

Social Studies Curriculum

Grade 6: US History I

Social studies instruction incorporates the four strands of history, geography, civics, and economics. Students study American history from exploration to 1877. They learn about the beliefs, contributions, and achievements of significant individuals; they discover how diverse people, different cultures, government, conflict, and a desire for freedom and equality helped build a foundation for American ideals. Students also review for the U.S. History Standards of Learning test.

SS.USI

Standard 1

DEVELOP SKILLS FOR HISTORICAL AND GEOGRAPHICAL ANALYSIS

The student will develop skills for historical and geographical analysis.

State Notes:

The skills identified in standard SS.USI.1.a-h are cited in the "Essential Skills" column of each chart in the United States History to 1877 Curriculum Framework with the exception of "e" (evaluate and discuss issues orally and in writing). Students should have opportunities to practice speaking and writing, but these skills will not be assessed on the Standards of Learning test. All other skills will be assessed on the Standards of Learning test. Teachers should incorporate these skills into instruction throughout the year.

Benchmark 1.a

Identify and Interpret Primary and Secondary Source Documents

The student will identify and interpret primary and secondary source documents to increase understanding of events and life in United States history to 1877.

Indicator 1.a.1

Identify and interpret primary and secondary source documents

Identify and interpret primary and secondary source documents to increase understanding of events and life in United States history to 1877.

Indicator 1.a.2

Distinguish between primary and secondary sources

Distinguish between primary and secondary sources and identify examples of each.

Indicator 1.a.3

Use a variety of models to interpret primary and secondary sources

Use a variety of instructional models to interpret primary and secondary source documents.

Benchmark 1.b

Make Connections Between the Past and the Present

The student will make connections between the past and the present.

Indicator 1.b.1

Make connections between the past and the present

Make connections between the past and the present.

Indicator 1.b.2

Consider how historic decisions and outcomes affect the US today

Consider how historic decisions and outcomes affect the United States today.

Indicator 1.b.3

Analyze contemporary issues using knowledge of historical decisions

Analyze contemporary issues using knowledge of historical decisions and outcomes.



Indicator 1.b.4

Cite examples of historical decisions affecting our diverse population

Cite examples of historical decisions and how they affect today's diverse population in the United States.



Benchmark 1.c

Sequence Events in United States History to 1877

The student will sequence events in United States history from pre-Columbian times to 1877.



Indicator 1.c.1

Sequence events in US history from pre-Columbian times to 1877

Sequence events in United States history from pre-Columbian times to 1877.



Indicator 1.c.2

Create and interpret timelines showing events in US history to 1877

Create and interpret timelines showing events in United States history to 1877.



Indicator 1.c.3

Analyze cause and effect relationships in US history to 1877

Analyze cause-and-effect relationships within the context of United States history to 1877.



Benchmark 1.d

Interpret Ideas and Events from Different Historical Perspectives

The student will interpret ideas and events from different historical perspectives.



Indicator 1.d.1

Interpret ideas and events from different historical perspectives

Interpret ideas and events from different historical perspectives.



Indicator 1.d.2

Distinguish between facts and opinions to analyze events

Distinguish between facts and opinions when analyzing historical and current events.



Indicator 1.d.3

Evaluate significant historical events from different perspectives

Evaluate the causes, costs, and benefits of significant historical events from different perspectives.



Benchmark 1.e

Evaluate and Discuss Issues Orally and in Writing

The student will evaluate and discuss issues orally and in writing.



Indicator 1.e.1

Evaluate and discuss issues orally and in writing

Evaluate and discuss issues orally and in writing.



Indicator 1.e.2

Evaluate historical issues, draw conclusions, recognize consequences

Evaluate historical issues, draw conclusions, and recognize the consequential courses of action.

 **Benchmark 1.f**

Analyze and Interpret Maps

The student will analyze and interpret maps to explain relationships among landforms, water features, climatic characteristics, and historical events.



Indicator 1.f.1

Use maps to explain relationships between geography and history

Analyze and interpret maps to explain relationships among landforms, water features, climatic characteristics, and historical events.



Indicator 1.f.2

Locate places in the US using map tools

Locate places in the United States using map tools including cardinal and intermediate directions and map coordinates.



Indicator 1.f.3

Use legends and scale to interpret information on maps

Use legends and scale to interpret information on maps.



Indicator 1.f.4

Give examples of ways people meet needs by changing the landscape

Give examples of ways in which people have met their needs by changing the landscape.



Indicator 1.f.5

Use various maps to study US land use, population, econ. development

Gather information and make inferences about land use, population, and economic development in the past and present United States from various types of maps.

 **Benchmark 1.g**

Distinguish Between Parallels of Latitude and Meridians of Longitude

The student will distinguish between parallels of latitude and meridians of longitude.



Indicator 1.g.1

Distinguish between parallels of latitude and meridians of longitude

Distinguish between parallels of latitude and meridians of longitude.



Indicator 1.g.2

Describe parallels of latitude

Describe parallels of latitude.



Indicator 1.g.3

Describe meridians of longitude

Describe meridians of longitude.



Indicator 1.g.4

Locate places in the US using latitude and longitude

Locate places in the United States using latitude and longitude.

 **Benchmark 1.h**

Interpret Patriotic Slogans and Excerpts from Speeches and Documents

The student will interpret patriotic slogans and excerpts from notable speeches and documents.



Indicator 1.h.1

Interpret patriotic slogans & excerpts from speeches and documents

Interpret patriotic slogans and excerpts from notable speeches and documents.



Indicator 1.h.2

Explain the development of the US flag and Pledge of Allegiance

Explain the origins and principles of the development of the American flag and its relevance to the Pledge of Allegiance.



Indicator 1.h.3

Identify historical meaning and context of notable speeches & slogans

Identify the historical meaning and context of notable speeches and slogans including:

- "Give me liberty or give me death"
- "Remember the Alamo"
- "E pluribus unum"
- Gettysburg Address



Indicator 1.h.4

Identify and understand historical documents

Identify and understand historical documents such as the Declaration of Independence and the Preamble of the Constitution.



Benchmark 1.i

Conduct Research to Gather Information from a Variety of Sources

The student will conduct research to gather information from a variety of sources.



Indicator 1.i.1

Formulate questions for the research and study of US history to 1877

Formulate questions for the research and study of United States history to 1877.



Indicator 1.i.2

Read and conduct research using a variety of nonfiction genres

Read and conduct research using a variety of nonfiction genres, including general nonfiction, biography, reference, newspapers, and textbooks.



Indicator 1.i.3

Read and conduct research using a variety of literary genres

Read and conduct research using a variety of literary genres, including fiction, poetry, plays, legends, folk tales, and tall tales.



Indicator 1.i.4

Obtain historical information from a variety of sources

Obtain historical information from a variety of sources including historical sites, museums, oral history, documentary films, artifacts, art, architecture, letters, diaries, and journals.



Indicator 1.i.5

Gather information using relevant technology

Gather information using relevant technology.



Benchmark 1.j

Organize and Synthesize Information in a Variety of Forms

The student will organize and synthesize information in a variety of forms.



Indicator 1.j.1

Connect prior knowledge to new concepts

Connect prior knowledge to new concepts.



Indicator 1.j.2

Classify and organize data using a variety of strategies

Classify and organize data using strategies such as outlining, webbing, listing, and other graphic organizers for the purpose of interpreting information.



Indicator 1.j.3

Summarize information focusing on key concepts in US history to 1877

Summarize information focusing on key concepts in American history.



Indicator 1.j.4

Communicate knowledge about US history to 1877 in a variety of forms

Communicate knowledge about the United States through a variety of forms including writing, using technology, presenting orally, and creating fine arts.



SS.USI

Standard 2

USE MAPS, GLOBES, PHOTOGRAPHS, PICTURES, TABLES

The student will use maps, globes, photographs, pictures, and tables to locate, identify, and describe the geographic features of the United States.

State Notes:

Essential Questions:

- What are the seven continents?
- Where are the geographic regions of North America located?
- What are some physical characteristics of the geographic regions of North America?
- What are the major bodies of water in the United States?
- What are some ways bodies of water in the United States have supported interaction and created links to other regions?

Essential Skills:

- Identify and interpret primary and secondary source documents to increase understanding of events and life in United States history to 1877.
- Make connections between the past and the present.
- Sequence events in United States history from pre-Columbian times to 1877.
- Interpret ideas and events from different historical perspectives.
- Evaluate and discuss issues orally and in writing.
- Analyze and interpret maps to explain relationships among landforms, water features, climatic characteristics, and historical events.
- Distinguish between parallels of latitude and meridians of longitude.
- Interpret patriotic slogans and excerpts from notable speeches and documents.
- *Conduct research to gather information from a variety of sources.*
- *Organize and synthesize information in a variety of forms.*

Essential Understanding:

- Continents are large land masses surrounded by water.
- Geographic regions have distinctive characteristics.
- 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.



