

# Grade 5 Social Studies

## Module 2

The History of America: The Roaring  
Twenties and the Modern United States

## Module Goal

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

- The Roaring Twenties
- The Modern United States

## Module Objectives

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

- Developing an understanding of the concepts and vocabulary that interconnect with information in the module units.
- Learning instructional strategies that support teaching students the concepts, knowledge, and skills related to the module units.
- Discovering ways to transfer and generalize the content, knowledge, and skills to future school, community, and work environments.

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

The module organizes the information using the following sections:

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

## Section I

### Social Studies Academic Standards and Related Alternate Assessment Targets and Underlying Concepts

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It is important to know the expectations for each unit when planning for instruction. The first step in the planning process is to become familiar with the identified academic standards and related Alternate

Assessment Targets (AATs) and Underlying Concepts (UCs) covered in the module. The AATs are specific statements of knowledge and skills linked to the grade-specific social studies academic standards. The UCs are basic key ideas or concepts linked to specific AATs. UCs are a basis for developing a more complex understanding of the knowledge and skills represented in the AAT and should not be taught in isolation. It is important to provide instruction on the AAT along with the UC in order to move toward acquisition of the same concepts, knowledge, and skills.

Table 1 includes the grade 5 academic standards and related AATs and UCs addressed by this module. While only the academic standards targeted for the Tennessee Comprehensive Assessment Program/Alternate (TCAP/Alt) are included, instruction on additional standards will aid in student understanding. Standards that are not included still represent important content for students to master. Therefore, the AATs and UCs included in the table do not cover all of the concepts that can be taught to support progress and understanding aligned to the standards.

The Tennessee Social Studies Academic Standards include the following codes:

C – Civics	H – History
E – Economics	P – People
G – Geography	TN – Tennessee

**Table 1. Social Studies Academic Standards and Related AATs and UCs <sup>1</sup>**

Academic Standards	Alternate Assessment Targets (AAT)	Underlying Concepts (UC)
<b>The Roaring Twenties</b>		
<b>5.46</b> 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. (CPTN)	Identify the role of Tennessee in granting women the right to vote.	Demonstrate an understanding that citizens make choices by voting.
<b>5.49</b> Analyze the events that caused the Great Depression and its impact on the nation and Tennessee, including mass unemployment, Hoovervilles, and soup kitchens. (CEHTN)	Explain how changes in jobs (e.g., less jobs and different types of jobs) during the Great Depression affected how people lived.	Identify the importance of jobs for individuals or a community.
<b>The Modern United States</b>		
<b>5.64</b> 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. (CTN)	Identify important music events in Memphis.	Identify an example of how Tennessee was important to popular music (e.g., Memphis as the birthplace of rock and roll music).

Academic Standards	Alternate Assessment Targets (AAT)	Underlying Concepts (UC)
<b>5.65</b> Analyze the key events and struggles during the Civil Rights Movement, including: 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. (CEHP)	Identify the key events during the Civil Rights Movement (i.e., actions of Dr. Martin Luther King, Jr. and Rosa Parks).	Identify a struggle during the Civil Rights movement (i.e., segregation on buses and use of public facilities).

<sup>1</sup> Instruction is not intended to be limited to the concepts, knowledge, and skills represented by the AATs and UCs listed in Table 1.

## Section II

### Connecting Concepts

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

A Connecting Concept is a common link between multiple standards and units of study. The Connecting Concepts, by being revisited and linked to multiple units of study, become a strong foundation of understanding and support students in learning new concepts. For example, understanding that citizens of the United States have rights and responsibilities is a Connecting Concept that applies to democracy, the right for women to vote, civil rights for African Americans, etc. Some Connecting Concepts may apply across multiple content areas and instructional emphases (e.g., an informational text in reading might address the importance of people's actions in history).

### Teaching Connecting Concepts

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

- patterns (e.g., When students are learning about people moving during the Great Depression, remind them of other significant times that people moved, such as colonizing North America and during westward expansion.
- critical features (e.g., Show pictures from the Civil Rights Movement to highlight critical events.)

- big ideas (e.g., Emphasize that sometimes people have to protest to gain the rights that other citizens already have.) and
- relationships (e.g., Make the connection between music in Memphis during the Civil Rights Movement to current popular music's impact on society.).

For example, when studying about key people in the Civil Rights Movement, make a connection to the roles of key people during the Civil War, people who explored the West, and to people who helped gain the independence of the United States of America. Point out how the actions of key people in history have affected the students' daily lives.

Following are **Connecting Concepts** for this Content Module: The History of America: The Roaring Twenties and the Modern United States.

#### **Students understand:**

- basic economics
- the importance of trading/exchanging goods and services
- the effects of change in an economy (e.g., jobs, where people live, what they spend money on, etc.)
- citizens of the United States have rights and responsibilities
- reasons and challenges of exploring and moving to new places
- ways America grew and developed over time
- how people and places can affect art such as music
- importance of people's actions in history

#### **Connecting Concept Resources:**

Grant Wiggins talks about "big ideas" in this article.

[http://www.authenticeducation.org/ae\\_bigideas/article.lasso?artid=99](http://www.authenticeducation.org/ae_bigideas/article.lasso?artid=99)

This site provides examples and printable versions of graphic organizers for social studies that can be modified to meet students' needs.

<https://walch.com/samplepages/050078.pdf>

Social Studies for Kids has a series of information on basic economics.

<http://www.socialstudiesforkids.com/subjects/economicsbasic.htm>

Teaching History has a video explaining historical thinking to teachers and how to adapt documents for the classroom.

- <http://teachinghistory.org/historical-thinking-intro>
- <http://teachinghistory.org/teaching-materials/teaching-guides/23560>

Herbert Hoover Presidential Library Museum provides a story and activity, Gram's Trunk, that motivate students to investigate history (K-8<sup>th</sup> grades).

<http://www.hoover.archives.gov/education/gramstrunk.html>

The American Historical Association shares the "five C's of historical thinking."

<https://www.historians.org/publications-and-directories/perspectives-on-history/january-2007/what-does-it-mean-to-think-historically>

## Section III

### Vocabulary and Background Knowledge

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

This module includes two types of vocabulary words, both equally important to teach. The first type, **general vocabulary words**, labels groups of words that address different people, places, events, and time periods. For example, understanding the meaning of the word "democracy" helps students to connect the concepts of democracy across many historical events (e.g., writing of the Declaration of Independence, women's suffrage movement, Civil Rights Movement, etc.). The second type of vocabulary word, **specific content words**, represents groups of words that address a specific person, group of people, place, event, or time period. Specific content words are typically proper nouns, such as the Great Depression, and connect to general words. Providing instruction on general words provides background knowledge when introducing corresponding or related specific words.

#### Key Vocabulary for Instructional Units

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

Teach the specific content vocabulary using a student-friendly description of the word meaning and a possible connection to a general vocabulary word. Do not teach memorization of vocabulary words; instead place emphasis on understanding the word. For example, a student should be able to give examples of laws rather than define the term "law."

**Table 2. General Vocabulary Words**

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

Describe the word and provide examples (e.g., Vote is when people make a choice to see what the most people want. In class we vote for which movie to watch.).

