

TENNESSEE
SOCIAL STUDIES





Encourage Tennessee Students to Explore Their World

Tennessee Social Studies is designed to empower teachers to create fun, collaborative classrooms where young learners can explore the world around them and find their place in it.

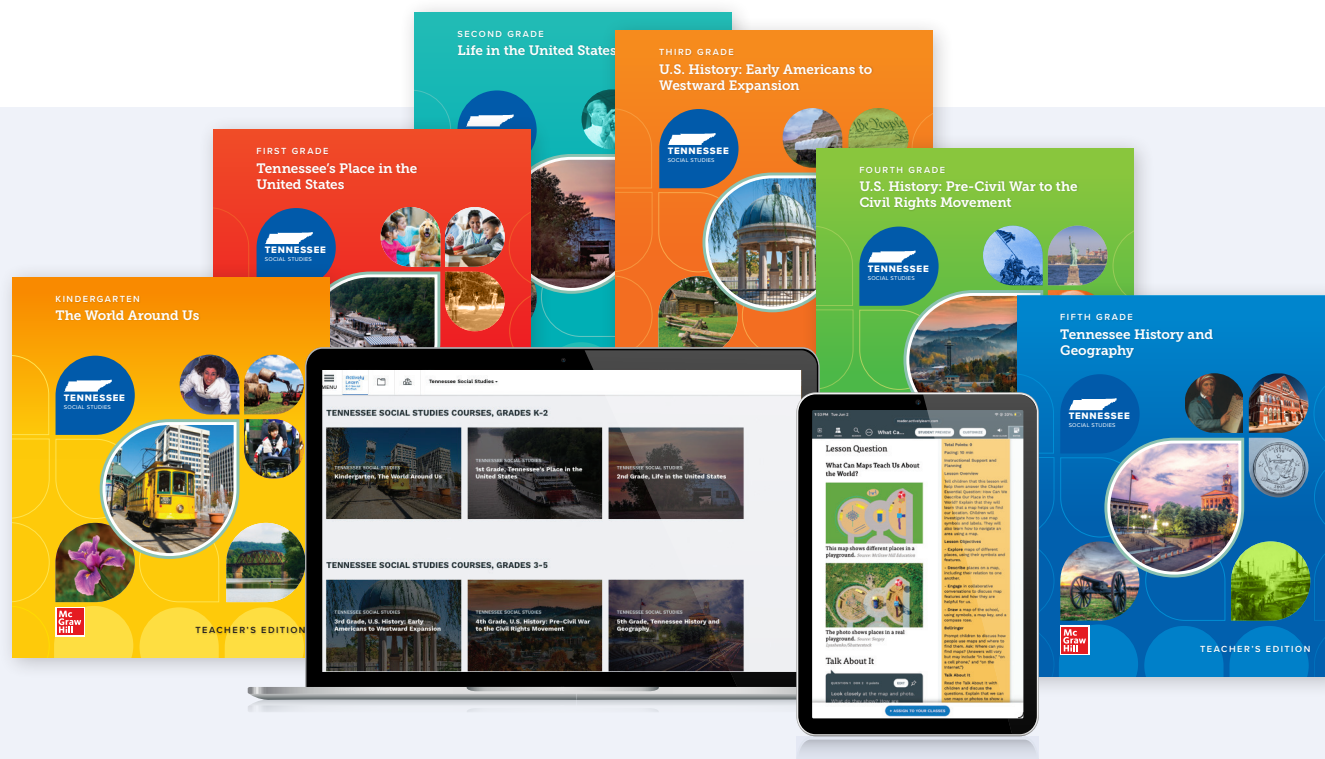
Students deepen their understanding of the world—both locally and globally through engaging, inquiry-driven learning that makes social studies meaningful and fun.

Designed to be easy to use, *Tennessee Social Studies* offers flexible pacing options, cross-curricular connections, and a variety of rich print and digital resources. Students read, write, discuss, and analyze as they explore history, geography, economics, and civics—connecting what they learn to their own lives and the world around them.

Built Exclusively for Tennessee Classrooms

Children are natural visionaries. *Tennessee Social Studies* channels their boundless curiosity, empowering K–5 students to explore and analyze their world through dynamic, hands-on experiences. To help spark this curiosity every day, this program is fully integrated across print and digital formats to fit seamlessly into the Tennessee classroom with these key features:

- **Full Alignment:** Complete state standards correlations and tagged assessments keep your instruction on track.
- **Point-of-Use Support:** Access Tennessee standards exactly when and where you need them.
- **Locally Relevant Content:** Engaging, Tennessee-specific content is woven into every grade level.
- **Flexible Pacing:** Fully customizable, standards-aligned pathways allow you to deliver high-quality instruction even with limited social studies time.