Benchmark 2.a

Locate the Seven Continents

The student will locate the seven continents.



Indicator 2.a.1

Define continents: large land masses surrounded by water

Explain that continents are large land masses surrounded by water.



Indicator 2.a.2

Locate and identify North America

Locate and identify North America.



Indicator 2.a.3

Locate and identify South America

Locate and identify South America.



Indicator 2.a.4

Locate and identify Africa

Locate and identify Africa.



Indicator 2.a.5

Locate and identify Asia

Locate and identify Asia.



Indicator 2.a.6

Locate and identify Australia

Locate and identify Australia.



Indicator 2.a.7

Locate and identify Antarctica

Locate and identify Antarctica.



Indicator 2.a.8

Locate and identify Europe

Locate and identify Europe.



Indicator 2.a.9

Explain that Europe is part of a land mass frequently called Eurasia

Explain that Europe is considered a continent even though it is not entirely surrounded by water and that the land mass is frequently called Eurasia.



Benchmark 2.b

Locate and Describe the Geographic Regions of North America

The student will locate and describe the location of the geographic regions of North America: Coastal Plain, Appalachian Highlands, Canadian Shield, Interior Lowlands, Great Plains, Rocky Mountains, Basin and Range, and Coastal Range.



Indicator 2.b.1

Define geographic regions: areas sharing distinctive characteristics

Explain that geographic regions are areas that share distinctive characteristics.



Indicator 2.b.2

Locate and describe the Coastal Plain

Locate and describe the Coastal Plain:

- Along the Atlantic Ocean and Gulf of Mexico
- Broad lowland providing many excellent harbors



Indicator 2.b.3

Locate and describe the Appalachian Highlands

Locate and describe the Appalachian Highlands:

- West of Coastal Plain extending from eastern Canada to western Alabama; including the Piedmont
- Old, eroded mountains (oldest mountain range in North America)



Indicator 2.b.4

Locate and describe the Canadian Shield

Locate and describe the Canadian Shield:

- Wrapped around Hudson Bay in a horseshoe shape
- Hills worn by erosion and hundreds of lakes carved by glaciers
- Holds some of the oldest rock formations in North America



Indicator 2.b.5

Locate and describe the Interior Lowlands

Locate and describe the Interior Lowlands:

- West of the Appalachian Highlands and east of the Great Plains
- Rolling flatlands with many rivers, broad river valleys, and grassy hills



Indicator 2.b.6

Locate and describe the Great Plains

Locate and describe the Great Plains:

- West of Interior Lowlands and east of the Rocky Mountains
- Flat land that gradually increases in elevation westward; grasslands



Indicator 2.b.7

Locate and describe the Rocky Mountains

Locate and describe the Rocky Mountains:

- 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



Indicator 2.b.8

Locate and describe the Basin and Range

Locate and describe the Basin and Range:

- West of Rocky Mountains and east of the Sierra Nevadas and the Cascades
- Area of varying elevations containing isolated mountain ranges and Death Valley, the lowest point in North America



Indicator 2.b.9

Locate and describe the Coastal Range

Locate and describe the Coastal Range:

- Rugged mountains along the Pacific Coast that stretch from California to Canada
- Contains fertile valleys



Indicator 2.b.10

Identify and compare political divisions of the United States

Identify and compare the political divisions of the United States:

- *Use a current United States map to locate the states.*
- *Compare state locations to physical regions and features of the United States.*



Benchmark 2.c

Locate and Identify Water Features Important to Early US History

The student will locate and identify the water features important to the early history of the United States: Great Lakes, Mississippi River, Missouri River, Ohio River, Columbia River, Colorado River, Rio Grande, Atlantic Ocean, Pacific Ocean, and the Gulf of Mexico.



Indicator 2.c.1

Locate and identify the Atlantic Ocean and the Pacific Ocean

Locate and identify the Atlantic Ocean and Pacific Ocean.



Indicator 2.c.2

Locate and identify selected rivers in the United States

Locate and identify the following rivers:

- Mississippi River
- Missouri River
- Ohio River
- Columbia River
- Colorado River
- Rio Grande River



Indicator 2.c.3

Locate and identify the Great Lakes

Locate and identify the Great Lakes.



Indicator 2.c.4

Locate and identify the Gulf of Mexico

Locate and identify the Gulf of Mexico.



Indicator 2.c.5

Explain how bodies of water affect trade, transportation, settlement

Explain how bodies of water affect trade, transportation and settlement.



Indicator 2.c.6

Explain how the location of the US has provided access to the world

Explain how the location of the United States, with its Atlantic and Pacific coasts, has provided access to other areas of the world.



Indicator 2.c.7

Explain how the Atlantic Ocean served as a highway

Explain how the Atlantic Ocean served as the highway for explorers, early settlers, and later immigrants.



Indicator 2.c.8

Explain how the Ohio River was the gateway to the west

Explain how the Ohio River was the gateway to the west.



Indicator 2.c.9

Explain how inland port cities grew along the Great Lakes

Explain how inland port cities grew in the Midwest along the Great Lakes.



Indicator 2.c.10

Explain how the Mississippi/Missouri Rivers were transportation routes

Explain how the Mississippi and Missouri Rivers were the transportation arteries for farm and industrial products, providing links to ports and other parts of the world.



Indicator 2.c.11

Explain how the Colorado River was explored by the Spanish

Explain how the Colorado River was explored by the Spanish.



Indicator 2.c.12

Explain how the Rio Grande River forms the border with Mexico

Explain how the Rio Grande River forms the border with Mexico.

Indicator 2.c.13



Explain how the Gulf of Mexico provided exploration routes

Explain how the Gulf of Mexico provided the French and Spanish with exploration routes to Mexico and other parts of America.



Indicator 2.c.14

Explain how the Columbia River was explored by Lewis and Clark

Explain how the Columbia River was explored by Lewis and Clark.



Indicator 2.c.15

Explain how the Pacific Ocean was an early exploration route

Explain how the Pacific Ocean was an early exploration route.



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Standard 3

DEMONSTRATE KNOWLEDGE OF HOW EARLY CULTURES DEVELOPED IN NORTH AMERICA

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

State Notes:

Essential Questions:

- In which areas did the American Indians (First Americans) live?
- How did geography and climate affect the way American Indian (First American) groups met their basic needs?

Essential Skills:

- Identify and interpret primary and secondary source documents to increase understanding of events and life in United States history to 1877.
- Make connections between the past and the present.
- Sequence events in United States history from pre-Columbian times to 1877.
- Interpret ideas and events from different historical perspectives.
- Evaluate and discuss issues orally and in writing.
- Analyze and interpret maps to explain relationships among landforms, water features, climatic characteristics, and historical events.
- Distinguish between parallels of latitude and meridians of longitude.
- Interpret patriotic slogans and excerpts from notable speeches and documents.
- *Conduct research to gather information from a variety of sources.*
- *Organize and synthesize information in a variety of forms.*

Essential Understanding:

- Prior to the arrival of Europeans, American Indians (First Americans) were dispersed across different environments in North America.
- Geography and climate affected how various American Indian (First American) groups met their basic needs.



Benchmark 3.a

Locate Where the American Indians Settled

The student will locate where the American Indians (First Americans) settled, with emphasis on Arctic (Inuit), Northwest (Kwakiutl), Plains (Sioux), Southwest (Pueblo), and Eastern Woodland (Iroquois).



Indicator 3.a.1

Locate the routes of the first people who came to the Americas

Locate the routes of the first people who came to the Americas for Asia and explain the reasons for the routes.



Indicator 3.a.2

Identify and describe the location of the Inuit

Identify and describe the location of the Inuit:

- Inhabited present-day Alaska and northern Canada
- Lived in Arctic areas where the temperature is below freezing much of the year.



