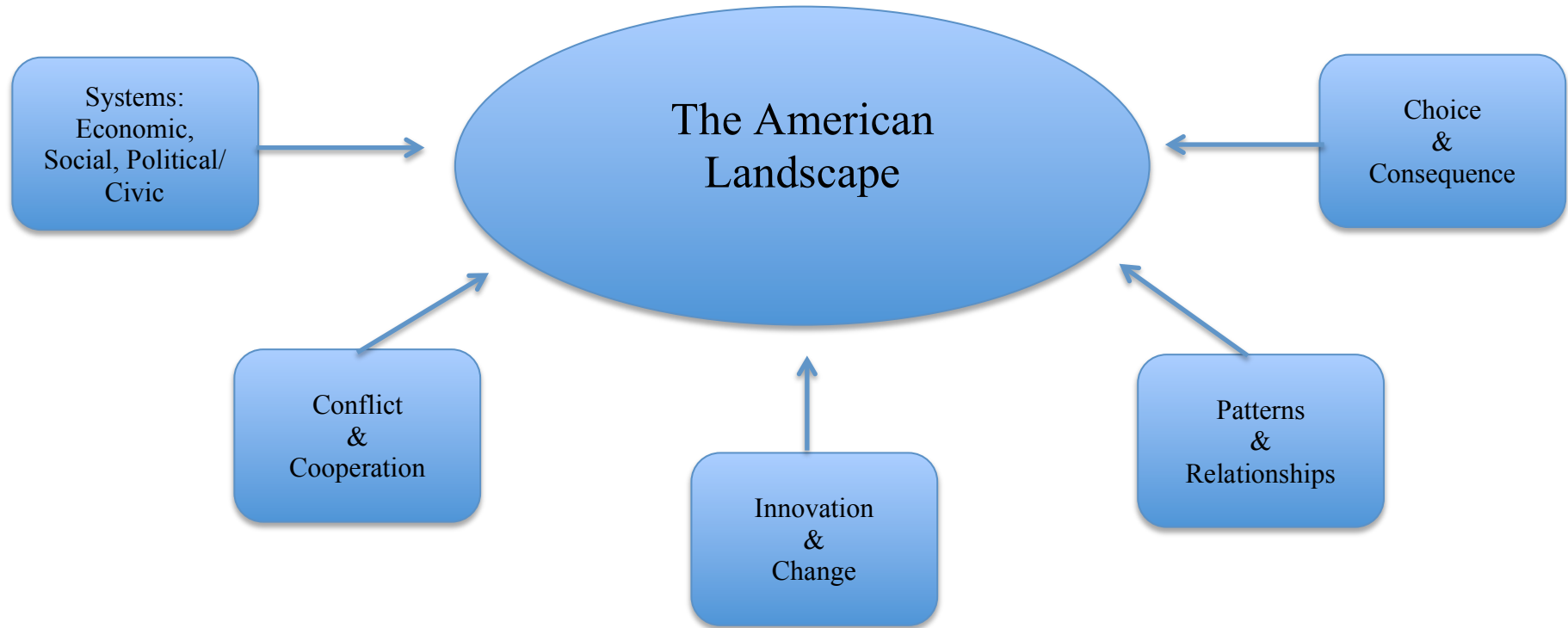


ACPS Curriculum Framework – US History to 1865



Physical and human landscapes provide the setting for a nation's story

Sample Unit Organization

1. U.S. Geography
2. The First Americans
3. Age of Exploration
4. Settlement and Colonization
5. Road to War
6. American Revolutionary War
7. New Nation
8. The Early Republic
9. Westward Expansion/Road to Civil War
10. The Civil War

ACPS Concepts with Grade Level Essential Standards

1. Change and Continuity: Patterns of change and continuity are complex and shape the growth and development of societies.
 - a. Conflict & Cooperation - *Understand that individuals and societies choose cooperation or conflict, peace or war, isolation or interaction.*
 - b. Innovation & Change - *Innovation shapes the growth and development of regions, governments, and societies*
 - c. Choice & Consequence - *Understand that individuals, groups, and societies make choices which have direct and indirect consequences*
 - d. Patterns & Relationships - *Understand that patterns such as change and continuity or cause and effect occur across time and place*

2. Systems: Civilizations are defined and shaped by numerous complex and interdependent systems.
 - a. Economic systems - *Recognize that people make choices based on the availability of human, natural and capital resources and understand that individuals make economic choices within a larger economic system*
 - b. Social Systems - *Understand that ideological, cultural, and institutional forces shape individual identity*
 - c. Geographic Systems - *Use geographic skills and a variety of sources to develop an understanding of how relationships between humans and their environment have changed over time*
 - d. Political and Civic Systems - *Understand that the interplay among ideas, values, power, and leadership shape political systems and the rights they provide citizens*

ACPS History and Social Science Processes with Grade Level Essential Standards

Historical Method/ Investigation & Inquiry:

1. Historical Thinking & Research: *Use research skills to gather information from a variety of sources to answer focused questions and investigate a given of topic*
2. Multiple Perspectives: *Understand that events in the past and present are perceived differently by individuals based on their own background*
3. Sources & Historic Record: *Using both primary and secondary sources, compare and contrast information or positions from several sources and evaluate them for reliability, accuracy and relevance*

Communication Skills:

1. Using Visual Sources: Charts, Graphs, Photos, Maps & Art: *Interpret information from visual sources to defend a position*
2. Analytical Writing: *Be able to convey understanding and position on a topic by writing extended pieces in a variety of formats such as historical fiction, narrative, journal entry, or formal five paragraph essay*
3. Critical Reading: *Examine and interpret primary and secondary source documents to compare and contrast information or positions*
4. Public Speaking and Presenting - *Report on a topic or present an opinion, sequencing ideas logically and using appropriate facts details to support main ideas or themes. Speak clearly at an understandable pace. Use formal English when appropriate to task and situation*

US History I: The American Landscape Model Pacing Guide

Grade Level Matrix:
The American Landscape, 6th Grade

	US Geography	The First Americans	Age of Exploration	Settlement & Colonization	Road To War	American Revolutionary War	A New Nation	The Early Republic	Westward Expansion/Road to the Civil War	The Civil War
Time Period	Historical & Present Day	Prehistory to Present Day	1415 - 1585	1585 - 1763	1763 - 1775	1776 - 1783	1783 - 1789	1789 - 1820	1820 - 1860	1861 - 1865
SOL	USI.1, USI.2	USI.1, USI.3	USI.1, USI.4	USI.1, USI.5	USI.1, USI.6	USI.1, USI.6	USI.1, USI.7	USI.1, USI.7	USI.1, USI.8	USI.1, USI.9
Conceptual Lens	Patterns & Relationships Systems – Geography, Political	Patterns & Relationships Conflict & Cooperation Systems Innovation & Change	Patterns & Relationships Conflict & Cooperation Systems Choice & Consequence	Patterns & Relationships Conflict & Cooperation Systems Choice & Consequence	Patterns & Relationships Conflict & Cooperation Systems Choice & Consequence	Patterns & Relationships Conflict & Cooperation Systems Choice & Consequence	Patterns & Relationships Conflict & Cooperation Systems Choice & Consequence Change	Conflict & Cooperation Systems Choice & Consequence Innovation & Change	Conflict & Cooperation Systems Choice & Consequence Innovation & Change	Conflict & Cooperation Systems Choice & Consequence Innovation & Change
Pacing (Yr.)	5 classes (2)	8 classes (3)	8 classes (3)	10 classes (4)	10 classes (3)	8 classes (3)	8 classes (3)	5 classes (2)	12 classes (5)	12 classes (5)
Pacing (Sem.)	1 week	2 weeks	1.5 weeks	2 weeks	1.5 weeks	1.5 weeks	1.5 weeks	1 week	2 weeks	3 weeks

US History to 1865: US Geography

Conceptual Lenses

Systems: Civilizations are defined and shaped by numerous complex and interdependent systems.

- **Geographic Systems** – Students use geographic skills and a variety of sources to develop an understanding of how relationships between humans and their environment have changed over time

Change and Continuity: Patterns of change and continuity are complex and shape the growth and development of societies.

- **Patterns & Relationships** – Understand that patterns such as change and continuity or cause and effect occur across time and place

SOL

USI.2 The student will use maps, globes, photographs, pictures, or tables to

- a. locate the seven continents and five oceans;
- b. locate and describe the location of the geographic regions of North America: Coastal Plain, Appalachian Mountains, Canadian Shield, Interior Lowlands, Great Plains, Rocky Mountains, Basin and Range, and Coastal Range;
- c. locate and identify the water features important to the early history of the United States: Great Lakes, Mississippi River, Missouri River, Ohio River, Columbia River, Colorado River, Rio Grande, St. Lawrence River, Atlantic Ocean, Pacific Ocean, and Gulf of Mexico;
- d. recognize key geographic features on maps, diagrams, and/or photographs.

