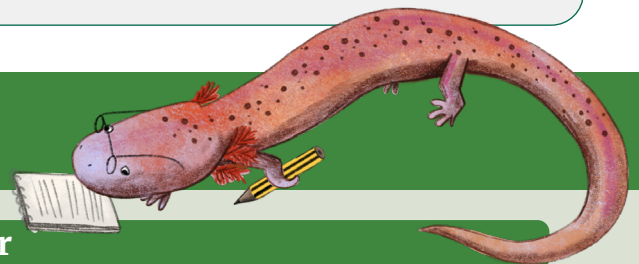
Lesson 1 Check It! ✓

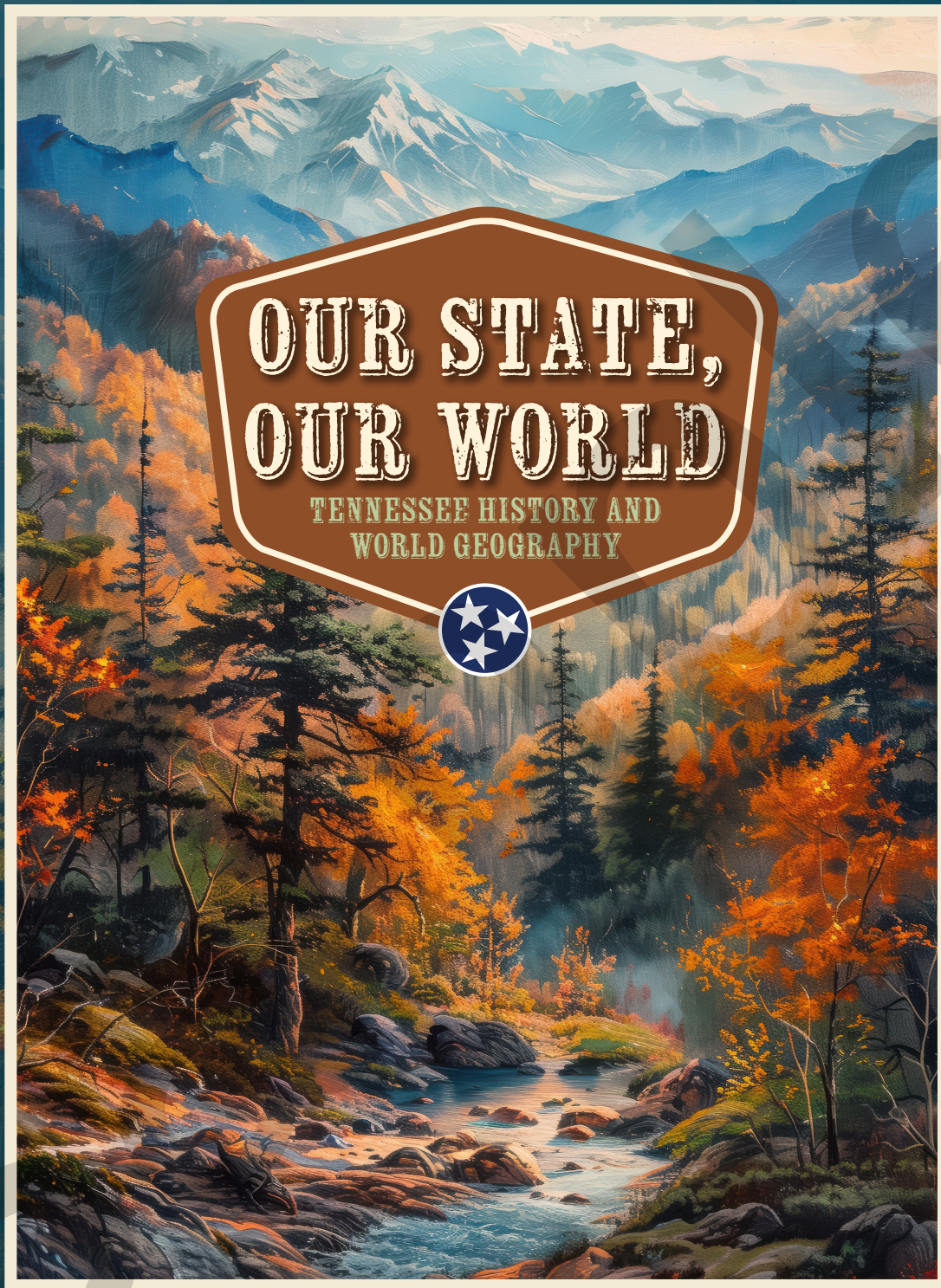
Dig

1. What steps did people in the region take to become a state?
2. How did the establishment of the Southwest Territory affect relations between new residents and Indigenous People?

Dig Deeper

3. Do some research on the State of Franklin. How did residents in this region try to convince Congress and other states to support their goal for the creation of a new state?
4. Even though many treaties were signed between the new residents and the Native People, why do you think they were not effective?





TEACHER GUIDE

GSE Bookshelf+

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- Download sections and read offline using the mobile apps
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- Submit activities within the platform for grading and evaluation
- Use pop-up definitions and pronunciations of glossary terms
- Explore in-platform links to online content such as articles and videos

Teacher Features

In addition to the student features, teachers can:

- Access teacher-facing materials digitally or easily download PDF versions straight from the platform.
- Assign individual activities and sections of the text
- Use AI-assisted grading
- Build and customize printable assessments using the Dynamic Question Bank
- Access robust analytics for grading and standards alignment

Note: All third-party links have been reviewed to ensure credibility and reliability. However, links should be used at the teacher's discretion in line with your school or district's standards regarding data privacy and security.

*These links provide content and activities that are supplemental to the material;
all standards are addressed in a variety of other places within your materials.*

For help navigating GSE Bookshelf+ or to learn more about how to use its features, visit the

[Gibbs Smith Education Knowledge Base](#).

**To gain access to GSE Bookshelf+, contact your school administrator,
district technology director, or curriculum coordinator.**

Apps for all your devices



Chapter Overview & Planning Guide

The overview and planning guide is your primary tool to determine what content to teach and when. The overview will show you the standards alignment within the chapter to help you determine where you need to spend the bulk of your time. The planning guide offers a snapshot of each activity, such as whether it includes a discussion/debate element, a differentiation suggestion, or if the activity requires a rubric or evaluation. It also includes the approximate time the activity should take so that you can plan shorter and longer lessons as appropriate to your classroom needs.

Note: It is not necessary to teach every activity in every lesson and chapter. Each standard is covered in a variety of activities, so you may pick and choose what you and your students are most interested in and still meet each target.

A wide variety of activity types anchored in student-facing content

Fully customizable to fit the time, interests, and needs of your classroom. While each activity includes an approximate time frame, we know that each class moves at a different pace. Each activity is adaptable and generally offers a variety of options that may shorten or lengthen the time you spend. The times listed are an approximation of how long it may take an average class, with diverse learners, to complete the activity.

Thorough standards-based alignment throughout each chapter and activity

There are seven primary symbols used in the Teacher Guide:

-  **Project-Based:** activities featuring learning skills that take information from the text and apply it to hands-on exercises
-  **Discussion/Debate:** activities that promote speaking and listening skills, as well as forming and supporting opinions
-  **Cross-Curricular:** projects or activities that promote analysis through the lens of different disciplines (e.g., art, reading, math)
-  **ML Integration:** lessons include specific opportunities to support ML students
-  **Differentiation:** lessons include opportunities to differentiate your instruction for both advanced and approaching-level students
-  **Remote Essentials:** activities that are designed to be adaptable for blended or remote learning classrooms
-  **Evaluate/Rubric:** indicates that the activity requires a rubric and/or evaluation to assess student work and evidence that the student has met the Success Criteria

Lesson Features Lesson 1: Native People				
Activity Standards & Indicators	Description	Page	Curriculum Components	Time
Sneak Peek TN.05.4; 5.SL.CC.1; 5.SL.PK1.6	Prior Knowledge and Imagery: Preview the lesson, introduce Key Terms , and activate curiosity.	TN 14	 	25 Minutes
Become a Better Reader 5.RI.KID.1; 5.SL.CC.1; 5.SL.PK1.6	Preview the Text: Practice previewing the Key Terms and Learning Goals to support learning and retention.	TN 15		25 Minutes
What Do YOU Think? SSP.06; 5.46; 5.SL.CC.1; 5.SL.PK1.6	Toolmaking and Geography: Discuss how geography influences the development of tools in the past and today.	TN 15		10 Minutes
Connect It: Culture SSP.06; 5.SL.CC.1; 5.SL.PK1.6	Three Sisters Classroom Garden: Connect history to people and culture by creating a classroom garden.	TN 16	 	75 Minutes
What Do YOU Think? SSP.01; SSP.06; 5.37; 5.42; 5.SL.CC.1; 5.SL.CC.2; 5.SL.PK1.6	Settlement in the Regions: Consider the geography and resources of Tennessee's Three Grand Divisions.	TN 16		20 Minutes
Spotlight On... SSP.01; 5.RI.K1.9; 5.SL.CC.2; 5.W.RBP.7; 5.W.RBP.9	Tennessee Field Guide: Catalogue parts of a local Tennessee ecosystem by creating a field guide.	TN 17	  	60 Minutes
Connect It: Economics 5.09; 5.SL.CC.1; 5.SL.PK1.6	Bartering: Connect history to economics by explaining how people bartered for goods and services before they used money to purchase them.	TN 19	 	75 Minutes
Flex It! SSP.01; 5.03	Corn Husk Dolls: Flex history into art by making Native American crafts.	TN 25	  	45 Minutes
Sharpen Your Skills! SSP.01; 5.03; 5.SL.CC.1; 5.SL.CC.2; 5.SL.PK1.6; 5.W.PDW.4; 5.W.RW.10	Oral History: Explain how oral histories and storytelling can be used to pass along culture by interviewing a family member or friend.	TN 26	  	75 Minutes
Check It! SSP.01; SSP.05; 5.03; 5.09; 5.W.PDW.4; 5.W.RBP.8; 5.W.RBP.9; 5.W.RW.10	Complete the formative lesson assessment and self-assessment to check for understanding.	TN 27	  	25 Minutes

Symbol Key

 Project-Based  Discussion/Debate  Cross-Curricular  ML Integration  Differentiation  Remote Essentials  Evaluate/Rubric

TN1C

Our State, Our World: Tennessee History and World Geography | Teacher Guide

Teacher Tip

The **Teacher Tools** section includes an assortment of customizable and reusable activity worksheets. Use your favorites to extend or support any activity!

Suggestions on teaching strategies, ML differentiation, remote learning tips, and great educator resources are available to take the guesswork out of your practice.

Teacher Resources & Chapter Features

Teacher Resources

The Teacher Resources include the **Teacher Guide, Chapter Assessments, Student Support Guide, Student Activities,** and **Teacher Tools.**

- The **Teacher Guide** features standards-aligned activities and instruction wrapped around **Student Edition** pages. A range of activities promote higher level thinking for all students.
- The **Student Activities** include digital files of reproducible student worksheets for each lesson and chapter.
- The **Student Support Guide** provides support tools for each lesson, such as a quick tour highlighting the main ideas and key takeaways from each lesson.
- The **Chapter Assessments** contain a catalog of assessment questions for each chapter and lesson, including traditional multiple-choice as well as document-based questions requiring a written response. Accommodated assessments are available for each chapter, and all materials are organized by DOK level and pegged to standards.
- The **Teacher Tools** features an assortment of maps, graphic organizers, rubrics, extensions, and games. Some activities in the **Teacher Guide** will direct you to specific resources in **Teacher Tools**, but we encourage you to use them as you see fit to customize your curriculum to the needs of your class.

Spark It!

Each Spark It! activity is designed to kindle prior knowledge and ignite curiosity. Mix and match each component or use all of them to spark interest and engagement before reading. Each chapter utilizes backward design, starting with the Big Question. Preview the Big Question to gain an understanding of what your students already know and don't know about each topic. The beautiful artwork and photography on each chapter spread make exceptional conversation points, and chapters that include a timeline have suggestions for analysis.

EXAMINE THE EVIDENCE!

The Evaluate the Evidence! feature directs students to analyze primary source documents. These range from maps and letters to artifacts. These activities prompt students to move beyond surface-level questions and think critically about what they are studying. You can use each unit's PowerPoint to project the sources as well as the questions.

CASE STUDY:

The Case Study feature directs students to analyze sources that range from maps, photographs, graphs, charts, documents, and more. These activities give students the opportunity to examine a geographic feature or topic through a variety of different lenses and move beyond surface-level questions and think critically about what they are studying. You can use each chapter's PowerPoint to project the sources as well as the questions.

SOCIAL STUDIES STATION/SURVEY

The Social Studies Station feature emphasizes the skills historians use to understand and interpret history. These skills include from analysis, forming fact-based opinions, and research to defending a position and interpreting paintings and poems as primary sources.

The Social Studies Survey feature emphasizes the skills geographers use to understand and analyze places around the world. These skills include analysis, forming fact-based opinions, research, defending a position, and interpreting maps, data sets, and spatial tools as geographic sources.

Today's History!

Timelines are great visual tools to help students comprehend how events connect in chronological and sequential order. They are also an excellent comprehension support tool for English Language Learners. Today's History! incorporates timeline-based activities into each unit that allows students to preview the time period, recognize cause and effect, understand chronology, and make connections across time.

Career Corner

The Career Corner feature highlights the wide variety of job opportunities available that utilize geographic-thinking skills, and it details how students can apply these skills in future career fields. These activities prompt students to consider how geographical thinking skills are relevant beyond a classroom.

Inquiring Minds...

Inquiry skills and processes are essential for engagement, understanding, retention, and fostering lifelong learning in students. These skills are cross-curricular and have real-world application. The Inquiring Minds... feature teaches students about the inquiry process, introduces them to supporting and compelling questions, and hones their skills to create their own questions and find credible sources to get answers.

Tech Tie-In

An important component of a curriculum that aims to teach students the skills they need to not only be successful in school but in the world as well is the integration of technology. The Tech Tie-In feature offers opportunities for students to enhance their technological skills by utilizing a range of resources and creating a variety of products. These activities may take some extra planning, but they offer high rewards in engagement and skills.

Prove It!

The Prove It! feature is a multilayered summative and self-assessment to check student understanding of the concepts and skills they have studied. These assessments are a tool to gauge student understanding of the chapter as a whole and their ability to synthesize what they have learned by answering the Big Question.

Lesson Features

Sneak Peek

Each lesson includes Learning Goals and Key Terms in the Student Edition that directly relate to the Big Question. By phrasing Learning Goals in “I can...” language, students are able to take ownership of their learning. All Learning Goals align to the state standards. The Key Terms enable students to acquire academic and domain-specific vocabulary.

Sharpen Your Skills!

The Sharpen Your Skills! feature encourages students to use skills like spatial orientation, contextualization, analysis of continuities and changes, inquiry, compare and contrast, and more. Students will consider the ways in which these skills can be applied to multiple facets of their everyday lives.

Spotlight On...

The Spotlight On... feature goes into depth about important topics that are more succinct in the Student Edition by promoting kinesthetic and project-based learning. These activities allow students to not just study history and geography but to connect to it and experience it as well.

Flex It!

It is critical for educators to be able to teach not just history and geography but other disciplines as well. The Flex It! feature is designed to connect what your students study to other disciplines. Each lesson includes a cross-curricular connection to science, art, health, drama, music, math, English, or reading.

ML Adaptations

We encourage you to accommodate your students in any way that makes sense for your classroom and their needs. Each activity is adaptable to students of varying needs and abilities. Utilize the ML options to offer an equally rich and engaging learning experience to all students. There may be ML activities that can be applied to other curriculum or your entire classroom.



Differentiation

Throughout the Teacher Guide you will find opportunities to simplify or enhance various activities. Guidance is provided to support differentiated instruction by including appropriate alternatives for students who are approaching targeted expectations. Additional enrichment opportunities are provided to engage students who have advanced beyond the performance expectations.

Become a Better Reader

Each lesson includes specific strategies to help students increase their reading aptitude. Strategies include standalone activities but are scaffolded to a chapter strategy as well as into other activities throughout lessons and chapters. Many of the activities in the chapter ask students to use and reuse strategies they have experienced in previous sections of the text.

Connect It



Social studies is more than just teaching history or geography. It is the job of educators to provide students with the knowledge, processes, and dispositions required to be active and engaged participants in public life. The Connect It features are designed to connect history and geography lessons to the other social studies disciplines. Each chapter includes unique content connections to economics, culture, history, geography, and civics.

LANDSCAPE OF CHANGE



The Landscape of Change feature is anchored in the student-facing content that encourages students to analyze the way places change over time. Each chapter highlights landscapes around the world and throughout history. The activity in the Teacher Guide builds upon the content introduced in the Student Edition. These activities encourage students to practice spatial analysis skills and allow you to extend the learning based on the needs of your class.

What Do YOU Think?

The What Do YOU Think? feature is anchored in student-facing content and encourages students to develop and share their opinions with each other and the class as a whole. The questions provided in the Teacher Guide build upon those introduced in the Student Edition. These open-ended questions prompt students to delve deeper into subjects, while allowing you the flexibility to gauge student understanding and extend the learning depending on the needs of your class.