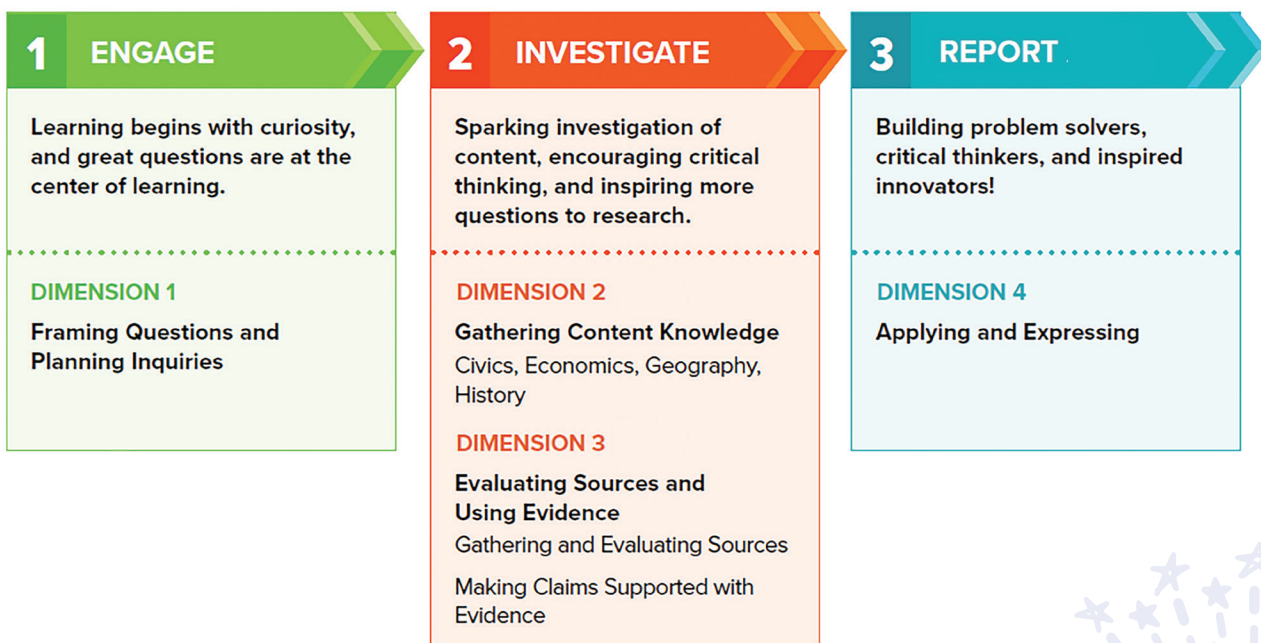




Empower Students with Inquiry

Tennessee Social Studies is grounded in the belief that inquiry is at the heart of social studies, encouraging students to think critically, question boldly, and engage meaningfully. By incorporating the inquiry-based instruction, thought-provoking Essential Questions, and rich texts that highlight different perspectives, *Tennessee Social Studies* delivers high-quality instruction that prepares students to become informed citizens.

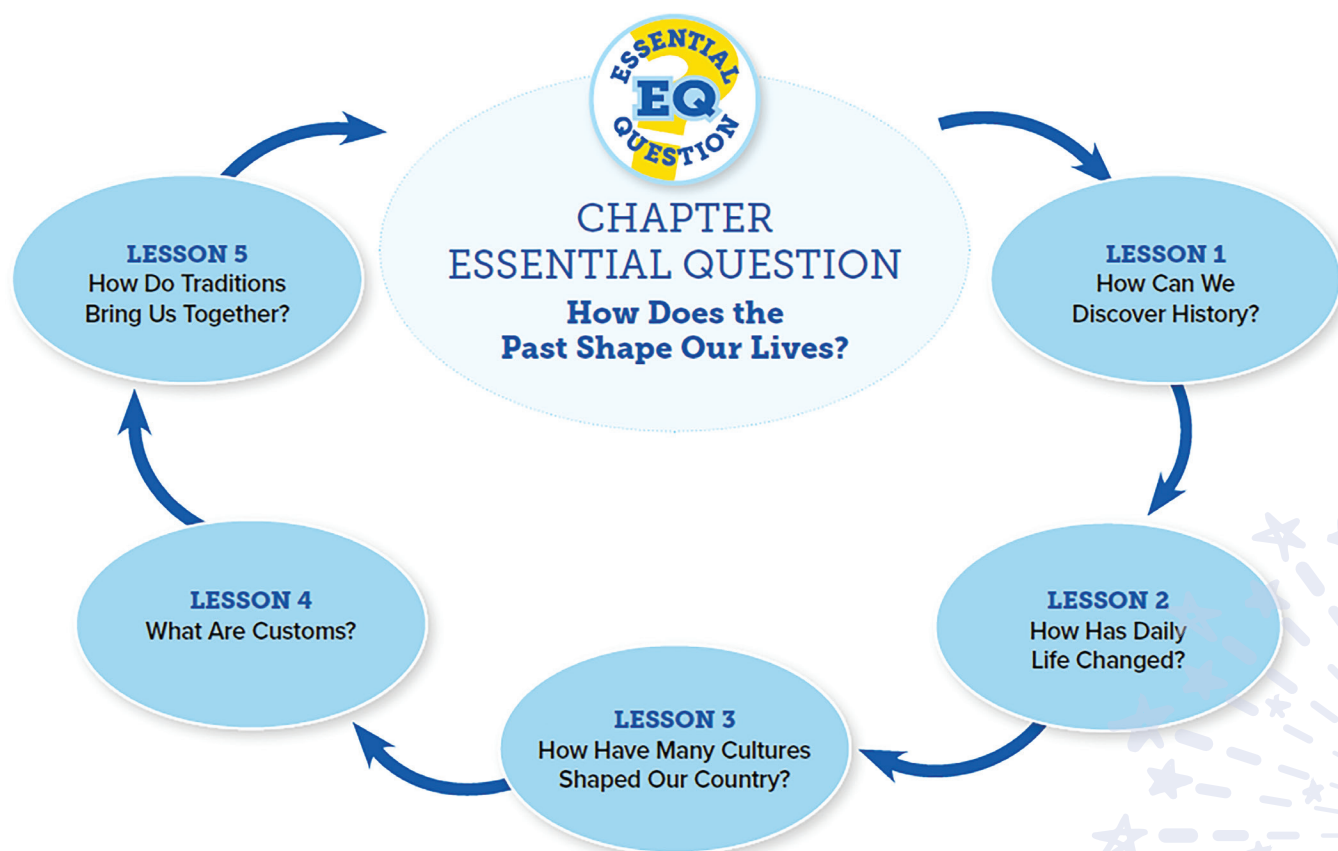
The instructional model in *Tennessee Social Studies* scaffolds the inquiry process to make it easy to implement in your classroom!



