

			<p>hundreds of lakes carved by glaciers</p> <ul style="list-style-type: none"> • Holds some of the oldest rock formations in North America <p><i>A.4. Interior Lowlands</i></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><i>A.5. Great Plains</i></p> <ul style="list-style-type: none"> • Located west of Interior Lowlands and east of the Rocky Mountains • Flat land that gradually increases in elevation westward; grasslands <p><i>A.6. Rocky Mountains</i></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><i>A.7. Basin and Range</i></p> <ul style="list-style-type: none"> • Located west of Rocky Mountains and east of the Sierra Nevadas and the Cascades • Area of varying elevations 	
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	<ul style="list-style-type: none"> Historical water features 	<p>USI.2 c</p>	<p>containing isolated mountain ranges and Death Valley, the lowest point in North America</p> <p><i>A.8. Coastal Range</i></p> <ul style="list-style-type: none"> Rugged mountains along the Pacific Coast that stretch from California to Canada Contains fertile valleys <p>A. Major bodies of water</p> <ul style="list-style-type: none"> <i>Oceans:</i> Atlantic, Pacific <i>Rivers:</i> Mississippi, Missouri, Ohio, Columbia, Colorado, Rio Grande <i>Lakes:</i> Great Lakes <i>Gulf:</i> Gulf of Mexico <p>B. Trade, transportation, and settlement</p> <ul style="list-style-type: none"> The location of the United States, with its Atlantic and Pacific coasts, has provided access to other areas of the world. The Atlantic Ocean served as the highway for explorers, early settlers, and later immigrants. The Ohio River was the gateway to the west. Inland port cities grew in the Midwest along the Great Lakes. The Mississippi and Missouri Rivers were the 	<p>Identify and interpret primary and secondary source documents to increase understanding of events and life in United States history. (USI.1a)</p> <p>Sequence events in United States history. (USI.1c)</p> <p>Analyze and interpret maps to explain relationships among water features and historical events. (USI.1f)</p>	
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	<p>Exploration to Revolution</p> <ul style="list-style-type: none"> • Early cultures – locations and adaptation to environment 	<p>USI.3 a</p>	<p>transportation arteries for farm and industrial products. They were links to ports and other parts of the world.</p> <ul style="list-style-type: none"> • The Columbia River was explored by Lewis and Clark. • The Colorado River was explored by the Spanish. • The Rio Grande forms the border with Mexico. • The Pacific Ocean was an early exploration route. • The Gulf of Mexico provided the French and Spanish with exploration routes to Mexico and other parts of America. <p>A. 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>B. Kwakiutl inhabited the Pacific Northwest coast, characterized by a rainy, mild climate.</p> <p>C. Sioux inhabited the interior of the United States, called the Great Plains and characterized by dry grasslands.</p>	<p>Sequence events in United States history. (USI.1c)</p> <p>Analyze and interpret maps to explain relationships among landforms, water features, climatic characteristics, and historical events. (USI.1f)</p>	
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US History to 1877 (Grade 5)

Time Frame	Unit Titles/Content/Essential Questions	SOL Objectives	Implementation Notes-Essential Knowledge, Skills & Processes To demonstrate mastery, students should be able to:	
2 nd 9 weeks	<p>Exploration to Revolution</p> <ul style="list-style-type: none"> European exploration of North America and West Africa 	USI.4 a	<p>Essential Knowledge</p> <p>A. Motivating forces for exploration</p> <ul style="list-style-type: none"> Economic—Gold, natural resources, and trade Religious—Spread of Christianity Competitions for empire and belief in superiority of own culture <p>B. Obstacles to exploration</p> <ul style="list-style-type: none"> Poor maps and navigational tools Disease/starvation Fear of unknown Lack of adequate supplies <p>C. Accomplishments of exploration</p> <ul style="list-style-type: none"> Exchanged goods and ideas Improved navigational tools and ships Claimed territories (see individual countries below) <p>D. Regions of North America explored by Spain, France, and England</p> <p>D.1. Spain</p> <ul style="list-style-type: none"> Francisco Coronado 	<p>Essential Skills</p> <p>Identify and interpret primary and secondary source documents to increase understanding of events and life in United States history. (USI.1a)</p> <p>Interpret ideas and events from different historical perspectives. (USI.1d)</p> <p>Analyze and interpret maps to explain relationships among landforms, water features, climatic characteristics, and historical events. (USI.1f)</p>