• ballot	• employment/unemployment	• register
• bankrupt	• facilities	• responsibility
• banks	• farm	• rights
• birthplace	• industry	• rock and roll
• blacklisted	• laws	• segregation
• blues	• march	• shacks
• boycott	• money	• shantytown
• citizen	• music	• sit-in
• city	• nonviolent	• soup kitchen

• civil rights	• picket	• struggles
• constitution	• popular	• suffrage
• democracy	• prohibit	• tent cities
• depression	• protest	• vote
• economy	• public	

**Table 3. Specific Content Words**

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

Describe the word and make the connection to a Connecting Concept when possible (e.g., Elvis Presley was a musician. His music helped make Memphis well known for its music.).

• Anne Dallas Dudley	• Freedom Rides/Freedom Riders	• Memphis, Tennessee
• B.B. King	• Governor Roberts	• Montgomery Bus Boycott
• <i>Brown v. Board of Education</i>	• Great Depression	• Nashville Sit-Ins
• Central High School – Little Rock, Arkansas	• Harry Burn	• Perfect 36
• Clinton High School – Clinton, Tennessee	• Haywood County, Tennessee	• Rosa Parks
• Diane Nash	• Herbert Hoover	• Stax Records
• Dr. Martin Luther King Jr.	• Highlander Folk School	• Sun Studios
• Elvis Presley	• Hooverilles	• women’s suffrage
• Fayette County, Tennessee	• Josephine Pearson	

### Ideas to Support Vocabulary Learning

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

**Table 4. Ideas to Teach Vocabulary Effectively (Marzano, 2004)<sup>1</sup>**

Ideas	Examples
Explain, describe, and/or give examples of the vocabulary word rather than formal definitions.	Describe and provide an example of unemployment, “When someone becomes unemployed, they do not have a job. Many people in the Great Depression became unemployed.”
Have students restate the vocabulary word in their own words. Take this opportunity to help students connect new vocabulary, especially general vocabulary, to prior knowledge.	Have students tell what “register to vote” means (e.g., You sign up and then you are allowed to vote.). Support students by providing pictures, asking questions that can be answered with yes/no responses, one word responses, phrases, and/or with use of an alternative and augmentative communication (AAC) system.
Have students represent vocabulary words in a variety of ways (e.g., pictures, symbols, graphic organizers, or pictographs).	Have students complete a vocabulary sorting chart for women’s suffrage vocabulary by sorting vocabulary words into categories (e.g., people or places, things, events). Provide support as needed (e.g., help from peer or adult, viewing model, using AAC, etc.). See Figure 1. For an example of a vocabulary sorting chart.

Ideas	Examples
Provide multiple exposures to vocabulary words in a variety of ways. This does not suggest mass trials, rather distributed trials in different ways or contexts. Reference <a href="http://projectlearn.net.org/tutorials/learning_trials.html">http://projectlearn.net.org/tutorials/learning_trials.html</a> for information on learning trials.	<ul style="list-style-type: none"> <li>Expose students to words by incorporating vocabulary into daily activities such as struggles (e.g., women’s suffrage and civil rights) people have and ways they address the struggles (protests, boycotts, etc.).</li> <li>Watch videos related to civil rights (e.g., <a href="https://www.youtube.com/watch?v=rJTQubbS7VY">https://www.youtube.com/watch?v=rJTQubbS7VY</a> and <a href="https://www.youtube.com/watch?v=2QjkuAZOnFw">https://www.youtube.com/watch?v=2QjkuAZOnFw</a>).</li> <li>Read an online book about being a citizen (e.g., <a href="http://tarheelreader.org/2008/09/29/being-a-citizen/">http://tarheelreader.org/2008/09/29/being-a-citizen/</a>) or voting (e.g., <a href="http://tarheelreader.org/2008/09/16/voting/">http://tarheelreader.org/2008/09/16/voting/</a>).</li> <li>Make a collage of pictures showing struggles and actions taken.</li> </ul>
Ask students to discuss the vocabulary words with each other.	<ul style="list-style-type: none"> <li>Have students use their preferred mode of communication to share their favorite content word and explain why with each other.</li> <li>Have students share representations (e.g., pictures) of their favorite content word with each other.</li> </ul>
Play vocabulary word games with students.	<ul style="list-style-type: none"> <li>Have students roll a word cube (e.g., <a href="http://printables.atozteacherstuff.com/435/cube-pattern/">http://printables.atozteacherstuff.com/435/cube-pattern/</a>) and tell the meaning of the word that lands facing up.</li> <li>Have students select the word using their communication system (e.g., dual switch).</li> </ul>
Have students watch a dramatization or have them act out the vocabulary term.	Have students recreate a peaceful protest.

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

## Vocabulary Example

Help students complete a vocabulary sorting chart to build women’s suffrage vocabulary knowledge. Educators may need to support, modify, or adapt steps for individual students. For example, one student may paste pre-printed cards onto the chart, and another student may use pictures mounted on thick cardboard to ease manipulation; another student may use objects; and another student may complete a digital version. See Figure 1 for an example of a student pasting pre-printed cards into categories on a chart. Two National Center and State Collaborative (NCSC) resources are available and may prove helpful for vocabulary instruction:

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

**Figure 1. Example Women's Suffrage Vocabulary Sorting Chart**

People or Places	Things	Events/Actions
Harry Burn	rights	vote
women	suffrage	picket
Anne Dallas Dudley	law	protest
Governor Roberts		march
		register

### Vocabulary Resources:

Vocabulary.com provides explanations of words using real-world examples. Once signed in, an educator can create word lists for students. <http://www.vocabulary.com/>

Text Project provides Word Pictures that are free for educators to use. It includes word pictures for core vocabulary and various content areas including science and social studies. This link will take you to the Word Pictures page where you can select the category of words you want to use. <http://textproject.org/classroom-materials/textproject-word-pictures/>

Education Place provides a variety of graphic organizers to be used for vocabulary instruction that are free to print and copy. <http://www.eduplace.com/graphicorganizer/index.jsp>

Directions and link to creating an online memory game that can be used for vocabulary or concepts. [https://www.youtube.com/watch?v=XwNAX26J\\_oQ](https://www.youtube.com/watch?v=XwNAX26J_oQ) and <http://matchthememory.com/>

Quizlet has vocabulary words for the Great Depression

- Quizlet allows you to create a study set of recorded vocabulary cards a student can click on and listen to or search for a set created by others. <https://quizlet.com>
- Quizlet on the Great Depression. <https://quizlet.com/140486740/great-depression-flash-cards/>

## Section IV

### Overview of Units' Content

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

**Unit – The Roaring Twenties:** *Students will analyze the cultural, economic, and political developments of the 1920s.*

**Content:**

- Process and purpose for voting
- Tennessee’s role in gaining the right for women to vote (i.e., Perfect 36)
- Key people in the fight for women’s suffrage:
  - Anne Dallas Dudley
  - Harry Burn
  - Governor Roberts
  - Josephine Pearson (opposition)
- Actions taken by people to gain women the right to vote
- Events leading to the Great Depression
- Role and importance of jobs for individuals and communities
- The impact of the Great Depression on the nation and Tennessee
  - Unemployment
  - Change in types of jobs
  - Hoovervilles
  - Soup kitchens

**Unit – The Modern United States:** *Students will examine the history of the United States since the conclusion of World War II.*

**Content:**

- Significance of Tennessee in popular music:
  - Sun Studios, Memphis (birthplace of rock and roll)
  - Stax Records, Memphis
  - Elvis Presley
  - B.B. King
- Struggles prior to and during the Civil Rights Movement:
  - Segregation of schools
  - Segregation of buses
  - Segregation of public facilities
- Key events and people during the Civil Rights Movement:
  - *Brown v. Board of Education*
  - Nonviolent protest and Influence of Highlander Folk School
  - Central High School in Little Rock, Arkansas
  - 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.