Social Studies Essential Standards Skill Builder Resources	
<p>Historical Method/Investigation & Inquiry:</p> <ol style="list-style-type: none"> 1. Historical Thinking & Research – <i>Have students read first hand accounts of early settlements and the how the geography of the region impacted their survival techniques</i> 2. Multiple Perspectives – <i>Have students compare and contrast maps from different time periods to have a discussion on new information can change one’s perspective.</i> 3. Sources & Historic Record – <i>Have students compare and contrast maps of explorers to current maps of the same region today to evaluate accuracy of early exploration.</i> 	<p>Communication Skills:</p> <ol style="list-style-type: none"> 1. Using Visual Sources: Charts, Graphs, Photos, Maps & Art – <i>Using maps and photographs have students make predictions about the role of the major water features in the United States.</i> 2. Analytical Writing – <i>Have students complete a RAFT assignment related to a geographical region and how the regions features impact their lifestyles</i> 3. Critical Reading – <i>Have students read accounts of early explorers and assess the accuracy of their reports based on maps.</i> 4. Public Speaking and Presenting – <i>Have students choose one region or geographic feature and present important information related to the class.</i>

Content Vocabulary

Continents	Ocean	Geographic Features
------------	-------	---------------------

USI.2 The student will use maps, globes, photographs, pictures, or tables to:
 a. locate the seven continents and five oceans;

VDOE Essential Understandings	VDOE Essential Questions	VDOE Essential Knowledge
Continents are large land masses surrounded by water.	What are the seven continents? What are the five oceans?	<p>Continents North America South America Africa Asia Australia Antarctica Europe*</p> <p>Oceans Atlantic Ocean Pacific Ocean Arctic Ocean Indian Ocean Southern Ocean</p> <p>*Note: Europe is considered a continent even though it is not entirely surrounded by water. The land mass is frequently called Eurasia.</p>

USI.2 The student will use maps, globes, photographs, pictures, or tables to:

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

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

USI.2 The student will use maps, globes, photographs, pictures, or tables to
 c. recognize key geographic features on maps, diagrams, and/or photographs.

VDOE Essential Understandings	VDOE Essential Questions	VDOE Essential Knowledge
<p>The United States has access to numerous and varied bodies of water.</p> <p>Bodies of water support interaction among regions, form borders, and create links to other areas.</p>	<p>What are the major bodies of water in the United States?</p> <p>What are some ways bodies of water in the United States have supported interaction among regions and created links to other areas?</p>	<p>Major bodies of water Oceans: Atlantic, Pacific Rivers: Mississippi, Missouri, Ohio, Columbia, Colorado, Rio Grande, St. Lawrence River Lakes: Great Lakes Gulf: Gulf of Mexico</p> <p>Trade, transportation, exploration, and settlement The Atlantic, Pacific, and Gulf coasts of the United States have provided access to other parts of the world.</p> <p>The Atlantic Ocean served as the highway for explorers, early settlers, and later immigrants.</p> <p>The Ohio River was the gateway to the west.</p> <p>Inland port cities grew in the Midwest along the Great Lakes.</p> <p>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.</p> <p>The Columbia River was explored by Lewis and Clark.</p> <p>The Colorado River was explored by the Spanish.</p> <p>The Rio Grande forms the border with Mexico.</p> <p>The Pacific Ocean was an early exploration destination.</p> <p>The Gulf of Mexico provided the French and Spanish with exploration routes to Mexico and other parts of America.</p> <p>The St. Lawrence River forms part of the northeastern border with Canada and connects the Great Lakes to the Atlantic Ocean.</p>

USI.2 The student will use maps, globes, photographs, pictures, or tables to:		
d. recognize key geographic features on maps, diagrams, and/or photographs.		
VDOE Essential Understandings	VDOE Essential Questions	VDOE Essential Knowledge
<p>It is important to recognize key geographic features on maps, diagrams, and/or photographs.</p> <p>Landforms and water features set the stage for and influence the course of events in United States history.</p>	<p>What are some important categories of geographic features?</p> <p>What do these important geographic features look like when they appear on maps, globes, and diagrams?</p> <p>What do these important geographic features look like when they appear in pictures and photographs?</p> <p>Why are geographic features important in United States history?</p>	<p>Key geographic features</p> <p>Water-related</p> <ul style="list-style-type: none"> - Lakes - Rivers - Tributaries - Gulfs and bays <p>Land-related</p> <ul style="list-style-type: none"> - Mountains - Hills - Plains - Plateaus - Islands - Peninsulas <p>Geographic features are related to</p> <ul style="list-style-type: none"> • patterns of trade • the locations of cities and towns • the westward (frontier) movement • agricultural and fishing industries.

US History to 1865: The First Americans

Conceptual Lenses

Change and Continuity: Patterns of change and continuity are complex and shape the growth and development of societies.

- **Patterns & Relationships** – Students understand that patterns such as change and continuity or cause and effect occur across time and place

Systems: Civilizations are defined and shaped by numerous complex and interdependent systems.

- **Geographic Systems** – Students use geographic skills and a variety of sources to develop an understanding of how relationships between humans and their environment have changed over time

SOL

- USI.3 The student will demonstrate knowledge of how early cultures developed in North America by
- a. describing how archaeologists have recovered material evidence of ancient settlements, including Cactus Hill in Virginia.
 - b. locating where the American Indians lived, with emphasis on the Arctic (Inuit), Northwest (Kwakiutl), Plains (Lakota), Southwest (Pueblo), and Eastern Woodlands (Iroquois);
 - c. describing how the American Indians used the resources in their environment.

Social Studies Essential Standards Skill Builder Resources

Historical Method/Investigation & Inquiry:

1. Historical Thinking & Research - *Assign students or groups of students to design a poster or multimedia presentation on one Native American culture. Their presentation should cover geography/climate, food, clothing, shelter, religion, and present day issues.*
2. Multiple Perspectives - *Show the two video clips provided for the PBS film, "Native American Teens: Who We Are.. Following the film clips lead a discussion on stereotypes of Native Americans in society today. You can access the video clips at:
http://www.pbs.org/inthemix/shows/vid_nativeamericanteens.html*
3. Sources & Historic Record - *Have students complete the activity, "Culture Everywhere." This activity has students read a journal entry by John Lawson and complete a graphic organizer
<http://www.learnnc.org/lp/editions/intrigue/996>*

Communication Skills:

1. Using Visual Sources: Charts, Graphs, Photos, Maps & Art - *Have students analyze John White's images to make observations and inferences about the culture of Southeastern Native Americans. These images are also valuable for teaching perspective and bias based on John White's style. Recommended images include:*
 - a. *The manner of making their boats*
 - b. *Indians dancing around a circle of posts*
 - c. *Indian Village of Secoton*
 - d. *Indians Fishing*

You can access the photo analysis sheet at:
http://www.archives.gov/education/lessons/worksheets/photo_analysis_worksheet.pdf

You can access John White's images at:
http://www.virtualjamestown.org/images/white_debry_html/jamestown.html
2. Analytical Writing - *Ask students to write a "pen pal" letter in which they explain the culture of a Great Plains Native American writing to a Northwest Coast Native American, or from the perspective of a Northwest Coast Native American to a Great Plains Native American. Topics should include: Settlement pattern, geography climate, food, clothing, shelter, and religion.*
3. Critical Reading - *Have students read portions of the "Iroquois Constitution" and discuss its meaning with the students. A worksheet with discussion questions can be found at:
<http://www.rialto.k12.ca.us/rhs/planetwhited/History%20PDF/Iroquois.PDF>*
4. Public Speaking and Presenting - *Assign students or groups of students to design a poster or multimedia presentation on one Native American culture. Their presentation should cover geography/climate, food, clothing, shelter, religion, and present-day issues.*

Content Vocabulary	
Archaeology, artifact, culture, Cactus Hill	Natural Resource, Human Resource, Capital Resource
climate, weather, arctic, arid, desert, woodland, adapt (adaptation), irrigation, inhabit	Arctic (Inuit), Northwest (Kwakiutl), Plains (Lakota), Southwest (Pueblo), and Eastern Woodlands
European, American Indian	

USI.3 The student will demonstrate knowledge of how early cultures developed in North America by: a. describing how archaeologists have recovered material evidence of ancient settlements, including Cactus Hill in Virginia.		
VDOE Essential Understandings	VDOE Essential Questions	VDOE Essential Knowledge
<p>Archaeology is the recovery of material evidence remaining from the past.</p> <p>Archaeological discoveries of early Indian settlements have been made in southeastern Virginia.</p>	<p>Why is archaeology important?</p> <p>Where is one of the oldest archeological sites in the United States located?</p>	<p>Archaeologists study human behavior and cultures of the past through the recovery and analysis of artifacts.</p> <p>Scientists are not in agreement about when and how people first arrived in the Western Hemisphere.</p> <p>Cactus Hill is located on the Nottoway River in southeastern Virginia. Evidence that humans lived at Cactus Hill as early as 18,000 years ago makes it one of the oldest archaeological sites in North America.</p>

USI.3 The student will demonstrate knowledge of how early cultures developed in North America by:

