



Curriculum Framework

United States History to 1877

PWCS 2009-10

Part II

Content NEW to students this year is in BLUE Italics throughout the document

Commonwealth of Virginia
Board of Education
Richmond, Virginia
2001

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

The student will develop skills for historical and geographical analysis, 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 1877;*
- b) make connections between the past and the present;*
- c) sequence events in United States history from pre-Columbian times to 1877;*
- 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.*

The skills identified in standard USI.1a-h are cited in the “Essential Skills” column of each chart for United States History to 1877 with the exception of “e” (evaluate and discuss issues orally and in writing). 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 will be assessed on the Standards of Learning test. Teachers should incorporate these skills into instruction throughout the year.

STANDARD USI.2a

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

| Essential Understandings | Essential Questions | Essential Knowledge | Essential Skills |
|---|--------------------------------|--|--------------------------------------|
| Continents are large land masses surrounded by water. | What are the seven continents? | <p>Continents</p> <ul style="list-style-type: none">• North America• South America• Africa• Asia• Australia• Antarctica• Europe* <p>*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. (USI.1f) |

STANDARD USI.2b

The student will use maps, globes, photographs, pictures, and 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>Geographic regions—locations and physical characteristics</p> <p><i>Coastal Plain</i></p> <ul style="list-style-type: none"> • Located along the Atlantic Ocean and Gulf of Mexico • Broad lowland providing many excellent harbors <p><i>Appalachian Highlands</i></p> <ul style="list-style-type: none"> • Located west of Coastal Plain extending from eastern Canada to western Alabama; includes the Piedmont • Old, eroded mountains (oldest mountain range in North America) <p><i>Canadian Shield</i></p> <ul style="list-style-type: none"> • Wrapped around Hudson Bay in a horseshoe shape • Hills worn by erosion and hundreds of lakes carved by glaciers • Holds some of the oldest rock formations in North America <p><i>Interior Lowlands</i></p> <ul style="list-style-type: none"> • Located west of the Appalachian Mountains and east of the Great Plains • Rolling flatlands with many rivers, broad river valleys, and grassy hills | <p>Analyze and interpret maps to explain relationships among landforms and water features. (USI.1f)</p> |

STANDARD USI.2b (continued)

The student will use maps, globes, photographs, pictures, and 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><i>Great Plains</i></p> <ul style="list-style-type: none"> • Located west of Interior Lowlands and east of the Rocky Mountains • Flat land that gradually increases in elevation westward; grasslands <p><i>Rocky Mountains</i></p> <ul style="list-style-type: none"> • Located west of the Great Plains and east of the Basin and Range • Rugged mountains stretching from Alaska almost to Mexico; high elevations • Contains the Continental Divide, which determines the directional flow of rivers <p><i>Basin and Range</i></p> <ul style="list-style-type: none"> • Located west of Rocky Mountains and east of the Sierra Nevadas and the Cascades • Area of varying elevations containing isolated mountain ranges and Death Valley, the lowest point in North America <p><i>Coastal Range</i></p> <ul style="list-style-type: none"> • Rugged mountains along the Pacific Coast that stretch from California to Canada • Contains fertile valleys | |

STANDARD USI.2c

The student will use maps, globes, photographs, pictures, and 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, 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 and created links to other regions?</p> | <p>Major bodies of water</p> <ul style="list-style-type: none"> • <i>Oceans:</i> Atlantic, Pacific • <i>Rivers:</i> Mississippi, Missouri, Ohio, Columbia, Colorado, Rio Grande • <i>Lakes:</i> Great Lakes • <i>Gulf:</i> Gulf of Mexico <p>Trade, transportation, and settlement</p> <ul style="list-style-type: none"> • The location of the United States, with its Atlantic and Pacific coasts, has provided access to other areas of the world. • The Atlantic Ocean served as the highway for explorers, early settlers, and later immigrants. • The Ohio River was the gateway to the west. • Inland port cities grew in the Midwest along the Great Lakes. • The Mississippi and Missouri Rivers were the transportation arteries for farm and industrial products. They were links to ports and other parts of the world. • The Columbia River was explored by Lewis and Clark. | <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 water features and historical events. (USI.1f)</p> |

STANDARD USI.2c (continued)

The student will use maps, globes, photographs, pictures, and 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, Atlantic Ocean, Pacific Ocean, and Gulf of Mexico.

| Essential Understandings | Essential Questions | Essential Knowledge | Essential Skills |
|--------------------------|---------------------|---|------------------|
| | | <ul style="list-style-type: none">• The Colorado River was explored by the Spanish.• The Rio Grande forms the border with Mexico.• The Pacific Ocean was an early exploration route.• The Gulf of Mexico provided the French and Spanish with exploration routes to Mexico and other parts of America. | |

STANDARD USI.3a

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

- a) locating where the American Indians (First Americans) settled, with emphasis on Arctic (Inuit), Northwest (Kwakiutl), Plains (Sioux), Southwest (Pueblo), and Eastern Woodland (Iroquois).**

| Essential Understandings | Essential Questions | Essential Knowledge | Essential Skills |
|---|--|---|---|
| <p>Prior to the arrival of Europeans, American Indians (First Americans) were dispersed across different environments in North America.</p> | <p>In which areas did the American Indians (First Americans) live?</p> | <p>Inuit inhabited present-day Alaska and northern Canada. They lived in Arctic areas where the temperature is below freezing much of the year.</p> <p>Kwakiutl inhabited the Pacific Northwest coast, characterized by a rainy, mild climate.</p> <p>Sioux inhabited the interior of the United States, called the Great Plains and characterized by dry grasslands.</p> <p>Pueblo inhabited the Southwest in present-day New Mexico and Arizona, where they lived in desert areas and areas bordering cliffs and mountains.</p> <p>Iroquois inhabited northeast North America, the Eastern Woodland, which is heavily forested.</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.3b

