

Correlation of Social Studies Standards, Grade 5

To support social studies instruction in Tennessee and in response to concerns from the field over the differences between the current (2014) and revised (2019) Tennessee Academic Standards for Social Studies, the department has created a series of correlation documents. These documents show the links between the current (2014) and revised (2019) social studies standards. They are intended to serve as a model for educators to reference as they design units and become more familiar with the revised standards.

To prepare to use this document, teachers should thoroughly review it in its entirety. **The bolded portions of the revised (2019) standards show specific areas of new content.** This delineation within the standards will allow teachers to use a targeted approach when preparing materials and lessons. Teachers should focus on acquiring materials and lessons for the parts of the standard that are bolded as they may need further preparation to teach these topics; materials aligned to the un-bolded portions of the standards may only need refinement. In addition to thoughtful preparation using this document, there are additional components for which educators will need to plan and prepare. Districts (and teachers) should use their own judgment as to how best to use this document when preparing instruction.

Code	Revised (2019) Standards	Content Strand	Code	Current (2014) Standards
5.01	Explain the need for the South’s move toward industrialization after the Civil War.	C, E, G, H, T	5.27	Explain the need for the South and Tennessee to move toward industry and mechanization after the Civil War and identify examples of the effort, including Coca Cola bottling in Chattanooga, mining on the Cumberland Plateau, coal and iron processing, the growth of urban areas, and the increase in railroads. (G, E, H, TN)
5.02	Examine the appeal and challenges of settling the Great Plains from various cultural perspectives, including: settlers, immigrants, Buffalo Soldiers, and American Indians.	C, G, H, T	5.31	Analyze the appeal of the Great Plains to settlers and immigrants, including geographical factors, railroads, homesteading rights, and the absence of American Indians. (G, H)
			5.32	Describe the role of Buffalo Soldiers in settling the West, including Tennessee native George Jordan. (H, TN)

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			5.30	Write an argumentative piece from the viewpoint of American Indians and the viewpoint of American settlers about their rights to the land west of the Mississippi River.
5.03	Analyze the ideas and events of the Gilded Age, including economic disparity (e.g., mistrust of money) and industrial capitalists (e.g., John D. Rockefeller).	C, E, H, P	5.34	Engage in a collaborative discussion to explore the ideas and events of the Gilded Age and determine the significance, including: (C, E, H, P) • political machines • major scandals • economic disparity • industrial capitalists
5.04	Explain the role of labor unions and the American Federation of Labor in changing the standards of working conditions.	C, E, H, P	5.36	Analyze the role of Samuel Gompers and the American Federation of Labor in changing standards for working conditions. (E, H, P)
5.05	Examine the contributions and impact of inventors on American society, including: Alexander Graham Bell, George Washington Carver, and Thomas Edison.	C, E, H	5.37	Use a graphic organizer to provide information about important business leaders, inventors, and entrepreneurs and the impact they had on American society, including: (C, E, H) • Thomas Edison • Alexander Graham Bell • Henry Ford • George Eastman • George Washington Carver • Henry Bessemer • Swift and Armour • Cornelius Vanderbilt
5.06	Examine the impact of important entrepreneurs on American society, including: Andrew Carnegie , Henry T. Ford, and Cornelius Vanderbilt.	C, E, H, P	5.37	Use a graphic organizer to provide information about important business leaders, inventors, and entrepreneurs and the impact they had on American society, including: (C, E, H) • Thomas Edison • Alexander Graham Bell • Henry Ford • George Eastman • George Washington Carver • Henry Bessemer • Swift and Armour • Cornelius Vanderbilt