Indicator 3.a.3

Identify and describe the location of the Kwakiutl

Identify and describe the location of the Kwakiutl:

- Inhabited the Pacific Northwest coast
- Characterized by a rainy, mild climate



Indicator 3.a.4

Identify and describe the location of the Sioux

Identify and describe the location of the Sioux:

- Inhabited the interior of the United States, called the Great Plains
- Characterized by dry grasslands



Indicator 3.a.5

Identify and describe the location of the Pueblo

Identify and describe the location of the Pueblo:

- Inhabited the Southwest in present-day New Mexico and Arizona
- Lived in desert areas and areas bordering cliffs and mountains



Indicator 3.a.6

Identify and describe the location of the Iroquois

Identify and describe the location of the Iroquois:

- Northeast North America
- Eastern Woodland, which is heavily forested



Benchmark 3.b

Describe How American Indians Used Their Environment

The student will describe how the American Indians (First Americans) used their environment to obtain food, clothing, and shelter.



Indicator 3.b.1

Explain how American Indians used their environment to obtain food

Explain how the American Indians (First Americans) used their environment to obtain food by fishing, hunting, and harvesting crops.



Indicator 3.b.2

Explain how American Indians used their environment to make clothing

Explain that the American Indians (First Americans) made clothing from animal skins and plants they found in their environment.



Indicator 3.b.3

Explain how American Indians used their environment to make shelter

Explain that the American Indians (First Americans) made shelter out of resources found in their environment (e.g. sod, stones, animal skins, wood).



Benchmark 3.c

Describe the life-style of the American Indians

The student will describe the society, economy, and achievements of the American Indians (First Americans).



Indicator 3.c.1

Describe the daily lives of American Indians

Describe the daily lives of the American Indians (First Americans).



Indicator 3.c.2

Describe the beliefs of American Indians

Describe the beliefs of the American Indians (First Americans).



Indicator 3.c.3

Describe the economy of American Indians

Describe the economy of the American Indians (First Americans).



Indicator 3.c.4

Identify the achievements and contributions of American Indians

Identify the achievements and contributions of American Indian groups and individuals including:

- Pocahontas
- Squanto
- Sacajawea
- Tecumseh



SS.USI

Standard 4

DEMONSTRATE KNOWLEDGE OF EUROPEAN EXPLORATION IN N. AMERICA/W. AFRICA

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

State Notes:

Essential Questions:

- Why did European countries compete for power in North America?
- What were the obstacles faced by the explorers?
- What were the accomplishments of the explorations?
- What regions of North America were explored and settled by France, England, and Spain?
- What regions were explored by Portugal?
- How did the American Indians (First Americans) and Europeans interact with each other?
- What was the importance of Ghana, Mali, and Songhai?
- How did West African empires impact European trade?

Essential Skills:

- Identify and interpret primary and secondary source documents to increase understanding of events and life in United States history to 1877.
- Make connections between the past and the present.
- Sequence events in United States history from pre-Columbian times to 1877.
- Interpret ideas and events from different historical perspectives.
- Evaluate and discuss issues orally and in writing.
- Analyze and interpret maps to explain relationships among landforms, water features, climatic characteristics, and historical events.
- Distinguish between parallels of latitude and meridians of longitude.
- Interpret patriotic slogans and excerpts from notable speeches and documents.
- Conduct research to gather information from a variety of sources.
- Organize and synthesize information in a variety of forms.

Essential Understanding:

- Major European countries were in competition to extend their power into North America and claim the land as their own.
- The interactions between American Indians (First Americans) and Europeans sometimes led to cooperation and other times resulted in conflict.
- Ghana, Mali, and Songhai each dominated West Africa in turn from 300 to 1600 A.D.
- African people and African goods played an important role in arousing European interest in world resources.



Benchmark 4.a

Describe Aspects of European Exploration

The student will describe the motivations, obstacles, and accomplishments of the Spanish, French, Portuguese, and English explorations.



Indicator 4.a.1

Identify and describe motivating forces for European exploration

Identify and describe motivating forces for European exploration, including:

- Economic – gold, natural resources, and trade
- Religious – spread of Christianity
- Competitions for empire and belief in superiority of own culture



Indicator 4.a.2

Identify and explain obstacles to European exploration

Identify and explain obstacles to European exploration, including:

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



Indicator 4.a.3

Identify and describe accomplishments of European exploration

Identify and describe accomplishments of European exploration, including:

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



Indicator 4.a.4

Explain that Coronado claimed the southwest US for Spain

Explain that Francisco Coronado claimed southwest United States for Spain.



Indicator 4.a.5

Explain that de Champlain established the French settlement of Quebec

Explain that Samuel de Champlain established the French settlement of Quebec.



Indicator 4.a.6

Explain that La Salle claimed the Mississippi River Valley for France

Explain that Robert La Salle claimed the Mississippi River Valley for France.



Indicator 4.a.7

Explain that Cabot explored eastern Canada for England

Explain that John Cabot explored eastern Canada for England.



Indicator 4.a.8

Explain that the Portuguese made voyages of discovery along W. Africa

Explain that the Portuguese made voyages of discovery along West Africa.



Indicator 4.a.9

Locate and compare routes of the European explorers to the Americas

Locate and compare routes of the European explorers to the Americas.



Indicator 4.a.10

Explain how early exploration affected diversity in the US today

Explain how early exploration in America affected diversity in the United States today.



Indicator 4.a.11

Assess impact of exploration on Europe and native cultures in America

Assess the impact of exploration on Europe and the native cultures in America.



Benchmark 4.b

Describe Cultural Interactions Between Europeans & American Indians

The student will describe cultural interactions between Europeans and American

Indians (First Americans) that led to cooperation and conflict.



Indicator 4.b.1

Describe the cultural interactions of the Spanish with the New World

Describe the cultural interactions of the Spanish, including:

- Conquered and enslaved American Indians (First Americans)
- Brought Christianity to the New World
- Brought European diseases



Indicator 4.b.2

Describe the cultural interactions of the French with the New World

Describe the cultural interactions of the French, including:

- Established trading posts
- Spread Christian religion



Indicator 4.b.3

Describe the cultural interactions of the English with the New World

Describe the cultural interactions of the English, including:

- Established settlements and claimed ownership of land
- Learned farming techniques from American Indians (First Americans)
- Traded



Indicator 4.b.4

Describe areas in which Europeans and American Indians cooperated

Describe areas in which Europeans and American Indians (First Americans) cooperated, including

- Technologies (transportation of weapons and farm tools)
- Trade
- Crops



Indicator 4.b.5

Describe areas in which Europeans and American Indians conflicted

Describe areas in which Europeans and American Indians (First Americans) conflicted, including:

- Land
- Competition for trade
- Differences in cultures
- Disease
- Language difference



Benchmark 4.c

Locate and Describe Characteristics of West African Societies

The student will identify the location and describe the characteristics of West African societies (Ghana, Mali, and Songhai) and their interactions with traders.



Indicator 4.c.1

Explain the domination of West Africa by Ghana, Mali, & Songhai

Explain that Ghana, Mali, and Songhai each dominated West Africa in turn from 300 to 1600 A.D.



Indicator 4.c.2

Explain that Ghana, Mali, & Songhai became powerful through trade

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

Indicator 4.c.3



Explain that Africans aroused European interest in world resources

Explain that African people and African goods played an important role in arousing European interest in world resources.



Indicator 4.c.4

Explain that Portuguese carried goods to West Africa for gold

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



SS.USI

Standard 5

DEMONSTRATE KNOWLEDGE OF FACTORS THAT SHAPED COLONIAL AMERICA

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

State Notes:

Essential Questions:

- Why did Europeans establish colonies in North America?
- How did climate and geographic features distinguish the three regions from each other?
- How did people use the natural resources of their region to earn a living?
- How did political and social life evolve in each of the three regions?
- How did people's lives vary among different social groups in colonial America?
- How did England impose its political and economic control over the colonies?

Essential Skills:

- Identify and interpret primary and secondary source documents to increase understanding of events and life in United States history to 1877.
- Make connections between the past and the present.
- Sequence events in United States history from pre-Columbian times to 1877.
- Interpret ideas and events from different historical perspectives.
- Evaluate and discuss issues orally and in writing.
- Analyze and interpret maps to explain relationships among landforms, water features, climatic characteristics, and historical events.
- Distinguish between parallels of latitude and meridians of longitude.
- Interpret patriotic slogans and excerpts from notable speeches and documents.
- *Conduct research to gather information from a variety of sources.*
- *Organize and synthesize information in a variety of forms.*

Essential Understanding:

- Colonies in North America were established for religious and economic reasons.
- Life in the colonies reflected the geographical features of the settlements.
- The colonies were made up of different groups of people whose lives varied depending on their social position.
- England established and attempted to maintain control over the colonies.



Benchmark 5.a

Describe the Factors that Led to Colonization in America

The student will describe the religious and economic events and conditions that led to the colonization of America.



