Teacher Notes were developed to help teachers understand the depth and breadth of the standards. In some cases, information provided in this document goes beyond the scope of the standards and can be used for background and enrichment information. Please remember that the goal of social studies is not to have students memorize lists of facts, but rather to help them understand the world around them so they can analyze issues, solve problems, think critically, and become informed citizens.

Children’s Literature: A list of book titles aligned to the 5th Grade Social Studies GSE may be found at the Georgia Council for the Social Studies website: [LINK TO BE ADDED]

Look for the remainder of the 5th grade teacher notes to follow shortly.

### TEACHER NOTES

#### 5TH GRADE UNITED STATES HISTORY

#### YEAR 3 INDUSTRIALIZATION TO THE DIGITAL AGE

SS5H1 Describe how life changed in America at the turn of the century.

This standard requires students to examine and describe how life changed in the United States from the late 1800’s century to the early and 1900’s. Students must be able to describe how the United States economic system changed from being agricultural to an industrialized society. This change led to the development of cities or urban environments as well as involving movement westward. With these changes, new technology led to the rise and fall of cattle trails and the development of an extensive railway system (cattle trails, railheads, and the Transcontinental Railway system). The country also experienced industrialization in growing cities as well as new technologies and innovations like the airplane by the Wright brothers, agricultural developments of George Washington Carver, improved communication by Alexander Graham Bell, and the inventions of Thomas Edison. Students should also describe how this led to increased immigration to the United States as well as how the United States began to look outside its border to expand its role in the world. Students will learn about the Spanish American War and be able to describe how this led to independence for Cuba, as well as to the United States acquisition of the Philippines, Puerto Rico, and Guam at the end of the war.

**Vocabulary:** turn of the century

**General Resources:**


### SS5H1 Describe how life changed in America at the turn of the century.

a. Describe the role of the cattle trails in the late 19th century; include the Black Cowboys of Texas, the Great Western Cattle Trail, and the Chisholm Trail.

With the end of the Civil War, the cattle industry both grew and declined along with the development of cattle trails, barbed wire, and the development of railroads. Students must describe the development of cattle ranches, the role of Black Cowboys of Texas, the Great Western Cattle Trail and the Chisholm Trail. As well as the importance of the cattle trails in the economic development of Texas and its cattle industry as well as its importance in the development of urban areas as well as the west. This is best done through the integration of the geographic and economics standard, SS5G1 element a Chisholm Trail, Chicago IL, SS5G2 element a and SS5E1 element b. Possible activities should incorporate historical
documents as well as secondary resources to investigate the development of the United States at the turn of the century.

One way would be to explain to students that they will be learning about how different regions of the United States developed after the Civil War. Model for students how the United States can be divided into regions following the Civil War using a 1870’s - 1890’s map of the United States. Have students label the map with the North, which after the Civil War becomes the Northeast, the South, Midwest region and the West. Explain that each of these regions develops different economic activities based on the climate, population, and other factors. They will discover what and how these economies developed and what influenced the regions’ development, such as access to water and other natural resources.

This overview of the regions could be done by students through the use of four different historical documents. Explain that each document represents a region of the United States. Explain meaning of terms primary source and secondary source. In cooperative groups, students will read documents and determine the various living environments as well as what the text is describing as the way individuals earned a living in that area.

Possible primary and secondary resources include:

**Document 1:**

**Quote from a business owner (Northeast)**

I regard my people as I regard my machinery. So long as they do my work for what I choose to pay them, I keep them, getting out of them all I can. What they do or how they fare outside my walls I don’t know, nor do I consider it my business to know. They must look out for themselves as I do for myself.

http://www.smithsoniansource.org/display/primarysource/viewdetails.aspx?TopicId=&PrimarySourceId=1218
Document 2:

**Quote from a John Wesley Hardin (Midwest: Cattle Trails)**

“About the last of February we got all our cattle branded and started for Abilene, Kansas, about the 1st of March. Jim Clements and I were to take these 1,200 head of cattle up to Abilene and Manning; Gip and Joe Clements were to follow with a herd belonging to Doc Bumett. Jim and I were getting $150 per month.

Nothing of importance happened until we got to Williamson County, where all the hands caught the measles except Jim and myself. We camped about two miles south of Corn Hill and there we rested up and recruited. I spent the time doctoring my sick companions, cooking, and branding cattle.

After several weeks of travel, we crossed Red River at a point called Red River Station, or Bluff, north of Montague County. We were now in the Indian country and two white men had been killed by Indians about two weeks before we arrived at the town. Of course, all the talk was Indians and everybody dreaded them. We were now on what is called the Chisum [Chisholm] Trail and game of all kinds abounded: buffalo, antelope, and other wild animals too numerous to mention. There were a great many cattle driven that year from Texas. The day we crossed Red River about fifteen herds had crossed, and of course we intended to keep close together going through the Nation for our mutual protection. The trail was thus one line of cattle and you were never out of sight of a herd. I was just about as much afraid of an Indian as I was of a coon. In fact, I was anxious to meet some on the warpath.”

Source: [http://spartacus-educational.com/WWcattkeD.htm](http://spartacus-educational.com/WWcattkeD.htm)

1) John Wesley Hardin, *Life of John Wesley Hardin as Written by Himself* (1896)
**Document 3:**

**Quote from a California Gold Miner, James Wilson Marshall (West)**

“We pitched our tents, shouldered our picks & shovels & with pan in hand sallied forth to try our fortunes at gold digging. We did not have very good success being green at mining, but by practice & observation we soon improved some, & found a little of the shining metal."

"It is found along the banks of the streams & in the beds of the same, & in almost every little ravine putting into the streams. And often from 10 to 50 ft. from the beds up the bank. We sometimes have to dig several feet deep before we find any, in other places all the dirt & clay will pay to wash, but generally the clay pays best. If there is no clay, then it is found down on the rock. All the lumps are found on the rock--& most of the fine gold. We tell when it will pay by trying the dirt with a pan. This is called prospecting here. If it will pay from six to 12 1/2 pr pan full, then we go to work. Some wash with cradles some with what is called a tom & various other fixings. But I like the tom best of any thing that I have seen.

It is a box or trough about 8 or 9 feet long, some 18 in. wide & from 5 to 6 in. high, with an iron sieve in one end punched with 1/2 in. holes. Underneath this is placed a ripple or box with two ripples across it. The tom is then placed in an oblique position the water is brought on by means of a hose. The dirt, stone, clay & all is then thrown in & stirred with a shovel until the water runs clear, the gold & finer gravel goes through the sieve & falls in the under box & lodges above the ripples. Three men can wash all day without taking this out as the water washes the loose gravel over and all the gold settles to the bottom. One man will wash as fast as two can pick & shovel it in, or as fast as three rockers or cradles."

Source:  http://www.eyewitnessstohistory.com/californiagoldrush.htm

**Document 4:**

**Quote from a Touring Actor Observations of Pittsburgh, 1833**

“No city in the United States is more romantically situated, or can boast of finer scenery in its immediate neighborhood. Situated on the banks of the two rivers, the Monongahela and Allegheny, whose junction at this point form the Ohio River, the City of the Three Rivers, clouded as it is in endless smoke from its numerous factories, possesses advantages not often met in a manufacturing town. A walk of a quarter of an hour in any direction places you above the smoke, so much complained of by strangers, and presents to the view landscapes in which the eye of an artist revels with delight, and shady retreats upon its hills, where, free from observation, they can wander and ponder upon the endless source of wealth which the coal mines beneath their feet pour daily into this city of industry."

