

Grade 5

United States History to 1865

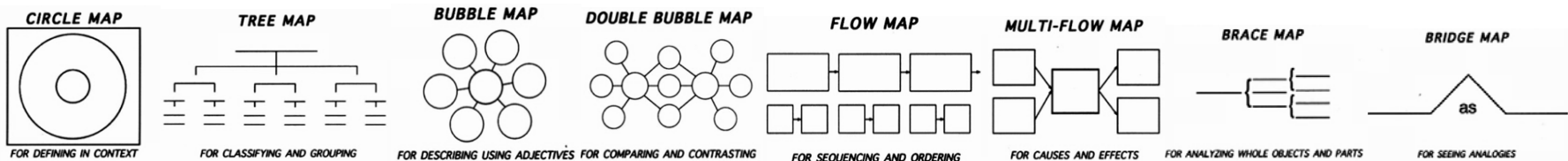
Students will use skills for historical and geographical analysis to explore the early history of the United States and understand ideas and events that strengthened the union. The standards for this course relate to the history of the United States from pre-Columbian times until 1865. Students will continue to learn fundamental concepts in civics, economics, and geography as they study United States history in chronological sequence and learn about change and continuity in our history. They also will study documents and speeches that laid the foundation for American ideals and institutions and will examine the everyday life of people at different times in the country's history through the use of primary and secondary sources.

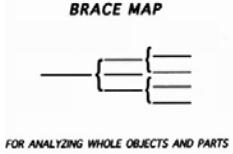
The study of history must emphasize the intellectual skills required for responsible citizenship. Students will practice these skills as they extend their understanding of the essential knowledge defined by all of the standards for history and social science.

Skills

- USI.1 The student will demonstrate skills for historical thinking, geographical analysis, economic decision making, and responsible citizenship by
- analyzing and interpreting artifacts and primary and secondary sources to understand events in United States history;
 - analyzing and interpreting geographic information to determine patterns and trends in United States history;
 - interpreting charts, graphs, and pictures to determine characteristics of people, places, or events in United States history;
 - using evidence to draw conclusions and make generalizations;
 - comparing and contrasting historical, cultural, and political perspectives in United States history;
 - determining relationships with multiple causes or effects in United States history;
 - explaining connections across time and place;
 - using a decision-making model to identify the costs and benefits of a specific choice made;
 - identifying the rights and responsibilities of citizenship and the ethical use of material or intellectual property; and
 - investigating and researching to develop products orally and in writing.

Thinking Map Images for Copying and Pasting



	Essential Understandings	Essential Knowledge	Skill Focus and Exemplars (Instructions for linking to a Google Doc)	Resources (for instruction, assessment, and intervention)
Q 1	<p>US1.2a The student will interpret maps, globes, photographs, pictures, or tables to a) locate the seven continents and five oceans;</p> <p>US1.2 Review and Overarching Resources</p>	<p>Continents:</p> <ul style="list-style-type: none"> - North America - South America - Africa - Asia - Australia - Antarctica - Europe <p>*Note: Europe is considered a continent even though it is not entirely surrounded by water. The land mass is frequently called Eurasia.</p> <p>Oceans:</p> <ul style="list-style-type: none"> - Atlantic Ocean - Pacific Ocean - Arctic Ocean - Indian Ocean - Southern Ocean 	<p>Locate the seven continents and five oceans</p> <p>1b) Analyzing and interpreting geographic information to determine patterns and trends in United States history (ex: GIS, satellite images, maps, globes, themes of geography (location, place, region))</p> <p>(continued)</p> <div style="text-align: center;">  </div> <p>1d) Draw conclusions & make generalizations (ex: Pangea theory)</p>	<p>Click here to access US1.2a resources.</p>
	<p>US1.2b locate and describe major geographic regions of North America: Coastal Plain, Appalachian Mountains, Canadian Shield, Interior Lowlands, Great Plains, Rocky Mountains, Basin and Range, and Coastal Range;</p> <p>Continents are large land masses surrounded by water.</p> <p>Geographic regions have distinctive characteristics.</p>	<p>Geographic regions' locations and physical characteristics:</p> <p>Coastal Plain:</p> <ul style="list-style-type: none"> - Located along Atlantic Ocean & Gulf of Mexico - Broad lowlands providing many excellent harbors <p>Appalachian Mountains:</p> <ul style="list-style-type: none"> - Located west of the Coastal Plain, extending from eastern Canada to western Alabama; includes the Piedmont - Old, eroded mountains (oldest mountain range in North America) <p>Canadian Shield:</p>	<p>Locate and describe major geographic regions of North America: Coastal Plain, Appalachian Mountains, Canadian Shield, Interior Lowlands, Great Plains, Rocky Mountains, Basin and Range, and Coastal Range</p> <p>1b) Analyzing and interpreting geographic information to determine patterns and trends in United States history (ex: GIS, satellite images, maps, globes, themes of geography (location, place, region))</p>	<p>Click here to access US1.2b resources.</p>

- Wrapped around the Hudson Bay in a horseshoe shape
- Hills worn by erosion and hundreds of lakes carved by glaciers

Interior Lowlands:

- Located west of the Appalachian Mountains & east of the Great Plains
- Rolling flatlands with many rivers, broad river valleys, and grassy hills

Great Plains:

- Located west of the Interior Lowlands and east of the Rocky Mountains
- Flat lands that gradually increase in elevation westward; grasslands

Rocky Mountains:

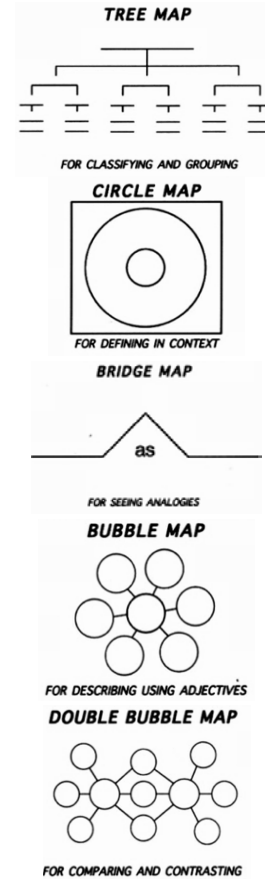
- Located west of the Great Plains and east of the Basin and Range
- Rugged mountains stretching from Alaska almost to Mexico; high elevations
- Contains the Continental Divide, which determines the directional flow of rivers


Basin and Range:

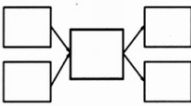
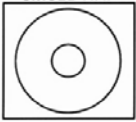
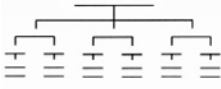
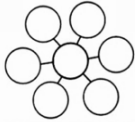
- Located west of the Rocky Mountains and east of the Coastal Range
- Varying elevations containing isolated mountain ranges & Death Valley, the lowest point in North America


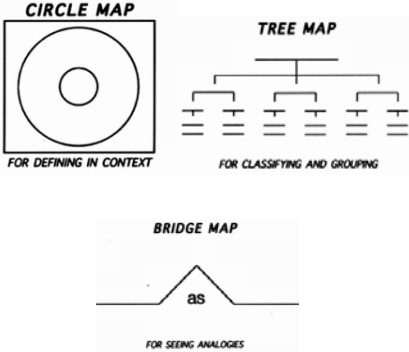
Coastal Range:

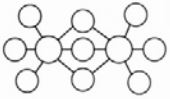
- Located along the Pacific Coast, stretching from California to Canada
- Rugged mountains and fertile valleys

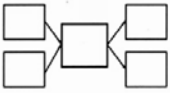
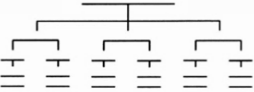
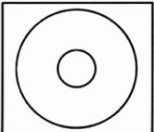


		<ul style="list-style-type: none"> ○ Includes the Sierra Nevada and the Cascades 		
	<p>US1.2c locate major water features and explain their importance to the early history of the United States: Great Lakes, Mississippi River, Missouri River, Ohio River, Columbia River, Colorado River, Rio Grande, St. Lawrence River, Atlantic Ocean, Pacific Ocean, and Gulf of Mexico; and 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>Major bodies of water:</p> <ul style="list-style-type: none"> - Oceans: Atlantic, Pacific - Rivers: Mississippi, Missouri, Ohio, Columbia, Colorado, Rio Grande, St. Lawrence River - Lakes: Great Lakes - Gulf: Gulf of Mexico <p>Trade, transportation, exploration, and settlement:</p> <ul style="list-style-type: none"> - The Atlantic, Pacific, and Gulf coasts of the United States have provided access to other parts 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 prior to the Louisiana Purchase. - Inland port cities grew in the Midwest along the Great Lakes. - 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. - The Columbia River was explored by Lewis and Clark. - The Colorado River was explored by the Spanish. - The Rio Grande forms part of the border with Mexico. - The Pacific Ocean was an early exploration destination. as a route to Asia. - The Gulf of Mexico provided the French and Spanish with exploration routes to Mexico and 	<p>Locate major water features and explain their importance 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.</p> <p>1b) Analyzing and interpreting geographic information to determine patterns and trends in United States history (ex: GIS, satellite images, maps, globes, themes of geography (location, place, region))</p>  <p>(continued)</p> <p>1c) Analyze changes in population over time (ex: population boom along the Great Lakes)</p> <p>1d) Point of view chart (ex: Somebody: Americans, wanted: to transport goods, but: transportation over land was slow, so what?: waterways were used to carry the goods more quickly)</p> <p>1f) Cause & effect relationships (ex: because people wanted to ship goods, port cities grew up along the Great Lakes)</p>	<p>Click here to access US1.2c resources.</p>

