





















## Standards of Learning for United States History to 1865

Virginia correlation charts are also available on TeacherWorks™ Plus, StudentWorks™ Plus, and [glencoe.com](http://glencoe.com).

| STANDARD USI.1a   | Student Edition/Online Learning Center   | Teacher Edition  |
|---|---|--|
| The student will demonstrate responsible citizenship and develop skills for historical and geographical analysis, including the ability to<br>a) identify and interpret primary and secondary source documents to increase understanding of events and life in United States history to 1865; | 24, 38, 54, 60, 68, 96, 98, 115, 122, 124, 132, 140, 162, 167, 202–203, 215, 218, 254, 266, 272–273, 276, 278, 282, 294, 318, 328, 340, 345, 362, 364–365, 368, 381, 410–411, 429, 436, 459–460, 465, 468–469, 486, 499, 504, 514, 591,<br> VA Essentials USI.1a | 99, 110, 140, 146, 148–149, 163, 254, 267, 292, 436, 486, 504–505  |
| STANDARD USI.1b   | Student Edition/Online Learning Center   | Teacher Edition  |
| The student will demonstrate responsible citizenship and develop skills for historical and geographical analysis, including the ability to<br>b) make connections between the past and the present;   | 30–31, 154–155, 167, 206–207, 314–315, 408–409, 494–495,  VA Essentials USI.1b   | Ref 31, 19, 79, 92–93, 111, 143, 155, 198, 208, 268, 271, 292, 364, 493–494, 542, 548, 551, 556, 560, 562, 565, 569                  |
| STANDARD USI.1c   | Student Edition/Online Learning Center   | Teacher Edition  |
| The student will demonstrate responsible citizenship and develop skills for historical and geographical analysis, including the ability to<br>c) sequence events in United States history from pre-Columbian times to 1865;   | 41, 312, 347, 357, 358, 366, 455, 462, 466, 473, 480, 587,  VA Essentials USI.1c   | 5, 27, 39, 57, 87, 105, 121, 128, 151, 178, 185, 241, 251, 261, 275, 303, 335, 350, 357, 369, 381, 387, 417, 437, 447, 455, 473, 517 |
| STANDARD USI.1d   | Student Edition/Online Learning Center   | Teacher Edition  |
| The student will demonstrate responsible citizenship and develop skills for historical and geographical analysis, including the ability to<br>d) interpret ideas and events from different historical perspectives;   | 368–369, 441, 451, 526, 589,<br> VA Essentials USI.1d  | 167, 179, 368, 371, 409, 410, 423, 429, 453, 455, 476, 503, 512, 526, 533, 557, 563, 589   |







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| STANDARD USI.1e   | Student Edition/Online Learning Center    | Teacher Edition  |
|---|--|--|
| <p>The student will demonstrate responsible citizenship and develop skills for historical and geographical analysis, including the ability to</p> <p>e) evaluate and discuss issues orally and in writing;</p>  | <p>68, 140, 193, 202–203, 213, 266, 267, 301, 328, 354, 364–365, 384, 414, 468–469, 471, 502, 514, 544, 581, 590,  VA Essentials USI.1e</p>   | <p>68, 153, 193, 196, 201–203, 211, 228, 233, 238, 240, 243, 245, 291, 330A, 365, 403, 435, 436, 449, 459, 467–469, 497, 501, 527, 537, 541, 560, 563, 565, 570, 573</p> |
| STANDARD USI.1f   | Student Edition/Online Learning Center    | Teacher Edition  |
| <p>The student will demonstrate responsible citizenship and develop skills for historical and geographical analysis, including the ability to</p> <p>f) analyze and interpret maps to explain relationships among landforms, water features, climatic characteristics, and historical events;</p>   | <p>Ref 18–Ref 27, Ref 30–Ref 31, 8, 62–63, 180–181, 258–259, 432–433, 542–543, 592,  VA Essentials USI.1f</p>                                 | <p>123, 181, 191, 283, 295, 316, 341, 362, 364, 433, 449, 465, 477, 483, 484</p>   |
| STANDARD USI.1g   | Student Edition/Online Learning Center    | Teacher Edition  |
| <p>The student will demonstrate responsible citizenship and develop skills for historical and geographical analysis, including the ability to</p> <p>g) distinguish between parallels of latitude and meridians of longitude;</p>   | <p>Ref 20, Ref 21, 324, 362, 363,  VA Essentials USI.1g</p>   | <p>Ref 20</p>  |
| STANDARD USI.1h   | Student Edition/Online Learning Center    | Teacher Edition  |
| <p>The student will demonstrate responsible citizenship and develop skills for historical and geographical analysis, including the ability to</p> <p>h) interpret patriotic slogans and excerpts from notable speeches and documents;</p>   | <p>106, 117, 133–134, 136, 140–142, 146–149, 156, 166, 170, 204, 224–245, 254, 266, 276, 351, 363, 371, 436, 504,  VA Essentials USI.1h</p> | <p>146–149, 224–245, 254, 436, 504</p>   |
| STANDARD USI.1i   | Student Edition/Online Learning Center    | Teacher Edition  |
| <p>The student will demonstrate responsible citizenship and develop skills for historical and geographical analysis, including the ability to</p> <p>i) identify the costs and benefits of specific choices made, including the intended and unintended consequences of the choices and how people and nations responded to positive and negative incentives.</p> | <p>47, 63, 256, 402, 502, 577,  VA Essentials USI.1i</p>  | <p>262, 308, 315, 330A, 330, 345, 347, 361, 374, 398, 402, 425–426, 439</p>  |



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| STANDARD USI.2a   |   | Student Edition/Online Learning Center   | Teacher Edition  |
|---|---|---|--|
| The student will use maps, globes, photographs, pictures, or tables to<br>a) locate the seven continents and five oceans. |   | Ref 2–Ref 3, Ref 4–Ref 5, Ref 6–Ref 7, Ref 8–Ref 9, 8, 20, 25, 36, 40, 44, 91,  VA Essentials USI.2a   | Ref 22, 36, 40, 91   |
| Essential Understandings  | Essential Questions   | Essential Knowledge   | Essential Skills   |
| Continents are large land masses surrounded by water.   | What are the seven continents?<br><br>What are the five oceans? | <p><b>Continents</b></p> <ul style="list-style-type: none"> <li>• North America</li> <li>• South America</li> <li>• Africa</li> <li>• Asia</li> <li>• Australia</li> <li>• Antarctica</li> <li>• Europe*</li> </ul> <p><b>Oceans</b></p> <ul style="list-style-type: none"> <li>• Atlantic Ocean</li> <li>• Pacific Ocean</li> <li>• Arctic Ocean</li> <li>• Indian Ocean</li> <li>• Southern Ocean</li> </ul> <p>*Europe is considered a continent even though it is not entirely surrounded by water. The land mass is frequently called Eurasia.</p> | Analyze and interpret maps. (USI.1f)<br><br>Distinguish between parallels of latitude and meridians of longitude. (USI.1g) |



| STANDARD USI.2b   |   | Student Edition/Online Learning Center   | Teacher Edition   |
|---|---|---|---|
| <p>The student will use maps, globes, photographs, pictures, or tables to</p> <p>b) locate and describe the location of the geographic regions of North America: Coastal Plain, Appalachian Mountains, Canadian Shield, Interior Lowlands, Great Plains, Rocky Mountains, Basin and Range, and Coastal Range.</p> |   | <p>Ref 4–Ref 5, Ref 8–Ref 9, 20, 62, 67, 74, 78, 88, 258–259, 330–331, 362, 374, 379, 390, 401,</p> <p> VA Essentials USI.2b</p>   | <p>Ref 31, 20, 62, 78, 259, 331, 362</p>  |
| Essential Understandings  | Essential Questions   | Essential Knowledge   | Essential Skills  |
| <p>Geographic regions have distinctive characteristics.</p>   | <p>Where are the geographic regions of North America located?</p> <p>What are some physical characteristics of the geographic regions of North America?</p> | <p><b>Geographic regions—locations and physical characteristics</b></p> <p><i>Coastal Plain</i></p> <ul style="list-style-type: none"> <li>• Located along the Atlantic Ocean and Gulf of Mexico</li> <li>• Broad lowland providing many excellent harbors</li> </ul> <p><i>Appalachian Highlands</i></p> <ul style="list-style-type: none"> <li>• Located west of Coastal Plain extending from eastern Canada to western Alabama; includes the Piedmont</li> <li>• Old, eroded mountains (oldest mountain range in North America)</li> </ul> <p><i>Canadian Shield</i></p> <ul style="list-style-type: none"> <li>• Wrapped around Hudson Bay in a horseshoe shape</li> <li>• Hills worn by erosion and hundreds of lakes carved by glaciers</li> </ul> <p><i>Interior Lowlands</i></p> <ul style="list-style-type: none"> <li>• Located west of the Appalachian Mountains and east of the Great Plains</li> <li>• Rolling flatlands with many rivers, broad river valleys, and grassy hills</li> </ul> <p><i>Great Plains</i></p> <ul style="list-style-type: none"> <li>• Located west of Interior Lowlands and east of the Rocky Mountains</li> <li>• Flat land that gradually increases in elevation westward; grasslands</li> </ul> <p><i>Rocky Mountains</i></p> <ul style="list-style-type: none"> <li>• Located west of the Great Plains and east of the Basin and Range</li> <li>• Rugged mountains stretching from Alaska almost to Mexico; high elevations</li> <li>• Contains the Continental Divide, which determines the directional flow of rivers</li> </ul> <p><i>Basin and Range</i></p> <ul style="list-style-type: none"> <li>• Located west of Rocky Mountains and east of the Sierra Nevadas and the Cascades</li> <li>• Area of varying elevations containing isolated mountain ranges and Death Valley, the lowest point in North America</li> </ul> <p><i>Coastal Range</i></p> <ul style="list-style-type: none"> <li>• Rugged mountains along the Pacific Coast that stretch from California to Canada</li> <li>• Contains fertile valleys</li> </ul> | <p>Analyze and interpret maps to explain relationships among landforms and water features. (USI.1f)</p> <p>Distinguish between parallels of latitude and meridians of longitude. (USI.1g)</p> |