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

b) describing how the American Indians (First Americans) used their environment to obtain food, clothing, and shelter.

| Essential Understandings | Essential Questions | Essential Knowledge | Essential Skills |
|--|--|---|---|
| <p>Geography and climate affected how various American Indian (First American) groups met their basic needs.</p> | <p>How did geography and climate affect the way American Indian (First American) groups met their basic needs?</p> | <p>The American Indians (First Americans) fished, hunted, and harvested crops for food. Clothing was made from animal skins and plants. Their shelter was made of resources found in their environment (e.g., sod, stones, animal skins, wood).</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 exploration in North America and West Africa by

a) describing the motivations, obstacles, 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>Motivating forces for exploration</p> <ul style="list-style-type: none"> • Economic—Gold, natural resources, and trade • Religious—Spread of Christianity • Competitions for empire and belief in superiority of own culture <p>Obstacles to exploration</p> <ul style="list-style-type: none"> • Poor maps and navigational tools • Disease/starvation • Fear of unknown • Lack of adequate supplies <p>Accomplishments of exploration</p> <ul style="list-style-type: none"> • Exchanged goods and ideas • Improved navigational tools and ships • Claimed territories (see individual countries below) | <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.4a (continued)

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

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

| Essential Understandings | Essential Questions | Essential Knowledge | Essential Skills |
|--------------------------|---------------------|---|------------------|
| | | <p>Regions of North America explored by Spain, France, and England</p> <ul style="list-style-type: none">• Spain<ul style="list-style-type: none">– Francisco Coronado claimed southwest United States for Spain.• France<ul style="list-style-type: none">– Samuel de Champlain established the French settlement of Quebec.– Robert La Salle claimed the Mississippi River Valley.• England<ul style="list-style-type: none">– John Cabot explored eastern Canada. <p>Regions explored by Portugal</p> <ul style="list-style-type: none">• The Portuguese made voyages of discovery along West Africa. | |

STANDARD USI.4b

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

b) describing cultural interactions between Europeans and American Indians (First Americans) that led to cooperation and conflict.

| Essential Understandings | Essential Questions | Essential Knowledge | Essential Skills |
|---|---|--|---|
| <p>The interactions between American Indians (First Americans) and Europeans sometimes led to cooperation and other times resulted in conflict.</p> | <p>How did the American Indians (First Americans) and Europeans interact with each other?</p> | <p>Cultural interaction</p> <ul style="list-style-type: none"> • Spanish <ul style="list-style-type: none"> – Conquered and enslaved American Indians (First Americans) – Brought Christianity to the New World – Brought European diseases • French <ul style="list-style-type: none"> – Established trading posts – Spread Christian religion • English <ul style="list-style-type: none"> – Established settlements and claimed ownership of land – Learned farming techniques from American Indians (First Americans) – Traded <p>Areas of cooperation</p> <ul style="list-style-type: none"> • Technologies (transportation of weapons and farm tools) • Trade • Crops | <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.4b (continued)

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

b) describing cultural interactions between Europeans and American Indians (First Americans) that led to cooperation and conflict.

| Essential Understandings | Essential Questions | Essential Knowledge | Essential Skills |
|--------------------------|---------------------|--|------------------|
| | | <p>Areas of conflict</p> <ul style="list-style-type: none">• Land• Competition for trade• Differences in cultures• Disease• Language difference | |

STANDARD USI.4c

The student will demonstrate knowledge of European exploration 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 turn from 300 to 1600 A.D.</p> <p>African people and African goods played an important role in arousing European interest in world resources.</p> | <p>What was the importance of Ghana, Mali, and Songhai?</p> <p>How did West African empires impact European trade?</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>Colonies and the reasons they were established</p> <ul style="list-style-type: none">• Roanoke Island (Lost Colony) was established as an economic venture. The first permanent English settlement in North America (1607), Jamestown Settlement, was an economic venture by the Virginia Company.• Plymouth colony was settled by separatists from the Church of England who wanted to avoid religious persecution. Massachusetts Bay Colony was settled by the Puritans for the same reasons.• Pennsylvania was settled by the Quakers, who wanted to have freedom to practice their faith without interference.• Georgia was settled by people who had been in debtor's prisons in England. They hoped to experience a new life in the colony and to experience economic freedom in the New World. | <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) comparing and contrasting life in the New England, Mid-Atlantic, and Southern colonies, with emphasis on how people interacted with their environment.

