

# 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.

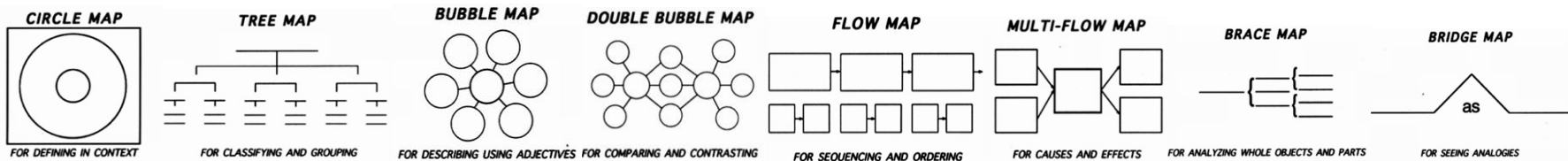
The study of history must emphasize the intellectual skills required for responsible citizenship. Students will practice these skills as they extend their understanding of the essential knowledge defined by all of the standards for history and social science.

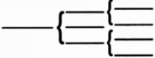
## Skills

USI.1 The student will demonstrate skills for historical thinking, geographical analysis, economic decision making, and responsible citizenship by

- a) analyzing and interpreting artifacts and primary and secondary sources to understand events in United States history;
- b) analyzing and interpreting geographic information to determine patterns and trends in United States history;
- c) interpreting charts, graphs, and pictures to determine characteristics of people, places, or events in United States history;
- d) using evidence to draw conclusions and make generalizations;
- e) comparing and contrasting historical, cultural, and political perspectives in United States history;
- f) determining relationships with multiple causes or effects in United States history;
- g) explaining connections across time and place;
- h) using a decision-making model to identify the costs and benefits of a specific choice made;
- i) identifying the rights and responsibilities of citizenship and the ethical use of material or intellectual property; and
- j) 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 ( <a href="#">Instructions for linking to a Google Doc</a> )	Resources (for instruction, assessment, and intervention) ** Suggested Resource for entire year: <a href="#">USA Studies Weekly newspaper</a>
	<p><b>USI.2</b> The student will interpret maps, globes, photographs, pictures, or tables to</p> <ul style="list-style-type: none"> <li>a) locate the seven continents and five oceans;</li> <li>b) 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;</li> <li>c) 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</li> <li>d) recognize key geographic features on maps, diagrams, and/or photographs.</li> </ul>			
Q 1	<p><b>USI.2a</b></p> <p>Continents are large land masses surrounded by water.</p>	<p><b>Continents</b></p> <ul style="list-style-type: none"> <li>● North America</li> <li>● South America</li> <li>● Africa</li> <li>● Asia</li> <li>● Australia</li> <li>● Antarctica</li> <li>● Europe</li> </ul> <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><b>Oceans</b></p> <ul style="list-style-type: none"> <li>● Atlantic Ocean</li> <li>● Pacific Ocean</li> <li>● Arctic Ocean</li> <li>● Indian Ocean</li> <li>● Southern Ocean</li> </ul>	<p>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 style="text-align: center;"><i>BRACE MAP</i></p>  <p style="text-align: center;"><small>FOR ANALYZING WHOLE OBJECTS AND PARTS</small></p> <p>1d) Using evidence to draw conclusions and make generalizations (ex; Pangea theory)</p> <p>1j) Investigating and researching to develop products orally and in writing.</p>	<p>Resources:</p> <p><a href="#">Google Earth</a></p>

**USI.2b**

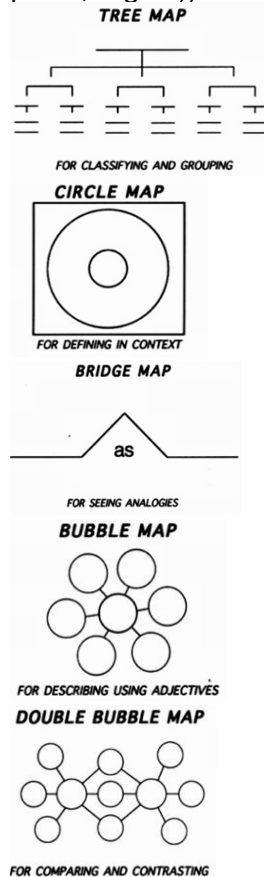
Geographic regions have distinctive characteristics.

**Geographic regions' locations and physical characteristics**

- Coastal Plain
  - Located along the Atlantic Ocean and Gulf of Mexico
  - Broad lowlands providing many excellent harbors
- Appalachian Mountains
  - 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)
- Canadian Shield
  - 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 and 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

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

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))



Resources:  
[Google Earth](#)  
[Regions Foldable](#)

		<ul style="list-style-type: none"> <li>● Rocky Mountains <ul style="list-style-type: none"> <li>○ Located west of the Great Plains and east of the Basin and Range</li> <li>○ Rugged mountains stretching from Alaska almost to Mexico; high elevations</li> <li>○ Contains the Continental Divide, which determines the directional flow of rivers</li> </ul> </li> <li>● Basin and Range <ul style="list-style-type: none"> <li>○ Located west of the Rocky Mountains and east of the Coastal Range</li> <li>○ Varying elevations containing isolated mountain ranges and Death Valley, the lowest point in North America</li> </ul> </li> <li>● Coastal Range <ul style="list-style-type: none"> <li>○ Located along the Pacific Coast, stretching from California to Canada</li> <li>○ Rugged mountains and fertile valleys</li> <li>○ Includes the Sierra Nevada and the Cascades</li> </ul> </li> </ul>	<p>1j) Investigating and researching to develop products orally and in writing.</p>	
	<p><b>USI.2c</b></p> <p>The United States has access to numerous and varied bodies of water.</p> <p>Bodies of water support</p>	<p><b>Major bodies of water</b></p> <ul style="list-style-type: none"> <li>● Oceans: Atlantic, Pacific</li> <li>● Rivers: Mississippi, Missouri, Ohio, Columbia, Colorado, Rio Grande, St. Lawrence River</li> <li>● Lakes: Great Lakes</li> </ul>	<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,</p>	

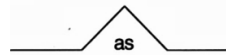
interaction among regions, form borders, and create links to other areas.

- Gulf: Gulf of Mexico
- Trade, transportation, exploration, and settlement**
- 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 other

Atlantic Ocean, Pacific Ocean, and Gulf of Mexico.

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))

*BRIDGE MAP*



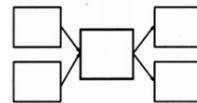
*FOR SEEING ANALOGIES*

1c) Analyze changes in population over time (ex: population boom along the Great Lakes)

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)

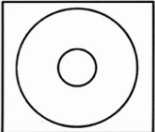
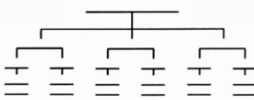

1f) Cause and effect relationships (ex: because people wanted to ship goods, port cities grew up along the Great Lakes)

*MULTI-FLOW MAP*



*FOR CAUSES AND EFFECTS*

1j) Investigating and researching to develop products orally and in writing.

		<p>parts of America.</p> <ul style="list-style-type: none"> <li>• The St. Lawrence River forms part of the northeastern border with Canada and connects the Great Lakes to the Atlantic Ocean.</li> </ul>		
	<p><b>USI.2d</b></p> <p>It is important to recognize key geographic features on maps, diagrams, and/or photographs.</p> <p>Landforms and water features set the stage for and influence the course of events in United States history.</p>	<p><b>Key geographic features</b></p> <ul style="list-style-type: none"> <li>• Water-related <ul style="list-style-type: none"> <li>○ Lakes</li> <li>○ Rivers</li> <li>○ Tributaries</li> <li>○ Gulfs and bays</li> </ul> </li> <li>• Land-related <ul style="list-style-type: none"> <li>○ Mountains</li> <li>○ Hills</li> <li>○ Plains</li> <li>○ Plateaus</li> <li>○ Islands</li> <li>○ Peninsulas</li> </ul> </li> </ul> <p><b>Geographic features are related to</b></p> <ul style="list-style-type: none"> <li>• patterns of trade</li> <li>• the locations of cities and towns</li> <li>• the westward (frontier) movement</li> <li>• agricultural and fishing industries.</li> </ul>	<p>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><b>CIRCLE MAP</b></p>  <p>FOR DEFINING IN CONTEXT</p> <p><b>TREE MAP</b></p>  <p>FOR CLASSIFYING AND GROUPING</p> <p><b>BUBBLE MAP</b></p>  <p>FOR DESCRIBING USING ADJECTIVES</p> <p>1j) Investigating and researching to develop products orally and in writing.</p>	<p>Resources:</p> <p><a href="https://www.google.com/earth/">Google Earth</a></p>

**USI.3 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;
- b) locating where the American Indians lived, with emphasis on the Arctic (Inuit), Northwest (Kwakiutl), Plains (Lakota), Southwest (Pueblo), and Eastern Woodlands (Iroquois); and
- c) describing how the American Indians used the resources in their environment.

**USI.3a**

Archaeology is the interpretation of material evidence remaining from past human activity.

Archaeological discoveries of early Indian settlements have been made in southeastern Virginia.

Archaeologists study human behavior and cultures of the past through the recovery and analysis of artifacts.

Scientists are not in agreement about when and how people first arrived in the Western Hemisphere.

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.

Describe how archaeologists have recovered material evidence of ancient settlements, including Cactus Hill in Virginia

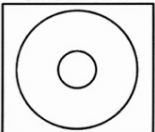
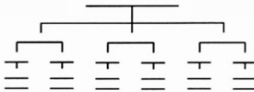
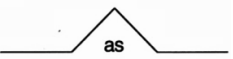
1a) Analyze and interpret artifacts and primary and secondary sources to understand American Indian settlements. (ex: photographs of artifacts from ancient settlements, maps)

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))



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.)

