

*HISTORY AND SOCIAL SCIENCE STANDARDS OF LEARNING*  
***CURRICULUM FRAMEWORK 2008***



**United States History to 1865**

Board of Education  
Commonwealth of Virginia

Copyright © 2008  
by the  
Virginia Department of Education  
P. O. Box 2120  
Richmond, Virginia 23218-2120  
<http://www.doe.virginia.gov>

All rights reserved. Reproduction of these materials for instructional purposes in public school classrooms in Virginia is permitted.

**Superintendent of Public Instruction**

Billy K. Cannaday, Jr.

**Chief Deputy Superintendent of Public Instruction**

Patricia I. Wright

**Assistant Superintendent for Instruction**

Linda M. Wallinger

**Office of Elementary Instructional Services**

Mark R. Allan, Director

Betsy S. Barton, History and Social Science Specialist

**Office of Middle and High School Instructional Services**

Felicia D. Dyke, Director

Beverly M. Thurston, History and Social Science Coordinator

Edited by the CTE Resource Center

<http://CTEresource.org>

**NOTICE**

The Virginia Department of Education does not unlawfully discriminate on the basis of race, color, sex, national origin, age, or disability in employment or in its educational programs or services.

## INTRODUCTION

---

The *History and Social Science Standards of Learning Curriculum Framework 2008*, approved by the Board of Education on July 17, 2008, is a companion document to the 2008 *History and Social Science Standards of Learning for Virginia Public Schools*. The Curriculum Framework amplifies the Standards of Learning by defining the content understandings, knowledge, and skills that are measured by the Standards of Learning assessments. The Curriculum Framework provides additional guidance to school divisions and their teachers as they develop an instructional program appropriate for their students. It assists teachers in their lesson planning by identifying the essential content understandings, knowledge, and intellectual skills that should be the focus of instruction for each standard. Hence, the framework delineates with greater specificity the content that all teachers should teach and all students should learn.

The Curriculum Framework consists of at least one framework page for every Standard of Learning. Each of these pages is divided into four columns, as described below:

### **Essential Understandings**

This column includes the fundamental background information necessary for answering the essential questions and acquiring the essential knowledge. Teachers should use these understandings as a basis for lesson planning.

### **Essential Questions**

In this column are found questions that teachers may use to stimulate student thinking and classroom discussion. The questions are based on the standard and the essential understandings, but may use different vocabulary and may go beyond them.

### **Essential Knowledge**

This column delineates the key content facts, concepts, and ideas that students should grasp in order to demonstrate understanding of the standard. This information is not meant to be exhaustive or a limitation on what is taught in the classroom. Rather, it is meant to be the principal knowledge defining the standard.

### **Essential Skills**

This column enumerates the fundamental intellectual abilities that students should have—what they should be able to do—to be successful in accomplishing historical and geographical analysis and achieving responsible citizenship.

The Curriculum Framework serves as a guide for Standards of Learning assessment development; however, assessment items may not and should not be verbatim reflections of the information presented in the Curriculum Framework.

## **STANDARD USI.1a, b, c, d, e, f, g, h, i**

---

**The student will demonstrate skills for historical and geographical analysis and responsible citizenship, including the ability to**

- a) identify and interpret primary and secondary source documents to increase understanding of events and life in United States history to 1865;**
- b) make connections between the past and the present;**
- c) sequence events in United States history from pre-Columbian times to 1865;**
- d) interpret ideas and events from different historical perspectives;**
- e) evaluate and discuss issues orally and in writing;**
- f) analyze and interpret maps to explain relationships among landforms, water features, climatic characteristics, and historical events;**
- g) distinguish between parallels of latitude and meridians of longitude;**
- h) interpret patriotic slogans and excerpts from notable speeches and documents;**
- i) identify the costs and benefits of specific choices made, including the consequences, both intended and unintended, of the decisions and how people and nations responded to positive and negative incentives.**

The skills identified in this standard are cited, as applicable, in the “Essential Skills” columns of the charts throughout this curriculum framework, with the exception of skill “e.” Students should have opportunities to practice speaking and writing, but these skills will not be assessed on the Standards of Learning test. All other skills listed above will be assessed on the Standards of Learning test, and teachers should incorporate these skills into instruction throughout the year.

## STANDARD USI.2a

The student will use maps, globes, photographs, pictures, or tables to  
a) locate the seven continents and five oceans.

Essential Understandings	Essential Questions	Essential Knowledge	Essential Skills
Continents are large land masses surrounded by water.	What are the seven continents?  What are the five oceans?	<b>Continents</b> <ul style="list-style-type: none"><li>• North America</li><li>• South America</li><li>• Africa</li><li>• Asia</li><li>• Australia</li><li>• Antarctica</li><li>• Europe*</li></ul> <b>Oceans</b> <ul style="list-style-type: none"><li>• Atlantic Ocean</li><li>• Pacific Ocean</li><li>• Arctic Ocean</li><li>• Indian Ocean</li><li>• Southern Ocean</li></ul> <p>*Note: Europe is considered a continent even though it is not entirely surrounded by water. The land mass is frequently called Eurasia.</p>	Analyze and interpret maps to explain relationships among landforms and water features. (USI.1f)  Distinguish between parallels of latitude and meridians of longitude. (USI.1g)

## STANDARD USI.2b

The student will use maps, globes, photographs, pictures, or tables to

b) locate and describe the location of the geographic regions of North America: Coastal Plain, Appalachian Mountains, Canadian Shield, Interior Lowlands, Great Plains, Rocky Mountains, Basin and Range, and Coastal Range.

Essential Understandings	Essential Questions	Essential Knowledge	Essential Skills
<p>Geographic regions have distinctive characteristics.</p>	<p>Where are the geographic regions of North America located?</p> <p>What are some physical characteristics of the geographic regions of North America?</p>	<p><b>Geographic regions' locations and physical characteristics</b></p> <ul style="list-style-type: none"> <li>• Coastal Plain               <ul style="list-style-type: none"> <li>– Located along the Atlantic Ocean and Gulf of Mexico</li> <li>– Broad lowlands providing many excellent harbors</li> </ul> </li> <li>• Appalachian Highlands               <ul style="list-style-type: none"> <li>– Located west of the Coastal Plain, extending from eastern Canada to western Alabama; includes the Piedmont</li> <li>– Old, eroded mountains (oldest mountain range in North America)</li> </ul> </li> <li>• Canadian Shield               <ul style="list-style-type: none"> <li>– Wrapped around the Hudson Bay in a horseshoe shape</li> <li>– Hills worn by erosion and hundreds of lakes carved by glaciers</li> </ul> </li> <li>• Interior Lowlands               <ul style="list-style-type: none"> <li>– Located west of the Appalachian Mountains and east of the Great Plains</li> <li>– Rolling flatlands with many rivers, broad river valleys, and grassy hills</li> </ul> </li> <li>• Great Plains               <ul style="list-style-type: none"> <li>– Located west of the Interior Lowlands and east of the Rocky Mountains</li> <li>– Flat lands that gradually increase in elevation westward; grasslands</li> </ul> </li> <li>• Rocky Mountains               <ul style="list-style-type: none"> <li>– Located west of the Great Plains and east of the Basin and Range</li> <li>– Rugged mountains stretching from Alaska almost to Mexico; high elevations</li> <li>– Contains the Continental Divide, which determines the directional flow of rivers</li> </ul> </li> <li>• Basin and Range               <ul style="list-style-type: none"> <li>– Located west of the Rocky Mountains and east of the Sierra Nevadas and the Cascades</li> <li>– Varying elevations containing isolated mountain ranges and Death Valley, the lowest point in North America</li> </ul> </li> <li>• Coastal Range               <ul style="list-style-type: none"> <li>– Located along the Pacific Coast, stretching from California to Canada</li> <li>– Rugged mountains and fertile valleys</li> </ul> </li> </ul>	<p>Analyze and interpret maps to explain relationships among landforms. (USI.1f)</p> <p>Distinguish between parallels of latitude and meridians of longitude. (USI.1g)</p>

**STANDARD USI.2c**

The student will use maps, globes, photographs, pictures, or tables to

c) locate and identify the water features important to the early history of the United States: Great Lakes, Mississippi River, Missouri River, Ohio River, Columbia River, Colorado River, Rio Grande, St. Lawrence River, Atlantic Ocean, Pacific Ocean, and Gulf of Mexico.