| Essential Understandings | Essential Questions | Essential Knowledge | Essential Skills |
|---|---|--|---|
| <p>Life in the colonies reflected the geographical features of the settlements.</p> | <p>How did climate and geographic features 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>How did political and social life evolve in each of the three regions?</p> | <p>Interactions of people and environment</p> <p><i>New England</i></p> <ul style="list-style-type: none"> • Geography and climate <ul style="list-style-type: none"> – Appalachian Mountains, Boston harbor, hilly terrain, rocky soil, jagged coastline – Moderate summers, cold winters • Economy <ul style="list-style-type: none"> – Fishing, shipbuilding industry and naval supplies, trade and port cities – Skilled craftsmen, shopkeepers • Social life <ul style="list-style-type: none"> – Village and church as center of life – Religious reformers and separatists • Political and civic life <ul style="list-style-type: none"> – Town meetings <p><i>Mid-Atlantic</i></p> <ul style="list-style-type: none"> • Geography and climate <ul style="list-style-type: none"> – Appalachian Mountains, coastal lowlands (harbors and bays, wide and deep rivers), rich farmlands – Moderate climate | <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> |

STANDARD USI.5b (continued)

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

b) comparing and contrasting life in the New England, Mid-Atlantic, and Southern colonies, with emphasis on how people interacted with their environment.

| Essential Understandings | Essential Questions | Essential Knowledge | Essential Skills |
|--------------------------|---------------------|--|------------------|
| | | <ul style="list-style-type: none"> • Economy <ul style="list-style-type: none"> – Livestock and grain, trading – Unskilled and skilled workers and fishermen • Social life <ul style="list-style-type: none"> – Villages and cities – Varied and diverse lifestyles – Diverse religions • Political and civic life <ul style="list-style-type: none"> – Market towns <p><i>South</i></p> <ul style="list-style-type: none"> • Geography and climate <ul style="list-style-type: none"> – Appalachian Mountains, Piedmont, Atlantic Coastal Plain, good harbors, rivers – Humid climate • Economy <ul style="list-style-type: none"> – Large farms/plantations, cash crops, wood products, small farms – Slavery • Social life <ul style="list-style-type: none"> – Plantations (slavery), mansions, indentured servants, few cities, few schools – Church of England • Political and civic life <ul style="list-style-type: none"> – Counties | |

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, indentured servants, and slaves.

| Essential Understandings | Essential Questions | Essential Knowledge | Essential Skills |
|--|--|---|---|
| The colonies were made up of different groups of people whose lives varied depending on their social position. | How did people's lives vary among different social groups in colonial America? | <p>Large landowners</p> <ul style="list-style-type: none">• Lived predominately in the South• Relied on indentured servants and/or slaves for labor• Were educated in some cases• Had rich social culture <p>Farmers</p> <ul style="list-style-type: none">• Worked the land according to the region• Relied on family members for labor <p>Artisans</p> <ul style="list-style-type: none">• Worked as craftsmen in towns and on the plantation• Lived in small villages and cities <p>Women</p> <ul style="list-style-type: none">• Worked as caretakers, house-workers, homemakers• Could not vote• Had few chances for an education | Interpret ideas and events from different historical perspectives. (USI.1d) |

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, indentured servants, and slaves.

| Essential Understandings | Essential Questions | Essential Knowledge | Essential Skills |
|--------------------------|---------------------|---|------------------|
| | | <p>Indentured servants</p> <ul style="list-style-type: none">• Consisted of 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• Were free at the end of their contract <p>Slaves</p> <ul style="list-style-type: none">• Were captured in their native Africa and sold to slave traders, then were shipped to the colonies where they were sold into slavery• Were owned as property for life with no rights• Were often born into slavery (Children of slaves were born into slavery.) | |

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 England.

| Essential Understandings | Essential Questions | Essential Knowledge | Essential Skills |
|--|--|--|--|
| England established and attempted to maintain control over the colonies. | How did England impose its political and economic control over the colonies? | <p>Economic relationships</p> <ul style="list-style-type: none">• England imposed strict control over trade.• England taxed the colonies after the French and Indian War.• Colonies traded raw materials for goods. <p>Political relationships</p> <ul style="list-style-type: none">• Colonists had to obey English laws that were enforced by governors.• Colonial governors were appointed by the king or by the proprietor.• Colonial legislatures made laws for each colony and were monitored by colonial governors. | <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 |
|---|---|--|--|
| <p>As England expanded control over the American colonies, many colonists became dissatisfied and rebellious.</p> | <p>What steps did England take to increase control over its colonies?</p> <p>Why did many colonists become dissatisfied with England’s control over the colonies?</p> | <p>England’s reasons for control</p> <ul style="list-style-type: none"> • England desired to remain a world power. • England imposed taxes, such as the Stamp Act, to raise necessary revenue to pay the cost of the French and Indian War. <p>England’s reasons for taxation</p> <ul style="list-style-type: none"> • To help finance the French and Indian War • To help with the maintaining of English troops in the colonies <p>Sources of colonial dissatisfaction</p> <ul style="list-style-type: none"> • Colonies had no representation in Parliament. • Some colonists resented power of colonial governors. • England wanted strict control over colonial legislatures. • Colonies opposed taxes. • The Proclamation of 1763 hampered the western movement of settlers. | <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, with emphasis on the ideas of John Locke.