| STANDARD USI.2c  |   | Student Edition/Online Learning Center   | Teacher Edition  |
|--|---|---|--|
| <p>The student will use maps, globes, photographs, pictures, or tables to</p> <p>c) locate and identify the water features important to the early history of the United States: Great Lakes, Mississippi River, Missouri River, Ohio River, Columbia River, Colorado River, Rio Grande, St. Lawrence River, Atlantic Ocean, Pacific Ocean, and Gulf of Mexico.</p> |   | <p>Ref 2–Ref 9, 40, 44, 50, 51, 59–60, 65–67, 74–75, 91, 110, 156, 171, 180, 190, 262, 283, 296, 306, 313, 316, 344, 362, 370, 376, 391, 433, 482,</p> <p> VA Essentials USI.2c</p>  | <p>Ref 30–Ref 31, 40, 91, 180, 283, 316, 370</p>   |
| Essential Understandings   | Essential Questions   | Essential Knowledge   | Essential Skills   |
| <p>The United States has access to numerous and varied bodies of water.</p> <p>Bodies of water support interaction among regions, form borders, and create links to other areas.</p>   | <p>What are the major bodies of water in the United States?</p> <p>What are some ways bodies of water in the United States have supported interaction and created links to other regions?</p> | <p><b>Major bodies of water</b></p> <ul style="list-style-type: none"> <li>• <i>Oceans:</i> Atlantic, Pacific</li> <li>• <i>Rivers:</i> Mississippi, Missouri, Ohio, Columbia, Colorado, Rio Grande, St. Lawrence</li> <li>• <i>Lakes:</i> Great Lakes</li> <li>• <i>Gulf:</i> Gulf of Mexico</li> </ul> <p><b>Trade, transportation, and settlement</b></p> <ul style="list-style-type: none"> <li>• The location of the United States, with its Atlantic and Pacific coasts, has provided access to other areas of the world.</li> <li>• The Atlantic Ocean served as the highway for explorers, early settlers, and later immigrants.</li> <li>• The Ohio River was the gateway to the west.</li> <li>• Inland port cities grew in the Midwest along the Great Lakes.</li> <li>• The Mississippi and Missouri Rivers were used to transport farm and industrial products. They were links to ports and other parts of the world.</li> <li>• The Columbia River was explored by Lewis and Clark.</li> <li>• The Colorado River was explored by the Spanish.</li> <li>• The Rio Grande forms the border with Mexico.</li> <li>• The Pacific Ocean was an early exploration destination.</li> <li>• The Gulf of Mexico provided the French and Spanish with exploration routes to Mexico and other parts of America.</li> <li>• The St. Lawrence River forms part of the northeastern border with Canada and connects the Great Lakes to the Atlantic Ocean.</li> </ul> | <p>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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| STANDARD USI.2d  |  | Student Edition/Online Learning Center   | Teacher Edition  |
|--|--|---|--|
| The student will use maps, globes, photographs, pictures, or tables to<br>d) recognize key geographic features on maps, diagrams, and/or photographs.  |  | Ref 1–Ref 31, 8, 20, 25, 28, 50, 67, 74, 78, 91, 93, 96, 115, 283, 306, 313, 314, 316, 362, 374, 379, 389, 401, 402,  VA Essentials USI.2d   | Ref 30–Ref 31, 8, 20, 78, 91, 115, 283, 313, 314, 362, 379, 401  |
| Essential Understandings   | Essential Questions  | Essential Knowledge   | Essential Skills   |
| <p>Key geographic features are important to recognize when they appear on maps, diagrams, and photographs.</p> <p>Land and water features set the stage for and influence the course of events in United States history.</p> | <p>What are some important categories of geographic features?</p> <p>What do these important geographic features look like when they appear on maps, globes, and diagrams?</p> <p>What do these important geographic features look like when they appear in pictures and photographs?</p> <p>Why are geographic features important in United States history?</p> | <p><b>Key Geographic Features:</b></p> <ul style="list-style-type: none"> <li>• <b>Water Related</b> <ul style="list-style-type: none"> <li>– Lakes</li> <li>– Rivers</li> <li>– Tributaries</li> <li>– Gulfs and bays</li> </ul> </li> <li>• <b>Land Related</b> <ul style="list-style-type: none"> <li>– Mountains</li> <li>– Hills</li> <li>– Plains</li> <li>– Plateaus</li> <li>– Islands</li> <li>– Peninsulas</li> </ul> </li> <li>• <b>Geographic features are related to:</b> <ul style="list-style-type: none"> <li>– Patterns of trade</li> <li>– Locations of cities and towns</li> <li>– Westward (frontier) movement</li> <li>– Agriculture and fishing industries</li> </ul> </li> </ul> | <p>Analyze and interpret maps to explain relationships among landforms and water features, climatic characteristics, and historical events. (USI.1f)</p> |



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| STANDARD USI.3a  |   | Student Edition/Online Learning Center    | Teacher Edition  |
|--|---|--|--|
| <p>The student will demonstrate knowledge of how early cultures developed in North America by</p> <p>a) describing how archaeologists have recovered material evidence of ancient settlements including Cactus Hill.</p> |   | 4–8, 10, 17–19,  VA Essentials USI.3a  | 5, 7   |
| Essential Understandings   | Essential Questions   | Essential Knowledge  | Essential Skills   |
| <p>Archaeology is the recovery of material evidence remaining from the past.</p> <p>Archaeological discoveries of early Indian settlements have been made in southeastern Virginia.</p>                                  | <p>Why is archaeology important?</p> <p>Where is one of the oldest archaeological sites in the United States located?</p> | <p>Archaeologists study human behavior and culture through the recovery and analysis of artifacts.</p> <p>Scientists are not in agreement as to when and how people entered the Western Hemisphere.</p> <p>Cactus Hill is located on the Nottoway River in southeastern Virginia.</p> <p>Evidence that humans lived at Cactus Hill as early as 15,000 years ago makes it one of the oldest sites in North America.</p> | <p>Make connections between the past and the present. (USI.1b)</p> <p>Sequence events in United States history from pre-Columbian times to 1865. (USI.1c)</p> <p>Interpret ideas and events from different historical perspectives. (USI.1d)</p> |



| STANDARD USI.3b  |   | Student Edition/Online Learning Center    | Teacher Edition   |
|--|---|--|---|
| <p>The student will demonstrate knowledge of how early cultures developed in North America by</p> <p>b) locating where the American Indians* lived, with emphasis on Arctic (Inuit), Northwest (Kwakiutl), Plains (Lakota), Southwest (Pueblo), and Eastern Woodland (Iroquois).</p> |   | 8, 19–22,  VA Essentials USI.3b   | 20, 21  |
| Essential Understandings   | Essential Questions   | Essential Knowledge  | Essential Skills  |
| <p>Prior to the arrival of Europeans, American Indians were dispersed across different environments in North America.</p>  | <p>In which areas did the American Indians live?</p> <p>Where do American Indians live today?</p> | <p>American Indians lived in all areas of North America.</p> <p>Inuit inhabited present-day Alaska and northern Canada. They lived in Arctic areas where the temperature is below freezing much of the year.</p> <p>Kwakiutl homeland includes the Pacific Northwest coast, characterized by a rainy, mild climate.</p> <p>Lakota people inhabited the interior of the United States, called the Great Plains and characterized by dry grasslands.</p> <p>Pueblo tribes inhabited the Southwest in present-day New Mexico and Arizona, where they lived in desert areas and areas bordering cliffs and mountains.</p> <p>Iroquois homeland includes northeast North America, the Eastern Woodland, which is heavily forested.</p> <p>Members of these tribes live in their homelands and in many areas of North America today.</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> |



\*In this program, the term “Native Americans” is used when referring to American Indians.