Essential Understandings	Essential Questions	Essential Knowledge	Essential Skills
<p>The United States has access to numerous and varied bodies of water.</p> <p>Bodies of water support interaction among regions, form borders, and create links to other areas.</p>	<p>What are the major bodies of water in the United States?</p> <p>What are some ways bodies of water in the United States have supported interaction among regions and created links to other areas?</p>	<p><b>Major bodies of water</b></p> <ul style="list-style-type: none"> <li>• Oceans: Atlantic, Pacific</li> <li>• Rivers: Mississippi, Missouri, Ohio, Columbia, Colorado, Rio Grande, St. Lawrence River</li> <li>• Lakes: Great Lakes</li> <li>• Gulf: Gulf of Mexico</li> </ul> <p><b>Trade, transportation, exploration, and settlement</b></p> <ul style="list-style-type: none"> <li>• The Atlantic, Pacific, and Gulf coasts of the United States have provided access to other parts of the world.</li> <li>• The Atlantic Ocean served as the highway for explorers, early settlers, and later immigrants.</li> <li>• The Ohio River was the gateway to the west.</li> <li>• Inland port cities grew in the Midwest along the Great Lakes.</li> <li>• The Mississippi and Missouri rivers were used to transport farm and industrial products. They were links to United States ports and other parts of the world.</li> <li>• The Columbia River was explored by Lewis and Clark.</li> <li>• The Colorado River was explored by the Spanish.</li> <li>• The Rio Grande forms the border with Mexico.</li> <li>• The Pacific Ocean was an early exploration destination.</li> <li>• The Gulf of Mexico provided the French and Spanish with exploration routes to Mexico and other parts of America.</li> <li>• The St. Lawrence River forms part of the northeastern border with Canada and connects the Great Lakes to the Atlantic Ocean.</li> </ul>	<p>Identify and interpret primary and secondary source documents to increase understanding of events and life in United States history. (USI.1a)</p> <p>Sequence events in United States history. (USI.1c)</p> <p>Analyze and interpret maps to explain relationships among landforms, water features, and historical events. (USI.1f)</p>

## STANDARD USI.2d

The student will use maps, globes, photographs, pictures, or tables to  
d) recognize key geographic features on maps, diagrams, and/or photographs.

Essential Understandings	Essential Questions	Essential Knowledge	Essential Skills
<p>It is important to recognize key geographic features on maps, diagrams, and/or photographs.</p> <p>Landforms and water features set the stage for and influence the course of events in United States history.</p>	<p>What are some important categories of geographic features?</p> <p>What do these important geographic features look like when they appear on maps, globes, and diagrams?</p> <p>What do these important geographic features look like when they appear in pictures and photographs?</p> <p>Why are geographic features important in United States history?</p>	<p><b>Key geographic features</b></p> <ul style="list-style-type: none"><li>• Water-related<ul style="list-style-type: none"><li>– Lakes</li><li>– Rivers</li><li>– Tributaries</li><li>– Gulfs and bays</li></ul></li><li>• Land-related<ul style="list-style-type: none"><li>– Mountains</li><li>– Hills</li><li>– Plains</li><li>– Plateaus</li><li>– Islands</li><li>– Peninsulas</li></ul></li></ul> <p><b>Geographic features are related to</b></p> <ul style="list-style-type: none"><li>• patterns of trade</li><li>• the locations of cities and towns</li><li>• the westward (frontier) movement</li><li>• agricultural and fishing industries.</li></ul>	<p>Analyze and interpret maps to explain relationships among landforms, water features, climatic characteristics, and historical events (USI.1f)</p>



**STANDARD USI.3a**

**The student will demonstrate knowledge of how early cultures developed in North America by**

**a) describing how archaeologists have recovered material evidence of ancient settlements, including Cactus Hill in Virginia.**

Essential Understandings	Essential Questions	Essential Knowledge	Essential Skills
<p>Archaeology is the recovery of material evidence remaining from the past.</p> <p>Archaeological discoveries of early Indian settlements have been made in southeastern Virginia.</p>	<p>Why is archaeology important?</p> <p>Where is one of the oldest archeological sites in the United States located?</p>	<p>Archaeologists study human behavior and cultures of the past through the recovery and analysis of artifacts.</p> <p>Scientists are not in agreement about when and how people first arrived in the Western Hemisphere.</p> <p>Cactus Hill is located on the Nottoway River in southeastern Virginia. Evidence that humans lived at Cactus Hill as early as 18,000 years ago makes it one of the oldest archaeological sites in North America.</p>	<p>Make connections between the past and the present. (USI.1b)</p> <p>Sequence events in United States history. (USI.1c)</p> <p>Interpret ideas and events from different historical perspectives. (USI.1d)</p>

## STANDARD USI.3b

The student will demonstrate knowledge of how early cultures developed in North America by

b) locating where the American Indians lived, with emphasis on the Arctic (Inuit), Northwest (Kwakiutl), Plains (Lakota), Southwest (Pueblo), and Eastern Woodlands (Iroquois).

Essential Understandings	Essential Questions	Essential Knowledge	Essential Skills
Prior to the arrival of Europeans, American Indians were dispersed across the different environments in North America.	<p>In which areas did the American Indians live?</p> <p>Where do American Indians live today?</p>	<p>American Indians lived in all areas of North America.</p> <ul style="list-style-type: none"><li>• Inuit inhabited present-day Alaska and northern Canada. They lived in Arctic areas where the temperature is below freezing much of the year.</li><li>• Kwakiutl homeland includes the Pacific Northwest coast, characterized by a rainy, mild climate.</li><li>• Lakota people inhabited the interior of the United States, called the Great Plains, which is characterized by dry grasslands.</li><li>• Pueblo tribes inhabited the Southwest in present-day New Mexico and Arizona, where they lived in desert areas and areas bordering cliffs and mountains.</li><li>• Iroquois homeland includes northeast North America, called the Eastern Woodlands, which is heavily forested.</li></ul> <p>Members of these tribes live in their homelands and in many other areas of North America today.</p>	<p>Sequence events in United States history. (USI.1c)</p> <p>Analyze and interpret maps to explain relationships among landforms, water features, climatic characteristics, and historical events. (USI.1f)</p>

**STANDARD USI.3c**

The student will demonstrate knowledge of how early cultures developed in North America by  
 c) describing how the American Indians used the resources in their environment.