| Essential Understandings | Essential Questions | Essential Knowledge | Essential Skills |
|---|--|--|--|
| <p>New political ideas led to a desire for independence and democratic government in the American colonies.</p> <p>The Declaration of Independence proclaimed independence from England. It stated that people have natural (inherent) rights to life, liberty, and the pursuit of happiness.</p> | <p>What ideas/philosophies about government were expressed in the Declaration of Independence?</p> | <p>Ideas of John Locke</p> <ul style="list-style-type: none"> • People have natural rights to life, liberty, and property. • Government is created to protect the rights of people and has only the limited and specific powers the people consent to give it. <p>Key philosophies in the Declaration of Independence</p> <ul style="list-style-type: none"> • People have “certain unalienable rights” (rights that cannot be taken away)—life, liberty, pursuit of happiness. • People establish government to protect those rights. • Government derives power from the people. • People have a right and a duty to change a government that violates their rights. | <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, Patrick Henry, and Thomas Paine.

| 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>Key individuals</p> <ul style="list-style-type: none"> • King George III: British king during the Revolutionary era • Lord Cornwallis: British general who surrendered at Yorktown • John Adams: Championed the cause of independence • George Washington: Commander of the Continental Army • Thomas Jefferson: Major author of the Declaration of Independence • Patrick Henry: Outspoken member of House of Burgesses; inspired colonial patriotism with “Give me liberty or give me death” speech • Benjamin Franklin: Prominent member of Continental Congress; helped frame the Declaration of Independence • Thomas Paine: Journalist, author of <i>Common Sense</i> <p>Other important individuals</p> <ul style="list-style-type: none"> • Phillis Wheatley: A former slave who wrote poems and plays supporting American independence • Paul Revere: Patriot who made a daring ride to warn colonists of British arrival | <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.6c (continued)

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, Patrick Henry, and Thomas Paine.

| Essential Understandings | Essential Questions | Essential Knowledge | Essential Skills |
|--------------------------|---------------------|--|------------------|
| | | <p>Key Events</p> <ul style="list-style-type: none"> • Boston Massacre: Colonists in Boston were shot after taunting British soldiers. • Boston Tea Party: Samuel Adams and Paul Revere led patriots in throwing tea into Boston Harbor to protest tea taxes. • First Continental Congress: Delegates from all colonies except Georgia met to discuss problems with England and to promote independence. • Battle of Lexington and Concord: This was the site of the first armed conflict of the Revolutionary War. • Approval of the Declaration of Independence: Colonies declared independence from England (July 4, 1776). • Battle of Saratoga: This American victory was the turning point in the war. • Surrender at Yorktown: This was the colonial victory over forces of Lord Cornwallis that marked the end of the Revolutionary War. • Signing of the Treaty of Paris: England recognized American independence in this treaty. | |

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 Britain.

| Essential Understandings | Essential Questions | Essential Knowledge | Essential Skills |
|---|---|---|--|
| <p>Defense of the colonists' own land, strong beliefs, and capable leadership contributed to the American victory in the Revolutionary War.</p> | <p>What advantages helped the American colonists win the Revolutionary War?</p> | <p>Colonial advantages</p> <ul style="list-style-type: none">• Colonists' defense of their own land, principles, and beliefs• Support from France and Spain• Strong leadership | <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.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.*

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

STANDARD USI.7b

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

b) identifying the basic principles of the new government established by the Constitution of the United States of America and the Bill of Rights.

| <i>Essential Understandings</i> | <i>Essential Questions</i> | <i>Essential Knowledge</i> | <i>Essential Skills</i> |
|---|--|--|---|
| <p><i>The Constitution of the United States of America established a federal system of government based on power shared between the national and state governments.</i></p> <p><i>The Bill of Rights provided a written guarantee of individual rights.</i></p> | <p><i>What were the basic principles of governments stated in the Constitution of the United States of America and Bill of Rights?</i></p> | <p>Terms to know <i>Federal system of government: A system that divides governmental powers between national government and the governments of the states</i></p> <p>Basic principles of government <i>Separation of powers</i></p> <ul style="list-style-type: none"> • <i>The structure of the new national government was based on James Madison’s “Virginia Plan,” which called for three separate branches of government:</i> <ul style="list-style-type: none"> – <i>Legislative Branch (Congress) makes the laws. Congress is a two-house legislature in which all states are represented equally in the Senate (two Senators per state) and people are represented in the House of Representatives (number of a state’s representatives is based on state’s population).</i> – <i>Judicial Branch (Supreme Court) determines if laws made by Congress are constitutional.</i> – <i>Executive Branch (President) carries out the laws.</i> | <p><i>Identify and interpret primary and secondary source documents to increase understanding of events and life in United States history. (USI.1a)</i></p> <p><i>Make connections between the past and the present. (USI.1b)</i></p> <p><i>Interpret ideas and events from different historical perspectives. (USI.1d)</i></p> |

STANDARD USI.7b (continued)

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

b) identifying the basic principles of the new government established by the Constitution of the United States of America and the Bill of Rights.

| <i>Essential Understandings</i> | <i>Essential Questions</i> | <i>Essential Knowledge</i> | <i>Essential Skills</i> |
|---------------------------------|----------------------------|--|-------------------------|
| | | <p><i>Checks and balances</i></p> <ul style="list-style-type: none"><i>• Each branch can check the power of the other.</i><i>• These checks keep any one branch from gaining too much power.</i> <p><i>Bill of Rights</i></p> <ul style="list-style-type: none"><i>• James Madison was the author of the Bill of Rights.</i><i>• The first ten amendments to the Constitution of the United States of America provide a written guarantee of individual rights (e.g., freedom of speech, freedom of religion).</i> | |