Indicator 5.a.1

Explain the establishment of Roanoke Island

Explain that Roanoke Island (the Lost Colony) was established as an economic venture.



Indicator 5.a.2

Explain why Jamestown was settled

Explain that the first permanent English settlement in North America (1607) was Jamestown Settlement, which was an economic venture by the Virginia Company.



Indicator 5.a.3

Explain why Plymouth Colony was settled

Explain that Plymouth colony was settled by separatists from the Church of England who wanted to avoid religious persecution.



Indicator 5.a.4

Explain why the Massachusetts Bay colony was settled

Explain that the Massachusetts Bay Colony was settled by the Puritans for the same reasons that Plymouth was settled.



Indicator 5.a.5

Explain why Pennsylvania was settled

Explain that Pennsylvania was settled by the Quakers, who wanted to have freedom to practice their faith without interference.



Indicator 5.a.6

Explain why Georgia was settled

Explain that Georgia was settled by people who had been in debtor's prisons in England; they hoped to experience a new life in the colony and to experience economic freedom in the New World.



Benchmark 5.b

Compare and Contrast Life in the Different Colonies

The student will compare and contrast life in the New England, Mid-Atlantic, and Southern colonies, with emphasis on how people interacted with their environment.



Indicator 5.b.1

Describe New England geography and climate

Describe the geography and climate of New England, including:

- Appalachian Mountains, Boston harbor, hilly terrain, rocky soil, jagged coastline
- Moderate summers, cold winters



Indicator 5.b.2

Describe the economy of the New England colonies

Describe the economy of New England colonies, including:

- Fishing, shipbuilding industry and naval supplies, trade and port cities
- Skilled craftsmen, shopkeepers



Indicator 5.b.3

Describe the social life of New England colonies

Describe the social life of New England colonies, including:

- Village and church as center of life
- Religious reformers and separatists



Indicator 5.b.4

Describe the political and civic life of New England colonies

Describe the political and civic life of New England colonies, including town meetings.



Indicator 5.b.5

Describe Mid-Atlantic geography and climate

Describe the geography and climate of the Mid-Atlantic, including:

- Appalachian Mountains, coastal lowlands (harbors and bays, wide and deep rivers), rich farmlands
- Moderate climate



Indicator 5.b.6

Describe the economy of Mid-Atlantic colonies

Describe the economy of Mid-Atlantic colonies, including:

- Livestock and grain, trading
- Unskilled and skilled workers and fishermen



Indicator 5.b.7

Describe the social life of Mid-Atlantic colonies

Describe the social life of Mid-Atlantic colonies, including:

- Villages and cities
- Varied and diverse lifestyles
- Diverse religions



Indicator 5.b.8

Describe the political and civic life of Mid-Atlantic colonies

Describe the political and civic life of Mid-Atlantic colonies, including market towns.



Indicator 5.b.9

Describe the geography and climate of the South

Describe the geography and climate of the South, including:

- Appalachian Mountains, Piedmont, Atlantic Coastal Plain, good harbors, rivers
- Humid climate



Indicator 5.b.10

Describe the economy of Southern colonies

Describe the economy of Southern colonies, including:

- Large farms/plantations, cash crops, wood products, small farms
- Slavery



Indicator 5.b.11

Describe the social life of Southern colonies

Describe the social life of Southern colonies, including:

- Plantations (slavery), mansions, indentured servants, few cities, few schools
- Church of England



Indicator 5.b.12

Describe the political and civic life of Southern colonies

Describe the political and civic life of Southern colonies, including counties.



Benchmark 5.c

Describe Colonial Life in America from Multiple Perspectives

The student will describe colonial life in America from the perspectives of large landowners, farmers, artisans, women, indentured servants, and slaves.



Indicator 5.c.1

Describe the life of landowners in Colonial America

Describe the life of large landowners in colonial America, including:

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



Indicator 5.c.2

Describe the life of farmers in Colonial America

Describe the life of farmers in colonial America, including:

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



Indicator 5.c.3

Describe the life of artisans in Colonial America

Describe the life of artisans in colonial America, including:

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



Indicator 5.c.4

Describe the life of women in Colonial America

Describe the life of women in colonial America, including:

- Worked as caretakers, houseworkers, homemakers
- Could not vote
- Had few chances for an education



Indicator 5.c.5

Describe the life of indentured servants in Colonial America

Describe the life of indentured servants in colonial America, including:

- Consisted of men and women who did not have money for passage to the colonies and who agreed to work without pay for the person who paid for their passage
- Were freed at the end of their contract



Indicator 5.c.6

Describe the life of slaves in Colonial America

Describe the life of slaves in colonial America, including:

- Were captured in their native Africa and sold to slave traders, then were shipped to the colonies where they were sold into slavery
- Were owned as property for life with no rights
- Were often born into slavery (Children of slaves were born into slavery)



Benchmark 5.d

Identify the Different Relationships Between the Colonies & England

The student will identify the political and economic relationships between the colonies and England.



Indicator 5.d.1

Describe the economic relationships between the colonies & England

Describe the economic relationships between the colonies and England, including:

- England imposed strict control over trade.
- England taxed the colonies after the French and Indian War.
- Colonies traded raw materials for goods.



Indicator 5.d.2

Describe the political relationships between the colonies & England

Describe the political relationships between the colonies and England, including:

- Colonists had to obey English laws that were enforced by governors.
- Colonial governors were appointed by the king or by the proprietor.
- Colonial legislatures made laws for each colony and were monitored by colonial governors.

DEMONSTRATE KNOWLEDGE OF THE CAUSES/RESULTS OF THE AMERICAN REVOLUTION

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

State Notes:

Essential Questions:

- What steps did England take to increase control over its colonies?
- Why did many colonists become dissatisfied with England's control over the colonies?
- What ideas/philosophies about government were expressed in the Declaration of Independence?
- Who were some of the key individuals in the Revolutionary War?
- What were some of the key events that occurred during the Revolutionary War period?
- What advantages helped the American colonists win the Revolutionary War?

Essential Skills:

- Identify and interpret primary and secondary source documents to increase understanding of events and life in United States history to 1877.
- Make connections between the past and the present.
- Sequence events in United States history from pre-Columbian times to 1877.
- Interpret ideas and events from different historical perspectives.
- Evaluate and discuss issues orally and in writing.
- Analyze and interpret maps to explain relationships among landforms, water features, climatic characteristics, and historical events.
- Distinguish between parallels of latitude and meridians of longitude.
- Interpret patriotic slogans and excerpts from notable speeches and documents.
- *Conduct research to gather information from a variety of sources.*
- *Organize and synthesize information in a variety of forms.*

Essential Understanding:

- As England expanded control over the American colonies, many colonists became dissatisfied and rebellious.
- New political ideas led to a desire for independence and democratic government in the American colonies.
- The Declaration of Independence proclaimed independence from England. It stated that people have natural (inherent) rights to life, liberty, and the pursuit of happiness.
- Many individuals played important roles in shaping events of the American Revolution.
- Defense of the colonists' own land, strong beliefs, and capable leadership contributed to the American victory in the Revolutionary War.



Benchmark 6.a

Identify the Issues of Dissatisfaction Leading to the Revolution

The student will identify the issues of dissatisfaction that led to the American Revolution.



Indicator 6.a.1

Describe England's reasons for increasing control over its colonies

Describe England's reasons for increasing control over its colonies, including:

- England desired to remain a world power.
- England imposed taxes, such as the Stamp act, to raise necessary revenue to pay the cost of the French and Indian War.



Indicator 6.a.2

Describe England's reasons for taxation

Describe England's reasons for taxation, including:

- To help finance the French and Indian War
- To help with the maintaining of English troops in the colonies



Indicator 6.a.3

Describe sources of colonial dissatisfaction

Describe sources of colonial dissatisfaction, including:

- Colonies had no representation in Parliament.
- Some colonists resented power of colonial governors.
- England wanted strict control over colonial legislatures .
- Colonies opposed taxes.
- The Proclamation of 1763 hampered the western movement of settlers.



Benchmark 6.b

Identify How Political Ideas Shaped the Revolutionary Movement

The student will identify how political ideas shaped the revolutionary movement in America and led to the Declaration of Independence, with emphasis on the ideas of John Locke.



Indicator 6.b.1

Describe ideas of John Locke that influenced US independence

Describe the ideas of John Locke that influenced the revolutionary movement in America and the Declaration of Independence, including:

- People have natural rights to life, liberty, and property.
- Government is created to protect the rights of people and has only the limited and specific powers the people consent to give it.



