



# ***United States History to 1865***

**Updated: December 2020**

***History and Social Science Standards of Learning  
Curriculum Framework 2015***

Commonwealth of Virginia  
Board of Education  
Richmond, Virginia  
Approved January 2016

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## INTRODUCTION

The *History and Social Science Standards of Learning Curriculum Framework 2015*, approved by the Board of Education on January 28, 2016, is a companion document to the 2015 *History and Social Science Standards of Learning for Virginia Public Schools*. The Curriculum Framework amplifies the Standards of Learning by defining the content understandings, knowledge, and skills that are measured by the Standards of Learning assessments.

The standards and Curriculum Framework are not intended to encompass the entire curriculum for a given grade level or course, nor to prescribe how the content should be taught. School divisions are encouraged to incorporate the standards and Curriculum Framework into a broader, locally designed curriculum. The Curriculum Framework delineates in greater specificity the minimum content that all teachers should teach and all students should learn. Teachers are encouraged to go beyond the standards and select instructional strategies and assessment methods appropriate for their students. Additional details such as the names of historical figures whose study further enriches the standards and clarifies the concepts under investigation will be found in the Curriculum Framework.

The Curriculum Framework facilitates teacher planning by identifying essential understandings, knowledge, and skills. Together, these key elements provide the focus of instruction for each standard. The purpose of each section is explained below:

### **Standard of Learning Statement**

Each page begins with a Standard of Learning statement as a focus for teaching and learning. Students will apply social science skills to understand the interrelationships between the history, geography, economics, and civics content, as well as become actively engaged in their learning.

### **Essential Skills (Standard 1)**

The essential history and social science skills are outlined in Standard 1 for each grade level or course. Students use these skills to increase understanding of the history and social sciences content, including historical, geographic, political, and economic events or trends. The development of these skills is important in order for students to become better-informed citizens.

The first column for Standard 1 contains “Essential Understandings,” which are described below. The second column contains examples of how the skill may be applied in the classroom.

Note: The skills will not be assessed in isolation; rather, they will be assessed as part of the content in the *History and Social Science Standards of Learning*.

**Essential Understandings**

This column includes the fundamental background information necessary to acquire and apply the essential knowledge. The understandings should help students develop a sense of context, including why the essential knowledge is relevant to the standard; thus, teachers should use these understandings as a basis for lesson planning.

**Essential Knowledge**

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

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

## **STANDARD USI.1a**

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**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;**

### **Essential Understandings**

Primary and secondary sources enable us to examine evidence closely and to place it in a broader context.

An artifact is an object or tool that tells us about the people from the past.

A primary source is an artifact, document, image, or other source of information that was created during the time under study.

A secondary source is a document, image, or other source of information that relates or discusses information originally presented elsewhere.

Analyzing and interpreting includes identifying the important elements of information sources in order to make inferences and generalizations, and draw conclusions.

### **Experiences may include but are not limited to the following:**

Use an analysis tool to analyze and interpret artifacts and primary and secondary sources.

### **Sample Analysis Tool**

#### **Title of Informational Source:**

#### **Key Elements**

**Observation:** What do you see?

**Source:** Who created the source?

**Context:** Where is the source located in terms of time and place?

**Historical Perspective:** Whose point of view does the source represent?

**Analysis:** What is the source's impact on history?

#### **Evidence**

## **STANDARD USI.1b**

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**The student will demonstrate skills for historical thinking, geographical analysis, economic decision making, and responsible citizenship by**  
**b) analyzing and interpreting geographic information to determine patterns and trends in United States history;**

### **Essential Understandings**

- Analyzing and interpreting involves identifying the important elements of geographic sources in order to make inferences and generalizations and draw conclusions.
- The knowledge of geography and the application of geographic skills enable us to understand relationships between people, their behavior, places, and the environment in order to solve problems.
- The physical geography of a location had a direct impact on the lives of people in the United States and how they adapted to their environment.
- Geographic themes include
  - location
  - place
  - regions
  - movement
  - human-environment interaction

### **Experiences may include but are not limited to the following:**

- Acquire geographic information from a variety of sources, such as
  - GIS (Geographic Information Systems)
  - field work
  - satellite images
  - photographs
  - maps, globes
  - charts and graphs
  - databases
  - primary sources
  - diagrams
- Analyze the relationship between physical and human geography (e.g., life in the New England, Mid-Atlantic, and Southern colonies).
- Analyze geographic information related to the movement of people, products, resources, ideas, and language to determine patterns and trends throughout United States history.
- Examine maps of a location before and after a major conflict to discuss how the conflict affected the social, political, and economic landscape of an area.
- Use maps to explain how the location of resources influences the patterns, trends, and migration of populations.

### **Five themes of geography**

- Location: Defined according to its position on the earth's surface; where is it?
- Place: Locations having distinctive features that give them meaning and character that differ from other locations; what is it like?
- Region: A unit on the earth's surface that has unifying characteristics; how are places similar or different?
- Movement: The way people, products, and information move from one place to another; how do people, goods, and ideas move from one location to another?
- Human-Environment Interaction: The relationship between people and their environment; how do people relate to the physical world?

## **STANDARD USI.1c**

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**The student will demonstrate skills for historical thinking, geographical analysis, economic decision making, and responsible citizenship by**  
c) **interpreting charts, graphs, and pictures to determine characteristics of people, places, or events in United States history;**

### **Essential Understandings**

Interpreting involves using information found in charts, graphs, and pictures to develop an understanding of people, places, or events and draw conclusions.

Close examination and interpretation of various data and images are essential to making informed decisions.