Francis Courtney Wemyss, a touring actor

Source:  
http://www.smithsoniansource.org/display/primarysource/viewdetails.aspx?TopicId=&PrimarySourceId=1033
For this element, students need to understand the purpose of cattle trails in general, and can identify the importance of the trails. Cattle trails were important to the growth of the Western territories and states. Cattle ranches in Texas fed large numbers of people in the East and eventually in the West. This growth was due to the development of the railroads. As rail lines and railheads developed, cattle were shipped quickly over long distances where larger profits were possible in urban areas. Two specific cattle trails are highlighted in this standard: The Chisholm Trail and the Great Western Cattle Trail. Note that the geography standard SS5G1b requires students to be able to locate both trails.

The two specific cattle trails that are emphasized in this standard are significant in the cattle industry in the west. The Great Western Trail existed both north and south of Dodge City, Kansas, and allowed ranchers to move large numbers of cattle to this railroad hub for conveyance further east. The Chisholm Trail allowed cowboys to take cattle from the ranches of Texas to railroad hubs in Kansas. Interestingly, this trail was named for Jesse Chisholm, of Cherokee ancestry, who blazed the trail in his wagon in 1866. He traveled through modern-day Oklahoma to his trading post near Wichita. Later, ranchers followed his trail with cattle. This was a remote trail, which allowed the cowboys to move cattle quickly to railway hubs or heads in Kansas. Over time, the development of the railroad across Texas as well as the development of barb wire [also known as barbed wire] made cattle drives less necessary. Students must be able to describe how these trails were essential in the development of the West, and in its role in providing beef to feed those in the growing industrialized cities of the East.

**Great Western Cattle Trail**

**The Chisholm Trail Heritage Center** – map and information about the trail

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George Washington Carver

George Washington Carver was born a slave in Diamond Grove, Missouri, around 1864. He is one of the nation's most famous agricultural scientists. He is best known for his research on peanuts and his commitment to helping poor Southern African American farmers.

Carver worked at Tuskegee Institute in Alabama for most of his adult life. In 1943, soon after Carver's death, President Franklin D. Roosevelt made Carver's boyhood home a national monument. It was the first national monument to honor an African American.

Excerpt: America’s Story from America’s Library

Image: [https://www.loc.gov/item/2001703725/](https://www.loc.gov/item/2001703725/)
During this time the Black Cowboys of Texas gained historical prominence in their assistance in developing the cattle industry in Texas. Some had previously been enslaved, and others were the descendants of former slaves. Large numbers of these people worked as ranch hands driving cattle to railheads in Kansas and Oklahoma. Following the Civil War life was better on the open range, where they experienced less open discrimination than in the south and more urban environments. Students may want to find out more about individual Black cowboys of Texas such as Nat Love, Bose Ikard, Isom Dart, and Bill Pickett.

**Vocabulary:** cattle trails, cowboys, railroads, territories, 19th century

**Resources:**
- **For more about the Black Cowboys of Texas, visit:**
  - Texas State Historical Association – information, images, and map
    [http://www.tshaonline.org/handbook/online/articles/arb01](http://www.tshaonline.org/handbook/online/articles/arb01)
  - PBS, Texas Ranch House - Information on specific Black Cowboys

**Smithsonian article:** Good teacher background on the Black Cowboys may be found here.

**SS5H1 Describe how life changed in America at the turn of the century.**

b. Describe the impact on American life of the Wright brothers (flight), George Washington Carver (science), Alexander Graham Bell (communication), and Thomas Edison (electricity).

To demonstrate mastery of this element, students should describe each inventor, their listed significant contribution, and how their contributions changed life at the end of the 19th century in America. Dates are provided for teacher reference rather than student memorization. This standard incorporates the standard SS5G1a. locate important places - Kitty Hawk, NC

*The Wright Brothers (Orville and Wilbur)* went into business as bicycle salesmen in Ohio in the late 19th century. Like many scientifically minded people of their era, they were fascinated by the possibility of machines that would allow humans to fly. In 1903, their glider survived a 12-second flight from the dunes at Kitty Hawk, North Carolina. Others were working simultaneously toward this achievement, and the Wright Brothers’ flight ignited a national passion for aviation. Within two decades, airplanes could fly distances previously thought to be impossible. In a few short decades, airplanes would develop to the point that they began to be used for military purposes as well. *Photo of the glider flight at Kitty Hawk, 1902, public domain.*
**Vocabulary:** flight, scientific, inventor, contribution, aviation
George Washington Carver was born a slave, but rose to become one of our nation’s most famous agricultural scientists. He was invited to teach at the Tuskegee Institute in 1896 by Booker T. Washington. It was there that he researched methods to improve agricultural production. Carver is most known for his research on peanuts and his commitment to helping struggling Southern African American farmers. Most notably, he has been credited with teaching southern farmers to rotate crops to replenish nutrient depleted soil. In fact, Carver introduced Georgian farmers to the benefits of rotating cotton crops with peanut crops to replenish the soil with nutrients. Thus, he helped establish peanuts as an important agricultural crop in Georgia. Carver developed more than 300 uses for peanuts including peanut milk, peanut paper, and peanut soap.

Vocabulary: scientist, agriculture, research, crop rotation, nutrient, depletion, replenish

Resources:
National Park Service – Wright Brother National Memorial: For more about the Wright Brothers’ work with flight, visit: http://www.nps.gov/wrbr/index.htm.
Smithsonian National Air and Space Museum – background info, lesson plans, activities, primary sources: https://airandspace.si.edu/exhibitions/wright-brothers/online/
History Channel: Wright Brothers – information, photos, and more (site has ads, use for teacher background only) http://www.history.com/topics/inventions/wright-brothers

George Washington Carver has been featured in United States stamps several times. Explore how people are chosen to be pictured on a stamp and have your students design their own stamp highlighting Carver’s contributions. For further teacher background information on Carver, see: https://rediscovering-black-history.blogs.archives.gov/2015/10/20/george-washington-carver-and-the-agricultural-experiment-station-at-the-tuskegee-institute/
Alexander Graham Bell is famous for his invention of the telephone. He was also an audiologist, speech therapist and teacher of the deaf. The telephone, invented in 1876 was a device that was almost immediately popular, and became so affordable that over time nearly every American household contains at least one telephone. The telephone dramatically changed communication throughout the country. Students might be very interested to see how telephones have changed over the years, and could explore early telephone development with party lines, telephone operators, and other aspects of this transformational tool of communication.