Essential Understandings	Essential Questions	Essential Knowledge	Essential Skills
<p>Geography and climate affected how the various American Indian groups met their basic needs.</p> <p>Resources influenced what was produced and how it was produced.</p>	<p>How did geography and climate affect the way American Indian groups met their basic needs?</p> <p>How did American Indians use natural, human, and capital resources?</p>	<p>In the past, American Indians fished, hunted, and grew crops for food. They made clothing from animal skins and plants. They constructed shelters from resources found in their environment (e.g., sod, stones, animal skins, wood).</p> <p><b>Types of resources</b></p> <ul style="list-style-type: none"> <li>• Natural resources: Things that come directly from nature</li> <li>• Human resources: People working to produce goods and services</li> <li>• Capital resources: Goods produced and used to make other goods and services</li> </ul> <p><b>Natural resources</b>            The fish American Indians caught, wild animals they hunted, and crops they grew were examples of natural resources.</p> <p><b>Human resources</b>            People who fished, made clothing, and hunted animals were examples of human resources.</p> <p><b>Capital resources</b>            The canoes, bows, and spears American Indians made were examples of capital resources.</p>	<p>Identify and interpret primary and secondary source documents to increase understanding of events and life in United States history. (USI.1a)</p> <p>Interpret ideas and events from different historical perspectives. (USI.1d)</p> <p>Analyze and interpret maps. (USI.1f)</p>

## STANDARD USI.4a

The student will demonstrate knowledge of European explorations in North America and West Africa by

a) describing the motivations for, obstacles to, and accomplishments of the Spanish, French, Portuguese, and English explorations.

Essential Understandings	Essential Questions	Essential Knowledge	Essential Skills
<p>Major European countries were in competition to extend their power into North America and claim the land as their own.</p>	<p>Why did European countries compete for power in North America?</p> <p>What were the obstacles faced by the explorers?</p> <p>What were the accomplishments of the explorations?</p> <p>What regions of North America were explored and settled by France, England, and Spain?</p> <p>What regions were explored by Portugal?</p>	<p><b>Motivations for the explorations</b></p> <ul style="list-style-type: none"> <li>• Economic—Gold, natural resources, and trade</li> <li>• Religious—Spread Christianity</li> <li>• Competitions for empire and belief in superiority of own culture</li> </ul> <p><b>Obstacles to the explorations</b></p> <ul style="list-style-type: none"> <li>• Poor maps and navigational tools</li> <li>• Disease and starvation</li> <li>• Fear of the unknown</li> <li>• Lack of adequate supplies</li> </ul> <p><b>Accomplishments of the explorations</b></p> <ul style="list-style-type: none"> <li>• Exchanged goods and ideas</li> <li>• Improved navigational tools and ships</li> <li>• Claimed territories (see countries below)</li> </ul> <p><b>Regions of North America explored by Spain, France, and England</b></p> <ul style="list-style-type: none"> <li>• Spain: Francisco Coronado claimed the Southwest of the present-day United States for Spain.</li> <li>• France: Samuel de Champlain established the French settlement of Québec. Robert La Salle claimed the Mississippi River Valley for France.</li> <li>• England: John Cabot explored eastern Canada.</li> </ul> <p><b>Regions explored by Portugal</b></p> <ul style="list-style-type: none"> <li>• The Portuguese made voyages of discovery along the coast of West Africa.</li> </ul>	<p>Identify and interpret primary and secondary source documents to increase understanding of events and life in United States history. (USI.1a)</p> <p>Interpret ideas and events from different historical perspectives. (USI.1d)</p> <p>Analyze and interpret maps to explain relationships among landforms, water features, climatic characteristics, and historical events. (USI.1f)</p>

**STANDARD USI.4b**

The student will demonstrate knowledge of European explorations in North America and West Africa by  
 b) describing cultural and economic interactions between Europeans and American Indians that led to cooperation and conflict, with emphasis on the American Indian concept of land.

Essential Understandings	Essential Questions	Essential Knowledge	Essential Skills
<p>The interactions between American Indians and Europeans sometimes led to cooperation and other times resulted in conflict.</p>	<p>How did the American Indians and Europeans interact with each other?</p>	<p><b>Cultural interaction</b></p> <ul style="list-style-type: none"> <li>• Spanish               <ul style="list-style-type: none"> <li>– Conquered and enslaved American Indians</li> <li>– Brought Christianity to the New World</li> <li>– Brought European diseases to American Indians</li> </ul> </li> <li>• French               <ul style="list-style-type: none"> <li>– Established trading posts</li> <li>– Spread Christian religion</li> </ul> </li> <li>• English               <ul style="list-style-type: none"> <li>– Established settlements and claimed ownership of land</li> <li>– Learned farming techniques from American Indians</li> <li>– Traded with American Indians</li> </ul> </li> <li>• American Indians               <ul style="list-style-type: none"> <li>– Taught farming techniques to European settlers</li> <li>– Believed that land was to be used and shared but not owned</li> </ul> </li> </ul> <p><b>Areas of cooperation in economic interactions</b></p> <ul style="list-style-type: none"> <li>• Europeans brought weapons and metal farm tools.</li> <li>• Trade</li> <li>• Crops</li> </ul> <p><b>Areas of conflict</b></p> <ul style="list-style-type: none"> <li>• Land</li> <li>• Competition for trade</li> <li>• Differences in cultures</li> <li>• Diseases</li> <li>• Language differences</li> </ul>	<p>Identify and interpret primary and secondary source documents to increase understanding of events and life in United States history. (USI.1a)</p> <p>Interpret ideas and events from different historical perspectives. (USI.1d)</p>

## STANDARD USI.4c

The student will demonstrate knowledge of European explorations in North America and West Africa by

c) identifying the location and describing the characteristics of West African societies (Ghana, Mali, and Songhai) and their interactions with traders.

Essential Understandings	Essential Questions	Essential Knowledge	Essential Skills
<p>Ghana, Mali, and Songhai each dominated West Africa in sequence from 300 to 1600 A.D.</p> <p>African people and African goods played an important role in European interest in world resources.</p>	<p>What was the importance of Ghana, Mali, and Songhai?</p> <p>Where were the empires of Ghana, Mali, and Songhai located?</p> <p>When did the empires of Ghana, Mali, and Songhai exist in Africa?</p> <p>How did West African empires impact European trade?</p>	<p>Ghana, Mali, and Songhai dominated West Africa one after another from 300 to 1600 A.D.</p> <p>Ghana, Mali, and Songhai were located in the western region of Africa, south of the Sahara Desert, near the Niger River.</p> <p>Ghana, Mali, and Songhai became powerful by controlling trade in West Africa.</p> <p>The Portuguese carried goods from Europe to West African empires, trading metals, cloth, and other manufactured goods for gold.</p>	<p>Interpret ideas and events from different historical perspectives. (USI.1d)</p> <p>Analyze and interpret maps to explain relationships among landforms, water features, and historical events. (USI.1f)</p> <p>Distinguish between parallels of latitude and meridians of longitude. (USI.1g)</p>

## STANDARD USI.5a

The student will demonstrate knowledge of the factors that shaped colonial America by

a) describing the religious and economic events and conditions that led to the colonization of America.

Essential Understandings	Essential Questions	Essential Knowledge	Essential Skills
<p>Colonies in North America were established for religious and economic reasons.</p>	<p>Why did Europeans establish colonies in North America?</p>	<p><b>Colonies and the reasons they were established</b></p> <ul style="list-style-type: none"><li>• Roanoke Island (Lost Colony) was established as an economic venture.</li><li>• Jamestown Settlement, the first permanent English settlement in North America (1607), was an economic venture by the Virginia Company.</li><li>• Plymouth Colony was settled by separatists from the Church of England who wanted to avoid religious persecution.</li><li>• Massachusetts Bay Colony was settled by the Puritans to avoid religious persecution.</li><li>• Pennsylvania was settled by the Quakers, who wanted freedom to practice their faith without interference.</li><li>• Georgia was settled by people who had been in debtors' prisons in England. They hoped to experience economic freedom and start a new life in the New World.</li></ul>	<p>Identify and interpret primary and secondary source documents to increase understanding of events and life in United States history. (USI.1a)</p> <p>Sequence events in United States history. (USI.1c)</p> <p>Interpret ideas and events from different historical perspectives. (USI.1d)</p>

## STANDARD US1.5b

The student will demonstrate knowledge of the factors that shaped colonial America by

b) describing life in the New England, Mid-Atlantic, and Southern colonies, with emphasis on how people interacted with their environment to produce goods and services, including examples of specialization and interdependence.

