Grade Six History and Social Science:
U.S. History to 1865
This curriculum document is organized to help teachers plan and carry out their instruction conceptually, so that students can see patterns and connections among and between ideas and points of information. In this document, each unit’s learning outcomes or objectives are listed first, followed by a conceptual mind map connecting the content. Following the mind map in each unit is a more linear and traditional textual outline with references to points of content that students must learn in US History to 1865. Each section of the unit outline is framed by important conceptual questions that serve as a foundation for the teaching and learning of that section. All conceptual questions appear in italics.

There are five units in the curriculum. Since the foundations of the units are conceptual, they take in and call for the study of more than just the Virginia SOLs for US History to 1865. SOL connections are listed in red on the “Objectives” page, and appear also in the branches of each unit’s mind map. This means that when teachers focus on the objectives, and the concepts organized in the mind maps, they will include instruction in these particular SOLs in addition to the more complete concepts and world regions described and indicated. It does not mean that instruction in only those particular SOLs listed will adequately prepare students to understand the relevant concepts, ideas, or regions required by our curriculum.

In this curriculum, Unit I should last 7 weeks since geographic concepts and content form a basis for historical understanding. Geography should also be studied throughout the year. Unit II should last 6 weeks and focus on diverse cultural contributions to America. Unit III focuses on the Revolution—its causes and effects—and is meant to last 7 weeks. Unit IV is a study of the New Nation and should last 7 weeks. Unit V, focusing on the causes of the Civil War, its events, and its effects on people in all regions, should last 5 weeks. Within each unit, recommendations are made for teachers to focus on particular academic skills.

We hope teachers find that the concepts contained and explained in this document serve as a productive mental framework for students and for themselves. This instructional layout and approach offers cognitive structures that are essential to the solid comprehension of our curriculum content.

Many thanks to Debbie Velasco of Farmwell Station Middle School for her creative work on this curriculum.
At the end of this unit, students will be able to:

1. Identify the 7 continents and 5 oceans and explain, in their own words, the location of North America in relation to major landforms and water features using latitude and longitude.  (Includes: USI.2a,b)

2. List the geographic regions of North America and describe the physical characteristics of each.  (Includes: USI.2b)

3. Identify the location of major bodies of water in the United States and explain, in their own words, the ways they have supported interaction among regions and created links to other areas.  (Includes:USI.2.c)

4. Utilize maps, globes, photographs, pictures, or tables to recognize key geographic features and explain relationships among landforms, water features, climatic characteristics, and historical events.  (Includes: USI.2.d)

5. Make connections between the past and the present by explaining, in their own words, how early cultures developed in North America by describing how archaeologists have recovered material evidence of ancient settlements, including Cactus Hill in Virginia.  (Includes: USI.3a)

6. Identify the location of 5 major American Indian groups before the arrival of Europeans and in the present day.  (Includes: USI.3b)

7. Describe how the American Indians used the natural, human, and capital resources in their environment.  (Includes: USI.3c)

Suggested skills to emphasize in this unit: USI.1b-make connections between the past and the present; US1c-sequence events in United States history from pre-Columbian times to 1865; USI.1f-analyze and interpret maps to explain relationships among landforms, water features, climatic characteristics, and historical events; USI.1g-distinguish between parallels of latitude and meridians of longitude.
UNIT I: NORTH AMERICA: LOCATION, LAND & PEOPLE

North America: Location, Land & People

Where is North America
USI.2a

- Continents
- Oceans
- Latitude and Longitude

Geographic Features
USI.2b-d

- Land Related
- Water Related
- Location and Physical Characteristics

Early American Culture
USI.3a-b

- Cactus Hill
- Archaeology
- Artifacts
- Location
- American Indian Groups

Use of Resources

Influence of Geography

Trade, Transportation, Settlement
I. WHERE IS NORTH AMERICA? USI.2A

Question: Where, in relation to other land forms and oceans, is North America located on our planet?

A. CONTINENTS
   - North America
   - South America
   - Africa
   - Asia
   - Australia
   - Antarctica
   - Europe*

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

B. OCEANS
   - Atlantic Ocean
   - Pacific Ocean
   - Arctic Ocean
   - Indian Ocean
   - Southern Ocean

C. LATITUDE AND LONGITUDE
   Parallels of latitude and meridians of longitude can be used to find places on a map or globe.

II. GEOGRAPHIC FEATURES USI.2B-D

Question: What are the essential features of the geography of North America, and how do they affect the way people have lived on this continent?