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5.07	Analyze the causes, course, and consequences of the Spanish-American War, including: • Imperialism • Rough Riders • USS Maine • Yellow journalism	C, E, G, H, P	5.39	Analyze the causes, course, and consequences of the Spanish American War, including: (C, E, G, H, TN) • yellow journalism • USS Maine • Rough Riders • Imperialism
5.08	Describe the challenges of the journey and process for successful entry into the U.S. through Ellis Island and Angel Island , and examine the role of immigrants in the development of the U.S.	C, E, G, H	5.28	Map the sources of new immigration from Southern and Eastern Europe, China, and Japan, and interpret narratives and excerpts from informational text describing the role that Chinese and Irish laborers played in the development of the Transcontinental Railroad. (C, E, G, H)
5.09	Analyze the major goals, struggles, and achievements of the Progressive Era, including: Prohibition (18 th Amendment), women’s suffrage (19 th Amendment), and the lack of child labor laws.	C, E, H, P	5.40	Analyze the major goals, struggles, and achievements of the Progressive Era, including attacking racial discrimination, child labor, big business, conservation, and alcohol use: (C, E, P) • Anti-Trust laws • 16th, 17th, 18th and 19th Amendments • immigration reform
			5.35	Describe child labor and working conditions in factories
5.10	Summarize the events leading to U.S. entry into World War I, including the attack on the RMS Lusitania and the Zimmerman Telegram.	C, G, H, P	5.42	Summarize the reasons for American entry into World War I, including submarine attacks on the Lusitania and the Zimmerman Telegram. (H, P)
5.11	Identify and locate the major countries of the Central and Allied Powers during World War I, including: • Austria-Hungary • France • Germany • Great Britain • Russia	G	5.43	Locate and map the countries of the Central and Allied Powers during World War I. (G)
5.12	Describe the impact of U.S. involvement on World War I.	C, E, H	5.44	Explain the roles of significant people and groups in World War I, including Herbert Hoover, John J. Pershing, doughboys, Lawrence Tyson, and Alvin C. York. (H, TN)

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5.13	Explain the aims of world leaders in the Treaty of Versailles and why the U.S. Senate rejected President Woodrow Wilson's League of Nations.	C, E, G, H, P	5.45	Refer to details and examples in a text to explain the aims of world leaders in the Treaty of Versailles and why the United States rejected Wilson's League of Nations. (C, E, G, H, P)
5.14	Examine the growth of popular culture during the "Roaring Twenties" with respect to the following: • Music, clothing, and entertainment • Automobiles and appliances • Harlem Renaissance	C, E, H	5.47	Make connections with the growth of popular culture of the "Roaring Twenties" with the following: (C,E, TN) • W.C. Handy, Bessie Smith • automobiles, radios, and nickelodeons • Harlem Renaissance • WSM, Grand Ole Opry • Charles Lindbergh and the Spirit of St. Louis • mass production, "just in time" inventory, appliances
5.15	Identify the causes of the Great Depression, President Herbert Hoover's role , and its impact on the nation, including: • Consumer credit and debt • Mass unemployment • Hoovervilles • Soup kitchens	C, E, H, P, T	5.48	Determine the meaning and use of economic terms credit, interest, and debt and the role these played in the economy of the 1920s
			5.49	Analyze the events that caused the Great Depression and its impact on the nation and Tennessee, including mass unemployment, Hoovervilles, and soup kitchens. (C, E, H, TN)
5.16	Describe how New Deal policies of President Franklin D. Roosevelt impacted American society with government-funded programs, including: Social Security, expansion and development of the national parks, and creation of jobs.	C, E, G, H, P	5.50	Use specific textual evidence from primary and secondary source to summarize the success, failures, and challenges of President Roosevelt's New Deal policies, including: (C, E, G, H, TN) • Social Security • Civilian Conservation Corps • Federal Deposit Insurance Corporation • Tennessee Valley Authority • Cumberland Homesteads • Great Smoky Mountains National Park
5.17	Explain the structures and goals of the governments in Germany and Japan in the 1930s.	C, G, H, P	5.52	Using a graphic organizer to compare and contrast the rise of fascism, totalitarianism, and Nazism in Europe and Japan, the leaders and the goals of the Germany, Italy, and Japan. (P, H)