Essential Understandings	Essential Questions	Essential Knowledge	Essential Skills
<p>Life in the colonies was shaped by the geographical features of the settlements.</p> <p>Economic specialization and interdependence existed among the colonies in the production of goods and services.</p>	<p>How did climate, geographic features, and other available resources distinguish the three regions from each other?</p> <p>How did people use the natural resources of their region to earn a living?</p> <p>What are the benefits of specialization and trade?</p> <p>How did political and social life evolve in each of the three regions?</p>	<p><b>Terms to know</b></p> <ul style="list-style-type: none"> <li>resources: natural, capital, or human</li> <li>specialization: Focusing on one or a few products</li> <li>interdependence: Two or more people depending on each other for goods and services</li> </ul> <p>Specialization caused the colonies to be interdependent.</p> <p>(See chart below.)</p>	<p>Identify and interpret primary and secondary source documents to increase understanding of events and life in United States history. (1a)</p> <p>Interpret ideas and events from different historical perspectives. (1d)</p> <p>Analyze and interpret maps to explain relationships among landforms, water features, climatic characteristics, and historical events. (1f)</p>

Essential Knowledge					
Colonies	Resources	Geography and Climate	Specialization	Examples of Interdependence	Social/Political
<b>New England</b>	<p>Natural resources: e.g., timber, fish, deep harbors</p> <p>Human resources: e.g., skilled craftsmen, shopkeepers, shipbuilders</p> <p>Capital resources: e.g., tools, buildings</p>	<p>Appalachian Mountains, Boston harbor, hilly terrain, rocky soil, jagged coastline</p> <p>Moderate summers, cold winters</p>	<p>Fishing, shipbuilding, naval supplies, metal tools and equipment</p>	<p>The New England colonies depended on the Southern colonies for crops such as tobacco, rice, cotton, and indigo, and for forest products such as lumber, tar, and pitch. They depended on the Mid-Atlantic colonies for livestock and grains.</p>	<p>Villages and churches were centers of life. Religious reformers and separatists</p> <p>Civic life: town meetings</p>
<b>Mid-Atlantic</b>	<p>Natural Resources: e.g., rich farmlands, rivers</p> <p>Human resources: e.g., unskilled and skilled workers, fishermen</p> <p>Capital resources: e.g., tools, buildings</p>	<p>Appalachian Mountains, coastal lowlands, harbors and bays</p> <p>Mild winters and moderate climate, wide and deep rivers</p>	<p>Livestock, grains, fish</p>	<p>The Mid-Atlantic colonies traded with the Southern and New England colonies to get the products they did not produce. The Mid-Atlantic colonies depended on the Southern colonies for tobacco, rice, cotton, indigo, and forest products. They traded with the New England colonies for metal tools and equipment.</p>	<p>Villages and cities, varied and diverse lifestyles, diverse religions</p> <p>Civic life: market towns</p>
<b>Southern</b>	<p>Natural resources: e.g., fertile farmlands, rivers, harbors</p> <p>Human resources: e.g., farmers, enslaved African Americans</p> <p>Capital resources: e.g., tools, buildings</p>	<p>Appalachian Mountains, Piedmont, Atlantic Coastal Plain, good harbors and rivers</p> <p>Humid climate with mild winters and hot summers</p>	<p>Tobacco, rice, cotton, indigo, forest products (lumber, tar, pitch)</p>	<p>The Southern colonies depended on the New England colonies for manufactured goods, including metal tools and equipment. They depended on the Mid-Atlantic colonies for grains and other agricultural products not plentiful in the South.</p>	<p>Plantations (slavery), mansions, indentured servants, fewer cities, fewer schools, Church of England</p> <p>Civic life: counties</p>



## STANDARD USI.5c

The student will demonstrate knowledge of the factors that shaped colonial America by

c) describing colonial life in America from the perspectives of large landowners, farmers, artisans, women, free African Americans, indentured servants, and enslaved African Americans.

Essential Understandings	Essential Questions	Essential Knowledge	Essential Skills
<p>The colonies were made up of different groups of people whose lives varied greatly depending on their social position.</p>	<p>How did people's lives vary among different social groups in colonial America?</p>	<p><b>Large landowners</b></p> <ul style="list-style-type: none"><li>• Lived predominately in the South</li><li>• Relied on indentured servants and/or enslaved African Americans for labor</li><li>• Were educated in some cases</li><li>• Had rich social culture</li></ul> <p><b>Farmers</b></p> <ul style="list-style-type: none"><li>• Worked the land according to the region</li><li>• Relied on family members for labor</li></ul> <p><b>Artisans</b></p> <ul style="list-style-type: none"><li>• Worked as craftsmen in towns and on plantations</li><li>• Lived in small villages and cities</li></ul> <p><b>Women</b></p> <ul style="list-style-type: none"><li>• Worked as caretakers, house-workers, and homemakers</li><li>• Were not allowed to vote</li><li>• Had few opportunities for getting an education</li></ul> <p><b>Free African Americans</b></p> <ul style="list-style-type: none"><li>• Were able to own land</li><li>• Had economic freedom and could work for pay and decide how to spend their money</li><li>• Were not allowed to vote</li></ul> <p><b>Indentured servants</b></p> <ul style="list-style-type: none"><li>• Were men and women who did not have money for passage to the colonies and who agreed to work without pay for the person who paid for their passage</li><li>• Were free at the end of their contract</li></ul>	<p>Interpret ideas and events from different historical perspectives. (USI.1d)</p>

**STANDARD USI.5c (continued)**

The student will demonstrate knowledge of the factors that shaped colonial America by

- c) describing colonial life in America from the perspectives of large landowners, farmers, artisans, women, free African Americans, indentured servants, and enslaved African Americans.

Essential Understandings	Essential Questions	Essential Knowledge	Essential Skills
		<p><b>Enslaved African Americans</b></p> <ul style="list-style-type: none"><li>• Were captured in their native Africa and sold to slave traders; then were shipped to the colonies where they were sold into slavery</li><li>• Were owned as property for life without any rights.</li><li>• Were often born into slavery (Children of enslaved African Americans were born into slavery.)</li></ul>	

## STANDARD USI.5d

The student will demonstrate knowledge of the factors that shaped colonial America by  
d) identifying the political and economic relationships between the colonies and Great Britain.

Essential Understandings	Essential Questions	Essential Knowledge	Essential Skills
<p>Great Britain established and attempted to maintain control over the colonies.</p> <p>England became Great Britain in the early 1700s.</p>	<p>How did Great Britain impose political and economic control over the colonies?</p>	<p><b>Economic relationships</b></p> <ul style="list-style-type: none"><li>• Great Britain imposed strict control over trade.</li><li>• Great Britain taxed the colonies after the French and Indian War.</li><li>• The colonies traded raw materials for goods made in Great Britain.</li></ul> <p><b>Political relationships</b></p> <ul style="list-style-type: none"><li>• Colonists had to obey British laws, which were enforced by governors.</li><li>• Colonial governors were appointed by the king or by the proprietor.</li><li>• A colonial legislature made laws for each colony but was monitored by the colonial governor.</li></ul>	<p>Interpret ideas and events from different historical perspectives. (USI.1d)</p> <p>Analyze and interpret maps to explain relationships among landforms, water features, and historical events. (USI.1f)</p>

## STANDARD USI.6a

The student will demonstrate knowledge of the causes and results of the American Revolution by

a) identifying the issues of dissatisfaction that led to the American Revolution.