1j) Investigating and researching to develop products orally and in

		writing.	
<p><b>USI.3b</b></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"> <li>- Inuit inhabited present-day Alaska and northern Canada. They lived in Arctic areas where the temperature is below freezing much of the year.</li> <li>- Kwakiutl homeland includes the Pacific Northwest coast, characterized by a rainy, mild climate.</li> <li>- Lakota people inhabited the interior of the United States, called the Great Plains, which is characterized by dry grasslands.</li> <li>- Pueblo tribes inhabited the Southwest in present-day New Mexico and Arizona, where they lived in desert areas and areas bordering cliffs and mountains.</li> <li>- Iroquois homeland includes northeast North America, called the Eastern Woodlands, which is heavily forested.</li> </ul> <p>Members of these tribes live in their homelands and in many other areas of North America today.</p>	<p>Locate where the American Indians lived, with emphasis on the Arctic (Inuit), Northwest (Kwakiutl), Plains (Lakota), Southwest (Pueblo), and Eastern Woodlands (Iroquois).</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><b>CIRCLE MAP</b></p>  <p>FOR DEFINING IN CONTEXT</p> <p><b>TREE MAP</b></p>  <p>FOR CLASSIFYING AND GROUPING</p> <p><b>BRIDGE MAP</b></p>  <p>FOR SEEING ANALOGIES</p> <p>1j) Investigating and researching to develop products orally and in writing.</p>	
<p><b>USI.3c</b></p>	<p>In the past, American Indians fished, hunted, and grew crops for</p>	<p>Describe how the American Indians used the resources in</p>	



Geography and Climate affected how the various American Indian groups met their basic needs.

Resources influenced what was produced and how it was produced.

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).

**Types of resources**

- Natural resources: Things that come directly from nature
- Human resources: People working to produce goods and services
- Capital resources: Goods produced and used to make other goods and services

**Natural resources** The fish American Indians caught, wild animals they hunted, and crops they grew were examples of natural resources.

**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.

their environment.

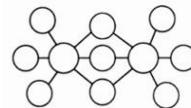
1a) Analyze and interpret artifacts and primary and secondary sources to understand American Indian settlements. (ex: photographs of artifacts from ancient settlements, maps)

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))

1d) Using evidence to draw conclusions and 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)

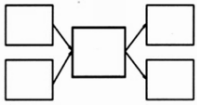
1e) Compare and contrast perspectives (ex: compare and contrast two American Indian groups environment and use of resources)

**DOUBLE BUBBLE MAP**



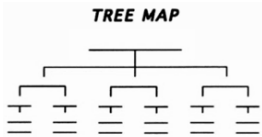
FOR COMPARING AND CONTRASTING

1f) Determining relationships with multiple causes or effects in United States history (ex:

		<p>because American Indians had different environments, they had different resources available to them and thus developed different cultures.)</p> <p><b>MULTI-FLOW MAP</b></p>  <p><b>FOR CAUSES AND EFFECTS</b></p> <p>1j) Investigating and researching to develop products orally and in writing.</p>	
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**USI.4** The student will apply social science skills to understand European exploration in North America and West Africa by

- describing the motivations for, obstacles to, and accomplishments of the Spanish, French, Portuguese, and English explorations;
- 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
- identifying the location and describing the characteristics of West African societies (Ghana, Mali, and Songhai) and their interactions with traders.

<p><b>USI.4a</b></p> <p>Major European countries were in competition to extend their power into North America and claim the land as their own.</p>	<p><b>Motivations for the explorations</b></p> <ul style="list-style-type: none"> <li>Economic—Gold, natural resources, and trade</li> <li>Religious—Spread Christianity Competitions for empire and belief in superiority of own culture</li> </ul> <p><b>Obstacles to the explorations</b></p> <ul style="list-style-type: none"> <li>Poor maps and navigational tools</li> <li>Disease and starvation</li> <li>Fear of the unknown</li> <li>Lack of adequate supplies</li> </ul> <p><b>Accomplishments of the</b></p>	<p>Describe the motivations for, obstacles to, and accomplishments of the Spanish, French, Portuguese, and English explorations</p> <p><b>TREE MAP</b></p>  <p><b>FOR CLASSIFYING AND GROUPING</b></p> <p>1a) Analyze and interpret artifacts and primary and secondary sources to understand American Indian settlements. (ex: tools, technology, supplies, transportation, etc.)</p>	<p><a href="#">Champlain Map</a></p> <p><a href="#">Champlain video</a></p> <p><a href="#">Champlain mini bio video</a></p>
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**explorations**

- Exchanged goods and ideas
- Improved navigational tools and ships
- Claimed territories (see countries below)

**Regions of North America explored by Spain, France, and England**

- 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 La Salle claimed the Mississippi River Valley for France.
- England: John Cabot explored eastern Canada.

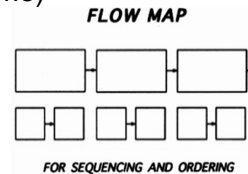
**Regions explored by Portugal**

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

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))



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)

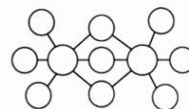


1d) Using evidence to draw conclusions and make generalizations. (ex: Somebody: Spanish, wanted: to explore North America for economic opportunities, to spread religion, and become a superior nation, but: they had poor maps, faced disease and starvation, fears, and lack of supplies, so what?: they sent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

1e) Compare and contrast

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

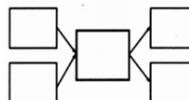
**DOUBLE BUBBLE MAP**



FOR COMPARING AND CONTRASTING

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

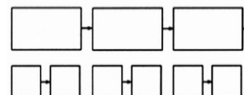
**MULTI-FLOW MAP**



FOR CAUSES AND EFFECTS

1g) Explaining connections across time and place: flow map or timeline. (ex: sequence explorations)

**FLOW MAP**



FOR SEQUENCING AND ORDERING

1h) Using a decision-making model to identify the costs and benefits of a specific choice made (ex. → John Cabot explored Eastern Canada)

			<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>1j) Investigating and researching to develop products orally and in writing.</p>	
	<p><b>USI.4b</b></p> <p>The interactions between American Indians and Europeans sometimes led to cooperation and other times resulted in conflict.</p>	<p><b>Cultural interaction</b></p> <ul style="list-style-type: none"> <li>● Spanish <ul style="list-style-type: none"> <li>○ Conquered and enslaved American Indians</li> <li>○ Brought Christianity to the New World</li> <li>○ Established missions</li> <li>○ Introduced Brought European diseases to American Indians</li> </ul> </li> <li>● French <ul style="list-style-type: none"> <li>○ Established trading posts</li> <li>○ Spread Christian religion</li> </ul> </li> <li>● English <ul style="list-style-type: none"> <li>○ Established settlements on American Indian land and claimed ownership of land</li> <li>○ Learned farming techniques from American Indians</li> <li>○ Traded with American Indians American Indians</li> <li>○ Taught farming techniques to European settlers</li> <li>○ Believed that land was to be used and shared but not owned</li> </ul> </li> </ul>	<p>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) Analyze and interpret artifacts and primary and secondary sources to understand American Indian settlements. (ex: photographs of tools, Spanish missions, 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>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>	

**Areas of cooperation in economic interactions**

- Europeans brought weapons and metal farm tools.
- Trade
- Crops

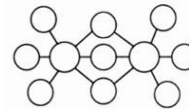
**Areas of conflict**

- Land
- Competition for trade
- Differences in cultures
- Diseases
- Language differences

1d) Using evidence to draw conclusions and 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.)

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)

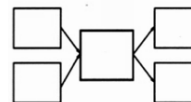
**DOUBLE BUBBLE MAP**



FOR COMPARING AND CONTRASTING

1f) Determining relationships with 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 European country)

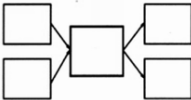
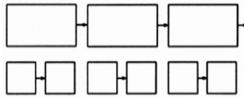
**MULTI-FLOW MAP**



FOR CAUSES AND EFFECTS

1i) Responsible citizens [should] demonstrate a respect for the rights of others (ex: compromises in area of conflict and cooperation)

			<p>between American Indians and European explorers)</p> <p>1j) Investigating and researching to develop products orally and in writing.</p>	
	<p><b>USI.4c</b></p> <p>Ghana, Mali, and Songhai each dominated West Africa in sequence from 300 to 1600 A.D.</p> <p>African people and African goods played an important role in European interest in world resources.</p>	<p>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>11d) Using evidence to 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>1f) Determining relationships with</p>	

			<p>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;"><b>MULTI-FLOW MAP</b></p>  <p style="text-align: center;"><i>FOR CAUSES AND EFFECTS</i></p> <p>1g) Explaining connections across time and place: flow map or timeline. (ex: the West African societies.)</p> <p style="text-align: center;"><b>FLOW MAP</b></p>  <p style="text-align: center;"><i>FOR SEQUENCING AND ORDERING</i></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>1j) Investigating and researching to develop products orally and in writing.</p>	
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Other useful links (for other units):

- 1g - [Weapons of the American Revolution](#)
- [Revolutionary War Weapons](#)



[Civil War Technology](#)

[Civil War Innovations](#)

[Sorts](#) (old sols, 2005 version but will be updated .... Stay tuned)

5a [Roanoke Island National Geographic](#)

5b [Thirteen Colonies](#)

[Revolutionary War Timeline](#)

# 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.

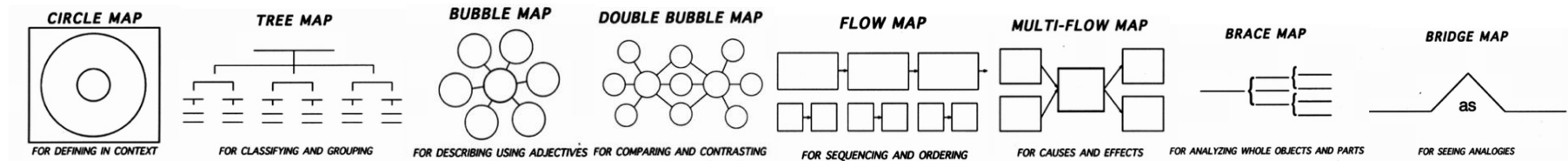
The study of history must emphasize the intellectual skills required for responsible citizenship. Students will practice these skills as they extend their understanding of the essential knowledge defined by all of the standards for history and social science.