## Unit Content Resources:

### Women's Suffrage:

- The Memphis Library has a portrait associated with women's suffrage.  
<http://memphislibrary.contentdm.oclc.org/cdm/singleitem/collection/p13039coll5/id/1007/rec/2>  
and  
<http://memphislibrary.contentdm.oclc.org/cdm/singleitem/collection/p13039coll5/id/1005/rec/4>
- TN History for Kids provides information and pictures of Anne Dallas Dudley.  
[http://www.tnhistoryforkids.org/people/anne\\_dudley](http://www.tnhistoryforkids.org/people/anne_dudley)
- Tennessee4me has information on Tennessee's role in gaining the right for women to vote, including information on Harry Burn, Governor Roberts, and Josephine Pearson.  
[http://www.tn4me.org/article.cfm/era\\_id/6/major\\_id/20/minor\\_id/56/a\\_id/136](http://www.tn4me.org/article.cfm/era_id/6/major_id/20/minor_id/56/a_id/136)
- Library of Congress has a lesson plan on women's suffrage.  
<http://www.loc.gov/teachers/classroommaterials/lessons/suffrage/>

### The Great Depression:

- Ducksters has information on the stock market crash.  
[http://www.ducksters.com/history/us\\_1900s/stock\\_market\\_crash\\_1929.php](http://www.ducksters.com/history/us_1900s/stock_market_crash_1929.php)
- Teach TN History provides primary sources, content essays, images, activities, and web links on the Great Depression.  
[http://www.teachtnhistory.org/index.cfm/m/144/Curriculum\\_Materials\\_by\\_Historical\\_Era/](http://www.teachtnhistory.org/index.cfm/m/144/Curriculum_Materials_by_Historical_Era/)
- TN4me has a variety of information on the Great Depression.  
[http://www.tn4me.org/major\\_cat.cfm/major\\_id/8/era\\_id/7](http://www.tn4me.org/major_cat.cfm/major_id/8/era_id/7)
- History.com provides information on Hoovervilles and the Great Depression.  
<http://www.history.com/topics/hoovervilles>
- This site has information on soup kitchens during the Great Depression and is designed for kids.  
<http://www.american-historama.org/1929-1945-depression-ww2-era/soup-kitchens.htm>
- Education World provides instructional activities on the Great Depression.  
[http://www.educationworld.com/a\\_lesson/lesson/lesson147.shtml](http://www.educationworld.com/a_lesson/lesson/lesson147.shtml)

### Tennessee and Popular Music:

- TN History for Kids provides information and pictures of Elvis Presley.  
[http://www.tnhistoryforkids.org/people/elvis\\_presley](http://www.tnhistoryforkids.org/people/elvis_presley)
- Rockabilly Hall of Fame provides information on Sun Studios.  
<http://www.rockabillyhall.com/sunstudios1.html>
- TN History for Kids has information on music in Memphis (about halfway down the page).  
<http://www.tnhistoryforkids.org/cities/memphis>
- Stax Museum has the history of Stax Records. <http://staxmuseum.com/1957-1968/>
- Tennessee4me has information on Tennessee music, including Elvis Presley, Memphis Soul Music (Stax Records), and Sun Records.  
[http://www.tn4me.org/minor\\_cat.cfm/minor\\_id/35/major\\_id/12/era\\_id/8](http://www.tn4me.org/minor_cat.cfm/minor_id/35/major_id/12/era_id/8)
- PBS provides a video overview of Stax Records (note: teachers should use professional judgment regarding student viewing of the video).  
<https://www.youtube.com/watch?v=9W4zIYem67w&feature=related>
- Youtube has a documentary on Sun Studios. <https://www.youtube.com/watch?v=nCCLHaCm3K4>

#### Civil Rights Movement:

- The Jackson Sun has a primary source article on the Tent Cities in Fayette and Haywood Counties in Tennessee during the Civil Rights Movement.  
[http://orig.jacksonsun.com/civilrights/sec4\\_tent\\_city.shtml](http://orig.jacksonsun.com/civilrights/sec4_tent_city.shtml)
- Tennessee4me has information on the Civil Rights Movement including information on Clinton High School (winds of change), the Nashville Sit-Ins, and the Freedom Riders (other protests).  
[http://www.tn4me.org/major\\_cat.cfm/era\\_id/8/major\\_id/11](http://www.tn4me.org/major_cat.cfm/era_id/8/major_id/11)
- The National Park Service provides an interactive map showing historic places important to the Civil Rights Movement. <https://www.nps.gov/nr/travel/civilrights/mainmap.htm>
- Tennessee History for Kids has information on the Highlander Folk School.  
<http://www.tnhistoryforkids.org/places/highlander>
- Biography has information on Rosa Parks. <http://www.biography.com/people/rosa-parks-9433715>
- Teacher Scholastic provides information on and images of Rosa Parks, the Montgomery Bus Boycott, and Martin Luther King, Jr.'s speech. <http://teacher.scholastic.com/rosa/index.htm>
- Brain Pop provides lesson ideas and resources on Martin Luther King, Jr.  
[https://www.brainpop.com/new\\_common\\_images/files/121688/MLKBrainPOPVideoPacket.pdf](https://www.brainpop.com/new_common_images/files/121688/MLKBrainPOPVideoPacket.pdf)

## Section V

### Universal Design for Learning (UDL) Suggestions

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The three principles of UDL guide development of instruction, instructional materials, and assessments to provide the widest range of students with access to learning. Students with significant cognitive disabilities, especially students with visual and/or hearing impairments and students with complex communication needs, require additional scaffolds, adaptations, and modifications to access content and support learning. The three principles of UDL establish a framework for providing these. UDL provides guiding principles to create instructional materials and activities in a flexible manner to address the needs of different types of learners. Additionally, the flexibility allows for further individualization.

Table 5 provides strategies for the UDL Principle I, **Multiple Means of Representation**: presenting information in a variety of ways to address the needs of different types of learners. Table 6 provides strategies for the UDL Principle II, **Multiple Means of Action and Expression**: providing a variety of ways for students to interact with the instructional materials and to demonstrate understanding. Table 7 provides strategies for the UDL Principle III, **Multiple Means of Engagement**: providing a variety of ways to engage and motivate students to learn.