Essential Understandings	Essential Questions	Essential Knowledge	Essential Skills
As Great Britain expanded control over the American colonies, many colonists became dissatisfied and rebellious.	<p>What steps did Great Britain take to increase control over its colonies?</p> <p>Why did many colonists become dissatisfied with Great Britain's control over the colonies?</p>	<p><b>Great Britain's reasons for controlling the colonies</b></p> <ul style="list-style-type: none"><li>• Great Britain desired to remain a world power.</li><li>• In the American colonies, Great Britain's desire to remain a world power resulted in a conflict with the French known as the French and Indian War.</li><li>• Great Britain imposed taxes, such as the Stamp Act, to raise necessary revenue to pay the cost of the French and Indian War.</li></ul> <p><b>Great Britain's reasons for taxation</b></p> <ul style="list-style-type: none"><li>• To help finance the French and Indian War</li><li>• To help finance the maintenance of British troops in the colonies</li></ul> <p><b>Sources of colonial dissatisfaction</b></p> <ul style="list-style-type: none"><li>• The colonies had no representation in Parliament.</li><li>• Some colonists resented the power of the colonial governors.</li><li>• Great Britain wanted strict control over colonial legislatures.</li><li>• The colonies opposed the British taxes.</li><li>• The Proclamation of 1763, which followed the French and Indian War, restricted the western movement of settlers.</li></ul>	<p>Make connections between the past and the present (USI.1b)</p> <p>Sequence events in United States history. (USI.1c)</p> <p>Interpret ideas and events from different historical perspectives. (USI.1d)</p>

**STANDARD USI.6b**

The student will demonstrate knowledge of the causes and results of the American Revolution by  
 b) identifying how political ideas shaped the revolutionary movement in America and led to the Declaration of Independence.

Essential Understandings	Essential Questions	Essential Knowledge	Essential Skills
<p>New political ideas led to a desire for independence and a democratic government in the American colonies.</p> <p>The Declaration of Independence proclaimed independence from Great Britain. It stated that people have natural (inherent) rights to life, liberty, and the pursuit of happiness.</p>	<p>What ideas and/or philosophies about government were expressed in the Declaration of Independence?</p>	<p>Key philosophies in the Declaration of Independence were based upon ideas first expressed by European philosophers.</p> <p><b>Key philosophies in the Declaration of Independence</b></p> <ul style="list-style-type: none"> <li>• People have “certain unalienable rights” (rights that cannot be taken away)—to life, liberty, the pursuit of happiness.</li> <li>• People establish government to protect those rights.</li> <li>• Government derives power from the people.</li> <li>• People have a right and a duty to change a government that violates their rights.</li> </ul>	<p>Identify and interpret primary and secondary source documents to increase understanding of events and life in United States history. (USI.1a)</p> <p>Make connections between the past and the present (USI.1b)</p> <p>Interpret ideas and events from different historical perspectives. (USI.1d)</p> <p>Interpret excerpts from notable documents. (USI.1h)</p>

## STANDARD USI.6c

The student will demonstrate knowledge of the causes and results of the American Revolution by

c) describing key events and the roles of key individuals in the American Revolution, with emphasis on George Washington, Benjamin Franklin, Thomas Jefferson, and Patrick Henry.

Essential Understandings	Essential Questions	Essential Knowledge	Essential Skills
<p>Many individuals played important roles in shaping events of the American Revolution.</p>	<p>Who were some of the key individuals in the Revolutionary War?</p> <p>What role did key individuals play in the Revolutionary War?</p> <p>What were some of the key events that occurred during the Revolutionary War period?</p>	<p><b>Key individuals</b></p> <ul style="list-style-type: none"> <li>• King George III: British king during the Revolutionary era</li> <li>• Lord Cornwallis: British general who surrendered at Yorktown</li> <li>• John Adams: Championed the cause of independence</li> <li>• George Washington: Commander of the Continental Army</li> <li>• Thomas Jefferson: Major author of the Declaration of Independence</li> <li>• Patrick Henry: Outspoken member of the House of Burgesses; inspired colonial patriotism with his “Give me liberty or give me death” speech</li> <li>• Benjamin Franklin: Prominent member of the Continental Congress; helped frame the Declaration of Independence; helped gain French support for American independence</li> </ul> <p><b>Other important individuals</b></p> <ul style="list-style-type: none"> <li>• Phillis Wheatley: Enslaved African American who wrote poems and plays supporting American independence and who eventually gained her freedom</li> <li>• Paul Revere: Patriot who made a daring ride to warn colonists of British arrival</li> </ul> <p><b>Key events</b></p> <ul style="list-style-type: none"> <li>• Boston Massacre: Colonists in Boston were shot after taunting British soldiers.</li> <li>• Boston Tea Party: Samuel Adams and Paul Revere led patriots in throwing tea into Boston Harbor to protest tea taxes.</li> <li>• First Continental Congress: Delegates from all colonies except Georgia met to discuss problems with Great Britain and to promote independence.</li> <li>• Battles at Lexington and Concord: The first armed conflicts of the Revolutionary War</li> <li>• Approval of the Declaration of Independence: The colonies declared independence from Great Britain (July 4, 1776).</li> <li>• Battle of Saratoga: This American victory was the turning point in the war.</li> <li>• Surrender at Yorktown: This was the colonial victory over forces of Lord Cornwallis that marked the end of the Revolutionary War.</li> <li>• Signing of the Treaty of Paris: Great Britain recognized American independence in this treaty.</li> </ul>	<p>Identify and interpret primary and secondary source documents to increase understanding of events and life in United States history. (USI.1a)</p> <p>Sequence events in United States history. (USI.1c)</p> <p>Interpret ideas and events from different historical perspectives. (USI.1d)</p> <p>Analyze and interpret maps to explain historical events. (USI.1f)</p> <p>Interpret patriotic slogans and excerpts from notable speeches and documents. (USI.1h)</p>

**STANDARD USI.6d**

The student will demonstrate knowledge of the causes and results of the American Revolution by  
d) explaining reasons why the colonies were able to defeat Great Britain.

Essential Understandings	Essential Questions	Essential Knowledge	Essential Skills
Defense of the colonists' own land, strong beliefs, and capable leadership contributed to the American victory in the Revolutionary War.	What advantages helped the American colonists win the Revolutionary War?	<b>Colonial advantages</b> <ul style="list-style-type: none"><li>• Some colonists' defense of their own land, principles, and beliefs</li><li>• Additional support from France</li><li>• Strong leadership</li></ul>	Interpret ideas and events from different historical perspectives. (USI.1d)  Analyze and interpret maps to explain relationships among landforms, water features, climatic characteristics, and historical events. (USI.1f)

**STANDARD USI.7a**

The student will demonstrate knowledge of the challenges faced by the new nation by  
a) identifying the weaknesses of the government established by the Articles of Confederation.

Essential Understandings	Essential Questions	Essential Knowledge	Essential Skills
<p>The Articles of Confederation was a constitution written during the American Revolution to establish the powers of the new national government.</p>	<p>What were the basic weaknesses of the Articles of Confederation?</p>	<p><b>Articles of Confederation</b></p> <ul style="list-style-type: none"><li>• Provided for a weak national government</li><li>• Gave Congress no power to tax or regulate commerce among the states</li><li>• Provided for no common currency</li><li>• Gave each state one vote regardless of size</li><li>• Provided for no executive or judicial branches</li></ul>	<p>Identify and interpret primary and secondary source documents to increase understanding of events and life in United States history. (USI.1a)</p> <p>Interpret ideas and events from different historical perspectives. (USI.1d)</p> <p>Analyze and interpret maps to explain historical events. (USI.1f)</p>



## STANDARD USI.7b

The student will demonstrate knowledge of the challenges faced by the new nation by  
 b) describing the historical development of the Constitution of the United States.