### **Experiences may include but are not limited to the following:**

- Use historical maps to analyze changes in population over time.
- Identify and sequence events that shaped colonial America.
- Interpret and draw conclusions from political cartoons about westward expansion.
- Compare an illustration of a historical event to a written account of the event.
- Gather information from a variety of sources to show the impact of colonial settlement on American Indian homelands.
- Interpret photographs of the Civil War. Discuss the photographer's potential bias. Discuss the potential bias of the audience. Discuss the potential bias the photographs might cause.
- Use primary sources to interpret how inventions changed life in America.

## **STANDARD USI.1d**

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**The student will demonstrate skills for historical thinking, geographical analysis, economic decision making and responsible citizenship by**  
**d) using evidence to draw conclusions and make generalizations;**

### **Essential Understandings**

Critical examination and evaluation of historical evidence is essential to understanding the past.

Drawing conclusions and making generalizations involves

- observing and considering all the facts, arguments, and information
- considering what is already known
- determining the certainty of multiple answers based upon the information presented: predicting and adjusting predictions, questioning, restating main ideas, and summarizing supporting details

### **Experiences may include but are not limited to the following:**

- Evaluate media and images as sources for drawing conclusions and making generalizations.
- Draw conclusions about propaganda used during a selected time period.
- Make generalizations using political cartoons in order to explain historical events.
- After reading about an historical event, use a chart to draw conclusions or make generalizations about a point of view.

Example:

**Event:** Westward Expansion

**Somebody:** Thomas Jefferson

**Wanted:** to expand the United States into the territory west of the Mississippi River.

**But:** the area was home to American Indians whose lifestyles varied.

**So What?** The United States doubled in size, leading to a new understanding of the geography and resources. It also negatively affected American Indians and caused a greater divide between the North and South.



## **STANDARD USI.1e**

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**The student will demonstrate skills for historical thinking, geographical analysis, economic decision making, and responsible citizenship by**  
e) **comparing and contrasting historical, cultural, and political perspectives in United States history;**

### **Essential Understandings**

Examining the historical, cultural, and political perspectives of countries reveals the ideals, beliefs, values, and institutions of their people.

### **Experiences may include but are not limited to the following:**

Being able to compare and contrast helps us understand important similarities and differences between people, places, events, and times in United States history.

- Compare and contrast historical events, using media, images, or text, to gain understanding of historical, cultural, and political perspectives in United States history. Examples of historical events include
  - exploration (British, French, and Spanish)
  - creation of the Constitution of the United States
  - expansion of slavery
- Create a graphic organizer to analyze information about concepts or themes in multiple time periods. Examples of concepts or themes include
  - conflict
  - expansion
  - movement
  - interaction
- Create a graphic organizer to compare and contrast how people from different colonies interacted with the environment.
- Create a graphic organizer to compare and contrast the political perspectives of two leaders in United States history.

## STANDARD USI.1f

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The student will demonstrate skills for historical thinking, geographical analysis, economic decision making, and responsible citizenship by  
f) determining relationships with multiple causes or effects in United States history;

### Essential Understandings

A cause-and-effect relationship is a relationship in which one event (the cause) makes another event (the effect) happen.  
People respond to and resolve conflicts in a variety of ways, resulting in relationships that have many causes and differing outcomes.  
Diversity includes a variety of perspectives, contributions, and challenges.  
Certain events in United States history have multiple causes and effects.  
Conflicts often have multiple causes and effects.

### Experiences may include but are not limited to the following:

- Compare charts, graphs, and/or maps to determine the role diversity played in affecting the social, economic, and political structure of the United States.
- Create flow charts, storyboards, and timelines to explore multiple causes and effects.
- Determine how the choices of selected individuals or groups influenced United States history.
- Examine the decisions by African Americans to support either the Americans or British in the American Revolution.

Example:

**Event:** Surrender at Yorktown

**Cause(s)**

Strong colonial leadership  
Additional support from France  
Victory over Lord Cornwallis

**Effect(s)**

End of the American Revolution

Example:

**Event:** Constitutional Convention

Weakness of the Articles of Confederation

**Cause(s)**

State delegates meet in Philadelphia  
Compromises over the structure  
and powers of the national and  
state government  
Creation of a new government

**Effect(s)**

Draft of a new constitution

## **STANDARD USI.1g**

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**The student will demonstrate skills for historical thinking, geographical analysis, economic decision making, and responsible citizenship by g) explaining connections across time and place;**

### **Essential Understandings**

Making connections includes understanding that people, events, and developments have brought changes to the United States.

Everyday life in the United States today is different from everyday life long ago.

Explaining includes justifying thinking with supporting details.

### **Experiences may include but are not limited to the following:**

- Create a flowchart to show connections between what explorers wanted to accomplish in the west (e.g., find new land for farming) and the effect that these interests had on American Indians (e.g., American Indians were forcibly removed from their land and in many cases massacred. Discuss how the relationship between the explorers and the American Indians changed over time.
- Create a graphic organizer to outline how life for people in early United States history changed over time based on the human, natural, and capital resources available.
- Use digital media to create a graphic organizer that explains the impact of westward expansion on American Indians over time.
- Create a timeline to show the political, social, and economic factors that shaped colonial America and how they continue to shape our nation today.
- Use images to explain how the physical or cultural landscape of the United States changed after a major event.
- Create a graphic organizer that compares the technology used in the American Revolution with that used in the Civil War and how the changes affected specific events.

## STANDARD USI.1h

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The student will demonstrate skills for historical thinking, geographical analysis, economic decision making, and responsible citizenship by  
h) using a decision-making model to identify the costs and benefits of a specific choice made;

### Essential Understandings

The decision-making process involves seeing the problem from a variety of perspectives and considering the consequences.