Check It!

Each lesson includes a formative assessment for students to check their understanding of the concepts and content they have studied in the lesson. The assessment includes basic recall questions as well as critical thinking questions that are scaffolded to the Prove It! chapter assessments. Additionally, each Check It! includes a self-assessment for students to gauge their own understanding of the Learning Goals.

Links and Thinks



The Links and Thinks links offer another technology-based way to take the text and curriculum to a new level. In the Teacher Guide, you will find URLs and descriptions of links found in the digital Student Edition, as well as extension activities. You determine which ones you want your students to explore depending on time and needs of your class.

Extra! Extra!

Extra! Extra! indicates opportunities to extend an activity. These extensions are meant to take the activity a step further, engage students through another lens, or deepen understanding through additional critical thinking. Extra! Extra! can also serve as activities for advanced students who may complete the primary activity more quickly.

The Gibbs Smith Education Commitment

At Gibbs Smith Education, we are driven by our mission: to create products that accurately and effectively tell the stories of our collective past in ways that engage, inspire, and motivate students and their teachers. We strive to provide authentic learning experiences in which students not only focus on events but also on building and refining the necessary skills to effectively understand the past and its consequences in our modern world. Our goal is to provide teachers with the classroom tools they need to guide students toward accurate historical understanding and how the past affects our world today.

Crafting high-quality instructional materials is a responsibility and a privilege. The following chart shows how the *Our State, Our World: Tennessee History and World Geography* resources align with the American Institute for Research's recommendations for selecting high-quality social studies instructional materials.

High-Quality Instructional Materials (HQIM) Criterion

Criterion 1: Standards Alignment

Materials are aligned to state social studies standards.

- Gibbs Smith Education uses social studies state standards to drive the development of all the curriculum that is created. Each activity is purposefully crafted to support student mastery of standards-based content and skills. To find which standards each activity aligns to, you can check out the Correlation Guide or the table of contents of each chapter's Teacher Guide.

Criterion 2: Social Studies Practices

Materials emphasize social studies practices and skills students apply when engaging in social studies content.

- The activities developed in this Teacher Guide give students an opportunity to learn and practically apply social studies skills. Each chapter feature and lesson activity provides student an opportunity to think like a historian by getting them to practice source analysis, periodization, continuity and change, and/or contextualization.

Criterion 3: Representation and Perspective

Materials provide content that is representative of a variety of perspectives and experiences.

- History is a collection of multiple voices coming together to create a story of our common past. The story told within this book includes background, examples, and sources from many different experiences. Gibbs Smith Education partners with diverse communities to develop and review our materials to ensure the content in the Student Edition and the Teacher Guide represent history accurately and equitably.

Criterion 4: Usability

Materials support educators' ability to effectively plan and use instructional materials and resources for instruction and develop their content and pedagogical knowledge to further student learning.

- Gibbs Smith Education's curriculum is intentionally crafted to promote best practices and current research-backed educational trends. Throughout this Teacher Guide, you will find detailed instructions and helpful tips on how to effectively implement these pedagogical strategies in your classroom.

Criterion 5: Instructional Supports

Materials provide a variety of instructional supports and strategies for scaffolding learning.

- Throughout this Teacher Guide, you will find guidance on how to differentiate activities to support Approaching Learners and enrichment opportunities for Advanced Learners. There are also suggestions on how to adapt activities to engage Multilingual Learners by connecting to cultural backgrounds, integrating English language development skills, and contextualizing essential academic vocabulary. The Student Support Guide provides accommodated versions of the Student Edition text. Consider utilizing these resources to support the Approaching or Multilingual Learners in your classroom.

Criterion 6: Assessment Practices

High-quality materials provide a balance of formative and summative assessments that clearly measure students' learning progress, inform social studies instruction, and provide feedback to students to improve their own learning.

- Opportunities to formatively assess your students can be found in the Check It! activity for each lesson. Additionally, formative questions at various depth of knowledge levels are available throughout the activities in this Teacher Guide. Summative assessments that measure student mastery of social studies state standards are available in the Chapter Assessments. Common Core standards-aligned rubrics are available in the Teacher Tools and can be used to assess student writing, projects, and discussions.



Gibbs Smith Education

Chapter 2: The State of Tennessee

Big Question: What challenges did Tennessee face as it grew?

STUDENT OUTCOME: Students will be able to describe the challenges Tennessee faced as it grew.

Curriculum Overview

Fifth Grade Social Studies, Part I: Tennessee History

Standard	Student Edition
5.08 Identify the contributions of leaders and groups during the early settlement of Tennessee, including John Sevier, John Donelson, Nancy Ward, Dragging Canoe, James Robertson, and Overmountain Men.	L1
5.09 Describe life on the Tennessee frontier for different groups, including settlers, American Indians, indentured servants, and enslaved persons.	L1
5.10 Sequence events that led to Tennessee statehood, including “The Lost State of Franklin,” the Southwest Territory (i.e., Territory South of the River Ohio), and the U.S. Constitutional requirements Tennessee met to become a state. (T.C.A. § 49-6- 1028)	L1 L2 EtE
5.11 Identify the year Tennessee became a state, its first governor, and the original capital.	L2
5.12 Describe Tennessee’s involvement in the War of 1812, including Andrew Jackson, the Tennessee Volunteers, and Battle of Horseshoe Bend.	L3
5.13 Explain how the western boundary of Tennessee was expanded with the Jackson Purchase.	L4 SSS
5.14 Analyze the impact of Andrew Jackson’s presidency on the American Indian population of Tennessee, including the Indian Removal Act, Trail of Tears, Treaty of Echota, and John Ross.	L4 SSS
5.15 Identify the impact of important Tennesseans prior to the Civil War, including: • David Crockett • President James K. Polk • Sam Houston • Sequoyah	L4

L1 = Lesson 1; L2 = Lesson 2; L3 = Lesson 3; L4 = Lesson 4; EtE = Examine the Evidence; SSS = Social Studies Station

Chapter Features

Use any or all of the following activities to best meet the needs of your classroom.



Activity Standards & Indicators	Description	Page	Curriculum Components	Time
Spark It! SSP.01; SSP.02; SSP.03; SSP.05; 5.10.; 5.RI.KID.2; 5.RI.RRTC.10; 5.SL.CC.1; 5.SL.PKI.6	Introduce the Big Question , explore the opening image, and examine the timeline.	TN 46	 	45 Minutes
Examine the Evidence! SSP.01; SSP.02; 5.RI.KID.3; 5.RI.CS.4; 5.RI.CS.5; 5.RI.IKI.7; 5.RI.IKI.9; 5.RI.RRTC.10; 5.SL.CC.1; 5.SL.PKI.6 ; 5.W.RBPK.8; 5.W.RW.10	Compare Constitutions: Compare the “Houston Constitution” of the State of Franklin to the Constitution of the Iroquois Confederacy.	TN 52	 	45 Minutes
Today’s History! SSP.01; SSP.02; SSP.05; 5.15; 5.RI.IKI.7; 5.RI.IKI.9; 5.RI.RRTC.10; 5.SL.CC.1; 5.SL.PKI.6 ; 5.W.TP.2; 5.W.PDW.4; 5.W.RBPK.7; 5.W.RBPK.8; 5.W.RBPK.9; 5.W.RW.10	Historical Figure Timeline: Choose a historical figure, make a timeline of their life, and consider how their life impacted the present.	TN 69		50 Minutes
Social Studies Station SSP.01; SSP.06; 5.13; 5.14; 5.34; 5.37; 5.RI.IKI.7; 5.RI.IKI.9; 5.RI.RRTC.10; 5.SL.CC.2; 5.W.RBPK.9	Interpret Map Data: Examine maps to compare and contrast Tennessee before and after the Jackson Purchase.	TN 84	 	35 Minutes
Inquiring Minds... SSP.01; SSP.03; SSP.05; 5.10.; 5.19; 5.SL.CC.1; 5.SL.PKI.6 ; 5.W.PDW.4; 5.W.RW.10	What’s the Question?: Develop answers to thin questions and practice identifying what questions may correspond with answers provided by a classmate.	TN 84		40 Minutes
Tech Tie-In SSP.04; 5.37; 5.SL.PKI.4; 5.SL.PKI.5; 5.SL.PKI.6 ; 5.W.PDW.4; 5.W.RW.10	Create Your Own State: Create a state by writing a constitution, designing a flag, creating a map, and developing state symbols.	TN 85	 	75 Minutes
Career Corner SSP.01; 5.RI.IKI.7; 5.RI.IKI.9; 5.RI.RRTC.10; 5.SL.CC.1; 5.SL.PKI.4; 5.SL.PKI.5; 5.SL.PKI.6 ; 5.W.RBPK.7; 5.W.RBPK.8; 5.W.RBPK.9	Educator: Investigate career choices by examining what an educator does.	TN 85	 	75 Minutes
Prove It! 5.08; 5.10.; 5.14; 5.15; 5.37	Check for understanding through a summative assessment, reflection, and by answering the Big Question . Note: The Prove It! is found in the Chapter Assessments .	CA TN 12	  	45 Minutes

Symbol Key



Project-Based



Discussion/Debate



Cross-Curricular



ML Integration



Differentiation



Remote Essentials



Evaluate/Rubric

Lesson Features Lesson 1: Early Attempts at Statehood

Activity Standards & Indicators	Description	Page	Curriculum Components	Time
Sneak Peek 5.RI.CS.4; 5.SL.CC.1; 5.SL.PK1.6	Prior Knowledge and Examples: Preview the lesson, introduce Key Terms , and activate curiosity.	TN 48	 	25 Minutes
Become a Better Reader SSP.03; 5.RI.RRTC.10; 5.SL.CC.1; 5.SL.PK1.6	Ask Questions: Practice determining meaning by asking different types of questions to gain a more thorough understanding of the text.	TN 49		25 Minutes
Flex It! SSP.01; SSP.02; SSP.04; SSP.05; 5.10.; 5.RI.IK1.7; 5.RI.IK1.9; 5.RI.RRTC.10; 5.SL.CC.1; 5.SL.PK1.6	Debate It! The State of Franklin: Flex history into language arts by participating in a debate about the State of Franklin.	TN 50	 	60 Minutes
What Do YOU Think? SSP.01; SSP.05; 5.08; 5.10.; 5.RI.KID.3; 5.RI.RRTC.10; 5.SL.CC.1; 5.SL.PK1.6	State of Franklin: Discuss how government impacted daily lives in the 1700s when the State of Franklin was established.	TN 50		20 Minutes
Sharpen Your Skills! SSP.01; 5.RI.KID.1; 5.RI.IK1.7; 5.RI.IK1.9; 5.RI.RRTC.10; 5.SL.CC.1; 5.W.RBPK.8; 5.W.RBPK.9	Research Citations: Develop research skills by learning to cite sources in three different styles.	TN 54	 	35 Minutes
Check It! SSP.01; 5.10.; 5.RI.KID.3; 5.RI.CS.6; 5.RI.IK1.7; 5.RI.IK1.9; 5.RI.RRTC.10; 5.W.RBPK.7; 5.W.RBPK.8; 5.W.RBPK.9; 5.W.RW.10	Complete the formative lesson assessment and self-assessment to check for understanding.	TN 55	 	25 Minutes

Lesson Features Lesson 2: Becoming a State

Activity Standards & Indicators	Description	Page	Curriculum Components	Time
Sneak Peek 5.RI.CS.5; 5.SL.CC.1; 5.SL.PK1.6	Prior Knowledge and Examples: Preview the lesson, introduce Key Terms , and activate curiosity.	TN 56	 	25 Minutes
Become a Better Reader SSP.01; SSP.03; 5.RI.RRTC.10; 5.W.PDW.4; 5.W.RBPK.8; 5.W.RBPK.9; 5.W.RW.10	Ask Thin Questions: Practice determining meaning by asking thin questions to gain a more thorough understanding of the text.	TN 57		25 Minutes
Spotlight On... SSP.05; 5.W.RW.10	Quill Pens: Make connections to the Tennessee State Constitution by making and using a quill pen.	TN 58	 	45 Minutes
What Do YOU Think? SSP.01; SSP.05; 5.RI.IK1.7; 5.RI.RRTC.10; 5.SL.CC.1; 5.SL.PK1.6	Voting Rights: Discuss voting rights and representation provided by the Tennessee State Constitution.	TN 58		20 Minutes
Flex It! SSP.01; 5.10.; 5.W.PDW.4; 5.W.RW.10	State Sonnet: Flex history into poetry by writing a poem about why Tennessee should be a state.	TN 59	  	75 Minutes
Sharpen Your Skills! SSP.05; 5.SL.CC.1; 5.SL.PK1.6; 5.W.RW.10	Creating History: Analyze historical context by examining how people remember important historical figures and events.	TN 60	 	60 Minutes
Check It! SSP.01; 5.10.; 5.19; 5.W.RW.10	Complete the formative lesson assessment and self-assessment to check for understanding.	TN 61	 	25 Minutes

Lesson Features Lesson 3: Expansion and War



Activity Standards & Indicators	Description	Page	Curriculum Components	Time
Sneak Peek 5.RI.CS.4; 5.SL.CC.1; 5.SL.PKI.6	Prior Knowledge and Examples: Preview the lesson, introduce Key Terms , and activate curiosity.	TN 62		25 Minutes
Become a Better Reader SSP.01; SSP.03; 5.RI.RRTC.10; 5.SL.CC.1; 5.SL.PKI.6; 5.W.RW.10	Ask Thick Questions: Practice determining meaning by asking thick questions to gain a more thorough understanding of the text.	TN 63		25 Minutes
Sharpen Your Skills! SSP.01; 5.RI.IKI.7; 5.RI.RRTC.10; 5.SL.CC.1; 5.SL.PKI.4; 5.SL.PKI.5; 5.SL.PKI.6; 5.W.RBPK.7; 5.W.RBPK.9	Town Name Origins: Conduct research to learn the origin of town names in Tennessee.	TN 64		50 Minutes
What Do YOU Think? SSP.05; 5.SL.CC.1; 5.SL.PKI.6	Education in Early Tennessee: Discuss the history of education in Tennessee.	TN 65		20 Minutes
Connect It: Culture 5.RI.RRTC.10; 5.SL.CC.1; 5.SL.CC.2; 5.SL.PKI.6; 5.W.TTP.3; 5.W.PDW.4; 5.W.RBPK.9; 5.W.RW.10	The Legend of Bell Witch: Connect history to culture by reading and writing a Tennessee legend.	TN 66		75 Minutes
Sharpen Your Skills! SSP.01; 5.RI.IKI.7; 5.RI.IKI.9; 5.RI.RRTC.10; 5.SL.CC.1; 5.SL.PKI.6; 5.W.RBPK.7; 5.W.RBPK.9	Assess Underground Railroad Positions: Evaluate the risks of the Underground Railroad by conducting research.	TN 67		45 Minutes
Flex It! SSP.01; SSP.02; 5.RI.KID.1; 5.RI.CS.4; 5.RI.IKI.8; 5.RI.RRTC.10; 5.SL.CC.1; 5.SL.PKI.6; 5.W.PDW.4; 5.W.RBPK.9; 5.W.RW.10	Tecumseh's Speech to the Osages: Flex history into rhetoric by annotating and discussing a speech.	TN 68		75 Minutes
Spotlight On... SSP.01; SSP.02; 5.RI.CS.4; 5.RI.RRTC.10; 5.SL.CC.1; 5.SL.CC.3; 5.SL.PKI.6; 5.W.PDW.4; 5.W.RW.10	The National Anthem: Examine how "The Star-Spangled Banner" became a national symbol and write a national anthem of today.	TN 70		75 Minutes
What Do YOU Think? SSP.01; SSP.05; 5.RI.RRTC.10; 5.SL.CC.1; 5.SL.PKI.6	The Creek War: Discuss the Creek War, including those involved and the differing opinions of whether a battle was necessary leading up to it.	TN 71		20 Minutes
Check It! SSP.01; 5.I2; 5.W.RW.10	Complete the formative lesson assessment and self-assessment to check for understanding.	TN 73		25 Minutes