		<p>other parts of America.</p> <ul style="list-style-type: none"> - The St. Lawrence River forms part of the northeastern border with Canada and connects the Great Lakes to the Atlantic Ocean. 	<p>MULTI-FLOW MAP</p>  <p>FOR CAUSES AND EFFECTS</p>	
<p>US1.2d recognize key geographic features on maps, diagrams, and/or photographs. 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>Key geographic features:</p> <p>Water-related:</p> <ul style="list-style-type: none"> - Lakes - Rivers - Tributaries - Gulfs and bays <p>Land-related:</p> <ul style="list-style-type: none"> - Mountains - Hills - Plains - Plateaus - Islands - Peninsulas <p>Geographic features are related to:</p> <ul style="list-style-type: none"> - patterns of trade - the locations of cities and towns - the westward (frontier) movement - agricultural and fishing industries. 	<p>Recognize key geographic features on maps, diagrams, and/or photographs.</p> <p>1b) Analyzing and interpreting geographic information to determine patterns and trends in United States history (ex: GIS, satellite images, maps, globes, themes of geography (location, place, region))</p> <p>CIRCLE MAP</p>  <p>FOR DEFINING IN CONTEXT</p> <p>TREE MAP</p>  <p>FOR CLASSIFYING AND GROUPING</p> <p>BUBBLE MAP</p>  <p>FOR DESCRIBING USING ADJECTIVES</p>	<p>Click here to access US1.2d resources.</p>	
<p>US1.3a The student will apply social science skills to understand how early cultures developed in North America by a) describing how archaeologists have recovered material evidence of ancient settlements, including Cactus Hill in Virginia;</p> <p>US1.3 Review and Overarching Resources</p> <p>Archaeology is the interpretation</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>Describe how archaeologists have recovered material evidence of ancient settlements, including Cactus Hill in Virginia</p> <p>1a) Analyze and interpret artifacts and primary and secondary sources to understand American Indian settlements. (ex: photographs of artifacts from ancient settlements, maps)</p> <p>1b) Analyzing and interpreting geographic information to determine</p>	<p>Click here to access US1.3a resources.</p> <p>Ice Age Discoveries video - Documentary-style video; features Cactus Hill</p> <p>Cactus Hill Web Page</p> <p>Cactus Hill Web Quest</p>	

<p>of material evidence remaining from past human activity.</p> <p>Archaeological discoveries of early Indian settlements have been made in southeastern Virginia.</p>		<p>patterns and trends in United States history (ex: GIS, satellite images, maps, globes, themes of geography (location, place, region))</p>  <p>1c) Interpreting charts, graphs, and pictures to determine characteristics of people, places, or events in United States history (ex: analyze changes in population over time using photographs, maps, artifacts, etc.)</p>	
<p>US1.3b locating where the American Indians lived, with emphasis on the Arctic (Inuit), Northwest (Kwakiutl), Plains (Lakota), Southwest (Pueblo), and Eastern Woodlands (Iroquois); and</p> <p>Prior to the arrival of Europeans, American Indians were dispersed across the different environments in North America.</p>	<p>American Indians lived in all areas of North America:</p> <ul style="list-style-type: none"> - Inuit inhabited present-day Alaska and northern Canada. They lived in Arctic areas where the temperature is below freezing much of the year. - Kwakiutl homeland includes the Pacific Northwest coast, characterized by a rainy, mild climate. - Lakota people inhabited the interior of the United States, called the Great Plains, which is characterized by dry grasslands. - Pueblo tribes inhabited the Southwest in present-day New Mexico and Arizona, where they lived in desert areas and areas bordering cliffs and mountains. - Iroquois homeland includes northeast North America, called the Eastern Woodlands, which is heavily forested. 	<p>Locate where the American Indians lived, with emphasis on the Arctic (Inuit), Northwest (Kwakiutl), Plains (Lakota), Southwest (Pueblo), and Eastern Woodlands (Iroquois).</p> <p>(continued)</p> <p>1b) Analyze & interpret geographic information to determine patterns and trends in United States history (ex: GIS, satellite images, maps, globes, themes of geography (location, place, region))</p> 	<p>Click here to access US1.3b resources.</p> <p>Quia Game</p>

		<p>Members of these tribes live in their homelands and in many other areas of North America today.</p>		
	<p>US1.3c describing how the American Indians used the resources in their environment.</p> <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>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>Types of resources:</p> <ul style="list-style-type: none"> - Natural resources: Things that come directly from nature . The fish American Indians caught, wild animals they hunted, and crops they grew were examples of natural resources. - Human resources: People working to produce goods and services - Capital resources: Goods produced and used to make other goods and services - Human resources People who fished, made clothing, and hunted animals were examples of human resources. - Capital resources The canoes, bows, and spears American Indians made were examples of capital resources. 	<p>Describe how the American Indians used the resources in their environment.</p> <p>1a) Artifacts & primary and secondary sources (ex: understand American Indian settlements photographs of artifacts from ancient settlements, maps)</p> <p>1b) Analyzing and interpreting geographic information to determine patterns and trends in United States history (ex: GIS, satellite images, maps, globes, themes of geography (location, place, region))</p> <p>1d) Draw conclusions & make generalizations. (ex: Somebody: the Kwakiutl, wanted: to survive, but: they had limited resources, so what?: they used things in their environment for food, shelter, and clothing)</p> <p>(continued)</p> <p>1e) Compare and contrast perspectives (ex: 2 American Indian groups environment and use of resources)</p> <p style="text-align: center;">DOUBLE BUBBLE MAP</p>  <p style="text-align: center;"><small>FOR COMPARING AND CONTRASTING</small></p> <p>1f) Multiple causes or effects in</p>	<p>Click here to access US1.3c resources.</p>

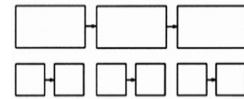
			<p>United States history (ex: because American Indians had different environments, they had different resources available to them and thus developed different cultures.)</p> <p style="text-align: center;">MULTI-FLOW MAP</p>  <p style="text-align: center;"><small>FOR CAUSES AND EFFECTS</small></p>	
	<p>USI.4a The student will apply social science skills to understand European exploration in North America and West Africa by a) describing the motivations for, obstacles to, and accomplishments of the Spanish, French, Portuguese, and English explorations; Major European countries were in competition to extend their power into North America and claim the land as their own.</p> <p>US1.4 Review and Overarching Resources</p>	<p>Motivations for the explorations:</p> <ul style="list-style-type: none"> - Economic—Gold, natural resources, and trade - Religious—Spread Christianity - Competitions for empire and belief in superiority of own culture <p>Obstacles to the explorations:</p> <ul style="list-style-type: none"> - Poor maps and navigational tools - Disease and starvation - Fear of the unknown - Lack of adequate supplies <p>Accomplishments of the explorations:</p> <ul style="list-style-type: none"> - Exchanged goods and ideas - Improved navigational tools and ships - Claimed territories (see countries below) <p>Regions of North America explored by Spain, France, and England:</p> <ul style="list-style-type: none"> - Spain: Francisco Coronado claimed the Southwest of the present-day United States for Spain. - France: Samuel de Champlain established the French settlement of Québec. Robert LaSalle claimed the Mississippi River Valley for France. - England: John Cabot explored eastern Canada. 	<p>Describe the motivations for, obstacles to, and accomplishments of the Spanish, French, Portuguese, and English explorations</p> <p style="text-align: center;">TREE MAP</p>  <p style="text-align: center;"><small>FOR CLASSIFYING AND GROUPING</small></p> <p>1a) Artifacts & primary and secondary sources (ex: to understand American Indian settlements tools, technology, supplies, transportation, etc.)</p> <p>1b) Analyzing and interpreting geographic information to determine patterns and trends in United States history (ex: GIS, satellite images, maps, globes, themes of geography (location, place, region))</p> <p style="text-align: center;">CIRCLE MAP</p>  <p style="text-align: center;"><small>FOR DEFINING IN CONTEXT</small></p>	<p>Click here to access US1.4a resources.</p>

Regions explored by Portugal:

- The Portuguese made voyages of discovery along the coast of West Africa.

1c) Interpreting charts, graphs, and pictures to determine characteristics of people, places, or events in United States history (ex: identify sequence of events that shaped North America and analyze changes in population over time)

FLOW MAP

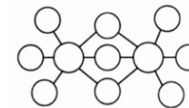


FOR SEQUENCING AND ORDERING

1d) Using evidence to draw conclusions and make generalizations. (ex: Somebody: Spanish, wanted: to explore North America for economic opportunities, to spread religion, and become a superior nation, but: they had poor maps, faced disease and starvation, fears, and lack of supplies, so what?: they sent Coronado to explore Southwest United States)

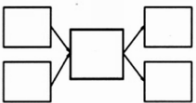
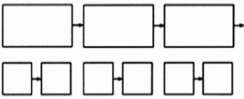
1e) Compare and contrast perspectives (ex: compare and contrast two European countries and where they explored.)

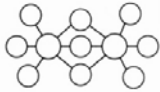
DOUBLE BUBBLE MAP

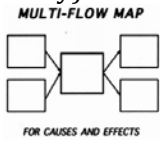


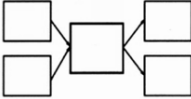
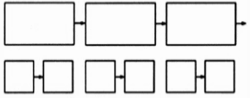
FOR COMPARING AND CONTRASTING

1f) Multiple causes or effects in United States history (ex: because European nations were fighting for superiority, they sent explorers to North America.)