## 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;

- d) using evidence to draw conclusions and make generalizations;
- e) comparing and contrasting historical, cultural, and political perspectives in United States history;
- f) determining relationships with multiple causes or effects in United States history;
- g) explaining connections across time and place;
- h) using a decision-making model to identify the costs and benefits of a specific choice made;
- i) identifying the rights and responsibilities of citizenship and the ethical use of material or intellectual property; and
- j) 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 ( <a href="#">Instructions for linking to a Google Doc</a> )	Resources (for instruction, assessment, and intervention)
	<p><b>US1.5 The student will apply social science skills to understand the factors that shaped colonial America by</b></p> <ul style="list-style-type: none"> <li>a) describing the religious and economic events and conditions that led to the colonization of America;</li> <li>b) describing life in the New England, Mid-Atlantic, and Southern colonies, with emphasis on how people interacted with their environment to produce goods and services;</li> <li>c) describing specialization of and interdependence among New England, Mid-Atlantic, and Southern colonies;</li> <li>d) describing colonial life in America from the perspectives of large landowners, farmers, artisans, merchants, women, free African Americans, indentured servants, and enslaved African Americans;</li> <li>e) explaining the political and economic relationships between the colonies and Great Britain.</li> </ul>			
2 Q	<p><b>US1.5a</b></p> <p>Colonies in North America were established for religious and economic reasons.</p>	<p><b>Colonies and the reasons they were established</b></p> <ul style="list-style-type: none"> <li>• Roanoke Island (Lost Colony) was established as an economic venture.</li> <li>• Jamestown Settlement, the first permanent English settlement in North</li> </ul>	<p>Describe the religious and economic events and conditions that led to the colonization of America</p> <p>1a) Analyze and interpret artifacts and primary and secondary sources to understand the reasons colonies were</p>	<p><u>Primary Sources</u></p> <ul style="list-style-type: none"> <li>• Photographs, drawing, and posters</li> <li>• Autobiographies and memoirs</li> <li>• Diaries, personal letters, and correspondence</li> <li>• Interviews, surveys, and fieldwork</li> </ul>

America (1607), was an economic venture by the Virginia Company.

- Plymouth Colony was settled by separatists from the Church of England who wanted to avoid religious persecution.
- Massachusetts Bay Colony was settled by the Puritans 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.

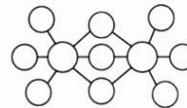
established

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

1d) Using evidence to draw conclusions and make generalizations

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

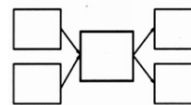
**DOUBLE BUBBLE MAP**



FOR COMPARING AND CONTRASTING

1f) Determining relationships with multiple causes or effects in United States history

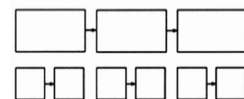
**MULTI-FLOW MAP**



FOR CAUSES AND EFFECTS

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

**FLOW MAP**



FOR SEQUENCING AND ORDERING

- Works of art and literature
- Speeches and oral histories
- Artifacts of all kinds, such as tools, coins, clothing, furniture, etc.

### Secondary Sources

- Textbook
- Reference books, including dictionaries, encyclopedias, and atlases
- Articles from magazines, journals, and newspapers after the event
- History books and other popular books

### Artifacts

### Research Project

Research one of the colonies, using the textbook and/or other resources. Compare the motivations of the colonists in establishing each colony and the key people related to the establishment of the colony.

Tree Map of Economic and Political Reasons the led to the colonization of America

<http://www.nonags.org/members/dasaunders/activities/comcast/activities/unit3/rev/englandcontinspire.jpg>

		<p>1h) Using a decision-making model to identify the costs and benefits of a specific choice made</p> <div data-bbox="1150 245 1413 415" data-label="Diagram"> <pre> graph TD     A[ ] --- B[ ]     A --- C[ ]     A --- D[ ]     B --- E[ ]     B --- F[ ]     C --- G[ ]     C --- H[ ]     D --- I[ ]     D --- J[ ] </pre> </div> <p>1j) Investigating and researching to develop products orally and in writing.</p>	
<p><b>US1.5b</b></p> <p>Geographic features impacted life in the colonies. The colonies consisted of different groups of people whose lives varied greatly depending on their social position.</p>	<p><b>Terms to know</b></p> <ul style="list-style-type: none"> <li>● resources: natural, capital, or human</li> </ul> <p><b>Interactions of people and environment</b></p> <p><u>New England</u></p> <ul style="list-style-type: none"> <li>● Geography and climate <ul style="list-style-type: none"> <li>○ Appalachian Mountains, harbors, hilly terrain, rocky soil, jagged coastline</li> <li>○ Moderate summers, cold winters</li> </ul> </li> <li>● Resources <ul style="list-style-type: none"> <li>○ Natural resources: e.g., timber, fish, deep harbors</li> <li>○ Human resources: e.g., skilled craftsmen, fishermen, merchants and shipbuilders</li> <li>○ Capital resources: e.g., tools, buildings</li> </ul> </li> <li>● Social life <ul style="list-style-type: none"> <li>○ Village, school, and church as center of life</li> <li>○ Religious reformers</li> </ul> </li> </ul>	<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) Analyze and interpret artifacts and primary and secondary sources to understand events in United States history</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) Using evidence to draw conclusions and make generalizations</p> <p>1e) Comparing and contrasting historical, cultural, and political</p>	

- and separatists
- Political and civic life
  - Town meetings

Mid-Atlantic

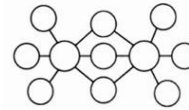
- Geography and climate
  - Appalachian Mountains, coastal plains harbors, rivers, rich farmlands
  - Moderate climate
- Resources
  - Natural resources: e.g., rich farmlands, rivers
  - Human resources: e.g., unskilled and skilled workers, farmers, fishermen, and merchants
  - Capital resources: e.g., tools, buildings
- Social life
  - Villages and cities
  - Diverse cultural backgrounds
  - Diverse religions
- Political and civic life
  - Market towns

South

- Geography and climate
  - Appalachian Mountains, Piedmont, Atlantic Coastal Plain, good harbors, rivers, and fertile farmland
  - Humid climate
- Resources
  - Natural resources: e.g., fertile farmlands, rivers, harbors, forests

perspectives in United States history

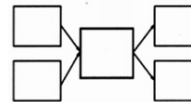
**DOUBLE BUBBLE MAP**



FOR COMPARING AND CONTRASTING

1f) Determining relationships with multiple causes or effects in United States history

**MULTI-FLOW MAP**

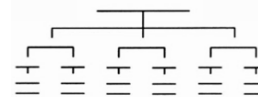


FOR CAUSES AND EFFECTS

1g) Explaining connections across time and place

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

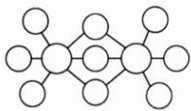
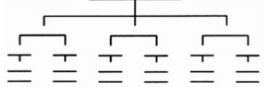
**TREE MAP**



FOR CLASSIFYING AND GROUPING

1j) Investigating and researching to develop products orally and in writing

		<ul style="list-style-type: none"> <li>○ Human resources: e.g., farmers, enslaved African Americans, indentured servants</li> <li>○ Capital resources: e.g., tools, buildings</li> <li>● Social life <ul style="list-style-type: none"> <li>○ Plantations, mansions, few cities, few schools</li> <li>○ Church of England</li> </ul> </li> <li>● Political and civic life <ul style="list-style-type: none"> <li>○ Counties</li> </ul> </li> </ul>		
	<p><b>US1.5c</b></p> <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><b>Terms to know</b></p> <ul style="list-style-type: none"> <li>● <i>specialization</i>: Focus on producing one or a few products</li> <li>● <i>interdependence</i>: Two or more people depending on others</li> </ul> <p><b><u>New England Colonies</u></b>  <u>Specialization</u>:  Fishing, shipbuilding, naval supplies, metal tools and equipment</p> <p><u>Examples of Interdependence</u>:  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><b><u>Mid-Atlantic Colonies</u></b>  <u>Specialization</u>:  Livestock, grains, fish</p> <p><u>Examples of Interdependence</u>:</p>	<p>Describe specialization of and interdependence among New England, Mid-Atlantic, and Southern colonies</p> <p>1a) Analyze and interpret artifacts and 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) Using evidence to draw conclusions and make generalizations</p> <p>1e) Comparing and contrasting historical, cultural, and political perspectives in United States history</p>	

	<p>The Mid-Atlantic colonies traded with the Southern and New England colonies to get the products they did not produce. The Mid-Atlantic colonies depended on the Southern colonies for tobacco, rice, indigo, and forest products. They traded with the New England colonies for metal tools and equipment.</p> <p><b>Southern Colonies</b> <u>Specialization:</u> Tobacco, rice, indigo, forest products (lumber, tar, pitch)</p> <p><u>Examples of Interdependence:</u> The Southern colonies depended on the New England colonies for manufactured goods, including metal tools and equipment. They depended on the Mid-Atlantic colonies for grains and other agricultural products not plentiful in the South.</p>	<p><b>DOUBLE BUBBLE MAP</b></p>  <p>FOR COMPARING AND CONTRASTING</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><b>TREE MAP</b></p>  <p>FOR CLASSIFYING AND GROUPING</p> <p>1j) Investigating and researching to develop products orally and in writing</p>	
<p><b>US1.5d</b></p> <p>The colonies were made up of different groups of people whose lives varied greatly depending on their social position.</p>	<p><b>Large landowners</b></p> <ul style="list-style-type: none"> <li>• Lived predominately in the South</li> <li>• Relied on indentured servants and/or enslaved African Americans for labor</li> <li>• Were educated in some cases</li> <li>• Had rich social culture</li> </ul> <p><b>Farmers</b></p> <ul style="list-style-type: none"> <li>• Worked the land according to the region</li> <li>• Relied on family members</li> </ul>	<p>Describe colonial life in America from the perspectives of large landowners, farmers, artisans, merchants, women, free African Americans, indentured servants, and enslaved African Americans</p> <p>1a) Analyze and interpret artifacts and 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,</p>	

for labor

**Artisans**

- Worked as craftsmen in towns and on plantations
- Lived in small villages and cities