These strategies can assist all students in understanding the basic concepts. Some of the examples include adaptation ideas for students with vision, hearing, and/or physical limitations. Each example has a code to indicate when it includes specific adaptation ideas for these needs:

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

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

**P** = physical disability (limited use of hands)

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

<b>Multiple Means of Representation</b>	
<b>Strategies</b>	<b>Examples</b>
Introduce information through a multi-sensory approach (e.g., auditory, visual, tactile).	<p>Listen to music recorded at Stax Records and Sun Studios as students are learning about the significance Memphis had on popular music.</p> <p>Listen to music and/or watch videos of music, poetry, and speeches during different time periods (e.g., women's suffrage movement - <a href="https://www.youtube.com/watch?v=ufYPIJ_cf3A">https://www.youtube.com/watch?v=ufYPIJ_cf3A</a>, Great Depression in Tennessee – <a href="http://www.tn4me.org/article.cfm/a_id/75/minor_id/19/major_id/8/era_id/7">http://www.tn4me.org/article.cfm/a_id/75/minor_id/19/major_id/8/era_id/7</a>, tent cities in Tennessee – <a href="https://www.youtube.com/watch?v=Q8czwFu7bMw&amp;index=3&amp;list=PLcEKoc6TtUCLp_chHVcybZe1F8vmSn6Pf">https://www.youtube.com/watch?v=Q8czwFu7bMw&amp;index=3&amp;list=PLcEKoc6TtUCLp_chHVcybZe1F8vmSn6Pf</a>, Memphis music – <a href="https://www.youtube.com/watch?v=oica5jG7FpU">https://www.youtube.com/watch?v=oica5jG7FpU</a>).</p>
Model content through pictures, dramatization, videos, etc.	<p>Have students watch a video that explains women's suffrage (e.g., <a href="https://www.youtube.com/watch?v=KjafumP1dbU">https://www.youtube.com/watch?v=KjafumP1dbU</a>) or what life was like during the Great Depression (e.g., <a href="http://www.watchknowlearn.org/Video.aspx?VideoID=3623&amp;CategoryID=5445">http://www.watchknowlearn.org/Video.aspx?VideoID=3623&amp;CategoryID=5445</a>).</p> <p>Conduct classroom voting and demonstrate the different results if select students and adults are not allowed to vote and relate to women's suffrage.</p> <p>Bring in feed sack type cloth and show pictures of the clothing and quilts that women made using the feed sacks (e.g., <a href="http://www.mequiltshoppe.com/history-of-the-1930s-feedsack-fabric.htm">http://www.mequiltshoppe.com/history-of-the-1930s-feedsack-fabric.htm</a> and <a href="https://kindnessblog.com/2015/05/06/flower-sack-dresses-from-the-flour-mills-historical-kindness/">https://kindnessblog.com/2015/05/06/flower-sack-dresses-from-the-flour-mills-historical-kindness/</a>).</p>
Present information using modified graphic organizers (e.g., simplified organizers with pictures).	<p>Use a KWHL to help students make connections between what they already <b>Know</b>, <b>What</b> they want to know, <b>How</b> they can find out, and finally, what they <b>Learn</b>. (slide show explaining the use of the KWHL chart and how it was made accessible for students with significant cognitive disabilities: <a href="https://nceo.umn.edu/docs/Teleconferences/tele14/CourtadeFlowers.pdf">https://nceo.umn.edu/docs/Teleconferences/tele14/CourtadeFlowers.pdf</a>).</p> <p><b>V/H/P</b></p> <p>Have students create a Civil Rights timeline using pictures of major events.</p> <p>Have students complete a cause-and-effect graphic organizer on Great Depression events.</p>
Provide appropriate and accessible text on the content for students to listen to or read.	<p>Paraphrase information from a web page (e.g., <a href="http://textcompactor.com/">http://textcompactor.com/</a>)</p> <p>Have students read an online biography (e.g., <a href="http://www.turtlediary.com/biographies/world-leaders/martin-luther-king-jr.html">http://www.turtlediary.com/biographies/world-leaders/martin-luther-king-jr.html</a> and <a href="https://newsela.com/articles/bio-civil-rights-rosa-parks/id/19348/">https://newsela.com/articles/bio-civil-rights-rosa-parks/id/19348/</a>) using a screen reader and adapted switch to turn the pages.</p>

Teach information using songs.	Engage students while teaching information about the Civil Rights Movement through songs (e.g., <a href="http://www.songsforteaching.com/badwolfpress/mlkjr10minminimusicalplay.htm">http://www.songsforteaching.com/badwolfpress/mlkjr10minminimusicalplay.htm</a> ).
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**Table 6. Instructional strategy ideas using the UDL Principle: Multiple Means of Action and Expression**

Multiple Means of Action and Expression	
Strategies	Examples
Use assistive technology to allow students to interact with the instructional materials and content.	<p>Have students complete the Stand Up activity on <a href="http://civilrightsmuseum.org/standingup/">http://civilrightsmuseum.org/standingup/</a> using a screen reader.</p> <p>Create single-switch activated activity using Microsoft PowerPoint or other slide presentation software. (e.g., <a href="http://www.ohioslha.org/pdf/Convention/2008%20Handouts/CL1-Martin-Browne.pdf">http://www.ohioslha.org/pdf/Convention/2008%20Handouts/CL1-Martin-Browne.pdf</a>). <b>P</b></p> <p>Customize overlays for touch screens and keyboards to enlarge letters, reduce selections, add symbols and/or add tactile symbols. <b>V/P</b></p> <p>Connect switches to iOS device, Android device, or Chromebook (e.g., <a href="https://www.ablenetinc.com/resources/consumer-technology-as-at/">https://www.ablenetinc.com/resources/consumer-technology-as-at/</a>) to provide access to content related apps. <b>P</b></p> <p>Have students access content on the Internet using switches (e.g., <a href="http://www.bltt.org/switch/internet.htm">http://www.bltt.org/switch/internet.htm</a>). <b>P</b></p>
Present instructional materials in a manner that provides optimal access.	<p>Place printed text and pictures on a slant board. <b>V/P</b></p> <p>Read a book online (e.g., <a href="http://tarheelreader.org/2013/11/05/martin-luther-king-jr-and-the-march-on-washington/">http://tarheelreader.org/2013/11/05/martin-luther-king-jr-and-the-march-on-washington/</a>).</p> <p>When there is not an established sign for a person, place, or event, finger spell it and then create a sign that is meaningful to students. Use the newly created sign with consistency. <b>H</b></p>
Provide voice output devices for students to select the correct answer.	<p>Record yes and no on a dual voice output switch and ask students yes and no questions about content. <b>V/P</b></p> <p>Have students use three switches with generic labels (e.g., a, b, c; red, blue, green; or three different textures) to which they listen and then select the correct answer. <b>V/P</b></p>
Provide simulation activities.	<p>Have students complete the Lunch Counter play located on this site, <a href="http://global.wisc.edu/peace/readings/cambridge-civil-rights-for-kids.pdf">http://global.wisc.edu/peace/readings/cambridge-civil-rights-for-kids.pdf</a>.</p> <p>Pre-record the information and have students use a switch or other assistive technology device to play the recording of their part. <b>P</b></p> <p>Have students interview someone who lived during the Great Depression (e.g., Oral Histories in <a href="http://johnglennhome.org/wp-content/uploads/2011/05/depression.pdf">http://johnglennhome.org/wp-content/uploads/2011/05/depression.pdf</a>). Practice signing the questions or using the student's AAC system to ask the questions. <b>H</b> Have student use an adapted switch to activate and record answers. <b>P</b></p>

Create a picture, three-dimensional model, or digital graphic organizer.	<p>Have students understand a simple cause-and-effect graphic organizer on the Great Depression (e.g., <a href="http://www.scholastic.com/content/collateral_resources/pdf/a/american_girl/ag_repro1.pdf">http://www.scholastic.com/content/collateral_resources/pdf/a/american_girl/ag_repro1.pdf</a>.)</p> <p>Have students create a women's suffrage sign (e.g., <a href="http://www.k12reader.com/worksheet/make-a-womens-suffrage-sign/">http://www.k12reader.com/worksheet/make-a-womens-suffrage-sign/</a>) by drawing, writing, scribing, or pasting photos.</p>
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**Table 7. Instructional strategy ideas using the UDL Principle: Multiple Means of Engagement**