A cost is what you give up when you decide to do something.

A benefit is what satisfies a want.

People manage their lives by making choices. They choose the alternative that seems best to them because it involves the least cost and the greatest benefit.

### Experiences may include but are not limited to the following:

- Use a decision-making model to weigh the costs and benefits of making the follow choices:
  - Explore North America.
  - Create laws for the colonies.
  - Interact with American Indian culture groups.
  - Settle in a colonial region.
  - Join the war effort or remain loyal to Great Britain.
  - Move west after the American Revolution.
  - Ratify the new constitution.
- Choose a historical event. Determine the concern or issue. Use a decision-making model to develop and explain an alternative decision by weighing the costs and benefits of the event.

### Historical event:

Costs	Benefits

Actual decision made:

Alternative decision:

## **STANDARD USI.1i**

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

**i) identifying the rights and responsibilities of citizenship and the ethical use of material or intellectual property;**

### **Essential Understandings**

The research process requires the use of a variety of resources to ensure validity.

In order to avoid plagiarism, credit must be given when using another person's idea, opinion, or theory.

Sources should be authentic and valid.

Responsible citizens demonstrate a respect for the rights of others.

Experiences may include but are not limited to the following:

- Explore the ethical and legal issues related to the access and use of information by
  - properly citing authors and sources used in research.
  - validating Web sites.
  - reviewing written drafts so that the language and/or thoughts of others are given credit.
- Exhibit the responsibilities of citizenship in the classroom by demonstrating
  - when it is appropriate to listen and when to speak.
  - how to make necessary compromises.
  - how to work together to accomplish goals.
  - how to conduct oneself in a respectful manner.

## **STANDARD USI.1j**

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**The student will demonstrate skills for historical thinking, geographical analysis, economic decision making, and responsible citizenship by j) investigating and researching to develop products orally and in writing.**

### **Essential Understandings**

People communicate through oral and written language.

Research is the search for knowledge, using a variety of materials and sources in order to discover facts, answer questions, and draw conclusions.

Students present, listen critically, and provide evidence to support opinions by

- distinguishing between fact and opinion
- comparing and contrasting viewpoints
- presenting a convincing argument
- paraphrasing and summarizing what is heard
- using language and vocabulary appropriate to audience, topic, and purpose
- organizing a presentation

### **Experiences may include but are not limited to the following:**

- Investigate people, places, and events in United States history to develop an understanding of historical, cultural, economic, political, and geographical relationships by
  - exploring religious and economic decisions that led to the colonization of America
  - outlining and describing geographic factors that influenced battles during the American Revolution or the Civil War
  - describing and providing evidence to support sources of colonial dissatisfaction that led to the American Revolution
  - creating a digital map outlining the geographic and economic factors that influenced westward movement.
- Create a chart outlining the costs and benefits of visiting different regions of the United States.
- Investigate an important event. Create the front page of a newspaper with headlines and articles detailing the event. The newspaper may include the following features:
  - Articles summarizing the event
  - Timeline detailing actions leading up to the event
  - Quotes from participants
  - Images of the event
- Create a social media page or blog about an event from United States history. Take a position on the topic and use a variety of sources as evidence to support the stance.
  - French Explorer: Exploration of North America
  - Member of British Parliament: Declaration of Independence
  - Enslaved African Americans: Emancipation Proclamation
  - American Indian: Manifest Destiny
  - Resident of the Kansas territory: Kansas Nebraska Act

## **STANDARD USI.2a**

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**The student will interpret maps, globes, photographs, pictures, or tables to**

**a) locate the seven continents and five oceans;**

### **Essential Understandings**

Continents are large land masses surrounded by water.

### **Essential Knowledge**

#### **Continents**

- North America
- South America
- Africa
- Asia
- Australia
- Antarctica
- Europe\*

\*Note: Europe is considered a continent even though it is not entirely surrounded by water. The land mass is frequently called Eurasia.

#### **Oceans**

- Atlantic Ocean
- Pacific Ocean
- Arctic Ocean
- Indian Ocean
- Southern Ocean

## **STANDARD USI.2b**

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**The student will interpret maps, globes, photographs, pictures, or tables to**

**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;**

### **Essential Understandings**

Geographic regions have distinctive characteristics.

### **Essential Knowledge**

#### **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
- Rocky Mountains
  - Located west of the Great Plains and east of the Basin and Range
  - Rugged mountains stretching from Alaska almost to Mexico; high elevations
  - Contains the Continental Divide, which determines the directional flow of rivers
- Basin and Range
  - Located west of the Rocky Mountains and east of the Coastal Range
  - Varying elevations containing isolated mountain ranges and Death Valley, the lowest point in North America
- Coastal Range
  - Located along the Pacific Coast, stretching from California to Canada
  - Rugged mountains and fertile valleys
  - Includes the Sierra Nevada and the Cascades



## **STANDARD USI.2c**

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**The student will interpret maps, globes, photographs, pictures, or tables to**

- 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;**

### **Essential Understandings**

The United States has access to numerous and varied bodies of water.

Bodies of water support interaction among regions, form borders, and create links to other areas.

### **Essential Knowledge**

#### **Major bodies of water**

- Oceans: Atlantic, Pacific
- Rivers: Mississippi, Missouri, Ohio, Columbia, Colorado, Rio Grande, St. Lawrence
- Lakes: Great Lakes
- 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 created 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 parts of America.
- The St. Lawrence River forms part of the northeastern border with Canada and connects the Great Lakes to the Atlantic Ocean.