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| STANDARD USI.3c  |   | Student Edition/Online Learning Center   | Teacher Edition   |
|--|---|---|---|
| <p>The student will demonstrate knowledge of how early cultures developed in North America by</p> <p>c) describing how the American Indians used the resources in their environment.</p> |   | 6–7, 9, 17–22,  VA Essentials USI.3c  | 9, 17–22  |
| Essential Understandings   | Essential Questions   | Essential Knowledge   | Essential Skills  |
| <p>Geography and climate affected how various American Indian groups met their basic needs.</p> <p>Resources influence what was produced and how it was produced.</p>                    | <p>How did geography and climate affect the way American Indian groups met their basic needs?</p> <p>How did the American Indians use natural, human and capital resources?</p> | <p>In the past, American Indians fished, hunted, and harvested crops for food. Clothing was made from animal skins and plants. Their shelter was made of resources found in their environment (e.g., sod, stones, animal skins, wood).</p> <p><b>Types of Resources</b></p> <ul style="list-style-type: none"> <li>• Natural resources: come directly from nature</li> <li>• Human resources: people working to produce goods and services</li> <li>• Capital resources: goods produced and used to make other goods and services</li> </ul> <p>Natural Resources:<br/>American Indians fished in the rivers, hunted animals, and grew crops.</p> <p>Human Resources:<br/>People who fished, made clothing, and hunted animals were examples of human resources.</p> <p>Capital Resources:<br/>The canoes, bows, and spears were examples of capital resources.</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. (USI.1f)</p> |

| STANDARD USI.4a  |  | Student Edition/Online Learning Center    | Teacher Edition  |
|--|--|--|--|
| The student will demonstrate knowledge of European exploration in North America and West Africa by <ul style="list-style-type: none"> <li>a) describing the motivations, obstacles, and accomplishments of the Spanish, French, Portuguese, and English explorations.</li> </ul> |  | 26, 29–33, 35–37, 40, 44, 46, 49–52,<br> VA Essentials USI.4a   | 32, 36, 49, 53   |
| Essential Understandings   | Essential Questions  | Essential Knowledge  | Essential Skills   |
| Major European countries were in competition to extend their power into North America and claim the land as their own.   | Why did European countries compete for power in North America?<br><br>What were the obstacles faced by the explorers?<br><br>What were the accomplishments of the explorations?<br><br>What regions of North America were explored and settled by France, England, and Spain?<br><br>What regions were explored by Portugal? | <p><b>Motivating forces for exploration</b></p> <ul style="list-style-type: none"> <li>• Economic—Gold, natural resources, and trade</li> <li>• Religious—Spread of Christianity</li> <li>• Competitions for empire and belief in superiority of own culture</li> </ul> <p><b>Obstacles to exploration</b></p> <ul style="list-style-type: none"> <li>• Poor maps and navigational tools</li> <li>• Disease/starvation</li> <li>• Fear of unknown</li> <li>• Lack of adequate supplies</li> </ul> <p><b>Accomplishments of exploration</b></p> <ul style="list-style-type: none"> <li>• Exchanged goods and ideas</li> <li>• Improved navigational tools and ships</li> <li>• Claimed territories (see individual countries below)</li> </ul> <p><b>Regions of North America explored by Spain, France, and England</b></p> <ul style="list-style-type: none"> <li>• Spain                             <ul style="list-style-type: none"> <li>– Francisco Coronado claimed southwest United States for Spain.</li> </ul> </li> <li>• France                             <ul style="list-style-type: none"> <li>– Samuel de Champlain established the French settlement of Québec.</li> <li>– Robert La Salle claimed the Mississippi River Valley.</li> </ul> </li> <li>• England                             <ul style="list-style-type: none"> <li>– John Cabot explored eastern Canada.</li> </ul> </li> </ul> <p><b>Regions explored by Portugal</b></p> <ul style="list-style-type: none"> <li>• The Portuguese made voyages of discovery along West Africa.</li> </ul> | Identify and interpret primary and secondary source documents to increase understanding of events and life in United States history. (USI.1a)<br><br>Interpret ideas and events from different historical perspectives. (USI.1d)<br><br>Analyze and interpret maps to explain relationships among landforms, water features, climatic characteristics, and historical events. (USI.1f) |





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| STANDARD USI.4b   |   | Student Edition/Online Learning Center   | Teacher Edition   |
|---|---|---|---|
| <p>The student will demonstrate knowledge of European exploration in North America and West Africa by</p> <p>b) describing cultural and economic interactions between Europeans and American Indians that led to cooperation and conflict with emphasis on the American Indian concept of land.</p> |   | <p>42–46, 48–52, 59–63, 65–69, 73–75, 77–81, 90, 93, 106, 112,  VA Essentials USI.4b</p>  | <p>43, 45, 47, 49, 51, 53, 56, 62, 112</p>  |
| Essential Understandings  | Essential Questions   | Essential Knowledge   | Essential Skills  |
| <p>The interactions between American Indians and Europeans sometimes led to cooperation and other times resulted in conflict.</p>   | <p>How did the American Indians and Europeans interact with each other?</p> | <p><b>Cultural interaction</b></p> <ul style="list-style-type: none"> <li>• Spanish                             <ul style="list-style-type: none"> <li>– Conquered and enslaved American Indians</li> <li>– Brought Christianity to the New World</li> <li>– Brought European diseases</li> </ul> </li> <li>• French                             <ul style="list-style-type: none"> <li>– Established trading posts</li> <li>– Spread Christian religion</li> </ul> </li> <li>• English                             <ul style="list-style-type: none"> <li>– Established settlements and claimed ownership of land</li> <li>– Learned farming techniques from American Indians</li> <li>– Traded with American Indians</li> </ul> </li> <li>• American Indians                             <ul style="list-style-type: none"> <li>– Taught farming techniques to European settlers</li> <li>– Believed that land was to be shared or used but not owned</li> </ul> </li> </ul> <p><b>Areas of cooperation in economic interactions</b></p> <ul style="list-style-type: none"> <li>• Europeans brought weapons and metal farm tools.</li> <li>• Trade</li> <li>• Crops</li> </ul> <p><b>Areas of conflict</b></p> <ul style="list-style-type: none"> <li>• Land</li> <li>• Competition for trade</li> <li>• Differences in cultures</li> <li>• Disease</li> <li>• Language difference</li> </ul> | <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> |

| STANDARD USI.4c   |  | Student Edition/Online Learning Center   | Teacher Edition  |
|---|--|---|--|
| <p>The student will demonstrate knowledge of European exploration in North America and West Africa by</p> <p>c) identifying the location and describing the characteristics of West African societies (Ghana, Mali, and Songhai) and their interactions with traders.</p> |  | 32–33,  VA Essentials USI.4c   | 32, 33   |
| Essential Understandings  | Essential Questions  | Essential Knowledge   | Essential Skills   |
| <p>Ghana, Mali, and Songhai each dominated West Africa in turn from 300 to 1600 A.D.</p> <p>African people and African goods played an important role in increasing European interest in world resources.</p>   | <p>What was the importance of Ghana, Mali, and Songhai?</p> <p>Where were the empires of Ghana, Mali, and Songhai located?</p> <p>When did the empires of Ghana, Mali, and Songhai exist in Africa?</p> <p>How did West African empires impact European trade?</p> | <p>Ghana, Mali, and Songhai dominated West Africa one after another from 300 to 1600 A.D.</p> <p>Ghana, Mali, and Songhai were located in the western region of Africa, south of the Sahara Desert, near the Niger River.</p> <p>Ghana, Mali, and Songhai became powerful by controlling trade in West Africa.</p> <p>The Portuguese carried goods from Europe to West African empires, trading metals, cloth, and other manufactured goods for gold.</p> | <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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| STANDARD USI.5a  |  | Student Edition/Online Learning Center   | Teacher Edition  |
|--|--|---|--|
| The student will demonstrate knowledge of the factors that shaped colonial America by<br>a) describing the religious and economic events and conditions that led to the colonization of America. |  | 59–63, 65, 67–68, 75, 80,  VA Essentials USI.5a  | 59, 60, 65, 67, 80   |
| Essential Understandings   | Essential Questions                                    | Essential Knowledge   | Essential Skills   |
| Colonies in North America were established for religious and economic reasons.   | Why did Europeans establish colonies in North America? | <p><b>Colonies and the reasons they were established</b></p> <ul style="list-style-type: none"> <li>• Roanoke Island (Lost Colony) was established as an economic venture. The first permanent English settlement in North America (1607), Jamestown Settlement, was an economic venture by the Virginia Company.</li> <li>• 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.</li> <li>• Pennsylvania was settled by the Quakers, who wanted to have freedom to practice their faith without interference.</li> <li>• Georgia was settled by people who had been in debtor's prisons in England. They hoped to experience economic freedom and a new life in the New World.</li> </ul> | Identify and interpret primary and secondary source documents to increase understanding of events and life in United States history. (USI.1a)<br><br>Sequence events in United States history. (USI.1c)<br><br>Interpret ideas and events from different historical perspectives. (USI.1d) |



| STANDARD USI.5b   | Student Edition/Online Learning Center                            | Teacher Edition                 |
|---|--|---------------------------------|
| <p>The student will demonstrate knowledge of the factors that shaped colonial America by</p> <ul style="list-style-type: none"><li>b) describing life in the New England, Mid-Atlantic, and Southern colonies, with emphasis on how people interacted with their environment to produce goods and services, including examples of specialization and interdependence.</li></ul> | <p>65, 67, 74, 78–79, 89–94, 101–103,<br/> VA Essentials USI.5b</p> | <p>1A, 73–74, 80, 83, 89–95</p> |