			<p style="text-align: center;">MULTI-FLOW MAP</p>  <p style="text-align: center;"><small>FOR CAUSES AND EFFECTS</small></p> <p>1g) Explaining connections across time and place: flow map or timeline. (ex: sequence explorations)</p> <p style="text-align: center;">FLOW MAP</p>  <p style="text-align: center;"><small>FOR SEQUENCING AND ORDERING</small></p> <p>1h) Using a decision-making model to identify the costs and benefits of a specific choice made (ex.→ John Cabot explored Eastern Canada)</p> <p>1i) Responsible citizens [should] demonstrate a respect for the rights of others. (ex: compromises; working together to accomplish goals; how to conduct oneself in a respectful manner)</p>	
	<p>USI.4b describing cultural and economic interactions between Europeans and American Indians that led to cooperation and conflict, with emphasis on the American Indian and European concept of land; and</p> <p>The interactions between American Indians and</p>	<p>Cultural interaction:</p> <p>Spanish:</p> <ul style="list-style-type: none"> - Conquered and enslaved American Indians - Brought Christianity to the New World - Established missions - Introduced Brought European diseases to American Indians <p>French:</p> <ul style="list-style-type: none"> - Established trading posts - Spread Christian religion 	<p>Describe cultural and economic interactions between Europeans and American Indians that led to cooperation and conflict, with emphasis on the American Indian and European concept of land.</p> <p>1a) Artifacts & primary and secondary sources to understand American Indian settlements. (ex: photographs of tools, Spanish missions, etc.)</p>	<p>Click here to access US1.4b resources.</p>

<p>Europeans sometimes led to cooperation and other times resulted in conflict.</p>	<p>English:</p> <ul style="list-style-type: none"> - Established settlements on American Indian land and claimed ownership of land - Learned farming techniques from American Indians - Traded with American Indians - Taught farming techniques to European settlers - Believed that land was to be used and shared but not owned <p>Areas of cooperation in economic interactions:</p> <ul style="list-style-type: none"> - Europeans brought weapons and metal farm tools. - Trade - Crops <p>Areas of conflict:</p> <ul style="list-style-type: none"> - Land - Competition for trade - Differences in cultures - Diseases - Language differences 	<p>1b) Analyzing and interpreting geographic information to determine patterns and trends in United States history (ex: GIS, satellite images, maps, globes, themes of geography (location, place, region))</p> <p>1c) Interpreting charts, graphs, and pictures to determine characteristics of people, places, or events in United States history (ex: gather information to show impact of colonial settlement/exploration on American Indian populations)</p> <p>1d) Draw conclusions & make generalizations. (Somebody: the English, wanted: to establish settlements in the New World, but: American Indians were already living there, so what?: the English and American Indians fought over land.)</p> <p>1e) Comparing and contrasting historical, cultural, and political perspectives in United States history (ex: compare and contrast the cultural interactions of specific European countries with the American Indians)</p> <p style="text-align: center;">DOUBLE BUBBLE MAP</p>  <p style="text-align: center;"><small>FOR COMPARING AND CONTRASTING</small></p> <p>1f) Multiple causes or effects in United States history (Because of the type of interactions had with American Indians, the effects of interactions were varied with each</p>	
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			<p>European country)</p>  <p>1i) Responsible citizens [should] demonstrate a respect for the rights of others (ex: compromises in area of conflict and cooperation between American Indians and European explorers)</p>	
	<p>US1.4c identifying the location and describing the characteristics of West African societies (Ghana, Mali, and Songhai) and their interactions with traders. 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>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>Identify the location and describing the characteristics of West African societies (Ghana, Mali, and Songhai) and their interactions with traders.</p> <p>1b) Analyzing and interpreting geographic information to determine patterns and trends in United States history (ex: GIS, satellite images, maps, globes, themes of geography (location, place, region))</p> <p>1d) Draw conclusions and make generalizations. (Somebody: the Portuguese, wanted: to increase their wealth and power, but: did not explore North America, so what?: the Portuguese carried goods from Europe to West African Empires.)</p> <p>1e) Comparing and contrasting historical, cultural, and political perspectives in United States history (ex: compare and contrast other European nations and where they explored with the Portuguese.)</p>	<p>Click here to access US1.4c resources.</p>

			<p>1f) Multiple causes or effects in United States history (ex: because the Portuguese wanted to increase their wealth and power, they traded with the societies of Western Africa)</p> <p style="text-align: center;">MULTI-FLOW MAP</p>  <p style="text-align: center;"><small>FOR CAUSES AND EFFECTS</small></p> <p>1g) Explaining connections across time and place: flow map or timeline. (ex: the West African societies.)</p> <p style="text-align: center;">FLOW MAP</p>  <p style="text-align: center;"><small>FOR SEQUENCING AND ORDERING</small></p> <p>1h) Using a decision-making model to identify the costs and benefits of a specific choice made (ex: explore the cost and benefits of the Portuguese in their decision to continue trade with West African societies and not explore North America.)</p>	
<p>Q 2</p>	<p>US1.5a The student will apply social science skills to understand the factors that shaped colonial America by a) describing the religious and economic events and conditions that led to the colonization of America; Colonies in North America were established for religious and economic reasons.</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. - Jamestown Settlement, the first permanent English settlement in North America (1607), was an economic venture by the Virginia Company. - Plymouth Colony was settled by separatists from the Church of 	<p>Describe the religious and economic events and conditions that led to the colonization of America</p> <p>1a) Artifacts & primary and secondary sources (ex: to understand the reasons colonies were established)</p> <p>1c) Interpreting charts, graphs, and pictures to determine characteristics of people, places, or events in United</p>	<p>Click here to access US1.5a resources.</p>

US1.5 Review and Overarching Resources

England who wanted to avoid religious persecution.

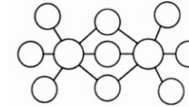
- Massachusetts Bay Colony was settled by the Puritans to avoid religious persecution.
- Pennsylvania was settled by the Quakers, who wanted freedom to practice their faith without interference.
- Georgia was settled by people who had been in debtors' prisons in England. They hoped to experience economic freedom and start a new life in the New World.

States history

1d) Draw conclusions and make generalizations

1e) Comparing and contrasting historical, cultural, and political perspectives in United States history

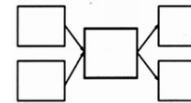
DOUBLE BUBBLE MAP



FOR COMPARING AND CONTRASTING

1f) Multiple causes or effects in United States history

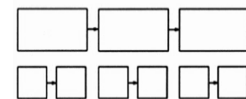
MULTI-FLOW MAP



FOR CAUSES AND EFFECTS

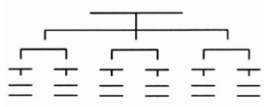
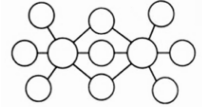
1g) Explaining connections across time and place: flow map or timeline

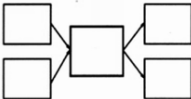

FLOW MAP

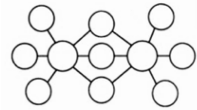
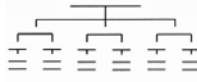


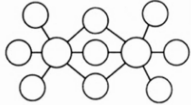
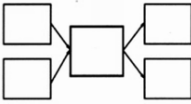
FOR SEQUENCING AND ORDERING

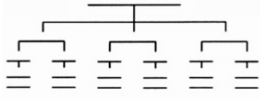
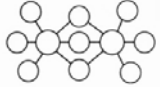
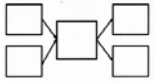
1h) Using a decision-making model to identify the costs and benefits of a specific choice made

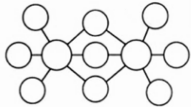
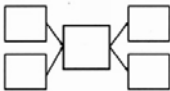
			<p style="text-align: center;">TREE MAP</p>  <p style="text-align: center;"><small>FOR CLASSIFYING AND GROUPING</small></p>	
	<p>US1.5b describing life in the New England, Mid-Atlantic, and Southern colonies, with emphasis on how people interacted with their environment to produce goods and services; Geographic features impacted life in the colonies.</p> <p>The colonies consisted of different groups of people whose lives varied greatly depending on their social position.</p>	<p>Terms to know:</p> <ul style="list-style-type: none"> - resources: natural, capital, or human <p>Interactions of people and environment:</p> <p>New England:</p> <ul style="list-style-type: none"> - Geography and climate - Appalachian Mountains, harbors, hilly terrain, rocky soil, jagged coastline - Moderate summers, cold winters <p>Resources:</p> <ul style="list-style-type: none"> - Natural resources: e.g., timber, fish, deep harbors - Human resources: e.g., skilled craftsmen, fishermen, merchants and shipbuilders - Capital resources: e.g., tools, buildings <p>Social life:</p> <ul style="list-style-type: none"> - Village, school, and church as center of life - Religious reformers and separatists <p>Political and civic life:</p> <ul style="list-style-type: none"> - Town meetings <p>Mid-Atlantic:</p> <p>Geography and climate:</p> <ul style="list-style-type: none"> - Appalachian Mountains, coastal plains harbors, rivers, rich farmlands - Moderate climate <p>Resources:</p> <ul style="list-style-type: none"> - Natural resources: e.g., rich 	<p>Describe life in the New England, Mid-Atlantic, and Southern colonies, with emphasis on how people interacted with their environment to produce goods and services</p> <p>1a) Artifacts & primary and secondary sources</p> <p>1b) Analyzing and interpreting geographic information to determine patterns and trends in United States history</p> <p>1c) Interpreting charts, graphs, and pictures to determine characteristics of people, places, or events in United States history</p> <p>1d) Draw conclusions & make generalizations</p> <p>1e) Comparing and contrasting historical, cultural, and political perspectives in United States history</p> <p style="text-align: center;">DOUBLE BUBBLE MAP</p>  <p style="text-align: center;"><small>FOR COMPARING AND CONTRASTING</small></p> <p>1f) Multiple causes or effects in United States history</p>	<p>Click here to access US1.5b resources.</p>

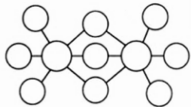
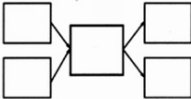
		<p>farmlands, rivers</p> <ul style="list-style-type: none"> - Human resources: e.g., unskilled and skilled workers, farmers, fishermen, and merchants - Capital resources: e.g., tools, buildings <p>Social life:</p> <ul style="list-style-type: none"> - Villages and cities - Diverse cultural backgrounds - Diverse religions <p>Political and civic life:</p> <ul style="list-style-type: none"> - Market towns <p>South:</p> <p>Geography and climate:</p> <ul style="list-style-type: none"> - Appalachian Mountains, Piedmont, Atlantic Coastal Plain, good harbors, rivers, and fertile farmland - Humid climate <p>Resources:</p> <ul style="list-style-type: none"> - Natural resources: e.g., fertile farmlands, rivers, harbors, forests - Human resources: e.g., farmers, enslaved African Americans, indentured servants - Capital resources: e.g., tools, buildings <p>Social life:</p> <ul style="list-style-type: none"> - Plantations, mansions, few cities, few schools - Church of England <p>Political and civic life:</p> <ul style="list-style-type: none"> - Counties 	<p style="text-align: center;">MULTI-FLOW MAP</p>  <p style="text-align: center;"><small>FOR CAUSES AND EFFECTS</small></p> <p>1g) Explaining connections across time and place</p> <p>1h) Using a decision-making model to identify the costs and benefits of a specific choice made</p> <p style="text-align: center;">TREE MAP</p>  <p style="text-align: center;"><small>FOR CLASSIFYING AND GROUPING</small></p>	
US1.5c describing specialization of and interdependence among New England, Mid-Atlantic, and Southern colonies;	<p>Terms to know:</p> <ul style="list-style-type: none"> - specialization: Focus on producing one or a few products - interdependence: Two or more people depending on others 	<p>Describe specialization of and interdependence among New England, Mid-Atlantic, and Southern colonies</p> <p>1a) Artifacts and primary and</p>		Click here to access US1.5c resources.