Symbol Key



Project-Based



Discussion/Debate



Cross-Curricular



ML Integration



Differentiation



Remote Essentials



Evaluate/Rubric

Lesson Features Lesson 4: The Jackson Era in Tennessee



Activity Standards & Indicators	Description	Page	Curriculum Components	Time
Sneak Peek 5.RI.CS.4; 5.SL.CC.1; 5.SL.PKI.6	Prior Knowledge and Examples: Preview the lesson, introduce Key Terms , and activate curiosity.	TN 74		25 Minutes
Become a Better Reader SSP.01; SSP.03; 5.RI.IKI.7; 5.RI.RRTC.10; 5.SL.CC.1; 5.SL.PKI.4; 5.W.TP.2; 5.W.PDW.4; 5.W.RBPK.9; 5.W.RW.10	Conduct an Interview: Practice determining meaning by developing interview questions to gain a more thorough understanding of the text.	TN 75		25 Minutes
Connect It: Geography SSP.01; SSP.06; 5.35; 5.37; 5.RI.IKI.7; 5.RI.IKI.9; 5.RI.RRTC.10; 5.SL.CC.1; 5.SL. CC.2; 5.SL.PKI.4; 5.SL.PKI.5; 5.SL.PKI.6 ; 5.W.RBPK.7; 5.W.RBPK.9	The Three Grand Divisions: Connect history to geography by considering the land features and natural resources available in each of the Three Grand Divisions.	TN 76		50 Minutes
Sharpen Your Skills! SSP.01; SSP.04; SSP.05; 5.RI.IKI.7; 5.RI.RRTC.10; 5.W.TTP.1; 5.W.PDW.4; 5.W.RBPK.7; 5.W.RBPK.9; 5.W.RW.10	Who Should Be on the \$20 Bill? Examine how different perspectives can change how history is viewed by learning about Andrew Jackson and the \$20 bill.	TN 77		75 Minutes
What Do YOU Think? SSP.01; SSP.05; 5.14; 5.15; 5.SL.CC.1; 5.SL. PKI.6	Assimilation: Discuss assimilation and its impacts to practices, customs, traditions, and language.	TN 78		20 Minutes
Spotlight On... SSP.05; 5.14; 5.SL.CC.1; 5.SL.PKI.6 ; 5.W.RW.10	You Must Leave Now: Recognize the difficulties Native Americans experienced while being forcefully removed from their lands.	TN 80		40 Minutes
What Do YOU Think? SSP.01; SSP.05; 5.14; 5.SL.CC.1; 5.SL.PKI.6	Rights Ignored: Discuss Manifest Destiny and the rights of Native Americans that were ignored as White newcomers moved west.	TN 81		20 Minutes
Sharpen Your Skills! SSP.01; 5.15; 5.RI.RRTC.10; 5.SL.PKI.4; 5.SL. PKI.5; 5.SL.PKI.6 ; 5.W.RBPK.7; 5.W.RBPK.8	Prominent Tennesseans: Examine the work of prominent Tennesseans by conducting research and creating a presentation.	TN 81		75 Minutes
Flex It! SSP.05; 5.14; 5.SL.CC.1; 5.SL.PKI.6	Walking Distance: Flex history into math by calculating the distance of the Trail of Tears.	TN 82		75 Minutes
Check It! SSP.01; SSP.05; 5.13; 5.14; 5.15; 5.W.RW.10	Complete the formative lesson assessment and self-assessment to check for understanding.	TN 83		25 Minutes

Symbol Key



Project-Based



Discussion/Debate



Cross-Curricular



ML Integration



Differentiation



Remote Essentials



Evaluate/Rubric

Online Resource Addresses

Links and Thinks	Description and Website	Page
★ The Southwest Territory Chain of Events	Knight Lab Timeline: https://timeline.knightlab.com/#make	TN 51
Natchez Trace	National Park Service: https://www.nps.gov/natr/index.htm	TN 64
★ Join the Crew	Sail to Victory: https://asailorslifeforme.org/play/sail-victory/	TN 71
★ Trail of Tears	National Park Service: https://www.nps.gov/trte/planyourvisit/maps.htm	TN 82

★ = Resources indicated with this symbol feature an additional optional activity.

Features	Description and Website	Page
Flex It! State Sonnet	Sonnet 18: Shall I Compare Thee to a Summer's Day?: https://www.poetryfoundation.org/poems/45087/sonnet-18-shall-i-compare-thee-to-a-summers-day Funny Sonnet Poems: https://www.classroompoems.com/funny-sonnet-poems.html	TN 59
Sharpen Your Skills! Town Name Origins	Brainscape: https://www.brainscape.com	TN 64
Connect It: Culture The Legend of the Bell Witch	Tennessee State Library and Archives: https://sharetn.gov.tnsosfiles.com/tsla/exhibits/myth/bellwitch.htm	TN 66
Sharpen Your Skills! Assess Underground Railroad Positions	Underground Railroad History: https://undergroundrailroadhistory.org/	TN 67
Spotlight On... The National Anthem	"Star-Spangled Banner": https://amhistory.si.edu/starspangledbanner/the-lyrics.aspx	TN 70
Become a Better Reader Conduct an Interview	Interviews for Children: https://www.youtube.com/watch?v=yMAJw9p2pY	TN 75
Connect It: Geography The Three Grand Divisions	United States Geological Survey, Ecoregions of Tennessee: https://store.usgs.gov/assets/MOD/StoreFiles/Ecoregion/21632_tn_front.pdf	TN 76
Tech Tie-In Create Your Own State	Canva: https://www.canva.com Draw Island: https://drawisland.com	TN 85
Tips	Description and Website	Page
PBS Learning Media	PBS Learning Media: https://scetv.pbslearningmedia.org	TN 81

Spark It!

Ignite Curiosity & Activate Prior Knowledge

- Discuss the **Big Question** and opening image to preview the chapter. Display the **Big Question**: *What challenges did Tennessee face as it grew?*
- Explain to students that for Tennessee to become a state, the people had to follow a process set up by Congress.
 - **Ask**: What steps do you think were necessary for a territory to eventually become a state?
- Draw a timeline on the board. Label the left end of the timeline *territory* and the right end of the timeline *statehood*. Invite students to offer ideas for the steps needed to transition from a territory to a state. Add their ideas to the timeline in one marker color.
- As students read the chapter, have them keep a running list of events that took place as Tennessee became a state. When the chapter is complete, revisit the timeline and have the students make changes to it based on the list they created while reading the chapter. Use a different marker color to add these updates.
 - **Ask**: How is the process to become a state different than you thought it would be?



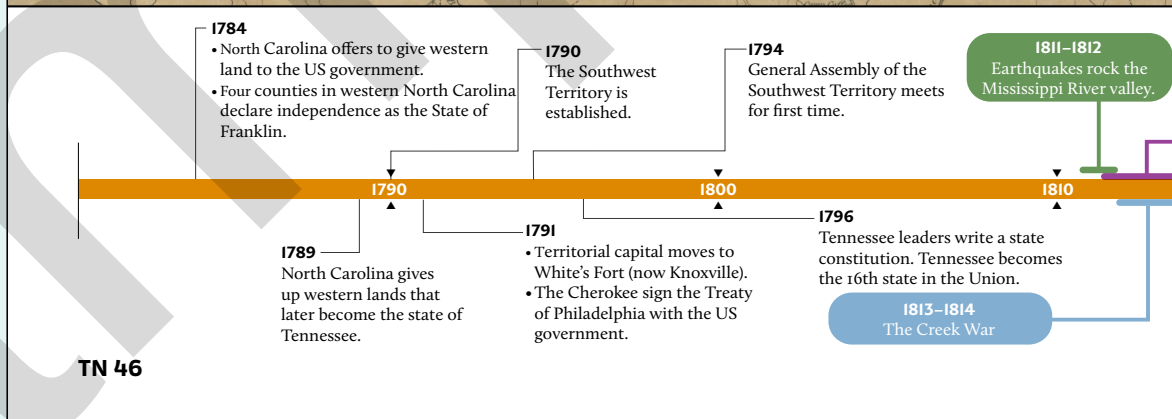
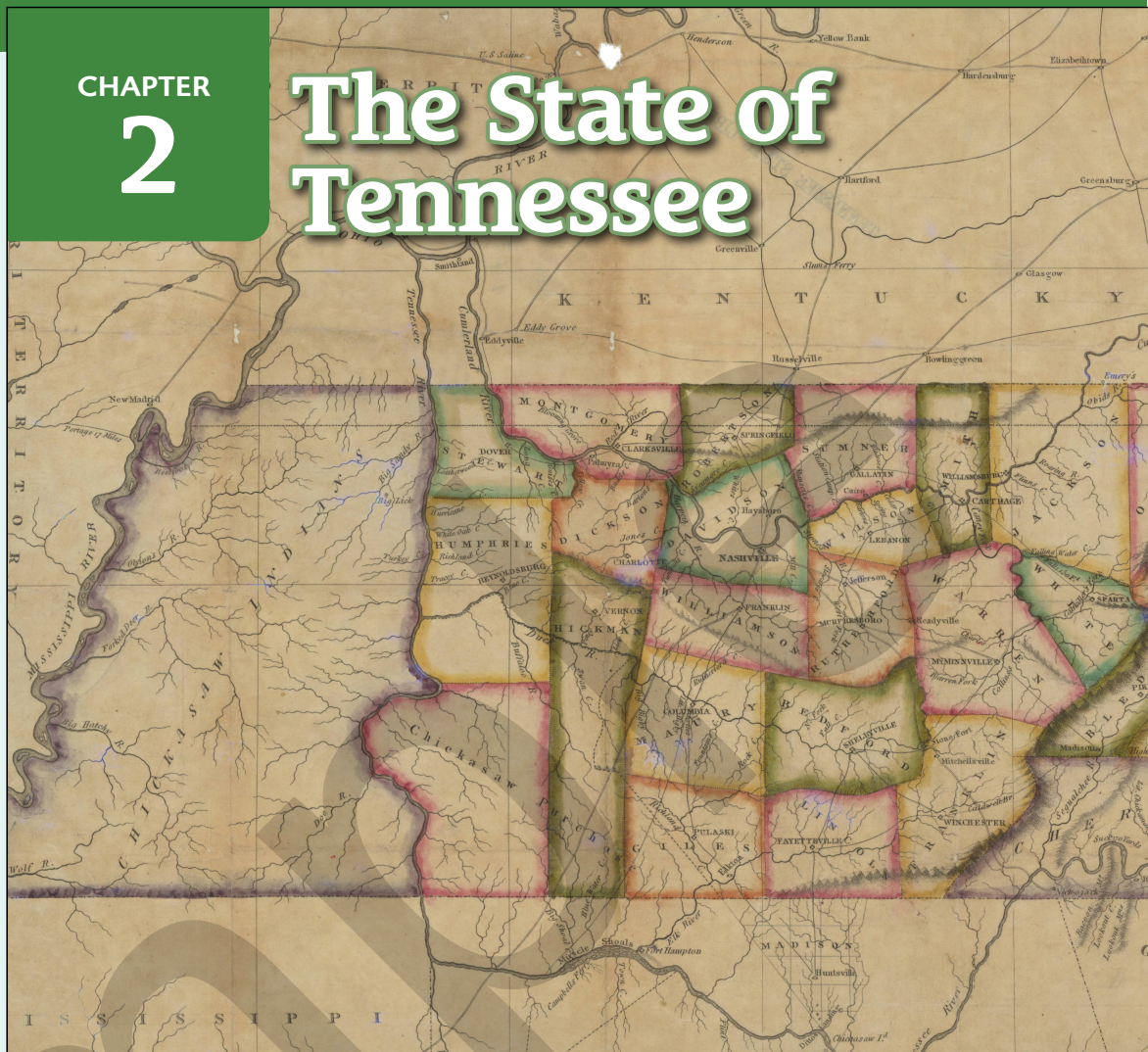
Differentiation: Spark It!

Consider the following alternative approaches to this activity to meet the needs of your class.

- **Advanced Learners**: Once the steps for Tennessee to become a state are completed, have students create a digital representation of the process using a slideshow presentation, such as Google Slides. Have them share their digital representations with the class.
- **Approaching Learners**: As students read the chapter, stop whenever an essential event took place that helped Tennessee as it became a state. Add the event to the class timeline.

CHAPTER 2

The State of Tennessee



Put Yourself in the Picture

- Direct students to examine the map on the opening spread. You may ask students to reference the image in the **Student Edition** or you may choose to project the map using the **Chapter 2 PowerPoint**.
 - **Ask**: What do you notice about the map and how the land is divided? Why are the areas on the map outlined in different colors? *There are a few large pieces of land and several smaller pieces. Many of the larger areas are the lands of Native Americans and the smaller areas are counties.*
 - **Ask**: Where do you live? What color is outlining the area in which you live?
- Have students examine one of the current maps of Tennessee available on pages 25–29 of the **Teacher Tools**.
 - **Ask**: What similarities do you see in the way that the areas are divided? What differences do you see?
 - **Ask**: What value does a map like this offer to historians today? *Historians can compare boundaries found on this map to boundaries on maps of today to see how borders have changed.*



The Big Question ?

What challenges did Tennessee face as it grew?

Lesson 1

Early Attempts at Statehood

Lesson 2

Becoming a State

Lesson 3

Expansion and War

Lesson 4

The Jackson Era in Tennessee

This map shows the outline of the state after the Jackson Purchase of 1818. How do you think this map compares to other state maps you have seen?

Learning Objectives

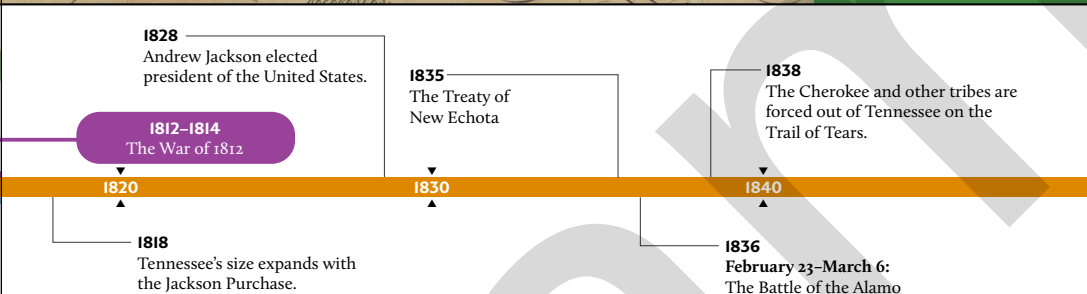
Skills Objectives

- Students will determine meaning in what they read by asking different types of questions.
- Students will use primary and secondary sources to analyze the past by comparing constitutions.
- Students will use critical thinking skills to compare and contrast maps.

Content Objectives

- Students will explore how the establishment of the Southwest Territory affected various groups in the area
- Students will describe Tennessee's path from territory to statehood.
- Students will analyze expansion and conflict in the new state of Tennessee.
- Students will examine the impacts of settlement and removal on Native people in Tennessee.

Notes



TN 47

Examine the Timeline

- Distribute the **Examine the Timeline** worksheet on page TN 21 in the **Student Activities**.
- Have students select five events from the timeline and list each event on their worksheet. Under each event, instruct students to write one question they have about the event.
- After students have finished writing their questions, have them turn to a partner to share their questions and identify whether their questions are thin or thick questions.
- As students read through the chapter, have them look for and write the answers to their questions.

★ **Note:** This activity works well with the **Become a Better Reader** activity on page TN 49 of this **Teacher Guide**.

Form for 'Examine the Timeline' activity. It includes a header for Name and Date, followed by a section for Spark 101. The main body contains three columns for questions and answers, each with a date field. The questions are categorized as 'Thin' or 'Thick' questions. The form is labeled TN 21.

Sneak Peek

Preview the Lesson:
Prior Knowledge and Examples

- As a class, read the **Learning Goals** for this lesson.
- Have students rate themselves on how much they already know about each of these goals using a method such as a thumbs up (I mostly know), a thumb sideways (I sort of know), or a thumbs down (I do not know at all yet). This quick assessment may help you determine how much time you need to spend on the lesson and where you need to go into depth.
- Invite those with a thumbs up to share their prior knowledge with the class.
- At the end of the lesson, have students hold up fingers to indicate their level of understanding for the **Learning Goals**:
1—they do not get it
2—they kind of get it, but still need help
3—they definitely get it and are ready to move on
- Students will revisit the **Learning Goals** at the end of each lesson in the **Check It!** activities.

Key Terms: Definitions

- For the **Key Terms** for this lesson, have students focus on using examples to gain a deeper understanding of difficult words. Using the **Give an Example** worksheet on page TN 22 in the **Student Activities**, students will write examples of the **Key Terms** with support from the **Student Edition** and glossary. Use the definitions below to help students complete the activity:
 - » **bloodshed** (noun): physical wounds and deaths caused by fighting
 - » **cede** (verb): to grant
 - » **delegate** (noun): one who is chosen to act for a group
 - » **honor** (noun): showing one's admiration for someone or something
 - » **resident** (noun): a person who lives in an area
 - » **veteran** (noun): a person who served in the armed forces

Student Activities worksheet titled "Give an Example | Chapter 2: Lesson 1". It includes a section for "Key Terms" with definitions and a table for students to write examples. The table has columns for "Key Term", "Definition", and "Example #1" and "Example #2". The terms listed are bloodshed, cede, delegate, honor, resident, and veteran.

LESSON

1

Early Attempts at Statehood

Become a Better Reader

Ask Questions

Good readers take time to ask questions while they read. Different kinds of questions have different purposes.

There are "thin" questions and "thick" questions. You can find the answers to thin questions in the book. For thick questions, you have to take different pieces of information you know and put them together to come up with an answer.

As you read, practice asking different types of questions.



The place now called Tennessee had good farmland. Why was that important to people who moved from the east?

When the Revolutionary War ended, the United States needed money to pay for the cost of the war. So Congress asked several states to **cede** their western lands to the US government. The government could then sell the land to new **residents** and pay its bills with the money. In early 1784, North Carolina's state leaders offered their western lands to the US government. They did not want to be responsible for conflicts between Native People and new arrivals to the area. Congress then had two years to accept North Carolina's offer.