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| Essential Understandings  | Essential Questions   | Essential Knowledge   |   |  |  |  |  | Essential Skills |           |                       |                |                             |                  |                    |  |   |   |  |  |                     |  |  |                        |   |   |                 |  |   |  |   |  |   |
|---|---|---|---|--|--|--|--|------------------|-----------|-----------------------|----------------|-----------------------------|------------------|--------------------|--|---|---|--|--|---------------------|--|--|------------------------|---|---|-----------------|--|---|--|---|--|---|
| <p>Life in the colonies reflected the geographical features of the settlements.</p> <p>Economic specialization and interdependence existed in the production of goods and services in the colonies.</p> | <p>How did climate and geographic features and other available resources distinguish the three regions from each other?</p> <p>How did people use the natural resources of their region to earn a living?</p> <p>What are the benefits of specialization and trade?</p> <p>How did political and social life evolve in each of the three regions?</p> | <p><b>Terms to know</b></p> <ul style="list-style-type: none"> <li>• Resources: natural, capital, and human</li> <li>• Specialization: focusing on one or more products</li> <li>• Interdependence: two or more people depending on each other for goods and services</li> </ul> <p>Specialization made the colonies interdependent.</p> <table border="1" data-bbox="566 611 1435 1703"> <thead> <tr> <th>Colonies</th> <th>Resources</th> <th>Geography and Climate</th> <th>Specialization</th> <th>Examples of Interdependence</th> <th>Social/Political</th> </tr> </thead> <tbody> <tr> <td><b>New England</b></td> <td>Natural resources: e.g., timber, fish, deep harbors<br/><br/>Human resources: e.g., skilled craftsmen, shopkeepers, shipbuilders</td> <td>Appalachian Mountains, Boston harbor, hilly terrain, rocky soil, jagged coastline<br/><br/>Moderate summers, cold winters</td> <td>Fishing, shipbuilding, industry, naval supplies</td> <td>New England depended on the Southern colonies for raw materials such as cotton and on the Middle colonies for grain and livestock.</td> <td>Village and church as center of life<br/><br/>Religious reformers and separatists<br/><br/>Civic Life: Town meetings</td> </tr> <tr> <td><b>Mid-Atlantic</b></td> <td>Natural resources: e.g., rich farmlands, rivers<br/><br/>Human resources: e.g., unskilled and skilled workers, fishermen</td> <td>Appalachian Mountains, coastal lowlands, harbors and bays<br/><br/>Mild winters and moderate climate, wide and deep rivers</td> <td>Livestock, grain, fish</td> <td>The Mid-Atlantic colonies traded with both the Southern and New England colonies to get the products they didn't produce.</td> <td>Villages and cities, varied and diverse lifestyles, diverse religions<br/><br/>Civic Life: Market towns</td> </tr> <tr> <td><b>Southern</b></td> <td>Natural resources: e.g., fertile land, rivers, harbors<br/><br/>Human resources: e.g., farmers, enslaved African Americans</td> <td>Appalachian Mountains, Piedmont, Atlantic Coastal Plain, good harbors and rivers<br/><br/>Humid climate with mild winters and hot summers</td> <td>Tobacco, cotton, indigo, wood products</td> <td>The Southern colonies depended on the New England colonies for manufactured goods, including tools and equipment.</td> <td>Plantations (slavery), mansions, indentured servants, few cities, few schools<br/><br/>Church of England<br/><br/>Civic Life: Counties</td> </tr> </tbody> </table> |   |  |  |  |  | Colonies         | Resources | Geography and Climate | Specialization | Examples of Interdependence | Social/Political | <b>New England</b> | Natural resources: e.g., timber, fish, deep harbors<br><br>Human resources: e.g., skilled craftsmen, shopkeepers, shipbuilders | Appalachian Mountains, Boston harbor, hilly terrain, rocky soil, jagged coastline<br><br>Moderate summers, cold winters | Fishing, shipbuilding, industry, naval supplies | New England depended on the Southern colonies for raw materials such as cotton and on the Middle colonies for grain and livestock. | Village and church as center of life<br><br>Religious reformers and separatists<br><br>Civic Life: Town meetings | <b>Mid-Atlantic</b> | Natural resources: e.g., rich farmlands, rivers<br><br>Human resources: e.g., unskilled and skilled workers, fishermen | Appalachian Mountains, coastal lowlands, harbors and bays<br><br>Mild winters and moderate climate, wide and deep rivers | Livestock, grain, fish | The Mid-Atlantic colonies traded with both the Southern and New England colonies to get the products they didn't produce. | Villages and cities, varied and diverse lifestyles, diverse religions<br><br>Civic Life: Market towns | <b>Southern</b> | Natural resources: e.g., fertile land, rivers, harbors<br><br>Human resources: e.g., farmers, enslaved African Americans | Appalachian Mountains, Piedmont, Atlantic Coastal Plain, good harbors and rivers<br><br>Humid climate with mild winters and hot summers | Tobacco, cotton, indigo, wood products | The Southern colonies depended on the New England colonies for manufactured goods, including tools and equipment. | Plantations (slavery), mansions, indentured servants, few cities, few schools<br><br>Church of England<br><br>Civic Life: Counties | <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> |
| Colonies  | Resources   | Geography and Climate   | Specialization                                  | Examples of Interdependence  | Social/Political   |  |  |                  |           |                       |                |                             |                  |                    |  |   |   |  |  |                     |  |  |                        |   |   |                 |  |   |  |   |  |   |
| <b>New England</b>  | Natural resources: e.g., timber, fish, deep harbors<br><br>Human resources: e.g., skilled craftsmen, shopkeepers, shipbuilders  | Appalachian Mountains, Boston harbor, hilly terrain, rocky soil, jagged coastline<br><br>Moderate summers, cold winters   | Fishing, shipbuilding, industry, naval supplies | New England depended on the Southern colonies for raw materials such as cotton and on the Middle colonies for grain and livestock. | Village and church as center of life<br><br>Religious reformers and separatists<br><br>Civic Life: Town meetings                   |  |  |                  |           |                       |                |                             |                  |                    |  |   |   |  |  |                     |  |  |                        |   |   |                 |  |   |  |   |  |   |
| <b>Mid-Atlantic</b>   | Natural resources: e.g., rich farmlands, rivers<br><br>Human resources: e.g., unskilled and skilled workers, fishermen  | Appalachian Mountains, coastal lowlands, harbors and bays<br><br>Mild winters and moderate climate, wide and deep rivers  | Livestock, grain, fish                          | The Mid-Atlantic colonies traded with both the Southern and New England colonies to get the products they didn't produce.          | Villages and cities, varied and diverse lifestyles, diverse religions<br><br>Civic Life: Market towns                              |  |  |                  |           |                       |                |                             |                  |                    |  |   |   |  |  |                     |  |  |                        |   |   |                 |  |   |  |   |  |   |
| <b>Southern</b>   | Natural resources: e.g., fertile land, rivers, harbors<br><br>Human resources: e.g., farmers, enslaved African Americans  | Appalachian Mountains, Piedmont, Atlantic Coastal Plain, good harbors and rivers<br><br>Humid climate with mild winters and hot summers   | Tobacco, cotton, indigo, wood products          | The Southern colonies depended on the New England colonies for manufactured goods, including tools and equipment.                  | Plantations (slavery), mansions, indentured servants, few cities, few schools<br><br>Church of England<br><br>Civic Life: Counties |  |  |                  |           |                       |                |                             |                  |                    |  |   |   |  |  |                     |  |  |                        |   |   |                 |  |   |  |   |  |   |