		<p>USI.4b</p>	<p>claimed southwest United States for Spain.</p> <p>D.2. France</p> <ul style="list-style-type: none"> - Samuel de Champlain established the French settlement of Quebec. - Robert La Salle claimed the Mississippi River Valley. <p>D.3. England</p> <ul style="list-style-type: none"> - John Cabot explored eastern Canada. <p>E. Regions explored by Portugal</p> <ul style="list-style-type: none"> • The Portuguese made voyages of discovery along West Africa. <p>A. Cultural interaction</p> <p>A.1. Spanish</p> <ul style="list-style-type: none"> - Conquered and enslaved American Indians (First Americans) - Brought Christianity to the New World - Brought European diseases <p>A.2. French</p> <ul style="list-style-type: none"> - Established trading posts - Spread Christian religion <p>A.3. English</p> <ul style="list-style-type: none"> - Established settlements and claimed ownership 	<p>Identify and interpret primary and secondary source documents to increase understanding of events and life in United States history. (USI.1a)</p> <p>Interpret ideas and events from different historical perspectives. (USI.1d)</p>	
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		<p>USI.4 c</p>	<p>of land</p> <ul style="list-style-type: none"> - Learned farming techniques from American Indians (First Americans) - Traded <p>B. Areas of cooperation</p> <ul style="list-style-type: none"> • Technologies (transportation of weapons and farm tools) • Trade • Crops <p>C. Areas of conflict</p> <ul style="list-style-type: none"> • Land • Competition for trade • Differences in cultures • Disease • Language difference <p>A. Ghana, Mali, and Songhai became powerful by controlling trade in West Africa.</p> <p>B. The Portuguese carried goods from Europe to West African empires, trading metals, cloth, and other manufactured goods for gold.</p>	<p>Interpret ideas and events from different historical perspectives. (USI.1d)</p> <p>Analyze and interpret maps to explain relationships among landforms, water features, and historical events. (USI.1f)</p> <p>Distinguish between parallels of latitude and meridians of longitude. (USI.1g)</p>	
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	<ul style="list-style-type: none"> Factors shaping colonial America 	<p>USI.5 a</p>	<p>A. Colonies and the reasons they were established</p> <ul style="list-style-type: none"> Roanoke Island (Lost Colony) was established as an economic venture. The first permanent English settlement in North America (1607), Jamestown Settlement, was an economic venture by the Virginia Company. Plymouth colony was settled by separatists from the Church of England who wanted to avoid religious persecution. Massachusetts Bay Colony was settled by the Puritans for the same reasons. Pennsylvania was settled by the Quakers, who wanted to have freedom to practice their faith without interference. <p>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.</p>	<p>Identify and interpret primary and secondary source documents to increase understanding of events and life in United States history. (USI.1a)</p> <p>Sequence events in United States history. (USI.1c)</p> <p>Interpret ideas and events from different historical perspectives. (USI.1d)</p>	
		<p>USI.5 b</p>	<p>A. Interactions of people and environment</p> <p><i>A.1. New England</i></p> <ul style="list-style-type: none"> Geography and climate 	<p>Identify and interpret primary and secondary source documents to increase understanding of</p>	