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

VDOE Essential Understandings	VDOE Essential Questions	VDOE Essential Knowledge
<p>Prior to the arrival of Europeans, American Indians were dispersed across the different environments in North America.</p>	<p>In which areas did the American Indians live?</p> <p>Where do American Indians live today?</p>	<p>American Indians lived in all areas of North America.</p> <p>Inuit inhabited present-day Alaska and northern Canada. They lived in Arctic areas where the temperature is below freezing much of the year.</p> <p>Kwakiutl homeland includes the Pacific Northwest coast, characterized by a rainy, mild climate.</p> <p>Lakota people inhabited the interior of the United States, called the Great Plains, which is characterized by dry grasslands.</p> <p>Pueblo tribes inhabited the Southwest in present-day New Mexico and Arizona, where they lived in desert areas and areas bordering cliffs and mountains.</p> <p>Iroquois homeland includes northeast North America, called the Eastern Woodlands, which is heavily forested.</p> <p>Members of these tribes live in their homelands and in many other areas of North America today.</p>

USI.3 The student will demonstrate knowledge of how early cultures developed in North America by: c. describing how the American Indians used the resources in their environment.		
VDOE Essential Understandings	VDOE Essential Questions	VDOE Essential Knowledge
<p>Geography and climate affected how the various American Indian groups met their basic needs.</p> <p>Resources influenced what was produced and how it was produced.</p>	<p>How did geography and climate affect the way American Indian groups met their basic needs?</p> <p>How did American Indians use natural, human, and capital resources?</p>	<p>In the past, American Indians fished, hunted, and grew crops for food. They made clothing from animal skins and plants. They constructed shelters from resources found in their environment (e.g., sod, stones, animal skins, wood).</p> <p>Types of resources</p> <ul style="list-style-type: none"> • 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 <p>Natural resources The fish American Indians caught, wild animals they hunted, and crops they grew were examples of natural resources.</p> <p>Human resources People who fished, made clothing, and hunted animals were examples of human resources.</p> <p>Capital resources The canoes, bows, and spears American Indians made were examples of capital resources.</p>

US History to 1865: Age of Exploration

Conceptual Lenses

Change and Continuity: Patterns of change and continuity are complex and shape the growth and development of societies.

- **Conflict and Cooperation** – Students understand that individuals and societies choose cooperation or conflict, peace or war, isolation
- **Patterns & Relationships** – Students understand that patterns such as change and continuity or cause and effect occur across time and place

Systems: Civilizations are defined and shaped by numerous complex and interdependent systems.

- **Geographic Systems** – Students use geographic skills and a variety of sources to develop an understanding of how relationships between humans and their environment have changed over time

SOL

USI.4 The student will demonstrate knowledge of European explorations in North America and West Africa by:

- a. describing the motivations for, obstacles to, and accomplishments of the Spanish, French, Portuguese, and English explorations.
- b. describing cultural and economic interactions between Europeans and American Indians that led to cooperation and conflict, with emphasis on the American Indian concept of land.
- c. identifying the location and describing the characteristics of West African societies (Ghana, Mali, and Songhai) and their interactions with traders.

Social Studies Essential Standards Skill Builder Resources

Social Studies Essential Standards Skill Builder Resources	
<p>Historical Method/Investigation & Inquiry:</p> <ol style="list-style-type: none"> 1. Historical Thinking & Research - <i>Have students research and create a "Great Exchange Dinner Menu." The menu should include menu items whose recipes contain foods from the New World and Old World.</i> 2. Multiple Perspectives - <i>Using the activity, "Age of Exploration or Invasion?" have students evaluate why the Age of Exploration can also be considered an Age of Invasion depending on perspective. The lesson plan and materials can be accessed at: http://questgarden.com/101/84/2/100420165119/index.htm</i> 3. Sources & Historic Record - <i>Using all or part of the activity, "Mapping the Past" have students analyze and compare world maps from the medieval period, age of exploration, and/or the period of New World discoveries. The activity and links to historic maps are available at: http://edsitement.neh.gov/lesson-plan/mapping-past#sect-thebasics</i> 	<p>Communication Skills:</p> <ol style="list-style-type: none"> 1. Using Visual Sources: Charts, Graphs, Photos, Maps & Art - <i>Have students analyze Samuel de Champlain's 16?? And take notes on their observations, inferences, and questions. Once they have done this have them write a paragraph that answers this question: "What does this map tell us about Samuel de Champlain and French settlement in Canada in the 17th century?"</i> 2. Analytical Writing - <i>Have students complete an explorer RAFT based on the following criteria:</i> <ol style="list-style-type: none"> a. Role (Explorer Name) b. Audience (Sponsor of their Journey) c. Format – Letter d. Topic – Description of his voyages to the New World 3. Critical Reading -<i>Read together Columbus's journal and highlight important parts. Fill out a " mindlook" with the thoughts/feelings of Christopher Columbus. You can access excerpts of Columbus' journal here: http://www.fordham.edu/halsall/source/columbus1.asp</i> 4. Public Speaking and Presenting - <i>Have students research the life and experiences of an explorer and create a storyboard. The storyboard should include information:</i> <ol style="list-style-type: none"> a. Country & Motivation b. Expedition Anecdotes c. Claims in North America d. Relationship with Native Americans

Content Vocabulary	
Europe, North America, France, England, Spain, Portugal	Empire, cooperation, competition, conflict, disease, trade
Motivation, Economic (gold), religious (God, Christianity), competition (glory), Obstacle	Ghana, Mali, Songhai, West Africa, Sahara Desert, Niger River
Spain: <ul style="list-style-type: none"> - Francisco Coronado - Southwest France: <ul style="list-style-type: none"> - Samuel de Champlain - Quebec, - Robert La Salle - Mississippi River Valley 	England: <ul style="list-style-type: none"> - John Cabot Portugal: <ul style="list-style-type: none"> - West Africa

USI.4 The student will demonstrate knowledge of European explorations in North America and West Africa by:		
a. describing the motivations for, obstacles to, and accomplishments of the Spanish, French, Portuguese, and English explorations.		
VDOE Essential Understandings	VDOE Essential Questions	VDOE Essential Knowledge
Major European countries were in competition to extend their power into North America and claim the land as their own.	<p>Why did European countries compete for power in North America?</p> <p>What were the obstacles faced by the explorers?</p> <p>What were the accomplishments of the explorations?</p> <p>What regions of North America were explored and settled by France, England, and Spain?</p> <p>What regions were explored by Portugal?</p>	<p>Motivations for the explorations Economic—Gold, natural resources, and trade Religious—Spread Christianity Competitions for empire and belief in superiority of own culture</p> <p>Obstacles to the explorations Poor maps and navigational tools Disease and starvation Fear of the unknown Lack of adequate supplies</p> <p>Accomplishments of the explorations Exchanged goods and ideas Improved navigational tools and ships Claimed territories (see countries below)</p> <p>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.</p> <p>Regions explored by Portugal The Portuguese made voyages of discovery along the coast of West Africa.</p>

USI.4 The student will demonstrate knowledge of European explorations in North America and West Africa by:		
b. describing cultural and economic interactions between Europeans and American Indians that led to cooperation and conflict, with emphasis on the American Indian concept of land.		
VDOE Essential Understandings	VDOE Essential Questions	VDOE Essential Knowledge
The interactions between American Indians and Europeans sometimes led to cooperation and other times resulted in conflict.	How did the American Indians and Europeans interact with each other?	<p>Cultural interaction</p> <p>Spanish</p> <ul style="list-style-type: none"> - Conquered and enslaved American Indians - Brought Christianity to the New World - Brought European diseases to American Indians <p>French</p> <ul style="list-style-type: none"> - Established trading posts - Spread Christian religion <p>English</p> <ul style="list-style-type: none"> - Established settlements and claimed ownership of land - Learned farming techniques from American Indians - Traded with American Indians <p>American Indians</p> <ul style="list-style-type: none"> - Taught farming techniques to European settlers - Believed that land was to be used and shared but not owned <p>Areas of cooperation in economic interactions</p> <ul style="list-style-type: none"> - Europeans brought weapons and metal farm tools. - Trade - Crops <p>Areas of conflict</p> <ul style="list-style-type: none"> - Land - Competition for trade - Differences in cultures - Diseases - Language differences

USI.4 The student will demonstrate knowledge of European explorations in North America and West Africa by:		
c. identifying the location and describing the characteristics of West African societies (Ghana, Mali, and Songhai) and their interactions with traders.		
VDOE Essential Understandings	VDOE Essential Questions	VDOE Essential Knowledge
<p>Ghana, Mali, and Songhai each dominated West Africa in sequence from 300 to 1600 A.D.</p> <p>African people and African goods played an important role in European interest in world resources.</p>	<p>What was the importance of Ghana, Mali, and Songhai?</p> <p>Where were the empires of Ghana, Mali, and Songhai located?</p> <p>When did the empires of Ghana, Mali, and Songhai exist in Africa?</p> <p>How did West African empires impact European trade?</p>	<p>Ghana, Mali, and Songhai dominated West Africa one after another from 300 to 1600 A.D.</p> <p>Ghana, Mali, and Songhai were located in the western region of Africa, south of the Sahara Desert, near the Niger River.</p> <p>Ghana, Mali, and Songhai became powerful by controlling trade in West Africa.</p> <p>The Portuguese carried goods from Europe to West African empires, trading metals, cloth, and other manufactured goods for gold.</p>

DRAFT

US History to 1865: Settlement and Colonization

Conceptual Lenses

Change and Continuity: Patterns of change and continuity are complex and shape the growth and development of societies.