| STANDARD USI.5c  |   | Student Edition/Online Learning Center   | Teacher Edition  |
|--|---|---|--|
| <p>The student will demonstrate knowledge of the factors that shaped colonial America by</p> <p>c) describing colonial life in America from the perspectives of large landowners, farmers, artisans, women, free African Americans, indentured servants, and enslaved African Americans.</p> |   | <p>76–77, 88–97, 99–103, 154, 167, 196–197, 258,</p> <p> VA Essentials USI.5c</p>  | <p>91, 94–95, 97, 100, 102, 106</p>  |
| Essential Understandings   | Essential Questions   | Essential Knowledge   | Essential Skills   |
| <p>The colonies were made up of different groups of people whose lives varied depending on their social position.</p>  | <p>How did people’s lives vary among different social groups in colonial America?</p> | <p><b>Large landowners</b></p> <ul style="list-style-type: none"> <li>Lived predominately in the South</li> <li>Relied on indentured servants and/or slaves for labor</li> <li>Were educated in some cases</li> <li>Had rich social culture</li> </ul> <p><b>Farmers</b></p> <ul style="list-style-type: none"> <li>Worked the land according to the region</li> <li>Relied on family members for labor</li> </ul> <p><b>Artisans</b></p> <ul style="list-style-type: none"> <li>Worked as craftsmen in towns and on the plantation</li> <li>Lived in small villages and cities</li> </ul> <p><b>Women</b></p> <ul style="list-style-type: none"> <li>Worked as caretakers, house-workers, homemakers</li> <li>Could not vote</li> <li>Had few chances for an education</li> </ul> <p><b>Free African Americans</b></p> <ul style="list-style-type: none"> <li>Were able to own land</li> <li>Had more economic freedom and could work for pay and decide how to spend their money</li> <li>Not allowed to vote</li> </ul> <p><b>Indentured servants</b></p> <ul style="list-style-type: none"> <li>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</li> <li>Were free at the end of their contract</li> </ul> <p><b>Enslaved African Americans</b></p> <ul style="list-style-type: none"> <li>Were captured in their native Africa and sold to slave traders, then were shipped to the colonies where they were sold into slavery</li> <li>Were owned as property for life with no rights</li> <li>Were often born into slavery (Children of enslaved African Americans were born into slavery.)</li> </ul> | <p>Interpret ideas and events from different historical perspectives. (USI.1d)</p> |

| STANDARD USI.5d  |  | Student Edition/Online Learning Center    | Teacher Edition  |
|--|--|--|--|
| The student will demonstrate knowledge of the factors that shaped colonial America by<br>d) identifying the political and economic relationships between the colonies and Great Britain. |  | 67, 98–101, 123–125,  VA Essentials USI.5d  | 100, 123–124   |
| Essential Understandings   | Essential Questions  | Essential Knowledge  | Essential Skills   |
| Great Britain established and attempted to maintain control over the colonies.   | How did Great Britain impose its political and economic control over the colonies? | <p><b>Economic relationships</b></p> <ul style="list-style-type: none"> <li>• Great Britain imposed strict control over trade.</li> <li>• Great Britain taxed the colonies after the French and Indian War.</li> <li>• Colonies traded raw materials for goods.</li> </ul> <p><b>Political relationships</b></p> <ul style="list-style-type: none"> <li>• Colonists had to obey British laws that were enforced by governors.</li> <li>• Colonial governors were appointed by the king or by the proprietor.</li> <li>• Colonial legislatures made laws for each colony and were monitored by colonial governors.</li> </ul> <p>England became Great Britain in the early 1700s.</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> |





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| STANDARD USI.6a  |  | Student Edition/Online Learning Center    | Teacher Edition  |
|--|--|--|--|
| The student will demonstrate knowledge of the causes and results of the American Revolution by <ul style="list-style-type: none"> <li>a) identifying the issues of dissatisfaction that led to the American Revolution.</li> </ul> |  | 105, 112, 123–125, 127, 129, 133,<br> VA Essentials USI.6a  | 105–106, 123–125, 127, 133   |
| Essential Understandings   | Essential Questions  | Essential Knowledge  | Essential Skills   |
| As Great Britain expanded control over the American colonies, many colonists became dissatisfied and rebellious.   | What steps did Great Britain take to increase control over its colonies?<br><br>Why did many colonists become dissatisfied with Great Britain's control over the colonies? | <p><b>Great Britain's reasons for control</b></p> <ul style="list-style-type: none"> <li>• Great Britain desired to remain a world power.</li> <li>• In the American colonies, Great Britain's desire to remain a world power resulted in a conflict with the French known as the French and Indian War.</li> <li>• Great Britain imposed taxes, such as the Stamp Act, to raise necessary revenue to pay the cost of the French and Indian War.</li> </ul> <p><b>Great Britain's reasons for taxation</b></p> <ul style="list-style-type: none"> <li>• To help finance the French and Indian War</li> <li>• To help with the maintaining of British troops in the colonies</li> </ul> <p><b>Sources of colonial dissatisfaction</b></p> <ul style="list-style-type: none"> <li>• Colonies had no representation in Parliament.</li> <li>• Some colonists resented power of colonial governors.</li> <li>• Great Britain wanted strict control over colonial legislatures.</li> <li>• Colonies opposed taxes.</li> <li>• The Proclamation of 1763, which followed the French and Indian War, restricted the western movement of settlers.</li> </ul> | Make connections between the past and the present. (USI.1b)<br><br>Sequence events in United States history. (USI.1c)<br><br>Interpret ideas and events from different historical perspectives. (USI.1d) |



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| STANDARD USI.6b   |  | Student Edition/Online Learning Center   | Teacher Edition   |
|---|--|---|---|
| <p>The student will demonstrate knowledge of the causes and results of the American Revolution by</p> <p>b) identifying how political ideas shaped the revolutionary movement in America and led to the Declaration of Independence;</p>  |  | 141–142, 146–147,  VA Essentials USI.6b  | 141, 146  |
| Essential Understandings  | Essential Questions  | Essential Knowledge   | Essential Skills  |
| <p>New political ideas led to a desire for independence and democratic government in the American colonies.</p> <p>The Declaration of Independence proclaimed independence from England. It stated that people have natural (inherent) rights to life, liberty, and the pursuit of happiness.</p> | <p>What ideas/philosophies about government were expressed in the Declaration of Independence?</p> | <p>Key philosophies in the Declaration of Independence were based upon ideas first expressed by European philosophers.</p> <p><b>Key philosophies in the Declaration of Independence</b></p> <ul style="list-style-type: none"> <li>• People have “certain unalienable rights” (rights that cannot be taken away)—life, liberty, pursuit of happiness.</li> <li>• People establish government to protect those rights.</li> <li>• Government derives power from the people.</li> <li>• People have a right and a duty to change a government that violates their rights.</li> </ul> | <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> |









| STANDARD USI.6c  |  | Student Edition/Online Learning Center    | Teacher Edition  |
|--|--|--|--|
| <p>The student will demonstrate knowledge of the causes and results of the American Revolution by</p> <p>c) describing key events and the roles of key individuals in the American Revolution, with emphasis on George Washington, Benjamin Franklin, Thomas Jefferson, and Patrick Henry.</p> |  | <p>125, 127–129, 133–136, 139–142, 146–149, 158–161, 171, 173, 175–177, 180–181,</p> <p> VA Essentials USI.6c</p>   | <p>127–128, 133–135, 142, 151, 159, 161–163, 173, 177–181</p>  |
| Essential Understandings   | Essential Questions  | Essential Knowledge  | Essential Skills   |
| <p>Many individuals played important roles in shaping events of the American Revolution.</p>   | <p>Who were some of the key individuals in the Revolutionary War?</p> <p>What role did key individuals play in the Revolutionary War?</p> <p>What were some of the key events that occurred during the Revolutionary War period?</p> | <p><b>Key individuals</b></p> <ul style="list-style-type: none"> <li>King George III: British king during the Revolutionary era</li> <li>Lord Cornwallis: British general who surrendered at Yorktown</li> <li>John Adams: Championed the cause of independence</li> <li>George Washington: Commander of the Continental Army</li> <li>Thomas Jefferson: Major author of the Declaration of Independence</li> <li>Patrick Henry: Outspoken member of House of Burgesses; inspired colonial patriotism with “Give me liberty or give me death” speech</li> <li>Benjamin Franklin: Prominent member of Continental Congress; helped frame the Declaration of Independence, helped gain French support for American independence</li> </ul> <p><b>Other important individuals</b></p> <ul style="list-style-type: none"> <li>Phillis Wheatley: A former enslaved African American who wrote poems and plays supporting American independence</li> <li>Paul Revere: Patriot who made a daring ride to warn colonists of British arrival</li> </ul> <p><b>Key Events</b></p> <ul style="list-style-type: none"> <li>Boston Massacre: Colonists in Boston were shot after taunting British soldiers.</li> <li>Boston Tea Party: Samuel Adams and Paul Revere led patriots in throwing tea into Boston Harbor to protest tea taxes.</li> <li>First Continental Congress: Delegates from all colonies except Georgia met to discuss problems with Great Britain and to promote independence.</li> <li>Battles at Lexington and Concord: This was the site of the first armed conflict of the Revolutionary War.</li> <li>Approval of the Declaration of Independence: Colonies declared independence from Great Britain (July 4, 1776).</li> <li>Battle of Saratoga: This American victory was the turning point in the war.</li> <li>Surrender at Yorktown: This was the colonial victory over forces of Lord Cornwallis that marked the end of the Revolutionary War.</li> <li>Signing of the Treaty of Paris: England recognized American independence in this treaty.</li> </ul> | <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>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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| STANDARD USI.6d  |  | Student Edition/Online Learning Center   | Teacher Edition   |
|--|--|---|---|
| The student will demonstrate knowledge of the causes and results of the American Revolution by<br>d) explaining reasons why the colonies were able to defeat Britain.                |  | 154–156, 159, 161, 163, 169–170, 172–173, 175–176, 178,  VA Essentials USI.6d   | 161, 163, 178–179   |
| Essential Understandings   | Essential Questions  | Essential Knowledge   | Essential Skills  |
| Defense of the colonists' own land, strong beliefs, and capable leadership contributed to the American victory in the Revolutionary War.   | What advantages helped the American colonists win the Revolutionary War? | <b>Colonial advantages</b> <ul style="list-style-type: none"> <li>• Some colonists' defense of their own land, principles, and beliefs</li> <li>• Additional support from France</li> <li>• Strong leadership</li> </ul>  | Interpret ideas and events from different historical perspectives. (USI.1d)<br><br>Analyze and interpret maps to explain relationships among landforms, water features, climatic characteristics, and historical events. (USI.1f)   |
| STANDARD USI.7a  |  | Student Edition/Online Learning Center   | Teacher Edition   |
| The student will demonstrate knowledge of the challenges faced by the new nation by<br>a) identifying the weaknesses of the government established by the Articles of Confederation. |  | 186, 188–189, 192–195, 211,  VA Essentials USI.7a  | 189, 192–193, 211   |
| Essential Understandings   | Essential Questions  | Essential Knowledge   | Essential Skills  |
| The Articles of Confederation was a constitution written during the American Revolution to establish the powers of the new national government.                                      | What were the basic weaknesses of the Articles of Confederation?         | <b>Articles of Confederation</b> <ul style="list-style-type: none"> <li>• Provided for a weak national government</li> <li>• Gave Congress no power to tax or regulate commerce among the states</li> <li>• Provided for no common currency</li> <li>• Gave each state one vote regardless of size</li> <li>• Provided for no executive or judicial branch</li> </ul> | Identify and interpret primary and secondary source documents to increase understanding of events and life in United States history. (USI.1a)<br><br>Interpret ideas and events from different historical perspectives. (USI.1d)<br><br>Analyze and interpret maps to explain historical events. (USI.1f) |