**Merchants**

- Worked to buy and sell goods to the colonists
- Lived in towns and cities

**Women**

- Worked as caretakers, house-workers, and homemakers
- Were not allowed to vote
- Had few opportunities for getting an education

**Free African Americans**

- 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

**Indentured servants**

- 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

**Enslaved African Americans**

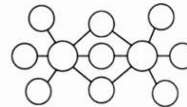
- Were captured in their

or events in United States history

1d) Using evidence to draw conclusions and make generalizations

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

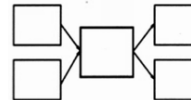
**DOUBLE BUBBLE MAP**



FOR COMPARING AND CONTRASTING

1f) Determining relationships with multiple causes or effects in United States history

**MULTI-FLOW MAP**

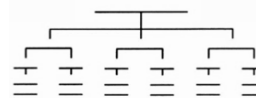


FOR CAUSES AND EFFECTS

1g) Explaining connections across time and place

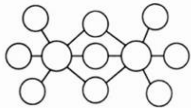
1h) Using a decision-making model to identify the costs and benefits of a specific choice made

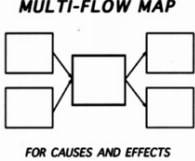
**TREE MAP**

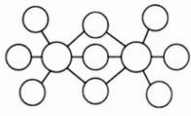
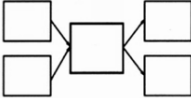


FOR CLASSIFYING AND GROUPING



		<p>native Africa and sold to slave traders; then were shipped to the colonies where they were sold into slavery</p> <ul style="list-style-type: none"> <li>• Were owned as property for life without any rights.</li> <li>• Were often born into slavery (Children of enslaved African Americans were born into slavery.)</li> </ul>	<p>1j) Investigating and researching to develop products orally and in writing</p>	
	<p><b>US1.5e -</b></p> <p>Great Britain established and attempted to maintain control over the colonies.</p>	<p><b>Economic relationships</b></p> <ul style="list-style-type: none"> <li>• Great Britain imposed strict control over trade.</li> <li>• Great Britain taxed the colonies after the French and Indian War.</li> <li>• The colonies traded raw materials for goods made in Great Britain.</li> </ul> <p><b>Political relationships</b></p> <ul style="list-style-type: none"> <li>• Colonists had to obey British laws, which were enforced by governors.</li> <li>• Colonial governors were appointed by the king or by the proprietor.</li> <li>• A colonial legislature made laws for each colony but was monitored by the colonial governor</li> </ul>	<p>Explain the political and economic relationships between the colonies and Great Britain</p> <p>1a) Analyze and interpret artifacts and 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) Using evidence to draw conclusions and make generalizations</p> <p>1e) Comparing and contrasting historical, cultural, and political perspectives in United States history</p> <p><b>DOUBLE BUBBLE MAP</b></p>  <p><b>FOR COMPARING AND CONTRASTING</b></p>	

		<p>1f) Determining relationships with multiple causes or effects in United States history</p> <p style="text-align: center;"><b>MULTI-FLOW MAP</b></p>  <p style="text-align: center;"><small>FOR CAUSES AND EFFECTS</small></p> <p>1g) Explaining connections across time and place</p> <p>1j) Investigating and researching to develop products orally and in writing</p>	
<p><b>The student will apply social science skills to understand of the causes and results of the American Revolution by</b></p> <ul style="list-style-type: none"> <li><b>a) explaining the issues of dissatisfaction that led to the American Revolution;</b></li> <li><b>b) describing how political ideas shaped the revolutionary movement in America and led to the Declaration of Independence;</b></li> <li><b>c) describing key events and the roles of key individuals in the American Revolution, with emphasis on George Washington, Benjamin Franklin, Thomas Jefferson, Patrick Henry and the Marquis de Lafayette; and</b></li> <li><b>d) explaining reasons why the colonies were able to defeat Great Britain.</b></li> </ul>			
<p><b>US1.6a</b></p> <p>As Great Britain expanded control over the American colonies, many colonists became dissatisfied and rebellious.</p>	<p><b>Great Britain’s reasons for controlling the colonies -</b></p> <ul style="list-style-type: none"> <li>● Great Britain desired to remain a world power.</li> <li>● In the American colonies, Great Britain’s desire to remain a world power resulted in a conflict with the French known as the French and Indian War.</li> <li>● Great Britain imposed taxes, such as the Stamp Act, to raise necessary revenue to pay the cost of the French and Indian War.</li> </ul>	<p>Explain the issues of dissatisfaction that led to the American Revolution</p> <p>1a) Analyze and interpret artifacts and 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) Using evidence to draw conclusions and make generalizations</p>	

	<p><b>Great Britain’s reasons for taxation</b></p> <ul style="list-style-type: none"> <li>• To help finance the French and Indian War</li> <li>• To help finance the maintenance of British troops in the colonies</li> </ul> <p><b>Sources of colonial dissatisfaction</b></p> <ul style="list-style-type: none"> <li>• The colonies had no representation in Parliament.</li> <li>• Some colonists resented the power of the colonial governors.</li> <li>• Great Britain wanted strict control over colonial legislatures.</li> <li>• The colonies opposed the British taxes.</li> <li>• The Proclamation of 1763, which followed the French and Indian War, restricted the western movement of settlers.</li> </ul>	<p>1e) Comparing and contrasting historical, cultural, and political perspectives in United States history</p> <p><b>DOUBLE BUBBLE MAP</b></p>  <p><small>FOR COMPARING AND CONTRASTING</small></p> <p>1f) Determining relationships with multiple causes or effects in United States history</p> <p><b>MULTI-FLOW MAP</b></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>1j) Investigating and researching to develop products orally and in writing</p>	
<p><b>US1.6b</b></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</p>	<p>Key philosophies in the Declaration of Independence were based upon ideas first expressed by European philosophers (e.g., John Locke).</p> <p><b>Key philosophies in the Declaration of Independence</b></p> <ul style="list-style-type: none"> <li>• People have “certain</li> </ul>	<p>Describe how political ideas shaped the revolutionary movement in America and led to the Declaration of Independence</p> <p>1a) Analyze and interpret artifacts and primary and secondary sources to understand events in United States history</p>	

people have natural (inherent) rights to life, liberty, and the pursuit of happiness.

unalienable rights” (rights that cannot be taken away)—to life, liberty, the pursuit of happiness.

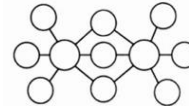
- People establish government to protect those rights.
- Government derives power from the people.
- People have a right and a duty to change a government that violates their rights.

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

1d) Using evidence to draw conclusions and make generalizations

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

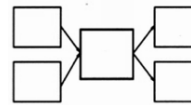
**DOUBLE BUBBLE MAP**



**FOR COMPARING AND CONTRASTING**

1f) Determining relationships with multiple causes or effects in United States history

**MULTI-FLOW MAP**

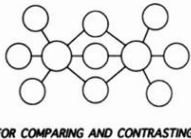


**FOR CAUSES AND EFFECTS**

1g) Explaining connections across time and place

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

1j) Investigating and researching to develop products orally and in writing

<p><b>US1.6c</b></p> <p>Many individuals played important roles in shaping events of the American Revolution.</p>	<p><b>Key individuals:</b></p> <ul style="list-style-type: none"> <li>• <i>King George III:</i> British king during the Revolutionary era</li> <li>• <i>Lord Cornwallis:</i> British general who surrendered at Yorktown</li> <li>• <i>John Adams:</i> Championed Promoted the cause of independence</li> <li>• <i>George Washington:</i> Commander of the Continental Army</li> <li>• <i>Thomas Jefferson:</i> Major author of the Declaration of Independence</li> <li>• <i>Patrick Henry:</i> Outspoken member of the House of Burgesses; inspired colonial patriotism with his “Give me liberty or give me death” speech</li> <li>• <i>Thomas Paine:</i> Wrote the pamphlet, Common Sense, promoting American independence.</li> <li>• <i>Benjamin Franklin:</i> Prominent member of the Continental Congress; helped frame the Declaration of Independence; helped gain French support for American independence</li> <li>• <i>The Marquis de Lafayette:</i> 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</li> </ul>	<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>1a) Analyze and interpret artifacts and primary and secondary sources to understand key events in the American Revolution</p> <p>1c) Interpreting charts, graphs, and pictures to determine characteristics of people, places, or events of the American Revolution</p> <p>1d) Using evidence to draw conclusions and make generalizations</p> <p>1e) Comparing and contrasting historical, cultural, and political perspectives in United States history</p> <p style="text-align: center;"><b>DOUBLE BUBBLE MAP</b></p>  <p>1f) Determining relationships with multiple causes or effects in United States history</p>	<p>1a) Share Primary and Secondary sources.</p> <p><u>Primary Sources</u></p> <ul style="list-style-type: none"> <li>• Photographs, drawing, and posters</li> <li>• Autobiographies and memoirs</li> <li>• Diaries, personal letters, and correspondence</li> <li>• Interviews, surveys, and fieldwork</li> <li>• Works of art and literature</li> <li>• Speeches and oral histories</li> <li>• Artifacts of all kinds, such as tools, coins, clothing, furniture, etc.</li> </ul> <p><u>Secondary Sources</u></p> <ul style="list-style-type: none"> <li>• Textbook</li> <li>• Reference books, including dictionaries, encyclopedias, and atlases</li> <li>• Articles from magazines, journals, and newspapers <u>after the event</u></li> <li>• History books and other popular books</li> </ul> <p>1c) Reference pictures of the key individuals and key events</p> <p>Use a timeline to show when the events occurred. Have students work individually or in small groups to create timelines on large sheets of paper, illustrating and explaining some of the significant battles and other events of the war.</p>
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colonists in the American Revolution and contributed to the victory at Yorktown.