## **STANDARD USI.2d**

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

### **Essential Understandings**

It is important to recognize key geographic features on maps, diagrams, and/or photographs.  
Landforms and water features set the stage for and influenced the course of events in United States history.

### **Essential Knowledge**

#### **Key geographic features**

- Water-related
  - Lakes
  - Rivers
  - Tributaries
  - Gulfs and bays
- Land-related
  - Mountains
  - Hills
  - Plains
  - Plateaus
  - Islands
  - Peninsulas

Geographic features are related to

- patterns of trade
- locations of cities and towns
- westward (frontier) movement
- agricultural and fishing industries.

### **STANDARD USI.3a**

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**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;**

#### **Essential Understandings**

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

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

#### **Essential Knowledge**

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.

## **STANDARD USI.3b**

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**The student will apply social science skills to understand how early cultures developed in North America by**

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

### **Essential Understandings**

Prior to the arrival of Europeans, American Indians were dispersed across the various environments of North America.

### **Essential Knowledge**

American Indians lived in all areas of North America:

- Inuit inhabited present-day Alaska and northern Canada. They lived in Arctic areas where the temperature is below freezing much of the year.
- Kwakiutl homeland includes the Pacific Northwest coast, which is characterized by a rainy, mild climate.
- Lakota people inhabited the interior of the United States, called the Great Plains, which is characterized by dry grasslands.
- Pueblo tribes inhabited the Southwest in present-day New Mexico and Arizona, where they lived in desert areas and areas bordering cliffs and mountains.
- Iroquois homeland includes northeast North America, called the Eastern Woodlands, which is heavily forested.

Members of these tribes live in their homelands and in many other areas of North America today.

## **STANDARD USI.3c**

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**The student will apply social science skills to understand how early cultures developed in North America by**  
**c) describing how the American Indians used the resources in their environment.**

### **Essential Understandings**

Geography and climate affected how the various American Indian groups met their basic needs.  
Resources influenced what was produced and how it was produced.

### **Essential Knowledge**

In the past, American Indians fished, hunted, and grew crops for food. They made clothing from animal skins and plants. They constructed shelters from resources found in their environment (e.g., sod, stones, animal skins, wood).

### **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 caught, wild animals hunted, and crops grown by American Indians 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.

## **STANDARD USI.4a**

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**The student will apply social science skills to understand European exploration in North America and West Africa by**

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

### **Essential Understandings**

Major European countries were in competition to extend their power into North America and claim the land as their own.

### **Essential Knowledge**

#### **Motivations for the explorations**

- Economic—find gold and natural resources; trade
- Religious—spread Christianity
- Competitions for empire and belief in superiority of own culture

#### **Obstacles to the explorations**

- Poor maps and navigational tools
- Disease and starvation
- Fear of the unknown
- Lack of adequate supplies

#### **Accomplishments of the explorations**

- Exchanged goods and ideas
- Improved navigational tools and ships
- Claimed territories

#### **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.

## **STANDARD USI.4b**

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**The student will apply social science skills to understand European exploration in North America and West Africa by**  
**b) describing cultural and economic interactions between Europeans and American Indians that led to cooperation and conflict, with emphasis on the American Indian and European concept of land;**

### **Essential Understandings**

The interactions between American Indians and Europeans sometimes led to cooperation and other times resulted in conflict.

### **Essential Knowledge**

#### **Cultural interactions**

- Spanish
  - Conquered and enslaved American Indians
  - Brought Christianity to the New World
  - Established missions
  - Introduced European diseases to American Indians
- French
  - Established trading posts
  - Spread Christian religion
- English
  - Established settlements on American Indian land and claimed ownership of land
  - Learned farming techniques from American Indians
  - Traded with American Indians
- American Indians
  - Taught farming techniques to European settlers
  - Believed that land was to be used and shared but not owned

#### **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

#### **STANDARD USI.4c**

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**The student will apply social science skills to understand European exploration in North America and West Africa by**

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

#### **Essential Understandings**

Ghana, Mali, and Songhai each dominated West Africa in sequence from 300 to 1600 A.D. (C.E.).

African people and African goods were among the world resources that drew European interest.

#### **Essential Knowledge**

Ghana, Mali, and Songhai dominated West Africa in sequence from 300 to 1600 A.D. (C.E.).

Ghana, Mali, and Songhai were located in the western region of Africa, south of the Sahara Desert, near the Niger River.

Ghana, Mali, and Songhai became powerful by controlling trade in West Africa.

The Portuguese carried goods from Europe to West African empires, trading metals, cloth, and other manufactured goods for gold.



## **STANDARD USI.5a**

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**The student will apply social science skills to understand the factors that shaped colonial America by**  
**a) describing the religious and economic events and conditions that led to the colonization of America;**

### **Essential Understandings**

Colonies in North America were established for religious and economic reasons.

### **Essential Knowledge**

Colonies and the reasons they were established

- Roanoke Island (Lost Colony) was established as an economic venture.
- Jamestown settlement, the first permanent English settlement in North America (1607), was an economic venture by the Virginia Company.
- Plymouth Colony was settled by separatists from the Church of 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.

## **STANDARD USI.5b**

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**The student will apply social science skills to understand the factors that shaped colonial America by**

**b) describing life in the New England, Mid-Atlantic, and Southern colonies, with emphasis on how people interacted with their environment to produce goods and services;**

### **Essential Understandings**

Geographic features influenced life in the colonies.

The colonies consisted of different groups of people whose lives varied greatly depending on their social position.