Essential Questions

Across every grade level, *Tennessee Social Studies* organizes content around inquiry-driven chapters anchored by compelling Essential Questions such as, “Why does it matter where we live?” These questions spark curiosity, encourage reflection, and guide students through the inquiry process as they explore the core concepts of each chapter.

Lesson Questions carry the inquiry forward, helping students build the knowledge and context needed to address the Chapter Essential Question—prompting them to dive into historical concepts and discover unique perspectives through the analysis of rich primary and secondary sources.

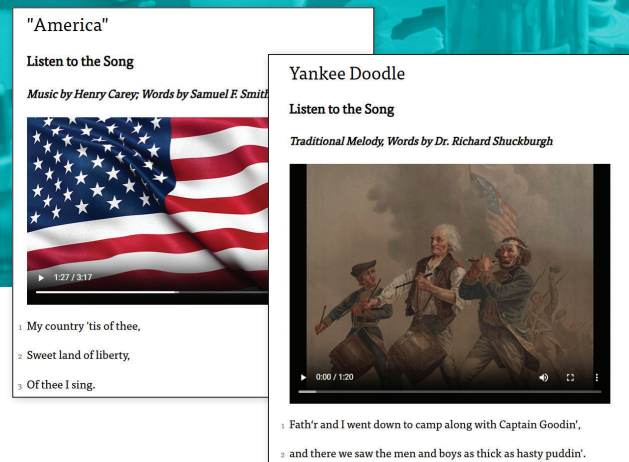
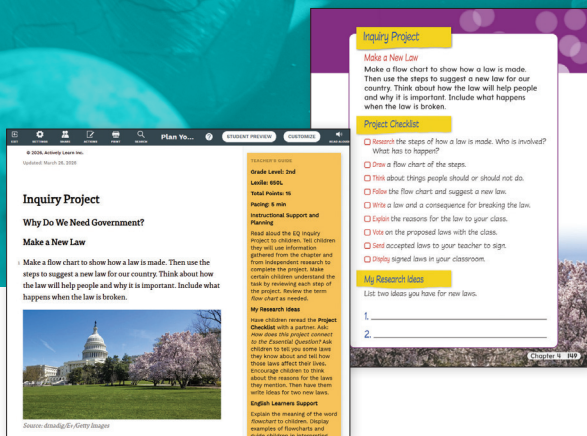




Fuel Student Engagement

What happens when students are truly engaged?

The classroom has a buzzing undercurrent, students have an increased focus, and they are waiting to see what comes next. Every *Tennessee Social Studies* lesson is yours to customize with games, songs, projects, and hands-on activities that make learning fun, engaging, and unforgettable.



Inquiry Projects

Students collaborate on investigative research projects that build knowledge and provide opportunities for exploration of personal interests within the chapter topics.

Song Connections

Add rhythm to your classroom with content-rich music that encourages students to listen, sing along, and make memorable learning connections.

Stop and Check

QUESTION 1 DOK 2 10 points

Think Use the compass rose to find East on the map. Put an X where you think the Great Smoky National Park is, south of Knoxville!

Source: McGraw Hill Education

Zoomed in view of time line from 1880-1920. Source: McGraw Hill Education

QUESTION 1 DOK 2 10 points

Based on the information in the time line, work with your class to answer the question in the chart below.