<p>Economic specialization and interdependence existed among the colonies in the production of goods and services.</p> <p>Specialization increases productivity. It also requires trade and increases interdependence</p>	<p>New England Colonies Specialization: Fishing, shipbuilding, naval supplies, metal tools and equipment.</p> <p>Examples of Interdependence: The New England colonies depended on the Southern colonies for crops such as tobacco, rice, cotton, and indigo. They depended on the Mid-Atlantic colonies for livestock and grains.</p> <p>Mid-Atlantic Colonies Specialization: livestock, grains, fish</p> <p>Examples of Interdependence: 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, indigo, and forest products. They traded with the New England colonies for metal tools and equipment.</p> <p>Southern Colonies Specialization: tobacco, rice, indigo, forest products (lumber, tar, pitch)</p> <p>Examples of Interdependence: The Southern colonies depended on the New England colonies for manufactured goods, including metal tools and equipment.</p> <p>They depended on the Mid-Atlantic colonies for grains and other agricultural products not plentiful in the South.</p>	<p>secondary sources to understand events in United States history</p> <p>1c) Interpreting charts, graphs, and pictures to determine characteristics of people, places, or events in United States history</p> <p>1d) Draw conclusions & make generalizations</p> <p>1e) Comparing and contrasting historical, cultural, and political perspectives in United States history</p> <p style="text-align: center;">DOUBLE BUBBLE MAP</p>  <p style="text-align: center;"><small>FOR COMPARING AND CONTRASTING</small></p> <p>1g) Explaining connections across time and place</p> <p>1h) Using a decision-making model to identify the costs and benefits of a specific choice made</p> <p style="text-align: center;">TREE MAP</p>  <p style="text-align: center;"><small>FOR CLASSIFYING AND GROUPING</small></p>	
<p>US1.5d describing colonial life in America from the perspectives of large landowners, farmers, artisans, merchants, women, free</p>	<p>Large landowners:</p> <ul style="list-style-type: none"> - Lived predominately in the South - Relied on indentured servants and/or - enslaved African Americans for 	<p>Describe colonial life in America from the perspectives of large landowners, farmers, artisans, merchants, women, free African Americans, indentured servants, and enslaved African</p>	<p>Click here to access US1.5d resources.</p>

<p>African Americans, indentured servants, and enslaved African Americans;</p> <p>The colonies were made up of different groups of people whose lives varied greatly depending on their social position.</p>	<p>labor</p> <ul style="list-style-type: none"> - 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 plantations - Lived in small villages and cities <p>Merchants:</p> <ul style="list-style-type: none"> - Worked to buy and sell goods to the colonists - Lived in towns and cities <p>Women Worked as caretakers, house-workers, and homemakers:</p> <ul style="list-style-type: none"> - Were not allowed to vote - Had few opportunities for getting an education <p>Free African Americans</p> <ul style="list-style-type: none"> ● Were able to own land ● Had economic freedom and could work for pay and decide how to spend their money - Were not allowed to vote <p>Indentured servants:</p> <ul style="list-style-type: none"> - 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 - Were free at the end of their contract <p>Enslaved African Americans:</p> <ul style="list-style-type: none"> - Were captured in their native Africa and sold to slave traders; then were shipped to the colonies 	<p>Americans</p> <p>1a) Artifacts & primary and secondary sources to understand events in United States history</p> <p>1c) Interpreting charts, graphs, and pictures to determine characteristics of people, places, or events in United States history</p> <p>1d) Draw conclusions & make generalizations</p> <p>1e) Comparing and contrasting historical, cultural, and political perspectives in United States history</p> <p style="text-align: center;">DOUBLE BUBBLE MAP</p>  <p style="text-align: center;"><small>FOR COMPARING AND CONTRASTING</small></p> <p>1f) Multiple causes or effects in United States history</p> <p style="text-align: center;">MULTI-FLOW MAP</p>  <p style="text-align: center;"><small>FOR CAUSES AND EFFECTS</small></p> <p>1g) Explaining connections across time and place</p> <p>1h) Using a decision-making model to identify the costs and benefits of a specific choice made</p>	
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		<p>where they were sold into slavery</p> <ul style="list-style-type: none"> - Were owned as property for life without any rights. - Were often born into slavery (Children of enslaved African Americans were born into slavery.) 	<p style="text-align: center;">TREE MAP</p>  <p style="text-align: center;"><small>FOR CLASSIFYING AND GROUPING</small></p>	
	<p>US1.5e explaining the political and economic relationships between the colonies and Great Britain.</p> <p>Great Britain established and attempted to maintain control over the colonies.</p>	<p>Economic relationships:</p> <ul style="list-style-type: none"> - Great Britain imposed strict control over trade. - Great Britain taxed the colonies after the French and Indian War. - The colonies traded raw materials for goods made in Great Britain. <p>Political relationships</p> <ul style="list-style-type: none"> - Colonists had to obey British laws, which were enforced by governors. - Colonial governors were appointed by the king or by the proprietor. - A colonial legislature made laws for each colony but was monitored by the colonial governor 	<p>Explain the political and economic relationships between the colonies and Great Britain</p> <p>1a) Artifacts & primary and secondary sources to understand events in United States history</p> <p>1c) Interpreting charts, graphs, and pictures to determine characteristics of people, places, or events in United States history</p> <p>1d) Draw conclusions & make generalizations</p> <p>(continued)</p> <p>1e) Comparing and contrasting historical, cultural, and political perspectives in United States history</p> <p style="text-align: center;">DOUBLE BUBBLE MAP</p>  <p style="text-align: center;"><small>FOR COMPARING AND CONTRASTING</small></p> <p>1f) Multiple causes or effects in United States history</p> <p style="text-align: center;">MULTI-FLOW MAP</p>  <p style="text-align: center;"><small>FOR CAUSES AND EFFECTS</small></p> <p>1g) Explaining connections across time and place</p>	<p>Click here to access US1.5e resources.</p>

<p>US1.6a The student will apply social science skills to understand of the causes and results of the American Revolution by a) explaining the issues of dissatisfaction that led to the American Revolution;</p> <p>As Great Britain expanded control over the American colonies, many colonists became dissatisfied and rebellious.</p> <p>US1.6 Review and Overarching Resources</p>	<p>Great Britain’s reasons for controlling the colonies:</p> <ul style="list-style-type: none"> - Great Britain desired to remain a world power. - 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. - Great Britain imposed taxes, such as the Stamp Act, to raise necessary revenue to pay the cost of the French and Indian War. <p>Great Britain’s reasons for taxation:</p> <ul style="list-style-type: none"> - To help finance the French and Indian War - To help finance the maintenance of British troops in the colonies <p>Sources of colonial dissatisfaction:</p> <ul style="list-style-type: none"> - The colonies had no representation in Parliament. - Some colonists resented the power of the colonial governors. - Great Britain wanted strict control over colonial legislatures. - The colonies opposed the British taxes. - The Proclamation of 1763, which followed the French and Indian War, restricted the western movement of settlers. 	<p>Explain the issues of dissatisfaction that led to the American Revolution</p> <p>1a) Artifacts & primary and secondary sources</p> <p>1c) Interpreting charts, graphs, and pictures to determine characteristics of people, places, or events in United States history</p> <p>1d) Draw conclusions and make generalizations</p> <p>1e) Comparing and contrasting historical, cultural, and political perspectives in United States history</p> <p>DOUBLE BUBBLE MAP</p>  <p><small>FOR COMPARING AND CONTRASTING</small></p> <p>1f) Multiple causes or effects in United States history</p> <p>MULTI-FLOW MAP</p>  <p><small>FOR CAUSES AND EFFECTS</small></p> <p>1g) Explaining connections across time and place</p> <p>1h) Using a decision-making model to identify the costs and benefits of a specific choice made</p>	<p>Click here to access US1.6a resources.</p>
<p>US1.6b describing how political ideas shaped the revolutionary movement in America and led to the Declaration of Independence;</p>	<p>Key philosophies in the Declaration of Independence were based upon ideas first expressed by European philosophers (e.g., John Locke).</p>	<p>Describe how political ideas shaped the revolutionary movement in America and led to the Declaration of Independence</p>	<p>Click here to access US1.6b resources.</p> <p>Digital copy of Declaration of</p>

<p>New political ideas led to a desire for independence and a democratic government in the American colonies. 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>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)—to life, liberty, the 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>1a) Artifacts & primary and secondary sources to understand events in United States history</p> <p>1c) Interpreting charts, graphs, and pictures to determine characteristics of people, places, or events in United States history</p> <p>1d) Draw conclusions and make generalizations</p> <p>1e) Comparing and contrasting historical, cultural, and political perspectives in United States history</p> <p>DOUBLE BUBBLE MAP</p>  <p><small>FOR COMPARING AND CONTRASTING</small></p> <p>1f) Multiple causes or effects in United States history</p> <p>MULTI-FLOW MAP</p>  <p><small>FOR CAUSES AND EFFECTS</small></p> <p>1g) Explaining connections across time and place</p> <p>1h) Using a decision-making model to identify the costs and benefits of a specific choice made</p>	<p>Independence from National Archives</p>
<p>US1.6c describing key events and the roles of key individuals in the American Revolution, with emphasis on George Washington, Benjamin Franklin,</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 	<p>Describe key events and the roles of key individuals in the American Revolution, with emphasis on George Washington, Benjamin Franklin, Thomas Jefferson, Patrick Henry, and the Marquis de Lafayette</p>	<p>Click here to access US1.6c resources.</p>

Thomas Jefferson, Patrick Henry and the Marquis de Lafayette; and

Many individuals played important roles in shaping events of the American Revolution.