Learning Goals

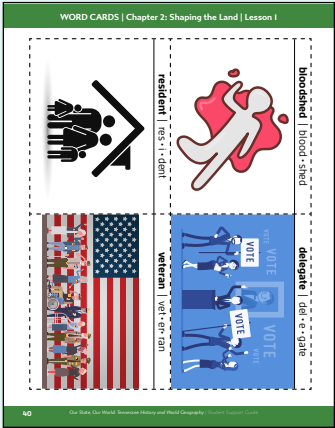
- I can explain the first steps people in this area took toward statehood.
- I can describe how the establishment of the Southwest Territory affected relationships between people who had moved there and the Native People.

Key Terms

- bloodshed
- cede
- delegate
- honor
- resident
- veteran

ML Support: Key Terms

- Use the **Word Cards** worksheet found on page 40 in the **Student Support Guide** to help students visualize and better understand the **Key Terms**. Encourage students to make connections to what they already know, or what the picture translates to in their primary language.
- If appropriate for your classroom, strategically pair ML students with non-ML students to have them look up words together. They can then discuss their understanding of the word with each other.
- Word Card** terms: **bloodshed**, **delegate**, **resident**, **veteran**



First Steps to Statehood

Across the Appalachian Mountains, people who had moved there from the east were deciding what to do. Some of them wanted to stay part of North Carolina. But others, including John Sevier, wanted to form a new state. This state would include the Cumberland Settlements in Middle Tennessee, and Sumner and Tennessee Counties.

Over time, Washington County had been divided into smaller counties: Washington, Sullivan, Greene, and Davidson. All of these counties also joined the "new state" movement.

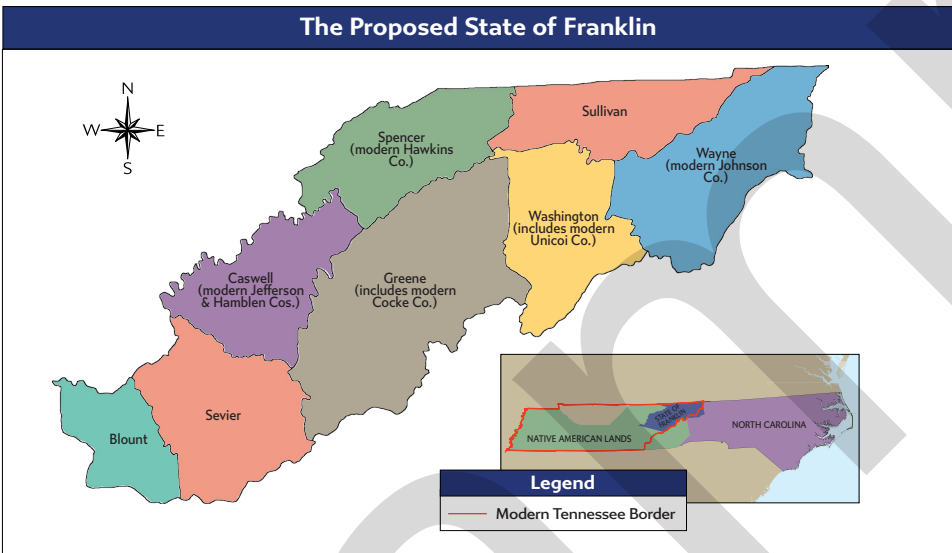
The State of Franklin

The people who wanted a new state felt North Carolina's leaders had ignored them for many years. They believed the state's leaders did not do enough to protect them from attacks by Native People. They wanted to take care of their own problems instead of relying on a distant government.

So the counties organized as the State of Frankland. Frankland means "land of the free." Not long after that, they changed the name to become the State of Franklin, in honor of Benjamin Franklin.



Benjamin Franklin was a scientist, publisher, and US Founder. Why do you think people wanted to name their state after him?



According to the map, how many modern counties would have been part of the State of Franklin?
The State of Tennessee TN 49

Become a Better Reader

Success Criteria: Students will determine meaning in what they read by asking different types of questions.

Ask Questions

- Explain that sometimes while we are reading and our brains start thinking about a new topic, we ask ourselves questions such as "why?", "what if?", and "how?" Good readers ask questions about what they are learning. This helps them become independent thinkers.
- Explain that a thin question might be "What is the order of the planets in the solar system?" because the answer is based on a fact. A thick question might be "Which of the planets do you think is the most interesting?" because the answer requires more thinking and addresses larger concepts.
- Instruct students to provide some examples of thin and thick questions.
- As they read the lesson and complete activities, see if students can point out thin questions and thick question. Consider having students take notes in the first lesson of thin and thick questions that come to mind while they read.

Teacher Tip

Increase retention of Key Terms for students by having them review the words as they read. Whenever they hear or see the word, pause so you can discuss as a class how it connects to the lesson.

ML Support: Sneak Peek

- Distribute a copy of the Quick Tour for the lesson found on pages 21-24 in the Student Support Guide. Emphasize the images throughout the text. Pause periodically to check for understanding and allow students to discuss observations and questions.
- Consider having ML students review the Check It! questions for the lesson and discuss the answers before reading in the Student Edition. This will help develop any prior knowledge required to comprehend the topic, personalize the information, increase motivation for reading, and provide a clear focus for retention.

QUICK TOUR | Chapter 2: The State of Tennessee | Lesson 1

Big Question
What challenges did Tennessee face as it grew?

In other words...
What were the early challenges Tennessee faced as it became a state?

Learning Goals

- I can explain the first steps people in this area took toward statehood.
- I can describe how the establishment of the Southwest Territory affected relationships between people who had moved there and the Native People.

Key Terms

- **blatant** (noun): physical wounds and deaths caused by fighting
- **cede** (verb): to give
- **delegate** (noun): one who is chosen to act for a group
- **honor** (noun): showing one's admiration for someone or something
- **settled** (noun): a person who lives in an area
- **veteran** (noun): a person who served in the armed forces

Visual Literacy Activity

In this lesson, you are going to practice identifying people, places, and events by color coding. Use a highlighter, colored pencil, or sticky notes to color code the text according to the key below.

Key

- yellow**: names of people
- blue**: names of places
- orange**: important events

At the end of the lesson, look back at the colors you added to the text. Use your annotations to write a one-paragraph summary and draw a picture to represent the people, places, and events you read about.

Flex It!

Success Criteria: Students will use a cross-curricular learning lens to engage with history through language arts by participating in a debate about the State of Franklin.

Debate It! The State of Franklin

- Explain to students that the White newcomers west of the Appalachian Mountains had different views of what their communities should be like. Because of these different views, some people wanted to create a new state called Franklin.
- Group students into pairs and assign each pair a position—the State of Franklin should be created or the region should return to North Carolina.
- Distribute the **Debate It! The State of Franklin** worksheet on page TN 23 of the **Student Activities**.
- Instruct students to conduct research on the State of Franklin. They may use this textbook and the internet to add points of argument for their side of the debate on their worksheets.
- Have students practice their debate by taking turns presenting their findings to their partner.
- Explain to students that each person will pair off with a student of the opposing view. Set a timer and allow one minute for each student to present their position. After the first round of two minutes, have students rotate to another partner of the opposing view and repeat the process. After the second round of two minutes, have students rotate once more to a third partner of the opposing view and have a final two minute debate. Challenge students to make different points of argument with each partner they encounter to use as much of their research as possible.
- As a class, discuss the pros and cons of creating the State of Franklin.
 - **Ask:** What were some reasons that White newcomers benefited from the development of the State of Franklin?
 - **Ask:** What were some reasons that the White newcomers might have advocated to remain a part of North Carolina?
 - **Ask:** Was one minute enough time to make your case during each debate? How did you decide which points of argument to utilize in response to your partner's statements?
- ★ **Note:** You may chose to continue the discussion with the **What Do YOU Think?** activity on this page.

Flex It! | Debate It! The State of Franklin | Chapter 2: Lesson 1

Instructions: Use this planning page to help your team prepare for a debate about the proposed State of Franklin.

List five key details about the State of Franklin. (Example: What? When? Where? Why?)

1. _____
2. _____
3. _____
4. _____
5. _____

A. What group or position do you represent? _____

B. What ideas and actions are you arguing for or against? _____

I SUPPORT/DID NOT SUPPORT the State of Franklin for the following three reasons.

1. _____
2. _____
3. _____

TN 23



This log cabin was built as the Franklin capitol. How was it different from government buildings you see today?

North Carolina Takes Back the Land

In late 1784, North Carolina's leaders took back their offer to the State of Franklin. People in Franklin were outraged, but they still moved forward with their plans. Residents sent **delegates** to represent them at a meeting in Jonesborough.

These representatives voted to form a separate state. They wrote a document listing why they wanted to do this. It was

like their own Declaration of Independence.

The leaders also wrote a constitution and held elections for a state legislature. William Cocke, from Watauga, then traveled to Philadelphia to ask the US Congress to make Franklin an official state.

The End of Franklin

At first, it seemed as if Congress was in favor of the idea of statehood. Under the Articles of Confederation, nine states had to vote "yes" to have Franklin enter the Union. But when the vote was taken, only seven voted for Franklin's statehood.

But the people of Franklin were not ready to give up. The State of Franklin still existed for several more years. John Sevier, a **veteran** of the Revolutionary War and a leader of the Watauga Association, served as its only governor.

During this time, citizens in the area had divided loyalties. Some wanted to be part of North Carolina. Others wanted to be independent. Fighting between the groups began in what is called the Battle of Franklin. Relations with Native People also worsened after Cherokee chiefs were killed under a flag of truce. In time, support for the State of Franklin collapsed.

In 1789, Sevier and the other leaders finally gave in. They returned control of the land to North Carolina. The State of Franklin was no more.

TN 50

Chapter 2

What Do YOU Think?

State of Franklin

- Have students read about the rise and fall of the State of Franklin on pages TN 49–50 of the **Student Edition**. Then lead a class discussion.
 - **Ask:** How do you think government impacted the daily lives of White people in the 1700s when the State of Franklin was established?
 - **Ask:** How did the establishment of European-style government by White newcomers impact the daily lives of the Native People who already lived in what became Tennessee?
 - **Ask:** How does the government of Tennessee impact your daily life? What are some of the ways that you and your family participate in government as residents?

The Southwest Territory

In 1789, North Carolina became the 12th state to ratify the US Constitution. Afterward, the state ceded its western lands again to the US government.

Leaders in Congress accepted this deal. With the land, they created the Territory of the United States South of the River Ohio. It was also known as the Southwest Territory.

President George Washington appointed William Blount as the governor of the Southwest Territory. He was also the Superintendent of Indian Affairs, so Blount worked with Choctaw, Creek, Cherokee, and Chickasaw nations.

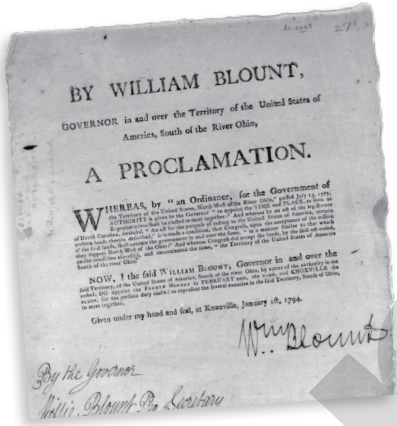
Blount and his brother already owned large pieces of land in the Southwest Territory. But they had never visited the region. Blount knew that he needed the support of the people in the territory. So he visited every county and met with local leaders. Each time, he announced that North Carolina had finally ceded its western lands to the US government.

But if the land was no longer part of the state, questions remained. For example, what would this mean for the future of the area?

The proclamation at right set out the rules for elected officials in the Southwest Territory.



William Blount



This map shows the Territory South of the River Ohio, also known as the Southwest Territory. What natural landforms set the borders of the territory? Why might that be helpful?

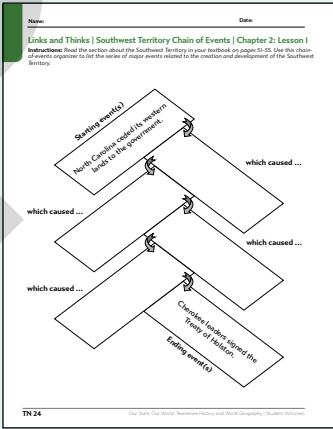
The State of Tennessee

TN 51

Links and Thinks

The Southwest Territory Chain of Events

- Distribute the Southwest Territory Chain of Events worksheet found on page TN 24 of the Student Activities. As students read the Student Edition, have them make note of the timeline of events that occur in the Southwest Territory.
- In pairs or small groups, have students use the Knight Lab Timeline tool to create a virtual timeline using the notes they made on their worksheets.
- Consider having students add to their virtual timelines as they read the remainder of the lesson and the other lessons in this chapter.
- As a chapter review, pairs or groups may exchange timeline links to compare which events were included in their classmates' timeline. Have students discuss why they included any events they didn't find in their classmates' timeline. Students may wish to update their own timelines with additional information based on the discussion.



TALK ABOUT IT

Why did the Southwest Territory need a governor?

EXAMINE THE EVIDENCE!

Success Criteria: I can use primary and secondary sources to analyze the past by comparing constitutions.

Compare Constitutions

- Either display the text and sources using the **Chapter 2 PowerPoint** or have students analyze them from the **Student Edition**.
 - ▶ **Ask:** Why do you think it is important to read primary source documents whenever they are available?
- Explain to students that constitutions are developed when governments are formed or changed and that many constitutions contain bills of rights. The purpose of a bill of rights is to provide information about the rights of citizens that are to be protected by the government. Share that bills of rights are different across governments and that they may change over time.
 - ▶ **Ask:** Why do you think bills of rights are included when constitutions are drafted?
- After the discussion, explain to students that the typeface used in the English language has changed over time. In the Houston Constitution, students will find the "long s." It looks like a lowercase "f" but does not have a line that goes all the way through. This letter would have been read as an "s" and the words would have been pronounced as they are now.
- Read the introductions together and then have students work independently, in pairs, or in groups to answer the questions.

EXAMINE THE EVIDENCE!

Compare Constitutions

The rights of people living in what is now the United States were discussed in many documents. The two examples here are from before the Bill of Rights was drafted for the United States Constitution in 1789. Study the evidence below and answer the questions.

TYPE DIFFERENCES

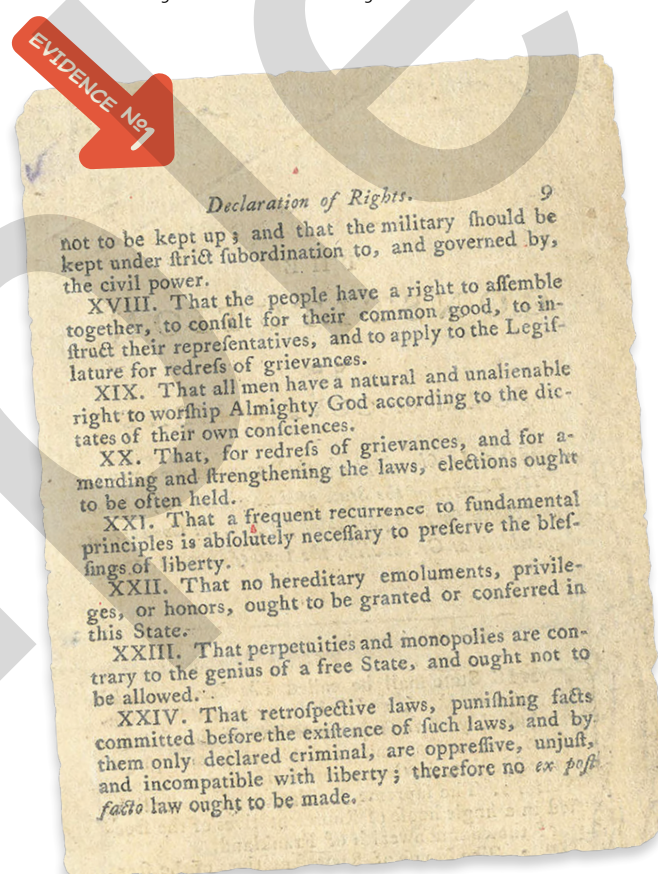
Type design in the English language has changed over time. This document uses what is known as the "long s" in some places. It looks like a lowercase "f" but does not have a line that goes all the way through. This letter would have been read as an "s," and the words would have been pronounced the same way they are now.

GLOSSARY

subordination (noun): in a lower rank or position
redress (verb): to make correction or adjustment
grievance (noun): a complaint due to injustice
hereditary (adjective): having to do with money or property passed down from a relative
dictate (noun): a rule that guides what one does
recurrence (noun): an act that occurs repeatedly
emolument (noun): payment for one's work
perpetuity (noun): an unlimited or continuous period of time; forever
retrospective (adjective): looking backward; in the past
contrary (adjective): completely different; opposite
genius (noun): special nature

"Houston Constitution," State of Franklin, 1786

This early constitution might be the only remaining document from the State of Franklin as it tried to enter the Union. It is named for Rev. Samuel Houston, who had the document printed so that it could be discussed and debated. This is an excerpt from the Declaration of Rights included in the original document.



TN 52

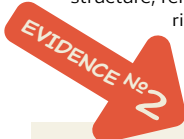
Chapter 2

Notes



Constitution of the Iroquois Confederacy, as early as 1390 CE

The Iroquois Confederacy was a group of five Native nations who formed an alliance. This early example of a democratic constitution was passed through oral history. It established the importance of government structure, religion, and family to the Indigenous nations who adopted it. These excerpts discuss some rights established by the nations.