Event	Date	Key Facts

Source: McGraw Hill

SAVE DRAFT SUBMIT

Explore Words

Our Nation
(to the tune of "This Old Man")

We live in this nation.
We are all Americans.
When we work together,
It is really great.
LOTS of things to do.
To celebrate.

Different groups,
Cultures, too,
Make a country
That is true.
Holidays and **symbols**
That we all can share
HELP us learn
And grow and care.
We are brave.
We are strong.

Complete this chapter's Word Rater. Write notes as you learn more about each word.

communication My Notes
☐ Know It
☐ Heard It
☐ Don't Know It

culture My Notes
☐ Know It
☐ Heard It
☐ Don't Know It

custom My Notes
☐ Know It
☐ Heard It
☐ Don't Know It

history My Notes
☐ Know It
☐ Heard It
☐ Don't Know It

invent My Notes
☐ Know It
☐ Heard It
☐ Don't Know It

present My Notes
☐ Know It
☐ Heard It
☐ Don't Know It

tradition My Notes
☐ Know It
☐ Heard It
☐ Don't Know It

transportation My Notes
☐ Know It
☐ Heard It
☐ Don't Know It

Chapter 1: History and Culture Chapter 1: 5

Interactive Maps and Time Lines

Bring concepts to life with tools that let students explore geography, sequence events, and visualize key ideas hands-on.

Explore Words

Make vocabulary memorable with interactive tools that allow students to build mastery independently and demonstrate their understanding.

Kahoot!

Look at the map key. Drop a pin on the school.

Which of these are the responsibility of the government? Choose all that apply.

What does it mean to *secede*?

22 0 Answers

▲ To stay ◆ To break away
● To win ■ To lose

▲ fixing a broken swing at a community park ◆ buying more mail delivery trucks
● building a new community library

Kahoot!

Gamify your classroom with ready-to-use social studies content. Use quizzes, puzzles, polls, and more to keep students energized, engaged, and eager to participate.

Flexible Pacing Pathways

Tennessee Social Studies gives you the freedom to teach your way. Seamlessly mix and match content to fit your goals, schedule, and teaching style—making every instructional minute count.

Our Flexible Pacing Pathways are built to support each chapter’s Essential Question and learning objectives. Designed for 20 minutes, three days a week, lessons can easily be broken into smaller increments or expanded with built-in extensions as your schedule allows.

Chapter 3 Pacing				
Pacing	Source Title	Print Resources	Online Resources	Alignment to Tennessee Standards
Chapter 3 Engage				
DAY 1 5 min	Engage with the Essential Question	p. 130	Engage with the Essential Question: The Road to War	3.17
DAY 1 5 min	Plan Your Inquiry Project	p. 131	Plan Your Inquiry Project: Which Side Will You Choose?	3.16, 3.19, 3.SSP.03
DAY 1 5 min	Explore Words	pp. 132–133	Explore Words: The Road to War	
DAY 1 5 min	Step into the Time and Place	pp. 134–135	Step into the Time and Place: The Road to War	3.SSP.01, 3.SSP.06
Chapter 3 Investigate				
Lesson 1: What Caused the Conflict Between Great Britain, France, and Native Americans?				
DAY 2 5 min	Lesson Outcomes/Talk About It	pp. 136–137	What Caused the Conflict Between Great Britain, France, and Native Americans?	3.15
DAY 2 5 min	Analyze the Source	pp. 138–139	Analyze the Source: Why Were the Iroquois Important to the British?	3.12, 3.13, 3.15, 3.SSP.02
DAY 2 & 3 20 min	Conflict in the Ohio River Valley/The Battle of Fort Duquesne	pp. 140–143	Conflict in the Ohio River Valley/The Battle of Fort Duquesne	3.15, 3.SSP.06
DAY 3 5 min	The French Gain the Upper Hand	p. 144	The French Gain the Upper Hand	3.13, 3.15
DAY 3 5 min	The Turning Point	pp. 145–146	The Turning Point	3.15
DAY 4 20 min	Outcomes and Aftermath	pp. 147–149	Outcomes and Aftermath	3.12, 3.13, 3.15, 3.16, 3.SSP.01
DAY 5 20 min	Report Your Findings: Discussion/Quick Check	pp. 150–151	Report Your Findings: What Caused the Conflict Between Great Britain, France, and Native Americans?	3.15, 3.SSP.04

Example shown is a portion of Grade 3, Chapter 3.

Assess and Adjust Along the Way

Tennessee Social Studies streamlines assessment with flexible options that support daily learning. Students explore, question, and receive timely feedback, while real-time data helps teachers adapt instruction. Aligned with standards, *Tennessee Social Studies* prepares students for college, careers, and civic life.