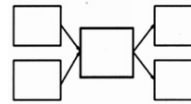
**Other important individuals:**

- *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

**Key events:**

- *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*

**MULTI-FLOW MAP**



FOR CAUSES AND EFFECTS

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

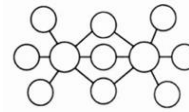
1j) Investigate and research a key individual or event of the American Revolution to develop products orally and in writing

1d) Use a Tree Map to describe key events and the roles of key individuals played in shaping the events of the American Revolution.

		<p><i>Independence:</i> The colonies declared independence from Great Britain (July 4, 1776).</p> <ul style="list-style-type: none"> <li>• <i>Battle of Saratoga:</i> This American victory was the turning point in the war and led to French support for the patriot cause.</li> <li>• <i>Surrender at Yorktown:</i> This was the colonial victory over forces of Lord Cornwallis that marked the end of the Revolutionary War.</li> <li>• <i>Signing of the Treaty of Paris:</i> Great Britain recognized American independence in this treaty.</li> </ul>		
	<p><b>US1.6d</b></p> <p>Defense of the colonists' own land, strong beliefs, and capable leadership contributed to the American victory in the Revolutionary War.</p>	<p><b>Colonial advantages</b></p> <ul style="list-style-type: none"> <li>• Some colonists' defense of their own land, principles, and belief</li> <li>• Additional support from France</li> <li>• Strong leadership</li> </ul>	<p>Explain reasons why the colonies were able to defeat Great Britain</p> <p>1a) Analyze and interpret artifacts and 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) Using evidence to draw conclusions and make generalizations</p> <p>1e) Comparing and contrasting historical, cultural, and political perspectives in United States</p>	<p><u>Primary Sources</u></p> <ul style="list-style-type: none"> <li>• Photographs, drawing, and posters</li> <li>• Autobiographies and memoirs</li> <li>• Diaries, personal letters, and correspondence</li> <li>• Interviews, surveys, and fieldwork</li> <li>• Works of art and literature</li> <li>• Speeches and oral histories</li> <li>• Artifacts of all kinds, such as tools, coins, clothing, furniture, etc.</li> </ul> <p><u>Secondary Sources</u></p> <ul style="list-style-type: none"> <li>• Textbook</li> <li>• Reference books, including dictionaries,</li> </ul>

history

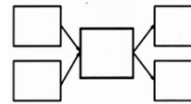
**DOUBLE BUBBLE MAP**



FOR COMPARING AND CONTRASTING

1f) Determining relationships with multiple causes or effects in United States history

**MULTI-FLOW MAP**

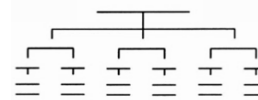


FOR CAUSES AND EFFECTS

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

1j) Investigating and researching to develop products orally and in writing

encyclopedias, and atlases

- Articles from magazines, journals, and newspapers after the event
- History books and other popular books



# Grade 5

## United States History to 1865

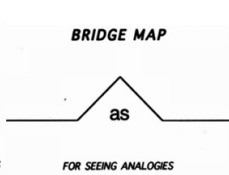
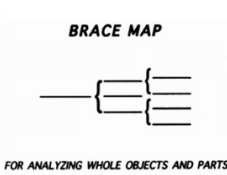
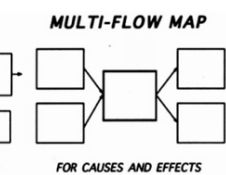
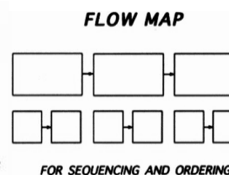
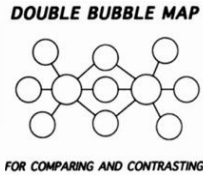
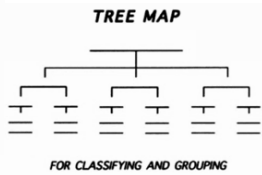
Students will use skills for historical and geographical analysis to explore the early history of the United States and understand ideas and events that strengthened the union. The standards for this course relate to the history of the United States from pre-Columbian times until 1865. Students will 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.

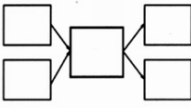
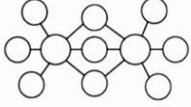
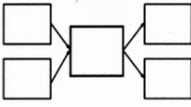
### Skills

- 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



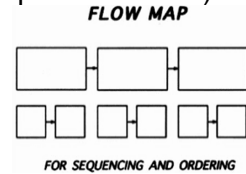
	Essential Understandings	Essential Knowledge	Skill Focus and Exemplars ( <a href="#">Instructions for linking to a Google Doc</a> )	Resources (for instruction, assessment, and intervention)
Q 3	<p><b>US1.7 The student will apply social science skills to understand the challenges faced by the new nation by</b></p> <p>a) Explaining the weaknesses and the resulting outcomes of the government established by the Articles of Confederation;            b) Describing the historical development of the Constitution of the United States;            c) Describing the major accomplishments of the first five presidents of the United States.</p>			
	<p><b>US1.7a</b></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><b>Articles of Confederation</b> 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><u>Resulting Outcomes of the Articles of Confederation:</u></p> <ul style="list-style-type: none"> <li>● First Constitution of the United States</li> <li>● The Northwest Ordinance               <ul style="list-style-type: none"> <li>○ Outlined the process for admitting a new state to the Union</li> <li>○ Outlawed slavery in the new territories</li> </ul> </li> </ul>	<p>Explain the weaknesses and the resulting outcomes of the government established by the Articles of Confederation.</p> <p>1a) Analyze and interpret artifacts and primary and secondary sources to understand events in United States history (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;"><b>FLOW MAP</b></p> <p style="text-align: center;">FOR SEQUENCING AND ORDERING</p> <p>1d) Use evidence to draw conclusions (ex: Conclusions about why the Articles of</p>	<p>1) Students make a cube listing Articles of Confederation weaknesses (6th side is title). Students roll cube to discuss weaknesses.</p> <p>2) Students create a modern symbol to illustrate weaknesses of the Articles of Confederation. Example: Draw a hospital, with various patients representing “weak national government”, “no common currency”, et cetera.</p> <p>3) Examining each of the weaknesses of the Articles of Confederation, students brainstorm the problems that would result from those weaknesses such as many different forms of money created problems for trade, travel, etc.</p>

		<p>Confederation failed)  <b>MULTI-FLOW MAP</b></p>  <p>FOR CAUSES AND EFFECTS</p> <p>1e) Compare and contrast cultural and political perspectives (ex: leadership under King/Parliament vs. leadership under created government)</p> <p><b>DOUBLE BUBBLE MAP</b></p>  <p>FOR COMPARING AND CONTRASTING</p> <p>1f) Determining relationships with multiple causes or effects in U.S. history (ex: Results of the weaknesses, such as the Establishment of the Northwest Ordinance)</p> <p><b>MULTI-FLOW MAP</b></p>  <p>FOR CAUSES AND EFFECTS</p>	
<p><b>US1.7b</b></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</p>	<p><b>Confederation to Constitution</b></p> <ul style="list-style-type: none"> <li>Weaknesses in the Articles of Confederation led to the effort to draft a new constitution.</li> </ul> <p><b>The Constitutional Convention</b></p> <ul style="list-style-type: none"> <li>State delegates met in Philadelphia and decided not to revise the Articles of Confederation but to write a new constitution.</li> <li>George Washington was</li> </ul>	<p>Describe the historical development of the Constitution of the United States.</p> <p>1a) Analyze and interpret artifacts and primary and secondary sources to understand events in United States history (ex: Image/copy of Constitution &amp; Bill of Rights; “Plain English” copies of Constitution, Bill of Rights)</p>	<ol style="list-style-type: none"> <li>1) Students create a mobile or tri-fold chart explaining the structure of government (three branches).</li> <li>2) Students examine how population affects each state’s representation in Congress (House of Representatives).</li> <li>3) Students role play the Constitutional Convention.</li> <li>4) Students research the Great Compromise and create a poster</li> </ol>

system of government based on power being shared between the national and state governments.

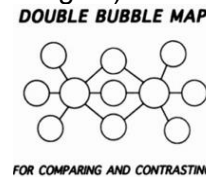
- elected president of the Constitutional Convention.
- James Madison became known as the “Father of the Constitution.”
- Delegates debated over how much power should be given to the new national government and how large and small states should be represented in the new government.
- The structure of 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 Jefferson) These first ten amendments to the Constitution provide a written guarantee of individual rights (e.g., freedom of speech, freedom of religion).

1c) Sequence events that shaped...America (ex: Continue flow map started in 7a)



1d) Use evidence to draw conclusions or make generalizations... (ex: about why Great Compromise was needed, why 3 branches of government were desired, etc.)