| STANDARD USI.7b  |  | Student Edition/Online Learning Center   | Teacher Edition  |
|--|--|---|--|
| <p>The student will demonstrate knowledge of the challenges faced by the new nation by</p> <p>b) describing the historical developments of the Constitution of the United States.</p>  |  | <p>195, 197–203, 207–208, 210, 216–221, 236–237, 254,  VA Essentials USI.7b</p>  | <p>197, 200–203, 208, 210, 217–218, 220, 236–237, 254</p>  |
| Essential Understandings   | Essential Questions  | Essential Knowledge   | Essential Skills   |
| <p>The development of the Constitution of the United States was significant to the foundation of the American republic.</p> <p>The Constitution of the United States of America established a federal system of government based on power shared between the national and state governments.</p> | <p>What events led to the development of the Constitution of the United States?</p> <p>What people helped develop the Constitution of the United States?</p> | <p><b>Confederation to Constitution</b></p> <ul style="list-style-type: none"> <li>Weaknesses in the Articles of Confederation led to the effort to draft a new constitution.</li> </ul> <p><b>Constitutional Convention</b></p> <ul style="list-style-type: none"> <li>State delegates met in Philadelphia and decided not to revise the Articles of Confederation but to write a new constitution.</li> <li>George Washington was elected president of the Constitutional Convention.</li> <li>Delegates debated over how much power should be given to the new government and how large and small states should be represented in the new government.</li> <li>The structure of the new national government included three separate branches of government:                             <ul style="list-style-type: none"> <li>Legislative</li> <li>Executive</li> <li>Judicial</li> </ul> </li> <li>The Great Compromise decided how many votes each state had in the Senate and the House of Representatives.</li> <li>The Constitution was signed at the end of the convention.</li> </ul> <p><b>Ratification of the Constitution</b></p> <ul style="list-style-type: none"> <li>Nine of the thirteen states had to vote in favor of the Constitution before it could become law.</li> </ul> <p><b>Bill of Rights</b></p> <ul style="list-style-type: none"> <li>Based on the Virginia Declaration of Rights (George Mason) and the Virginia Statute for Religious Freedom (Thomas Jefferson)</li> <li>The first ten amendments to the Constitution provide a written guarantee of individual rights (e.g., freedom of speech, freedom of religion).</li> </ul> | <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> |







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| STANDARD USI.7c   |  | Student Edition/Online Learning Center   | Teacher Edition   |
|---|--|---|---|
| The student will demonstrate knowledge of the challenges faced by the new nation by<br>c) describing the major accomplishments of the first five presidents of the United States. |  | 217, 221, 236–237, 252–259, 265–270, 276, 280–281, 283–285, 290–294, 298–299, 320–321, 326–327, 597, 611,  VA Essentials USI.7c  | 253–256, 258–259, 262, 265, 270, 277, 279, 282–285, 291, 295, 326   |
| Essential Understandings  | Essential Questions  | Essential Knowledge   | Essential Skills  |
| Congress and the first five presidents made decisions establishing a strong government that helped the nation grow in size and power.   | What were the major national issues and events faced by the first five presidents? | All of the first five presidents were Virginians except John Adams.<br><br><b>Accomplishments during first five presidencies</b><br><i>George Washington</i> <ul style="list-style-type: none"> <li>Federal court system was established.</li> <li>The Bill of Rights was added to the Constitution of the United States of America.</li> <li>Plans were created for development of the national capital in Washington, D.C. Benjamin Banneker, an African American astronomer and surveyor, helped complete the design for the city.</li> </ul> <i>John Adams</i> <ul style="list-style-type: none"> <li>A two-party system emerged during his administration.</li> </ul> <i>Thomas Jefferson</i> <ul style="list-style-type: none"> <li>He bought Louisiana from France (Louisiana Purchase).</li> <li>Lewis and Clark explored new land west of the Mississippi River.</li> </ul> <i>James Madison</i> <ul style="list-style-type: none"> <li>The War of 1812 caused European nations to gain respect for the United States.</li> </ul> <i>James Monroe</i> <ul style="list-style-type: none"> <li>He introduced the Monroe Doctrine warning European nations not to interfere in the Western Hemisphere.</li> </ul> | Identify and interpret primary and secondary source documents to increase understanding of events and life in United States history. (USI.1a)<br><br>Sequence events in United States history. (USI.1c)<br><br>Interpret ideas and events from different historical perspectives. (USI.1d)<br><br>Interpret excerpts from notable documents. (USI.1h) |

| STANDARD USI.8a  |   | Student Edition/Online Learning Center    | Teacher Edition  |
|--|---|--|--|
| <p>The student will demonstrate knowledge of westward expansion and reform in America from 1801 to 1861 by</p> <p>a) describing territorial expansion and how it affected the political map of the United States, with emphasis on the Louisiana Purchase, the Lewis and Clark expedition, and the acquisitions of Florida, Texas, Oregon, and California.</p> |   | <p>Ref 10–Ref 11, 280–281, 283–285, 291, 299, 319, 325–326, 359, 361–363, 366–371, 375–377, 379, 383,  VA Essentials USI.8a</p>   | <p>246A, 282–285, 326, 359–360, 363, 370–371, 373, 377</p>   |
| Essential Understandings   | Essential Questions   | Essential Knowledge  | Essential Skills   |
| <p>Between 1801 and 1861, exploration was encouraged as America underwent vast territorial expansion and settlement.</p>   | <p>What new territories became part of the United States between 1801 and 1861?</p> | <p><b>New territories added to the United States after 1801</b></p> <p><i>Louisiana Purchase</i></p> <ul style="list-style-type: none"> <li>• Jefferson bought land from France (the Louisiana Purchase), which doubled the size of the United States.</li> <li>• In the Lewis and Clark expedition, Meriwether Lewis and William Clark explored the Louisiana Purchase from the Mississippi River to the Pacific Ocean.</li> </ul> <p><i>Florida</i></p> <ul style="list-style-type: none"> <li>• Spain gave Florida to the United States through a treaty.</li> </ul> <p><i>Texas</i></p> <ul style="list-style-type: none"> <li>• Texas was added after it became an independent republic.</li> </ul> <p><i>Oregon</i></p> <ul style="list-style-type: none"> <li>• The Oregon Territory was divided by the United States and Great Britain.</li> </ul> <p><i>California</i></p> <ul style="list-style-type: none"> <li>• War with Mexico resulted in California and the southwest territory becoming part of the United States.</li> </ul> | <p>Sequence events in United States history. (USI.1c)</p> <p>Analyze and interpret maps to explain historical events. (USI.1f)</p> |