### **Essential Knowledge**

#### **Term to know**

- resources: natural, capital, or human

### **Interactions of people and environment**

#### *New England*

- Geography and climate
  - Appalachian Mountains, harbors, hilly terrain, rocky soil, jagged coastline;
  - Moderate summers, cold winters
- Resources
  - Natural resources: timber, fish, deep harbors
  - Human resources: skilled craftsmen, fishermen, merchants, shipbuilders
  - Capital resources: tools, buildings
- Social life
  - Village, school, and church as center of life;
  - Religious reformers and separatists
- Political and civic life
  - Town meetings

## **STANDARD USI.5b (continued)**

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**The student will apply social science skills to understand the factors that shaped colonial America by**

**b) describing life in the New England, Mid-Atlantic, and Southern colonies, with emphasis on how people interacted with their environment to produce goods and services;**

### **Essential Knowledge**

#### *Mid-Atlantic*

- Geography and climate
  - Appalachian Mountains, coastal plains, harbors, rivers, rich farmlands;
  - Moderate climate
- Resources
  - Natural resources: rich farmlands, rivers
  - Human resources: unskilled and skilled workers, farmers, fishermen, merchants
  - Capital resources: 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, harbors, rivers, fertile farmland
  - Humid climate

#### Resources

- Natural resources: fertile farmlands, rivers, harbors, forests
- Human resources: farmers, enslaved African Americans, indentured servants
- Capital resources: tools, buildings

#### Social life

- Plantations, mansions, few cities, few schools
- Church of England

#### Political and civic life

- Counties

## **STANDARD USI.5c**

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**The student will apply social science skills to understand the factors that shaped colonial America by**

**c) describing specialization of and interdependence among New England, Mid-Atlantic, and Southern colonies;**

### **Essential Understandings**

Economic specialization and interdependence existed among the colonies in the production of goods and services. Specialization increases productivity. It also requires trade and increases interdependence.

### **Essential Knowledge**

#### **Terms to know**

- specialization: Focus on producing one product or a few products
- interdependence: Two or more people depending on others

#### *New England colonies*

- Specialization
  - Fishing, shipbuilding, naval supplies, metal tools, equipment
- Examples of interdependence
  - The New England colonies depended on the Southern colonies for crops such as tobacco, rice, cotton, and indigo.
  - They depended on the Mid-Atlantic colonies for livestock and grains.

#### *Mid-Atlantic colonies*

- Specialization
  - Livestock, grains, fish
- Examples of interdependence
  - The Mid-Atlantic colonies traded with the Southern and New England colonies to get the products they did not produce.
  - The Mid-Atlantic colonies depended on the Southern colonies for tobacco, rice, indigo, and forest products.
  - They traded with the New England colonies for metal tools and equipment.

#### *Southern colonies*

- Specialization
  - Tobacco, rice, indigo, forest products (lumber, tar, pitch)
- Examples of interdependence
  - 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.

## **STANDARD USI.5d**

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**The student will apply social science skills to understand the factors that shaped colonial America by**

**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;**

### **Essential Understandings**

The colonies were made up of different groups of people whose lives varied greatly depending on their social position.

### **Essential Knowledge**

#### **Large landowners**

- Lived predominantly in the South
- Relied on indentured servants and/or enslaved African Americans for labor
- Were educated in some cases
- Had rich social culture

#### **Farmers**

- Worked the land according to the region
- Relied on family members 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

#### **White 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/inherit land in some cases
- Had limited economic freedom and could work for pay and decide how to spend their money in some cases
- Had varying degrees of freedom and were not allowed to vote (men or women)

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

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**The student will apply social science skills to understand the factors that shaped colonial America by**

**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;**

**Essential Knowledge**

**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 native Africa and sold to slave traders, then were shipped to the colonies where they were sold into slavery
- Were owned as property for life and did not have any rights
- Were often born into slavery (i.e., children of enslaved African Americans were born into slavery)

## **STANDARD USI.5e**

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**The student will apply social science skills to understand the factors that shaped colonial America by**  
e) **explaining the political and economic relationships between the colonies and Great Britain.**

### **Essential Understandings**

Great Britain established and attempted to maintain control over the colonies.

### **Essential Knowledge**

#### **Economic relationships**

- Great Britain imposed strict control over trade.
- Great Britain taxed the colonies after the French and Indian War.
- The colonies traded raw materials for goods made in Great Britain.

#### **Political relationships**

- Colonists had to obey British laws, which were enforced by governors.
- Colonial governors were appointed by the king or by the proprietor.
- A colonial legislature made laws for each colony but was monitored by the colonial governor.

## **STANDARD USI.6a**

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**The student will apply social science skills to understand the causes and results of the American Revolution by**

**a) explaining the issues of dissatisfaction that led to the American Revolution;**

### **Essential Understandings**

As Great Britain expanded control over the American colonies, many colonists became dissatisfied and rebellious.

### **Essential Knowledge**

#### **Great Britain's reasons for controlling the colonies**

- Great Britain desired to remain a world power.
- In the American colonies, Great Britain's desire to remain a world power resulted in a conflict with the French known as the French and Indian War.
- Great Britain imposed taxes, such as the Stamp Act, to raise necessary revenue to pay the cost of the French and Indian War.

#### **Great Britain's reasons for taxation**

- To help finance the French and Indian War
- To help finance the maintenance of British troops in the colonies

#### **Sources of colonial dissatisfaction**

- The colonies had no representation in Parliament.
- Some colonists resented the power of the colonial governors.
- Great Britain wanted strict control over colonial legislatures.
- The colonies opposed the British taxes.
- The Proclamation of 1763, which followed the French and Indian War, restricted the western movement of settlers.