Promoted 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 the House of Burgesses; inspired colonial patriotism with his "Give me liberty or give me death" speech
- Thomas Paine: Wrote the pamphlet, Common Sense, promoting American independence.
- Benjamin Franklin: Prominent member of the Continental Congress; helped frame the Declaration of Independence; helped gain French support for American independence
- The Marquis de Lafayette: A French nobleman who served in the Continental Army. He worked with the king of France to send French troops, ships and funds that assisted the colonists in the American Revolution and contributed to the victory at Yorktown.

Other important individuals:

- Phillis Wheatley: Enslaved African American who wrote poems and plays supporting American independence and who eventually gained her freedom
- Paul Revere: Patriot who made a daring ride to warn colonists of British arrival

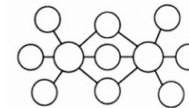
1a) Artifacts & primary and secondary sources to understand key events in the American Revolution

1c) Interpreting charts, graphs, and pictures to determine characteristics of people, places, or events of the American Revolution

1d) Draw conclusions and make generalizations

1e) Comparing and contrasting historical, cultural, and political perspectives in United States history

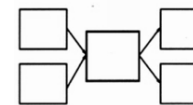
DOUBLE BUBBLE MAP



FOR COMPARING AND CONTRASTING

1f) Multiple causes or effects in United States history

MULTI-FLOW MAP



FOR CAUSES AND EFFECTS

1g) Explain connections across time and place (Time Line)

		<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 Great Britain and to promote independence. - Battles at Lexington and Concord: The first armed conflicts of the Revolutionary War - Battle of Bunker Hill: First major battle of the war. - Approval of the Declaration of Independence: The colonies declared independence from Great Britain (July 4, 1776). - Battle of Saratoga: This American victory was the turning point in the war. and led to French support for the patriot cause. - 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: Great Britain recognized American independence in this treaty. 		
	<p>US1.6d explaining reasons why the colonies were able to defeat Great Britain.</p> <p>Defense of the colonists' own</p>	<p>Colonial advantages:</p> <ul style="list-style-type: none"> - Some colonists' defense of their own land, principles, and belief - Additional support from France - Strong leadership 	<p>Explain reasons why the colonies were able to defeat Great Britain</p> <p>1a) Artifacts & primary and secondary sources to understand events in United States history</p>	<p>Click here to access US1.6d resources.</p>

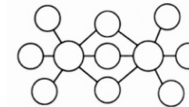
land, strong beliefs, and capable leadership contributed to the American victory in the Revolutionary War.

1c) Interpreting charts, graphs, and pictures to determine characteristics of people, places, or events in United States history

1d) Draw conclusions and make generalizations

1e) Comparing and contrasting historical, cultural, and political perspectives in United States history

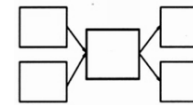
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FOR COMPARING AND CONTRASTING

1f) Multiple causes or effects in United States history

MULTI-FLOW MAP

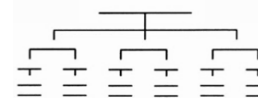


FOR CAUSES AND EFFECTS

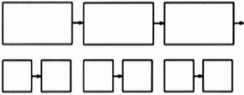
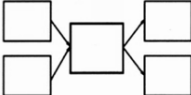
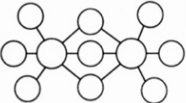
1g) Explaining connections across time and place

1h) Using a decision-making model to identify the costs and benefits of a specific choice made.

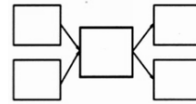
TREE MAP



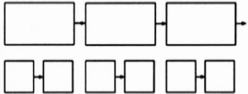
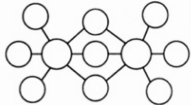
FOR CLASSIFYING AND GROUPING

<p>US1.7a The student will apply social science skills to understand the challenges faced by the new nation by a) Explaining the weaknesses and the resulting outcomes of the government established by the Articles of Confederation;</p> <p>The Articles of Confederation was a constitution written during the American Revolution to establish the powers of the new national government.</p> <p>US1.7 Review and Overarching Resources</p>	<p>Articles of Confederation Provided for a weak national government Gave Congress no power to tax or regulate commerce among the states Provided for no common currency Gave each state one vote regardless of size Provided for no executive or judicial branches</p> <p>Resulting Outcomes of the Articles of Confederation: First Constitution of the United States The Northwest Ordinance</p> <ul style="list-style-type: none"> - Outlined the process for admitting a new state to the Union - Outlawed slavery in the new territories 	<p>Explain the weaknesses and the resulting outcomes of the government established by the Articles of Confederation.</p> <p>1a) Artifacts & primary and secondary sources (ex: image of/copy of Articles of Confederation)</p> <p>1c) Flow map to show sequence of events (ex: from Revolutionary War to formation of American government)</p> <p style="text-align: center;">FLOW MAP</p>  <p style="text-align: center;"><small>FOR SEQUENCING AND ORDERING</small></p> <p>1d) Draw conclusions & make generalizations (ex: Conclusions about why the Articles of Confederation failed)</p> <p style="text-align: center;">MULTI-FLOW MAP</p>  <p style="text-align: center;"><small>FOR CAUSES AND EFFECTS</small></p> <p>1e) Compare and contrast cultural & political perspectives (ex: leadership under King/Parliament vs. leadership under created government)</p> <p style="text-align: center;">DOUBLE BUBBLE MAP</p>  <p style="text-align: center;"><small>FOR COMPARING AND CONTRASTING</small></p> <p>1f) Multiple causes or effects in U.S. history (ex: Results of the weaknesses, such as the Establishment of the Northwest Ordinance)</p>	<p>Click here to access US1.7a resources.</p>
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MULTI-FLOW MAP

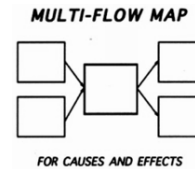


FOR CAUSES AND EFFECTS

<p>US1.7b describing the historical development of the Constitution of the United States;</p> <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>Confederation to Constitution:</p> <ul style="list-style-type: none"> - Weaknesses in the Articles of Confederation led to the effort to draft a new constitution. <p>The Constitutional Convention:</p> <ul style="list-style-type: none"> - State delegates met in Philadelphia and decided not to revise the Articles of Confederation but to write a new constitution. - George Washington was elected president of the Constitutional Convention. - James Madison became known as the "Father of the Constitution." - 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. - The structure of the new national government included three separate branches of government: Legislative (makes the laws), Executive (carries out the laws), Judicial (interprets the laws) - The Great Compromise decided how many votes each state would have in the Senate and the House of Representatives. - The Constitution was signed at the end of the convention. Ratification of the Constitution A minimum of nine of the thirteen states had to vote in favor of the Constitution before it could become law. The Bill of Rights Based on the Virginia Declaration of Rights (George Mason) and the Virginia Statute for Religious Freedom (Thomas 	<p>Describe the historical development of the Constitution of the United States.</p> <p>(Continued)</p> <p>1a) Analyze and interpret artifacts and primary and secondary sources to understand events in United States history (ex: Image/copy of Constitution & Bill of Rights; "Plain English" copies of Constitution, Bill of Rights)</p> <p>1c) Sequence events that shaped...America (ex: Continue flow map started in 7a)</p> <p style="text-align: center;">FLOW MAP</p>  <p style="text-align: center;"><small>FOR SEQUENCING AND ORDERING</small></p> <p>1d) Draw conclusions or make generalizations... (ex: about why Great Compromise was needed, why 3 branches of government were desired, etc.)</p> <p>1e) Compare and contrast historical events using media, images, or text to gain historical, cultural, and political perspectives in U.S. history (ex: the Articles with the Constitution; Compare and contrast Articles, Constitution, and Bill of Rights)</p> <p style="text-align: center;">DOUBLE BUBBLE MAP</p>  <p style="text-align: center;"><small>FOR COMPARING AND CONTRASTING</small></p>	<p>Click here to access US1.7b resources.</p>
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Jefferson) These first ten amendments to the Constitution provide a written guarantee of individual rights (e.g., freedom of speech, freedom of religion).

1f) Multiple causes and effects (ex: Cause-effect relationship between the Articles and Constitution, need for Great Compromise, need for Bill of Rights)

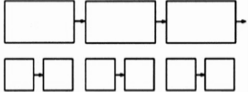


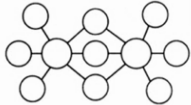
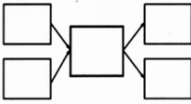
1g) Explain connections across time and place (ex: Foundational documents are still used today.)

1h)

- Use a decision-making model to weigh the costs and benefits of the following:
Ratify the new constitution.
- Choose a historical event. Determine the concern or issue. Use a decision-making model to determine the cost and benefits. Develop and explain an alternative decision by comparing the costs and benefits of the event. (ex: for Great Compromise, ratification of the Constitution, need for 3 branches of government, etc.)