FEATURE	INSTRUCTIONAL PURPOSE	LOOK FOR
Pre-Test	Measure students' content knowledge before beginning a new chapter with this optional Pre-Test.	Chapter Pre-Test
Stop and Check	Use the Stop and Check questions to prompt student discussion and monitor their comprehension of the core lesson content.	
Check for Success	Use this formative assessment tool to gauge how well your students understand the material they are learning. Each Check for Success offers an activity that can be used to differentiate instruction for students in need.	
Report Your Findings	Located in the Student Edition for every lesson, Report Your Findings measures student understanding of the content and their ability to express their understanding.	
Make Connections	Evaluate student understanding of core chapter content through discussion.	
Inquiry Project	Encourage curiosity and deep thinking by providing a space for students to answer the Chapter Essential Question and demonstrate their knowledge.	
Chapter Test	Collect clear-cut data on student understanding with the customizable and printable Chapter Assessment.	



Maximize Cross-Curricular Connections

Maximize your instructional time by helping students see how social studies connects to the world around them. *Tennessee Social Studies* offers intentional moments of connection across disciplines with a particular emphasis on literacy support. Cross-curricular connections strengthen understanding of local and global perspectives, while empowering learners to apply their knowledge across math, science, and English Language Arts (ELA).

Make Connections!



CONNECT TO SCIENCE

Discuss with students the role of government in protecting the country's ecosystems and regulating the use of natural resources.



CONNECT TO MATH

Have students choose five states at random. Then instruct them to look up information about the House of Representatives and express, using fractions, how much of the House each of those five states controls.



Bibliography

Additional resources to aid student inquiry:

- **A Kid's Guide to America's Bill of Rights**
by Kathleen Krull; Avon, 2002.
- **The Escape of Oney Judge: Martha Washington's Slave Finds Freedom**
by Emily Arnold McCully; Farrar, Straus and Giroux, 2007.
- **O, Say Can You See? America's Symbols, Landmarks, and Important Words**
by Sheila Keenan; Scholastic, 2007.



CONNECT TO ELA

Reading Determine the main idea of a text; recount the key details and explain how they support the main ideas. **3.RI.KID.2**

Explain how reasons support specific points an author makes in a text. **3.RI.KID.8**

Fluency Read with sufficient accuracy and fluency to support comprehension. **3.FL.F.5**

Writing Include evidence from literary or informational texts, applying grade 3 standards for reading. **3.W.RBP.9**

Write narratives to develop real or imagined experiences or events using an effective technique, such as descriptive details and clear event sequences. **3.W.TTP.3**

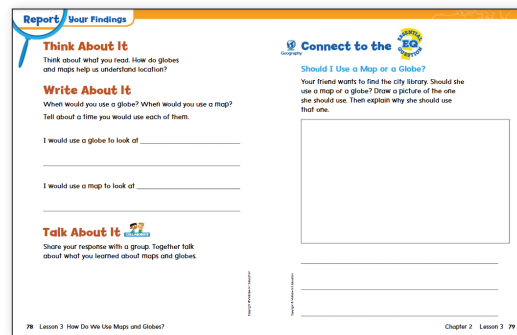
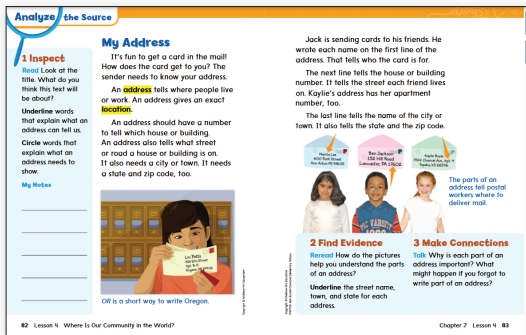
Speaking and Listening Prepare for collaborative discussions on 3rd grade level topics and texts; engage effectively with varied partners, building on others' ideas and expressing one's own ideas clearly. **3.SL.CC.1**

Make Connections

The Chapter Overview pages in the Teacher's Edition include connections to Science and Math, along with a Bibliography to aid student inquiry.

Connect to ELA

The Lesson Overview pages in the Teacher's Edition include Connect to ELA, which connects Tennessee ELA standards to Reading, Fluency, Writing, and Speaking and Listening.

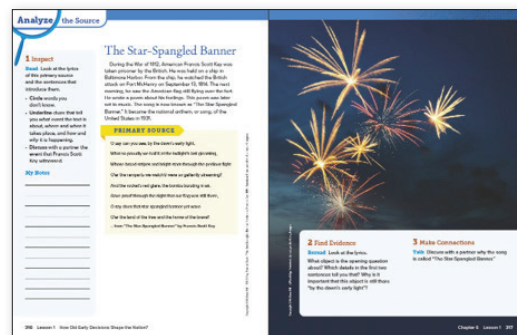
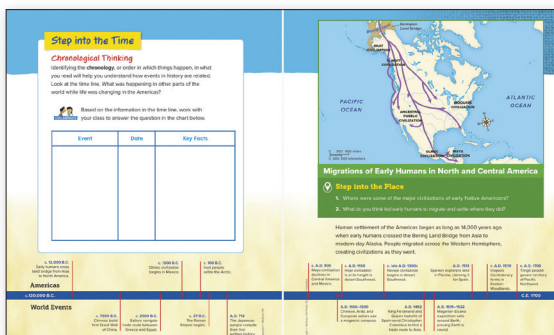


Close Reading

Analyze the Source activities guide students to Inspect, Find Evidence, and Make Connections using text passages, encouraging them to focus on meaning.