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5.18	Determine the significance of the bombing of Pearl Harbor and its impact on the U.S.	G, H, P	5.53	Compare and contrast different stories from media, and informational text regarding the bombing of Pearl Harbor and its impact on the United States, including the USS Arizona and USS Tennessee and America's entry in the war. (H, TN)
5.19	Identify and locate the Axis and Allied Powers, including: • Germany • Italy • Japan • France • Great Britain • Soviet Union	G	5.55	Locate the Axis and Allied Powers and the major theaters of war on a map. (G)
5.20	Examine the reasons for the use of propaganda , rationing, and victory gardens during World War II.	C, E, H, P	5.56	With supporting facts and details provide reasons for rationing, victory gardens, the design of The Rosie the Riveter ideal (Avco jobs for Tennessee women) and the Women Airforce Service Pilots-Cornelia Fort. (C, E, H, TN)
5.21	Analyze the significance of the Holocaust and its impact on the U.S.	C, G, H, P	5.57	Write an informative text about the Holocaust and its impact. (C, P, H)
5.22	Examine the growth of the U.S. as a consumer and entertainment society after World War II, including: • Suburbs • Increased access to automobiles • Interstate Highway System • Television, radio, and movie theaters	C, E, G, H, P, T	5.61	Identify the reasons for the growth of suburbs, home ownership, mass media, Interstate Highway System, and a consumer society after the war. (C, E, G)
5.23	Examine how Cold War events impacted the U.S., including: • Arms race • Berlin Wall • Cuban Missile Crisis • Space Race	C, E, G, H, P	5.62	Examine the meaning and the main events of the "Cold War," including the Space Race, Berlin Wall, arms race, Rosenbergs, and the Cuban Missile Crisis. (C, E, H, P)

Code	Revised (2019) Standards	Content Strand	Code	Current (2014) Standards
5.24	Analyze the key people and events of the Civil Rights Movement, including (T.C.A. § 49-6-1028): • Martin Luther King Jr. and non-violent protests • Montgomery Bus Boycott and Rosa Parks • Brown v. Board of Education and Thurgood Marshall • Freedom Riders and Diane Nash	C, E, H, P, T, TCA	5.65	Analyze the key events and struggles during the Civil Rights Movement, including: (C, E, H, P) • Brown v. Board of Education • Non-violent protest and the influence of the Highlander Folk School • Central High School-Little Rock, Arkansas and Clinton High School in Clinton, Tennessee • Montgomery Bus Boycott and Rosa Parks • Tent Cities in Fayette and Haywood Counties • Nashville Sit-Ins and Diane Nash • Freedom Riders • Dr. Martin Luther King, Jr.
5.25	Explain the impact of John F. Kennedy’s presidency on the country, including: passage of the Civil Rights Act, the Voting Rights Act, the space program, and his assassination.	C, H, P	5.66	Explain the effect President Kennedy’s assassination had on the country, including passage of the Civil Rights Act and Voting Rights Act, and continuing the space program. (H, P)
5.26	Explain how the name “Tennessee” originated from the Yuchi language, referring to where the rivers come together.	C, G, H, T	NEW	
5.27	Identify the cultures of the major indigenous settlements in Tennessee, including: the Paleo (Coats-Hines Site), Archaic, Woodland (Old Stone Fort, Pinson Mounds), and Mississippian (Chucalissa Indian Village).	C, G, H, T	NEW	From Grade 4 (4.01)
5.28	Identify the pre-colonial American Indian tribes residing in Tennessee (e.g., Cherokee, Chickasaw, Creek, and Shawnee), and analyze their various customs and traditions.	C, E, G, H, T	NEW	From Grade 4 (4.02)
5.29	Explain how the Cumberland Gap and Wilderness Road influenced migration into the Tennessee region following the Proclamation of 1763.	C, G, H, P, T	NEW	From Grade 4 (4.20, 4.23, and 4.53)

Code	Revised (2019) Standards	Content Strand	Code	Current (2014) Standards
5.30	Explain the significance of the Watauga Settlement on Tennessee history, including the following: Watauga Compact, Dragging Canoe, John Sevier, and Nancy Ward.	C, E, G, H, P, T	NEW	From Grade 4 (4.34)
5.31	Describe the founding of and the obstacles faced with the establishment of the Cumberland Settlements, including: the Battle of the Bluffs, John Donelson, and James Robertson.	E, G, H, P, T	NEW	From Grade 4 (4.36)
5.32	Explain the importance of Tennesseans (i.e., Overmountain Men) in the Battle of Kings Mountain during the American Revolution.	G, H, P, T	NEW	From Grade 4 (4.30 and 4.31)
5.33	Identify the Lost State of Franklin as Tennessee's first attempt at statehood, and explain the reasons for its failure.	G, H, P, T	NEW	From Grade 4 (4.38)
5.34	Locate the Territory South of the River Ohio (i.e., Southwest Territory), identify its leaders, and explain how it was the first step to Tennessee's statehood.	G, H, P, T	NEW	From Grade 4 (4.45)
5.35	Describe the steps that Tennessee took to become a state (i.e., population requirement, vote by the citizens, creation of a state constitution, and Congressional approval). (T.C.A. § 49-6-1028)	G, H, P, T, TCA	NEW	
5.36	Identify the year Tennessee became a state, its first governor, and the original capital.	G, H, P, T	NEW	
5.37	Describe Tennessee's involvement in the War of 1812, including: Andrew Jackson, the Tennessee volunteers, and Battle of Horseshoe Bend.	G, H, P, T	NEW	From Grade 4 (4.51)