Multiple Means of Engagement	
Strategies	Examples
Provide a schedule and visual timer.	<p>Have students use a mini schedule or a first-then schedule for each content instructional session. Provide a schedule with tangible symbols.</p> <p><b>V/P</b></p> <p>Have students select the next activity on the schedule and set the timer or visual timer to indicate how long the student has before a break.</p>
Vary the challenge and amount of information presented at a time.	<p>Have students complete a self-monitoring checklist and allow the student to choose the sequence or timing for completion of the activity as much as possible.</p> <p>Chunk the information on women's suffrage by first introducing the basic concepts of citizen rights and responsibilities and voting, followed by information that women could not vote and the impact that had on women, and then present detailed information on related people and events.</p>
Make connections to topics or activities that are motivating.	<p>Read personal stories of people living during the Great Depression (e.g., <a href="http://www.tn4me.org/article.cfm/era_id/0/major_id/8/minor_id/16/a_id/66">http://www.tn4me.org/article.cfm/era_id/0/major_id/8/minor_id/16/a_id/66</a>). Record the stories on a voice output switch for students to independently listen to. <b>P</b></p> <p>Help students create an online comic about women's suffrage, the Great Depression, civil rights, and/or Memphis music using a tool such as Make Beliefs Comix, <a href="http://www.makebeliefscomix.com/">http://www.makebeliefscomix.com/</a> or record biographic information using Blabberize, <a href="http://blabberize.com/">http://blabberize.com/</a>.</p> <p>Have students play virtual musical instruments (e.g., <a href="http://www.virtualmusicalinstruments.com/">http://www.virtualmusicalinstruments.com/</a>) when studying about important music events in Memphis.</p>
Allow choices as possible.	<p>Allows students to choose where to sit or a sensory item to hold during instruction.</p> <p>Allow students to choose an activity to engage in once they are finished with a lesson.</p> <p>Have students choose the color, design, and photos to use for creating a women's suffrage sign.</p>

Provide opportunities to work collaboratively with peers.	Provide opportunities for students to work in a general education classroom with peers when learning about women’s suffrage, the Great Depression, civil rights, and music in Memphis.  Model quick ways for the general education teacher and classmates to adapt information for individual students (e.g., require only one cause and one effect, read and paraphrase information, etc.).
Teach student self-regulation skills.	Provide students communication symbols to request a break or express feelings and model how to use them appropriately.  Develop and provide a cue to help students know when to request a break or an activity that allows them to stay calm.

### UDL Resources

The National Center on Universal Design for Learning has a plethora of information on UDL and examples and resources.

[www.udlcenter.org](http://www.udlcenter.org)

Symbaloo is a free online tool that allows an educator to create bookmarks using icons. It is easy to create and allows an educator to provide students links to sources of information that can be used for specific instructional units.

[www.symbaloo.com](http://www.symbaloo.com)

This site provides a brief description of Symbaloo and multiple ways to use the online tool.

<https://www.theedublogger.com/2014/04/09/11-ways-to-use-symbaloo-in-the-classroom/>

Perkins School for the Blind provides information on using tangible symbols to increase communication, create personal schedules, and provide choices.

<http://www.perkinselearning.org/videos/webcast/tangible-symbols>

Autism Classroom Resources provides information on first-then schedules.

<http://www.autismclassroomresources.com/visual-schedule-series-first-then/>

This site has instructions for several graphic organizers that can be used in social studies.

<http://www.saisd.net/admin/curric/sstudies/teachers/page35/>

## Section VI

### Transfer and Generalize Concepts, Knowledge, and Skills

For learning to be meaningful for all students, including students with significant cognitive disabilities, it is important to intentionally make connections to future content, real-world application, and college and career readiness skills. For example, while learning about women’s suffrage and the Civil Rights Movement, students can learn about their rights and responsibilities as citizens. Additionally, the instruction of social studies concepts, knowledge, and skills may be the catalyst to developing other areas such as needed communication skills, reading/listening comprehension, age-appropriate social skills, independent work behaviors, and skills in accessing support systems. Table 8 provides instructional ideas to help transfer and generalize concepts, knowledge, and skills and suggests opportunities to embed other skills into instruction.

**Table 8. Transfer and Generalization Ideas**

Area	Instruction	Opportunity to Embed Skills
<b>Communication</b>	While teaching vocabulary, make connections to real-life or future opportunities to use the words (e.g., Understanding the vocabulary, including examples such as ballot, citizen, democracy, register, rights, and vote, helps students understand these when they are old enough to vote.).	Use the context of the content area instruction to increase language skills, work on articulation, or access alternative and augmentative communication (AAC) systems.
<b>Reading and Listening Comprehension</b>	Provide information through reading books and articles on key people and leaders associated with women’s suffrage, civil rights, and popular music in Memphis when working on reading/listening comprehension.	Provide practice on communication skills when students are answering questions about the book or article. Provide practice using an adapted mouse to navigate a web page or an online book.
<b>Age-Appropriate Social Skills</b>	Make connections between the Connecting Concepts and real-life experiences showing how they can help students make decisions (e.g., reasons and challenges of exploring and moving to new places).	Provide opportunities to work alongside same-age peers during social studies instruction to practice age-appropriate social skills.
<b>Independent Work Behaviors</b>	Encourage and reinforce independent completion of tasks to build independent work skills (e.g., completing an online simulation activity).	Have students self-monitor when completing tasks. Have students work on range of motion while working on independent tasks. Have students follow a mini-schedule to complete tasks that have multiple steps.
<b>Skills in Accessing Support Systems</b>	Encourage students to ask appropriately for assistance from peers and adults when working on the content.	Use this time to have the student work on appropriate behavior and communication skills.