Photo of Alexander Graham Bell, around 1922

**Vocabulary:** telephone, device, affordable, communication, telephone operator, design

**Resources:**
- Library of Congress – The Alexander Graham Bell Papers, 1862-1939; design sketches, timelines, biographical information, collection highlights...abundantly rich sources for students to explore [https://www.loc.gov/teachers/classroommaterials/connections/alexander-graham-bell/](https://www.loc.gov/teachers/classroommaterials/connections/alexander-graham-bell/)
- Article on the history of the Telephone by Jason Morris – covers a lot of information in a concise way. [ITPA – Independent Telecommunications Pioneer Association](http://www.nationalitpa.com/history-of-telephone) - Includes photos, timelines, and extensive support information.

Thomas Edison, the wizard of Menlo Park was an inventor who has been credited with creating over a 1000 inventions. One invention he is credited with is a long-lasting filament for the electric light bulb. He is also known for developing the phonograph or record player as well as developing motion pictures. His inventions very much relied on electricity and creating machines that used electricity to solve problems for and enhancing everyday life. He was not only an inventor but also was a successful businessman, marketer, and manufacturer.

**Vocabulary:** inventions, credited, filament, phonograph, motion pictures, enhancing, businessman, marketer, manufacturer, genius, creation

**Resources:**
- Library of Congress Edison motion picture – see this motion picture of a man sneezing recorded bfy Edison. [https://www.loc.gov/item/00694192](https://www.loc.gov/item/00694192)
History Channel on Thomas Edison – biographical information, primary sources, good for teacher background (site has ads) http://www.history.com/topics/inventions/thomas-edison

One possible activity could be to allow students to research each inventor using various websites and by using historical documents. As students gather information about each inventor they could discuss the importance of the inventor’s invention(s) as well as the effect this invention had on the United States at the turn of the century. Students could then present the information in various audio-visual and technological formats.

<table>
<thead>
<tr>
<th>Think About...</th>
<th>What did this inventor create?</th>
<th>Where was this invention created?</th>
<th>Describe how this invention affected life at the turn of the century?</th>
<th>Use evidence to support a description of why this inventor created this invention.</th>
</tr>
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<tbody>
<tr>
<td>Wright Brothers</td>
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**SS5H1 Describe how life changed in America at the turn of the century.**

c. Explain how William McKinley and Theodore Roosevelt expanded America’s role in the world; include the Spanish-American War and the building of the Panama Canal.

To demonstrate mastery of this element, students must describe how William McKinley and Theodore Roosevelt expanded the United States’ role in the world. Students must be able to explain the impact of the Spanish-American War on the United States’ role in the world, and why the Panama Canal aided in this expansion.

Students must realize that while the United States was rebuilding after the Civil War, much of Europe was following a policy of imperialism and was colonizing Africa and Asia. These countries were competing for power and influence. European countries like Great Britain, France, Germany, and Spain wanted to gain land, natural resources, and markets to aid in their industrial development. Meanwhile, at the same time, a technological explosion and westward expansion led to rapid growth in the United States. American statesmen watched what was happening overseas and were divided as to whether the United
States should join in this “scramble” for an empire. Under President William McKinley, this issue erupted when the United States military engaged with Spanish forces in the Philippines and Cuba. This war, the Spanish-American War, was fueled partly by American interests in the western hemisphere, as well as by public opinion. Newspapers created sensationalized news stories that outraged citizens about the unfair treatment of the Cuban people. In a desire to sell newspapers, articles and photographs about the sinking of the USS Maine were published, blaming its sinking on Spain. Some historians blame this war on the idea of yellow journalism or biased coverage, which helped fuel public support of the war. The short conflict led to the removal of Spain from Cuba, and increased American popular interest in obtaining colonies abroad. Thus, the United States gained control of the Philippines, Puerto Rico, and Guam.

**Vocabulary:** expansion, role, imperialism, colonization, overseas, empire, military, engaged, sensationalized, yellow journalism, biased

**Resources:**

**Primary Source Nexus, Library of Congress** – many primary sources of all types on the Spanish American War: [http://primarysourcenexus.org/2012/02/spanish-american-war](http://primarysourcenexus.org/2012/02/spanish-american-war)

**Library of Congress: The Spanish American War** in Motion Pictures, and other valuable sites: [https://www.loc.gov/search/?in=&q=Spanish+American+War&new=true](https://www.loc.gov/search/?in=&q=Spanish+American+War&new=true)


*Theodore Roosevelt* (public domain image, Library of Congress) emerged as a hero of the Spanish American War, and succeeded McKinley as President when McKinley was assassinated in 1901. During the war, Roosevelt led a group of volunteer cavalrymen known as Rough Riders on a famous charge at the Battle of San Juan Hill (also known as San Juan Heights). His heroism stood him in good stead when he became the youngest president in 1901. His policy choices as President included issuing Roosevelt’s Corollary, which confirmed the longstanding tradition created by the Monroe Doctrine in 1805, of American intervention in hemispheric affairs. During Roosevelt’s tenure as President, construction finally began on the Panama Canal. Explore with your students the pro’s and con’s of this canal project, and how the canal was beneficial to the United States.

**Vocabulary:** expansionism, canal, volunteer, cavalrymen, heroism, policy, intervention, construction, beneficial

**Resources:**


**Eyewitness to History** – multiple topics provide good teacher background (ads on site)

“A Walk With President Roosevelt, 1908,” explains about the strenuous lifestyle for which he was famous. [http://www.eyewitnesstohistory.com/rooseveltwalk.htm](http://www.eyewitnesstohistory.com/rooseveltwalk.htm)

“The Roosevelts Move into the White House, 1901” [http://www.eyewitnesstohistory.com/trwhitehouse.htm](http://www.eyewitnesstohistory.com/trwhitehouse.htm)
SS5H1 Describe how life changed in America at the turn of the century.

d. Describe the reasons people immigrated to the United States, from where they emigrated, and where they settled.

For mastery of this element, students must describe various ethnic groups that immigrated to the United States during the latter half of the 19th century and early 20th century. Students should identify regions and countries from which people emigrated, and describe factors that led to their migrations. Students should explain that people migrated due to various reasons. These push and pull factors resulted in large numbers of immigrants arriving in immigration stations located on Ellis Island in New York City and Angel Island in San Francisco. Push factors that led people to immigrate included religious and political upheaval, persecution, and economic instability. In contrast, people who left Europe were lured to America with promises of free, rich land for farming, jobs, and for opportunities to have a better life. These positive changes are often referred to as pull factors. Upon arrival in the United States immigrants often encountered crowded cities, harsh living and working conditions, and discrimination.

The initial wave of European immigrants consisted mostly of people from Ireland and Germany. They left behind countries that faced civil unrest, severe unemployment, famine, and inconceivable hardships. This stream slowed over time, and an increased number of immigrants from southern and eastern Europe arrived. While German and Irish immigrant groups congregated on the east coast, Chinese immigrants migrated to California and to western territories and states. They were lured there by economic opportunities created through the development of the transcontinental railroad and other rail lines as well as the promise of gold discovered in California. During the late 1860’s increased immigration from Sweden, Norway, Denmark, and Finland occurred. These immigrants left the eastern regions of the United States to farm and live in the communities in the mid-western and plains states, where a farming and small town lifestyle more nearly matched their experiences in their home country.