			<ul style="list-style-type: none"> - Appalachian Mountains, Boston harbor, hilly terrain, rocky soil, jagged coastline - Moderate summers, cold winters • Economy <ul style="list-style-type: none"> - Fishing, shipbuilding industry and naval supplies, trade and port cities - Skilled craftsmen, shopkeepers • Social life <ul style="list-style-type: none"> - Village and church as center of life - Religious reformers and separatists • Political and civic life <ul style="list-style-type: none"> - Town meetings <p><i>A.2. Mid-Atlantic</i></p> <ul style="list-style-type: none"> • Geography and climate <ul style="list-style-type: none"> - Appalachian Mountains, coastal lowlands (harbors and bays, wide and deep rivers), rich farmlands - Moderate climate • Economy <ul style="list-style-type: none"> - Livestock and grain, trading - Unskilled and skilled workers and fishermen • Social life <ul style="list-style-type: none"> - Villages and cities - Varied and diverse 	<p>events and life in United States history. (USI.1a)</p> <p>Interpret ideas and events from different historical perspectives. (USI.1d)</p> <p>Analyze and interpret maps to explain relationships among landforms, water features, climatic characteristics, and historical events. (USI.1f)</p>	
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		<p>USI.5 c</p>	<ul style="list-style-type: none"> lifestyles <ul style="list-style-type: none"> - Diverse religions • Political and civic life <ul style="list-style-type: none"> - Market towns <p><i>A.3. South</i></p> <ul style="list-style-type: none"> • Geography and climate <ul style="list-style-type: none"> - Appalachian Mountains, Piedmont, Atlantic Coastal Plain, good harbors, rivers - Humid climate • Economy <ul style="list-style-type: none"> - Large farms/plantations, cash crops, wood products, small farms - Slavery • Social life <ul style="list-style-type: none"> - Plantations (slavery), mansions, indentured servants, few cities, few schools - Church of England • Political and civic life <ul style="list-style-type: none"> - Counties <p>A. Large landowners</p> <ul style="list-style-type: none"> • Lived predominately in the South • Relied on indentured servants and/or slaves for labor • Were educated in some cases • Had rich social culture 	<p>Interpret ideas and events from different historical perspectives. (USI.1d)</p>	
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			<ul style="list-style-type: none">B. Farmers<ul style="list-style-type: none">• Worked the land according to the region• Relied on family members for laborC. Artisans<ul style="list-style-type: none">• Worked as craftsmen in towns and on the plantation• Lived in small villages and citiesD. Women<ul style="list-style-type: none">• Worked as caretakers, house-workers, homemakers• Could not voteHad few chances for an educationE. Indentured servants<ul style="list-style-type: none">• 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 free at the end of their contractF. Slaves<ul style="list-style-type: none">• Were captured in their native Africa and sold to slave traders, then were shipped to the colonies where they were sold into	
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		<p>USI.5 d</p>	<p>slavery</p> <ul style="list-style-type: none"> • Were owned as property for life with no rights • Were often born into slavery (Children of slaves were born into slavery.) <p>A. Economic relationships</p> <ul style="list-style-type: none"> • England imposed strict control over trade. • England taxed the colonies after the French and Indian War. • Colonies traded raw materials for goods. <p>B. Political relationships</p> <ul style="list-style-type: none"> • 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. 	<p>Interpret ideas and events from different historical perspectives. (USI.1d)</p> <p>Analyze and interpret maps to explain relationships among landforms, water features, and historical events. (USI.1f)</p>	
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	<p>Skills – Historical/Geographical Analysis</p> <ul style="list-style-type: none">• Sequence US historical events• Longitude and latitude	<p>USI.1 c USI.1 g</p>			
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US History to 1877 (Grade 5)

Time Frame	Unit Titles/Content/Essential Questions	SOL Objectives	Implementation Notes-Essential Knowledge, Skills & Processes To demonstrate mastery, students should be able to:	
3 rd 9 weeks	<p>Revolution and the New Nation</p> <ul style="list-style-type: none"> American Revolution 	USI.6 a	<p>Essential Knowledge</p> <p>A. England’s reasons for control</p> <ul style="list-style-type: none"> 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. <p>B. England’s reasons for taxation</p> <ul style="list-style-type: none"> To help finance the French and Indian War To help with the maintaining of English troops in the colonies <p>C. Sources of colonial dissatisfaction</p> <ul style="list-style-type: none"> 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 	<p>Essential Skills</p> <p>Make connections between the past and the present (USI.1b)</p> <p>Sequence events in United States history. (USI.1c)</p> <p>Interpret ideas and events from different historical perspectives. (USI.1d)</p>

		USI.6 b	<p>movement of settlers.</p> <p>A. Ideas of John Locke</p> <ul style="list-style-type: none"> • 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. <p>B. 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)—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. 	<p>Identify and interpret primary and secondary source documents to increase understanding of events and life in United States history. (USI.1a)</p> <p>Make connections between the past and the present (USI.1b)</p> <p>Interpret ideas and events from different historical perspectives. (USI.1d)</p> <p>Interpret excerpts from notable documents. (USI.1h)</p>
		USI.6 c	<p>A. 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 	<p>Identify and interpret primary and secondary source documents to increase understanding of events and life in United States history. (USI.1a)</p> <p>Sequence events in United States history. (USI.1c)</p>