## Section VII

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

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

**Table 9. Physical and Human Geography Concepts and Vocabulary**

Physical and Human Geography		
<i>Geographical features and the spatial organization of people and places impact different stages in the history of culture and civilization. Maps and other representations of places and regions convey the influence of geography on economic development, discovery, and use of resources by various cultures and civilizations.</i>		
Grades 3 – 5 AATs and UCs	Concepts	Vocabulary
<p><b>AAT:</b> Identify the relative position of two major cities or countries to each other using a compass rose (i.e., east, west, north, or south of the other). (3.3)</p> <ul style="list-style-type: none"> <li><b>UC:</b> Identify a map legend or compass rose on a map.</li> </ul> <p><b>AAT:</b> Identify major physical features including mountains, plains, deserts, rivers, gulfs, or seas using information from a physical map of North America. (3.4)</p> <ul style="list-style-type: none"> <li><b>UC:</b> Identify a map or diagram representing home, school, and community.</li> </ul> <p><b>AAT:</b> Identify Canada, Mexico, or the United States on a map of North America. (3.18)</p> <ul style="list-style-type: none"> <li><b>UC:</b> Identify the location of the state of Tennessee on a map of the southeastern United States.</li> </ul> <p><b>AAT:</b> Use a map to find the location of major physical features (e.g., Mississippi River, Appalachian Mountains, and Gulf of Mexico) in the United States. (3.22)</p> <ul style="list-style-type: none"> <li><b>UC:</b> Identify the location of a school, library or park using information from a community map.</li> </ul> <p><b>AAT:</b> Use a map to find the location of major physical features (e.g., Alps, Gibraltar, Arctic Ocean, and Mediterranean Sea) of the continent of Europe. (3.42)</p> <ul style="list-style-type: none"> <li><b>UC:</b> Identify bodies of water on a world map.</li> </ul>	<p><b>Understand:</b></p> <ul style="list-style-type: none"> <li>how to think spatially and use a variety of maps and map tools (e.g., compass rose, legend)</li> <li>how to interpret physical and political features on a variety of maps</li> <li>how to interpret a variety of information (e.g., resources, economics, cultural, historical) using maps</li> <li>how geography and climate affect exploration</li> </ul>	<p><b>General:</b></p> <ul style="list-style-type: none"> <li>adapt</li> <li>bodies of water</li> <li>climate</li> <li>coast</li> <li>community</li> <li>compass rose</li> <li>continent</li> <li>country</li> <li>desert</li> <li>east</li> <li>explorer</li> <li>globe</li> <li>gulf</li> <li>lake</li> <li>landforms</li> <li>legend</li> <li>map</li> <li>mountain</li> <li>north</li> <li>ocean</li> <li>overland trails</li> <li>physical feature</li> <li>plain</li> <li>river</li> <li>route</li> <li>scale</li> <li>sea</li> </ul>

<p><b>AAT:</b> Use a map to identify major physical features (e.g., Nile River, Sahara, Kilimanjaro, Indian Ocean, and Cape of Good Hope) on the continent of Africa. (3.49)</p> <ul style="list-style-type: none"> <li>• <b>UC:</b> Identify land masses on a world map.</li> </ul> <p><b>AAT:</b> Explain factors that helped people move and live west of the Appalachian Mountains (e.g., Daniel Boone and Wilderness Trail). (4.20)</p> <ul style="list-style-type: none"> <li>• <b>UC:</b> Identify why it was important for long hunters to find a safe way across the Appalachian Mountains.</li> </ul> <p><b>AAT:</b> Identify ways geography and climate affected the experience of settlers on the overland trails to the West. (4.48)</p> <ul style="list-style-type: none"> <li>• <b>UC:</b> Identify how travelers adapt to conditions (e.g., weather) while traveling West.</li> </ul>	<ul style="list-style-type: none"> <li>• south</li> <li>• west</li> </ul> <p><b>Specific:</b></p> <p>Grade 3:</p> <ul style="list-style-type: none"> <li>• Atlantic Ocean</li> <li>• Africa</li> <li>• Alps</li> <li>• Appalachian Mountains</li> <li>• Arctic Ocean</li> <li>• Canada</li> <li>• Cape of Good Hope</li> <li>• Europe</li> <li>• Gibraltar</li> <li>• Gulf of Mexico</li> <li>• Indian Ocean</li> <li>• Kilimanjaro</li> <li>• Mediterranean Sea</li> <li>• Mexico</li> <li>• Mississippi River</li> <li>• Nile River</li> <li>• North America</li> <li>• Pacific Ocean</li> <li>• Sahara</li> <li>• South America</li> <li>• United States</li> </ul> <p>Grade 4:</p> <ul style="list-style-type: none"> <li>• Appalachian Mountains</li> <li>• Daniel Boone</li> <li>• Wilderness Road/Trail</li> </ul>
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**Table 10. Culture Concepts and Vocabulary**

<b>Culture</b>		
<i>Advancement and growth of human culture and civilization relates to development of literature, the arts, science, mathematics, and engineering in times past and present, and affects how people live in particular places.</i>		
<b>Grades 3 – 5</b>	<b>Concepts</b>	<b>Vocabulary</b>
<p><b>AAT:</b> Use a graphic organizer to identify information about important inventors (e.g., Thomas Edison, Alexander Graham Bell, and George Washington Carver) including the effects on American society. (5.37)</p> <ul style="list-style-type: none"> <li>• <b>UC:</b> Identify uses of important discoveries (e.g., light bulb, telephone, improving soils) in today’s world.</li> </ul> <p><b>AAT:</b> Identify important music events in Memphis. (5.64)</p> <ul style="list-style-type: none"> <li>• <b>UC:</b> Identify an example of how Tennessee was important to popular music (e.g., Memphis as the birthplace of rock and roll music).</li> </ul>	<p><b>Understand:</b></p> <ul style="list-style-type: none"> <li>• the effect of new developments on people’s lives</li> <li>• how people and places can affect art, such as music</li> </ul>	<p><b>General:</b></p> <ul style="list-style-type: none"> <li>• discovery</li> <li>• entrepreneur</li> <li>• invention</li> <li>• inventor</li> <li>• music</li> <li>• popular</li> <li>• rock and roll music</li> <li>• society</li> </ul> <p><b>Specific:</b> Grade 5:</p> <ul style="list-style-type: none"> <li>• Alexander Graham Bell</li> <li>• Elvis Presley</li> <li>• George Eastman</li> <li>• George Washington Carver</li> <li>• Henry Bessemer</li> <li>• Henry Ford</li> <li>• Memphis</li> <li>• Tennessee</li> <li>• Thomas Edison</li> <li>• Swift and Armour</li> <li>• Cornelius Vanderbilt</li> </ul>