- **Choice and Consequence** – Students understand that individuals, groups, and societies make choices which have direct and indirect consequences
- **Patterns & Relationships** – Students understand that patterns such as change and continuity or cause and effect occur across time and place

Systems: Civilizations are defined and shaped by numerous complex and interdependent systems.

- **Geographic Systems** – Students use geographic skills and a variety of sources to develop an understanding of how relationships between humans and their environment have changed over time
- **Economic Systems** – Students recognize that people make choices based on the availability of human, natural and capital resources and understand that individuals make economic choices within a larger economic system
- **Social Systems-** Students understand that ideological, cultural, and institutional forces shape individual identity

SOL

- USI.5 The student will demonstrate knowledge of the factors that shaped colonial America by
- a. describing the religious and economic events and conditions that led to the colonization of America.
 - b. describing life in the New England, Mid-Atlantic, and Southern colonies, with emphasis on how people interacted with their environment to produce goods and services, including examples of specialization and interdependence.
 - c. describing colonial life in America from the perspectives of large landowners, farmers, artisans, women, free African Americans, indentured servants, and enslaved African Americans.
 - d. identifying the political and economic relationships between the colonies and Great Britain.

Social Studies Essential Standards Skill Builder Resources

Historical Method/Investigation & Inquiry:

1. Historical Thinking & Research - *Have students research, design, and create a two-sided advertisement for one of the 13 colonies or one of the colonial regions. The front side of the advertisement should be an advertisement poster. On the back side should be classified ads for jobs, land for sale/grants, etc.*
2. Multiple Perspectives - *Use the lesson plan, "The Slave Trade: Africa" to teach students about the slave trade from the perspective of the African coast. The lesson plan and materials can be accessed at: <http://www.handsonhistorylibrary.org/library.aspx>*
3. Sources & Historic Record - *Have the students complete the case study "Why Did the British Become Empire Builders in North America?" This activity has students analyze 9 primary documents to better grasp the depth and breadth of Britain's involvement in North America beyond the 13 mainland colonies. Each source contains guiding questions and focus areas. Activity and sources are available at: <http://www.nationalarchives.gov.uk/education/empire/g1/cs1/default.htm>*

Communication Skills:

1. Using Visual Sources: Charts, Graphs, Photos, Maps & Art - *Have students use the National Archives Map Analysis worksheet to study the map, "A Map Describing the Situation of the Several Nations of Indians between South Carolina and the Mississippi River". (In Archer Butler Hulbert, The Crown Collection of Photographs of American Maps (Washington, 1873), series 3, volume 1, plates 7-8. Newberry Library call number: Ayer 136 H91 1914, vol. 1.)*
 - a. *The map can be accessed and printed at: http://publications.newberry.org/k12maps/module_02/images/catawba_core.pdf*
 - b. *The National Archives worksheet can be accessed and printed at: http://www.archives.gov/education/lessons/worksheets/map_analysis_worksheet.pdf*
 - c. *A complete lesson plan using the map can be found at: http://publications.newberry.org/k12maps/module_02/6-8.html*
2. Analytical Writing - *Using the map, "British Map of North America published in 1757" have students answer the question, "Why did the British become Empire Builders in North America?" or "Why did Britain establish colonies in North America?" Support your opinions using evidence from the map.*
3. Critical Reading - *Have student's read George Washington's survey, "Land Survey for Daniel Osborne, Frederick County, Virginia, March 30, 1752" and respond to prepared guiding questions. The survey and guiding questions can be accessed at: <http://www.georgewashington.si.edu/kids/activity4.html>*
4. Public Speaking and Presenting - *Which of the colonial regions was most important to the development of early North America? Have student pairs present each colony and argue for its importance. Allow student audience members to ask questions and vote on a colony's significance.*

Content Vocabulary	
Colony, Roanoke Island, Jamestown, Plymouth, Separatists, Religious Persecution, Great Britain, Colonist, Colonial Governor, Colonial Legislature	New England (MA, RI, CT, NH), Town Meetings, Boston Harbor, Religious Freedom, Religious Toleration, skilled craftsmen, fishing, naval supplies, shipbuilding, shopkeepers, town meetings
Massachusetts Bay Colony, Puritans Pennsylvania, Quakers Georgia, Debtors	Mid-Atlantic (NY, PA, NJ, DE) livestock, grains, diverse lifestyles, diverse religions, market towns
Resources (natural, capital, human) Specialization, interdependence	Southern (MD, VA, NC, SC, GA), plantation, slavery, tobacco, rice, cotton, indigo, agriculture, slavery, Church of England, counties
Large Landowner, Farmer, Artisan, Women,	Indentured Servant, Enslaved African American, Free African American

USI.5 The student will demonstrate knowledge of the factors that shaped colonial America by: a. describing the religious and economic events and conditions that led to the colonization of America.		
VDOE Essential Understandings	VDOE Essential Questions	VDOE Essential Knowledge
Colonies in North America were established for religious and economic reasons.	Why did Europeans establish colonies in North America?	<p>Colonies and the reasons they were established</p> <p>Roanoke Island (Lost Colony) was established as an economic venture.</p> <p>Jamestown Settlement, the first permanent English settlement in North America (1607), was an economic venture by the Virginia Company.</p> <p>Plymouth Colony was settled by separatists from the Church of England who wanted to avoid religious persecution.</p> <p>Massachusetts Bay Colony was settled by the Puritans to avoid religious persecution.</p> <p>Pennsylvania was settled by the Quakers, who wanted freedom to practice their faith without interference.</p> <p>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.</p>

USI.5 The student will demonstrate knowledge of the factors that shaped colonial America by:		
b. describing life in the New England, Mid-Atlantic, and Southern colonies, with emphasis on how people interacted with their environment to produce goods and services, including examples of specialization and interdependence.		
VDOE Essential Understandings	VDOE Essential Questions	VDOE Essential Knowledge
<p>Life in the colonies was shaped by the geographical features of the settlements.</p> <p>Economic specialization and interdependence existed among the colonies in the production of goods and services.</p>	<p>How did climate, geographic features, and other available resources distinguish the three regions from each other?</p> <p>How did people use the natural resources of their region to earn a living?</p> <p>What are the benefits of specialization and trade?</p> <p>How did political and social life evolve in each of the three regions?</p>	<p>Terms to know</p> <p>resources: natural, capital, or human</p> <p>specialization: Focusing on one or a few products</p> <p>interdependence: Two or more people depending on each other for goods and services</p> <p>Specialization caused the colonies to be interdependent.</p> <p>(See chart below.)</p>

DRAFT

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

USI.5 The student will demonstrate knowledge of the factors that shaped colonial America by:		
c. describing colonial life in America from the perspectives of large landowners, farmers, artisans, women, free African Americans, indentured servants, and enslaved African Americans.		
VDOE Essential Understandings	VDOE Essential Questions	VDOE Essential Knowledge
The colonies were made up of different groups of people whose lives varied greatly depending on their social position.	How did people’s lives vary among different social groups in colonial America?	<p>Large landowners Lived predominately in the South Relied on indentured servants and/or enslaved African Americans for labor Were educated in some cases Had rich social culture</p> <p>Farmers Worked the land according to the region Relied on family members for labor</p> <p>Artisans Worked as craftsmen in towns and on plantations Lived in small villages and cities</p> <p>Women Worked as caretakers, house-workers, and homemakers Were not allowed to vote Had few opportunities for getting an education</p> <p>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</p> <p>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</p> <p>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 without any rights. Were often born into slavery (Children of enslaved African Americans were born into slavery.)</p>

USI.5 The student will demonstrate knowledge of the factors that shaped colonial America by: d. identifying the political and economic relationships between the colonies and Great Britain.		
VDOE Essential Understandings	VDOE Essential Questions	VDOE Essential Knowledge
<p>Great Britain established and attempted to maintain control over the colonies.</p> <p>England became Great Britain in the early 1700s.</p>	<p>How did Great Britain impose political and economic control over the colonies?</p>	<p>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.</p> <p>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.</p>

DRAFT

US History to 1865: The Road to War and the American Revolution

Conceptual Lenses

Change and Continuity: Patterns of change and continuity are complex and shape the growth and development of societies.

- **Conflict and Cooperation** – Students understand that individuals and societies choose cooperation or conflict, peace or war, isolation
- **Choice and Consequence** – Students understand that individuals, groups, and societies make choices which have direct and indirect consequences

Systems: Civilizations are defined and shaped by numerous complex and interdependent systems.