STANDARD USI.7c

The student will demonstrate knowledge of the challenges faced by the new nation by
c) *identifying the conflicts that resulted in the emergence of two political parties.*

| <i>Essential Understandings</i> | <i>Essential Questions</i> | <i>Essential Knowledge</i> | <i>Essential Skills</i> |
|---|---|---|---|
| <p><i>Alexander Hamilton and Thomas Jefferson had opposing views on the role of the national government. That opposition resulted in the creation of two political parties.</i></p> <p><i>The debate over the role of the national government has continued throughout United States history.</i></p> | <p><i>What were the major differences between Hamilton and Jefferson?</i></p> | <p>Major party differences</p> <ul style="list-style-type: none">• <i>Alexander Hamilton</i><ul style="list-style-type: none">– <i>Leader of Federalists</i>– <i>Favored strong national government</i>– <i>Favored limits on states' powers</i>– <i>Favored development of industry on a national scale</i>– <i>Favored a national bank</i>• <i>Thomas Jefferson</i><ul style="list-style-type: none">– <i>Leader of the Democratic Republicans</i>– <i>Favored a weak national government</i>– <i>Supported states' powers</i>– <i>Favored small business and farmers</i>– <i>Opposed a national bank</i> | <p><i>Make connections between the past and the present. (USI.1b)</i></p> <p><i>Interpret ideas and events from different historical perspectives. (USI.1d)</i></p> |

STANDARD USI.7d

*The student will demonstrate knowledge of the challenges faced by the new nation by
d) describing the major accomplishments of the first five presidents of the United States.*

| <i>Essential Understandings</i> | <i>Essential Questions</i> | <i>Essential Knowledge</i> | <i>Essential Skills</i> |
|---|--|--|--|
| <p><i>Congress and the first five presidents made decisions establishing a strong government that helped the nation grow in size and power.</i></p> | <p><i>What were the major national issues and events faced by the first five presidents?</i></p> | <p><i>All of the first five presidents were Virginians except John Adams.</i></p> <p><i>Accomplishments during first five presidencies</i></p> <p><i>George Washington</i></p> <ul style="list-style-type: none"> • <i>Federal court system was established.</i> • <i>Political parties grew out of the disagreements between Hamilton and Jefferson over the proper role of the national government.</i> • <i>The Bill of Rights was added to the Constitution of the United States of America.</i> • <i>Plans were initiated 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.</i> <p><i>John Adams</i></p> <ul style="list-style-type: none"> • <i>A two-party system emerged during his administration.</i> <p><i>Thomas Jefferson</i></p> <ul style="list-style-type: none"> • <i>He bought Louisiana from France (Louisiana Purchase).</i> • <i>Lewis and Clark explored this new land west of the Mississippi River.</i> | <p><i>Identify and interpret primary and secondary source documents to increase understanding of events and life in United States history. (USI.1a)</i></p> <p><i>Sequence events in United States history. (USI.1c)</i></p> <p><i>Interpret ideas and events from different historical perspectives. (USI.1d)</i></p> <p><i>Interpret excerpts from notable documents. (USI.1h)</i></p> |

STANDARD USI.7d (continued)

*The student will demonstrate knowledge of the challenges faced by the new nation by
d) describing the major accomplishments of the first five presidents of the United States.*

| <i>Essential Understandings</i> | <i>Essential Questions</i> | <i>Essential Knowledge</i> | <i>Essential Skills</i> |
|---------------------------------|----------------------------|--|-------------------------|
| | | <p><i>James Madison</i></p> <ul style="list-style-type: none"><i>• The War of 1812 caused European nations to gain respect for the United States.</i> <p><i>James Monroe</i></p> <ul style="list-style-type: none"><i>• He introduced the Monroe Doctrine warning European nations not to interfere in the Western Hemisphere.</i> | |

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.*

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

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.

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

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.

| <i>Essential Understandings</i> | <i>Essential Questions</i> | <i>Essential Knowledge</i> | <i>Essential Skills</i> |
|--|--|--|---|
| <i>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 in the South.</i> | <i>How did the inventions affect the lives of Americans?</i> | <i>New technologies</i> <ul style="list-style-type: none"><i>• 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.</i><i>• Jo Anderson (a slave) and Cyrus McCormick worked to invent the reaper. The reaper increased the productivity of the American farmer.</i><i>• The steamboat was improved by Robert Fulton. It eventually provided faster river transportation that connected Southern plantations and farms to Northern industries and Western territories.</i><i>• The steam locomotive provided faster land transportation.</i> | <i>Make connections between the past and the present. (USI.1b)</i> <i>Sequence events in United States history. (USI.1c)</i> |