Election of Pine Tree Chiefs

35. Should any man of the Nation assist with special ability or show great interest in the affairs of the nation, if he proves himself wise, honest and worthy of confidence, the Confederate Lords may elect him to a seat with them and he may sit in the Confederate Council. He shall be proclaimed a 'Pine Tree sprung up for the Nation' and shall be installed as such at the next assembly ... A Pine Tree chief has no authority to name a successor nor is his title hereditary.

Rights of the People of the Five Nations

93. Whenever a specially important matter or a great emergency is presented before the Confederate Council ... then the Lords of the Confederacy must submit the matter to the decision of their people and the decision of the people shall affect the decision of the Confederate Council. This decision shall be a confirmation of the voice of the people.

94. The men of every clan of the Five Nations shall have a Council Fire ever burning in readiness for a council of the clan. When it seems necessary for a council to be held to discuss the welfare of the clans, then the men may gather about the fire. This council shall have the same rights as the council of women.

Religious Ceremonies Protected

99. The rites and festivals of each nation shall remain undisturbed and shall continue as before because they were given by the people of old times as useful and necessary for the good of men.

Look

- 1. List two to three of the rights mentioned in the Houston Constitution excerpt.
- 2. List two to three of the rights mentioned in the excerpts of the Constitution of the Iroquois Confederacy.
- 3. What protections do these documents provide for people?

Think

- 4. What is the purpose of a constitution?
- 5. Why is civic participation important in a democratic society?
- 6. What common values do the people who wrote these documents share? How do you know?

Decide

- 7. These sources are excerpts from longer documents that outline additional rights. What other rights do you think are protected by the government?
- 8. Why do you think it is important for people's rights to be included when constitutions are developed?

The State of Tennessee

TN 53

TALK ABOUT IT

What questions do you have about peoples' rights after examining these excerpts?

Look

- 1. Answers may vary, but some possible answers include the right to assemble, the right to worship, the right to hold elections, and the right to liberty.
- 2. Answers may vary, but some possible answers include the right to be appointed to the governing council if there is an interest in "affairs of the nation," the right for citizens to have their voices heard, the rights of the council of women are equal to the rights of the council of men, and the right to hold religious ceremonies
- 3. Answers may vary, but students may recognize that these documents ensure that the government cannot use its authority to overstep the power and agency of its citizens.

Think

- 4. Answers will vary, but students may recognize that constitutions are the written record of a set of basic laws by which a nation, state, or other organization is governed. Constitutions provide basic rules for government to function and rights for citizens. Students may recognize that, when developing a system of government in a democratic society, creating rules for the government is as important as creating rules for the people being governed.
- 5. Answers will vary, but students may discuss that a democracy is a form of government that derives its power from the people. Active civic participation can ensure that people are to be fairly and accurately represented in a democratic society.
- 6. Answers will vary.

Decide

- 7. Answers will vary.
- 8. Answers will vary.

Sharpen Your Skills!

Success Criteria: Students will practice citing sources in three different styles.

Research Citations

- Distribute the **Research Citations** worksheets on pages TN 25–26 in the **Student Activities**. Instruct students to use the internet and their textbooks to find answers to the questions listed on the worksheet.
- Inform students that style guides are rules for how to cite and format your writing to keep your paper consistent and organized. Explain that they will need to cite where they find the answer to each question in three different styles: MLA, APA, and Chicago style.
- Explain that MLA stands for Modern Language Association and is used by people who study literature and art. APA stands for the American Psychological Association and is used by people who study psychology and geography. Chicago style is used by people who study history and business.
 - ▶ **Ask:** What style do you think you would use if you wrote a paper about John Seiver? *Chicago*
 - ▶ **Ask:** What style do you think you would use for a book report? *MLA*
- Examples of how to cite a book and a website in each style are included on the worksheet. Have students follow these examples to complete the assignment. Instruct them to look in the front of the textbook to find the information they need to cite it, and to use the editor's name for the author.
- Once finished, collect worksheets to check for understanding. Go over any styles students might be struggling with as a class.

Answer Key

1. Knoxville
2. William Blount
3. 1775, Benjamin Franklin
4. Nashville

Form with research citation instructions and examples for APA, MLA, and Chicago styles, including fields for Name, Date, and Title.



This sculpture is called the Signing of the Treaty of Holston. It can be found on the banks of the Tennessee River in Knoxville. What stands out to you about the people this statue is memorializing? Why?

Troubled Times

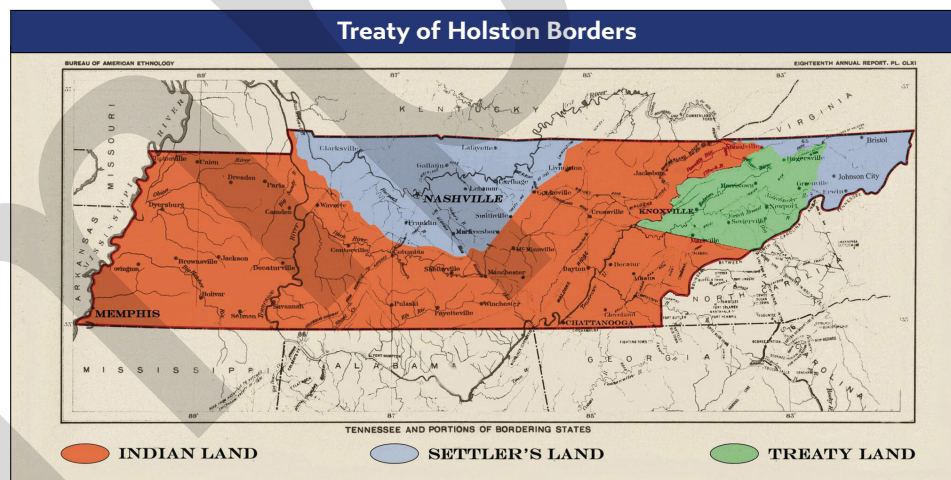
The ongoing struggle between Native People and US citizens was the most serious problem in the Southwest Territory. The Cherokee were angry because new people kept moving onto land that had been promised to them. The Chickamauga Cherokee, Creek, Chickasaw, and Choctaw people were angry too. They had all signed treaties that were supposed to protect their lands. But these documents were ignored, and US settlers moved onto them anyway.

A New Treaty and More Violence

Governor William Blount met with Cherokee leaders near James White's Fort. Blount offered to pay the Cherokee \$1,000 each year if they would allow settlers to remain in the Southwest Territory. While the Cherokee leaders were not happy about it, they agreed and signed the Treaty of Holston.

Even more US settlers began to move to the Southwest Territory through the Tennessee River Valley. They also moved onto lands that were not covered by the treaty. Once again, they took over areas that belonged to the Native People.

Sometimes relations between the two groups became violent. This violence continued to cause **bloodshed** on both sides.



This map shows the division of land by the Treaty of Holston. According to this, which group should have the largest area of land in what is now Tennessee?

TN 54

Chapter 2

Teacher Tip

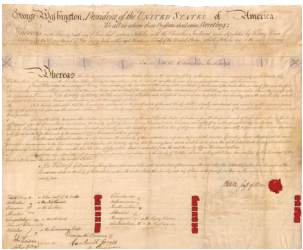
Be sure to use any of the photo caption questions as further discussion prompts to help keep the conversation going.

Traveling to Philadelphia

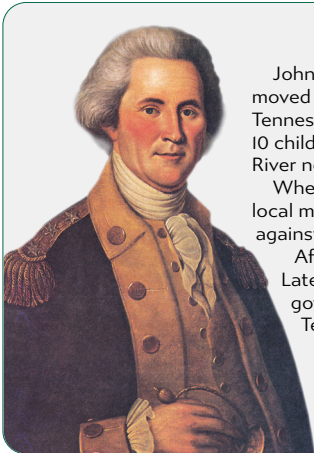
In 1794, Cherokee representatives traveled to Philadelphia. They spoke with President George Washington and US Secretary of War Henry Knox about their problems, and a new treaty was written.

With the Treaty of Philadelphia, Knox agreed to pay the Cherokee more for their land, but no US settlers had to move. Knox also ordered US citizens in the area to stop attacking the Cherokee.

But some US settlers went on to invade and destroy villages, and so the Native People fought back. The years from 1792 to 1794 were especially bloody in the territory. But with each battle, the Cherokee lost more and more land.



This is the 1794 Treaty of Philadelphia. The top line reads, "George Washington, President of the United States of America."



John Sevier
1745–1815

John Sevier was born in Virginia but later moved across the mountains to what is now Tennessee. He and his wife, Sarah, and their 10 children settled on land on the Watauga River near present-day Elizabethton.

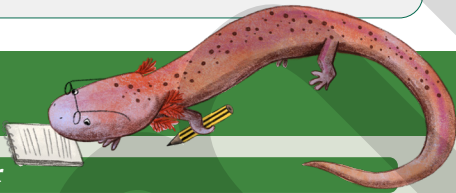
When the Revolutionary War began, Sevier became a colonel in the local militia. He organized and led the Overmountain Men in their victories against the British and the Cherokee.

After the war, Sevier was elected as governor of the State of Franklin. Later, when Tennessee was admitted to the Union, he became governor of the state, serving six terms. Afterward, he represented Tennessee in the US House of Representatives.

John Sevier died in Alabama on a mission with US troops to establish a property boundary with the Muscogee (Creek). He was buried near Fort Decatur.



Lesson 1 Check It!



Dig

1. What steps did people in the region take to become a state?
2. How did the establishment of the Southwest Territory affect relations between new residents and Indigenous People?

Dig Deeper

3. Do some research on the State of Franklin. How did residents in this region try to convince Congress and other states to support their goal for the creation of a new state?
4. Even though many treaties were signed between the new residents and the Native People, why do you think they were not effective?

The State of Tennessee

TN 55

TALK ABOUT IT

What do you think was John Sevier's most important contribution? Why?

Check It!



Check for Understanding

Use this formative assessment to check for understanding and ability to meet the **Learning Goals**, and reteach as necessary.

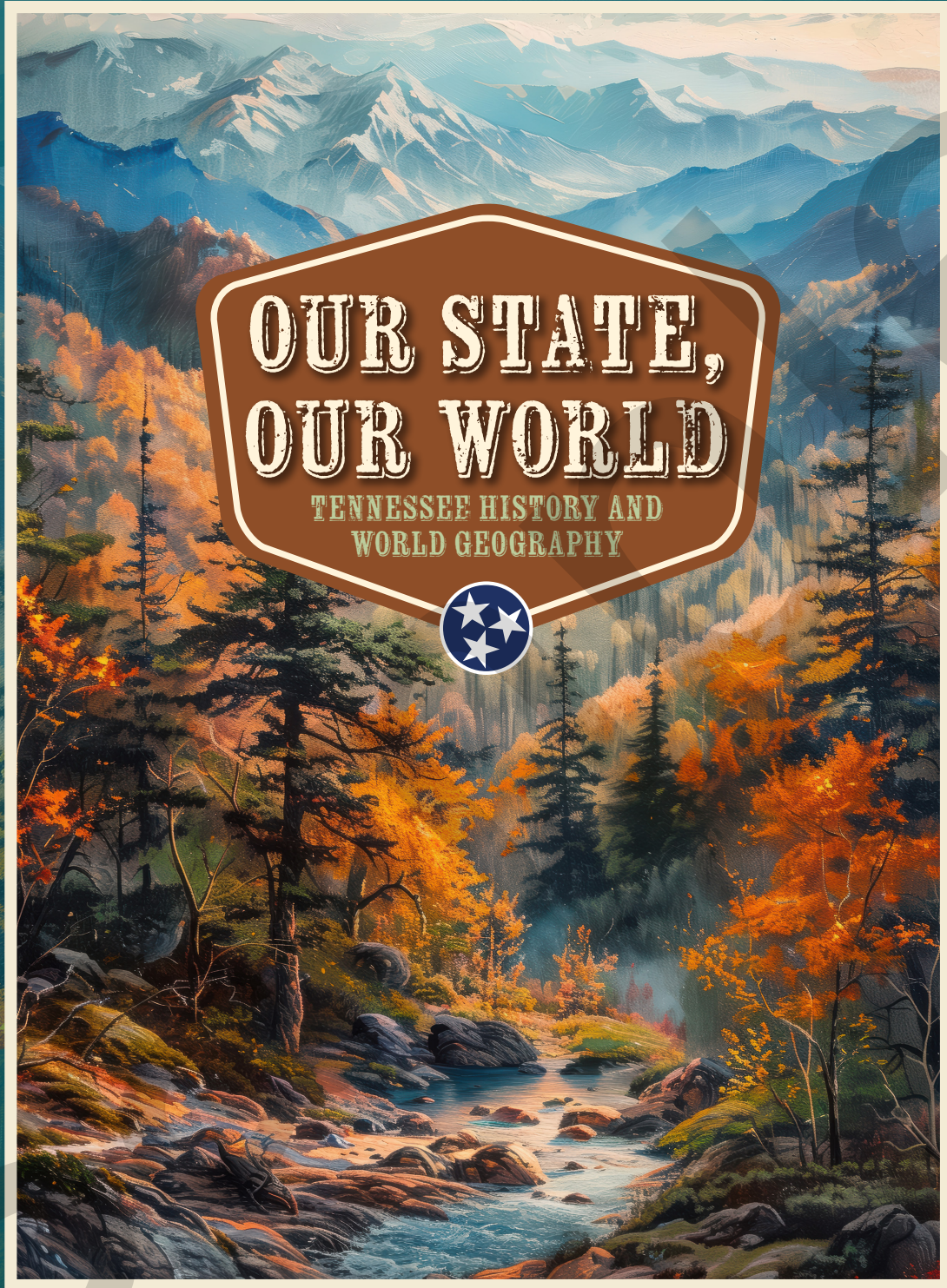
- After students finish the assessment, read the answers and have them grade their work. Discuss their ideas for Questions 3–4 as a class. Alternatively, students can answer the questions, discuss their ideas, and receive feedback using the **GSE Online** digital platform.
- Have students complete the **Lesson 1 Check It!** self-assessment and reflection worksheet found on page TN11 in the **Chapter Assessments**.

Dig

1. The counties of Washington, Sullivan, Greene, Davidson, Sumner, and Tennessee organized as the State of Frankland. They sent delegates to represent them at a meeting in Jonesborough. These representatives voted to form a separate state. They wrote a document listing the reasons they wanted to do this. It was like their own Declaration of Independence. They also wrote a constitution and held elections for a state legislature.
2. The Cherokee were angry because new people kept moving onto land that had been promised to them. The Chickamauga Cherokee, Creek, Chickasaw, and Choctaw people were angry too. They had all signed treaties that were supposed to protect their lands. But these documents were ignored, and new people moved onto them anyway. More people began to move to the Southwest Territory through the Tennessee River Valley. They also moved onto lands that were not covered by the treaty. Once again, they took over areas that belonged to the Native People. Sometimes relations between the two groups became violent. This continued to cause more bloodshed on both sides.

Dig Deeper

3. Answers will vary.
4. Answers will vary.



STUDENT SUPPORT GUIDE

QUICK TOUR

Chapter 2: The State of Tennessee

CHAPTER OVERVIEW

Textbooks are full of new words and ideas. It can be hard to know what information is the most important. Read through the boxes below to explore the tools you are given to help you grow as a learner.

The Big Question



Each chapter has a Big Question. You should be able to answer the Big Question once you are done reading a chapter. To make sure you remember the question, you will read it at the beginning of each lesson.

Key Terms and Word Alert!

Key Terms are the new words that you will learn in each lesson. In the text, these new words are highlighted yellow. You will also see some other words that are **bold**. These words are not Key Terms, but they are words that will help you understand what you are reading. The definitions for these words will be found in Word Alert! boxes in the margins, or the space off to the side of the main text.

Learning Goals



Learning Goals are topics that you should be able to talk about at the end of each lesson. The Learning Goals change for each lesson, so you will read through them before you start to read the Quick Tour.

Check It!



Before you read the text, review the questions at the end of the lesson. By knowing what the questions are, you can look for the answers in the text.

Big Question

What challenges did Tennessee face as it grew?

In other words...

What were the early challenges Tennessee faced as it became a state?

Learning Goals:



- I can explain the first steps people in this area took toward statehood.
- I can describe how the establishment of the Southwest Territory affected relationships between people who had moved there and the Native People.

Key Terms

- **bloodshed** (noun): physical wounds and deaths caused by fighting
- **cede** (verb): to grant
- **delegate** (noun): one who is chosen to act for a group
- **honor** (noun): showing one's admiration for someone or something
- **resident** (noun): a person who lives in an area
- **veteran** (noun): a person who served in the armed forces

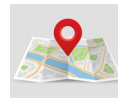
Visual Literacy Activity

In this lesson, you are going to practice identifying people, places, and events by color coding. Use a highlighter, colored pencil, or sticky notes to color code the text according to the key below:

Key



yellow: names of people



blue: names of places



orange: important events

At the end of the lesson, look back at the colors you added to the text. Use your annotations to write a one-paragraph summary and draw a picture to represent the people, places, and events you read about.