## **STANDARD USL.6b**

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**The student will apply social science skills to understand the causes and results of the American Revolution by**  
**b) describing how political ideas shaped the revolutionary movement in America and led to the Declaration of Independence;**

### **Essential Understandings**

New political ideas led to a desire for independence and a democratic government in the American colonies.

The Declaration of Independence proclaimed independence from Great Britain. It stated that people have natural (inherent) rights to life, liberty, and the pursuit of happiness. In practicality, it only applied to white men at this time.

### **Essential Knowledge**

Key philosophies in the Declaration of Independence were based upon ideas first expressed by European philosophers (e.g., John Locke).

### **Key philosophies in the Declaration of Independence**

- People have “certain unalienable rights” (rights that cannot be taken away)—to life, liberty, and the pursuit of happiness.
- People establish governments 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.

## **STANDARD USI.6c**

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**The student will apply social science skills to understand the causes and results of the American Revolution by**

- c) describing key events and the roles of key individuals in the American Revolution, with emphasis on George Washington, Benjamin Franklin, Thomas Jefferson, Patrick Henry, and the Marquis de Lafayette; and**

### **Essential Understandings**

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

### **Essential Knowledge**

#### **Key individuals**

- King George III: British king during the Revolutionary era
- Lord Cornwallis: British general who surrendered at Yorktown
- Crispus Attucks: Fugitive enslaved African American who was the first person to die in the Boston Massacre
- John Adams: Promoted the cause of independence
- George Washington: Commander of the Continental Army
- Thomas Jefferson: Major author of the Declaration of Independence
- Patrick Henry: Outspoken member of the House of Burgesses; inspired colonial patriotism with his “Give me liberty or give me death” speech
- Thomas Paine: Wrote the pamphlet *Common Sense*, promoting American independence
- Benjamin Franklin: Prominent member of the Continental Congress; helped frame the Declaration of Independence; helped gain French support for American independence
- The Marquis de Lafayette: French nobleman who served in the Continental Army; worked with the king of France to send French troops, ships, and funds that assisted the colonists in the American Revolution and contributed to the victory at Yorktown
- James Armistead Lafayette: Enslaved African American from Virginia, served as a spy in the Continental Army during the Revolutionary War. James Lafayette then had to fight for his freedom and won his freedom many years after the war, with the support of the Marquis de Lafayette.

## **STANDARD USI.6c (continued)**

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**The student will apply social science skills to understand the causes and results of the American Revolution by**

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

### **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: These were the first armed conflicts of the Revolutionary War.
- Battle of Bunker Hill: This was the first major battle of the war.
- Approval of the Declaration of Independence: The colonies declared independence from Great Britain (July 4, 1776).
- Battle of Saratoga: This American victory was the turning point in the war and led to French support for the patriot cause.
- Surrender at Yorktown: This was the colonial victory over forces of Lord Cornwallis that marked the end of the Revolutionary War.
- Signing of the Treaty of Paris: Great Britain recognized American independence in this treaty.

## **STANDARD USI.6d**

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**The student will apply social science skills to understand the causes and results of the American Revolution by**  
**d) explaining reasons why the colonies were able to defeat Great Britain.**

### **Essential Understandings**

The colonists had many advantages that contributed to an American victory in the Revolutionary War.

### **Essential Knowledge**

#### **Colonial advantages**

- Some colonists' defense of their own land, principles, and beliefs
- Additional support from France
- Strong leadership

## **STANDARD USI.7a**

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**The student will apply social science skills to understand the challenges faced by the new nation by**

**a) explaining the weaknesses and outcomes of the government established by the Articles of Confederation;**

### **Essential Understandings**

The Articles of Confederation was a constitution written during the American Revolution to establish the powers of the new national government.

### **Essential Knowledge**

#### **Articles of Confederation**

- Provided for a weak national government
- Gave Congress no power to tax or regulate commerce among the states
- Provided for no common currency
- Gave each state one vote regardless of size
- Provided for no executive or judicial branches

#### **Outcomes of the Articles of Confederation**

- First constitution of the United States
- The Northwest Ordinance
  - Outlined the process for admitting a new state to the Union
  - Outlawed slavery in the new territories

## **STANDARD USI.7b**

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**The student will apply social science skills to understand the challenges faced by the new nation by**  
**b) describing the historical development of the Constitution of the United States;**

### **Essential Understandings**

The development of the Constitution of the United States was significant to the foundation of the American republic. The Constitution of the United States established a federal system of government based on power being shared between the national and state governments.

### **Essential Knowledge**

#### **Confederation to Constitution**

- Weaknesses in the Articles of Confederation led to the effort to draft a new constitution.

#### **The Constitutional Convention**

- State delegates met in Philadelphia and decided not to revise the Articles of Confederation but to write a new constitution.
- George Washington was elected president of the Constitutional Convention.
- James Madison became known as the “Father of the Constitution.”
- Delegates debated over how much power should be given to the new national government and how large and small states should be represented in the new government.
- The structure of the new national government included three separate branches of government:
  - Legislative (makes the laws)
  - Executive (carries out the laws)
  - Judicial (interprets the laws)
- The Great Compromise decided how many votes each state would have in the Senate and the House of Representatives.
- The Three-fifths Compromise perpetuated slavery in the United States.
- 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**

- The Bill of Rights was 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).

## **STANDARD USI.7c**

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**The student will apply social science skills to understand the challenges faced by the new nation by**

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

### **Essential Understandings**

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

### **Essential Knowledge**

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

### **Accomplishments during the first five presidents**

- George Washington
  - The 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 (the Louisiana Purchase).
  - The Lewis and Clark Expedition, which included enslaved peoples Sacagawea and York explored 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 Hemisphere.