- **Political Systems** – Students understand that the interplay among ideas, values, power, and leadership shape political systems and the rights they provide citizens
- **Social Systems-** Students understand that ideological, cultural, and institutional forces shape individual identity

SOL

USI.6 The student will demonstrate knowledge of the causes and results of the American Revolution by

- a. identifying the issues of dissatisfaction that led to the American Revolution.
- b. identifying how political ideas shaped the revolutionary movement in America and led to the Declaration of Independence
- c. describing key events and the roles of key individuals in the American Revolution, with emphasis on George Washington, Benjamin Franklin, Thomas Jefferson, and Patrick Henry.
- d. explaining reasons why the colonies were able to defeat Great Britain.

Social Studies Essential Standards Skill Builder Resources

Historical Method/Investigation & Inquiry:

1. Historical Thinking & Research - *Have students research and create a story board about key events/causes of the American Revolution. Topics should include: Proclamation of 1763, Stamp Act, Boston Massacre, Boston Tea Party, First Continental Congress, Battle of Lexington and Concord.*
2. Multiple Perspectives - *Have students join the jury of the Boston Massacre trial by completing the Net Simulation, "Boston Massacre, 1770." You can access the simulation at:*
<https://www.classzone.com/books/cas05/act/bosmas/index.html>
3. Sources & Historic Record - *Using the Lesson Plan, "Lexington and Concord: A Legacy of Conflict have students explore a collection of primary sources to consider the battle through the eyes of patriots and loyalist. The full lesson plan and primary sources can be accessed at:*
<http://www.nps.gov/mima/forteachers/upload/Minute%20Man%20Lesson%20Plan.pdf>

Communication Skills:

1. Using Visual Sources: Charts, Graphs, Photos, Maps & Art - *Have students analyze the political cartoon, "The Bostonian's Paying the Excise-Man, or Tarring & Feathering. The image and guiding questions are available on pages 21 and 22 of the lesson plan, "Trouble in Boston".*
<http://www.huntington.org/uploadedFiles/Files/PDFs/LHHTroubleBoston.pdf>
2. Analytical Writing - *Have students assume the role of either a member of the British Parliament or the Sons of Liberty and write a persuasive letter to the editor of an eighteenth century newspaper stating their views on the Boston Tea Party and the Coercive Acts. Select several students who have written letters from opposing viewpoints and have them read their letters to the class.*
3. Critical Reading - *Have students read Benjamin Franklin's testimony to Parliament against the Stamp Act and respond to prepared questions. A transcript of Franklin's testimony is available at:*
http://wps.prenhall.com/wps/media/objects/171/175199/06_stamp.HTM
A question frame tailored to the testimony can be downloaded at:
<http://www.handsonhistorylibrary.org/Documents/Day%203%20%20Benjamin%20Franklin%20Testimony%20Questions.pdf>
4. Public Speaking and Presenting - *Assign groups of students to research, design, and present a RAFT that has them take on the role of patrons in a tavern discussing a key event/cause of the American Revolution.*
 - a. **ROLE:** TAVERN PATRONS
 - b. **AUDIENCE:** CLASSMATES
 - c. **FORMAT:** SKIT
 - d. **TOPIC:** Proclamation of 1763, Stamp Act, Boston Massacre, Boston Tea Party, First Continental Congress, or Battle of Lexington and Concord (Assign one per group)

Content Vocabulary

<p>French and Indian War Stamp Act Taxation without Representation Proclamation of 1763 Parliament, France (Alliance), boycott Sons of Liberty Patriots and Loyalists King George III Lord Cornwallis George Washington Paul Revere</p>	<p>Declaration of Independence (July 4, 1776), unalienable rights (life, liberty, the pursuit of happiness) Boston Massacre Boston Tea Party First Continental Congress Battles of Lexington and Concord Battle of Saratoga, Surrender at Yorktown Treaty of Paris (1783) John Adams Thomas Jefferson Patrick Henry Samuel Adams</p>
---	--

USI.6 The student will demonstrate knowledge of the causes and results of the American Revolution by		
a. identifying the issues of dissatisfaction that led to the American Revolution.		
VDOE Essential Understandings	VDOE Essential Questions	VDOE Essential Knowledge
<p>As Great Britain expanded control over the American colonies, many colonists became dissatisfied and rebellious.</p>	<p>What steps did Great Britain take to increase control over its colonies?</p> <p>Why did many colonists become dissatisfied with Great Britain's control over the colonies?</p>	<p>Great Britain's reasons for controlling the colonies Great Britain desired to remain a world power.</p> <p>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.</p> <p>Great Britain imposed taxes, such as the Stamp Act, to raise necessary revenue to pay the cost of the French and Indian War.</p> <p>Great Britain's reasons for taxation</p> <ul style="list-style-type: none"> - To help finance the French and Indian War - To help finance the maintenance of British troops in the colonies <p>Sources of colonial dissatisfaction</p> <ul style="list-style-type: none"> - The colonies had no representation in Parliament. - Some colonists resented the power of the colonial governors. - Great Britain wanted strict control over colonial legislatures. - The colonies opposed the British taxes. - The Proclamation of 1763, which followed the French and Indian War, restricted the western movement of settlers.

USI.6 The student will demonstrate knowledge of the causes and results of the American Revolution by		
b. identifying how political ideas shaped the revolutionary movement in America and led to the Declaration of Independence		
VDOE Essential Understandings	VDOE Essential Questions	VDOE Essential Knowledge
<p>New political ideas led to a desire for independence and a democratic government in the American colonies.</p> <p>The Declaration of Independence proclaimed independence from Great Britain. It stated that people have natural (inherent) rights to life, liberty, and the pursuit of happiness.</p>	<p>What ideas and/or philosophies about government were expressed in the Declaration of Independence?</p>	<p>Key philosophies in the Declaration of Independence were based upon ideas first expressed by European philosophers.</p> <p>Key philosophies in the Declaration of Independence</p> <ul style="list-style-type: none"> – People have “certain unalienable rights” (rights that cannot be taken away)—to life, liberty, the pursuit of happiness. – People establish government to protect those rights. – Government derives power from the people. – People have a right and a duty to change a government that violates their rights.

DRAFT

USI.6 The student will demonstrate knowledge of the causes and results of the American Revolution by		
c. describing key events and the roles of key individuals in the American Revolution, with emphasis on George Washington, Benjamin Franklin, Thomas Jefferson, and Patrick Henry.		
VDOE Essential Understandings	VDOE Essential Questions	VDOE Essential Knowledge
<p>Many individuals played important roles in shaping events of the American Revolution.</p>	<p>Who were some of the key individuals in the Revolutionary War?</p> <p>What role did key individuals play in the Revolutionary War?</p> <p>What were some of the key events that occurred during the Revolutionary War period?</p>	<p>Key individuals</p> <ul style="list-style-type: none"> – King George III: British king during the Revolutionary era – Lord Cornwallis: British general who surrendered at Yorktown – John Adams: Championed the cause of independence – George Washington: Commander of the Continental Army – Thomas Jefferson: Major author of the Declaration of Independence – Patrick Henry: Outspoken member of the House of Burgesses; inspired colonial patriotism with his “Give me liberty or give me death” speech – Benjamin Franklin: Prominent member of the Continental Congress; helped frame the Declaration of Independence; helped gain French support for American independence <p>Other important individuals</p> <ul style="list-style-type: none"> – 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 <p>Key events</p> <ul style="list-style-type: none"> – Boston Massacre: Colonists in Boston were shot after taunting British soldiers. – Boston Tea Party: Samuel Adams and Paul Revere led patriots in throwing tea into Boston Harbor to protest tea taxes. – First Continental Congress: Delegates from all colonies except Georgia met to discuss problems with Great Britain and to promote independence. – Battles at Lexington and Concord: The first armed conflicts of the Revolutionary War – 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. – 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.

USI.6 The student will demonstrate knowledge of the causes and results of the American Revolution by		
d. explaining reasons why the colonies were able to defeat Great Britain.		
VDOE Essential Understandings	VDOE Essential Questions	VDOE Essential Knowledge
Defense of the colonists' own land, strong beliefs, and capable leadership contributed to the American victory in the Revolutionary War.	What advantages helped the American colonists win the Revolutionary War?	Colonial advantages <ul style="list-style-type: none"> - Some colonists' defense of their own land, principles, and beliefs - Additional support from France - Strong leadership

DRAFT

US History to 1865: A New Nation and the Early Republic

Conceptual Lenses

Change and Continuity: Patterns of change and continuity are complex and shape the growth and development of societies.

- **Conflict and Cooperation** – Students understand that individuals and societies choose cooperation or conflict, peace or war, isolation
- **Choice and Consequence** – Students understand that individuals, groups, and societies make choices which have direct and indirect consequences

Systems: Civilizations are defined and shaped by numerous complex and interdependent systems.