Vocabulary: emigration, immigration, settlement, ethnic group, factors, migration, upheaval, religious, political, persecution, economic instability, opportunities, “push” and “pull” factors, harsh, discrimination, civil unrest, unemployment, famine, transcontinental railroad

Resources:

Immigration: Library of Congress – a wealth of primary source sets and individual items linked in one place, includes maps, images, oral histories, newspaper items, timelines, etc.
http://primarysourcenexus.org/2013/10/primary-source-spotlight-immigration/

Eyewitness to History – multiple topics provide good teacher background (ads on site)
“Immigration in the Early 1900’s” http://www.eyewitnessstohistory.com/snpim1.htm
“City Life in the Early 1900’s” http://www.eyewitnessstohistory.com/snpim2.htm
“Immigrating to America, 1905” http://www.eyewitnessstohistory.com/immigrating.htm


Census on Immigration: For a chart regarding the countries of origin of immigrants to the US throughout the 20th Century, visit page 6 on the link below: https://www.census.gov/prod/99pubs/99statab/sec31.pdf
Describe U.S. involvement in World War I and post-World War I America.

The intent of this standard is for students to describe the impact of World War I on American life, and what events led the United States to enter the war in Europe. Furthermore, students must understand that the war’s destruction and loss of life led many Americans to believe that such a conflict should not occur again. These beliefs resulted in the United States following a policy of isolationism. Students should describe the impact of the Treaty of Versailles.

Mastery of this element requires students to explain the impact of each of the events listed in the element on the United States’ decision to enter World War I. Students must describe the United States’ contributions to the war, explain the effects of this aid, as well as indicate the impact of the Treaty of Versailles at the end of the war. Dates are provided for teacher reference and not for student memorization.

When World War I or the Great War, began in 1914, the United States was not immediately involved. Students should understand that countries during this time were following policies of militarism, alliances, nationalism, and imperialism. The assassination of the Archduke Franz Ferdinand was a spark that brought about war. Teachers should briefly discuss the assassination and how alliances formed in Europe at the start of the war and how these alliances led to other countries’ becoming involved in the war. Though the United States was neutral, its neutrality did not prevent German U-boats or submarines from attacking American ships that approached their blockade of Britain’s shores. These attacks became a galvanizing force on public opinion in the United States on May 7, 1915, when a German U-boat sank the Lusitania, a passenger ship. Nearly 1200 people died, including over one hundred Americans.

American attitudes about entering the war remained divided. Many feared the loss of life and immense destruction that would accompany American involvement. Others believed that the addition of American troops and supplies would aid the allies to victory. Eventually, American officials, including President Woodrow Wilson, ended the United States stance of neutrality when German resumed unrestricted submarine warfare on American ships. On April 2, 1917, Wilson requested a declaration of war from Congress. The United States began to send troops to fight in Europe but it was apparent that this was going to be a difficult war. Revolution in Russia had created a new communist government, and the newly formed country, the Soviet Union, withdrew from fighting against Germany. As Germany continued to attack France, the addition of American troops and supplies helped prevent German success. This resulted in Germany’s defeat and a call for the war to end. Political leaders turned to diplomacy to end the war.
The Armistice to end World War I went into effect on November 11, 1918, when soldiers on both sides left their trenches and celebrated. A cease fire went into effect until peace negotiations occurred in Versailles, France. Ultimately, a peace treaty known as the Treaty of Versailles was signed in June 1919, in which one part of Wilson’s Fourteen Points for securing peace was included. This marked the creation of a global peace keeping organization called the League of Nations. This precursor to the United Nations was created to provide countries with a means to settle disagreements through diplomacy rather than war. Unfortunately, the treaty did not create the lasting peace that Wilson envisioned. Germany was forced to accept blame for the war, pay reparations, and give up territories and overseas colonies. This created German resentment that would be a factor in the events that lead to World War II. Teachers should remind students that while we, today, can easily see how World War I (which contemporaries called The Great War) led directly to World War II, this was certainly not the case at the time. People then believed that such a conflict would never occur again, and it is difficult for us to comprehend that sense of relief.

**Vocabulary:** impact, destruction, isolationism, treaty, contributions, militarism, alliances, nationalism, imperialism, assassination, alliances, neutral, neutrality, submarine, allies, revolution, political, diplomacy, trenches, cease fire, negotiations, reparations

**Resources:**

**World War I Begins in Europe:**

**PBS: The Great War:** For an excellent resource on the war, visit the following site: http://www.pbs.org/greatwar/It includes images, sound recordings, other primary sources, and historical commentary, as well as a simple yet thorough timeline of events leading up to the war, the actual conflict, and its aftermath.

**Eyewitness to History** – multiple topics provide good teacher background (ads on site)


**United States Involvement World War I**

Library of Congress: A wealth of primary sources related to WWI, including art, sheet music, newspaper articles, and more at [https://www.loc.gov/search/?in=&q=world+war+I&new=true](https://www.loc.gov/search/?in=&q=world+war+I&new=true)


**Sinking of the Lusitania:**


PBS Historians on the Lusitania attack: [http://www.pbs.org/lostliners/lusitania.html](http://www.pbs.org/lostliners/lusitania.html) (Teachers will note that historians’ views differ as to whether or not the sinking was avoidable.)


Library of Congress resources on the Lusitania [https://www.loc.gov/search/?in=&q=Lusitania&new=true](https://www.loc.gov/search/?in=&q=Lusitania&new=true)

Primary Source Nexus: Lusitania [http://primarysourcenexus.org/?s=Lusitania&x=0&y=0](http://primarysourcenexus.org/?s=Lusitania&x=0&y=0)

**Eyewitness to History** – multiple topics provide good teacher background (ads on site)

- “President Wilson Suffers a Stroke, 1919” [http://www.eyewitnesstohistory.com/wilsonstroke.htm](http://www.eyewitnesstohistory.com/wilsonstroke.htm)
- “America Declares War on Germany, 1917” [http://www.eyewitnesstohistory.com/wilsonwar.htm](http://www.eyewitnesstohistory.com/wilsonwar.htm)

**Office of the U.S. Historian:** Wilson’s Fourteen Points [https://history.state.gov/milestones/1914-1920/fourteen-points](https://history.state.gov/milestones/1914-1920/fourteen-points)

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SS5H2 Describe U.S. involvement in World War I and post-World War I America.

b. Describe the cultural developments and individual contributions in the 1920s of the Jazz Age (Louis Armstrong), the Harlem Renaissance (Langston Hughes), baseball (Babe Ruth), the automobile (Henry Ford), and transatlantic flight (Charles Lindbergh).

To demonstrate mastery of this element, students must describe life in the 1920s, with specific references to the movements, activities, inventions, and individuals listed in this element.

Following World War I, people around the world and within the United States wanted to celebrate the end of World War I and enjoy life. In the 1920s America seemed to have broken its attachments to the past and they had ushered in a more modern era. The country was confident—and rich. Americans were at a crossroads between innovation and tradition. Jazz, a new style of music was created. It gained prominence through the efforts of musicians like Louis Armstrong, a New Orleans born singer and cornet player. Image of Armstrong is public domain. His songs brought jazz into the mainstream for people of all races, ethnicities, and socio-economic status. Along with the unmatched prosperity and cultural advancement of the time, intense social unrest also existed. The same decade that bore witness to urbanism and modernism also introduced the Ku Klux Klan, Prohibition, nativism, and religious fundamentalism. People moved from rural to urban areas, and from the agricultural South to the industrialized urban centers of the North. New political ideas also developed, and threatened the status quo. The women’s suffrage movement, and migration of African-Americans from the South to the North brought about societal changes.