## **STANDARD USI.8a**

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**The student will apply social science skills to understand westward expansion and reform in America from 1801 to 1861 by**

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

### **Essential Understandings**

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

### **Essential Knowledge**

#### **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.
  - 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.



## **STANDARD USI.8b**

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**The student will apply social science skills to understand westward expansion and reform in America from 1801 to 1861 by**  
**b) explaining how geographic and economic factors influenced the westward movement of settlers;**

### **Essential Understandings**

Westward migration was influenced by geography and economic opportunity.

### **Essential Knowledge**

#### **Geographic and economic factors that influenced westward movement**

- Population growth in the eastern states
- Availability of cheap, fertile land
- Economic opportunity, such as gold (California Gold Rush), logging, farming, freedom (for runaway slaves)
- Cheaper and faster modes of transportation, such as rivers and canals (Erie Canal), steamboats
- Knowledge of overland trails (Oregon and Santa Fe)
- Belief in the right of Manifest Destiny—the idea that expansion was for the good of the country and was the right of the country

## **STANDARD USI.8c**

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**The student will apply social science skills to understand westward expansion and reform in America from 1801 to 1861 by**  
c) **explaining the impact of westward expansion on American Indians;**

### **Essential Understandings**

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

### **Essential Knowledge**

#### **Impact on 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.

- The American Indian Removal Act authorized the federal government to negotiate treaties with eastern tribes exchanging their lands for land in the West.
- *Cherokee Nation v. Georgia* (1831), the Cherokee sought to “restrain the state of Georgia from the execution of certain laws of that state...go directly to seize” the 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.

## **STANDARD USI.8d**

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**The student will apply social science skills to understand westward expansion and reform in America from 1801 to 1861 by**  
**d) describing the impact of inventions, including the cotton gin, the reaper, the steamboat, and the steam locomotive, on life in America;**

### **Essential Understandings**

Prior to the Civil War, most industrialization in America was in the North; however, the equipment produced in the North had an impact on the farming society of the South.

### **Essential Knowledge**

#### **Terms to know**

- inventor: A person who is the first to think of or make something
- entrepreneur: A person who organizes resources to bring a new or better good or service to market in hopes of earning a profit

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

- The cotton gin was patented 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.

## STANDARD USI.8e

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The student will apply social science skills to understand westward expansion and reform in America from 1801 to 1861 by  
e) explaining the main ideas of the abolitionist and women’s suffrage movements.

### Essential Understandings

The abolitionists worked to end slavery.

The beginning of the women’s suffrage movement included both white and African American women known as suffragists. Not all white suffragists were in agreement that women of color should be extended the right to vote.

### Essential Knowledge

#### Abolitionist movement

- Most abolitionists demanded immediate freeing of enslaved African Americans.
- Abolitionists believed that slavery was wrong:
  - Morally wrong
  - Cruel and inhumane
  - A violation of the principles of democracy
- Abolitionist leaders included both men and women.
  - Harriet Tubman led hundreds of enslaved African Americans to freedom along the Underground Railroad.
  - William Lloyd Garrison wrote the *Liberator* newspaper and worked for the immediate emancipation of all enslaved African Americans.
  - Frederick Douglass wrote the *North Star* newspaper and worked for rights for African Americans and women to better their lives.

#### Women’s suffrage movement

##### Seneca Falls Convention

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

## **STANDARD USI.9a**

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**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;**

### **Essential Understandings**

Struggles over the future of slavery's expansion agitated the United States for decades and led the nation into the Civil War.

### **Essential Knowledge**

#### **Issues that divided the nation**

- Slavery
  - Much of America's economy revolved around the institution of slavery.
  - Slavery was growing larger, stronger, and more powerful in each decade after 1800.
  - By 1860, nearly four million Americans lived in perpetual bondage.
- Cultural issues
  - The North and the South shared a culture of Protestant Christianity, political beliefs based on the Constitution, and ideals of personal property.
  - A culture of reform grew in the North, fed by the Second Great Awakening, aspirations of social improvement, activist women, and charismatic reformers.
  - In the South, white people argued that the Bible sanctioned slavery and that slaveholders acted as Christian protectors of enslaved people.
  - Black Southerners saw themselves as a people held in bondage like the Israelites in the Bible and had faith, they would one day be delivered from slavery.
- Economic issues
  - In both the North and the South, most people were farmers.
  - About a fourth of white Southern families owned enslaved people and grew wealthy from their labor.
  - Powerful economic interests in both regions fought for economic advantage with government policies favorable to them.
  - Plantation slavery was economically powerful but did not develop as many towns, cities, and factories as the North.

## **STANDARD USI.9a (continued)**

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**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;**

- Constitutional issues
  - A major conflict was states' rights versus strong central government.
  - Slavery was the principal states' rights issue leading to the Civil War

### Political Issues

- Voter in the North and the South belonged to the same political parties from the 1820s through the 1850s: Democrats and Whigs.
- The two parties found ways for the divergent interests of the North and South to be compromised.
- The emergence of the Republican Party in the late 1850s gave voice to Northerners angry at Southern dominance of the federal government out of proportion to white population.
- These political differences, fed by the invention of the telegraph and the spread of newspapers, led the South to secede.

## **STANDARD USI.9b**

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**The student will apply social science skills to understand the causes, major events, and effects of the Civil War by**  
**b) explaining how the issues of states' rights and slavery increased sectional tensions;**

### **Essential Understandings**

The South feared that the North would take control of Congress, and Southerners began to proclaim states' rights as a means of self-protection.