Indicator 6.b.2

Identify & describe key philosophies in Declaration of Independence

Identify and describe key philosophies in the Declaration of Independence, including:

- People have "certain unalienable rights" (rights that cannot be taken away) – life, liberty, pursuit of happiness.
- People establish government to protect those rights.
- Government derives power from the people.
- People have a right and a duty to change a government that violates their rights.



Benchmark 6.c

Describe Key Events and Roles of Key Individuals in the Revolution

The student will describe key events and the roles of key individuals in the American Revolution, with emphasis on George Washington, Benjamin Franklin, Thomas Jefferson, Patrick Henry, and Thomas Paine.



Indicator 6.c.1

Describe King George III: British king during the Revolutionary era

Describe King George III as the British king during the Revolutionary era.



Indicator 6.c.2

Describe British General Lord Cornwallis: surrendered at Yorktown

Describe Lord Cornwallis as the British general who surrendered at Yorktown.



Indicator 6.c.3

Describe John Adams: championed the cause of independence

Explain that John Adams championed the cause of independence.



Indicator 6.c.4

Describe George Washington: Commander of the Continental Army

Describe George Washington as the Commander of the Continental Army.



Indicator 6.c.5

Describe Thomas Jefferson author of the Declaration of Independence

Describe Thomas Jefferson as the major author of the Declaration of Independence.



Indicator 6.c.6

Describe Patrick Henry: said "Give me liberty or give me death"

Describe Patrick Henry as an outspoken member of the House of Burgesses who inspired colonial patriotism with "Give me liberty or give me death" speech.

Indicator 6.c.7

**Describe Benjamin Franklin: helped with Declaration of Independence**

Describe Benjamin Franklin as a prominent member of the Continental Congress who helped frame the Declaration of Independence.

**Indicator 6.c.8****Describe Thomas Paine: journalist & author of "Common Sense"**

Describe Thomas Paine as a journalist and the author of "Common Sense".

**Indicator 6.c.9****Describe Phillis Wheatley: former slave & supporter of independence**

Describe Phillis Wheatley as a former slave who wrote poems and plays supporting American independence.

**Indicator 6.c.10****Describe Paul Revere: made a daring ride to warn of British arrival**

Describe Paul Revere as a Patriot who made a daring ride to warn colonists of the British arrival.

**Indicator 6.c.11****Describe British Prime Minister Lord North: inspired Boston Tea Party**

Describe Lord North as the Prime Minister of Great Britain during the Revolution, whose ministry passed acts that led to the Boston Tea Party.

**Indicator 6.c.12****Describe Samuel Adams: patriot who co-led the Boston Tea Party**

Describe Samuel Adams as a patriot from Massachusetts who co-led the Boston Tea Party and urged a general boycott of British trade.

**Indicator 6.c.13****Describe Molly Pitcher: helped Continental Army soldiers**

Describe Molly Pitcher as a patriot woman who assisted soldiers in the Continental Army during the battle of Monmouth.

**Indicator 6.c.14****Describe Deborah Sampson: served in Continental Army**

Describe Deborah Sampson as a patriot woman who served in the Continental Army by disguising herself as a man.

**Indicator 6.c.15****Describe the Boston Massacre: colonists shot in Boston by British**

Describe the Boston Massacre: colonists in Boston were shot after taunting British soldiers.

**Indicator 6.c.16****Describe the Boston Tea Party: colonists throw tea out as a protest**

Describe the Boston Tea Party: Samuel Adams and Paul Revere led patriots in throwing tea into Boston Harbor to protest tea taxes.

**Indicator 6.c.17****Describe the First Continental Congress: delegates meet about problems**

Describe the First Continental Congress: Delegates from all colonies except Georgia met to discuss problems with England and to promote independence.

**Indicator 6.c.18****Describe the Battle of Lexington and Concord: first battle of the war**

Describe the Battle of Lexington and Concord: this was the site of the first armed conflict of the Revolutionary War.

**Indicator 6.c.19****Describe the approval of the Declaration of Independence**

Describe the approval of the Declaration of Independence: colonies declared independence from

England (July 4, 1776).



Indicator 6.c.20

Describe the Battle of Saratoga: American victory was turning point

Describe the Battle of Saratoga: this American victory was the turning point in the war.



Indicator 6.c.21

Describe the surrender at Yorktown & end of Revolutionary War

Describe the surrender at Yorktown: this was the colonial victory over forces of Lord Cornwallis that marked the end of the Revolutionary War.



Indicator 6.c.22

Describe the Treaty of Paris: England recognized US independence

Describe the signing of the Treaty of Paris: England recognized American independence in this treaty.



Benchmark 6.d

Explain Reasons Why the Colonies Were Able to Defeat Britain

The student will explain reasons why the colonies were able to defeat Britain.



Indicator 6.d.1

Explain the advantages colonies had over Britain in the Revolution

Explain the advantages the colonies had over Britain in the American Revolution:

- Colonists' defense of their own land, principles, and beliefs
- Support from France and Spain
- Strong leadership



Indicator 6.d.2

Interpret ideas and events related to the colonies' defeat of Britain

Interpret ideas and events related to the colonies' defeat of Britain from the perspectives of the British, Patriots, Tories, women, and minorities.



SS.USI

Standard 7

DEMONSTRATE KNOWLEDGE OF THE CHALLENGES FACED BY THE NEW NATION

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

State Notes:

Essential Questions:

- What were the basic weaknesses of the Articles of Confederation?
- What were the basic principles of governments stated in the Constitution of the United States of America and Bill of Rights?
- What were the major differences between Hamilton and Jefferson?
- What were the major national issues and events faced by the first five presidents?

Essential Skills:

- Identify and interpret primary and secondary source documents to increase understanding of events and life in United States history to 1877.
- Make connections between the past and the present.
- Sequence events in United States history from pre-Columbian times to 1877.
- Interpret ideas and events from different historical perspectives.
- Evaluate and discuss issues orally and in writing.
- Analyze and interpret maps to explain relationships among landforms, water features, climatic characteristics, and historical events.
- Distinguish between parallels of latitude and meridians of longitude.
- Interpret patriotic slogans and excerpts from notable speeches and documents.
- *Conduct research to gather information from a variety of sources.*
- *Organize and synthesize information in a variety of forms.*

Essential Understanding:

- The Articles of Confederation was a constitution written during the American Revolution to establish the powers of the new national government.
 - The Constitution of the United States of America established a federal system of government based on power shared between the national and state governments.
 - The Bill of Rights provided a written guarantee of individual rights.
 - Alexander Hamilton and Thomas Jefferson had opposing views on the role of the national government. That opposition resulted in the creation of two political parties.
 - The debate over the role of the national government has continued throughout United States history.
 - Congress and the first five presidents made decisions establishing a strong government that helped the nation grow in size and power.
-



Benchmark 7.a

Identify Government Weaknesses Under the Articles of Confederation

The student will identify the weaknesses of the government established by the Articles of Confederation.



Indicator 7.a.1

Identify govt. weaknesses established by Articles of Confederation

Identify the weaknesses of the government established by the 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 branch
-



Benchmark 7.b

Identify Principles of the Government Established by the Constitution

The student will identify the basic principles of the new government established by the Constitution of the United States of America and the Bill of Rights.



Indicator 7.b.1

Define the federal system of government

Define federal system of government as a system that divides governmental powers between national government and the governments of the states.



Indicator 7.b.2

Describe the structure of three branches of government

Describe how the structure of the new national government was based on James Madison's "Virginia Plan," which created a separation of powers by calling for three separate branches of government.



Indicator 7.b.3

Describe the Legislative Branch (Congress)

Describe the Legislative Branch (Congress) as the branch that:

- Makes the laws
- Two-house legislature
- All states are represented equally in the Senate (two Senators per state)
- People are represented in the House of Representatives (number of a state's representatives is based on state's population)



Indicator 7.b.4

Describe the Judicial Branch (Supreme Court)

Describe the Judicial Branch (Supreme Court) as the branch that determines if laws made by Congress are constitutional.



Indicator 7.b.5

Describe the Executive Branch (The President)

Describe the Executive Branch (President) as the branch that carries out the laws.



Indicator 7.b.6

Describe checks and balances and explain why they are necessary

Describe checks and balances and explain why they are necessary:

- Each branch can check the power of the other.
- These checks keep any one branch from gaining too much power.



Indicator 7.b.7

Describe the Bill of Rights

Describe the Bill of Rights:

- James Madison was the author of the Bill of Rights.
- The first ten amendments to the Constitution of the United States of America provide a written guarantee of individual rights (e.g. freedom of speech, freedom of religion).