Essential Understandings	Essential Questions	Essential Knowledge	Essential Skills
<p>The development of the Constitution of the United States was significant to the foundation of the American republic.</p> <p>The Constitution of the United States of America established a federal system of government based on power being shared between the national and state governments.</p>	<p>What events led to the development of the Constitution of the United States?</p> <p>What people helped develop the Constitution of the United States?</p>	<p><b>Confederation to Constitution</b></p> <ul style="list-style-type: none"> <li>Weaknesses in the Articles of Confederation led to the effort to draft a new constitution.</li> </ul> <p><b>The Constitutional Convention</b></p> <ul style="list-style-type: none"> <li>State delegates met in Philadelphia and decided not to revise the Articles of Confederation but to write a new constitution.</li> <li>George Washington was elected president of the Constitutional Convention.</li> <li>Delegates debated over how much power should be given to the new national government and how large and small states should be represented in the new government.</li> <li>The structure of the new national government included three separate branches of government:               <ul style="list-style-type: none"> <li>Legislative</li> <li>Executive</li> <li>Judicial</li> </ul> </li> <li>The Great Compromise decided how many votes each state would have in the Senate and the House of Representatives.</li> <li>The Constitution was signed at the end of the convention.</li> </ul> <p><b>Ratification of the Constitution</b></p> <ul style="list-style-type: none"> <li>A minimum of nine of the thirteen states had to vote in favor of the Constitution before it could become law.</li> </ul> <p><b>The Bill of Rights</b></p> <ul style="list-style-type: none"> <li>Based on the Virginia Declaration of Rights (George Mason) and the Virginia Statute for Religious Freedom (Thomas Jefferson)</li> <li>These first ten amendments to the Constitution provide a written guarantee of individual rights (e.g., freedom of speech, freedom of religion).</li> </ul>	<p>Identify and interpret primary and secondary source documents to increase understanding of events and life in United States history. (USI.1a)</p> <p>Make connections between the past and the present. (USI.1b)</p> <p>Sequence events in United States history. (USI.1c)</p> <p>Interpret ideas and events from different historical perspectives. (USI.1d)</p>

## STANDARD USI.7c

The student will demonstrate knowledge of the challenges faced by the new nation by

c) describing the major accomplishments of the first five presidents of the United States.

Essential Understandings	Essential Questions	Essential Knowledge	Essential Skills
Congress and the first five presidents made decisions establishing a strong government that helped the nation grow in size and power.	What major national issues and events did the first five presidents face?	<p>All of the first five presidents were Virginians except John Adams.</p> <p><b>Accomplishments during the first five presidencies</b></p> <ul style="list-style-type: none"><li>• George Washington<ul style="list-style-type: none"><li>– Federal court system was established.</li><li>– The Bill of Rights was added to the Constitution of the United States of America.</li><li>– Plans were created for development of the national capital in Washington, D.C. Benjamin Banneker, an African American astronomer and surveyor, helped complete the design for the city.</li></ul></li><li>• John Adams<ul style="list-style-type: none"><li>– A two-party system emerged during his administration.</li></ul></li><li>• Thomas Jefferson<ul style="list-style-type: none"><li>– He bought Louisiana from France (Louisiana Purchase).</li><li>– Lewis and Clark explored new land west of the Mississippi River.</li></ul></li><li>• James Madison<ul style="list-style-type: none"><li>– The War of 1812 caused European nations to gain respect for the United States.</li></ul></li><li>• James Monroe<ul style="list-style-type: none"><li>– He introduced the Monroe Doctrine warning European nations not to interfere in the Western Hemisphere.</li></ul></li></ul>	<p>Identify and interpret primary and secondary source documents to increase understanding of events and life in United States history. (USI.1a)</p> <p>Sequence events in United States history. (USI.1c)</p> <p>Interpret ideas and events from different historical perspectives. (USI.1d)</p> <p>Interpret excerpts from notable documents. (USI.1h)</p>

**STANDARD USI.8a**

The student will demonstrate knowledge of westward expansion and reform in America from 1801 to 1861 by

- a) describing territorial expansion and how it affected the political map of the United States, with emphasis on the Louisiana Purchase, the Lewis and Clark expedition, and the acquisitions of Florida, Texas, Oregon, and California.

Essential Understandings	Essential Questions	Essential Knowledge	Essential Skills
<p>Between 1801 and 1861, exploration was encouraged as America underwent vast territorial expansion and settlement.</p>	<p>What new territories became part of the United States between 1801 and 1861?</p>	<p><b>New territories added to the United States after 1801</b></p> <ul style="list-style-type: none"> <li>• Louisiana Purchase               <ul style="list-style-type: none"> <li>– Jefferson bought land from France (the Louisiana Purchase), which doubled the size of the United States.</li> <li>– In the Lewis and Clark expedition, Meriwether Lewis and William Clark explored the Louisiana Purchase and the Oregon Territory from the Mississippi River to the Pacific Ocean.</li> </ul> </li> <li>• Florida               <ul style="list-style-type: none"> <li>– Spain gave Florida to the United States through a treaty.</li> </ul> </li> <li>• Texas               <ul style="list-style-type: none"> <li>– Texas was added to the United States after it became an independent republic.</li> </ul> </li> <li>• Oregon               <ul style="list-style-type: none"> <li>– The Oregon Territory was divided by the United States and Great Britain.</li> </ul> </li> <li>• California               <ul style="list-style-type: none"> <li>– War with Mexico resulted in California and the southwest territory becoming part of the United States.</li> </ul> </li> </ul>	<p>Sequence events in United States history. (USI.1c)</p> <p>Analyze and interpret maps to explain historical events. (USI.1f)</p>

## STANDARD USI.8b

The student will demonstrate knowledge of westward expansion and reform in America from 1801 to 1861 by  
b) identifying the geographic and economic factors that influenced the westward movement of settlers.

Essential Understandings	Essential Questions	Essential Knowledge	Essential Skills
Westward migration was influenced by geography and economic opportunity.	What factors influenced westward migration?	<b>Geographic and economic factors that influenced westward movement</b> <ul style="list-style-type: none"><li>• Population growth in the eastern states</li><li>• Availability of cheap, fertile land</li><li>• Economic opportunity, e.g., gold (California Gold Rush), logging, farming, freedom (for runaway slaves)</li><li>• Cheaper and faster transportation, e.g., rivers and canals (Erie Canal), steamboats</li><li>• Knowledge of overland trails (Oregon and Santa Fe)</li><li>• Belief in the right of “Manifest Destiny”—the idea that expansion was for the good of the country and was the right of the country</li></ul>	Make connections between the past and the present. (USI.1b)  Interpret ideas and events from different historical perspectives. (USI.1d)  Analyze and interpret maps to explain relationships among landforms, water features, climatic characteristics, and historical events. (USI.1f)

## STANDARD USI.8c

The student will demonstrate knowledge of westward expansion and reform in America from 1801 to 1861 by

c) describing the impact of inventions, including the cotton gin, the reaper, the steamboat, and the steam locomotive, on life in America.

Essential Understandings	Essential Questions	Essential Knowledge	Essential Skills
<p>Prior to the Civil War, most industrialization in America was in the North; however, the equipment produced in the North had an impact on the farming society of the South.</p>	<p>How did inventions and entrepreneurs affect the lives of Americans?</p>	<p><b>Terms to know</b>  inventor: A person who is the first to think of or make something  entrepreneur: A person who organizes resources to bring a new or better good or service to market in hopes of earning a profit</p> <p><b>New technologies and their impact on society</b></p> <ul style="list-style-type: none"> <li>• The cotton gin was invented by Eli Whitney. It increased the production of cotton and thus increased the need for slave labor to cultivate and pick the cotton.</li> <li>• Jo Anderson (an enslaved African American) and Cyrus McCormick worked to invent the reaper. McCormick was an entrepreneur who brought the reaper to market. The reaper increased the productivity of the American farmer.</li> <li>• The steamboat was improved by the entrepreneur Robert Fulton. It eventually provided faster river transportation connecting Southern plantations and farms to Northern industries and Western territories.</li> <li>• The steam locomotive provided faster land transportation.</li> </ul>	<p>Make connections between the past and the present. (USI.1b)</p> <p>Sequence events in United States history. (USI.1c)</p> <p>Identify the costs and benefits of specific choices made, including the consequences, both intended and unintended, of the decisions and how people and nations responded to positive and negative incentives. (USI.1i)</p>

## STANDARD USI.8d

The student will demonstrate knowledge of westward expansion and reform in America from 1801 to 1861 by  
d) identifying the main ideas of the abolitionist and women’s suffrage movements.