			<ul style="list-style-type: none"> • George Washington: Commander of the Continental Army • Thomas Jefferson: Major author of the Declaration of Independence • Patrick Henry: Outspoken member of House of Burgesses; inspired colonial patriotism with “Give me liberty or give me death” speech • Benjamin Franklin: Prominent member of Continental Congress; helped frame the Declaration of Independence • Thomas Paine: Journalist, author of <i>Common Sense</i> <p>B. Other important individuals</p> <ul style="list-style-type: none"> • Phillis Wheatley: A former slave who wrote poems and plays supporting American independence • Paul Revere: Patriot who made a daring ride to warn colonists of British arrival <p>C. 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 	<p>Interpret ideas and events from different historical perspectives. (USI.1d)</p> <p>Analyze and interpret maps to explain historical events. (USI.1f)</p> <p>Interpret patriotic slogans and excerpts from notable speeches and documents. (USI.1h)</p>	
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		<p>USI.6 d</p>	<p>Boston Harbor to protest tea taxes.</p> <ul style="list-style-type: none"> • First Continental Congress: Delegates from all colonies except Georgia met to discuss problems with England and to promote independence. • Battle of Lexington and Concord: This was the site of the first armed conflict of the Revolutionary War. • Approval of the Declaration of Independence: Colonies declared independence from England (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: England recognized American independence in this treaty. <p>A. Colonial advantages</p> <ul style="list-style-type: none"> • Colonists' defense of their own land, principles, and beliefs • Support from France and Spain • Strong leadership 	<p>Interpret ideas and events from different historical perspectives. (USI.1d)</p> <p>Analyze and interpret maps to explain relationships among landforms, water features, climatic characteristics, and historical events. (USI.1f)</p>	
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			<p>Senators per state) and people are represented in the House of Representatives (number of a state's representatives is based on state's population).</p> <ul style="list-style-type: none"> - Judicial Branch (Supreme Court) determines if laws made by Congress are constitutional. - Executive Branch (President) carries out the laws. <p><i>B.2. Checks and balances</i></p> <ul style="list-style-type: none"> • Each branch can check the power of the other. • These checks keep any one branch from gaining too much power. <p>C. Bill of Rights</p> <ul style="list-style-type: none"> • James Madison was the author of the Bill of Rights. <p>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).</p>	
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	<p>Skills – Historical/Geographical Analysis</p> <ul style="list-style-type: none"> • Interpret patriotic slogans and sayings • Interpret historical perspectives • Analyze and interpret maps 	<p>USI. 1 a-h</p> <p>USI.1h</p> <p>USI.1d</p> <p>USI.1f</p>	<ul style="list-style-type: none"> • 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. <p><i>B.2. John Adams</i></p> <ul style="list-style-type: none"> • A two-party system emerged during his administration. <p><i>B.3. Thomas Jefferson</i></p> <ul style="list-style-type: none"> • He bought Louisiana from France (Louisiana Purchase). • Lewis and Clark explored this new land west of the Mississippi River. 	<p>documents. (USI.1h)</p>	
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US History to 1877 (Grade 5)

Time Frame	Unit Titles/Content/Essential Questions	SOL Objectives	Implementation Notes-Essential Knowledge, Skills & Processes To demonstrate mastery, students should be able to:	
4 th 9 weeks	<p>Expansion and Reform</p> <ul style="list-style-type: none"> • Territorial expansion/ impact on political map 	USI.8 a	<p>Essential Knowledge</p> <p>A. New territories added to the United States after 1801</p> <p><i>A.1. Louisiana Purchase</i></p> <ul style="list-style-type: none"> • Jefferson bought land from France (the Louisiana Purchase), which doubled the size of the United States. • In the Lewis and Clark expedition, Meriwether Lewis and William Clark explored the Louisiana Purchase from the Mississippi River to the Pacific Ocean. <p><i>A.2. Florida</i></p> <ul style="list-style-type: none"> • Spain gave Florida to the United States through a treaty. <p><i>A.3. Texas</i></p> <ul style="list-style-type: none"> • Texas was added after it became an independent republic. <p><i>A.4. Oregon</i></p> <ul style="list-style-type: none"> • The Oregon Territory was divided by the United States and Great Britain. <p><i>A.5. California</i></p> <ul style="list-style-type: none"> • War with Mexico resulted in California and the southwest 	<p>Essential Skills</p> <p>Sequence events in United States history. (USI.1c)</p> <p>Analyze and interpret maps to explain historical events. (USI.1f)</p>