The North believed that the nation was a union that could not be divided.

While the Civil War did not begin as a war to abolish slavery, issues surrounding slavery deeply divided the nation.

### **Essential Knowledge**

#### **Issues that divided the nation**

- An important issue separating the country related to the power of the federal government. Southerners believed that they had the power to declare any national law illegal. Northerners believed that the national government's power was supreme over that of the states.
- Southerners felt that the abolition of slavery would destroy their region's economy. Northerners believed that slavery should be abolished for moral reasons.

#### **Compromises attempting to resolve differences**

- Missouri Compromise (1820): Missouri entered the Union as a slave state; Maine entered the Union as a free state.
- Compromise of 1850:
  - California entered the Union as a free state.
  - Southwest territories would decide the slavery issue for themselves.
  - The Fugitive Slave Act of 1850 was passed.
  - The slave trade was 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, 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 white Southerners believed that the states had freely created and joined the union and could freely leave it.

## **STANDARD USI.9c**

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**The student will apply social science skills to understand the causes, major events, and effects of the Civil War by**

**c) locating on a map the states that seceded from the Union and those that remained in the Union;**

### **Essential Understandings**

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.

### **Essential Knowledge**

#### **States that seceded from the Union**

- Alabama
- Arkansas
- Florida
- Georgia
- Louisiana
- Mississippi
- North Carolina
- South Carolina
- Tennessee
- Texas
- Virginia

#### **States that remained in the Union**

- Border states (slave states)
  - Delaware
  - Kentucky
  - Maryland
  - Missouri
- Free states
  - California
  - Connecticut
  - Illinois
  - Indiana
  - Iowa
  - Kansas
  - Maine
  - Massachusetts
  - Michigan
  - Minnesota
  - New Hampshire
  - New Jersey
  - New York
  - Ohio
  - Oregon
  - Pennsylvania
  - Rhode Island
  - Vermont
  - West Virginia\*
  - Wisconsin

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



## **STANDARD USI.9d**

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The student will apply social science skills to understand the causes, major events, and effects of the Civil War by

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

### **Essential Understandings**

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.

### **Essential Knowledge**

#### **Roles of Civil War leaders**

- Abraham Lincoln
  - Was president of the United States
  - Opposed the spread of slavery
  - Issued the Emancipation Proclamation
  - Was determined to preserve the Union, by force if necessary
  - Believed the United States was one nation, not a collection of independent states
  - Wrote the Gettysburg Address that said the Civil War was to preserve a government “of the people, by the people, and for the people”
- Jefferson Davis
  - Was president of the Confederate States of America
- Ulysses S. Grant
  - Was general of the Union army that defeated Lee
- Robert E. Lee
  - Was leader of the Army of Northern Virginia
  - Was offered command of the Union forces at the beginning of the war, but chose not to fight against Virginia
  - Opposed secession, but did not believe the Union should be held together by force
  - Urged Southerners to accept defeat at the end of the war and reunite as Americans when some wanted to fight on
- Thomas “Stonewall” Jackson
  - Was a skilled Confederate general from Virginia
- Frederick Douglass
  - Was a former enslaved African American who promoted African American involvement in the Civil War by creating the United States Colored Troops.

## **STANDARD USI.9e**

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**The student will apply social science skills to understand the causes, major events, and effects of the Civil War by**  
e) **describing critical developments in the war, including the location of major battles;**

### **Essential Understandings**

Location and topography were critical elements influencing important developments in the Civil War, including major battles.

### **Essential Knowledge**

#### **Major battles and events**

- The firing on Fort Sumter, South Carolina, began the war.
- The First Battle of Bull Run (also known as the Battle of First Manassas) in northern Virginia was the first major battle.
- The signing of the Emancipation Proclamation made “freeing the slaves” the new focus of the war. Many freed African Americans joined the Union army.
- The Battle of Vicksburg in southern Mississippi divided the South; the North controlled the Mississippi River.
- The Battle of Gettysburg in southern Pennsylvania was the turning point of the war; the North repelled Lee’s invasion.
- Lee’s surrender to Grant at Appomattox Court House in 1865 ended the war.

#### **Influence of location and topography on critical developments in the war**

- The Union blockade of southern ports (e.g., Savannah, Charleston, New Orleans)
- Control of the Mississippi River (e.g., Vicksburg)
- Battle locations influenced by the struggle to capture capital cities (e.g., Richmond; Washington, D.C.)
- Control of the high ground (e.g., Gettysburg)

## **STANDARD USI.9f**

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**The student will apply social science skills to understand the causes, major events, and effects of the Civil War by**

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

### **Essential Understandings**

Life on the battlefield and on the home front was extremely harsh. Many soldiers died from disease and exposure.

### **Essential Knowledge**

#### **General effects of the war**

- Family members were often pitted against one another, as were friends against friends.
- As the war went on, Southern troops became increasingly younger and more poorly equipped and clothed.
- Much of the South was devastated at the end of the war (e.g., burning of Atlanta and Richmond).
- Disease was a major killer.
- Clara Barton, a Civil War nurse, created the American Red Cross. Harriet Tubman, an abolitionist and political activist, and conductor on the Underground Railroad. Elizabeth Van Lew, a Virginia abolitionist and spy for the Union Army. Mary Bowser was an African American Union spy.
- 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.
- Abraham Lincoln sought to reconstruct the nation by bringing Southern states back into the Union when 10 percent of voters accepted the end of slavery and reunion.

#### **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.
- Robert Smalls, an African American sailor and later a Union naval captain, was highly honored for his feats of bravery and heroism. He was elected to the United States House of Representatives after the war.