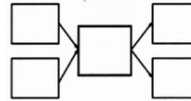
1e) Compare and contrast historical events using media, images, or text to gain historical, cultural, and political perspectives in U.S. history (ex: the Articles with the Constitution; Compare and contrast Articles, Constitution, and Bill of Rights)



1f) Create flow charts, storyboards, and timelines to help students explore multiple causes and effects (ex: Cause-effect relationship between the Articles and Constitution, need for Great Compromise, need for Bill of Rights)

- to explain the plans, debates, and final compromise.
- 5) Students research the ratification of the Constitution of the United States and color a map showing the first nine states to ratify the document.
  - 6) Students create scrapbooks or cartoons showing individual rights guaranteed by the Bill of Rights.
  - 7) Students examine the Virginia Declaration of Rights and the Virginia Statute for Religious Freedom and compare the individual rights of those documents with the individual rights of the Bill of Rights.
  - 8) Students locate Philadelphia on a United States map.

**MULTI-FLOW MAP**



FOR CAUSES AND EFFECTS

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 and responsibilities of citizenship. (ex: The men of Constitutional Convention had to work out differences to reach compromise (Great Compromise).)

**US1.7c**

Congress and the first five

All of the first five presidents were Virginians except John Adams.

Describe the major accomplishments of the first five presidents of the United States.

1) Students create a picture book illustrating the accomplishments of each President.

presidents made decisions establishing a strong government that helped the nation grow in size and power.

**Accomplishments during the first five presidencies**

- George Washington
  - 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 capital in Washington, D.C. Benjamin Banneker, an African American astronomer and surveyor, helped complete the design for the city.
- John Adams
  - A two-party system emerged during his administration.
- Thomas Jefferson
  - He bought Louisiana from France (Louisiana Purchase).
  - Lewis and Clark explored new land west of the Mississippi River.
- James Madison
  - The War of 1812 caused European nations to gain respect for the United States.
- James Monroe
  - He introduced the Monroe Doctrine warning European nations not to interfere in the Western

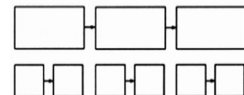
1a) Analyze and interpret artifacts and primary and secondary sources to understand events in United States history (ex: Monroe Doctrine)

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)

1c)

- Sequence first 5 presidents
- Interpret and draw conclusions from political cartoons. (Ex: Monroe Doctrine)

*FLOW MAP*



*FOR SEQUENCING AND ORDERING*

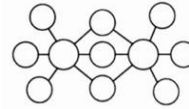
1d) After reading about a historical event, use a chart to draw conclusions or make generalizations about a point of view. (ex: Somebody/Wanted/But/So What? Chart for the Louisiana Purchase)

1e) Compare and contrast...political perspectives in U.S. history. (ex: 2-party system of government)

- 2) Students design a "Fact File" bookmark (President's head at top, facts listed on bookmark).
- 3) Students add first five Presidencies to class timeline.
- 4) Students complete First Presidents fact card sort.
- 5) Possible field trips: Monticello, Montpelier, Poplar Forest, Mount Vernon, Ash Lawn.
- 6) Students locate the Louisiana Purchase on an United States map

Hemisphere.

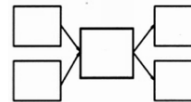
**DOUBLE BUBBLE MAP**



FOR COMPARING AND CONTRASTING

1f) Create flow charts, storyboards, and timelines to help students explore multiple causes and effects (ex: Cause-effect relationships with Louisiana Purchase, War of 1812, etc.)

**MULTI-FLOW MAP**



FOR CAUSES AND EFFECTS

1g)

- 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.)

**US1.8 The student will apply social science skills to understand demonstrate knowledge of westward expansion and reform in America from 1801 to 1861.**

**US1.8a**

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

**New territories added to the United States after 1801**

- Louisiana Purchase
  - Jefferson bought land from France (the Louisiana Purchase), which doubled the size of the United States.

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.

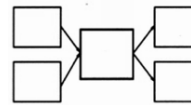
**1) Students compare maps showing before and after acquisition of territories to the United States and debate the merits of adding each territory. 2) As each territory is studied, students add the territory to a blank outline map of the United**

- In the Lewis and Clark expedition, Meriwether Lewis and William Clark explored the Louisiana Purchase and the Oregon Territory from the Mississippi River to the Pacific Ocean.
- 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.

1c)

- Use historical maps to analyze changes in population over time.
- 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**



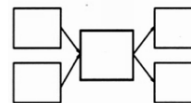
*FOR CAUSES AND EFFECTS*

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) Create flow charts, storyboards, and timelines to help students explore 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

**States.**

**3) Students perform Reader's Theater skits about the territorial acquisitions.**

**4) Field trip: Museum of American Frontier Culture in Staunton, Virginia**

**5) Using yarn, students trace Lewis and Clark's route on a United States map.**

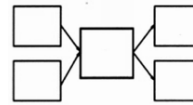


		<p>the US changed after a major event. (ex: Maps showing how the US' shape has changed over time)</p> <ul style="list-style-type: none"> <li>• Connect first 5 presidents with the acquisition of new territories</li> </ul>	
<p><b>US1.8b</b></p> <p>Westward migration was influenced by geography and economic opportunity.</p>	<p><b>Geographic and economic factors that influenced westward movement.</b></p> <ul style="list-style-type: none"> <li>• Population growth in the eastern states</li> <li>• Availability of cheap, fertile land</li> <li>• Economic opportunity, e.g., gold (California Gold Rush), logging, farming, freedom (for runaway slaves)</li> <li>• Cheaper and faster transportation, e.g., rivers and canals (Erie Canal), steamboats</li> <li>• Knowledge of overland trails (Oregon and Santa Fe)</li> <li>• Belief in the right of “Manifest Destiny”—the idea that expansion was for the good of the country and was the right of the country</li> </ul>	<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"> <li>• Use maps of overland trails to determine why the trails were used.</li> <li>• Use maps to show population growth in east, availability of land, etc. and draw conclusions about why this would cause people to move west.</li> </ul> <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</p>	<p>1) Students write letters to family members explaining reasons for moving west.</p> <p>2) Students create an advertisement attracting settlers to the west.</p> <p>3) Students design a picture book or collage illustrating reasons for moving west.</p> <p>4) Extension: students plan for the journey (Oregon Trail vs. Gold Rush). 5) Extension: students play Oregon Trail computer game.</p>

concepts or themes in multiple time periods - Expansion

1f) Create flow charts, storyboards, and timelines to help students explore multiple causes and effects (ex: Use multi-flow map to show how conditions in east and resources in west caused population to move west.)

**MULTI-FLOW MAP**

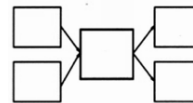


*FOR CAUSES AND EFFECTS*

1g) Explain connections across time and place. (ex: Connect the development of technology and transportation to westward movement.)

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])

**MULTI-FLOW MAP**



*FOR CAUSES AND EFFECTS*

**US1.8c**

American Indians clashed with United States settlers and the United States government during westward expansion.

**Impact on the American Indians**

- 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 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.

Explain the impact of westward expansion on American Indians.

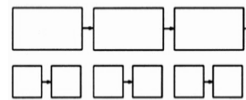
1a) Analyze and interpret artifacts and primary and secondary sources to understand events in United States history. Ex:

- *Cherokee Nation vs. Georgia* Supreme Court Decision.
- Analysis of native artifacts/artwork and interpret impact of relocating native people to new lands.

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**

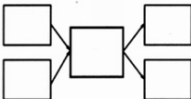


**FOR SEQUENCING AND ORDERING**

1d) After reading about a historical event, use a chart to draw conclusions or make generalizations about a point of view. (ex: Somebody/Wanted/But/So What? Chart)

1f) Create flow charts,

- 1) Class discussion of inventor, invention, and entrepreneur
- 2) Students create a catalog advertising new inventions.
- 3) Students make a before and after chart (example: removing the seeds from cotton before and after the cotton gin).
- 4) Students become experts on the cotton gin, reaper, steamboat, or steam locomotive, then jigsaw with the class to share findings.
- 5) Students invent a new machine or investigate how an existing machine has improved over time.
- 6) Students research inventors/entrepreneurs.
- 7) Students complete a card sort for the inventors/inventions.
- 8) Students create a booklet or poster showing how the cotton gin, reaper, steamboat, and steam locomotive changed everyday life for Americans.
- 9) Students assume the role of an inventor and convince the class that their invention will improve life.
- 10) Students design a commemorative stamp showing an invention/inventor.
- 11) Students choose a new invention they would like to create and explain their role as an entrepreneur in developing the invention/product.

		<p>storyboards, and timelines to help students explore 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)</p> <p style="text-align: center;"><b>MULTI-FLOW MAP</b></p>  <p style="text-align: center;"><small>FOR CAUSES AND EFFECTS</small></p> <p>1g) Use digital media to create a graphic organizer that explains the impact of westward expansion on American Indians over time.</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 removing American Indians from native lands)</p> <p>1i) Responsible citizens [should] demonstrate a respect for the rights of others.</p>	
<p><b>US1.8d</b></p> <p>Prior to the Civil War, most industrialization in America was in the North; however, the equipment</p>	<p><b>Terms to know</b></p> <p>inventor: A person who is the first to think of or make something</p> <p>entrepreneur: A person who organizes resources to bring a new or better good or service to market in hopes of earning</p>	<p>Describe the impact of inventions, including the cotton gin, the reaper, the steamboat, and the steam locomotive, on life in America.</p>	<p>1) Students design picket signs or bumper stickers including ideas expressed in the abolitionist and suffrage movements.</p> <p>2) Students identify and interpret</p>

produced in the North had an impact on the farming society of the South.

a profit

### **New technologies and their impact on society**

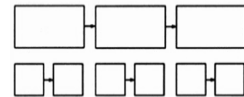
- The cotton gin was invented by Eli Whitney. It increased the production of cotton and thus increased the need for slave labor to cultivate and pick the cotton.
- Jo Anderson, an enslaved African American, and Cyrus McCormick worked to invent the reaper. McCormick was an entrepreneur who brought the 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.
- The steam locomotive provided faster land transportation.