This “Great Migration” of African-Americans from the South to the North as well as the congregation of many writers, artists, and thinkers in New York City’s Harlem neighborhood became known as the Harlem Renaissance. This celebration of African-American life through story, poetry, drama, song, and visual arts fostered self-expression and promoted self worth in this community and beyond. During the 1920s and 1930s, people associated with the movement also began to promote the ideas and beliefs associated with the modern Civil Rights Movement.

Notable historical figures during the 1920s shaped the culture and technology of the time. Langston Hughes, one of the writers whose work is associated with the Harlem Renaissance, left his home in the South to go to New York City. There his writing, notably his poetry, was influenced by the sounds of the...
Jazz Age. He wrote about African-Americans in many walks of life, and sought to define a unique African-American voice in our culture.

The new technology of the radio made the game of baseball a popular American pastime. Thought it had been played professionally in America since the 1870s, the game became immensely popular in the 1920s. This was due to players like Babe Ruth, who ignited the interest of fans and inspired them to follow specific teams. Ruth also changed how the game was played, emphasizing powerful hitting.

Innovative inventors like Henry Ford revolutionized American industry with mass production of automobiles on assembly lines. Using assembly line production, Ford advanced the Ford Motor Car Company by creating an automobile that the average American worker could afford. These cars, simply built, but functional and reliable, took over American roads, and brought about many changes in American life. People could live farther from their places of employment, travel at will, and generally enjoy a lifestyle that was unthinkable two decades prior. Image of Model T is Creative Commons Attribution-Share Alike 3.0.

As Americans took to the roads, they also became more fascinated by air travel. Following the Wright Brothers’ early success, more and more inventors began to test the limits of lighter than air machines. Eventually, these airplanes became popular. The potential of airplane travel for ordinary Americans would not be realized for several more decades, but eventually the ability to cross the country in a matter of hours would become more than a novelty. Charles Lindbergh took this fascination with flight to new heights. In 1937, he crossed the Atlantic Ocean as a solo pilot. This flight catapulted him to personal fame, and gained him many new fans for modern aviation.

Vocabulary: culture, cultural, renaissance, transatlantic, innovation, tradition, jazz, urbanism, modernism, industrialization, Prohibition, religious fundamentalism, urban, status quo, suffrage, migration, professional baseball, mass production, assembly lines, airplanes, aviation

Resources:

Jazz Age:
Scholastic – History of Jazz concise overview of blues and jazz
PBS: Jazz by Ken Burns – wonderful background information for teachers; use excerpts with your students. http://www.pbs.org/jazz/biography/artist_id_armstrong_louis.htm
NPR: “‘Pops’: Louis Armstrong, In His Own Words” Read and hear these excerpts from interviews with Armstrong at: http://www.npr.org/templates/story/story.php?storyId=121026170

Harlem Renaissance:
http://www.loc.gov/rr/program/bib/harlem/harlem.html
Library of Congress: abundant Harlem Renaissance Resources
http://www.loc.gov/teachers/classroommaterials/primarysourcesets/harlem-renaissance/

Langston Hughes:
America’s Story from America’s Library: Langston Hughes; From Busboy to Poet: Langston’s Early Years; Langston Hughes, Man of the People; Play that Tune, Speak that Word “A Renaissance Man” http://www.americaslibrary.gov/aa/hughes/aa_hughes_subj.html
**Babe Ruth and the Rise of Baseball:**
Babe Ruth biography: [http://www.baberuth.com/biography](http://www.baberuth.com/biography)

**Henry Ford:**
University of Michigan: Automobile in American Life and Society - [http://www.autolife.umd.umich.edu](http://www.autolife.umd.umich.edu)

**Charles Lindbergh:**
Biography: Charles Lindbergh – video clips, biographical information, photos (for teacher background; site contains ads) [https://www.biography.com/people/charles-lindbergh-9382609](https://www.biography.com/people/charles-lindbergh-9382609)

**SS5H3 Explain how the Great Depression and New Deal affected the lives of millions of Americans.**

To demonstrate mastery of this standard, students must understand the massive economic instability that affected the United States in the 1930s, brought about by the stock market crash and the depression that followed. Students must identify and discuss the Stock Market Crash of 1929, the roles of Hoover, Roosevelt, the Dust Bowl, and soup kitchens as events and people playing a role in the Great Depression.
SS5H3 Explain how the Great Depression and New Deal affected the lives of millions of Americans.

a. Discuss the Stock Market Crash of 1929, Herbert Hoover, Franklin Roosevelt, the Dust Bowl, and soup kitchens.

The Stock Market Crash of 1929 ended a decade of growth in the Stock Market that occurred during the Roaring Twenties. The “crash” occurred on October 29, 1929, when 16 million shares were traded in a single day causing thousands to lose their investments and billions of dollars in loss. This period known as the Great Depression was a period of high unemployment and a lack of confidence in financial institutions. During this time, many Americans faced unemployment and lacked the financial means to support themselves. Soup kitchens served hot meals to the unemployed and homeless. Soup kitchen image is Public Domain from National Archives. Without this assistance, many Americans would have had no means of obtaining food for their families. Businesses and financial institutions struggled to recover from economic collapse, while many agricultural communities in the Great Plains experienced drought and windstorms. Poor farming practices combined with severe drought turned large swaths of fertile land into useless dust, which blew across the area in great storms. These huge dust storms labeled this part of the country the Dust Bowl. As a result, many farmers mortgaged their homes and farms. Without sellable crops, they were unable to repay their loans. These farmers, along with many other Americans, found themselves homeless and jobless. Although he put into place plans to tackle the economic woes, Herbert Hoover, President of the United States, was blamed for not assisting struggling Americans. He was reluctant to involve the federal government. Many Americans saw the 1932 election of Franklin Roosevelt as a turning point that would bring renewed prosperity to the country. Ultimately, it would take government assistance through the social programs of FDR’s New Deal as well as an industrial buildup during wartime to resurrect the economy.

Vocabulary: economic instability, stock market crash, economic depression, Roaring Twenties, investments, unemployment, financial institutions, drought, windstorms, mortgage, federal government, prosperity, government assistance

Resources:
Library of Congress – Resources related to the Great Depression, includes images, documents, lesson plans http://www.loc.gov/teachers/classroommaterials/themes/great-depression/

The Dust Bowl:
Living History Farm, York, Nebraska – information on the Dust Bowl, along with photos and oral history accounts of this time http://www.livinghistoryfarm.org/farminginthe30s/water_02.html
Library of Congress: Dust Bowl teacher’s guide and many resources http://www.loc.gov/teachers/classroommaterials/primarysourcesets/dust-bowl-migration/
Herbert Hoover:
History.Com: Hoover – article, videos, pictures, and speeches on Hoover (note: this site contains ads)
http://www.history.com/topics/us-presidents/herbert-hoover

Franklin Roosevelt and The New Deal:
http://www.loc.gov/teachers/classroommaterials/primarysourcesets/new-deal/

SS5H3 Explain how the Great Depression and New Deal affected the lives of millions of Americans.

b. Analyze the main features of the New Deal; include the significance of the Civilian Conservation Corps, Works Progress Administration, and the Tennessee Valley Authority.