**Table 11. Economics Concepts and Vocabulary**

<b>Economics</b>		
<i>Human and physical capital, natural resources, and technology on a local and global scale impact production, distribution, and consumption of goods and services. Decisions about how to use resources influence the welfare of individuals and societies.</i>		
<b>Grades 3 – 5</b>	<b>Concepts</b>	<b>Vocabulary</b>
<p><b>AAT:</b> Identify differences in how goods (i.e., something that can be seen or touched, used or consumed; physical) and services (i.e., something that is provided or someone does for you; intangible) are exchanged. (3.26)</p> <ul style="list-style-type: none"> <li>• <b>UC:</b> Identify examples of goods or services.</li> </ul> <p><b>AAT:</b> Answer explicit questions about the major imports or exports from a European country using a chart, graph or resource map. (3.44)</p> <ul style="list-style-type: none"> <li>• <b>UC:</b> Identify an agricultural or manufactured product.</li> </ul> <p><b>AAT:</b> Answer explicit questions about the major imports or exports from an African country using a chart, graph or resource map. (3.52)</p> <ul style="list-style-type: none"> <li>• <b>UC:</b> Identify a country's natural resources using a resource map of an African country.</li> </ul> <p><b>AAT:</b> Identify reasons (e.g., trade, discoveries of riches) for early explorations of the Americas. (4.4)</p> <ul style="list-style-type: none"> <li>• <b>UC:</b> Identify why people move to new places (e.g., jobs, family, schools).</li> </ul> <p><b>AAT:</b> Identify how cooperation benefited the colonists and the American Indians (e.g., fur trade and peace treaties). (4.10)</p> <ul style="list-style-type: none"> <li>• <b>UC:</b> Identify benefits of people sharing (e.g., traditions and knowledge).</li> </ul> <p><b>AAT:</b> Identify successes (e.g., finding natural resources, mapping new areas, establishing trade) related to Lewis and Clark's exploration. (4.47)</p> <ul style="list-style-type: none"> <li>• <b>UC:</b> Identify reasons why people explored the western United States.</li> </ul> <p><b>AAT:</b> Contrast the economies of the North and South prior to the Civil War. (5.2)</p> <ul style="list-style-type: none"> <li>• <b>UC:</b> Identify differences in the North's and South's resources in the early 1860s.</li> </ul> <p><b>AAT:</b> Identify changes to the economy (e.g., from farming to industry and mechanization) in the South or in Tennessee following the Civil War. (5.27)</p> <ul style="list-style-type: none"> <li>• <b>UC:</b> Identify an example of industry (e.g., Coca Cola bottling, mining on the Cumberland Plateau, or</li> </ul>	<p><b>Understand:</b></p> <ul style="list-style-type: none"> <li>• basic economics</li> <li>• types of goods and services</li> <li>• the importance of trading/exchanging goods and services</li> <li>• how goods and services are exchanged</li> <li>• reasons for importing or exporting</li> <li>• types of imports and exports and the countries that exchange goods</li> <li>• reasons people explore</li> <li>• reasons and challenges of exploring and moving to new places</li> <li>• benefits, reasons, and ways groups cooperate</li> <li>• ways America grew and developed over time</li> <li>• types of economies and the effects of change in an economy (e.g., jobs, where people live, what they spend money on, etc.)</li> </ul>	<p><b>General:</b></p> <ul style="list-style-type: none"> <li>• agriculture</li> <li>• barter</li> <li>• business</li> <li>• city</li> <li>• coal</li> <li>• economy/economics</li> <li>• exchange</li> <li>• exports</li> <li>• farm</li> <li>• goods</li> <li>• imports</li> <li>• industry</li> <li>• iron</li> <li>• march</li> <li>• mechanization</li> <li>• mining</li> <li>• money</li> <li>• natural resource</li> <li>• picket</li> <li>• population</li> <li>• prohibit</li> <li>• protest</li> <li>• public</li> <li>• railroads</li> <li>• register</li> <li>• rural</li> <li>• sectionalism</li> <li>• services</li> <li>• slaves</li> <li>• struggles</li> <li>• suburbs</li> <li>• trade</li> <li>• transportation</li> <li>• treaties</li> <li>• urban</li> <li>• war</li> </ul>

<p>coal and iron processing) or agriculture in Tennessee.</p> <p><b>AAT:</b> Explain how changes in jobs (e.g., less jobs and different types of jobs) during the Great Depression affected how people lived. (5.49)</p> <ul style="list-style-type: none"> <li>• <b>UC:</b> Identify the importance of jobs for individuals or a community.</li> </ul>		<p><b>Specific:</b></p> <p>Grade 3:</p> <ul style="list-style-type: none"> <li>• Africa</li> <li>• Europe</li> </ul> <p>Grade 4:</p> <ul style="list-style-type: none"> <li>• American Indians</li> <li>• Meriwether Lewis</li> <li>• Missouri River</li> <li>• North America</li> <li>• Pacific Ocean</li> <li>• William Clark</li> </ul> <p>Grade 5:</p> <ul style="list-style-type: none"> <li>• Coca-Cola</li> <li>• Cumberland Plateau</li> <li>• Diane Nash</li> <li>• Great Depression</li> <li>• Hoovervilles</li> <li>• North (section during Civil War)</li> <li>• West Tennessee</li> <li>• South (section during Civil War)</li> </ul>
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**Table 12. Civics and Politics Concepts and Vocabulary**

<b>Civics and Politics</b>		
<i>Responsible and effective citizens understand structures of power and authority and the principles they reflect; their role within a community, a nation, and the world; and develop civic efficacy. Connections to the past and the way governments, principles, and traditions have developed impact current societies.</i>		
<b>Grades 3 – 5</b>	<b>Concepts</b>	<b>Vocabulary</b>
<p><b>AAT:</b> Identify the roles of different branches of government (e.g., making the laws, enforcing the laws or determining if the laws are fair). (3.28)</p> <ul style="list-style-type: none"> <li>• <b>UC:</b> Identify the purpose of classroom rules (e.g., stay safe).</li> </ul> <p><b>AAT:</b> Identify how the Declaration of Independence contributed to the development of American Democracy by breaking the colonies away from England. (4.28)</p> <ul style="list-style-type: none"> <li>• <b>UC:</b> Identify the Pledge of Allegiance as an expression of American democracy.</li> </ul> <p><b>AAT:</b> Identify the role of Tennessee in granting women the right to vote. (5.46)</p> <ul style="list-style-type: none"> <li>• <b>UC:</b> Demonstrate an understanding that citizens make choices by voting.</li> </ul> <p><b>AAT:</b> Identify the key events during the Civil Rights Movement (i.e., actions of Dr. Martin Luther King, Jr. and Rosa Parks). (5.65)</p> <ul style="list-style-type: none"> <li>• <b>UC:</b> Identify a struggle during the Civil Rights Movement (i.e., segregation on buses and use of public facilities).</li> </ul>	<p><b>Understand:</b></p> <ul style="list-style-type: none"> <li>• the structure and purpose of government and its relationship to democracy and citizenry</li> <li>• how the United States of America became an independent country and a democracy</li> <li>• citizens of the United States have rights and responsibilities</li> </ul>	<p><b>General:</b></p> <ul style="list-style-type: none"> <li>• democracy</li> <li>• government</li> <li>• laws</li> <li>• responsibility</li> <li>• rights</li> <li>• vote</li> </ul> <p><b>Specific:</b></p> <p>Grade 3:</p> <ul style="list-style-type: none"> <li>• executive branch</li> <li>• judicial branch</li> <li>• legislative branch</li> <li>• United States</li> </ul> <p>Grade 4:</p> <ul style="list-style-type: none"> <li>• Declaration of Independence</li> </ul> <p>Grade 5:</p> <ul style="list-style-type: none"> <li>• Anne Dallas Dudley</li> <li>• <i>Brown v. Board of Education</i></li> <li>• Central High School – Little Rock, Arkansas</li> <li>• Civil War</li> <li>• Clinton High School in Clinton, Tennessee</li> <li>• Coca-Cola</li> <li>• Cumberland Plateau</li> <li>• Diane Nash</li> <li>• Dr. Martin Luther King, Jr.</li> <li>• East Tennessee</li> <li>• Freedom Riders</li> <li>• Governor Roberts</li> <li>• Great Depression</li> <li>• Harry Burn</li> <li>• Highlander Folk School</li> <li>• Hooverilles</li> <li>• Josephine Pearson</li> <li>• Nashville Sit-Ins</li> <li>• Perfect 36</li> <li>• women’s suffrage</li> </ul>