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 suffrage movements.*

| <i>Essential Understandings</i> | <i>Essential Questions</i> | <i>Essential Knowledge</i> | <i>Essential Skills</i> |
|--|---|--|--|
| <p><i>The abolitionists worked to end slavery.</i></p> <p><i>The suffrage movement helped women gain equal rights.</i></p> | <p><i>What were the main ideas expressed by the abolitionists?</i></p> <p><i>What were the main ideas expressed during the suffrage movement?</i></p> | <p><i>Abolitionist movement</i></p> <ul style="list-style-type: none"> • <i>Most abolitionists demanded immediate freeing of the slaves.</i> • <i>Abolitionists believed that slavery was wrong.</i> <ul style="list-style-type: none"> – <i>Morally wrong</i> – <i>Cruel and inhumane</i> – <i>A violation of the principles of democracy</i> • <i>Abolitionist leaders included both men and women.</i> <ul style="list-style-type: none"> – <i>Harriet Tubman</i> – <i>William Lloyd Garrison</i> – <i>Frederick Douglass</i> <p><i>Suffrage movement</i></p> <ul style="list-style-type: none"> • <i>Supporters declared that “All men and women are created equal.”</i> • <i>Supporters believed that women were deprived of basic rights.</i> <ul style="list-style-type: none"> – <i>Denied the right to vote</i> – <i>Denied educational opportunities, especially higher education</i> – <i>Denied equal opportunities in business</i> – <i>Limited in rights to own property</i> | <p><i>Make connections between the past and the present. (USI.1b)</i></p> <p><i>Sequence events in United States history. (USI.1c)</i></p> <p><i>Interpret ideas and events from different historical perspectives. (USI.1d)</i></p> <p><i>Interpret patriotic slogans. (USI.1h)</i></p> |

STANDARD USI.8d (continued)

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 suffrage movements.

| <i>Essential Understandings</i> | <i>Essential Questions</i> | <i>Essential Knowledge</i> | <i>Essential Skills</i> |
|---------------------------------|----------------------------|---|-------------------------|
| | | <ul style="list-style-type: none">• <i>The movement was led by strong women who began their campaign before the Civil War and continued after the war had ended.</i><ul style="list-style-type: none">– <i>Isabel Sojourner Truth</i>– <i>Susan B. Anthony</i>– <i>Elizabeth Cady Stanton</i> | |

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.

| <i>Essential Understandings</i> | <i>Essential Questions</i> | <i>Essential Knowledge</i> | <i>Essential Skills</i> |
|--|--|--|--|
| <p><i>Cultural, economic, and constitutional differences between the North and the South eventually resulted in the Civil War.</i></p> | <p><i>How did cultural, economical, and constitutional issues create bitter divisions between the North and the South?</i></p> | <p><i>Issues that divided the nation</i></p> <p><i>Slavery</i></p> <ul style="list-style-type: none"> • <i>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.</i> <p><i>Cultural</i></p> <ul style="list-style-type: none"> • <i>The North was mainly an urban society in which people held jobs.</i> • <i>The South was primarily an agricultural society in which people lived in small villages and on farms and plantations.</i> • <i>Because of their cultural differences, people of the North and South found it difficult to agree on social and political issues.</i> <p><i>Economic</i></p> <ul style="list-style-type: none"> • <i>The North was a manufacturing region, and its people favored tariffs that protected factory owners and workers from foreign competition.</i> | <p><i>Make connections between the past and the present. (USI.1b)</i></p> <p><i>Sequence events in United States history. (USI.1c)</i></p> <p><i>Interpret ideas and events from different historical perspectives. (USI.1d)</i></p> |

STANDARD USI.9a (continued)

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.

| <i>Essential Understandings</i> | <i>Essential Questions</i> | <i>Essential Knowledge</i> | <i>Essential Skills</i> |
|---------------------------------|----------------------------|--|-------------------------|
| | | <ul style="list-style-type: none"><i>Southerners opposed tariffs that would cause prices of manufactured goods to increase. Planters were also concerned that England might stop buying cotton from the South if tariffs were added.</i> <p><i>Constitutional</i></p> <ul style="list-style-type: none"><i>A major conflict was states' rights versus strong central government.</i> | |

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.*

| <i>Essential Understandings</i> | <i>Essential Questions</i> | <i>Essential Knowledge</i> | <i>Essential Skills</i> |
|---|--|--|--|
| <p><i>The South feared that the North would take control of Congress, and Southerners began to proclaim states' rights as a means of self-protection.</i></p> <p><i>The North believed that the nation was a union and could not be divided. While the Civil War did not begin as a war to abolish slavery, issues surrounding slavery deeply divided the nation.</i></p> | <p><i>How did the issues of states' rights and slavery increase sectional tension between the North and South?</i></p> | <p><i>Issues that divided the nation</i></p> <ul style="list-style-type: none"> • <i>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.</i> • <i>Southerners felt that the abolition of slavery would destroy their region's economy. Northerners believed that slavery should be abolished for moral reasons.</i> <p><i>Compromises attempting to resolve differences</i></p> <ul style="list-style-type: none"> • <i>Missouri Compromise (1820): Missouri was a slave state; Maine, a free state.</i> • <i>Compromise of 1850: California was a free state. Southwest territories would decide about slavery.</i> • <i>Kansas-Nebraska Act: People decided the slavery issue ("popular sovereignty").</i> | <p><i>Sequence events in United States history. (USI.1c)</i></p> <p><i>Interpret ideas and events from different historical perspectives. (USI.1d)</i></p> <p><i>Interpret patriotic slogans. (USI.1h)</i></p> |

STANDARD USI.9b (continued)

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.