- **Political Systems** – Students understand that the interplay among ideas, values, power, and leadership shape political systems and the rights they provide citizens

SOLs

USI.7 The student will demonstrate knowledge of the challenges faced by the new nation by:

- a. identifying the weaknesses of the government established by the Articles of Confederation.
- 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.

Social Studies Essential Standards Skill Builder Resources

Historical Method/Investigation & Inquiry:

1. Historical Thinking & Research - *Conduct a mock Constitutional Convention in your class. Task students with role playing one of the delegates to the Convention and assume the personality and interests of that delegate. Each student should research who their delegate was and how they felt about: representation, branches of government, and how enslaved African should be counted as part of the population. One free lesson plan describing how to run this lesson is available at: www.tahg.mercyhurst.edu/resources/LessonPlans/Amendola.1.doc*
2. Multiple Perspectives - *Have students write a letter to George Washington, President of the Constitutional Convention from the viewpoint of a woman, American Indian, enslaved African, or a poor free man. The letter should address matters that they each group might have considered important that was not being dealt with by the Constitutional Convention.*
3. Sources & Historic Record - *Have the students complete the activity, "We the People" from the National Archives DocsTeach program. This lesson has students compare and contrast the initial draft of the Preamble to the Constitution and the final version that was sent forth by the Committee of Style. The activity is available at: <http://docsteach.org/activities/68>. If easier, simply print off a copy of the draft preamble and have students use the adopted preamble from their textbook.*

Communication Skills:

1. Using Visual Sources: Charts, Graphs, Photos, Maps & Art - *As a class or individually have students analyze the 7791 U.S. Treasury document to calculate Senators' rate of pay and the amount they were given per mile. This activity can be found at the following link: <http://docsteach.org/activities/2061>*
2. Analytical Writing- *Choose one amendment or one freedom from the Bill of Rights and write why it is important to you. Provide at least one example of how it affects your life and what your life would be like without it.*
3. Critical Reading - *Using a T-chart have the students compare and contrast the Articles of Confederation and the US Constitution by having them read excerpts of each document. The excerpts should demonstrate to students how each document dealt with*:*
 - a. Taxes
 - b. Term Limits and Members of Congress
 - c. How each document dealt with making amendments
 - d. Note: You may add more differences if you'd like.
 - e. Documents can be accessed at:
 - i. Articles of Confederation: http://avalon.law.yale.edu/18th_century/artconf.asp
 - ii. The US Constitution: http://avalon.law.yale.edu/18th_century/usconst.asp
4. Public Speaking and Presenting - *Have students research, create and present a PPT presentation on the first five presidents of the United States. Each slide should include:*
 - a. A primary source relevant to each presidency (properly cited)
 - b. 2-3 key points (sentences) about each president's term in office.
 - c. Note: One outcome of this activity should be helping students better understand how to make good PPT presentations that contain a good balance of text and images.

Content Vocabulary		
Articles of Confederation Constitutional Convention The Constitution Philadelphia George Washington Federal System Republic Democracy Legislative Branch (Congress) Executive Branch (the President) Judicial Branch (The Supreme Court)	Ratify The Bill of Rights The Virginia Declaration of Rights - George Mason The Virginia Statute for Religious Freedom - Thomas Jefferson Washington, DC John Adams Thomas Jefferson James Madison James Monroe Benjamin Banneker	Two-Party System Louisiana Purchase Lewis and Clark Northeast Passge War of 1812 Monroe Doctrine

USI.7 The student will demonstrate knowledge of the challenges faced by the new nation by: a. identifying the weaknesses of the government established by the Articles of Confederation.		
VDOE Essential Understandings	VDOE Essential Questions	VDOE Essential Knowledge
The Articles of Confederation was a constitution written during the American Revolution to establish the powers of the new national government.	What were the basic weaknesses of the Articles of Confederation?	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

USI.7 The student will demonstrate knowledge of the challenges faced by the new nation by

b. describing the historical development of the Constitution of the United States.		
VDOE Essential Understandings	VDOE Essential Questions	VDOE Essential Knowledge
<p>The development of the Constitution of the United States was significant to the foundation of the American republic.</p> <p>The Constitution of the United States of America established a federal system of government based on power being shared between the national and state governments.</p>	<p>What events led to the development of the Constitution of the United States?</p> <p>What people helped develop the Constitution of the United States?</p>	<p>Confederation to Constitution Weaknesses in the Articles of Confederation led to the effort to draft a new constitution.</p> <p>The Constitutional Convention State delegates met in Philadelphia and decided not to revise the Articles of Confederation but to write a new constitution.</p> <p>George Washington was elected president of the Constitutional Convention.</p> <p>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.</p> <p>The structure of the new national government included three separate branches of government:</p> <ul style="list-style-type: none"> – Legislative – Executive – Judicial <p>The Great Compromise decided how many votes each state would have in the Senate and the House of Representatives.</p> <p>The Constitution was signed at the end of the convention.</p> <p>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.</p> <p>The Bill of Rights Based on the Virginia Declaration of Rights (George Mason) and the Virginia Statute for Religious Freedom (Thomas Jefferson)</p> <p>These first ten amendments to the Constitution provide a written guarantee of individual rights (e.g., freedom of speech, freedom of religion).</p>

USI.7 The student will demonstrate knowledge of the challenges faced by the new nation by:

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

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

US History to 1865: Westward Expansion and Road to Civil War

Conceptual Lenses

Change and Continuity: Patterns of change and continuity are complex and shape the growth and development of societies.

- **Conflict and Cooperation** – Students understand that individuals and societies choose cooperation or conflict, peace or war, isolation
- **Choice and Consequence** – Students understand that individuals, groups, and societies make choices which have direct and indirect consequences
- **Innovation and Change** – Students understand that innovation shapes the growth and development of regions, governments, and societies

Systems: Civilizations are defined and shaped by numerous complex and interdependent systems.

- **Economic Systems** – Students recognize that people make choices based on the availability of human, natural and capital resources and understand that individuals make economic choices within a larger economic system
- **Social Systems-** Students understand that ideological, cultural, and institutional forces shape individual identity

SOL

USI.8 The student will demonstrate knowledge of westward expansion and reform in America from 1801 to 1861 by:

- a) describing territorial expansion and how it affected the political map of the United States, with emphasis on the Louisiana Purchase, the Lewis and Clark expedition, and the acquisitions of Florida, Texas, Oregon, and California.
- b) identifying the geographic and economic factors that influenced the westward movement of settlers.
- c) describing the impact of inventions, including the cotton gin, the reaper, the steamboat, and the steam locomotive, on life in America.
- d) identifying the main ideas of the abolitionist and women's suffrage movements.

USI.9 The student will demonstrate knowledge of the causes, major events, and effects of the Civil War by:

- a. describing the cultural, economic, and constitutional issues that divided the nation.
- b. explaining how the issues of states' rights and slavery increased sectional tensions.

Social Studies Essential Standards Skill Builder Resources

Historical Method/Investigation & Inquiry:

1. Historical Thinking & Research - *Have students research, design, and create a timeline presentation that illustrates the causes of the American Civil War. Key events/individuals should include: Louisiana Purchase (and/or other territorial acquisitions), Missouri Compromise, Compromise of 1850, Fugitive Slave Law, Harriet Tubman (Underground Railroad), Kansas-Nebraska Act, and Election of 1860.*
2. Multiple Perspectives - *New York Post editor John O'Sullivan wrote in 1845, "It is our manifest destiny to overspread and to possess the whole of the Continent which Providence has given us." What do you think O'Sullivan meant by the words "manifest destiny"? How do you think these words would have made a settler feel? How do you think they would have made Native American feel?*
3. Sources & Historic Record - *Use the lesson plan "Singing West" to utilize folk songs to teach students about the experiences of marginalized groups that settled in the American West. The groups covered in the lesson plan include: African American, Cherokee, Chinese, Irish, and Mormon.*

Communication Skills:

1. Using Visual Sources: Charts, Graphs, Photos, Maps & Art - *Have students analyze John Gast's image American Progress using the Library of Congress' graphic organizer.*
 - a. *You can access Gast's image at:*
<http://picturinghistory.gc.cuny.edu/images/gast-hires.png>
 - b. *You can access the graphic organizer at:*
http://www.loc.gov/teachers/usingprimarysources/resources/Primary_Source_Analysis_Tool.pdf
2. Analytical Writing - *On June 17th Republican lawyer Abraham Lincoln spoke to a state Republican convention in Springfield, Illinois. Here is part of his speech: "A house divided against itself cannot stand. I believe this government cannot endure, permanently halve slave and half free. I do not expect the Union to be dissolved; I do not expect the house to fail; but I do expect it will cease to be divided." What did Lincoln mean when he said, "A house divided cannot stand"? Do you agree? Describe your reasoning.*
3. Critical Reading - *Have students read and answer questions about Fanny Moore's oral history of growing up in slavery. You can access her story and guiding questions at:*
http://teacher.scholastic.com/activities/bhistory/underground_railroad/children.htm#slave-owners
4. Public Speaking and Presenting - *Have students complete the structured academic controversy, "Was John Brown a misguided fanatic?" Materials can be accessed at*
<http://sheg.stanford.edu/?q=node/29>