The New Deal, a series of programs and legislation that was initiated by President Franklin Roosevelt, was developed to provide economic assistance to struggling Americans and to bring an end to the Great Depression. Beginning with Roosevelt’s inauguration in 1933, the programs revolved around three concepts. The three concepts were relief for those suffering from poverty, recovery to help the nation get back on its feet economically, and reform to prevent a similar economic situation in the future.

The following programs listed in the standard were created during the New Deal:

Civilian Conservation Corps: Established in 1933 to employ young men, the CCC worked to preserve natural resources and areas, with the goal of conservation for future generations. The CCC dug canals, restored historic battlefields, built wildlife shelters, and established more than 800 parks. The CCC employed nearly 3 million young men.

Works Progress Administration: Established in 1935, the largest of the New Deal programs affected the lives of millions of Americans. It provided jobs for over 8.5 million unemployed people, and simultaneously allowed for the development of the American infrastructure, especially public buildings and roads. The WPA also supported the work of artists, academics, and others in such activities as recording American history, creating public art, and sponsoring public musical performances.

Tennessee Valley Authority: Established in 1933 to rejuvenate the Tennessee River Valley, the TVA supported farmers in investigating modern farming practices, and created a network of dams and power plants that supplied electricity to a large region that had never seen it before. Still in existence today, the TVA continues to work to provide power to the region while managing its natural resources.

Vocabulary: inauguration, poverty, corps, natural resources, employed, infrastructure

Resources:
Civilian Conservation Corps:
http://www.pbs.org/wgbh/amex/primary-resources/fdr-ccc
http://www.loc.gov/teachers/classroommaterials/primarysourcesets/new-deal/

Works Progress Administration:
http://libguides.mnhs.org/wpa/primary

Tennessee Valley Authority:
http://library.mtsu.edu/tps/sets/Primary_Source_Set--Tennessee_Valley_Authority.pdf
SS5H3 Explain how the Great Depression and New Deal affected the lives of millions of Americans.

c. Discuss important cultural elements of the 1930s; include Duke Ellington, Margaret Mitchell, and Jesse Owens.

Duke Ellington, one of America’s most prolific composers, created many notable pieces of music in a variety of genres, including blues, jazz, and swing. He traveled the country with his orchestra, and his music entered the homes of many Americans due to the popularity of radio. Margaret Mitchell, a newspaper reporter and author in Atlanta, created her famous 1936 work, Gone with the Wind. Her book sold a million copies in six months during the height of the Great Depression. Mitchell’s story described the story of a Georgia plantation family before, during, and after the Civil War. Image of book – CC by-SA 2.0

Jesse Owens was an African American or Black who was a successful track and field athlete at Ohio State University and held several world records. He, along with several other African-American or Black athletes, was selected for the United States Olympic team. At the Olympics in Berlin, Germany, Owens’ earned four gold medals. This contradicted Hitler’s Nazi Party, which believed in the myth of German racial superiority. Owens’ success as an African-American or Black earned him hero status when he returned to the United States, but even though he returned to the United States a hero, he still faced racial discrimination.

Vocabulary: development, culture, composer, prolific, genres, jazz, blues, swing, orchestra, athlete, Olympics, racial discrimination

Resources:
Duke Ellington: America’s Story from America’s Library – variety of kid-friendly resources related to Ellington, photo at: http://www.americaslibrary.gov/aa/ellington/aa_ellington_subj_e.html other pages of this article include “A Man and His Band, An Incredible Career, and How the Maestro Began”


Jesse Owens


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SS5H4 Explain the reasons for America’s involvement in World War II.

To demonstrate mastery of this standard, students must be able to explain why the United States became involved in World War II, and discuss how this involvement affected the lives of its citizens. In addition, students must be able to describe important events and individuals essential to understanding this time period. Students must also describe the societal and economic changes that the war brought to the United States at home and abroad.

SS5H4 Explain the reasons for America’s involvement in World War II.

a. Describe German aggression in Europe and Japanese aggression in Asia.

Following Adolf Hitler’s rise to power in Germany, that country began to rebuild its military. Students must realize that under the terms of the Treaty of Versailles, Germany was required to pay reparations, keep minimal armed forces, and not build up its Navy. The country was in ruins caused by the destruction of World War I, as well as the Great Depression that had affected Europe as well. Within all this hardship in Germany, Adolph Hitler rose to power. Under his leadership, Germany began slowly to rebuild its Army and Navy. Germany challenged the determination of the Allies by seizing territory lost during World War I. Initially, the Allies attempted to negotiate and appease Hitler and the German people. Despite the efforts of the League of Nations and Great Britain’s Neville Chamberlain, a second conflict erupted when Germany invaded Poland on September 1, 1939. France and Great Britain were thrust immediately into the conflict, but the United States remained neutral, following a policy of isolationism. Students will need to understand that the factors of militarism, alliances, nationalism, imperialism, and appeasement ultimately resulted in this second world war.

To demonstrate understanding of factors that led to Japanese aggression in the Pacific, students must understand the economics of nations needing natural resources to fuel industrialization. As an island, Japan needed natural resources of oil, rubber, and iron ore. To obtain these materials they invaded and occupied the Chinese province of Manchuria in 1931, and they ultimately launched a full-scale war against China in 1937. Japan continued to gain colonies by occupying Vietnam in 1940, and then signing an agreement to align themselves with Italy and Germany as an Axis Power. Students should be able to conclude that militarism, alliances, and imperialism were the forces behind Japan’s aggression in the Pacific.

Vocabulary: reparations, destruction, hardship, negotiate, appease, neutral, isolationism, militarism, alliances, nationalism, imperialism, appeasement, aggression, natural resources, industrialization, invaded, occupied

Resources:
SS5H4 Explain America’s involvement in World War II.

b. Describe major events in the war in both Europe and the Pacific; include Pearl Harbor, Iwo Jima, D-Day, VE and VJ Days, and the Holocaust.

Students must understand that the United States fought in two main theaters (theatres is also an acceptable spelling), or locations. The two main theaters were called the European Theater and the Pacific Theater. To fight in these two theaters, different combat plans were designed. In Europe, the Allies launched attacks from Great Britain, Africa, and the Soviet Union. In the Pacific, the technique of Island Hopping was used to defeat Japan.

To demonstrate mastery of this element students must describe the major events in the war, as listed:

**Pearl Harbor:** Japan attacked the United States Naval base at Pearl Harbor, Hawaii, on December 7, 1941. This surprise attack by Japan resulted in a change in public opinion in the United States from an isolationist stance into full participation in the war. Congress declared war against Japan and the other Axis powers of Germany, Italy, and Japan.