Indicator 7.b.8

Explain how past civilizations influenced the U.S. Constitution

Explain how the concepts of government in past civilizations influenced the ideas developed in the United States Constitution.



Benchmark 7.c

Identify Conflicts that Resulted in Two Political Parties Emerging

The student will identify the conflicts that resulted in the emergence of two political parties.



Indicator 7.c.1

Explain creation of two political parties

Explain how Alexander Hamilton and Thomas Jefferson had opposing views on the role of the national government, and that this opposition resulted in the creation of two political parties.



Indicator 7.c.2

Identify Alexander Hamilton as the leader of the Federalists

Identify Alexander Hamilton as the leader of the Federalists.



Indicator 7.c.3

Describe the Federalist view of the role of the national government

Describe the Federalist view of the role of the national government:

- Favored strong national government
- Favored limits on states' powers
- Favored development of industry on a national scale
- Favored a national bank



Indicator 7.c.4

Identify Thomas Jefferson as leader of Democratic Republicans

Identify Thomas Jefferson as the leader of the Democratic Republicans.



Indicator 7.c.5

Describe Democratic Republican view of role of national government

Describe the Democratic Republican view of the role of the national government:

- Favored a weak national government
- Supported states' powers
- Favored small business and farmers
- Opposed a national bank



Indicator 7.c.6

Describe the continued debate between the two parties' views

Describe how the debate between Hamilton's and Jefferson's views continues today.

 **Benchmark 7.d**

Describe Major Accomplishments of the First Five US Presidents

The student will describe the major accomplishments of the first five presidents of the United States.

 **Indicator 7.d.1**

Explain that first five presidents were Virginians, except John Adams

Explain that all of the first five presidents were Virginians except John Adams.

 **Indicator 7.d.2**

Describe the accomplishments of George Washington's presidency

Describe accomplishments of George Washington's presidency:

- The Federal court system was established.
- Political parties grew out of the disagreements between Hamilton and Jefferson over the proper role of the national government.
- The Bill of Rights was added to the Constitution of the United States of America.
- Plans were initiated for development of the national capital in Washington, D.C. Benjamin Banneker, an African American astronomer and surveyor, helped complete the design for the city.

 **Indicator 7.d.3**

Describe the accomplishments of John Adams's presidency

Describe accomplishments of John Adams's presidency, including the emergence of a two-party system.

 **Indicator 7.d.4**

Describe the accomplishments of Thomas Jefferson's presidency

Describe accomplishments of Thomas Jefferson's presidency, including:

- Jefferson bought Louisiana from France (Louisiana Purchase).
- Jefferson sent Lewis and Clark to explore this new land west of the Mississippi River.

 **Indicator 7.d.5**

Describe the accomplishments of James Madison's presidency

Describe accomplishments of James Madison's presidency, including the War of 1812, which caused European nations to gain respect for the United States.

 **Indicator 7.d.6**

Describe the accomplishments of James Monroe's presidency

Describe accomplishments of James Monroe's presidency, including his introduction of the Monroe Doctrine, which warned European nations not to interfere in the Western Hemisphere.

 **SS.USI**

Standard 8

DEMONSTRATE KNOWLEDGE OF WESTWARD EXPANSION AND REFORM, 1801-1861

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

State Notes:

Essential Questions:

- What new territories became part of the United States between 1801 and 1861?
- What factors influenced westward migration?
- How did the inventions affect the lives of Americans?
- What were the main ideas expressed by the abolitionists?
- What were the main ideas expressed during the suffrage movement?

Essential Skills:

- Identify and interpret primary and secondary source documents to increase understanding of events and life in United States history to 1877.
- Make connections between the past and the present.
- Sequence events in United States history from pre-Columbian times to 1877.
- Interpret ideas and events from different historical perspectives.
- Evaluate and discuss issues orally and in writing.
- Analyze and interpret maps to explain relationships among landforms, water features, climatic characteristics, and historical events.
- Distinguish between parallels of latitude and meridians of longitude.
- Interpret patriotic slogans and excerpts from notable speeches and documents.
- *Conduct research to gather information from a variety of sources.*
- *Organize and synthesize information in a variety of forms.*

Essential Understanding:

- Between 1801 and 1861, exploration was encouraged as America underwent vast territorial expansion and settlement.
- Westward migration was influenced by geography and economic opportunity.
- Prior to the Civil War, most industrialization in America was in the North; however, the equipment produced in the North had an impact on the farming society in the South.
- The abolitionists worked to end slavery.
- The suffrage movement helped women gain equal rights.

Benchmark 8.a

Describe Territorial Expansion and How It Changed the US Political Map

The student will describe territorial expansion and how it affected the political map of the United States, with emphasis on the Louisiana Purchase, the Lewis and Clark expedition, and the acquisitions of Florida, Texas, Oregon, and California.

Indicator 8.a.1

Locate the Louisiana Purchase & describe its acquisition & exploration

Locate the Louisiana Purchase and describe its acquisition and exploration:

- Jefferson bought land from France (the Louisiana Purchase), which doubled the size of the United States.
- In the Lewis and Clark expedition, Meriwether Lewis and William Clark explored the Louisiana Purchase from the Mississippi River to the Pacific Ocean.

Indicator 8.a.2

Locate Florida & explain that Spain gave it to the US through a treaty

Locate Florida and explain that Spain gave Florida to the United States through a treaty.

Indicator 8.a.3

Locate Texas & explain that it was added after it became a republic

Locate Texas and explain that it was added after it became an independent republic.

Indicator 8.a.4

Locate Oregon & explain that the Oregon Territory was divided

Locate Oregon and explain that the Oregon Territory was divided by the United States and Great Britain.

Indicator 8.a.5

Locate California & explain that it resulted from a war with Mexico

Locate California and explain that war with Mexico resulted in California and the southwest territory becoming part of the United States.

Indicator 8.a.6

Describe the role of Daniel Boone in US territorial expansion

Describe the role of Daniel Boone in the territorial expansion of the United States as a frontiersman who was instrumental in the exploration and settlement of Kentucky.

Indicator 8.a.7

Describe the role of Sam Houston in US territorial expansion

Describe the role of Sam Houston in the territorial expansion of the United States as a man who was instrumental in Texas gaining independence from Mexico.



Indicator 8.a.8

Describe the role of Henry Clay in US territorial expansion

Describe the role of Henry Clay in the territorial expansion of the United States as a US Senator who was instrumental in developing the Compromise of 1850.



Benchmark 8.b

Identify Geographic/Economic Factors that Influenced Westward Movement

The student will identify the geographic and economic factors that influenced the westward movement of settlers.



Indicator 8.b.1

Identify geographic/economic factors that influenced westward movement

Identify geographic and economic factors that influenced the westward movement of settlers:

- 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



Indicator 8.b.2

Distinguish positive/negative geographic factors on westward expansion

Distinguish between positive and negative geographic factors that had an impact on the westward expansion.



Indicator 8.b.3

Discuss the motivations of groups who migrated west

Discuss the motivations of groups who migrated west including:

- *the Mormons (religion)*
 - *forty-niners (economic)*
 - *traders (economic)*
 - *farmers (land)*
-



Benchmark 8.c

Describe the Impact of Inventions on Life in America

The student will describe the impact of inventions, including the cotton gin, the reaper, the steamboat, and the steam locomotive, on life in America.



Indicator 8.c.1

Describe the cotton gin and its impact on life in America

Describe the cotton gin and its impact on life in America:

- Invented by Eli Whitney
- Increased the production of cotton, thus increasing the need for slave labor to cultivate and pick the cotton



Indicator 8.c.2

Describe the reaper and its impact on life in America

Describe the reaper and its impact on life in America, including:

- Jo Anderson (a slave) and Cyrus McCormick worked to invent the reaper.
- It increased the productivity of the American farmer.



Indicator 8.c.3

Describe the steamboat and its impact on life in America

Describe the steamboat and its impact on life in America:

- Improved by Robert Fulton
- Eventually provided faster river transportation that connected Southern plantations and farms to Northern industries and Western territories



Indicator 8.c.4

Describe the steam locomotive and its impact on life in America

Describe the steam locomotive and its impact on life in America, including that it provided faster land transportation.



Benchmark 8.d

Identify the Main Ideas of the Abolitionist and Suffrage Movements

The student will identify the main ideas of the abolitionist and suffrage movements.



Indicator 8.d.1

Describe how abolitionists worked to end slavery

Describe how abolitionists worked to end slavery, and explain that most abolitionists demanded immediate freeing of the slaves.