Content Vocabulary	
Louisiana Purchase, Lewis and Clark, Florida, Texas, Oregon, California, Mexico	California Gold Rush, canals (Erie Canal), Manifest Destiny, steamboat, overland trails (Santa Fe and Oregon), steam locomotive
Abolitionist, Harriet Tubman, William Lloyd Garrison (The Liberator), Frederick Douglas (the North Star) Suffrage, Isabella Sojourner Truth, Susan B. Anthony, Elizabeth Cady Stanton	Inventor, entrepreneur, cotton gin, Eli Whitney, Jo Anderson, Cyrus McCormick, reaper, Robert Fulton.
Slavery, Tariffs, States' Rights, Agricultural, Industrial	Missouri Compromise, Compromise of 1850, Fugitive Slave Law, Kansas-Nebraska Act, Election of 1860, Abraham Lincoln

USI.8 The student will demonstrate knowledge of westward expansion and reform in America from 1801 to 1861 by:		
a. describing territorial expansion and how it affected the political map of the United States, with emphasis on the Louisiana Purchase, the Lewis and Clark expedition, and the acquisitions of Florida, Texas, Oregon, and California.		
VDOE Essential Understandings	VDOE Essential Questions	VDOE Essential Knowledge
Between 1801 and 1861, exploration was encouraged as America underwent vast territorial expansion and settlement.	What new territories became part of the United States between 1801 and 1861?	New territories added to the United States after 1801 Louisiana Purchase <ul style="list-style-type: none"> - Jefferson bought land from France (the Louisiana Purchase), which doubled the size of the United States. - In the Lewis and Clark expedition, Meriwether Lewis and William Clark explored the Louisiana Purchase and the Oregon Territory from the Mississippi River to the Pacific Ocean. Florida <ul style="list-style-type: none"> - Spain gave Florida to the United States through a treaty. Texas <ul style="list-style-type: none"> - Texas was added to the United States after it became an independent republic. Oregon <ul style="list-style-type: none"> - The Oregon Territory was divided by the United States and Great Britain. California <ul style="list-style-type: none"> - War with Mexico resulted in California and the southwest territory becoming part of the United States.

USI.8 The student will demonstrate knowledge of westward expansion and reform in America from 1801 to 1861 by:		
b. identifying the geographic and economic factors that influenced the westward movement of settlers		
VDOE Essential Understandings	VDOE Essential Questions	VDOE Essential Knowledge
Westward migration was influenced by geography and economic opportunity.	What factors influenced westward migration?	<p>Geographic and economic factors that influenced westward movement</p> <ul style="list-style-type: none"> – Population growth in the eastern states – Availability of cheap, fertile land – Economic opportunity, e.g., gold (California Gold Rush), logging, farming, freedom (for runaway slaves) – Cheaper and faster transportation, e.g., rivers and canals (Erie Canal), steamboats – Knowledge of overland trails (Oregon and Santa Fe) – Belief in the right of “Manifest Destiny”—the idea that expansion was for the good of the country and was the right of the country

DRAFT

USI.8 The student will demonstrate knowledge of westward expansion and reform in America from 1801 to 1861 by:

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

VDOE Essential Understandings	VDOE Essential Questions	VDOE Essential Knowledge
<p>Prior to the Civil War, most industrialization in America was in the North; however, the equipment produced in the North had an impact on the farming society of the South.</p>	<p>How did inventions and entrepreneurs affect the lives of Americans?</p>	<p>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</p> <p>New technologies and their impact on society</p> <ul style="list-style-type: none"> – The cotton gin was invented by Eli Whitney. It increased the production of cotton and thus increased the need for slave labor to cultivate and pick the cotton. – Jo Anderson (an enslaved African American) and Cyrus McCormick worked to invent the reaper. McCormick was an entrepreneur who brought the reaper to market. The reaper increased the productivity of the American farmer. – The steamboat was improved by the entrepreneur Robert Fulton. It eventually provided faster river transportation connecting Southern plantations and farms to Northern industries and Western territories. – The steam locomotive provided faster land transportation.

USI.8 The student will demonstrate knowledge of westward expansion and reform in America from 1801 to 1861 by:		
d) identifying the main ideas of the abolitionist and women's suffrage movements.		
VDOE Essential Understandings	VDOE Essential Questions	VDOE Essential Knowledge
<p>The abolitionists worked to end slavery.</p> <p>The women's suffrage movement helped women gain equal rights.</p>	<p>What were the main ideas expressed by the abolitionists?</p> <p>What were the main ideas expressed during the women's suffrage movement?</p>	<p>Abolitionist movement Most abolitionists demanded immediate freeing of the slaves. Abolitionists believed that slavery was wrong.</p> <ul style="list-style-type: none"> - Morally wrong - Cruel and inhumane - A violation of the principles of democracy <p>Abolitionist leaders included both men and women.</p> <ul style="list-style-type: none"> - Harriet Tubman led hundreds of enslaved African Americans to freedom along the Underground Railroad. - William Lloyd Garrison wrote the <i>Liberator</i> newspaper and worked for the immediate emancipation of all enslaved African Americans. - Frederick Douglass wrote the <i>North Star</i> newspaper and worked for rights for African Americans and women to better their lives. <p>Women's suffrage movement Supporters declared that "All men and women are created equal." Supporters believed that women were deprived of basic rights:</p> <ul style="list-style-type: none"> - Denied the right to vote - Denied educational opportunities, especially higher education - Denied equal opportunities in business - Limited in the right to own property <p>The movement was led by strong women who began their campaign before the Civil War and continued after the war had ended.</p> <ul style="list-style-type: none"> - 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. <ul style="list-style-type: none"> • Elizabeth Cady Stanton played a leadership role in the women's rights movement.

USI.9 The student will demonstrate knowledge of the causes, major events, and effects of the Civil War by:		
a) describing the cultural, economic, and constitutional issues that divided the nation		
VDOE Essential Understandings	VDOE Essential Questions	VDOE Essential Knowledge
Cultural, economic, and constitutional differences between the North and the South eventually resulted in the Civil War.	How did cultural, economic, and constitutional issues create bitter divisions between the North and the South?	<p>Issues that divided the nation</p> <p>Slavery</p> <ul style="list-style-type: none"> 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. <p>Cultural issues</p> <ul style="list-style-type: none"> 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. <p>Economic issues</p> <ul style="list-style-type: none"> The North was a manufacturing region, and its people favored tariffs that protected factory owners and workers from foreign competition. The South was largely agricultural. Southerners opposed tariffs that would cause prices of manufactured goods to increase. Planters were also concerned that Great Britain might stop buying cotton from the South if tariffs were added. <p>Constitutional issues</p> <ul style="list-style-type: none"> A major conflict was states' rights versus strong central government.

USI.9 The student will demonstrate knowledge of the causes, major events, and effects of the Civil War by: b. explaining how the issues of states' rights and slavery increased sectional tensions		
VDOE Essential Understandings	VDOE Essential Questions	VDOE Essential Knowledge
<p>The South feared that the North would take control of Congress, and Southerners began to proclaim states' rights as a means of self-protection.</p> <p>The North believed that the nation was a union that could not be divided.</p> <p>While the Civil War did not begin as a war to abolish slavery, issues surrounding slavery deeply divided the nation.</p>	<p>How did the issues of states' rights and slavery increase sectional tension between the North and South?</p>	<p>Issues that divided the nation</p> <ul style="list-style-type: none"> - An important issue separating the country related to the power of the federal government. Southerners believed that they had the power to declare any national law illegal. Northerners believed that the national government's power was supreme over that of the states. - Southerners felt that the abolition of slavery would destroy their region's economy. Northerners believed that slavery should be abolished for moral reasons. <p>Compromises attempting to resolve differences</p> <ul style="list-style-type: none"> - 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. - Kansas-Nebraska Act: People in each state would decide the slavery issue ("popular sovereignty"). <p>Southern secession</p> <ul style="list-style-type: none"> - Following Lincoln's election, the southern states seceded from the Union. - Confederate forces attacked Fort Sumter in South Carolina, marking the beginning of the Civil War. - 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.

US History to 1865: The Civil War

Conceptual Lenses

Change and Continuity: Patterns of change and continuity are complex and shape the growth and development of societies.

- **Conflict and Cooperation** – Students understand that individuals and societies choose cooperation or conflict, peace or war, isolation
- **Choice and Consequence** – Students understand that individuals, groups, and societies make choices which have direct and indirect consequences

Systems: Civilizations are defined and shaped by numerous complex and interdependent systems.

- **Political Systems** – Students understand that the interplay among ideas, values, power, and leadership shape political systems and the rights they provide citizens

SOLs

USI.9 The student will demonstrate knowledge of the causes, major events, and effects of the Civil War by

- c) identifying on a map the states that seceded from the Union and those that remained in the Union;
- 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) using maps to explain critical developments in the war, including major battles;
- f) describing the effects of war from the perspectives of Union and Confederate soldiers (including African American soldiers), women, and enslaved African Americans.