1i) Identify the rights & responsibilities of citizenship. (ex: The men of Constitutional Convention had to work out differences to reach compromise (Great Compromise).)

<p>US1.7c describing the major accomplishments of the first five presidents of the United States.</p> <p>Congress and the first five presidents made decisions establishing a strong government that helped the nation grow in size and power.</p>	<p>All of the first five presidents were Virginians except John Adams.</p> <p>Accomplishments during the first five presidencies:</p> <p>George Washington:</p> <ul style="list-style-type: none"> - Federal court system was established. - The Bill of Rights was added to the Constitution of the United States of America. - Plans were created for development of the national capitol in Washington, D.C. Benjamin Banneker, an African American astronomer and surveyor, helped complete the design for the city. <p>John Adams:</p> <ul style="list-style-type: none"> - A two-party system emerged during his administration. <p>Thomas Jefferson:</p> <ul style="list-style-type: none"> - He bought Louisiana from France (Louisiana Purchase). - Lewis and Clark explored new land west of the Mississippi River. <p>James Madison:</p> <ul style="list-style-type: none"> - The War of 1812 caused European nations to gain respect for the United States. <p>James Monroe:</p> <ul style="list-style-type: none"> - He introduced the Monroe Doctrine warning European nations not to interfere in the Western Hemisphere. 	<p>Describe the major accomplishments of the first five presidents of the United States.</p> <p>1a) Analyze and interpret artifacts and primary and secondary sources to understand events in United States history (ex: Monroe Doctrine)</p> <p>1b) Analyze geographic information related to the movement of people, products, resources, ideas, and language to determine patterns and trends throughout U.S. history. (Ex: choice of location; Louisiana Purchase)</p> <p>1c)</p> <ul style="list-style-type: none"> - Sequence first 5 presidents - Interpret and draw conclusions from political cartoons. (Ex: Monroe Doctrine) <p style="text-align: center;">FLOW MAP</p>  <p style="text-align: center;"><small>FOR SEQUENCING AND ORDERING</small></p> <p>1d) Draw conclusions or make generalizations about a point of view. (ex: Somebody/Wanted/But/So What? Chart for the Louisiana Purchase)</p> <p>1e) Compare and contrast...political perspectives in U.S. history. (ex: 2-party system of government)</p>	<p>Click here to access US1.7c resources.</p>
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			<p style="text-align: center;">DOUBLE BUBBLE MAP</p>  <p style="text-align: center;"><small>FOR COMPARING AND CONTRASTING</small></p> <p>1f) Multiple causes and effects (ex: Cause-effect relationships with Louisiana Purchase, War of 1812, etc.)</p> <p>(continued)</p> <p style="text-align: center;">MULTI-FLOW MAP</p>  <p style="text-align: center;"><small>FOR CAUSES AND EFFECTS</small></p> <p>1g)</p> <ul style="list-style-type: none"> - Explain connections across time and place (ex: 2 party-system still in effect today) - Use images to explain how the physical...landscape of the US changed after a major event. (ex; Louisiana Purchase, establishment of Washington, D.C., etc.) 	
<p>US1.8a</p> <p>The student will apply social science skills to understand demonstrate knowledge of westward expansion and reform in America from 1801 to 1861.</p> <p>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</p>	<p>New territories added to the United States after 1801:</p> <p>Louisiana Purchase:</p> <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 and the Oregon Territory from the Mississippi River to the 	<p>Describe 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.</p> <p>1c)</p> <ul style="list-style-type: none"> - Use historical maps to analyze changes in population over time. 	<p>Click here to access US1.8a resources.</p> <p>Growth of a Nation - interactive/animated map that shows the additions of each territory to the U.S. in chronological order</p>	

acquisitions of Florida, Texas, Oregon, and California;

Between 1801 and 1861, exploration was encouraged as America underwent vast territorial expansion and settlement.

[US1.8 Review and Overarching Resources](#)

Pacific Ocean.

Florida:

- Spain gave Florida to the United States through a treaty.

Texas:

- Texas was added to the United States after it became an independent republic.

Oregon:

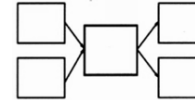
- The Oregon Territory was divided by the United States and Great Britain.

California:

- War with Mexico resulted in California and the southwest territory becoming part of the United States.

- Identify and sequence events that shaped...America. (ex: Sequence presidents & acquisition of territories.)
- Interpret and draw conclusions from political cartoons about westward expansion.

MULTI-FLOW MAP



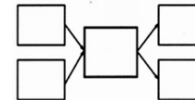
FOR CAUSES AND EFFECTS

1d) Draw conclusions & make generalizations.

1e) Create a graphic organizer to analyze information about concepts or themes in multiple time periods (ex: Expansion & acquisition of each territory)

1f) Multiple causes and effects (ex: causes and/or effects of acquiring the territories)

MULTI-FLOW MAP

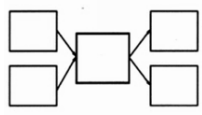
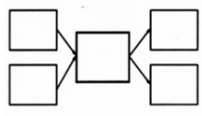


FOR CAUSES AND EFFECTS

1g)

- Use images to explain how the physical...landscape of the US changed after a major event. (ex: Maps showing how the US' shape has changed over time)
- Connect first 5 presidents with the acquisition of new territories

<p>US1.8b explaining how geographic and economic factors influenced the westward movement of settlers;</p> <p>Westward migration was influenced by geography and economic opportunity.</p>	<p>Geographic and economic factors that influenced westward movement:</p> <ul style="list-style-type: none">- Population growth in the eastern states- Availability of cheap, fertile land- Economic opportunity, e.g., gold (California Gold Rush), logging, farming, freedom (for runaway slaves)- Cheaper and faster transportation, e.g., rivers and canals (Erie Canal), steamboats Knowledge of overland trails (Oregon and Santa Fe)- 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	<p>Explain how the geographic and economic factors that influenced the westward movement of settlers.</p> <p>1b) Analyze the relationship between physical and human geography:</p> <ul style="list-style-type: none">- Use maps of overland trails to determine why the trails were used.- Use maps to show population growth in east, availability of land, etc. and draw conclusions about why this would cause people to move west. <p>1c) Interpret and draw conclusions from political cartoons about westward expansion.</p> <p>1d) Make generalizations using political cartoons to explain historical events.</p> <p>1e) Create a graphic organizer to analyze information about concepts or themes in multiple time periods - Expansion</p> <p>1f) Multiple causes and effects (ex: Use multi-flow map to show how conditions in east and resources in west caused population to move west.)</p>	<p>Click here to access US1.8b resources.</p>
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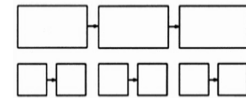
			<p style="text-align: center;">MULTI-FLOW MAP</p>  <p style="text-align: center;"><small>FOR CAUSES AND EFFECTS</small></p> <p>1g) Explain connections across time and place. (ex: Connect the development of technology and transportation to westward movement.)</p> <p>1h) Choose a historical event. Determine the concern or issue. Use a decision-making model to determine the cost and benefits. Develop and explain an alternative decision by comparing the costs and benefits of the event. (ex: Costs of westward travel [ex: Donner party])</p> <p style="text-align: center;">MULTI-FLOW MAP</p>  <p style="text-align: center;"><small>FOR CAUSES AND EFFECTS</small></p>	
	<p>US1.8c explaining the impact of westward expansion on American Indians;</p> <p>American Indians clashed with United States settlers and the United States government during westward expansion.</p>	<p>Impact on the American Indians:</p> <ul style="list-style-type: none"> - The discovery of gold on American Indian land in the southern United States eventually led to the removal of the Cherokee Indians in Georgia. - American Indian Removal Act authorized the federal government to negotiate treaties with eastern tribes exchanging their lands for land in the West - Cherokee Nation vs. Georgia – Supreme Court decision supported 	<p>Explain the impact of westward expansion on American Indians.</p> <p>1a) Artifacts & primary and secondary sources Ex:</p> <ul style="list-style-type: none"> - Cherokee Nation vs. Georgia Supreme Court Decision. - Analysis of native artifacts/artwork and interpret impact of relocating native people to new lands. 	<p>Click here to access US1.8c resources.</p>

the Cherokee rights to their land.
- "Trail of Tears" – As part of the American Indian removal policy, the Cherokee nation and other tribes were forced to give up their lands east of the Mississippi River and to relocate to an area in present-day Oklahoma.

1b) Use maps to explain how the location of resources influences the patterns, trends and migration of populations.

1c) Use historical maps to analyze changes in population over time. (ex: Sequence events related to removal of native people from their homelands.)

FLOW MAP

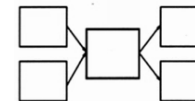


FOR SEQUENCING AND ORDERING

1d) Draw conclusions or make generalizations about a point of view. (ex: Somebody/Wanted/But/So What? Chart)

1f) Multiple causes and effects (ex: Cause/effect relationships between discovery of gold and removal of Indians from homeland; reasons for relocation (desire for natural resources, land for cotton growing, etc.); effects of removal)

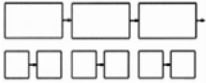
MULTI-FLOW MAP

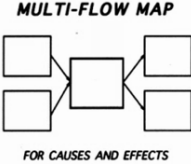


FOR CAUSES AND EFFECTS

1g) Use digital media to create a graphic organizer that explains the impact of westward expansion on American Indians over time.