Lesson 1: Early Attempts at Statehood

- The United States needed money after the Revolutionary War. Congress asked states to **cede** their western lands to the national government. The government would pay their bills by selling to new **residents**.

First Steps to Statehood

- People who had moved from the east wanted to form a new state. Other people wanted to stay part of North Carolina.

The State of Franklin

- The people who wanted to make a new state wanted their own power.
- They organized as the State of Frankland in **honor** of Benjamin Franklin.

North Carolina Takes Back the Land

- In 1784, North Carolina took back their offer. People in Franklin sent **delegates** to represent them in a meeting. The delegates voted to form a separate state.
- The delegates wrote a document listing the reasons they wanted to do this. They wrote a state constitution and held elections for a state legislator.

The End of Franklin

- Under the Articles of Confederation, nine states had to vote “yes” to have Franklin enter the Union. Only seven voted for statehood.
- The people fought for statehood. John Sevier was a **veteran** of the Revolutionary War and a leader of the Watauga Association. He was Franklin’s governor.
- Some people still wanted to be part of North Carolina. Others wanted to be **independent**. People started fighting. This was called the Battle of Franklin.
- Cherokee chiefs were killed under a flag of **truce**. People did not support for the State of Franklin. The control of the land returned to North Carolina.

The Southwest Territory

- North Carolina became the 12th state to **ratify** the US Constitution. After, the state ceded their western lands to the federal government.
- Congress accepted the deal and created the Territory of the United States South of the River of Ohio, also known as the Southwest Territory.

Word Alert!

independent
 \in-dē-PĒN-dēnt\
 (adj.): not ruled by anyone else

Word Alert!

truce
 \TRŪS\
 (n.): an agreement between enemies to stop fighting

Word Alert!

ratify
 \RĀ-tī-fī\
 (v.): approve



This map shows the Territory South of the River Ohio, also known as the Southwest Territory. What natural landforms set the borders of the territory? Why might that be helpful?

Troubled Times

- William Blount was the governor and Superintendent of Indian Affairs. He knew there was fighting with the Native People.
- The Cherokee, Chickamauga Cherokee, Creek, Chickasaw, and Choctaw people were angry that new people kept moving onto the land that was promised to them. The treaties they had signed were supposed to protect their land. These documents were ignored.

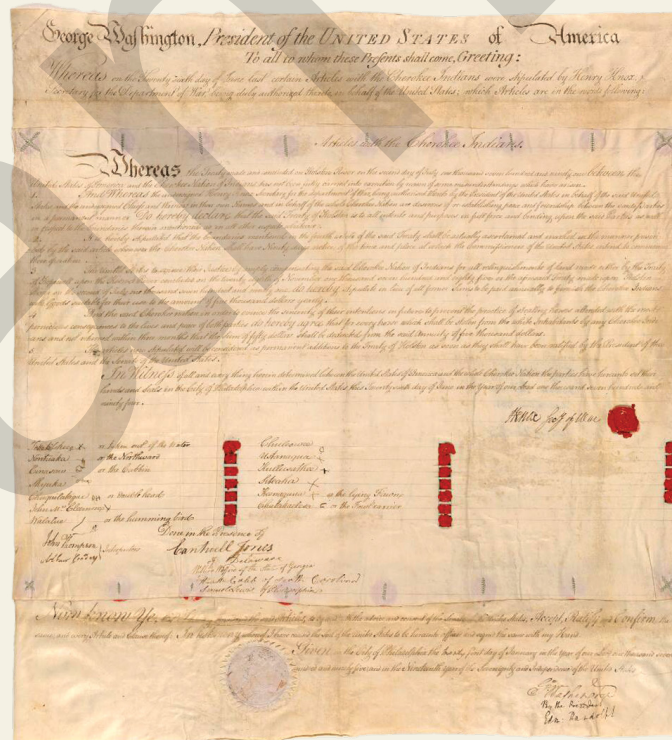
A New Treaty and More Violence

- Blount met with Cherokee leaders and offered to pay the Cherokee one thousand dollars each year to allow White settlers to stay in the Southwest Territory.
- The Cherokee leaders agreed and signed the Treaty of the Holston.
- More people moved to the Southwest Territory. They moved onto lands not

covered by the treaty. They took over areas that belonged to the Native People. People started fighting more. This caused more **bloodshed** on both sides.

Traveling to Philadelphia

- Cherokee representatives went to Philadelphia to talk with President Washington and US Secretary of War Henry Knox about their problems.
- Knox agreed to pay them more for their land with the Treaty of Philadelphia. He did not ask the people who had settled there to move.
- Knox ordered the people in the area to stop attacking the Cherokee. Some people would not stop. They destroyed villages. The Native People fought back. With each battle, the Cherokee lost more land.



This is the 1794 Treaty of Philadelphia.
Can you read the first two words at the top?

Check It!

Dig

1. What steps did people in the region take to become a state?

2. How did the establishment of the Southwest Territory affect relations between new residents and Indigenous People?

Dig Deeper

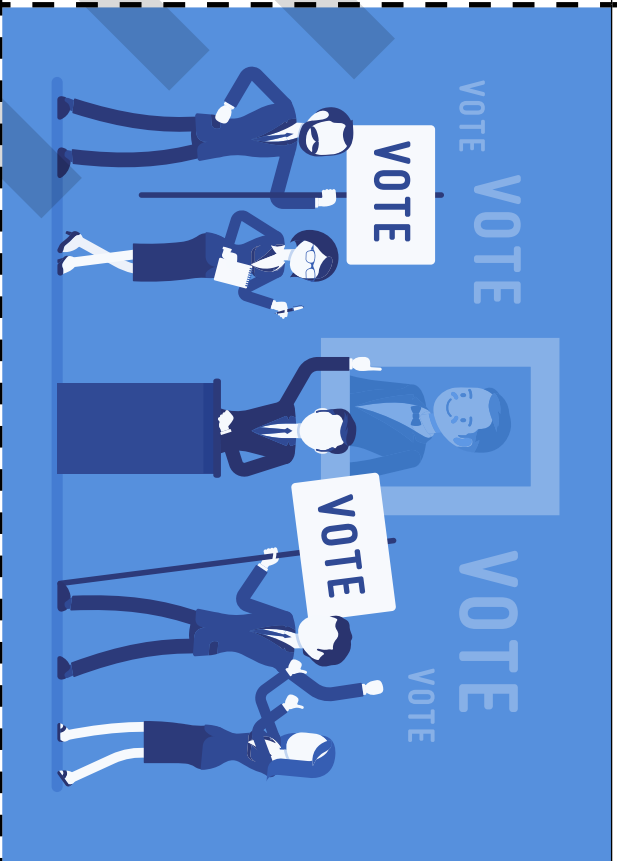
3. Do some research on the State of Franklin. How did residents in this region try to convince Congress and other states to support their goal for the creation of a new state?

4. Even though many treaties were signed between the new residents and the Native People, why do you think they were not effective?

bloodshed | blood • shed



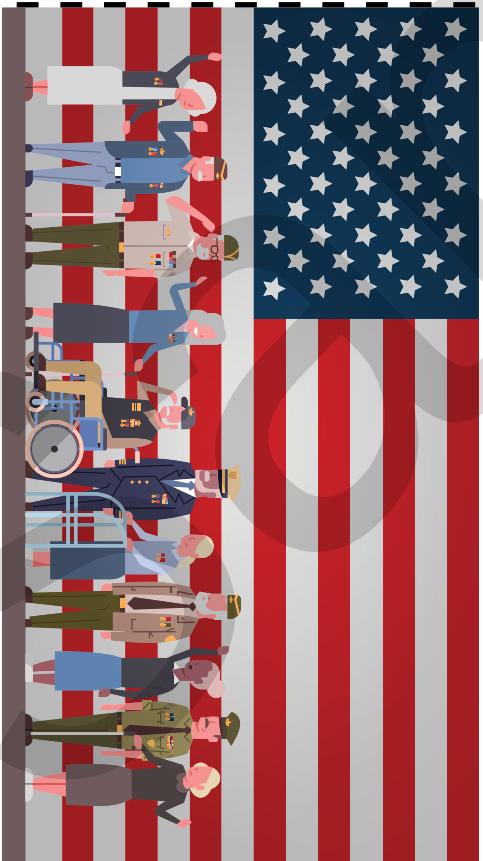
delegate | del • e • gate

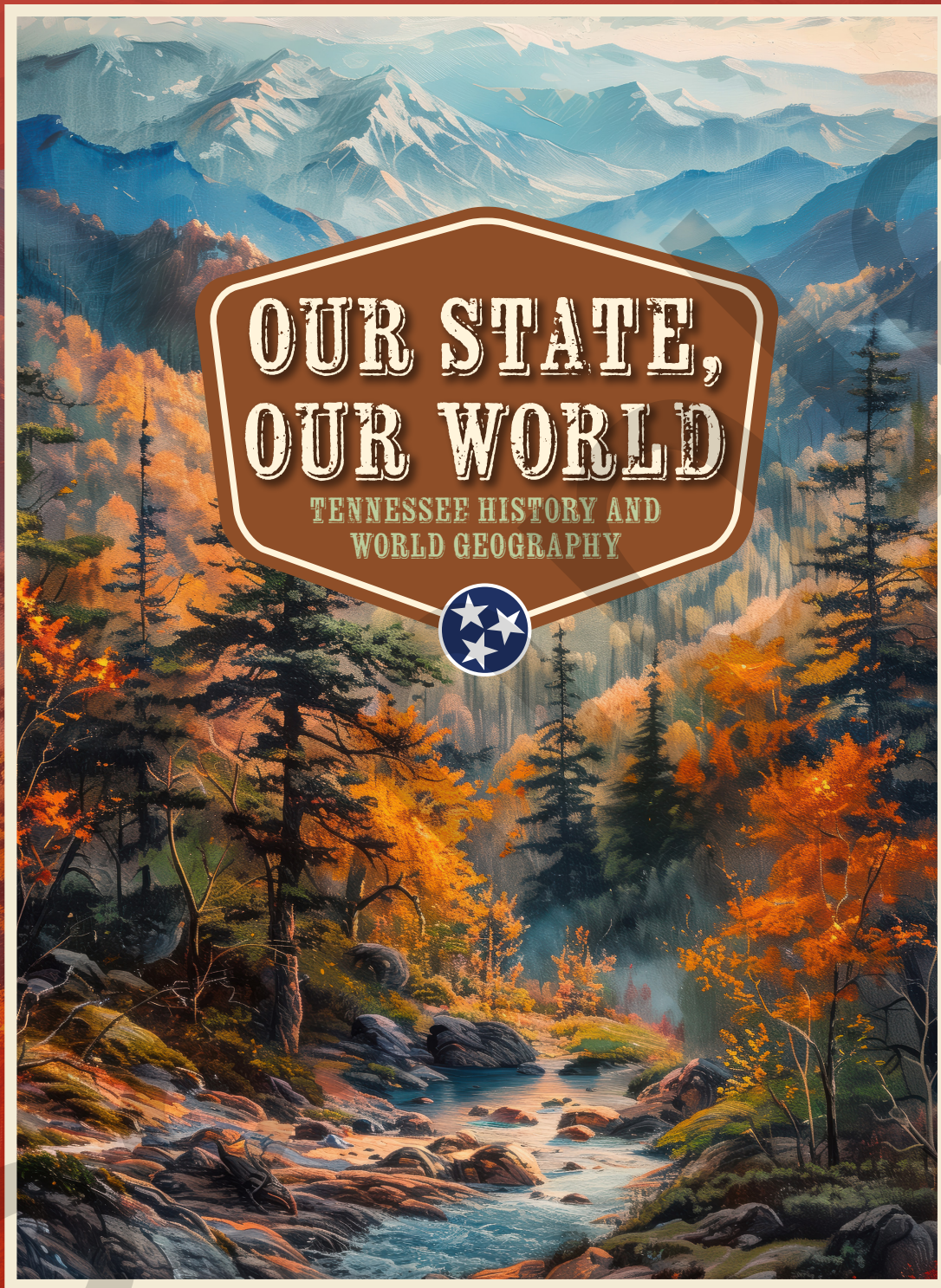


resident | res • i • dent



veteran | vet • er • ran





STUDENT ACTIVITIES

Name: _____

Date: _____

Sharpen Your Skills! | Archaeology Catalog | Chapter 2: Lesson 1

Instructions: Find an object in your book and try to complete the first catalog entry using the image, captions, and text. Next, fill out the second catalog entry with an object you find in the classroom. Draw a sketch of the item on the left side of the entry.

IMAGE

Object Name

Object Description

Material

Quantity

Measurements

Condition

Location

Cataloger Name

Date

IMAGE

Object Name

Object Description

Material

Quantity

Measurements

Condition

Location

Cataloger Name

Date

Name: _____

Date: _____

Spark It! | Examine the Timeline | Chapter 2: Lesson I

Instructions: Identify five events from the timeline for Chapter 2. Write each of those events on the timeline below. Then write a question you have about each event. As you read through the chapter, search for and write the answers to your questions.

Date: _____

Question

Answer

Date: _____

Question

Answer

Date: _____

Question

Answer

Date: _____

Question

Answer

Date: _____

Question

Answer

Name: _____

Date: _____

Sneak Peek | Give an Example | Chapter 2: Lesson 1

Instructions: Give specific examples to define each Key Term as indicated below. The examples can be written as phrases as long as they are detailed and clear. Use another sheet of paper if necessary.

1. bloodshed

Example #1 _____

Example #2 _____

2. cede

Example #1 _____

Example #2 _____

3. delegate

Example #1 _____

Example #2 _____

4. honor

Example #1 _____

Example #2 _____

5. resident

Example #1 _____

Example #2 _____

6. veteran

Example #1 _____

Example #2 _____

Name: _____

Date: _____

Flex It! | Debate It! The State of Franklin | Chapter 2: Lesson 1

Instructions: Use this planning page to help your team prepare for a debate about the proposed State of Franklin.

List five key details about the State of Franklin. (Example: Who? What? When? Where? Why?)

1. _____

2. _____

3. _____

4. _____

5. _____

A. What group or position do you represent? _____

B. What ideas and actions are you arguing for or against?

I **SUPPORT/DO NOT SUPPORT** the State of Franklin for the following three reasons.

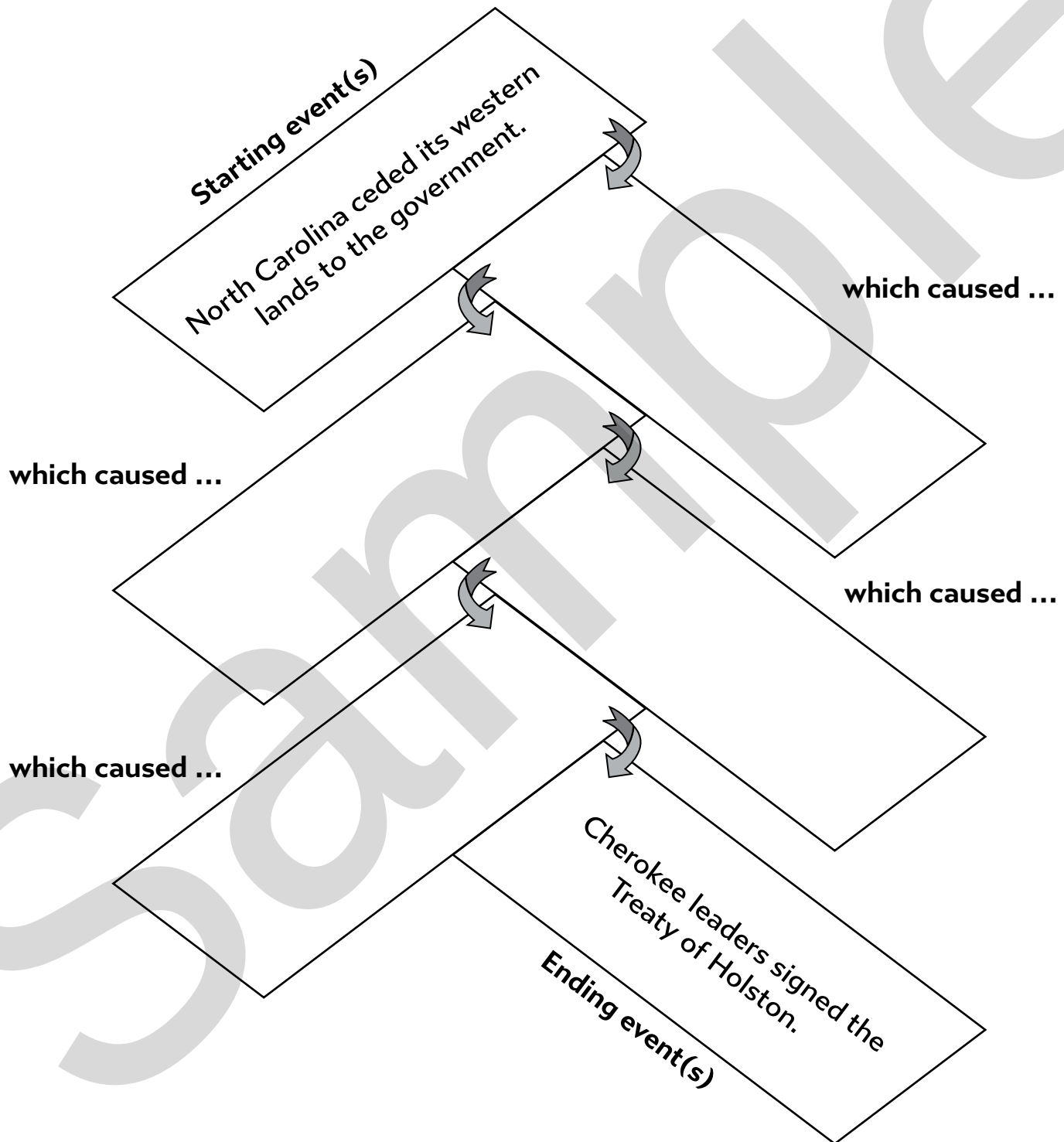
1. _____

2. _____

3. _____

Links and Thinks | Southwest Territory Chain of Events | Chapter 2: Lesson 1

Instructions: Read the section about the Southwest Territory in your textbook on pages 51–55. Use this chain-of-events organizer to list the series of major events related to the creation and development of the Southwest Territory.