Writing Prompts

Report Your Findings activities encourage students to discuss ideas, express their thoughts through writing, and visually represent concepts through drawing, all while connecting their work to the chapter Essential Question.



Step into the Time and Place

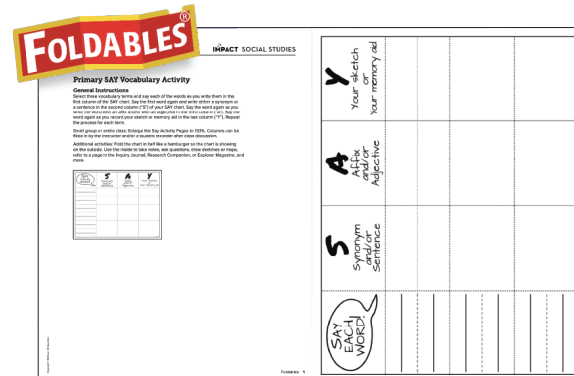
Graphic organizers help students organize information as they read text and interact with time lines, maps, and images.

Analyze the Source

Open every lesson by engaging students' close reading skills to unlock meaning from lesson-based informational texts and images.

Dinah Zike's Foldables®

Created by award-winning author, educator, and inventor Dinah Zike, Foldables are interactive graphic organizers that enhance vocabulary, strengthen notetaking skills, and unlock content.



Support Every Learner

Tennessee Social Studies provides point-of-use differentiation to ensure all students have the support they need to grow into historians, geographers, economists, and informed world citizens.

English Learners SCAFFOLD

Use the following scaffolds to support children as they report their findings.

Entering and Emerging

Ask children which rule they think is most important. Provide frames and a word bank:

- I think _____ is the most important rule.
- It is important because it helps us _____.

Developing and Expanding

Have partners share their ideas about which rule is most important. Provide frames as needed, such as: *I think* _____.

Bridging and Reaching

Have partners tell each other which class rule is the most important. Encourage children to support their opinions with evidence from the text or from their own experiences.

Differentiated Scaffolds

Embedded scaffolds help students bridge knowledge gaps as they encounter challenging vocabulary and text structures, such as passive voice and archaic language.

Supporting All Language Learners

Incorporating proven instructional practices for teaching multilingual learners (MLLs), *Tennessee Social Studies* embeds scaffolded activities into every module and lesson.

Research Companion

Rules All Around (pp. 10–11) Write *Rules All Around* on the board and read it aloud. Explain that all around means everywhere—at school, at home, and in the community. Write these sentences on the board: *Do. Say. Walk. Get along.* Use the following questions to support children's understanding of the text. For example, for the sentence *Do*:

Define: Try to do. Do it to be kind and treat everyone in the same way.

Explain: Try to do. Do it to be kind and treat everyone in the same way.

Community Laws/Our County's Laws (pp. 12–13) Check that children understand the words *believe* and *ask*. Ask: *believe* is to go to sleep in the photograph. Explain that the book used to be called *the first one where the driver sits in a car*. Point out the three examples of the word *ask* in the second paragraph on page 12. Explain that most means you have to do something. Say: *Everyone must follow the school rules.* Provide another example, such as: *the next time you visit before you go to bed.* Ask: *What is something else you must do every day?* Encourage children to begin their responses with: *I must*.

Language Objectives

• Use newly acquired content and academic vocabulary to talk and write about how they and their friends live together and stay safe.

• Draw and write about a classroom rule.

• Have, create, explain and perform rules.

LESSON QUESTION

How Do Rules and Laws Help Us?

Introduce the Lesson

Set Purpose: Explain to children that in this lesson they will learn why rules and laws are important, and how they help us live together and stay safe.

Access Prior Knowledge: Find out what children already know about rules and laws. Ask: *Can you think of any rules you know in our classroom at school? What is a rule you know at home?*

Speak Carefully: Display or project the photograph of the traffic sign on p. 6 of the Inquiry Journal. Ask: *What do you see in the picture? Have you seen a traffic sign like this before? Do you see the sign? What are the people doing? How does the sign help people stay safe?*

Build Meaning & Support Language

Inquiry Journal

Language Transfer

Spanish Cognates

To support Spanish speakers, print out the children's book: *rules - reglas*





Empower Tennessee Students with Dynamic Digital Resources

Digital resources work together with the print books to offer additional learning support tools, review and extend opportunities, and options to help teachers provide differentiated instruction.

More to Explore

How Can You Make an Impact?