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)

1c)

- Sequence events that shaped...America.
- Use primary sources to interpret how inventions changed life in America.

#### **FLOW MAP**

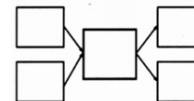


FOR SEQUENCING AND ORDERING

1d) Draw conclusions & make generalizations (ex: about why the invention of the cotton gin caused the need for more slavery)

1f) Determine how the choices of selected groups of people/groups impacted US history. (ex: Effects of the inventions on slavery, society, travel)

#### **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

quotations from members of the abolitionist and suffrage movements.

- 3) Students will develop an abolitionist or suffrage speech or poster to share with the class.
- 4) Students construct a Venn diagram to compare similarities and differences in the abolitionist and suffrage movements.
- 5) Students complete a card sort for the Abolitionist Movement and Suffrage Movements

- 6) Read and discuss the following from United States Adventures in Time and Place Anthology (old Social Studies series): "Slavery Denounced" by Frederick Douglass, 1852 (pp. 103-104) "Follow the Drinking Gourd" (pp. 105-106) "Declaration of Sentiments and Resolutions" (pp. 107-108) "Ain't I a Woman" by Sojourner Truth, 1851 (pp. 109-110) "Opposition to Women's Rights" (p. 111) "Uncle Tom's Cabin" excerpt by Harriet Beecher Stowe, 1852 (p.112)

- 7) Students read and compare excerpts from the Liberator and the North Star.

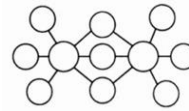
- 8) Students write a journal entry about traveling along the "Underground Railroad".

- 9) Students research the lives of Abolition Movement and Suffrage

		<p>alternative decision by comparing the costs and benefits of the event. (ex: costs and benefits of inventions.)</p>	<p>Movement leaders.          10) Students complete a Tchart comparing abolitionists and suffragists.          11) Students complete a Venn diagram comparing the beliefs of the abolitionists and suffragists.</p>
<p><b>US1.8e</b></p> <p>The abolitionists worked to end slavery.</p> <p>The women's suffrage movement helped women gain equal rights.</p>	<p><b>Abolitionist movement</b></p> <ul style="list-style-type: none"> <li>● Most abolitionists demanded immediate freeing of the slaves.</li> <li>● Abolitionists believed that slavery was wrong.             <ul style="list-style-type: none"> <li>○ Morally wrong</li> <li>○ Cruel and inhumane</li> <li>○ A violation of the principles of democracy</li> </ul> </li> <li>● Abolitionist leaders included both men and women.             <ul style="list-style-type: none"> <li>○ Harriet Tubman led hundreds of enslaved African Americans to freedom along the Underground Railroad.</li> <li>○ William Lloyd Garrison wrote the <i>Liberator</i> newspaper and worked for the immediate emancipation of all enslaved African Americans.</li> <li>○ Frederick Douglass wrote the <i>North Star</i> newspaper and worked for rights for African Americans and women to better their lives.</li> </ul> </li> </ul> <p><b>Women's suffrage movement</b>  <u>Seneca Falls Convention</u></p> <ul style="list-style-type: none"> <li>● In the Declaration of Sentiments,</li> </ul>	<p>Explain the main ideas of the abolitionist and women's suffrage movements.</p> <p>1a) Analyze and interpret artifacts and primary and secondary sources to understand events in United States history. (ex: Images of or excerpts from the <i>Liberator</i>, the <i>North Star</i>, the <i>Declaration of Sentiments</i>)</p> <p>1c) Interpret and draw conclusions (ex: from political cartoons, wanted posters, and maps of the Underground Railroad)</p> <p>1d) After reading about a historical event, use a chart to 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 - Conflict. (ex: Compare and contrast points of view of abolition and/or suffrage leaders.)</p>	<p>1) Students complete a graphic organizer categorizing issues dividing the nation prior to the Civil War.          2) Given a list of descriptors, students separate them into North and South, then write a paragraph using one set of descriptors.          3) Students sort fact cards according to issues dividing the North and South and a sort for all of the differences between North and South.          4) Students examine drawings or posters to compare a northern industrial site and a southern agricultural site. They note the differences in their notebooks and then illustrate examples of each site.          5) Students complete a Venn diagram comparing a northern industrial town to a southern plantation.          6) Students create a puzzle or an illustrated mini-book with</p>

- 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.

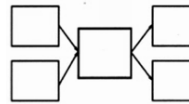
**DOUBLE BUBBLE MAP**



FOR COMPARING AND CONTRASTING

1f) Create flow charts, storyboards, and timelines to help students explore 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.

- vocabulary words.
- 7) Students perform a Reader’s Theater skit about cultural, economic, and constitutional issues that divided the nation prior to the Civil War.
- 8) Students write a letter to the editor or a persuasive position paper about the issues dividing the North and South prior to the Civil War.
- 9) Students write a descriptive paragraph about the cultural, economic, and constitutional issues that divided the North and South prior to the Civil War.

**US1.9 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;
- b) Explaining how the issues of states’ rights and slavery increased sectional tensions;
- c) Locating on a map the states that seceded from the Union and those that remained in the Union;
- 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;
- e) Describing critical developments in the war, including locating the location of major battles; and
- f) Describing the effects of war from the perspectives of Union and Confederate soldiers (including African American soldiers), women, and enslaved African Americans.

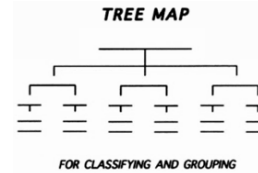
**US1.9a**

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

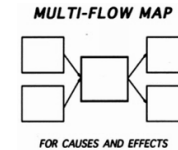
**Issues that divided the nation**

- 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

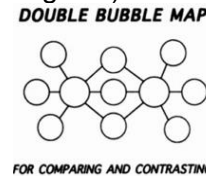
Describe the cultural, economic, and constitutional issues that divided the nation.



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)

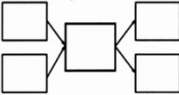
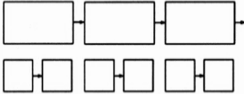


1f)

- Create flowcharts, storyboards, and timelines to help students explore multiple causes and effects.

- 1) Students complete a graphic organizer categorizing issues dividing the nation prior to the Civil War.
- 2) Given a list of descriptors, students separate them into North and South, then write a paragraph using one set of descriptors.
- 3) Students sort fact cards according to issues dividing the North and South and a sort for all of the differences between North and South.
- 4) Students examine drawings or posters to compare a northern industrial site and a southern agricultural site. They note the differences in their notebooks and then illustrate examples of each site.
- 5) Students complete a Venn diagram comparing a northern industrial town to a southern plantation.
- 6) Students create a puzzle or an illustrated mini-book with vocabulary words.
- 7) Students perform a Reader's Theater skit about cultural, economic, and constitutional issues that divided the nation prior to the Civil War.
- 8) Students write a letter to the editor or a persuasive position paper about the issues dividing the North and South prior to the



	<p>might stop buying cotton from the South if tariffs were added.</p> <ul style="list-style-type: none"> <li>• Constitutional issues <ul style="list-style-type: none"> <li>○ A major conflict was states' rights versus strong central government.</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Determine how the choices of selected people/groups impacted US history. (ex: differences in the way northern and southern regions grew and developed)</li> </ul> <p><b>MULTI-FLOW MAP</b></p>  <p>FOR CAUSES AND EFFECTS</p>	<p>Civil War.</p> <p>9) Students write a descriptive paragraph about the cultural, economic, and constitutional issues that divided the North and South prior to the Civil War.</p>
<p><b>US1.9b</b></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><b>Issues that divided the nation</b></p> <ul style="list-style-type: none"> <li>• An important issue separating the country related to the power of the federal government.</li> <li>• 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.</li> </ul> <p><b>Compromises attempting to resolve differences</b></p> <ul style="list-style-type: none"> <li>• Missouri Compromise (1820): Missouri entered the Union as a slave state; Maine entered the Union as a free state.</li> <li>• Compromise of 1850: <ul style="list-style-type: none"> <li>○ California entered the Union as a free state.</li> <li>○ Southwest territories would decide the slavery</li> </ul> </li> </ul>	<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"> <li>• Sequence major events (ex: compromises and events leading up to secession).</li> <li>• Interpret and draw conclusions... (ex: from Confederate money)</li> </ul> <p><b>FLOW MAP</b></p>  <p>FOR SEQUENCING AND ORDERING</p> <p>1d) Draw conclusions &amp; make</p>	<p>1) Students color-code maps showing free states and slave states.</p> <p>2) Students analyze and discuss general feelings in the North and South following compromises, Lincoln's election, and secession.</p> <p>3) Students create Venn diagrams showing northern opinions (left side), southern opinions (right side), and the compromise (middle).</p> <p>4) Students add events to class timeline (compromises, election, secession, et cetera).</p> <p>5) Students write newspaper articles reporting events from opposing points of view (Northern or Southern perspectives).</p> <p>6) Students create political cartoons expressing opposing viewpoints of the North and South on a given topic.</p> <p>7) Students design posters, bumper stickers, or picket signs</p>

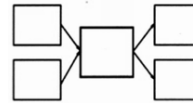
- issue for themselves.
- Stricter fugitive slave law was enacted
- Slave trade banned in Washington, D.C.
- Kansas-Nebraska Act: People in each state would decide the slavery issue (“popular sovereignty”).