Sharpen Your Skills! | Research Citations | Chapter 2: Lesson 1

Instructions: Use the examples below to cite your research.

How to cite a book in:

APA: Last Name of Author, First Initial of Author. (Year of Publication).
Title of Book. Publisher Name.

MLA: Last Name of Author, First Name of Author. *Title of Book.* Publisher, Year of Publication.

Chicago: Last Name of Author, First Name of Author. *Title of Book.* Publisher, Year of Publication.

How to cite a website in:

APA: Last Name of Author, First Initial of Author. (Year of Publication).
Title of webpage. Name of Website. URL

MLA: Last Name of Author, First Name of Author. "Title of Work." *Title of Site,* Date of Publication, URL. Date accessed if no date of publication is available.

Chicago: Last Name of Author, First Name of Author. "Title of Webpage." Name of Website. Publishing Organization, Publishing Date. Access date if no other date is available. URL.

Name: _____

Date: _____

Sharpen Your Skills! | Research Citations | Chapter 2: Lesson I

Instructions: Conduct research to find the answers to the questions about the Southwest Territory and the US Bureau of Indian Affairs. Then cite where you found your answer in APA, MLA, and Chicago styles.

What was the capital of the Southwest Territory after 1792? _____

APA: _____

MLA: _____

Chicago: _____

Who was appointed governor and Superintendent of Indian Affairs of the Southwest Territory?

APA: _____

MLA: _____

Chicago: _____

When was the US Bureau of Indian Affairs established and who headed it? _____

APA: _____

MLA: _____

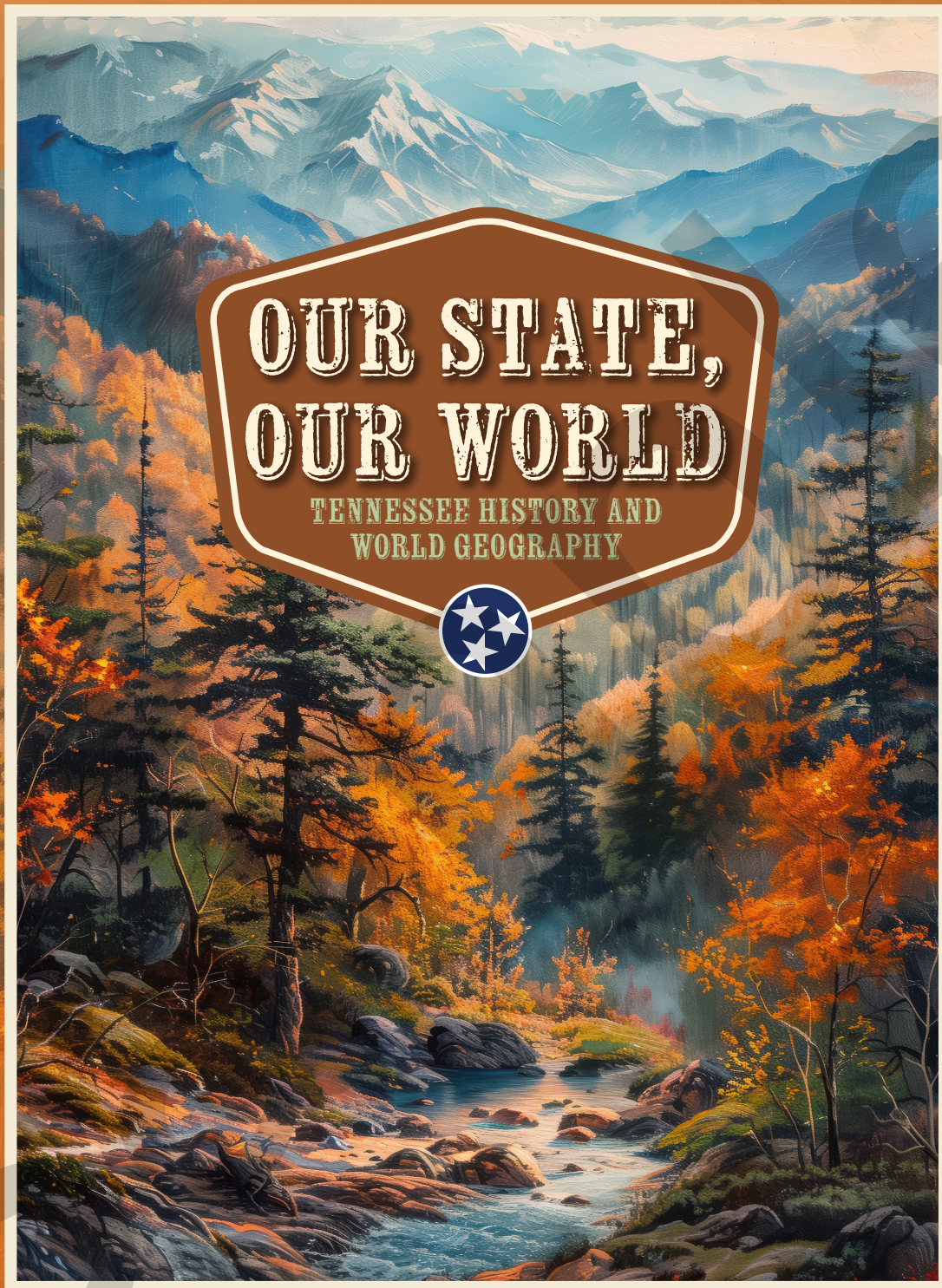
Chicago: _____

Where is the Eastern Region of the US Bureau of Indian Affairs located today? _____

APA: _____

MLA: _____

Chicago: _____



TEACHER TOOLS

KWL Chart

What I Know

What I Wonder

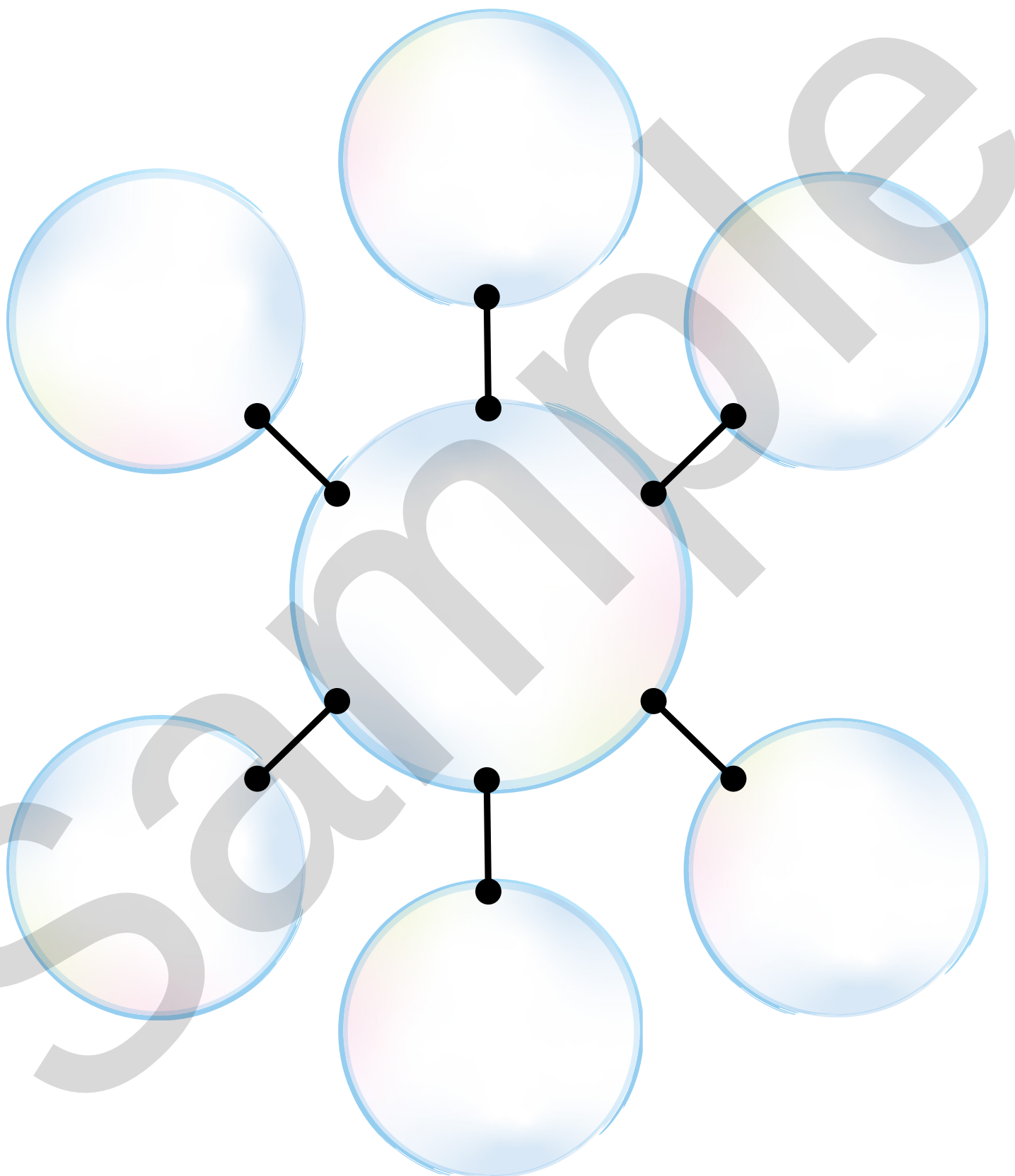
What I Learned

3-Column Tree Chart

A 3-Column Tree Chart template. The chart consists of three stylized trees, each with a brown trunk and green foliage. Each tree has five horizontal branches, each represented by a rounded rectangular box with a green border. A horizontal line runs across the middle of the chart, passing through the second branch of each tree. The background is light gray with a faint, large watermark of the word 'SAMPLE'.

Gibbs Smith Education Archives, illustration
by Bridget Williams

Word Web



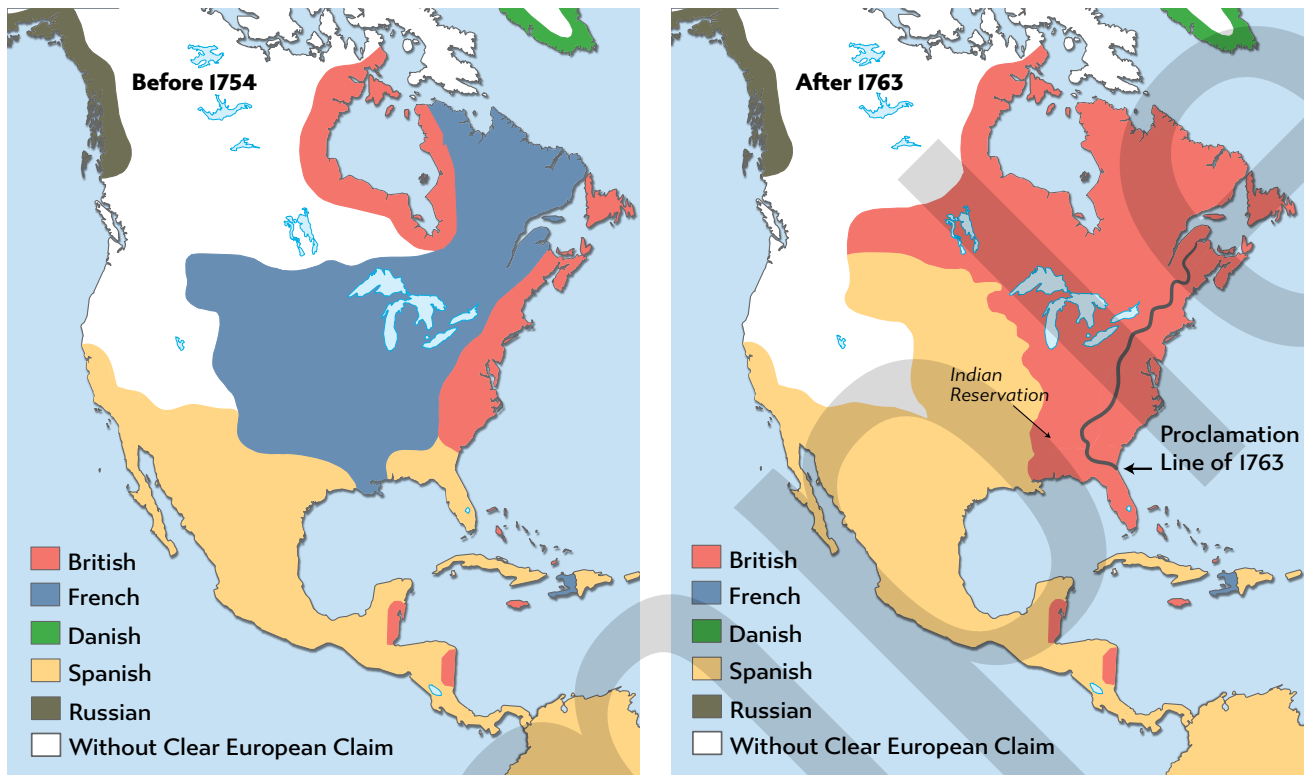
Annotated Guide Note Catcher

Instructions: As you read, practice marking certain ideas with symbols. Use circles to connect to other ideas that you know or have read about. Use stars for things that are exciting or stand out. Use question marks to note where you still have questions or are curious to learn more. Use the exclamation point for things that surprise you. Write at least three of each.

Extra Document-Based Questions | TN Chapter 2

Instructions: The map below shows the changing European land claims before 1754 and in 1763. Using evidence from the map, answer the following questions.



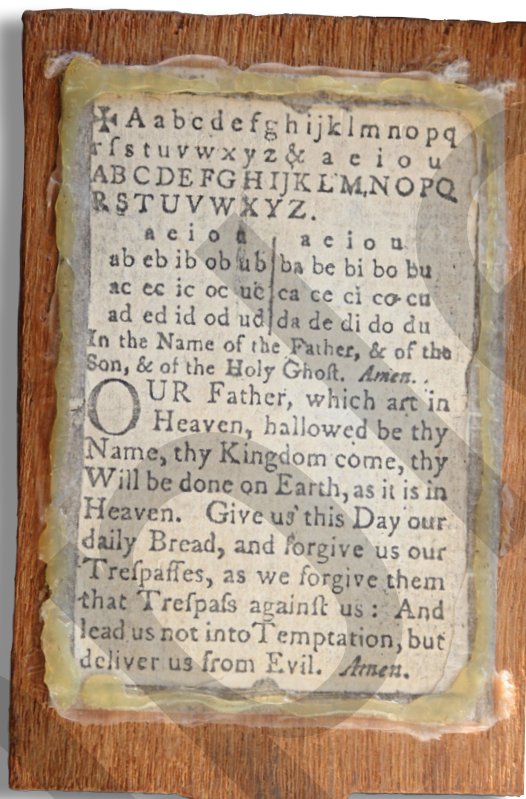
1. Look at the map. Who did the French lose the most territory to in 1763? _____

2. Where did the French people go after the English took control? _____

3. How might things be different if the French did not lose their territory? _____

Extra Document-Based Questions | TN Chapter 2

Instructions: This is a photograph taken of the Dust Bowl. The Dust Bowl was a dry area of land that experienced drought. Huge, powerful winds churned the dry soil into choking, dark clouds. Using evidence from the photo, answer the following questions.