| <i>Essential Understandings</i> | <i>Essential Questions</i> | <i>Essential Knowledge</i> | <i>Essential Skills</i> |
|---------------------------------|----------------------------|---|-------------------------|
| | | <p><i>Southern secession</i> <i>Following Lincoln's election, the southern states seceded from the Union. Confederate forces attacked Fort Sumter, in South Carolina, marking the beginning of the Civil War.</i></p> <p><i>Lincoln and many Northerners believed that the United States was one nation that could not be separated or divided. Most Southerners believed that states had freely created and joined the union and could freely leave it.</i></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.*

| <i>Essential Understandings</i> | <i>Essential Questions</i> | <i>Essential Knowledge</i> | <i>Essential Skills</i> |
|--|---|--|---|
| <p><i>Southern states that were dependent upon labor-intensive cash crops seceded from the Union. Northernmost slave states (border states) stayed in the Union.</i></p> | <p><i>Which states seceded from the Union?</i></p> <p><i>Which four slave states stayed in the Union?</i></p> <p><i>Where were the other states that remained in the Union located?</i></p> | <p><i>States that seceded from the Union</i></p> <ul style="list-style-type: none"> • <i>Alabama</i> • <i>Arkansas</i> • <i>Florida</i> • <i>Georgia</i> • <i>Louisiana</i> • <i>Mississippi</i> • <i>North Carolina</i> • <i>South Carolina</i> • <i>Tennessee</i> • <i>Texas</i> • <i>Virginia</i> <p><i>States remaining in the Union</i></p> <ul style="list-style-type: none"> • <i>Border states (slave states)</i> <ul style="list-style-type: none"> – <i>Delaware</i> – <i>Kentucky</i> – <i>Maryland</i> – <i>Missouri</i> • <i>Free States</i> <ul style="list-style-type: none"> – <i>California</i> – <i>Connecticut</i> – <i>Illinois</i> – <i>Indiana</i> – <i>Iowa</i> – <i>Kansas</i> – <i>Maine</i> – <i>Massachusetts</i> – <i>Michigan</i> | <p><i>Analyze and interpret maps to explain historical events. (USI.If)</i></p> |

STANDARD USI.9c (continued)

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.*

| <i>Essential Understandings</i> | <i>Essential Questions</i> | <i>Essential Knowledge</i> | <i>Essential Skills</i> |
|---------------------------------|----------------------------|---|-------------------------|
| | | <ul style="list-style-type: none">- <i>Minnesota</i>- <i>New Hampshire</i>- <i>New Jersey</i>- <i>New York</i>- <i>Ohio</i>- <i>Oregon</i>- <i>Pennsylvania</i>- <i>Rhode Island</i>- <i>Vermont</i>- <i>West Virginia (Western counties of Virginia that refused to secede from the Union)</i>- <i>Wisconsin</i> | |

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.

| <i>Essential Understandings</i> | <i>Essential Questions</i> | <i>Essential Knowledge</i> | <i>Essential Skills</i> |
|---|---|--|--|
| <p><i>Lincoln and Lee were men who represented views of the nature of the United States that were very different, leading to an unavoidable conflict.</i></p> | <p><i>Who are considered leaders of the Civil War?</i></p> <p><i>How did Lincoln’s view of the nature of the Union differ from Lee’s?</i></p> | <p>Roles of Civil War leaders</p> <ul style="list-style-type: none"> • <i>Abraham Lincoln</i> <ul style="list-style-type: none"> – <i>Was President of the United States</i> – <i>Opposed the spread of slavery</i> – <i>Issued the Emancipation Proclamation</i> – <i>Determined to preserve the Union—by force if necessary</i> – <i>Believed the United States was one nation, not a collection of independent states</i> – <i>Wrote the Gettysburg Address that said the Civil War was to preserve a government “of the people, by the people, and for the people.”</i> • <i>Jefferson Davis</i> <ul style="list-style-type: none"> – <i>Was president of the Confederate States of America</i> • <i>Ulysses S. Grant</i> <ul style="list-style-type: none"> – <i>Was general of the Union army that defeated Lee</i> | <p><i>Identify and interpret primary and secondary source documents to increase understanding of events and life in United States history. (USI.1a)</i></p> <p><i>Sequence events in United States history. (USI.1c)</i></p> <p><i>Interpret ideas and events from different historical perspectives. (USI.1d)</i></p> |

STANDARD USI.9d (continued)

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.

| <i>Essential Understandings</i> | <i>Essential Questions</i> | <i>Essential Knowledge</i> | <i>Essential Skills</i> |
|---------------------------------|----------------------------|--|-------------------------|
| | | <ul style="list-style-type: none"> • <i>Robert E. Lee</i> <ul style="list-style-type: none"> – <i>Was leader of the Army of Northern Virginia</i> – <i>Was offered command of the Union forces at the beginning of the war but chose not to fight against Virginia</i> – <i>Opposed secession, but did not believe the union should be held together by force</i> – <i>Urged Southerners to accept defeat at the end of the war and reunite as Americans when some wanted to fight on</i> • <i>Thomas “Stonewall” Jackson</i> <ul style="list-style-type: none"> – <i>Was a skilled Confederate general from Virginia</i> • <i>Frederick Douglass</i> <ul style="list-style-type: none"> – <i>Was a former slave who escaped to the North and became an abolitionist</i> | |

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.*

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

STANDARD USI.9e (continued)