1h) Choose a historical event. Determine the concern or issue. Use a

			<p>decision-making model to determine the cost and benefits. Develop and explain an alternative decision by comparing the costs and benefits of the event. (ex: costs and benefits of removing American Indians from native lands)</p> <p>1i) Responsible citizens [should] demonstrate a respect for the rights of others.</p>	
	<p>US1.8d describing the impact of inventions, including the cotton gin, the reaper, the steamboat, and the steam locomotive, on life in America; and</p> <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>Terms to know:</p> <ul style="list-style-type: none"> - 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>New technologies and their impact on society:</p> <ul style="list-style-type: none"> - 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. - 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. - 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. 	<p>Describe the impact of inventions, including the cotton gin, the reaper, the steamboat, and the steam locomotive, on life in America.</p> <p>1b) Analyze geographic information related to movement of people, products, resources...to determine patterns and trends throughout U.S. history (ex: technology connected south with north and west)</p> <p>1c)</p> <ul style="list-style-type: none"> - Sequence events that shaped...America. - Use primary sources to interpret how inventions changed life in America. <p style="text-align: center;">FLOW MAP</p>  <p style="text-align: center;"><small>FOR SEQUENCING AND ORDERING</small></p> <p>1d) Draw conclusions & make generalizations (ex: about why the invention of the cotton gin caused the need for more slavery)</p> <p>1f) Determine how the choices of</p>	<p>Click here to access US1.8d resources.</p>

		<ul style="list-style-type: none"> - The steam locomotive provided faster land transportation. 	<p>selected groups of people/groups impacted US history. (ex: Effects of the inventions on slavery, society, travel)</p> <p style="text-align: center;">MULTI-FLOW MAP</p>  <p style="text-align: center;">FOR CAUSES AND EFFECTS</p> <p>1h) Choose a historical event. Determine the concern or issue. Use a decision-making model to determine the cost and benefits. Develop and explain an alternative decision by comparing the costs and benefits of the event. (ex: costs and benefits of inventions.)</p>	
	<p>US1.8e explaining the main ideas of the abolitionist and women's suffrage movements.</p> <p>The abolitionists worked to end slavery.</p>	<p>Abolitionist movement: Most abolitionists demanded immediate freeing of the slaves.</p> <p>Abolitionists believed that slavery was wrong:</p> <ul style="list-style-type: none"> - Morally wrong - Cruel and inhumane - A violation of the principles of democracy <p>Abolitionist leaders included both men and women:</p> <ul style="list-style-type: none"> - Harriet Tubman led hundreds of enslaved African Americans to freedom along the Underground Railroad. - William Lloyd Garrison wrote the Liberator newspaper and worked for the immediate emancipation of all enslaved African Americans. - Frederick Douglass wrote the 	<p>Explain the main ideas of the abolitionist and women's suffrage movements.</p> <p>1a) Artifacts & primary and secondary sources(ex: Images of or excerpts from the Liberator, the North Star, the Declaration of Sentiments)</p> <p>1c) Interpret and draw conclusions (ex: from political cartoons, wanted posters, and maps of the Underground Railroad)</p> <p>1d) Draw conclusions or make generalizations about a point of view (ex: abolition or suffrage leaders)</p> <p>1e) Create a graphic organizer to analyze information about concepts or themes in multiple time periods -</p>	<p>Click here to access US1.8e resources.</p> <p>Pathways to Freedom - interactive site that allows students to take on the role of an enslaved African American following the Underground Railroad. (includes voice & music)</p> <p>National Geographic Virtual Underground Railroad Journey - questions found in US1.8e folder.</p>

The women's suffrage movement helped women gain equal rights.

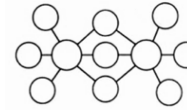
North Star newspaper and worked for rights for African Americans and women to better their lives.

Women's suffrage movement:
Seneca Falls Convention:

- In the Declaration of Sentiments, supporters declared that "All men and women are created equal."
- Supporters believed that women were deprived of basic rights: denied the right to vote, denied educational opportunities, especially higher education, denied equal opportunities in business, limited in the right to own property
- The movement was led by strong women who began their campaign before the Civil War and continued after the war had ended:
- Isabella (Sojourner) Truth, a former enslaved African American, was a nationally known advocate for equality and justice.
- Susan B. Anthony was an advocate to gain voting rights for women and equal rights for all.
- Elizabeth Cady Stanton played a leadership role in the women's rights movement.

Conflict. (ex: Compare and contrast points of view of abolition and/or suffrage leaders.)

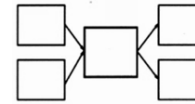
DOUBLE BUBBLE MAP



FOR COMPARING AND CONTRASTING

1f) Multiple causes and effects (ex: Determine causes for abolition and suffrage movements.)

MULTI-FLOW MAP



FOR CAUSES AND EFFECTS

1h) Choose a historical event. Determine the concern or issue. Use a decision-making model to determine the cost and benefits. Develop and explain an alternative decision by comparing the costs and benefits of the event.

US1.9a
The student will apply social science skills to understand the causes, major events, and effects of the Civil War by a) describing the cultural, economic, and constitutional issues that divided the nation;

Cultural, economic, and constitutional differences between the North and the South eventually resulted in the Civil War.

[US1.9 Review and Overarching Resources](#)

Issues that divided the nation:

Slavery:

- 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.
- Much of America's economy revolved around the institution of slavery.

Cultural issues:

- The North was mainly an urban society in which people held jobs in cities.
- The South was primarily an agricultural society in which people lived in small villages and on farms and plantations.
- Because of their cultural differences, people of the North and South found it difficult to agree on social and political issues.

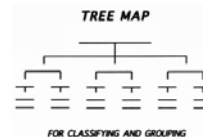
Economic issues:

- The North was more of a manufacturing region, and its people favored tariffs that protected factory owners and workers from foreign competition.
- 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.

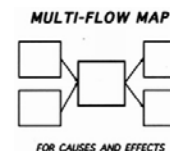
Constitutional issues:

- A major conflict was states' rights versus strong central government.

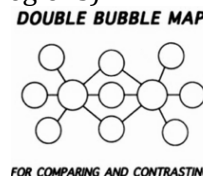
Describe the cultural, economic, and constitutional issues that divided the nation.



1b) Analyze the relationship between physical and human geography. (Ex: Need for slaves in south vs. north because the land was more suited to plantations where slave labor was needed.)



1e) Create a graphic organizer to analyze information about concepts or themes in multiple time periods - Conflict. (ex: the cultures of, ways of life of, and economies of northern and southern regions)



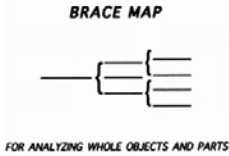
1f)

- Multiple causes and effects.
- Determine how the choices of selected people/groups impacted US history. (ex: differences in the way northern and southern regions grew and developed)



Click [here](#) to access US1.9a resources.

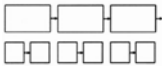

<p>US1.9b explaining how the issues of states' rights and slavery increased sectional tensions;</p> <p>The South feared that the North would take control of Congress, and Southerners began to proclaim states' rights as a means of self-protection.</p> <p>The North believed that the nation was a union 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>Issues that divided the nation:</p> <ul style="list-style-type: none"> - 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. Southerners felt that the abolition of slavery would destroy their region's economy. Northerners believed that slavery should be abolished for moral reasons. <p>Compromises attempting to resolve differences:</p> <p>Missouri Compromise (1820):</p> <ul style="list-style-type: none"> - Missouri entered the Union as a slave state; Maine entered the Union as a free state. <p>Compromise of 1850:</p> <ul style="list-style-type: none"> - California entered the Union as a free state. - Southwest territories would decide the slavery issue for themselves. - Stricter fugitive slave law was enacted - Slave trade banned in Washington, D.C. <p>Kansas-Nebraska Act: People in each state would decide the slavery issue ("popular sovereignty").</p>	<p>Explain how the issues of states' rights and slavery increased sectional tensions.</p> <p>1b) Examine maps of a location before and after a major conflict to discuss how the conflict impacted the social, political, and economic landscape of an area. (ex: Need to balance slave and free states to keep peace between the north and south.)</p> <p>1c)</p> <ul style="list-style-type: none"> - Sequence major events (ex: compromises and events leading up to secession). - Interpret and draw conclusions... (ex: from Confederate money) <div data-bbox="1224 873 1560 1101" style="text-align: center;"> <p>FLOW MAP</p> <p>FOR SEQUENCING AND ORDERING</p> </div> <p>1d) Draw conclusions & make generalizations (ex: about the dividing issues or attempts to compromise)</p>	<ol style="list-style-type: none"> 1) Students color-code maps showing free states and slave states. 2) Students analyze and discuss general feelings in the North and South following compromises, Lincoln's election, and secession. 3) Students create Venn diagrams showing northern opinions (left side), southern opinions (right side), and the compromise (middle). 4) Students add events to class timeline (compromises, election, secession, et cetera). 5) Students write newspaper articles reporting events from opposing points of view (Northern or Southern perspectives). 6) Students create political cartoons expressing opposing viewpoints of the North and South on a given
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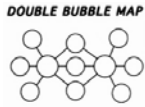
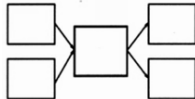
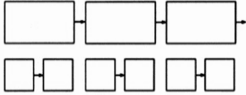
<p>US1.9c locating on a map the states that seceded from the Union and those that remained in the Union;</p> <p>Southern states that were dependent upon labor-intensive cash crops seceded from the Union. Northernmost slave states (border states) and free states stayed in the Union.</p>	<p>States that seceded from the Union:</p> <ul style="list-style-type: none"> - Alabama - Arkansas - Florida - Georgia - Louisiana - Mississippi - North Carolina - South Carolina - Tennessee - Texas - Virginia <p>States that remained in the Union:</p> <p>Border states (slave states)</p> <ul style="list-style-type: none"> - Delaware - Kentucky - Maryland - Missouri - Montana - Nebraska - New Jersey - New York - Pennsylvania - Rhode Island - South Carolina - Tennessee - Virginia - West Virginia <p>Free states</p> <ul style="list-style-type: none"> - California - Connecticut - Illinois - Indiana - Iowa - Kansas - Maine - Massachusetts - Michigan - Minnesota - New Hampshire - New Jersey - New York - North Carolina - North Dakota - Ohio - Oregon - Pennsylvania - Rhode Island - South Carolina - Tennessee - Texas - Vermont - Virginia - Washington - Wisconsin - Wyoming 	<p>Locate on a map the states that seceded from the Union and those that remained in the Union.</p> <p style="text-align: center;">BRACE MAP</p>  <p>1b) Analyze the relationship between physical and human geography. Ex:</p> <ul style="list-style-type: none"> - Map to show locations of Union, Border, and Confederate states. Analyze to determine why slavery was needed in south (that was the same land on which plantations developed during colonial era). - Analyze location of Border states and determine reasons for keeping slavery but staying with Union. <p>1d) Drawing conclusions & making generalizations. (ex: Analyze location of Border states and determine reasons for keeping slavery but staying with Union)</p> <p>1g) Create a graphic organizer to outline how life for the people in early US history changed over time based on the human, natural and capital resources available. (ex: Connect colonial regions with Union and Confederate states, like southern colonies were also primarily the ones that seceded later on. Mid-Atlantic colonies stayed Union possibly because they didn't need slave labor</p>	<p>Click here to access US1.9c resources.</p>
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		<ul style="list-style-type: none"> - Iowa - Kansas - Maine - Massachusetts - Michigan - Minnesota - New Hampshire - New York - Pennsylvania - Rhode Island 	<p>since their farming was smaller scaled; etc.).</p>	
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		<ul style="list-style-type: none"> - V e r m o n t - W e s t V i r g i n i a * - W i s c o n s i n <p>*Note: Western counties of Virginia that refused to secede from the Union</p>		
	<p>US19.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;</p>	<p>Roles of Civil War leaders: Abraham Lincoln:</p> <ul style="list-style-type: none"> - Was president of the United States - Opposed the spread of slavery - Issued the Emancipation Proclamation - Determined to preserve the Union, by force if necessary - Believed the United States was one 	<p>Describe 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.</p> <p>1a) Artifacts & primary and secondary sources (ex: Emancipation</p>	<p>Click here to access US1.9d resources.</p>