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| STANDARD USI.8b  |   | Student Edition/Online Learning Center    | Teacher Edition  |
|--|---|--|--|
| The student will demonstrate knowledge of westward expansion and reform in America from 1801 to 1861 by<br>b) identifying the geographic and economic factors that influenced the westward movement of settlers. |   | 313–317, 361–365, 373–374, 379–380, 389–391, 397–398,  VA Essentials USI.8b   | 313, 315–317, 360, 364–365, 373–374, 379–380, 383, 390   |
| Essential Understandings   | Essential Questions                         | Essential Knowledge  | Essential Skills   |
| Westward migration was influenced by geography and economic opportunity.   | What factors influenced westward migration? | <p><b>Geographic and economic factors that influenced westward movement</b></p> <ul style="list-style-type: none"> <li>• Population growth in the eastern states</li> <li>• Availability of cheap, fertile land</li> <li>• Economic opportunity, e.g., gold (California Gold Rush), logging, farming, freedom (for runaway slaves)</li> <li>• Cheaper and faster transportation, e.g., rivers and canals (Erie Canal), steamboats</li> <li>• Knowledge of overland trails (Oregon and Santa Fe)</li> <li>• Belief in the right of “Manifest Destiny”—The idea that expansion was for the good of the country and was the right of the country</li> </ul> | Make connections between the past and the present. (USI.1b)<br><br>Interpret ideas and events from different historical perspectives. (USI.1d)<br><br>Analyze and interpret maps to explain relationships among landforms, water features, climatic characteristics, and historical events. (USI.1f) |



| STANDARD USI.8c  |  | Student Edition/Online Learning Center   | Teacher Edition   |
|--|--|---|---|
| <p>The student will demonstrate knowledge of westward expansion and reform in America from 1801 to 1861 by</p> <p>c) describing the impact of inventions, including the cotton gin, the reaper, the steamboat, and the steam locomotive, on life in America.</p> |  | <p>306–308, 314–315, 318, 389–393, 400–402,<br/>  VA Essentials USI.8c</p>   | <p>307–308, 314, 318, 390, 392,<br/>           401–402</p>  |
| Essential Understandings   | Essential Questions  | Essential Knowledge   | Essential Skills  |
| <p>Prior to the Civil War, most industrialization in America was in the North; however, the equipment produced in the North had an impact on the farming society in the South.</p>   | <p>How did the inventions and entrepreneurs affect the lives of Americans?</p> | <p><b>Terms to know:</b></p> <ul style="list-style-type: none"> <li>• Inventor: someone who is the first to think of or make something</li> <li>• Entrepreneur: someone who organizes resources to bring a new or better good or service to market in hopes of earning a profit</li> </ul> <p><b>New technologies and the impact on society</b></p> <ul style="list-style-type: none"> <li>• 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.</li> <li>• Jo Anderson (a slave) and Cyrus McCormick worked to invent the reaper. McCormick was an entrepreneur who brought the reaper to market. The reaper increased the productivity of the American farmer.</li> <li>• The steamboat was improved by the entrepreneur, Robert Fulton. It eventually provided faster river transportation that connected Southern plantations and farms to Northern industries and Western territories.</li> <li>• The steam locomotive provided faster land transportation.</li> </ul> | <p>Make connections between the past and the present. (USI.1b)</p> <p>Sequence events in United States history. (USI.1c)</p> <p>Identify the costs and benefits of specific choices made including the consequences, both intended and unintended, of the decision and how people and nations responded to positive and negative incentives. (USI.1i)</p> |



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| STANDARD USI.8d  |  | Student Edition/Online Learning Center    | Teacher Edition   |
|--|--|--|---|
| The student will demonstrate knowledge of westward expansion and reform in America from 1801 to 1861 by<br>d) identifying the main ideas of the abolitionist and suffrage movements. |  | 423–431, 434–439, 532,  VA Essentials USI.8d  | 416–417, 424–431, 434–437, 439  |
| Essential Understandings   | Essential Questions  | Essential Knowledge  | Essential Skills  |
| The abolitionists worked to end slavery.<br><br>The suffrage movement helped women gain equal rights.  | What were the main ideas expressed by the abolitionists?<br><br>What were the main ideas expressed during the suffrage movement? | <p><b>Abolitionist movement</b></p> <ul style="list-style-type: none"> <li>• Most abolitionists demanded immediate freeing of the slaves.</li> <li>• Abolitionists believed that slavery was wrong.                             <ul style="list-style-type: none"> <li>– Morally wrong</li> <li>– Cruel and inhumane</li> <li>– A violation of the principles of democracy</li> </ul> </li> <li>• Abolitionist leaders included both men and women.                             <ul style="list-style-type: none"> <li>– Harriet Tubman led hundreds of enslaved African Americans to freedom along the Underground Railroad.</li> <li>– William Lloyd Garrison wrote the <i>Liberator</i> and worked for the immediate emancipation of all enslaved African Americans.</li> <li>– Frederick Douglass wrote the <i>North Star</i> and worked for rights to better the lives of African Americans and women.</li> </ul> </li> </ul> <p><b>Suffrage movement</b></p> <ul style="list-style-type: none"> <li>• Supporters declared that “All men and women are created equal.”</li> <li>• Supporters believed that women were deprived of basic rights.                             <ul style="list-style-type: none"> <li>– Denied the right to vote</li> <li>– Denied educational opportunities, especially higher education</li> <li>– Denied equal opportunities in business</li> <li>– Limited in rights to own property</li> </ul> </li> <li>• 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"> <li>– Isabel Sojourner Truth, a former enslaved African American, was a nationally known advocate for equality and justice.</li> <li>– Susan B. Anthony was an advocate to gain voting rights for women and equal rights for all.</li> <li>– Elizabeth Cady Stanton played a leadership role in the women’s rights movement.</li> </ul> </li> </ul> | Make connections between the past and the present. (USI.1b)<br><br>Sequence events in United States history. (USI.1c)<br><br>Interpret ideas and events from different historical perspectives. (USI.1d)<br><br>Interpret patriotic slogans. (USI.1h) |

| STANDARD USI.9a  |  | Student Edition/Online Learning Center   | Teacher Edition  |
|--|--|---|--|
| The student will demonstrate knowledge of the causes, major events, and effects of the Civil War by <ol style="list-style-type: none"> <li>a) describing the cultural, economic, and constitutional issues that divided the nation.</li> </ol> |  | 257, 270, 322–323, 327, 340–341, 389, 395, 397, 401–403, 407–408, 425–427, 430–431, 449–451, 453–454, 457, 461, 463,  VA Essentials USI.9a   | 323, 397, 401–403, 409–411, 426–427, 430–431, 449–450, 453–455, 457–460, 463   |
| Essential Understandings   | Essential Questions  | Essential Knowledge   | Essential Skills   |
| Cultural, economic, and constitutional differences between the North and the South eventually resulted in the Civil War.   | How did cultural, economic, and constitutional issues create bitter divisions between the North and the South? | <p><b>Issues that divided the nation</b></p> <p><i>Slavery</i></p> <ul style="list-style-type: none"> <li>• 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.</li> </ul> <p><i>Cultural</i></p> <ul style="list-style-type: none"> <li>• The North was mainly an urban society in which people held jobs.</li> <li>• The South was primarily an agricultural society in which people lived in small villages and on farms and plantations.</li> <li>• Because of their cultural differences, people of the North and South found it difficult to agree on social and political issues.</li> </ul> <p><i>Economic</i></p> <ul style="list-style-type: none"> <li>• The North was a manufacturing region, and its people favored tariffs that protected factory owners and workers from foreign competition.</li> <li>• The South was largely agricultural. 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.</li> </ul> <p><i>Constitutional</i></p> <ul style="list-style-type: none"> <li>• A major conflict was states' rights versus strong central government.</li> </ul> | Make connections between the past and the present. (USI.1b)<br><br>Sequence events in United States history. (USI.1c)<br><br>Interpret ideas and events from different historical perspectives. (USI.1d) |





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| STANDARD USI.9b   |   | Student Edition/Online Learning Center    | Teacher Edition   |
|---|---|--|---|
| <p>The student will demonstrate knowledge of the causes, major events, and effects of the Civil War by</p> <p>b) explaining how the issues of states' rights and slavery increased sectional tensions.</p>  |   | <p>323–324, 340–341, 449, 451, 453–454, 463–466,</p> <p> VA Essentials USI.9b</p>   | <p>322, 324, 449, 463–465, 467</p>  |
| Essential Understandings  | Essential Questions   | Essential Knowledge  | Essential Skills  |
| <p>The South feared that the North would take control of Congress, and Southerners began to proclaim states' rights as a means of self-protection.</p> <p>The North believed that the nation was a union 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.</p> | <p>How did the issues of states' rights and slavery increase sectional tension between the North and South?</p> | <p><b>Issues that divided the nation</b></p> <ul style="list-style-type: none"> <li>An important issue separating the country related to the power of the Federal government. 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.</li> <li>Southerners felt that the abolition of slavery would destroy their region's economy. Northerners believed that slavery should be abolished for moral reasons.</li> </ul> <p><b>Compromises attempting to resolve differences</b></p> <ul style="list-style-type: none"> <li>Missouri Compromise (1820): Missouri entered the Union as a slave state; Maine entered the Union as a free state.</li> <li>Compromise of 1850: California entered the Union as a free state. Southwest territories would decide about slavery.</li> <li>Kansas-Nebraska Act: People in each state would decide the slavery issue ("popular sovereignty").</li> </ul> <p><b>Southern secession</b></p> <p>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.</p> <p>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.</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> |