Indicator 8.d.2

Explain why abolitionists believed slavery was wrong

Explain why abolitionists believed slavery was wrong. They thought it was:

- morally wrong
- cruel and inhumane
- a violation of the principles of democracy



Indicator 8.d.3

Explain how abolitionist leaders included both men and women

Explain how abolitionist leaders included both men and women, such as:

- Harriet Tubman
- William Lloyd Garrison
- Frederick Douglass



Indicator 8.d.4

Describe the role of William Lloyd Garrison

*Describe the role of William Lloyd Garrison as an abolitionist who published *The Liberator*, an anti-slavery newspaper.*



Indicator 8.d.5

Explain that suffrage supporters helped women gain equal rights

Explain that suffrage supporters declared that "All men and women are created equal," and that they worked to help women gain equal rights.



Indicator 8.d.6

Explain how suffrage supporters believed women were deprived of rights

Explain how suffrage 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 rights to own property



Indicator 8.d.7

Describe the influence of Abigail Adams on the suffrage movement

Describe the influence of Abigail Adams on the suffrage movement as a person who expressed

her concerns about women's rights during the Constitutional Convention, in her "Remember the Ladies" letter to her husband, John Adams - who was a delegate to that Convention.

Indicator 8.d.8

Explain how the suffrage movement was led by strong women

Explain how the suffrage movement was led by strong women who began their campaign before the Civil War and continued after the war had ended, including:

- Isabel Sojourner Truth
- Susan B. Anthony
- Elizabeth Cady Stanton
- Lucretia Mott

Indicator 8.d.9

Recognize that Dorothea Dix's work was connected to abolition, etc.

Recognize Dorothea Dix as a woman whose work to improve the lives of the mentally ill was connected to the same ideals that inspired abolitionists and suffragists.

SS.USI Standard 9

DEMONSTRATE KNOWLEDGE OF THE CAUSES, EVENTS & EFFECTS OF THE CIVIL WAR

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

State Notes:

Essential Questions:

- How did cultural, economical, and constitutional issues create bitter divisions between the North and the South?
- How did the issues of states' rights and slavery increase sectional tension between the North and South?
- Which states seceded from the Union?
- Which four slave states stayed in the Union?
- Where were the other states that remained in the Union located?
- Who are considered leaders of the Civil War?
- How did Lincoln's view of the nature of the Union differ from Lee's?
- Where did critical events of the Civil War take place?
- Where were the major battles fought?
- What are the ways in which location and topography influenced important developments in the war, including major battles?
- What hardships were experienced during the Civil War?
- How did the Civil War change the lives of soldiers, women, and slaves?

Essential Skills:

- Identify and interpret primary and secondary source documents to increase understanding of events and life in United States history to 1877.
- Make connections between the past and the present.
- Sequence events in United States history from pre-Columbian times to 1877.
- Interpret ideas and events from different historical perspectives.
- Evaluate and discuss issues orally and in writing.
- Analyze and interpret maps to explain relationships among landforms, water features, climatic characteristics, and historical events.
- Distinguish between parallels of latitude and meridians of longitude.
- Interpret patriotic slogans and excerpts from notable speeches and documents.
- *Conduct research to gather information from a variety of sources.*
- *Organize and synthesize information in a variety of forms.*

Essential Understanding:

- Cultural, economic, and constitutional differences between the North and the South eventually resulted in the Civil War.
- 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 and could not be divided. While the Civil War did not begin as a war to abolish slavery, issues surrounding slavery deeply divided the nation.
- Southern states that were dependent upon labor-intensive cash crops seceded from the Union. Northernmost slave states (border states) stayed in the Union.
- Lincoln and Lee were men who represented views of the nature of the United States that were very different, leading to an unavoidable conflict.
- Location and topography were critical elements influencing important developments in the Civil War, including major battles.
- Life on the battlefield and on the homefront was extremely harsh. Many died from disease and exposure.

Benchmark 9.a

Describe the Issues that Divided the Nation: Cultural, Economic, etc.

The student will describe the cultural, economic, and constitutional issues that divided the nation.



Indicator 9.a.1

Explain that slavery issues divided the nation & led to the Civil War

Explain that 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.



Indicator 9.a.2

Explain the social and political differences between the North & South

Explain how people of the North and South found it difficult to agree on social and political issues because of their cultural differences, including:

- The North was mainly an urban society in which people held jobs.
- The South was primarily an agricultural society in which people lived in small villages and on farms and plantations.



Indicator 9.a.3

Explain how economic issues divided the nation

Explain how economic issues divided the nation:

- The North was a manufacturing region, and its people favored tariffs that protected factory owners and workers from foreign competition.
- Southerners opposed tariffs that would cause prices of manufactured goods to increase. Planters were also concerned that England might stop buying cotton from the South if tariffs were added.



Indicator 9.a.4

Explain the major conflict of states' rights vs. strong central gov't

Explain the major conflict of states' rights versus a strong central government.



Benchmark 9.b

Explain How Issues of States' Rights & Slavery Increased Tensions

The student will explain how the issues of states' rights and slavery increased sectional tensions.



Indicator 9.b.1

Explain how differing ideas of Fed. gov't power was an important issue

Explain how differing ideas about the power of the Federal government became an important issue separating the country:

- 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.



Indicator 9.b.2

Explain how South feared Northern control & proclaimed states' rights

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



Indicator 9.b.3

Explain how the issue of slavery increased sectional tensions

Explain how the issue of slavery increased sectional tensions:

- Southerners felt that the abolition of slavery would destroy their region's economy.
- Northerners believed that slavery should be abolished for moral reasons.

Indicator 9.b.4



Identify & describe compromises attempting to resolve differences

Identify and describe compromises attempting to resolve differences, including:

- Missouri Compromise (1820) – Missouri was a slave state; Maine, a free state
- Compromise of 1850 – California was a free state. Southwest territories would decide about slavery
- Kansas-Nebraska Act – People decided the slavery issue (“popular sovereignty”)



Indicator 9.b.5

Explain that following Lincoln's election the South seceded from Union

Explain that following Lincoln's election, the southern states seceded from the Union and that Confederate forces attacked Fort Sumter, in South Carolina, marking the beginning of the Civil War.



Indicator 9.b.6

Explain the North & South's contrasting views of secession

Explain the contrasting views of secession:

- Lincoln and many Northerners believed that the United States was one nation that could not be separated or divided.
- Most Southerners believed that states had freely created and joined the union and could freely leave it.



Benchmark 9.c

Identify & Locate States That Seceded & Those That Stayed in the Union

The student will identify on a map the states that seceded from the Union and those that remained in the Union.



Indicator 9.c.1

Identify and locate states that seceded from the Union

Identify and locate the states that seceded from the Union:

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



Indicator 9.c.2

Identify & locate the slave (border) states that remained in the Union

Identify and locate the slave states (border states) that remained in the Union:

- Delaware
- Kentucky
- Maryland
- Missouri



Indicator 9.c.3

Identify and locate the free states that remained in the Union

Identify and locate the free states that remained in the Union:

- California
- Connecticut
- Illinois
- Indiana
- Iowa
- Kansas

- Maine
- Massachusetts
- Michigan
- Minnesota
- New Hampshire
- New Jersey
- New York
- Ohio
- Oregon
- Pennsylvania
- Rhode Island
- Vermont
- West Virginia (Western counties of Virginia that refused to secede from the Union)
- Wisconsin

Benchmark 9.d

Describe Roles of Key Individuals in Events Leading to & During War

The student will describe the roles of Abraham Lincoln, Jefferson Davis, Ulysses S. Grant, Robert E. Lee, Thomas “Stonewall” Jackson, and Frederick Douglass in events leading to and during the war.

Indicator 9.d.1

Describe the role of Abraham Lincoln: president during Civil War

Describe the role of Abraham Lincoln:

- Served as 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”

Indicator 9.d.2

Describe the role of Jefferson Davis: president of Confederacy

Describe the role of Jefferson Davis as president of the Confederate States of America.

Indicator 9.d.3

Describe the role of Ulysses S. Grant: Union military leader

Describe the role of Ulysses S. Grant as general of the Union army that defeated Lee.

Indicator 9.d.4

Describe the role of Robert E. Lee: Confederate military leader

Describe the role of Robert E. Lee:

- Led 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

Indicator 9.d.5

Describe the role of Thomas "Stonewall" Jackson: Confederate general

Describe the role of Thomas “Stonewall” Jackson as a skilled Confederate general from Virginia.