<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>nation, not a collection of independent states</p> <ul style="list-style-type: none"> - Wrote the Gettysburg Address that said the Civil War was to preserve a government “of the people, by the people, and for the people.” <p>Jefferson Davis:</p> <ul style="list-style-type: none"> - Was president of the Confederate States of America <p>Ulysses S. Grant:</p> <ul style="list-style-type: none"> - Was general of the Union army that defeated Lee <p>Robert E. Lee</p> <ul style="list-style-type: none"> - Was leader of the Army of Northern Virginia - Was offered command of the Union forces at the beginning of the war, but chose not to fight against Virginia - Opposed secession, but did not believe the Union should be held together by force - Urged Southerners to accept defeat at the end of the war and reunite as Americans when some wanted to fight on <p>Thomas “Stonewall” Jackson:</p> <ul style="list-style-type: none"> - Was a skilled Confederate general from Virginia <p>Frederick Douglass:</p> <ul style="list-style-type: none"> - Was a former enslaved African American who promoted African American involvement in the Civil War. 	<p>Proclamation, Gettysburg Address)</p> <p>1d) Draw conclusions & make generalizations (ex:Why would Lee have disagreed with slavery, but supported the Confederacy?)</p> <p>1f) Create a graphic organizer to compare and contrast the political perspectives of two leaders in US history. (ex: points of view among Civil War leaders)</p> <p>1g) Create a graphic organizer to outline how life for the people in early United States history changed over time based on the human, natural, and capital resources available. (ex: Connect knowledge of southwestern Virginia (coal mining industry) to their desire to remain in Union (didn’t need slavery for coal mining))</p> <p>1h) Choose a historical event. Determine the concern or issue. Use a decision making model to determine the cost and benefits. Develop and explain an alternative decision by compare the costs and benefits of the event (ex: Determine costs and benefits of decisions made by Civil War leaders)</p>	<p>Click here to access US1.9e resources.</p> <p>National Parks Services: Webrangers Civil War Soldier - interactive site;</p>
<p>US1.9e describing critical developments in the war, including locating the location of major battles; and Location and topography were</p>	<p>Major battles and events:</p> <ul style="list-style-type: none"> - The firing on Fort Sumter, S.C., began the war. - The first Battle of Manassas (Bull Run) in northern Virginia was the first major battle. 	<p>Describe critical developments in the war, including the location of major battles.</p> <p>1a) Artifacts & primary and secondary sources. (ex: Analyze</p>	

<p>critical elements influencing important developments in the Civil War, including major battles.</p>	<ul style="list-style-type: none"> - The signing of the Emancipation Proclamation made “freeing the slaves” the new focus of the war. Many freed African Americans joined the Union army. - The Battle of Vicksburg in southern Mississippi divided the South; the North controlled the Mississippi River. - The Battle of Gettysburg in southern Pennsylvania was the turning point of the war; the North repelled Lee’s invasion. - Lee’s surrender to Grant at Appomattox Court House in 1865 ended the war. 	<p>artifacts from Civil War era)</p> <p>1b) Examine maps of a location before and after a major conflict to discuss how the conflict impacted the social, political, and economic landscape of an area.</p>	<p>students choose sides and see battle results; questions page</p>
	<p>Influence of location and topography on critical developments in the war:</p> <ul style="list-style-type: none"> - The Union blockade of southern ports (e.g., Savannah, Charleston, New Orleans) - Control of the Mississippi River (e.g., Vicksburg) - Battle locations influenced by the struggle to capture capital cities (e.g., Richmond; Washington, D.C.) - Control of the high ground (e.g., Gettysburg) 	<p>1c)</p> <ul style="list-style-type: none"> - Interpret photographs of the Civil War. Discuss potential bias and the impact these pictures had on the public. - Sequence events. <p style="text-align: center;"><small>FLOW MAP</small></p>  <p style="text-align: center;"><small>FOR SEQUENCING AND ORDERING</small></p> <p>1d) Draw conclusions & make generalizations</p>	
		<p>1f) Multiple causes and effects. Ex:</p> <ul style="list-style-type: none"> - Causes for battles - Effects of battles - Motivations for attacking certain locations <p style="text-align: center;"><small>MULTI-FLOW MAP</small></p>  <p style="text-align: center;"><small>FOR CAUSES AND EFFECTS</small></p> <p>1g)</p> <p>Use images to explain how the physical or cultural landscape of the United States changed after a major event. Ex:</p> <ul style="list-style-type: none"> - Gettysburg Address was written as a response to the Battle of Gettysburg. - Photographs of destruction caused by battles. <p>Create a graphic organizer that compares the technology used in the</p>	

			<p>American Revolution with that used in the Civil War and how it impacted specific events.</p> <p>DOUBLE BUBBLE MAP</p>  <p>FOR COMPARING AND CONTRASTING</p>	
	<p>US1.9f describing the effects of war from the perspectives of Union and Confederate soldiers (including African American soldiers), women, and enslaved African Americans.</p> <p>Life on the battlefield and on the home front was extremely harsh. Many soldiers died from disease and exposure.</p>	<p>General effects of the war:</p> <ul style="list-style-type: none"> - Family members were often pitted against one another, as were friends against friends. - As the war went on, Southern troops became increasingly younger and more poorly equipped and clothed. - Much of the South was devastated at the end of the war (e.g., burning of Atlanta and Richmond). - Disease was a major killer. - Clara Barton, a Civil War nurse, created the American Red Cross. - Combat was brutal and often man-to-man. - Women were left to run businesses in the North and farms and plantations in the South. - The collapse of the Confederacy made Confederate money worthless. <p>Effects of the war on African Americans:</p> <ul style="list-style-type: none"> - African Americans fought in the Union army. Some African Americans accompanied Confederate units in the field. - The Confederacy used enslaved African Americans as ship workers, laborers, cooks, and camp workers. - The Union moved to enlist African American sailors and soldiers 	<p>Describe the effects of war from the perspectives of Union and Confederate soldiers (including African American soldiers), women, and enslaved African Americans.</p> <p>MULTI-FLOW MAP</p>  <p>FOR CAUSES AND EFFECTS</p> <p>1a) Artifacts & primary and secondary sources. (ex: letters among family members, journals)</p> <p>1c)</p> <ul style="list-style-type: none"> - Interpret photographs of the Civil War. Discuss potential bias and the impact these pictures had on the public. - Sequence events. <p>FLOW MAP</p>  <p>FOR SEQUENCING AND ORDERING</p> <p>1d)</p> <ul style="list-style-type: none"> - Draw conclusions & make generalizations Ex: women's role, African Americans - Make & revise predictions of various people groups throughout the Civil War (women, African Americans) 	<p>Click here to access US1.9f resources.</p>

during the war.

- African American soldiers were paid less than white soldiers.
- African American soldiers were discriminated against and served in segregated units under the command of white officers.
- 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.

1e) Compare and contrast historical events using media, images, or text to gain historical, cultural, and political perspectives in United States history.

Ex:

- Compare and contrast African American soldier vs. white soldier
- Compare and contrast Union and Confederate soldier after the war

DOUBLE BUBBLE MAP



FOR COMPARING AND CONTRASTING

1f) Determine cause and effect relationships

- Effects of former enemies learning to live together again (ex: family members vs. family members, friend against friend, freed slaves with former slave masters, etc.)
- Effects of war on southern economy, slavery, etc.

MULTI-FLOW MAP



FOR CAUSES AND EFFECTS

1g)

- Create a graphic organizer to outline how life for the people in early United States history changed over time based on the human, natural, and capital resources available. (Ex: Suffragist movement

			<p>gained momentum following the Civil War because women had been running businesses and farms/plantations while men were away fighting.)</p> <ul style="list-style-type: none">- Use images to explain how the physical or cultural landscape of the United States changed after a major event. (ex: photographs of destruction) <p>1h) Choose a historical event. Determine the concern or issue. Use a decision making model to determine the cost and benefits. Develop and explain an alternative decision by compare the costs and benefits of the event.</p> <p>Ex: Determine costs and benefits of decisions made by Civil War leaders on:</p> <ul style="list-style-type: none">- Enslaved African Americans & Confederacy- Union African American & Confederate African Americans	
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