**Iwo Jima:** When U. S. Marines captured the Japanese island of Iwo Jima in March of 1945, it was at a great cost of human life. American soldiers took this island away from the Japanese, robbing them of an important strategic advantage. The island was important as a location for Japanese planes to refuel and to resupply troops stationed on other islands. For the United States, its capture was also beneficial because it could be used as a staging area for attacks on Japan. *Image of Iwo Jima memorial - CC by 2.0.*

**D-Day:** On June 6, 1944, a combined force of American and British soldiers landed on the beaches of Normandy, France. This attack was necessary for the retaking of France from Germany and was seen by military leaders as essential to drive the German military back to Germany and ultimately defeat them. This three-day battle was costly in terms of life, but was afterward considered a major turning point in the war in Europe.

**V-E Day:** May 8, 1945, is celebrated as V-E or Victory in Europe Day. In 1945, Allied forces defeated Germany, which ended most conflict in the European theatre. As the war ended in Europe, the full horror of the Holocaust and the devastating effect on the Jewish people was discovered by the world.

**V-J Day:** August 14, 1945, is considered V-J or Victory over Japan Day, when Japan agreed to the Allies’ terms of surrender. This surrender followed the dropping of atomic bombs by the U.S. on the Japanese cities of Hiroshima and Nagasaki. For some, the Japanese surrender came as a surprise, because many believed that Japan would hold out as long as possible.

**Holocaust:** The Holocaust was the “systematic, state-sponsored persecution”, and murder of approximately six million Jews, and about three million others, by Nazis during World War II. Under the leadership of Adolph Hitler, laws and policies were enacted to persecute Jews, minorities, and political groups that were determined to be “undesirable.” Initially these groups had their rights limited, property seized, and liberties curtailed. Over time, this persecution evolved into genocide where these groups were murdered due to their religion, ethnicity, political beliefs, or behaviors.

Note: The U.S. Commission on the Holocaust recommends caution and limited investigation into Holocaust topics with students of this age. A list of guidelines may be found at: [https://www.ushmm.org/educators/teaching-about-the-holocaust/general-teaching-guidelines](https://www.ushmm.org/educators/teaching-about-the-holocaust/general-teaching-guidelines)
**Vocabulary:** theaters (or theatres), combat, island hopping, isolationist, strategic, advantage, staging area, Holocaust, devastation, surrender, atomic bombs, persecution, systematic, minorities, undesirable, curtailed, genocide, religion, ethnicity, political beliefs, behaviors

**Resources:**

**Battles:**

**WWII Museum: Focus on Iwo Jima** – photos, artifacts, oral histories, background information
http://www.nationalww2museum.org/see-hear/collections/focus-on/iwo-jima.html

**Eyewitness to History** – multiple topics provide good teacher background (ads on site)
http://www.eyewitnesstohistory.com/w2htm (Various Primary sources for battles)

**WWII Museum: Lesson Plan Using D-Day Diary** – designed for older learners but may be adapted for fifth graders

**Primary Source Nexus: V-E and V-J Day** – image sets, legislation, background information
http://primarysourcenexus.org/2016/05/primary-source-spotlight-v-e-day (V-E Day)

**Holocaust:**

Georgia Commission on the Holocaust – materials for teaching this topic
https://holocaust.georgia.gov/teach

Museum of History and Holocaust Education at Kennesaw State University – oral histories; online exhibitions; traveling trunks on the frontline, the homefront, propaganda, FDR, and Eleanor Roosevelt; teacher guides … all free for teachers. See the For Educators tab at: http://historymuseum.kennesaw.edu/

**SS5H4 Explain America’s involvement in World War II.**

c. **Discuss President Truman’s decision to drop the atomic bombs on Hiroshima and Nagasaki.**

After the surrender of Germany and V-E day, many American citizens expected the war with Japan to last longer, and that they expected that a land invasion of Japan would be required. President Truman realized that huge numbers of casualties were likely for both sides if this occurred. What few Americans realized at the time was that the United States was in the process of creating a new weapon that was so powerful that it could force Japan to surrender. This atomic bomb, was developed secretly during 1939-1940 by a group of scientists under a program called the Manhattan Project. Truman knew that if he decided to use the atomic bombs to prevent a land war in Japan, he would be sacrificing the lives of Japanese citizens, but he felt this was warranted by the fact that this would save the lives of many Allied troops and end the war quickly. Historians still have lively debates over Truman’s decision to drop the atomic bombs. Atomic bomb image from pixabay.com.

Vocabulary: invasion, casualties, atomic bomb,

**Resources:**

**Harry S. Truman Library and Museum** – Atomic Bomb documents, photos, lesson ideas, timeline, background https://trumanlibrary.org/whistlestop/study_collections/bomb/large/index.php

**The Seattle Times** – summary of pro’s and con’s of dropping the atomic bomb on Japan
http://seattletimes.nwsource.com/special/trinity/supplement/procon.html
SS5H4 Explain America’s involvement in World War II.

d. Identify Roosevelt, Stalin, Churchill, Hirohito, Truman, Mussolini, and Hitler.

Franklin Delano Roosevelt (President of the United States, 1932-45): After guiding the United States through the Great Depression and creating the New Deal, President Roosevelt’s approval was high among many Americans. As war became inevitable, he hesitated to involve the United States in another destructive war, until the attack on Pearl Harbor. The surprise attack thrust the United States into the conflict. Roosevelt, re-elected to his third and fourth terms during World War II, became the face of American resolve during this conflict. Sculpture of Franklin Delano Roosevelt from the FDR Memorial in Washington DC.

Josef Stalin (Premier of the Soviet Union, c. 1929-53): Stalin’s successful rise to power in the Communist Party of the Soviet Union led to his virtual dictatorship by the late 1920s. Initially in an alliance with Nazi Germany, Stalin joined the Allies following Germany’s betrayal and invasion of the Soviet Union. Stalin utilized the harsh winter climate of his country in the Battle for Stalingrad to the defeat German’s forces. This he did by drawing German troops into the country, where he cut off German supply lines.

Winston Churchill, the Prime Minister of Great Britain from 1940-45, was one of the great statesmen of the 20th century. He skillfully maneuvered public opinion and utilized Great Britain’s Navy and ground troops to lead Great Britain through World War II. With his country under constant bombardment by air from Germany during the Battle for Britain, Winston Churchill sought to support the citizens of his country as well as oppose the Axis Powers.

Hirohito (Emperor of Japan, 1926-89): Hirohito’s role in World War II has been debated in recent years. While certainly unable to stop members of his government who were anxious to demonstrate Japan’s military superiority, Hirohito was willing to sacrifice lives to expand Japan’s empire. During this time emperors were viewed as “more than human,” and Hirohito expected his subjects to sacrifice their lives for their country if it was necessary. Japanese soldiers were expected to fight to the death rather than surrender. In fact, it took the use of atomic weapons to force the Japanese military and Hirohito to surrender.

Harry S Truman (President of the United States, 1945-1953): Harry S. Truman, Vice-President, in 1945 became president with the sudden death of President Roosevelt. The war in Europe was close to an end, but the conflict with Japan continued. Utilizing the foreign policy and plans established by Roosevelt, Truman ordered the use of atomic weapons against Japan. This led to Japan’s surrender. Truman also helped to create the United Nations in June of 1945. This was because he believed that diplomacy was the route by which future conflict could be prevented.