Essential Understandings	Essential Questions	Essential Knowledge	Essential Skills
<p>The abolitionists worked to end slavery.</p> <p>The women’s suffrage movement helped women gain equal rights.</p>	<p>What were the main ideas expressed by the abolitionists?</p> <p>What were the main ideas expressed during the women’s suffrage movement?</p>	<p><b>Abolitionist movement</b></p> <ul style="list-style-type: none"> <li>• Most abolitionists demanded immediate freeing of the slaves.</li> <li>• Abolitionists believed that slavery was wrong. <ul style="list-style-type: none"> <li>– Morally wrong</li> <li>– Cruel and inhumane</li> <li>– A violation of the principles of democracy</li> </ul> </li> <li>• Abolitionist leaders included both men and women. <ul style="list-style-type: none"> <li>– Harriet Tubman led hundreds of enslaved African Americans to freedom along the Underground Railroad.</li> <li>– William Lloyd Garrison wrote the <i>Liberator</i> newspaper and worked for the immediate emancipation of all enslaved African Americans.</li> <li>– Frederick Douglass wrote the <i>North Star</i> newspaper and worked for rights for African Americans and women to better their lives.</li> </ul> </li> </ul> <p><b>Women’s suffrage movement</b></p> <ul style="list-style-type: none"> <li>• Supporters declared that “All men and women are created equal.”</li> <li>• Supporters believed that women were deprived of basic rights: <ul style="list-style-type: none"> <li>– Denied the right to vote</li> <li>– Denied educational opportunities, especially higher education</li> <li>– Denied equal opportunities in business</li> <li>– Limited in the right to own property</li> </ul> </li> <li>• The movement was led by strong women who began their campaign before the Civil War and continued after the war had ended. <ul style="list-style-type: none"> <li>– Isabella (Sojourner) Truth, a former enslaved African American, was a nationally known advocate for equality and justice.</li> <li>– Susan B. Anthony was an advocate to gain voting rights for women and equal rights for all.</li> <li>– Elizabeth Cady Stanton played a leadership role in the women’s rights movement.</li> </ul> </li> </ul>	<p>Make connections between the past and the present. (USI.1b)</p> <p>Sequence events in United States history. (USI.1c)</p> <p>Interpret ideas and events from different historical perspectives. (USI.1d)</p> <p>Interpret patriotic slogans. (USI.1h)</p>

## STANDARD USI.9a

The student will demonstrate knowledge of the causes, major events, and effects of the Civil War by

a) describing the cultural, economic, and constitutional issues that divided the nation.

Essential Understandings	Essential Questions	Essential Knowledge	Essential Skills
<p>Cultural, economic, and constitutional differences between the North and the South eventually resulted in the Civil War.</p>	<p>How did cultural, economic, and constitutional issues create bitter divisions between the North and the South?</p>	<p><b>Issues that divided the nation</b></p> <ul style="list-style-type: none"><li>• Slavery<ul style="list-style-type: none"><li>– While there were several differences between the North and the South, the issues related to slavery increasingly divided the nation and led to the Civil War.</li></ul></li><li>• Cultural issues<ul style="list-style-type: none"><li>– The North was mainly an urban society in which people held jobs in cities.</li><li>– The South was primarily an agricultural society in which people lived in small villages and on farms and plantations.</li><li>– Because of their cultural differences, people of the North and South found it difficult to agree on social and political issues.</li></ul></li><li>• Economic issues<ul style="list-style-type: none"><li>– The North was a manufacturing region, and its people favored tariffs that protected factory owners and workers from foreign competition.</li><li>– The South was largely agricultural. Southerners opposed tariffs that would cause prices of manufactured goods to increase. Planters were also concerned that Great Britain might stop buying cotton from the South if tariffs were added.</li></ul></li><li>• Constitutional issues<ul style="list-style-type: none"><li>– A major conflict was states' rights versus strong central government.</li></ul></li></ul>	<p>Make connections between the past and the present. (USI.1b)</p> <p>Sequence events in United States history. (USI.1c)</p> <p>Interpret ideas and events from different historical perspectives. (USI.1d)</p>

## STANDARD USI.9b

The student will demonstrate knowledge of the causes, major events, and effects of the Civil War by  
 b) explaining how the issues of states' rights and slavery increased sectional tensions.

Essential Understandings	Essential Questions	Essential Knowledge	Essential Skills
<p>The South feared that the North would take control of Congress, and Southerners began to proclaim states' rights as a means of self-protection.</p> <p>The North believed that the nation was a union that could not be divided.</p> <p>While the Civil War did not begin as a war to abolish slavery, issues surrounding slavery deeply divided the nation.</p>	<p>How did the issues of states' rights and slavery increase sectional tension between the North and South?</p>	<p><b>Issues that divided the nation</b></p> <ul style="list-style-type: none"> <li>• An important issue separating the country related to the power of the federal government. Southerners believed that they had the power to declare any national law illegal. Northerners believed that the national government's power was supreme over that of the states.</li> <li>• Southerners felt that the abolition of slavery would destroy their region's economy. Northerners believed that slavery should be abolished for moral reasons.</li> </ul> <p><b>Compromises attempting to resolve differences</b></p> <ul style="list-style-type: none"> <li>• Missouri Compromise (1820): Missouri entered the Union as a slave state; Maine entered the Union as a free state.</li> <li>• Compromise of 1850: California entered the Union as a free state. Southwest territories would decide the slavery issue for themselves.</li> <li>• Kansas-Nebraska Act: People in each state would decide the slavery issue ("popular sovereignty").</li> </ul> <p><b>Southern secession</b></p> <ul style="list-style-type: none"> <li>• Following Lincoln's election, the southern states seceded from the Union.</li> <li>• Confederate forces attacked Fort Sumter in South Carolina, marking the beginning of the Civil War.</li> <li>• Lincoln and many Northerners believed that the United States was one nation that could not be separated or divided.</li> <li>• Most Southerners believed that the states had freely created and joined the union and could freely leave it.</li> </ul>	<p>Sequence events in United States history. (USI.1c)</p> <p>Interpret ideas and events from different historical perspectives. (USI.1d)</p> <p>Interpret patriotic slogans. (USI.1h)</p>



**STANDARD USI.9c**

The student will demonstrate knowledge of the causes, major events, and effects of the Civil War by  
 c) identifying on a map the states that seceded from the Union and those that remained in the Union.