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5.38	Analyze the impact of Andrew Jackson’s presidency on the American Indian population of Tennessee, including: the Indian Removal Act, Trail of Tears, Treaty of Echota, and John Ross.	C, E, G, H, P, T	NEW	From Grade 4 (4.55 and 4.56)
5.39	Explain how the western boundary of Tennessee was expanded with the Jackson Purchase.	G, H, T	NEW	From Grade 4 (4.53)
5.40	Identify the impact of important Tennesseans prior to the Civil War, including: • David Crockett and Sam Houston (Texas War for Independence and the Alamo) • President James K. Polk (Manifest Destiny) • Sequoyah (Cherokee syllabary)	C, E, G, H, P, T	NEW	From Grade 4 (4.54, 4.62, and 4.63)
5.41	Examine the issue of slavery in the three grand divisions and the impact their differences had on Tennessee’s secession from the Union.	C, E, G, H, P, T	5.06	Explain with supporting details why Tennessee was divided on the issue of secession and the events that led it to eventually leave the Union to include: state convention vote of 1861, the Free and Independent State of Scott, Hurst Nation, East Tennessee mostly pro-Union and divided families. (H, P, TN)
5.42	Describe the significance of the following Civil War events and battles on Tennessee: • Siege of Fort Donelson • Battle of Stones River • Battle of Franklin • Battle of Nashville	G, H, T	5.11	Explain the significance and outcome of the major battles and identify their location on a map or visual representation, including: (G, H, TN) • Fort Sumter • First Battle of Bull Run • Fort Henry and Donelson • Shiloh • Antietam • Gettysburg • Vicksburg • Chickamauga • Franklin • Nashville • Appomattox Court House

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5.43	Explain the impact of the Tennessee Constitutional Convention of 1870, including: poll taxes, segregation, and funds for public education. (T.C.A. § 49-6-1028)	C, H, P, T, TCA	5.24	Explain the impact of the Tennessee Constitutional Convention of 1870, including poll taxes, segregation, and funds for public education. (E, P, TN)
5.44	Explain the development and efforts of the Freedmen’s Bureau in helping former slaves begin a new life, including Fisk University. (T.C.A. § 49-6-1028)	C, H, P, T, TCA	5.20	Analyze the goals and accomplishments of the 13th, 14th, and 15th Amendments, Freedmen’s Bureau, and Fisk University to help former slaves begin a new life. (C, H, P, TN)
5.45	Identify how the rise of vigilante justice (e.g., Ku Klux Klan), black codes, and Jim Crow laws impacted Tennessee and the nation. (T.C.A. § 49-6-1028)	C, H, P, T, TCA	5.23	Analyze why the Radical Republicans turned to military Reconstruction and the backlash resulting in the rise of the Ku Klux Klan, black codes, and vigilante justice. (H, P, TN)
			5.41	Describe the effects of Jim Crow Laws on the nation and Tennessee and the efforts of Ida B. Wells and Randolph Miller to bring attention to the inequalities of segregation. (C, H, P, TN)
5.46	Explain how the end of Reconstruction impacted Tennessee’s African American elected officials. (T.C.A. § 49-6-1028)	H, P, T, TCA	5.26	Describe the impact of yellow fever during the 1870s; why it was particularly deadly in West Tennessee and the election of African Americans to the General Assembly. (G, H, TN)
5.47	Identify Tennessee’s role in the passage of the 19 th Amendment, including the impact of Anne Dallas Dudley and Harry Burn.	C, H, P, T	5.46	Evaluate the role of Tennessee as the “Perfect 36” and the work of Anne Dallas Dudley, Harry Burn, and Governor Roberts in the fight for women’s suffrage and Josephine Pearson’s opposition. (C, P, TN)