**Table 13. History: Change, Continuity, and Context**

<b>History: Change, Continuity, and Context</b>		
<i>Historical events, the processes of change and continuity over time, the contexts within which events occur, and the significance of the contributions by individuals from various ethnic, racial, religious, and socioeconomic groups impact the development of civilizations and societies around the world.</i>		
<b>Grades 3 – 5</b>	<b>Concepts</b>	<b>Vocabulary</b>
<p><b>AAT:</b> Identify reasons (e.g., religious freedom, economic opportunity, better life) for which people came to the colonies. (4.18)</p> <ul style="list-style-type: none"> <li>• <b>UC:</b> Identify challenges with moving to a new place.</li> </ul> <p><b>AAT:</b> Identify causes of the American Revolution (e.g., Stamp Act and taxes on tea). (4.23)</p> <ul style="list-style-type: none"> <li>• <b>UC:</b> Identify why the colonists were not happy.</li> </ul> <p><b>AAT:</b> Identify the states of the Southwest Territory (Mississippi, Kentucky, Tennessee, and Alabama) on a historical map. (4.45)</p> <ul style="list-style-type: none"> <li>• <b>UC:</b> Identify the location of Tennessee on a historical map.</li> </ul> <p><b>AAT:</b> Identify how the Indian Removal Act affected the American Indians. (4.56)</p> <ul style="list-style-type: none"> <li>• <b>UC:</b> Identify on a historical map where the Cherokee people lived before and after the Indian Removal Act.</li> </ul> <p><b>AAT:</b> Identify differences between East Tennessee and West Tennessee regarding the issue of secession. (5.6)</p> <ul style="list-style-type: none"> <li>• <b>UC:</b> Identify reasons why Tennessee seceded from the Union.</li> </ul> <p><b>AAT:</b> Explain the importance of the role Abraham Lincoln, Jefferson Davis, Frederick Douglass, or Clara Barton had during the Civil War. (5.12)</p> <ul style="list-style-type: none"> <li>• <b>UC:</b> Identify a main role of a leader in a community.</li> </ul> <p><b>AAT:</b> Explain the importance of Sam Watkins' documentation of the events of the Civil War. (5.15)</p> <ul style="list-style-type: none"> <li>• <b>UC:</b> Identify what it was like to be a Tennessee soldier in the Civil War</li> </ul>	<p><b>Understand:</b></p> <ul style="list-style-type: none"> <li>• reasons and challenges of exploring and moving to new places</li> <li>• causes of disagreements and conflict between countries and groups of people</li> <li>• ways America grew and developed over time</li> <li>• how expansion of the settlers in America affected American Indians</li> <li>• importance of people's actions in history</li> </ul>	<p><b>General:</b></p> <ul style="list-style-type: none"> <li>• acts</li> <li>• army</li> <li>• battle</li> <li>• civil leaders</li> <li>• colonies</li> <li>• diary</li> <li>• document/ documentation</li> <li>• economy/ economics</li> <li>• freedom</li> <li>• jobs</li> <li>• memoir</li> <li>• military</li> <li>• nurse</li> <li>• politician</li> <li>• primary sources</li> <li>• religion</li> <li>• revolution</li> <li>• rights</li> <li>• secession</li> <li>• soldier</li> <li>• taxes</li> <li>• war</li> </ul> <p><b>Specific:</b></p> <p>Grade 4:</p> <ul style="list-style-type: none"> <li>• Alabama</li> <li>• American Indians</li> <li>• American Revolution</li> <li>• England</li> <li>• Indian Removal Act</li> <li>• Kentucky</li> <li>• Mississippi</li> <li>• Southwest Territory</li> <li>• Stamp Act</li> <li>• Tennessee</li> </ul> <p>Grade 5:</p> <ul style="list-style-type: none"> <li>• Abraham Lincoln</li> </ul>

		<ul style="list-style-type: none"> <li>• American Red Cross</li> <li>• Andrew Johnson</li> <li>• Civil War</li> <li>• Clara Barton</li> <li>• Emancipation Proclamation</li> <li>• East Tennessee</li> <li>• Frederick Douglass</li> <li>• Jefferson Davis</li> <li>• Matthew Fontaine Maury</li> <li>• Nathan Bedford Forrest</li> <li>• North/Union</li> <li>• Robert E. Lee</li> <li>• Sam Watkins</li> <li>• South/Confederate</li> <li>• Ulysses S. Grant</li> <li>• West Tennessee</li> </ul>
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## Section VIII

### Tactile Maps and Graphics

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

### Importance of Tactile Maps and Graphics

It is important to provide tactile graphics for young readers (BANA, 2010). It helps students understand and gain information when presented with science and social studies concepts, knowledge, and skills. Science instruction often presents diagrams (e.g., water cycle) and two-dimensional models of living and nonliving things (e.g., model of cell) to teach the related concepts. Social studies instruction often uses maps and timelines to illustrate where and when people existed and events occurred. The following guidance includes information to build upon when creating tactile graphics.

### Tactile Graphic Guidance

1. **Determine need for graphic:** When encountering graphics in instructional materials, determine if the graphic is essential to understanding the concept. The Braille Authority of North America (2010) provides a decision tree to help in this determination. It can be accessed online at [www.brailleauthority.org/tg/web-manual/index.html](http://www.brailleauthority.org/tg/web-manual/index.html) by selecting “Unit 1 Criteria for Including a Tactile Graphic.”
2. **Consult with the local educator trained to work with students with visual impairments.**

3. **Determine the essential information in the graphic.** Read the surrounding information and the caption to determine which information in the graphic to exclude. For example, a map to illustrate location of key countries would not need state lines and capital cities and may not need all of the surrounding countries.
4. **Reduce unnecessary detail in the graphic.** Identify details that are not necessary for interpreting the information in the graphic. For example, a model of the water cycle may show crevices on the mountains, leaves on a tree, and waves in an ocean. Eliminate unnecessary details, as they are difficult to interpret tactilely.
5. **Remove frames or image outlines if they serve no purpose.** Ensure that all lines are necessary (e.g., line that indicates a body of water), and remove any that are not.
6. **Modify the size of the graphic.** Modify the graphic as needed to reduce clutter and allow a blank space between adjacent textures. Additionally, consider the size of the student's hand.
7. **Use solid shapes as feasible.** When solid shapes do not clearly represent the information, use clear solid lines.
8. **Systematically teach exploration and interpretation of tactile graphics.** Systematic instruction and repetition are important when teaching a student to understand a tactile graphic. Pairing the tactile graphic with a 3-dimensional object may help (e.g., pair a raised line drawing of a pencil, an example of goods, with a pencil).

## Specific Graphic Type Guidance

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

### Graphic Organizers/Concept Maps

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

### Diagrams/Models

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

### Timelines

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

### Maps

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

## Creating Tactile Graphics

Following are some ways to create tactile graphics. Additional information can be found at [www.tactilegraphics.org](http://www.tactilegraphics.org).

### Commercial products:

- Capsule paper or swell paper – print
- Thermoform

**Textured shapes can be made from:**

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

**Raised lines can be made from:**

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

## Resources

Creating Tactile Graphics, created by the High Tech Center Training Unit, provides basic principles of tactile graphics, characteristics of good tactile graphics, the planning process, guidelines for designs, and more. [http://www.htctu.net/trainings/manuals/alt/Tactile\\_Graphics.pdf](http://www.htctu.net/trainings/manuals/alt/Tactile_Graphics.pdf)

The Texas School for the Blind and Visually Impaired provided basic principles for Preparing Tactile Graphics, element arrangement on a tactile graphic, resources for preparing quality graphics, etc. <http://www.tsbvi.edu/graphics-items/1465-basic-principles-for-preparing-tactile-graphics>

Perkins School for the Blind has short videos that explain the importance of tactile graphics and information on spatial relationships and graphic literacy, moving from models to graphics, and strategies for reading tactile graphics. <http://www.perkinselearning.org/videos/webcast/teaching-tactile-graphics>

## References

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