**Southern secession**

- Following Lincoln’s election, the many southern states seceded from the Union.
- Confederate forces attacked Fort Sumter in South Carolina, marking the beginning of the Civil War.
- Lincoln and many Northerners believed that the United States was one nation that could not be separated or divided.
- Most Southerners believed that the states had freely created and joined the union and could freely leave it.

generalizations (ex: about the dividing issues or attempts to compromise)

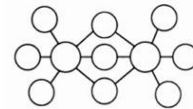
**MULTI-FLOW MAP**



FOR CAUSES AND EFFECTS

1e) Compare and contrast historical, cultural, and political perspectives in US history. (ex: southern and northern points of view)

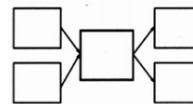
**DOUBLE BUBBLE MAP**



FOR COMPARING AND CONTRASTING

1f) Determine how the choices of selected people/groups impacted US history. (ex: Determine causes for (diversity of economy, culture, etc.) and effects of compromises and secession.)

**MULTI-FLOW MAP**

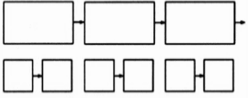
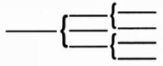


FOR CAUSES AND EFFECTS

1g) Create a graphic organizer to outline how life for the people in early US history changed over time...Ex:

- The major cause of the Civil War changed over

showing different stands or reactions to issues dividing the North and South and specific events leading to the Civil War.  
 8) Students complete maps showing the Missouri Compromise, the Compromise of 1850 and the Kansas -Nebraska Act.  
 9) Students write a speech supporting or opposing secession after Lincoln’s election.

		<p>time from one of states' rights to slavery.</p> <p><b>FLOW MAP</b></p>  <p><small>FOR SEQUENCING AND ORDERING</small></p> <ul style="list-style-type: none"> <li>Argument of states' rights vs. federal government is still on-going in today's political climate.</li> </ul> <p>1h) Determine costs and benefits (ex: of southern secession or preservation of the Union)</p>	
<p><b>US1.9c</b></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><b>States that seceded from the Union</b></p> <ul style="list-style-type: none"> <li>Alabama</li> <li>Arkansas</li> <li>Florida</li> <li>Georgia</li> <li>Louisiana</li> <li>Mississippi</li> <li>North Carolina</li> <li>South Carolina</li> <li>Tennessee</li> <li>Texas</li> <li>Virginia</li> </ul> <p><b>States that remained in the Union</b></p> <ul style="list-style-type: none"> <li>Border states (slave states)</li> </ul> <p>- D e l a w a r e - K e n t u c k y</p>	<p>Locate on a map the states that seceded from the Union and those that remained in the Union.</p> <p><b>BRACE MAP</b></p>  <p><small>FOR ANALYZING WHOLE OBJECTS AND PARTS</small></p> <p>1b) Analyze the relationship between physical and human geography. Ex:</p> <ul style="list-style-type: none"> <li>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).</li> <li>Analyze location of Border states and determine reasons for keeping slavery but staying with Union.</li> </ul>	

key

Free states

- California
- Connecticut
- Illinois
- Indiana
- Iowa
- Kansas
- Massachusetts
- Maine
- Michigan

- New Jersey
- New York
- Ohio
- Oregon
- Pennsylvania

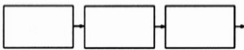
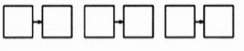
1d) Use media and images to evaluate sources for drawing conclusions and making generalizations. (ex: Analyze location of Border states and determine reasons for keeping slavery but staying with Union)

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 since their farming was smaller scaled; etc.).

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\*Note: Western counties of Virginia that refused to secede from the Union

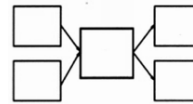
<p><b>US19.d</b></p> <p>Lincoln and Lee were men who represented views of the nature of the United States that were very different; such views led to an unavoidable conflict.</p>	<p><b>Roles of Civil War leaders</b></p> <ul style="list-style-type: none"> <li>● Abraham Lincoln <ul style="list-style-type: none"> <li>○ Was president of the United States</li> <li>○ Opposed the spread of slavery</li> <li>○ Issued the Emancipation Proclamation</li> <li>○ Determined to preserve the Union, by force if necessary</li> <li>○ Believed the United States was one nation, not a collection of independent states</li> <li>○ Wrote the Gettysburg Address that said the Civil War was to preserve a government “of the people, by the people, and for the people.”</li> </ul> </li> <li>● Jefferson Davis <ul style="list-style-type: none"> <li>○ Was president of the Confederate States of America</li> </ul> </li> <li>● Ulysses S. Grant <ul style="list-style-type: none"> <li>○ Was general of the Union army that defeated Lee</li> </ul> </li> <li>● Robert E. Lee <ul style="list-style-type: none"> <li>○ Was leader of the Army of Northern Virginia</li> <li>○ Was offered command of the Union forces at the beginning of the war, but chose not to fight against Virginia</li> <li>○ Opposed secession, but did not believe the Union should be held together by force</li> <li>○ Urged Southerners to accept defeat at the end of the war and reunite as Americans when some wanted to fight on</li> </ul> </li> <li>● Thomas “Stonewall” Jackson <ul style="list-style-type: none"> <li>○ Was a skilled Confederate general from Virginia</li> </ul> </li> </ul>	<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) Analyze and interpret primary and secondary sources to understand events in US history. (ex: <i>Emancipation Proclamation</i>, <i>Gettysburg Address</i>)</p> <p>1d) Draw conclusions &amp; 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</p>	<p><b>Animated Heroes Classics: Abraham Lincoln</b></p>
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	<ul style="list-style-type: none"> <li>● Frederick Douglass <ul style="list-style-type: none"> <li>○ Was a former enslaved African American who promoted African American involvement in the Civil War.</li> </ul> </li> </ul>	<p>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><b>US1.9e</b></p> <p>Location and topography were critical elements influencing important developments in the Civil War, including major battles.</p>	<p><b>Major battles and events</b></p> <ul style="list-style-type: none"> <li>● The firing on Fort Sumter, S.C., began the war.</li> <li>● The first Battle of Manassas (Bull Run) in northern Virginia was the first major battle.</li> <li>● The signing of the Emancipation Proclamation made “freeing the slaves” the new focus of the war. Many freed African Americans joined the Union army.</li> <li>● The Battle of Vicksburg in southern Mississippi divided the South; the North controlled the Mississippi River.</li> <li>● The Battle of Gettysburg in southern Pennsylvania was the turning point of the war; the North repelled Lee’s invasion.</li> <li>● Lee’s surrender to Grant at Appomattox Court House in 1865 ended the war.</li> </ul> <p><b>Influence of location and topography on critical developments in the war</b></p> <ul style="list-style-type: none"> <li>● The Union blockade of southern ports (e.g., Savannah, Charleston, New Orleans)</li> <li>● Control of the Mississippi River (e.g., Vicksburg)</li> <li>● Battle locations influenced by the struggle to capture capital cities (e.g., Richmond; Washington, D.C.)</li> </ul>	<p>Describe critical developments in the war, including the location of major battles.</p> <p>1a) Use an analysis tool to analyze and interpret artifacts and primary and secondary sources. (ex: Analyze 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>1c)</p> <ul style="list-style-type: none"> <li>● Interpret photographs of the Civil War. Discuss potential bias and the impact these pictures had on the public.</li> <li>● Sequence events.</li> </ul> <p style="text-align: center;"><i>FLOW MAP</i></p>   <p style="text-align: center;"><i>FOR SEQUENCING AND ORDERING</i></p> <p>1d) Draw conclusions and make generalizations</p> <p>1f) Create flow charts, storyboards, and timelines to help students explore multiple causes and effects. Ex:</p>	

- Control of the high ground (e.g., Gettysburg)

- Causes for battles
- Effects of battles
- Motivations for attacking certain locations

**MULTI-FLOW MAP**

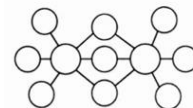


*FOR CAUSES AND EFFECTS*

1g)

- Use images to explain how the physical or cultural landscape of the United States changed after a major event. Ex:
  - *Gettysburg Address* was written as a response to the Battle of Gettysburg.
  - Photographs of destruction caused by battles.
- Create a graphic organizer that compares the technology used in the American Revolution with that used in the Civil War and how it impacted specific events.

**DOUBLE BUBBLE MAP**



*FOR COMPARING AND CONTRASTING*

**US1.9f**

Life on the battlefield and on the home front was extremely harsh. Many

**General effects of the war**

- Family members were often pitted against one another, as were friends against friends.
- As the war went on, Southern

Describe the effects of war from the perspectives of Union and Confederate soldiers (including African American soldiers), women, and enslaved African



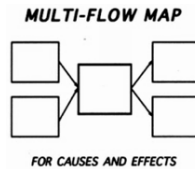
soldiers died from disease and exposure.

- 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.

#### Effects of the war on African Americans

- 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 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.

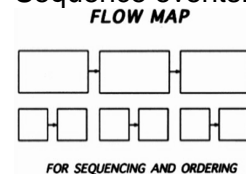
Americans.



1a) Use an analysis tool to analyze and interpret artifacts and primary and secondary sources. (ex: letters among family members, journals)

1c)

- Interpret photographs of the Civil War. Discuss potential bias and the impact these pictures had on the public.
- Sequence events.



1d)

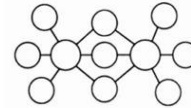
- Draw conclusions & make generalizations Ex:
  - Women's role
  - African Americans
- Make and revise predictions of various people groups throughout the Civil War (women, African Americans)

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

- 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.

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

**DOUBLE BUBBLE MAP**

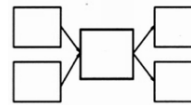


FOR COMPARING AND CONTRASTING

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 gained momentum following the

			<p>Civil War because women had been running businesses and farms/plantations while men were away fighting.)</p> <ul style="list-style-type: none"><li>● Use images to explain how the physical or cultural landscape of the United States changed after a major event. (ex: photographs of destruction)</li></ul> <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"><li>● Enslaved African Americans &amp; Confederacy</li><li>● Union African American &amp; Confederate African Americans</li></ul>	
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