	<ul style="list-style-type: none"> • Geographic and economic factors that influenced westward movement 	<p>USI.8 b</p>	<p>territory becoming part of the United States.</p> <p>A. 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) <p>Belief in the right of “Manifest Destiny”—The idea that expansion was for the good of the country and was the right of the country</p>	<p>Make connections between the past and the present. (USI.1b)</p> <p>Interpret ideas and events from different historical perspectives. (USI.1d)</p> <p>Analyze and interpret maps to explain relationships among landforms, water features, climatic characteristics, and historical events. (USI.1f)</p>	
	<ul style="list-style-type: none"> • Impact of inventions 	<p>USI.8 c</p>	<p>A. New technologies</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 (a slave) and Cyrus McCormick worked to invent the reaper. The 	<p>Make connections between the past and the present. (USI.1b)</p> <p>Sequence events in United States history. (USI.1c)</p>	

	<ul style="list-style-type: none"> Abolition and suffrage movements 	<p>USI.8 d</p>	<p>reaper increased the productivity of the American farmer.</p> <ul style="list-style-type: none"> The steamboat was improved by Robert Fulton. It eventually provided faster river transportation that connected Southern plantations and farms to Northern industries and Western territories. The steam locomotive provided faster land transportation. <p>A. Abolitionist movement</p> <ul style="list-style-type: none"> Most abolitionists demanded immediate freeing of the slaves. Abolitionists believed that slavery was wrong. <ul style="list-style-type: none"> Morally wrong Cruel and inhumane A violation of the principles of democracy Abolitionist leaders included both men and women. <ul style="list-style-type: none"> Harriet Tubman William Lloyd Garrison Frederick Douglass <p>B. Suffrage movement</p> <ul style="list-style-type: none"> Supporters declared that “All men and women are created equal.” Supporters believed that 	<p>Make connections between the past and the present. (USI.1b)</p> <p>Sequence events in United States history. (USI.1c)</p> <p>Interpret ideas and events from different historical perspectives. (USI.1d)</p> <p>Interpret patriotic slogans. (USI.1h)</p>	
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	<p>Civil War and Reconstruction</p> <ul style="list-style-type: none"> • Causes, major events and effects of the Civil War 	<p>USI.9 a</p>	<p>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 rights to own property <ul style="list-style-type: none"> • The movement was led by strong women who began their campaign before the Civil War and continued after the war had ended. <ul style="list-style-type: none"> – Isabel Sojourner Truth – Susan B. Anthony – Elizabeth Cady Stanton <p>A. Issues that divided the nation</p> <p>A.1. <i>Slavery</i></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>A.2. <i>Cultural</i></p> <ul style="list-style-type: none"> • The North was mainly an urban society in which people held jobs. • The South was primarily an agricultural society in which 	<p>Make connections between the past and the present. (USI.1b)</p> <p>Sequence events in United States history. (USI.1c)</p> <p>Interpret ideas and events from different historical perspectives. (USI.1d)</p>	
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		<p>USI.9 b</p>	<p>people lived in small villages and on farms and plantations.</p> <ul style="list-style-type: none"> • Because of their cultural differences, people of the North and South found it difficult to agree on social and political issues. <p><i>A.3. Economic</i></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. • 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. <p><i>A.4. Constitutional</i></p> <ul style="list-style-type: none"> • A major conflict was states' rights versus strong central government. <p>A. 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 	<p>Sequence events in United States history. (USI.1c)</p> <p>Interpret ideas and events from different historical perspectives. (USI.1d)</p> <p>Interpret patriotic slogans. (USI.1h)</p>	
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			<p>declare any national law illegal. Northerners believed that the national government's power was supreme over that of the states.</p> <ul style="list-style-type: none"> • Southerners felt that the abolition of slavery would destroy their region's economy. Northerners believed that slavery should be abolished for moral reasons. <p>B. Compromises attempting to resolve differences</p> <ul style="list-style-type: none"> • 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"). • Southern secession 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. <ul style="list-style-type: none"> • Lincoln and many Northerners believed that the 		
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		<p>USI.9 c</p>	<p>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.</p> <p>A. 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>B. States remaining in the Union</p> <ul style="list-style-type: none"> • <i>Border states (slave states)</i> <ul style="list-style-type: none"> – Delaware – Kentucky – Maryland – Missouri • <i>Free States</i> <ul style="list-style-type: none"> – California – Connecticut – Illinois – Indiana – Iowa – Kansas 	<p>Analyze and interpret maps to explain historical events. (USI.1f)</p>	