*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.*

| <i>Essential Understandings</i> | <i>Essential Questions</i> | <i>Essential Knowledge</i> | <i>Essential Skills</i> |
|---------------------------------|----------------------------|---|-------------------------|
| | | <p><i>Influence of location and topography on critical developments in the war</i></p> <ul style="list-style-type: none"><i>• The Union blockade of southern ports (e.g., Savannah, Charleston, New Orleans)</i><i>• Control of the Mississippi River (e.g., Vicksburg)</i><i>• Battle locations influenced by the struggle to capture capital cities (e.g., Richmond; Washington, D.C.)</i><i>• Control of the high ground (e.g., Gettysburg)</i> | |

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 black soldiers), women, and slaves.

| <i>Essential Understandings</i> | <i>Essential Questions</i> | <i>Essential Knowledge</i> | <i>Essential Skills</i> |
|--|--|---|--|
| <p><i>Life on the battlefield and on the homefront was extremely harsh. Many died from disease and exposure.</i></p> | <p><i>What hardships were experienced during the Civil War?</i></p> <p><i>How did the Civil War change the lives of soldiers, women, and slaves?</i></p> | <p>General effects of the war</p> <ul style="list-style-type: none"> • <i>Families and friends were often pitted against one another.</i> • <i>Southern troops became increasingly younger and more poorly equipped and clothed.</i> • <i>Much of the South was devastated at the end of the war (e.g., burning of Atlanta and Richmond).</i> • <i>Disease was a major killer.</i> • <i>Clara Barton, a Civil War nurse, created the American Red Cross.</i> • <i>Combat was brutal and often man-to-man.</i> • <i>Women were left to run businesses in the North and farms and plantations in the South.</i> • <i>The collapse of the Confederacy made Confederate money worthless.</i> | <p><i>Sequence events in United States history. (USI.1c)</i></p> <p><i>Interpret ideas and events from different historical perspectives. (USI.1d)</i></p> |

STANDARD USI.9f (continued)

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 black soldiers), women, and slaves.

| <i>Essential Understandings</i> | <i>Essential Questions</i> | <i>Essential Knowledge</i> | <i>Essential Skills</i> |
|---------------------------------|----------------------------|---|-------------------------|
| | | <p><i>Effects of the war on African Americans</i></p> <ul style="list-style-type: none"><i>• African Americans fought in both the Confederate and Union armies.</i><i>• The Confederacy often used slaves as naval crew members and soldiers.</i><i>• The Union moved to enlist African American sailors early in the war.</i><i>• African American soldiers were paid less than white soldiers.</i><i>• African American soldiers were discriminated against and served in segregated units under the command of white officers.</i><i>• Robert Smalls, a sailor and later a Union naval captain, was highly honored for his feats of bravery and heroism. He became a Congressman after the Civil War.</i> | |

STANDARD USI.10a

The student will demonstrate knowledge of the effects of Reconstruction on American life by

- a) *identifying the provisions of the 13th, 14th, and 15th Amendments to the Constitution of the United States of America and their impact on the expansion of freedom in America.*

| <i>Essential Understandings</i> | <i>Essential Questions</i> | <i>Essential Knowledge</i> | <i>Essential Skills</i> |
|--|---|--|--|
| <p><i>The 13th, 14th, and 15th Amendments to the Constitution of the United States of America address the issues of slavery and guarantee equal protection under the law for all citizens.</i></p> | <p><i>What are the basic provisions of the 13th, 14th, and 15th Amendments?</i></p> | <p><i>Basic provisions of the Amendments</i></p> <ul style="list-style-type: none"> • <i>13th Amendment: Bans slavery in the United States and any of its territories</i> • <i>14th Amendment: Grants citizenship to all persons born in the United States and guarantees them equal protection under the law</i> • <i>15th Amendment: Ensures all citizens the right to vote regardless of race or color or previous condition of servitude</i> <p><i>These three amendments guarantee equal protection under the law for all citizens.</i></p> | <p><i>Identify and interpret primary and secondary source documents to increase understanding of events and life in United States history. (USI.1a)</i></p> <p><i>Make connections between the past and the present. (USI.1b)</i></p> <p><i>Sequence events in United States history. (USI.1c)</i></p> <p><i>Interpret ideas and events from different historical perspectives. (USI.1d)</i></p> <p><i>Interpret excerpts from notable documents. (USI.1h)</i></p> |

STANDARD USI.10b

*The student will demonstrate knowledge of the causes, major events, and effects of the Civil War by
b) describing the impact of Reconstruction policies on the South.*

| <i>Essential Understandings</i> | <i>Essential Questions</i> | <i>Essential Knowledge</i> | <i>Essential Skills</i> |
|--|--|--|--|
| <p><i>The Reconstruction policies were harsh and created problems in the South.</i></p> <p><i>Reconstruction attempted to give meaning to the freedom that the former slaves had achieved.</i></p> | <p><i>What were the Reconstruction policies for the South?</i></p> | <p><i>Reconstruction policies and problems</i></p> <ul style="list-style-type: none"> • <i>Southern military leaders could not hold office.</i> • <i>Southerners resented northern “carpetbaggers,” who took advantage of the South during Reconstruction.</i> • <i>African Americans held public office.</i> • <i>African Americans gained equal rights as a result of the Civil Rights Act of 1866, which authorized the use of federal troops for its enforcement.</i> • <i>Northern soldiers supervised the South.</i> | <p><i>Sequence events in United States history. (USI.1c)</i></p> <p><i>Interpret ideas and events from different historical perspectives. (USI.1d)</i></p> |