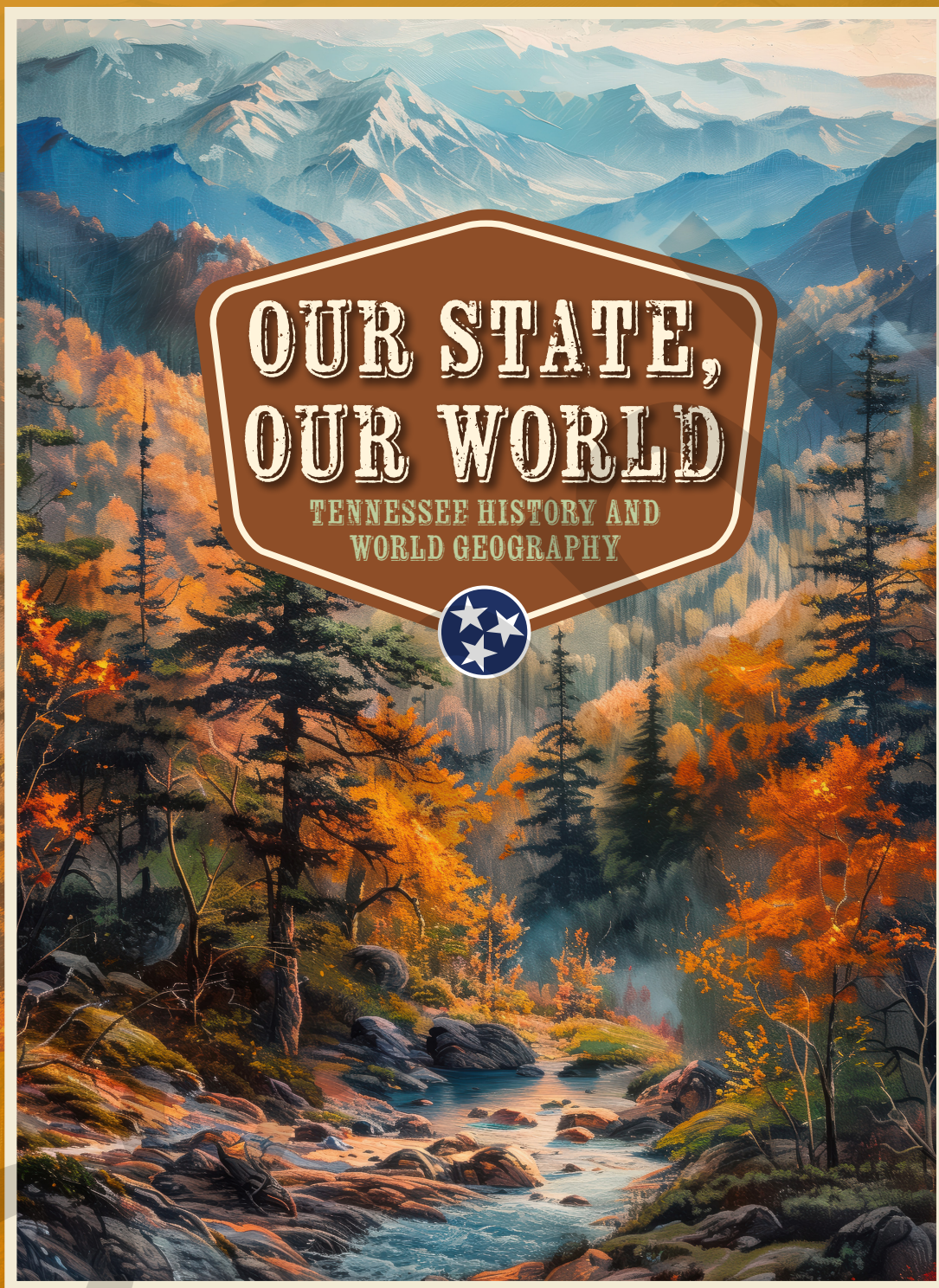


Emanuel Tanjala/Alamy Stock Photo

1. Do the words on this horn book look familiar to or different from words today? Explain the differences and similarities you see. _____

2. Do you think tools like this were useful for students? Why or why not? _____

3. How is the alphabet taught in schools today? _____



CHAPTER ASSESSMENTS

Name: _____

Date: _____

Check It! | Chapter 2

Instructions: At the end of each lesson, circle the number of stars that most closely resembles your success in meeting the goal.



Did not meet goal

Somewhat met goal

Totally met goal

Lesson 1

- I can explain the first steps people in this area took toward statehood. ★★★
- I can describe how the establishment of the Southwest Territory affected relationships between people who had moved there and the Native People. ★★★

Why I think this best describes my learning: _____

What I still have questions about: _____

What I can do better next time: _____

Lesson 2

- I can explain the importance of the First General Assembly in Tennessee's path to statehood. ★★★
- I can describe the state's first constitution. ★★★
- I can explain how Tennessee became a state. ★★★

Why I think this best describes my learning: _____

What I still have questions about: _____

What I can do better next time: _____

Lesson 3

- I can describe what life was like in the new state of Tennessee. ★★★
- I can explain how Tennesseans and Native People clashed over land. ★★★
- I can describe the long-term effects of the War of 1812. ★★★

Why I think this best describes my learning: _____

What I still have questions about: _____

What I can do better next time: _____

Lesson 4

- I can explain how West Tennessee was settled by people from the east. ★★★
- I can describe the way of life for people in the Five Tribes. ★★★
- I can explain why some Tennesseans moved to Texas and fought for its independence. ★★★
- I can describe how the Indian Removal Act changed life for Native People. ★★★

Why I think this best describes my learning: _____

What I still have questions about: _____

What I can do better next time: _____

Prove It! | Part I: Multiple Choice | Chapter 2

Instructions: Choose the correct answer for each question.

1. The State of Franklin was originally called the _____.
 - A. State of Freeland
 - B. New Carolina
 - C. State of Frankland
 - D. none of the above
2. North Carolina became the _____ state to ratify the constitution.
 - A. 5th
 - B. 9th
 - C. 10th
 - D. 12th
3. Henry Knox agreed to do what with the Treaty of Philadelphia?
 - A. pay the Cherokee more for their land
 - B. make US settlers move off of Cherokee land
 - C. give the Cherokee all their land back
 - D. allow the Cherokee to become US citizens
4. What voting rights did the Tennessee constitution include?
 - A. only White men over the age of 21 could vote
 - B. all White men and free Black men over the age of 21 could vote
 - C. all men at the age of 18 and older could vote
 - D. everyone over the age of 21 could vote
5. Tennessee was caught in the middle of a feud between which political parties?
 - A. the Democrats and the Federalists
 - B. the Socialists and the Communists
 - C. the Democrats and the Republicans
 - D. the Federalists and the Republicans
6. Tennessee became the _____ state in the Union.
 - A. 16th
 - B. 18th
 - C. 20th
 - D. 21st
7. How many terms did John Sevier serve as governor of Tennessee?
 - A. 6
 - B. 8
 - C. 9
 - D. 11
8. Based on the map, which of the Five Tribes were in Tennessee?
 - A. the Seminole
 - B. the Cherokee
 - C. the Choctaw
 - D. the Chickasaw
9. Sequoyah's alphabet was called a _____.
 - A. script alphabet
 - B. phonetic alphabet
 - C. new alphabet
 - D. syllabary



Name: _____

Date: _____

Prove It! | Part 2: Key Terms and Connections | Chapter 2

Key Terms: Choose **two** pairs of Key Terms. For each pair, write at least two sentences describing how the two words are connected.

cede
resident

rival
duel

nomadic
fertile

1. _____

2. _____

Name It!: Match the people, places, and events from the list on the left to their descriptions on the right.

- | | |
|---------------------------|---|
| 3. ____ State of Franklin | A. a Shawnee war chief who urged the Creek and Chickasaw to form together in a confederation |
| 4. ____ William Blount | B. these were the Cherokee, Muscogee (Creek), Choctaw, Chickasaw, and Seminole tribes |
| 5. ____ John Sevier | C. this person created an alphabet called a syllabary |
| 6. ____ Knoxville | D. governor of the Southwest Territory and Superintendent of Indian Affairs |
| 7. ____ Tecumseh | E. the first capital of Tennessee |
| 8. ____ War of 1812 | F. counties that organized together in the hopes to become a state |
| 9. ____ the five tribes | G. a conflict between the United States and their Indigenous allies and the British and their Indigenous allies |
| 10. ____ Sequoyah | H. the first governor of Tennessee |
| 11. ____ Trail of Tears | I. the journey of Indigenous tribes took after being forcibly removed off their land |

12. Choose any **two** terms from the list above and explain how they are connected to the **Big Question:** What challenges did Tennessee face as it grew?

Prove It! | Part 3: Document-Based Questions | Chapter 2

Instructions: The Trail of Tears was a journey forced on Native American tribes as part of the Indian Removal Act enforced by the US government. The painting below is an imagined depiction of the Trail of Tears. Using evidence from the image, answer the following questions.



Woolaroc Museum, Bartlesville, Oklahoma

1. Using evidence from the image, what do you think the conditions of the journey were like?

2. How did the removal of these tribes impact the tribes that were already living in Oklahoma?

3. What connections can you make between the Louisiana Purchase and the Indian Removal Act?

Name: _____

Date: _____

Prove It! | Part 4: Self-Assessment and Reflection | Chapter 2

Instructions: After completing the chapter and the various activities, revisit the picture on the chapter opener and answer the following questions.

What details have changed that you did not know or see at the start of the chapter? What details can you add or be more specific about? Add at least two new details or specifics about previous details.

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____

Can you answer the questions you had at the start of the chapter? If so, what are the answers?

1. _____
2. _____

Using complete sentences, answer the **Big Question**.

Describe your favorite part of this chapter and tell why it is your favorite. (It could be a person, event, activity, or idea that you studied.)

Name: _____

Date: _____

Prove It! | Accommodated Assessment | Chapter 2

Instructions: Answer the following questions.

I. What does "predict" mean?

For questions 2–7, match the people, places, and events from the list to their descriptions below.

2. ____ William Blout

3. ____ War of 1812

4. ____ Knoxville

5. ____ Tecumseh

6. ____ the five tribes

7. ____ Trail of Tears

- A. a conflict between the United States and their Indigenous allies and the British and their Indigenous allies
- B. these were the Cherokee, Muscogee (Creek), Choctaw, Chickasaw, and Seminole tribes
- C. governor of the Southwest Territory and Superintendent of Indian Affairs
- D. a Shawnee war chief who urged the Creek and Chickasaw to form together in a confederation
- E. the first capital of Tennessee
- F. the journey of Indigenous tribes took after being forcibly removed off their land

8. What warning did Tecumseh give to the White people?

9. Name the five tribes.

10. Name the hardships the Cherokee faced during the Trail of Tears.

II. Using complete sentences, answer the **Big Question**.

12. Describe your favorite part of this chapter and tell why it is your favorite. (It could be a person, event, activity, or idea that you studied.)

Prove It! | Answer Key | Chapter 2

Prove It! Standards Alignment: 5.08; 5.10.; 5.14; 5.15; 5.37

Part 1: Multiple Choice

- | | |
|--------|--------|
| 1. (C) | 6. (A) |
| 2. (D) | 7. (A) |
| 3. (A) | 8. (B) |
| 4. (B) | 9. (D) |
| 5. (D) | |

Part 2: Key Terms and Connections

I. cede and resident: Cede means to grant something. A resident is a person who lived in an area. Congress asked states to cede their western lands so that they could sell that land to new residents.

rival and duel: A rival is a person someone tries to beat in a competition. A duel is a formal, arranged fight between two people. Jackson and Sevier were rivals who often argued and engaged in a duel with pistols and swords.

nomadic and fertile: Nomadic means not staying in one permanent place. Fertile means good for growing crops. The Chickasaw people were nomadic, and lived on fertile land that speculators wanted.

2. See above.
3. (F)
4. (D)
5. (H)
6. (E)
7. (A)
8. (G)
9. (B)
10. (C)
11. (I)
12. Answers will vary.

Part 3: Document-Based Questions

1. Answers will vary. The sky is dark, indicating it is not very warm in this painting. People have long clothing and blankets wrapped around them. Some people are walking, some are riding horses, and some are riding in wagons. The people and animals also look tired, which could indicate that the journey was long.

2. There were already tribes living on the land that these Native American tribes were forced to move to, leaving little room for more tribes.

3. Answers will vary. The Indian Removal Act and the Louisiana Purchase are connected through the removal of Native Americans from their land in the effort to expand the nation for White Americans.

Part 4: Self-Assessment and Reflection

Answers will vary but should reflect students' ability to accurately describe the challenges Tennessee faced as it grew.

Accommodated Assessment

1. Predict means to say something will happen before it actually does.
2. (C)
3. (A)
4. (E)
5. (D)
6. (B)
7. (F)
8. Tecumseh warned the White people of earthquakes that would occur along the Mississippi River.
9. The five tribes were the Cherokee, Muscogee (Creek), Choctaw, Chickasaw, and Seminole.
10. Answers will vary. Some of the hardships the Cherokee faced during the Trail of Tears was disease, hunger, exhaustion, and death.
11. Answers will vary but should reflect students' ability to answer the Big Question.
12. Answers will vary.

Rubric: Flex It! | State Sonnet | Chapter 2: Lesson 2

Social Studies Standards	SSP.01; 5.10
English Language Arts Standards	5.W.PDW.4; 5.W.RW.10
Student Outcome	Student will use a cross-curricular learning lens to engage with history through poetry.

Category	Level 4	Level 3	Level 2	Level 1
Content	Student is extremely effective at conveying through poetry what they've learned about Tennessee's journey to statehood and makes the case that the Tennessee territory should become a state OR why they think Tennessee is a great state today.	Student is effective at conveying through poetry what they've learned about Tennessee's journey to statehood and makes the case that the Tennessee territory should become a state OR why they think Tennessee is a great state today.	Student attempts to convey through poetry what they've learned about Tennessee's journey to statehood and to make the case that the Tennessee territory should become a state OR why they think Tennessee is a great state today.	Student makes little to no effort to convey through poetry what they've learned about Tennessee's journey to statehood to make the case that the Tennessee territory should become a state OR why they think Tennessee is a great state today.
Product/ Skills	Student meets or exceeds all requirements outlined in Level 2.	Student meets all of the listed requirements, but could have more depth in one of the areas outlined in Level 2.	Student meets some of the listed requirements, but is missing one or more of the following: - at least three stanzas (groups of four lines) - one couplet (two lines) - alternating rhyme scheme (first/third and second/fourth lines should rhyme) - writing is clear and coherent with development, organization, and style appropriate to the task - writing demonstrates command of the conventions of standard English grammar and usage.	Student did not follow directions or made little to no effort to complete the poem as demonstrated by less than three stanzas and one couplet completed, alternating rhyme scheme that is inconsistent or nonexistent, writing that is unclear and incoherent, and/or writing that does not demonstrate command of the conventions of standard English grammar and usage appropriate for 5th grade.
(Optional Criteria)				

Reflections and Progress

What I think went well in this assignment was...	Things that could be improved are...
--	--------------------------------------

Consider the following rubric suggestions to meet the needs of your individual students.

Extend	Accommodate	Modify
Add a fifth column to this rubric for students to explain specifically how they go above and beyond the expectations of the Level 4 category.	Provide students with scaffolded opportunities to meet the Level 3 or Level 4 criteria. This can include graphic organizers, sentence frames, examples, word banks, etc.	Adjust grading and expectations to focus on the Level 2 and Level 3 criteria for students with modified curriculum plans.

Rubric: Sharpen Your Skills! | Prominent Tennesseans | Chapter 2: Lesson 4

Social Studies Standards	SSP.05; 5.I5
English Language Arts Standards	5.RI.RRTC.10; 5.SL.PKI.4; 5.SL.PKI.5; 5.SL.PKI.6 ; 5.W.RBPK.7; 5.W.RBPK.8
Student Outcome	Student will conduct research and create a presentation.

Category	Level 4	Level 3	Level 2	Level 1
Content	Student meets or exceeds expectations in Level 3 and extends the content to include information about more than one event, situation, or idea for which the prominent Tennessean is known.	Student meets expectations by synthesizing effectively information they have learned about an event, situation, or idea for which the prominent Tennessean is known. Content reflects that research was intentionally aligned with the task and utilized sources are cited. The image chosen is accompanied by source citation.	Student synthesizes some information they have learned about an event, situation, or idea for which the prominent Tennessean is known. Student conducted some research appropriate to the task and selected image(s) to include. Source citations do not exist or are not complete.	Student makes little to no effort to synthesize the information they have learned about an event, situation, or idea for which the prominent Tennessean is known. Student did not conduct research appropriate to the task and did not select appropriate image(s).
Product/ Skills	Student meets or exceeds all requirements outlined in Level 2.	Student meets all of the listed requirements, but could have more depth in one of the areas outlined in Level 2.	Student meets some of the listed requirements, but is missing one or more of the following: • introductory slide • content slides sufficient for the task (reflecting concise, relevant information) • conclusion/summary slide • slideshow presentation is visually appealing • writing is clear and coherent • writing demonstrates command of standard English conventions.	Student did not follow directions or made little to no effort to complete the slideshow presentation as demonstrated by lack of introductory, content, and/or conclusion/summary slides sufficient for the task. Writing is unclear and incoherent, and/or writing does not demonstrate command of standard English conventions appropriate for 5th grade.
(Optional Criteria)				

Reflections and Progress

What I think went well in this assignment was...	Things that could be improved are...
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Consider the following rubric suggestions to meet the needs of your individual students.

Extend	Accommodate	Modify
Add a fifth column to this rubric for students to explain specifically how they go above and beyond the expectations of the Level 4 category.	Provide students with scaffolded opportunities to meet the Level 3 or Level 4 criteria. This can include graphic organizers, sentence frames, examples, word banks, etc.	Adjust grading and expectations to focus on the Level 2 and Level 3 criteria for students with modified curriculum plans.