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		<p>USI.9 d</p>	<ul style="list-style-type: none"> - 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 <p>A. Roles of Civil War leaders</p> <p>A.1. Abraham Lincoln</p> <ul style="list-style-type: none"> - Was President of the United States - Opposed the spread of slavery - Issued the Emancipation Proclamation - Determined to preserve the Union—by force if necessary - Believed the United States was one nation, not a collection of independent states - Wrote the Gettysburg Address that said the Civil War was to preserve a government 	<p>Identify and interpret primary and secondary source documents to increase understanding of events and life in United States history. (USI.1a)</p> <p>Sequence events in United States history. (USI.1c)</p> <p>Interpret ideas and events from different historical perspectives. (USI.1d)</p>
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			<p>“of the people, by the people, and for the people.”</p> <p>A.2. Jefferson Davis</p> <ul style="list-style-type: none"> - Was president of the Confederate States of America <p>A.3. Ulysses S. Grant</p> <ul style="list-style-type: none"> - Was general of the Union army that defeated Lee <p>A.4. Robert E. Lee</p> <ul style="list-style-type: none"> - Was leader of the Army of Northern Virginia - Was offered command of the Union forces at the beginning of the war but chose not to fight against Virginia - Opposed secession, but did not believe the union should be held together by force - Urged Southerners to accept defeat at the end of the war and reunite as Americans when some wanted to fight on <p>A.5. Thomas “Stonewall” Jackson</p> <ul style="list-style-type: none"> - Was a skilled Confederate general from Virginia <p>A.6. Frederick Douglass</p> <ul style="list-style-type: none"> - Was a former slave who escaped to the North and became an 	
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		<p>USI.9 e</p>	<p>abolitionist</p> <p>A. 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 slaves 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>B. 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 	<p>Identify and interpret primary and secondary source documents to increase understanding of events and life in United States history. (USI.1a)</p> <p>Sequence events in United States history. (USI.1c)</p> <p>Analyze and interpret maps to explain relationships among landforms, water features, climatic characteristics, and historical events. (USI.1f)</p> <p>Interpret excerpts from notable documents. (USI.1h)</p>	
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	<ul style="list-style-type: none"> • Effects of Reconstruction 	<p>USI.9 f</p>	<p>capital cities (e.g., Richmond; Washington, D.C.)</p> <ul style="list-style-type: none"> • Control of the high ground (e.g., Gettysburg) <p>A. General effects of the war</p> <ul style="list-style-type: none"> • Families and friends were often pitted against one another. • 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>B. Effects of the war on African Americans</p> <ul style="list-style-type: none"> • African Americans fought in both the Confederate and 	<p>Sequence events in United States history. (USI.1c)</p> <p>Interpret ideas and events from different historical perspectives. (USI.1d)</p>	
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	<ul style="list-style-type: none"> • Provisions of 13th, 14th, 15th Amendments 	<p>USI. 10 b</p>	<p>Union armies.</p> <ul style="list-style-type: none"> • The Confederacy often used slaves as naval crew members and soldiers. • The Union moved to enlist African American sailors early in 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. <p>Robert Smalls, a sailor and later a Union naval captain, was highly honored for his feats of bravery and heroism. He became a Congressman after the Civil War.</p> <p>A. Reconstruction policies and problems</p> <ul style="list-style-type: none"> • Southern military leaders could not hold office. • Southerners resented northern “carpetbaggers,” who took advantage of the South during Reconstruction. • African Americans held public office. • African Americans gained 	<p>Sequence events in United States history. (USI.1c)</p> <p>Interpret ideas and events from different historical perspectives. (USI.1d)</p>	
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		<p>USI. 10 a</p>	<p>equal rights as a result of the Civil Rights Act of 1866, which authorized the use of federal troops for its enforcement.</p> <ul style="list-style-type: none"> • Northern soldiers supervised the South. <p>A. Basic provisions of the Amendments</p> <ul style="list-style-type: none"> • 13th Amendment: Bans slavery in the United States and any of its territories • 14th Amendment: Grants citizenship to all persons born in the United States and guarantees them equal protection under the law • 15th Amendment: Ensures all citizens the right to vote regardless of race or color or previous condition of servitude <p>B. These three amendments guarantee equal protection under the law for all citizens.</p>	<p>Identify and interpret primary and secondary source documents to increase understanding of events and life in United States history. (USI.1a)</p> <p>Make connections between the past and the present. (USI.1b)</p> <p>Sequence events in United States history. (USI.1c)</p> <p>Interpret ideas and events from different historical perspectives. (USI.1d)</p> <p>Interpret excerpts from notable documents. (USI.1h)</p>	
	<p>Skills – Historical /Geographical</p>	<p>USI.1e</p>			

	<p>Analysis</p> <ul style="list-style-type: none">• Evaluate ideas				
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