Indicator 9.d.6

Describe Frederick Douglass: former slave who became an abolitionist

Describe Frederick Douglass as a former slave who escaped to the North and became an abolitionist.

Indicator 9.d.7

Describe the role of Harriet Beecher Stowe: wrote anti-slavery novel

Describe the role of Harriet Beecher Stowe as an abolitionist and author of Uncle Tom's Cabin.



Indicator 9.d.8

Describe the role of John C. Calhoun: pro-slavery US senator

Describe the role of John C. Calhoun as an outspoken proponent of slavery and a major inspiration to secessionists.



Indicator 9.d.9

Describe the role of Daniel Webster: the Great Compromiser

Describe the role of Daniel Webster as a man who searched for compromises to preserve the Union and avoid conflict with southern states.



Benchmark 9.e

Use Maps to Explain Critical Developments in the War (Major Battles)

The student will use maps to explain critical developments in the war, including major battles.



Indicator 9.e.1

Locate and describe the firing on Fort Sumter, SC, which began the war

Locate and describe the firing on Fort Sumter, S.C., which began the war.



Indicator 9.e.2

Locate and describe the Battle of Manassas (Bull Run)

Locate and describe the first Battle of Manassas (Bull Run), which was the first major battle.



Indicator 9.e.3

Explain the effects of the signing of the Emancipation Proclamation

Explain that the signing of the Emancipation Proclamation made "freeing the slaves" the new focus of the war and caused many freed slaves to join the Union army.



Indicator 9.e.4

Locate and describe the Battle of Vicksburg

Locate and describe the Battle of Vicksburg, which divided the South after the North gained control of the Mississippi River.



Indicator 9.e.5

Locate and describe the Battle of Gettysburg

Locate and describe the Battle of Gettysburg, which became the turning point of the war when the North repelled Lee's invasion.



Indicator 9.e.6

Locate and describe Lee's surrender at the Appomattox Court House

Locate and describe Lee's surrender to Grant at Appomattox Court House in 1865, which ended the war.



Indicator 9.e.7

Describe influence of location & topography on developments in the war

Describe the influence of location and topography on critical developments in the war:

- 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)



Indicator 9.e.8

Identify & interpret source documents:critical developments in the war

Identify and interpret primary and secondary source documents related to critical developments in the war, including major battles.



Indicator 9.e.9

Sequence events related to critical developments in war

Sequence events related to critical developments in the war, including major battles.



Indicator 9.e.10

Analyze & interpret maps:critical developments in the war

Analyze and interpret maps related to critical developments in the war, including major battles, to explain relationships among landforms, water features, climatic characteristics, and historical events.



Indicator 9.e.11

Interpret excerpts from notable documents related to the war

Interpret excerpts from notable documents related to critical developments in the war, including major battles.



Benchmark 9.f

Describe the Effects of the Civil War from Multiple Perspectives

The student will describe the effects of war from the perspectives of Union and Confederate soldiers (including black soldiers), women and slaves.



Indicator 9.f.1

Explain how families and friends were often pitted against one another

Explain how families and friends were often pitted against one another.



Indicator 9.f.2

Explain how Southern troops became younger and more poorly equipped

Explain how Southern troops became increasingly younger and more poorly equipped and clothed.



Indicator 9.f.3

Explain how much of the South was devastated at the end of the war

Explain how much of the South was devastated at the end of the war (e.g. burning of Atlanta and Richmond).



Indicator 9.f.4

Explain how disease was a major killer

Explain how disease was a major killer.



Indicator 9.f.5

Recognize Clara Barton: nurse who created the American Red Cross

Recognize Clara Barton, as a Civil War nurse, who created the American Red Cross.



Indicator 9.f.6

Recognize Belle Boyd: famous Confederate spy

Recognize Belle Boyd as a famous Confederate spy who provided important information to Stonewall Jackson.



Indicator 9.f.7

Explain how combat was brutal and often man-to-man

Explain how combat was brutal and often man-to-man.



Indicator 9.f.8

Identify the differing roles of women in the North & South

Identify women as those who were left to run businesses in the North and maintain farms and plantations in the South.

**Indicator 9.f.9****Explain how the Confederacy's collapse = worthless Confederate money**

Explain how the collapse of the Confederacy made Confederate money worthless.

**Indicator 9.f.10****Explain how African Americans fought in Union and Confederate armies**

Explain how African Americans fought in both the Confederate and Union armies.

**Indicator 9.f.11****Recognize that the Confederacy used slaves as crew members & soldiers**

Recognize that the Confederacy often used slaves as naval crew members and soldiers.

**Indicator 9.f.12****Explain how the Union enlisted African American sailors early in war**

Explain how the Union moved to enlist African American sailors early in the war.

**Indicator 9.f.13****Explain how African American soldiers were paid less than whites**

Explain how African American soldiers were paid less than white soldiers.

**Indicator 9.f.14****Explain how African American soldiers were discriminated against**

Explain how African American soldiers were discriminated against and served in segregated units under the command of white officers.

**Indicator 9.f.15****Explain how Robert Smalls was highly honored for his bravery, etc.**

Explain how Robert Smalls, a sailor and later a Union naval captain, was highly honored for his feats of bravery and heroism and became a Congressman after the Civil War.

**SS.USI****Standard 10****DEMONSTRATE KNOWLEDGE OF THE EFFECTS OF RECONSTRUCTION**

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

State Notes:

Essential Questions:

- What are the basic provisions of the 13th, 14th, and 15th Amendments?
- What were the Reconstruction policies for the South?

Essential Skills:

- Identify and interpret primary and secondary source documents to increase understanding of events and life in United States history to 1877.
- Make connections between the past and the present.
- Sequence events in United States history from pre-Columbian times to 1877.
- Interpret ideas and events from different historical perspectives.
- Evaluate and discuss issues orally and in writing.
- Analyze and interpret maps to explain relationships among landforms, water features, climatic characteristics, and historical events.
- Distinguish between parallels of latitude and meridians of longitude.
- Interpret patriotic slogans and excerpts from notable speeches and documents.
- *Conduct research to gather information from a variety of sources.*
- *Organize and synthesize information in a variety of forms.*

Essential Understanding:

- The 13th, 14th, and 15th Amendments to the Constitution of the United States of America address the issues of slavery and guarantee equal protection under the law for all citizens.
- The Reconstruction policies were harsh and created problems in the South.
- Reconstruction attempted to give meaning to the freedom that the former slaves had achieved.

Benchmark 10.a

Identify Provisions of the 13th/14th/15th Amendments and Their Impact

The student will identify the provisions of the 13th, 14th, and 15th Amendments to the Constitution of the United States of America and their impact on the expansion of freedom in America.

Indicator 10.a.1

Understand 13th Amendment: bans slavery in the US & its territories

Understand the provisions of 13th Amendment: bans slavery in the United States and any of its territories.

Indicator 10.a.2

Understand 14th Amendment: grants citizenship to persons born in US

Understand the provisions of the 14th Amendment: grants citizenship to all persons born in the United States and guarantees them equal protection under the law.

Indicator 10.a.3

Understand 15th Amendment: ensures all citizens the right to vote

Understand the provisions of the 15th Amendment: ensures all citizens the right to vote regardless of race or color or previous condition of servitude.

Indicator 10.a.4

Explain 13th/14th/15th Amendments: guarantee citizens equal protection

Explain how the 13th, 14th, and 15th Amendments guarantee equal protection under the law for all citizens.

Benchmark 10.b

Describe the Impact of Reconstruction Policies on the South

The student will describe the impact of Reconstruction policies on the South.

Indicator 10.b.1

Explain that Southern military leaders could not hold office

Explain that Southern military leaders could not hold office.

Indicator 10.b.2

Explain Southern resentment of Northern "carpetbaggers"

Explain how Southerners resented northern "carpetbaggers," who took advantage of the South during Reconstruction.

Indicator 10.b.3

Explain that African Americans held public office

Explain that African Americans held public office.

Indicator 10.b.4

Explain that equal rights resulted from the Civil Rights Act of 1866

Explain how African Americans gained equal rights as a result of the Civil Rights Act of 1866, which authorized the use of federal troops for its enforcement.

Indicator 10.b.5

Explain how Northern soldiers supervised the South

Explain how Northern soldiers supervised the South.

Indicator 10.b.6

Sequence events related to impact of Reconstruction policies on South

Sequence events related to the impact of Reconstruction policies on the South.



Indicator 10.b.7

Interpret ideas & events of Reconstruction from different perspectives

Interpret ideas and events related to the impact of Reconstruction policies on the South from different historical perspectives.