Social Studies Essential Standards Skill Builder Resources

Historical Method/Investigation & Inquiry:

1. Historical Thinking & Research- *Have students research, design, and create an annotated timeline of the key events of the Civil War. Items on the timeline should include: Formation of the Confederate States of America, Fort Sumter, Battle of Manassas (Bull Run), Emancipation Proclamation, Battle of Vicksburg, Battle of Gettysburg, Gettysburg Address, Appomattox Court House*
2. Multiple Perspectives - *Use the lesson plan "The Emancipation Proclamation through Different Eyes" to have students consider and answer the question, "How did different segments of the American population view the Emancipation Proclamation?" The lesson plan and materials can be accessed at: <http://www.gilderlehrman.org/history-by-era/african-americans-and-emancipation/resources/emancipation-proclamation-through-differ>*
3. Sources & Historic Record - *Have students complete the activity, "What else was happening during the Civil War?" While completing this chronological sort students gain a better understanding about the many, seemingly unrelated, events that happened simultaneously during this time period, and that historical eras are not solely focused on one type of historical topic. The activity can be accessed at: <http://docsteach.org/activities/22>*

Communication Skills:

1. Using Visual Sources: Charts, Graphs, Photos, Maps & Art - *Have students complete the activity, "Civil War 3-D Photography" which is available from the Civil War Trust, In this activity students critically analyze a variety of images while responding to open-ended and focus questions. The lesson plan is accessible at: <http://www.civilwar.org/education/teachers/lesson-plans/civil-war-photography-as-a-primary-source/civil-war-photography.html>*
2. Analytical Writing - *Have students read Robert E. Lee's resignation letter to General Winfield Scott. After reading it have them respond to the following prompt: Write a brief essay describing your reaction to Lee's decision. In your essay explain your views about Lee's decision. Do you agree, disagree, or have mixed feelings about his decision? What would you have done if you had been Robert E. Lee? Why?*
3. Critical Reading - *As a class or individually read the Gettysburg Address. While reading the address ask students to consider and then respond to the following question. How does this speech make you feel? Tell whether or not you think it's a good speech and why? What do you think makes a good speech?*
4. Public Speaking and Presenting - *In pairs have students research, design, and create a 1-minute movie about the American Civil War. The movie should contain images, primary sources, narration, and appropriate background music.*

Content Vocabulary

Confederate States of America: Alabama, Arkansas, Florida, Georgia, Louisiana, Mississippi, North Carolina, Tennessee, Texas, Virginia	Abraham Lincoln, Jefferson Davis, Ulysses S. Grant, Robert E. Lee, Thomas "Stonewall" Jackson, Frederick Douglass
Border States (slave states) – Delaware, Maryland, Missouri, Kentucky	Clara Barton (American Red Cross), Discrimination, Segregation, Robert Smalls
Free States – California, New Hampshire, Connecticut, New Jersey, Illinois, New York, Indiana, Ohio, Iowa, Oregon, Kansas, Pennsylvania, Maine, Rhode Island, Massachusetts, Vermont, Michigan, West Virginia, Minnesota, Wisconsin	
Fort Sumter, Battle of Manassas (Bull Run), Emancipation Proclamation, Battle of Vicksburg, Battle of Gettysburg, Gettysburg Address, Appomattox Court House	Blockade, Savannah, Charleston, New Orleans, Richmond, Washington, D.C.

DRAFT

USI.9 The student will demonstrate knowledge of the causes, major events, and effects of the Civil War by: c) identifying on a map the states that seceded from the Union and those that remained in the Union;		
VDOE Essential Understandings	VDOE Essential Questions	VDOE Essential Knowledge
<p>Southern states that were dependent upon labor-intensive cash crops seceded from the Union. Northernmost slave states (border states) and free states stayed in the Union.</p>	<p>Which states seceded from the Union?</p> <p>Which four slave states stayed in the Union?</p> <p>Where were the other states that remained in the Union located?</p>	<p>States that seceded from the Union</p> <ul style="list-style-type: none"> • Alabama • Arkansas • Florida • Georgia • Louisiana • Mississippi • North Carolina • South Carolina • Tennessee • Texas • Virginia <p>States that remained in the Union</p> <ul style="list-style-type: none"> • Border states (slave states) <ul style="list-style-type: none"> - Delaware - Kentucky - Maryland - Missouri • Free states <ul style="list-style-type: none"> - 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 <p>*Note: Western counties of Virginia that refused to secede from the Union</p>

USI.9 The student will demonstrate knowledge of the causes, major events, and effects of the Civil War by: d) describing the roles of Abraham Lincoln, Jefferson Davis, Ulysses S. Grant, Robert E. Lee, Thomas "Stonewall" Jackson, and Frederick Douglass in events leading to and during the war;		
VDOE Essential Understandings	VDOE Essential Questions	VDOE Essential Knowledge
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>Who are considered leaders of the Civil War?</p> <p>How did Lincoln's view of the nature of the Union differ from Lee's?</p>	<p>Roles of Civil War leaders</p> <ul style="list-style-type: none"> • Abraham Lincoln <ul style="list-style-type: none"> – Was president of the United States – Opposed the spread of slavery – Issued the Emancipation Proclamation – Determined to preserve the Union, by force if necessary – Believed the United States was one 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 <ul style="list-style-type: none"> – Was president of the Confederate States of America • Ulysses S. Grant <ul style="list-style-type: none"> – Was general of the Union army that defeated Lee • Robert E. Lee <ul style="list-style-type: none"> – Was leader of the Army of Northern Virginia – Was offered command of the Union forces at the beginning of the war, but chose not to fight against Virginia – Opposed secession, but did not believe the Union should be held together by force – Urged Southerners to accept defeat at the end of the war and reunite as Americans when some wanted to fight on • Thomas "Stonewall" Jackson <ul style="list-style-type: none"> – Was a skilled Confederate general from Virginia • Frederick Douglass <ul style="list-style-type: none"> - Was an enslaved African American who escaped to the North and became an abolitionist

USI.9 The student will demonstrate knowledge of the causes, major events, and effects of the Civil War by e) using maps to explain critical developments in the war, including major battles;		
VDOE Essential Understandings	VDOE Essential Questions	VDOE Essential Knowledge
Location and topography were critical elements influencing important developments in the Civil War, including major battles.	<p>Where did critical events of the Civil War take place?</p> <p>Where were the major battles fought?</p> <p>What are the ways location and topography influence important developments in the war, including major battles?</p>	<p>Major battles and events</p> <ul style="list-style-type: none"> • The firing on Fort Sumter, S.C., began the war. • The first Battle of Manassas (Bull Run) 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 divided the South; the North controlled the Mississippi River. • The Battle of Gettysburg was the turning point of the war; the North repelled Lee’s invasion. • Lee’s surrender to Grant at Appomattox Court House in 1865 ended the war. <p>Influence of location and topography on critical developments in the war</p> <ul style="list-style-type: none"> • The Union blockade of southern ports (e.g., Savannah, Charleston, New Orleans) • Control of the Mississippi River (e.g., Vicksburg) • Battle locations influenced by the struggle to capture capital cities (e.g., Richmond; Washington, D.C.) • Control of the high ground (e.g., Gettysburg)

USI.9 The student will demonstrate knowledge of the causes, major events, and effects of the Civil War by: f) describing the effects of war from the perspectives of Union and Confederate soldiers (including African American soldiers), women, and enslaved African Americans		
VDOE Essential Understandings	VDOE Essential Questions	VDOE Essential Knowledge
<p>Life on the battlefield and on the home front was extremely harsh. Many soldiers died from disease and exposure.</p>	<p>What hardships were experienced during the Civil War?</p> <p>How did the Civil War change the lives of soldiers, women, and slaves?</p>	<p>General effects of the war</p> <ul style="list-style-type: none"> • Family members were often pitted against one another, as were friends against friends. • As the war went on, Southern troops became increasingly younger and more poorly equipped and clothed. • Much of the South was devastated at the end of the war (e.g., burning of Atlanta and Richmond). • Disease was a major killer. • Clara Barton, a Civil War nurse, created the American Red Cross. • Combat was brutal and often man-to-man. • Women were left to run businesses in the North and farms and plantations in the South. • The collapse of the Confederacy made Confederate money worthless. <p>Effects of the war on African Americans</p> <ul style="list-style-type: none"> • African Americans fought in the Union army. Some African Americans accompanied Confederate units in the field. • The Confederacy used enslaved African Americans as ship workers, laborers, cooks, and camp workers. • The Union moved to enlist African American sailors and soldiers during the war. • African American soldiers were paid less than white soldiers. • African American soldiers were discriminated against and served in segregated units under the command of white officers. • Robert Smalls, an African American sailor and later a Union naval captain, was highly honored for his feats of bravery and heroism. He became a Congressman after the war.