| STANDARD USI.9c   |   | Student Edition/Online Learning Center    | Teacher Edition   |
|---|---|--|---|
| The student will demonstrate knowledge of the causes, major events, and effects of the Civil War by<br>c) identifying on a map the states that seceded from the Union and those that remained in the Union. |   | 463–466, 475,  VA Essentials USI.9c   | 462–466   |
| Essential Understandings  | Essential Questions   | Essential Knowledge  | Essential Skills  |
| Southern states that were dependent upon labor-intensive cash crops seceded from the Union. Northern-most slave states (border states) stayed in the Union.   | Which states seceded from the Union?<br><br>Which four slave states stayed in the Union?<br><br>Where were the other states that remained in the Union located? | <p><b>States that seceded from the Union</b></p> <ul style="list-style-type: none"> <li>• Alabama</li> <li>• Arkansas</li> <li>• Florida</li> <li>• Georgia</li> <li>• Louisiana</li> <li>• Mississippi</li> <li>• North Carolina</li> <li>• South Carolina</li> <li>• Tennessee</li> <li>• Texas</li> <li>• Virginia</li> </ul> <p><b>States remaining in the Union</b></p> <ul style="list-style-type: none"> <li>• <i>Border states (slave states)</i> <ul style="list-style-type: none"> <li>– Delaware</li> <li>– Kentucky</li> <li>– Maryland</li> <li>– Missouri</li> </ul> </li> <li>• <i>Free States</i> <ul style="list-style-type: none"> <li>– California</li> <li>– Connecticut</li> <li>– Illinois</li> <li>– Indiana</li> <li>– Iowa</li> <li>– Kansas</li> <li>– Maine</li> <li>– Massachusetts</li> <li>– Michigan</li> <li>– Minnesota</li> <li>– New Hampshire</li> <li>– New Jersey</li> <li>– New York</li> <li>– Ohio</li> <li>– Oregon</li> <li>– Pennsylvania</li> <li>– Rhode Island</li> <li>– Vermont</li> <li>– West Virginia (Western counties of Virginia that refused to secede from the Union)</li> <li>– Wisconsin</li> </ul> </li> </ul> | Analyze and interpret maps to explain historical events. (USI.1f) |



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| STANDARD USI.9d   |   | Student Edition/Online Learning Center    | Teacher Edition  |
|---|---|--|--|
| <p>The student will demonstrate knowledge of the causes, major events, and effects of the Civil War by</p> <p>d) describing the roles of Abraham Lincoln, Jefferson Davis, Ulysses S. Grant, Robert E. Lee, Thomas “Stonewall” Jackson, and Frederick Douglass in events leading to and during the war.</p> |   | <p>411, 423, 428–429, 460, 464–466, 468–469, 475, 481, 485–487, 496, 498–500, 504–505, 508–509, 512, 613–614,  VA Essentials USI.9d</p>  | <p>428–429, 460, 465, 468–469, 476, 486–487, 499, 501–505, 508–509</p>   |
| Essential Understandings  | Essential Questions   | Essential Knowledge  | Essential Skills   |
| <p>Lincoln and Lee were men who represented views of the nature of the United States that were very different, leading to an unavoidable conflict.</p>  | <p>Who are considered leaders of the Civil War?</p> <p>How did Lincoln’s view of the nature of the Union differ from Lee’s?</p> | <p><b>Roles of Civil War leaders</b></p> <ul style="list-style-type: none"> <li>• Abraham Lincoln                             <ul style="list-style-type: none"> <li>– Was President of the United States</li> <li>– Opposed the spread of slavery</li> <li>– Issued the Emancipation Proclamation</li> <li>– Determined to preserve the Union—by force if necessary</li> <li>– Believed the United States was one nation, not a collection of independent states</li> <li>– Wrote the Gettysburg Address that said the Civil War was to preserve a government “of the people, by the people, and for the people.”</li> </ul> </li> <li>• Jefferson Davis                             <ul style="list-style-type: none"> <li>– Was president of the Confederate States of America</li> </ul> </li> <li>• Ulysses S. Grant                             <ul style="list-style-type: none"> <li>– Was general of the Union army that defeated Lee</li> </ul> </li> <li>• Robert E. Lee                             <ul style="list-style-type: none"> <li>– Was leader of the Army of Northern Virginia</li> <li>– Was offered command of the Union forces at the beginning of the war but chose not to fight against Virginia</li> <li>– Opposed secession, but did not believe the union should be held together by force</li> <li>– Urged Southerners to accept defeat at the end of the war and reunite as Americans when some wanted to fight on</li> </ul> </li> <li>• Thomas “Stonewall” Jackson                             <ul style="list-style-type: none"> <li>– Was a skilled Confederate general from Virginia</li> </ul> </li> <li>• Frederick Douglass                             <ul style="list-style-type: none"> <li>– Was a former enslaved African American who escaped to the North and became an abolitionist</li> </ul> </li> </ul> | <p>Identify and interpret primary and secondary source documents to increase understandings 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> |





| STANDARD USI.9e  |  | Student Edition/Online Learning Center   | Teacher Edition   |
|--|--|---|---|
| The student will demonstrate knowledge of the causes, major events, and effects of the Civil War by<br>e) using maps to explain critical developments in the war, including major battles. |  | 465, 477, 482, 484–485, 487, 497, 499, 502, 503, 505, 509–511,  VA Essentials USI.9e   | 465, 483–484, 503, 510–511  |
| Essential Understandings   | Essential Questions  | Essential Knowledge   | Essential Skills  |
| Location and topography were critical elements influencing important developments in the Civil War, including major battles.   | Where did critical events of the Civil War take place?<br><br>Where were the major battles fought?<br><br>What are the ways location and topography influenced important developments in the war, including major battles? | <p><b>Major battles and events</b></p> <ul style="list-style-type: none"> <li>• The firing on Fort Sumter, S.C., began the war.</li> <li>• The first Battle of Manassas (Bull Run) was the first major battle.</li> <li>• The signing of the Emancipation Proclamation made “freeing the slaves” the new focus of the war. Many freed slaves joined the Union army.</li> <li>• The Battle of Vicksburg divided the South; the North controlled the Mississippi River.</li> <li>• The Battle of Gettysburg was the turning point of the war; the North repelled Lee’s invasion.</li> <li>• Lee’s surrender to Grant at Appomattox Court House in 1865 ended the war.</li> </ul> <p><b>Influence of location and topography on critical developments in the war</b></p> <ul style="list-style-type: none"> <li>• The Union blockade of southern ports (e.g., Savannah, Charleston, New Orleans)</li> <li>• Control of the Mississippi River (e.g., Vicksburg)</li> <li>• Battle locations influenced by the struggle to capture capital cities (e.g., Richmond; Washington, D.C.)</li> <li>• Control of the high ground (e.g., Gettysburg)</li> </ul> | Identify and interpret primary and secondary source documents to increase understandings of events and life in United States history. (USI.1a)<br><br>Sequence events in United States history. (USI.1c)<br><br>Analyze and interpret maps to explain relationships among landforms, water features, climatic characteristics, and historical events. (USI.1f)<br><br>Interpret excerpts from notable documents. (USI.1h) |



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| STANDARD USI.9f   |  | Student Edition/Online Learning Center    | Teacher Edition  |
|---|--|--|--|
| <p>The student will demonstrate knowledge of the causes, major events, and effects of the Civil War by</p> <p>f) describing the effects of war from the perspectives of Union and Confederate soldiers (including black soldiers), women, and enslaved African Americans.</p> |  | <p>477–479, 492–494, 500–501, 506–507, 511–512,  VA Essentials USI.9f</p>   | <p>477–479, 491–494, 501</p>   |
| Essential Understandings  | Essential Questions  | Essential Knowledge  | Essential Skills   |
| <p>Life on the battlefield and on the homefront was extremely harsh. Many died from disease and exposure.</p>   | <p>What hardships were experienced during the Civil War?</p> <p>How did the Civil War change the lives of soldiers, women, and slaves?</p> | <p><b>General effects of the war</b></p> <ul style="list-style-type: none"> <li>Families and friends were often pitted against one another.</li> <li>Southern troops became increasingly younger and more poorly equipped and clothed.</li> <li>Much of the South was devastated at the end of the war (e.g., burning of Atlanta and Richmond).</li> <li>Disease was a major killer.</li> <li>Clara Barton, a Civil War nurse, created the American Red Cross.</li> <li>Combat was brutal and often man-to-man.</li> <li>Women were left to run businesses in the North and farms and plantations in the South.</li> <li>The collapse of the Confederacy made Confederate money worthless.</li> </ul> <p><b>Effects of the war on African Americans</b></p> <ul style="list-style-type: none"> <li>African Americans fought in both the Confederate and Union armies.</li> <li>The Confederacy often used enslaved African Americans as naval crew members and soldiers.</li> <li>The Union moved to enlist African American sailors early in the war.</li> <li>African American soldiers were paid less than white soldiers.</li> <li>African American soldiers were discriminated against and served in segregated units under the command of white officers.</li> <li>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.</li> </ul> | <p>Sequence events in United States history. (USI.1c)</p> <p>Interpret ideas and events from different historical perspectives. (USI.1d)</p> |