QUESTION 1 10 points

Look Back to the Past

What is one thing from the past that you wish people still used today? Why? Write a short explanation and share it with the class.

Click to answer

SAVE DRAFT

SUBMIT

More to Explore extends the investigation with discussion and activities that connect students' research and interests.

2 Most wagon trains consisted of wagons called "prairie schooners." The white covers looked like a ship's sails from a distance. This type of wagon was usually pulled by a team of oxen. The wagon had to carry supplies for the journey and for making a new home. The supplies included tools, weapons, food, seeds for planting, books, cooking utensils, spare wagon parts, medicine, and clothes.

3 Each member of the family had jobs to do on the journey. Men drove the wagon and were responsible for repairing it. They also hunted for food and protected their families. Women cooked, cleaned, and set up camp. They were responsible for managing their families' supplies. They also cared for and taught their children. Children helped out where they could. They collected "buffalo chips." Buffalo chips were manure that was used as fuel for campfires.

Translate

English to Spanish

Cada miembro de la familia tenía tareas que realizar durante el viaje. Los hombres conducían la carreta y se encargaban de repararla. También cazaban y protegían a sus familias. Las mujeres cocinaban, limpiaban y montaban el campamento.

PROVIDED BY GOOGLE

QUESTION 2 DOK 2 1 points

3. Look at the maps below. What change do you notice between the maps in 1750 and 1763?

North America, 1750 and 1763

☐ A. Spain lost most of its territory to Great Britain and France.

☒ B. France lost most of its territory to Spain.

☐ C. Great Britain lost most of its territory to France and Spain.

☐ D. Spain, France, and Great Britain all lost territory to Russia.

This choice will not appear to students designated as needing Extra Help.

Teachers can use the **Extra Help** feature to provide targeted instruction to specific students with additional margin notes or assessment support.

Students can use the **Translate tool** to translate text into over 100 languages, and the **Hear It tool** to listen to the text read aloud in English and over 20 additional languages.

Teach with Confidence

McGraw Hill is your dedicated partner in professional learning. From detailed pacing guides to point-of-use teacher notes and suggested routines, we ensure you have the tools to navigate your instructional journey with ease.

Getting Started

Launch *Tennessee Social Studies* effortlessly. Combine our Content Maps, Correlation Charts, and Tennessee Flexible Pacing Pathways to craft a streamlined, standards-aligned roadmap for every chapter.

✓ Check for Success

Describe Can students describe how Spanish exploration changed life for people in the Americas?

Differentiate

If Not, Have students review the cause and effects notes related to Spanish exploration from their online graphic organizer.

Point-of-Use Teaching Support

Step into the classroom as a subject-matter expert. Both our print and digital Teacher's Editions feature quick tips and insights designed to provide targeted support exactly when and where you need it during instruction.

THIRD GRADE SOCIAL STUDIES The History of the United States and Early Americans to Westward Expansion		
Tennessee Social Content Standards	Tennessee Content Standards	Alignment to Student Edition Page
Integrated Pacing Through European Exploration (Prior to 1585)		
1.81 Compare and contrast the geographic regions of the American continent, and examine the environmental influences on these regions (e.g., housing and clothing).	C. 6.1.1 2-6-23.52, 53, 54-55	2-6-23.52-53, 54-55
1.82 Understand western exploration and conflict between Native American Indian nations over control of land.	C. 6.1.1.1 2-6-23.52, 53	2-6-23.52-53
1.83 Identify events that are among the earliest recorded in both the 17th century Native American exploration, including: • Hernando de Soto • Cabeza de Vaca • Pineda • La Salle	C. 6.1.1.1 2-6-23.52, 53	2-6-23.52-53
1.84 Identify the major historical contributions of early explorers of the Americas, including Christopher Columbus, Christopher Columbus, and Vasco da Gama.	C. 6.1.1.1 2-6-23.52, 53	2-6-23.52, 53
1.85 Review how American Indians were impacted as result of European exploration, including: • Spread of diseases • Increased conflict • Loss of territory • Influence of culture	C. 6.1.1.1 2-6-23.52, 53	2-6-23.52-53
Early American Exploration (Prior to 1800)		
1.86 Explore the significance of the settlement of Jamestown, and the first capital of the first colony of the United States.	C. 6.1.1.1 2-6-23.52, 53	2-6-23.52, 53
1.87 Explore the significance of the settlement of Plymouth and Massachusetts Bay, and the first permanent English settlement in the United States.	C. 6.1.1.1 2-6-23.52, 53	2-6-23.52, 53
1.88 Examine the role of exploration, New England, Mexico, and Spanish Southern borders of the Province of Georgia, and the first permanent English settlement in the Southeast.	C. 6.1.1.1 2-6-23.52, 53	2-6-23.52, 53
Current Social Studies Content Standards		
1.89 Explore the role of exploration, New England, Mexico, and Spanish Southern borders of the Province of Georgia, and the first permanent English settlement in the Southeast.	C. 6.1.1.1 2-6-23.52, 53	2-6-23.52, 53

Supporting Discourse

Spark vibrant classroom conversations. *Tennessee Social Studies* offers a printable, Social Studies Routines Guide highlighting pedagogical best practices including targeted Vocabulary, Discussion, and Make Connections routines.