Essential Understandings	Essential Questions	Essential Knowledge	Essential Skills
<p>Southern states that were dependent upon labor-intensive cash crops seceded from the Union. Northernmost slave states (border states) and free states stayed in the Union.</p>	<p>Which states seceded from the Union?</p> <p>Which four slave states stayed in the Union?</p> <p>Where were the other states that remained in the Union located?</p>	<p><b>States that seceded from the Union</b></p> <ul style="list-style-type: none"> <li>• Alabama</li> <li>• Arkansas</li> <li>• Florida</li> <li>• Georgia</li> <li>• Louisiana</li> <li>• Mississippi</li> <li>• North Carolina</li> <li>• South Carolina</li> <li>• Tennessee</li> <li>• Texas</li> <li>• Virginia</li> </ul> <p><b>States that remained in the Union</b></p> <ul style="list-style-type: none"> <li>• Border states (slave states)               <ul style="list-style-type: none"> <li>– Delaware</li> <li>– Kentucky</li> <li>– Maryland</li> <li>– Missouri</li> </ul> </li> <li>• Free states               <ul style="list-style-type: none"> <li>– California</li> <li>– Connecticut</li> <li>– Illinois</li> <li>– Indiana</li> <li>– Iowa</li> <li>– Kansas</li> <li>– Maine</li> <li>– Massachusetts</li> <li>– Michigan</li> <li>– Minnesota</li> <li>– New Hampshire</li> <li>– New Jersey</li> <li>– New York</li> <li>– Ohio</li> <li>– Oregon</li> <li>– Pennsylvania</li> <li>– Rhode Island</li> <li>– Vermont</li> <li>– West Virginia*</li> <li>– Wisconsin</li> </ul> </li> </ul> <p>*Note: Western counties of Virginia that refused to secede from the Union</p>	<p>Analyze and interpret maps to explain historical events. (USI.1f)</p>

## STANDARD USI.9d

The student will demonstrate knowledge of the causes, major events, and effects of the Civil War by

d) describing the roles of Abraham Lincoln, Jefferson Davis, Ulysses S. Grant, Robert E. Lee, Thomas “Stonewall” Jackson, and Frederick Douglass in events leading to and during the war.

Essential Understandings	Essential Questions	Essential Knowledge	Essential Skills
<p>Lincoln and Lee were men who represented views of the nature of the United States that were very different; such views led to an unavoidable conflict.</p>	<p>Who are considered leaders of the Civil War?</p> <p>How did Lincoln’s view of the nature of the Union differ from Lee’s?</p>	<p><b>Roles of Civil War leaders</b></p> <ul style="list-style-type: none"> <li>• Abraham Lincoln               <ul style="list-style-type: none"> <li>– Was president of the United States</li> <li>– Opposed the spread of slavery</li> <li>– Issued the Emancipation Proclamation</li> <li>– Determined to preserve the Union, by force if necessary</li> <li>– Believed the United States was one nation, not a collection of independent states</li> <li>– Wrote the Gettysburg Address that said the Civil War was to preserve a government “of the people, by the people, and for the people.”</li> </ul> </li> <li>• Jefferson Davis               <ul style="list-style-type: none"> <li>– Was president of the Confederate States of America</li> </ul> </li> <li>• Ulysses S. Grant               <ul style="list-style-type: none"> <li>– Was general of the Union army that defeated Lee</li> </ul> </li> <li>• Robert E. Lee               <ul style="list-style-type: none"> <li>– Was leader of the Army of Northern Virginia</li> <li>– Was offered command of the Union forces at the beginning of the war, but chose not to fight against Virginia</li> <li>– Opposed secession, but did not believe the Union should be held together by force</li> <li>– Urged Southerners to accept defeat at the end of the war and reunite as Americans when some wanted to fight on</li> </ul> </li> <li>• Thomas “Stonewall” Jackson               <ul style="list-style-type: none"> <li>– Was a skilled Confederate general from Virginia</li> </ul> </li> <li>• Frederick Douglass               <ul style="list-style-type: none"> <li>– Was an enslaved African American who escaped to the North and became an abolitionist</li> </ul> </li> </ul>	<p>Identify and interpret primary and secondary source documents to increase understanding of events and life in United States history. (USI.1a)</p> <p>Sequence events in United States history. (USI.1c)</p> <p>Interpret ideas and events from different historical perspectives. (USI.1d)</p>

**STANDARD USI.9e**

The student will demonstrate knowledge of the causes, major events, and effects of the Civil War by  
 e) using maps to explain critical developments in the war, including major battles.

Essential Understandings	Essential Questions	Essential Knowledge	Essential Skills
<p>Location and topography were critical elements influencing important developments in the Civil War, including major battles.</p>	<p>Where did critical events of the Civil War take place?</p> <p>Where were the major battles fought?</p> <p>What are the ways location and topography influence important developments in the war, including major battles?</p>	<p><b>Major battles and events</b></p> <ul style="list-style-type: none"> <li>• The firing on Fort Sumter, S.C., began the war.</li> <li>• The first Battle of Manassas (Bull Run) was the first major battle.</li> <li>• The signing of the Emancipation Proclamation made “freeing the slaves” the new focus of the war. Many freed African Americans joined the Union army.</li> <li>• The Battle of Vicksburg divided the South; the North controlled the Mississippi River.</li> <li>• The Battle of Gettysburg was the turning point of the war; the North repelled Lee’s invasion.</li> <li>• Lee’s surrender to Grant at Appomattox Court House in 1865 ended the war.</li> </ul> <p><b>Influence of location and topography on critical developments in the war</b></p> <ul style="list-style-type: none"> <li>• The Union blockade of southern ports (e.g., Savannah, Charleston, New Orleans)</li> <li>• Control of the Mississippi River (e.g., Vicksburg)</li> <li>• Battle locations influenced by the struggle to capture capital cities (e.g., Richmond; Washington, D.C.)</li> <li>• Control of the high ground (e.g., Gettysburg)</li> </ul>	<p>Identify and interpret primary and secondary source documents to increase understanding of events and life in United States history. (USI.1a)</p> <p>Sequence events in United States history. (USI.1c)</p> <p>Analyze and interpret maps to explain relationships among landforms, water features, climatic characteristics, and historical events. (USI.1f)</p> <p>Interpret excerpts from notable documents. (USI.1h)</p>

**STANDARD USI.9f**

The student will demonstrate knowledge of the causes, major events, and effects of the Civil War by

f) describing the effects of war from the perspectives of Union and Confederate soldiers (including African American soldiers), women, and enslaved African Americans.

Essential Understandings	Essential Questions	Essential Knowledge	Essential Skills
<p>Life on the battlefield and on the home front was extremely harsh. Many soldiers died from disease and exposure.</p>	<p>What hardships were experienced during the Civil War?</p> <p>How did the Civil War change the lives of soldiers, women, and slaves?</p>	<p><b>General effects of the war</b></p> <ul style="list-style-type: none"> <li>• Family members were often pitted against one another, as were friends against friends.</li> <li>• As the war went on, Southern troops became increasingly younger and more poorly equipped and clothed.</li> <li>• Much of the South was devastated at the end of the war (e.g., burning of Atlanta and Richmond).</li> <li>• Disease was a major killer.</li> <li>• Clara Barton, a Civil War nurse, created the American Red Cross.</li> <li>• Combat was brutal and often man-to-man.</li> <li>• Women were left to run businesses in the North and farms and plantations in the South.</li> <li>• The collapse of the Confederacy made Confederate money worthless.</li> </ul> <p><b>Effects of the war on African Americans</b></p> <ul style="list-style-type: none"> <li>• African Americans fought in the Union army. Some African Americans accompanied Confederate units in the field.</li> <li>• The Confederacy used enslaved African Americans as ship workers, laborers, cooks, and camp workers.</li> <li>• The Union moved to enlist African American sailors and soldiers during the war.</li> <li>• African American soldiers were paid less than white soldiers.</li> <li>• African American soldiers were discriminated against and served in segregated units under the command of white officers.</li> <li>• Robert Smalls, an African American sailor and later a Union naval captain, was highly honored for his feats of bravery and heroism. He became a Congressman after the war.</li> </ul>	<p>Sequence events in United States history. (USI.1c)</p> <p>Interpret ideas and events from different historical perspectives. (USI.1d)</p>