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5.48	Describe the effects of the Great Depression on Tennessee and the impact of New Deal policies in the state (i.e., Tennessee Valley Authority and Civilian Conservation Corps).	C, E, G, H, P, T	5.49	Analyze the events that caused the Great Depression and its impact on the nation and Tennessee, including mass unemployment, Hoovervilles, and soup kitchens. (C, E, H, TN)
			5.50	Use specific textual evidence from primary and secondary source to summarize the success, failures, and challenges of President Roosevelt's New Deal policies, including: (C, E, G, H, TN) • Social Security • Civilian Conservation Corps • Federal Deposit Insurance Corporation • Tennessee Valley Authority • Cumberland Homesteads • Great Smoky Mountains National Park
5.49	Describe Tennessee's contributions during World War I and World War II, including: the conversion of factories to wartime production , the importance of Oak Ridge, and the influence of Tennesseans (i.e., Cornelia Fort, Cordell Hull, and Alvin C. York).	C, H, P, T	5.44	Explain the roles of significant people and groups in World War I, including Herbert Hoover, John J. Pershing, doughboys, Lawrence Tyson, and Alvin C. York. (H, TN)
			5.56	With supporting facts and details provide reasons for rationing, victory gardens, the design of The Rosie the Riveter ideal (Avco jobs for Tennessee women) and the Women Airforce Service Pilots-Cornelia Fort. (C, E, H, TN)
			5.59	Describe the role of the Manhattan Project and Oak Ridge, Tennessee in ending World War II and the decision to drop the atom bomb on Japan. (H, TN)
			5.60	Explain the purpose of the formation of the United Nations and the role of Cordell Hull. (H, TN)

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5.50	Identify Tennessee’s significant contributions to the Civil Rights Movement, including (T.C.A. § 49-6-1028): • Highlander Folk School • Tent City Movement of Fayette County • Nashville Sit-Ins • The Clinton Twelve	C, H, P, T, TCA	5.65	Analyze the key events and struggles during the Civil Rights Movement, including: (C, E, H, P) • Brown v. Board of Education • Non-violent protest and the influence of the Highlander Folk School • Central High School-Little Rock, Arkansas and Clinton High School in Clinton, Tennessee • Montgomery Bus Boycott and Rosa Parks • Tent Cities in Fayette and Haywood Counties • Nashville Sit-Ins and Diane Nash • Freedom Riders • Dr. Martin Luther King, Jr.
5.51	Discuss the development of the music industry in Tennessee, including (T.C.A. § 49-6-1028): • Country music (e.g., Grand Ole Opry, WSM, and the Carter family) • Blues music (e.g., W.C. Handy and Bessie Smith) • Rock ‘n’ roll (e.g., Elvis Presley, Stax Records, and Sun Studio)	C, H, T, TCA	5.47	Make connections with the growth of popular culture of the “Roaring Twenties” with the following: (C,E, TN) • W.C. Handy, Bessie Smith • automobiles, radios, and nickelodeons • Harlem Renaissance • WSM, Grand Ole Opry • Charles Lindbergh and the Spirit of St. Louis • mass production, “just in time” inventory, appliances
			5.64	Refer to details and examples about the significance of Tennessee in popular music, including Sun Studios, Stax Records, Elvis Presley, B.B. King, and Memphis, Tennessee. (C, TN)
5.52	Identify influential Tennesseans from the late 20th century, including: • Al Gore, Jr. • Alex Haley • Dolly Parton • Wilma Rudolph • Oprah Winfrey	C, E, H, P, T	5.69	Investigate the works of Alex Haley and his influence on American culture. (C, TN)

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5.53	Compare and contrast the three grand divisions of Tennessee in terms of the following: <ul style="list-style-type: none"> • Major industries (e.g., Eastman, FedEx, and Nissan) • Tourism (e.g., Bristol Motor Speedway, Civil War sites, and Graceland) • Agriculture and livestock (e.g., soybeans in West TN, tobacco in Middle TN, and dairy in East TN) • Geography (i.e., Gulf Coastal Plains, the Nashville Basin, the Highland Rim, the Cumberland Plateau, the Great Valley, and the Great Smoky Mountains) 	C, E, G, H, T	NEW	
5.54	Describe the structure of Tennessee’s government, including the role of each of the three branches, the governor, and state representatives.	H, P, T	NEW	