Vocabulary Richness "If our word studies is actually engaging historical and present discourses, we need to be sure to comprehend & discuss statements that are controversial at best & outrageous before they are studied. Vocabulary instruction is a strong predictor of reading comprehension (Baker, Simmons, & Hart, 2006 & Perfetti, 1985)." <i>Nelson, James, et al., Visible Learning for Social Studies, Chapter 10, for Exceptional Understanding</i> Purpose & Practice Think and say Vocabulary is a writing and speaking routine. First, it encourages students about a prompt and then shares thoughts and reactions with a partner or a small group. It also includes a prompt to generate a question, and give the class something to think about. The routine can begining of a lesson or a chapter to introduce vocabulary with it. It can also be used as a strategy in a chapter or a lesson. Teacher Tip: Students can not wait for the procedure with the actual model, and then place one on students to each of the small groups to act as group leader. Procedure 1. arrange students in small groups or with partners. 2. give one vocabulary word in its dictionary definition. Give the students one or two to think about the word. Then, give the students between 3 and 5 minutes to discuss the students if down any words or ideas that relate to the vocabulary word. They may picture to begin with their writing or draw the picture first and then talk words. 3. Have students share their words and drawings with their partner or group. Repeat with additional vocabulary word. 4. Conduct a whole-class discussion about the small group work has been completed. 5. Display students' written responses and drawings on a bulletin board or compile the board for the class display. Think and say Vocabulary (Student Routine) 1. Listen to the vocabulary word and its definition. Think about what the word means. 2. Think about words that you think relate to the vocabulary word. Give your partner ideas. 3. Share your class ideas when it is your turn. 4. Talk about the ideas that your responses are the same and how they are different. <i>Source: Studies in Vocabulary, K-5</i> Copyright © 2016 by Pearson. All rights reserved. All rights reserved for classroom use.	Make Connections Routines "Reading is about meaning making and students contend during reading situations that separate their vocabulary and background knowledge about the physical, social, and biological world. As such, social studies content is a clear factor for teaching reading. The informational texts can social studies help students master comprehension skills and strategies that lead to proficiency. The richness of historical texts and students have meaningful information to consider as they learn to use context and arguments. And history is a meaningful. Reading about the people and events that we live in and around and students that students need to read more and better every day." <i>Dr. Douglas Fisher, IEPACT Social Studies Program Author</i> Discussion Routines "Taking a key to understand the student's content to understand the content, and thus, opportunities for taking about the content to the instructional design of learning." <i>Fisher, Douglas, et al., Student Learning Communities ASCO, 2021</i> Four Corners Purpose & Practice The Four Corners routine encourages social learning through movement and discussion. Students build their listening and communication skills as they engage in discussion with their cohorts. Students make a claim and then defend their position on a statement or question by moving to one of the four corners of the room. The routine is designed to be used with the room with signs reading "Strongly Agree," "Agree," "Disagree," and "Strongly Disagree." Procedure 1. Give each a set of debatable statements related to the lesson content. Statements that are most likely to encourage discussion typically elicit human argument, represent respected values on both sides of the debate, and do not have common or obvious answer. Display the statements and give students the opportunity to pick frame notes to responses to each statement. 2. After students have considered their personal responses to the statements, read one of the statements aloud and ask students to move to the corner of the room that best represents their opinion. Once students are in their places, ask for volunteers to share their reasons, referring to evidence from the unit as well as other relevant information from their own experiences. Teacher Tip: Encourage students to switch corners if someone presents an idea that changes a change of mind. 1. There are many ways you can debrief this lesson. You can ask students reflect in their journals about how the activity changed or reinforced their original opinion. You can also have students share during the discussion, you can do the claim "I'm" and "agrees" arguments on the board as a whole-class activity. Four Corners (Student Routine) 1. Decide whether you strongly agree, agree, disagree, or strongly disagree with the statement. 2. Move to the corner that corresponds with your choice. 3. Discuss with your group why you selected that corner. 4. Share your reasons with those in the other corners. 5. Move to another corner if you change your mind. <i>Source: Studies in Vocabulary, K-5</i> Copyright © 2016 by Pearson. All rights reserved. All rights reserved for classroom use.	Make Connections Routines "Reading is about meaning making and students contend during reading situations that separate their vocabulary and background knowledge about the physical, social, and biological world. 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Move to another corner if you change your mind. <i>Source: Studies in Vocabulary, K-5</i> Copyright © 2016 by Pearson. All rights reserved. All rights reserved for classroom use.
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We are proud to work with schools to implement our programs into a range of classroom environments using different platforms. Both our Integration team and our Digital Technical Support team are ready to support you and your implementation.

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resources, and try the digital program.



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