Benito Mussolini (Premier of Italy, 1922-43/45): Benito Mussolini, Italy’s Fascist dictator during World War II, was an ally of German, and Japan. As a leader, he utilized Italy’s military to try and re-establish Italy as a great European power.

Adolf Hitler (Chancellor of Germany, 1933-45): In the 1930’s Germany faced economic and political upheaval that was caused by the terms of the Treaty of Versailles, and by the general economic
depression that affected much of the world. Promising the people of Germany jobs, and national pride, Adolf Hitler and the Nazi party rose to power. Once the Nazi party gained control of the government, Hitler became Germany’s leader. He used his position as Chancellor to concentrate all political power, and ultimately to seize power as a dictator. Once he had control, laws and policies were instituted to restrict the life of Jews and other minority groups. Ultimately, his ambitions led him to invade other countries, beginning with Poland. The restrictions placed on Jews and others eventually led to large-scale violence and genocide of Jews and others in concentration camps and throughout his territories.

**Vocabulary:** Communist Party, Nazi party, Allies, Axis Powers, prime minister, maneuver, public opinion, ground troops, bombardment, sacrifice, surrender, premier, emperor, Fascism, dictator, political upheaval, restrictions, genocide

**Resources:**
BBC’s iWonder - Adolf Hitler: Man and Monster biographical information on Hitler, along with multiple primary sources, timeline, [http://www.bbc.co.uk/history/people/adolf_hitler](http://www.bbc.co.uk/history/people/adolf_hitler)

Cornell University, archived website Information on Hirohito and Japan in WWII [http://cidc.library.cornell.edu/dof/japan/japan.htm](http://cidc.library.cornell.edu/dof/japan/japan.htm)


BBC: biographical information on Mussolini for teachers [http://www.bbc.co.uk/history/historic_figures/mussolini_benito.html](http://www.bbc.co.uk/history/historic_figures/mussolini_benito.html)

**SS5H4 Explain America’s involvement in World War II.**

**Element e. Describe the effects of rationing and the changing role of women and African Americans or Blacks; include “Rosie the Riveter” and the Tuskegee Airmen.**

Students must explain how America’s involvement in World War II influenced life on the home front. Students must describe the war’s impact on American workforce. Students must understand that during times of resource shortage, governments institute rationing. Rationing was put into place by the United States government during World War II because many supplies were necessary for the war, or were simply unavailable due to shipping or production, difficulties. Rationing was established to attempt to fairly distribute limited supplies. Individuals, families, and businesses were allotted set amounts of rationed goods. A card, coin, or stamp indicated how much of an item they could purchase. When an individual reached their limits they could not purchase more goods until they were given new ration cards. Examples of common goods that were rationed were rubber, sugar, butter, gasoline, and coffee.

As American men found themselves serving overseas and American industry increased production to build supplies needed for the war, it became apparent that new labor sources were necessary. Many women went to work in factory jobs that had formerly been closed to them, promoted in part by government propaganda. One well-known figure who symbolized proud hard-working, independent American women was **Rosie the Riveter.** In posters and advertisements, Rosie the Riveter encouraged women to become “Rosies,” and help support their families and country with war work. **Poster image from U.S. National Archives**
African-Americans or Blacks also found themselves recruited for factory and other jobs needed for the war effort. Factory jobs continued to attract migrants from rural areas, and often allowed African-Americans or Blacks to reach new levels of job success. In addition, the United States military opened access to military careers that had been denied them earlier. One example of this was the Tuskegee Airmen. The first African-American or Black pilots in American military history, the Tuskegee Airmen, began training in Tuskegee, Alabama, in 1940. From there, this group of pilots and support personnel trained and served during World War II. They proved to be skilled pilots and served bravely in numerous military engagements. Teachers will want to note that returning American servicemen reclaimed many industrial jobs following the war, and the surge in women in the workforce did not continue in the post-war years. Equally, some African-Americans found themselves unemployed with the return White servicemen. Many advancements proved to be short-lived.

Photo from San Diego Air and Space Museum

Vocabulary: homefront, workforce, rationing, ration cards, overseas, industry, production, propaganda, recruited, servicemen,

Resources:
Smithsonian Learning Labs - WWII and the Tuskegee Airmen: lesson plans, primary sources, video clips, artifacts https://learninglab.si.edu/collections/wwii-and-tuskegee-airmen/kwAJnciMNocBU8r5#r
History.com – Rosie the Riveter: background information, primary sources, photos, artwork, etc. appropriate for teacher selection (ads on site) http://www.history.com/topics/world-war-ii/rosie-the-riveter
Tuskegee Airmen – background information, photos, and other rich resources about these pioneers http://www.tuskegeeairmen.org

Rosie the Riveter:
Rosie the Riveter/ WWII Home Front National Historic Park – background information and example of how some choose to honor those who participated in the war effort in the past. http://www.rosietheriveter.org/ The flyer for this park has good background information - http://www.nps.gov/rori/

U.S. Department of Transportation: Rosie the Riveter – background information and a few images http://www.fhwa.dot.gov/wit/rosie.htm

SS5H4 Explain America’s involvement in World War II.

Element f. Explain the role of Eleanor Roosevelt and the U.S. in the formation of the United Nations.

The failure of the League of Nations resulted in the creation of the United Nations. The United Nations (UN), named by President Franklin Roosevelt, originated with the Allied nations of World War II. In 1945, fifty countries came together to sign an agreement calling for dialogue and diplomacy when issues of international conflict arose. The United Nations was to act as “an international organization designed to end war and promote peace, justice and better living for all mankind.” The United States played a key role in the conferences that created the alliance that became the United Nations, and the United States became one of the leading countries within the UN.

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Eleanor Roosevelt, First Lady and wife of Franklin Delano Roosevelt, was an advocate for civil rights for women, African Americans or Blacks, and the under-privileged. As First Lady, she traveled throughout the United States where she met with American citizens to discuss their daily struggles and needs. She used her influence with President Roosevelt to help shape New Deal Legislation to assist them during the Great Depression. As First Lady during World War II, she created a victory garden on the White House Lawn and instituted the same food and gas rationing system at the White House that was instituted in households across the United States. She encouraged volunteers to assist the country and advocated for women to hold jobs traditionally held by men, who were now fighting overseas. Her desire to advocate for human rights continued after World War II when in 1946 she was appointed by President Truman to head the United Nations Human Rights Commission. In this capacity, she helped draft the Universal Declaration of Human Rights. This document identified basic human rights that were universally agreed upon and protected by members of the United Nations.

**Vocabulary:** formation, dialogue, diplomacy, international, conflict, victory garden, United Nations, declaration, human rights, universally

**Resources:**
First Ladies website – detailed background information on Eleanor Roosevelt, along with many photos and other primary sources; note that many of these are copyrighted so use appropriately


FDR Presidential Library and Museum – rich source of information on both FDR and Eleanor Roosevelt
http://www.fdrlibrary.marist.edu/education/resources/bio_er.html

George Washington University: The Eleanor Roosevelt Papers Project – a feast of resources about and by Eleanor Roosevelt, including biographical information, primary sources, photos, speeches, etc.
http://www.gwu.edu/~erpapers/

*Look for the remainder of the 5th grade teacher notes to follow shortly.*