A. LAND RELATED
   - Mountains
   - Hills
C. **GEOGRAPHIC REGIONS**

1. **Location and Physical Characteristics**
   - **Coastal Plain**
     - Located along the Atlantic Ocean and Gulf of Mexico
     - Broad lowlands providing many excellent harbors
   - **Appalachian Highlands**
     - Located west of the Coastal Plain, extending from eastern Canada to western Alabama; includes the Piedmont
     - Old, eroded mountains (oldest mountain range in North America)
   - **Canadian Shield**
     - Wrapped around the Hudson Bay in a horseshoe shape
     - Hills worn by erosion and hundreds of lakes carved by glaciers
   - **Interior Lowlands**
     - Located west of the Appalachian Mountains and east of the Great Plains
     - Rolling flatlands with many rivers, broad river valleys, and grassy hills
   - **Great Plains**
     - Located west of the Interior Lowlands and east of the Rocky Mountains
     - Flat lands that gradually increase in elevation westward; grasslands
   - **Rocky Mountains**
     - Located west of the Great Plains and east of the Basin and Range
     - Rugged mountains stretching from Alaska almost to Mexico; high elevations
     - Contains the Continental Divide, which determines the directional flow of rivers
   - **Basin and Range**
     - Located west of the Rocky Mountains and east of the Sierra Nevadas and the Cascades
     - Varying elevations containing isolated mountain ranges and Death Valley, the lowest point in North America
Coastal Range
- Located along the Pacific Coast, stretching from California to Canada
- Rugged mountains and fertile valleys

D. INFLUENCE OF GEOGRAPHY

1. Trade, Transportation, Settlement
   - The Atlantic, Pacific, and Gulf coasts of the United States have provided access to other parts of the world.
   - The Atlantic Ocean served as the highway for explorers, early settlers, and later immigrants.
   - The Ohio River was the gateway to the west.
   - Inland port cities grew in the Midwest along the Great Lakes.
   - The Mississippi and Missouri rivers were used to transport farm and industrial products. They were links to United States ports and other parts of the world.
   - The Columbia River was explored by Lewis and Clark.
   - The Colorado River was explored by the Spanish.
   - The Rio Grande forms the border with Mexico.
   - The Pacific Ocean was an early exploration destination.
   - The Gulf of Mexico provided the French and Spanish with exploration routes to Mexico and other parts of America.
   - The St. Lawrence River forms part of the northeastern border with Canada and connects the Great Lakes to the Atlantic Ocean.

III. EARLY AMERICAN CULTURE USI.3A-B

Questions: How can we make connections between the past and the present? How can we analyze and interpret maps to explain relationships among landforms, water features, climatic characteristics, and the development of cultures?

A. ARCHAEOLOGY
   Archaeology is the recovery of material evidence remaining from the past.

1. Cactus Hill
   Cactus Hill is located on the Nottoway River in southeastern Virginia. Evidence that humans lived at Cactus Hill as early as 18,000 years ago makes it one of the oldest archaeological sites in North America.

2. Artifacts
   Archaeologists study human behavior and cultures of the past through the recovery and analysis of artifacts. Scientists are not in agreement about when and how people first arrived in the Western Hemisphere.
B. AMERICAN INDIAN GROUPS

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

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

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

Types of resources
   • Natural resources: Things that come directly from nature
   • Human resources: People working to produce goods and services
   • Capital resources: Goods produced and used to make other goods and services

Natural resources
   The fish American Indians caught, wild animals they hunted, and crops they grew were examples of natural resources.

Human resources
   People who fished, made clothing, and hunted animals were examples of human resources.

Capital resources
   The canoes, bows, and spears American Indians made were examples of capital resources.
At the end of this unit, students will be able to:

1. Describe the motivations for, obstacles to, and accomplishments of the Spanish, French, Portuguese, and English explorations. *(Includes: USI.4a)*

2. Identify the regions of North America explored by Spain, France, and England. *(Includes: USI.4a)*

3. Explain, in their own words why the Portuguese made voyages of discovery along the coast of West Africa. *(Includes: USI.4a and c)*

4. Describe cultural and economic interactions between Europeans and American Indians that led to cooperation and conflict, with emphasis on the American Indian concept of land. *(Includes: USI.4b)*

5. Identify the location and describe the characteristics of West African societies (Ghana, Mali, and Songhai) and their interaction with traders. *(Includes: USI.4c)*

Suggested skills to emphasize in this unit: USI.1a-identify and interpret primary and secondary source documents to increase understanding of events and life in United States history; USI.1d-interpret ideas and events from different historical perspectives; USI.1f-analyze and interpret maps to explain relationships among landforms, water features, climatic characteristics, and historical events; USI.1g-distinguish between parallels of latitude and meridians of longitude.
I. EUROPEAN EXPLORATION USI.4A-B

**Question:** What was the importance of European exploration in North America and West Africa, and what was the effect of cultural and economic interactions between European and American Indian and West African societies?

A. MOTIVATION USI.4A
   1. God
      - Religious—Spread Christianity
   2. Gold
      - Economic—Gold, natural resources, and trade
   3. Glory
      - Competitions for empire and belief in superiority of own culture

B. OBSTACLES AND ACCOMPLISHMENTS USI.4B
   1. Obstacles
      - Poor maps and navigational tools
      - Disease and starvation
      - Fear of the unknown
      - Lack of adequate supplies
   2. Accomplishments
      - Exchanged goods and ideas
      - Improved navigational tools and ships
      - Claimed territories (see countries below)

C. REGIONS EXPLORED USI.4A
   1. Spain
      - Francisco Coronado claimed the Southwest of the present-day United States for Spain.
2. France
   • Samuel de Champlain established the French settlement of Québec.
   • Robert La Salle claimed the Mississippi River Valley for France.

3. England
   • John Cabot explored eastern Canada.

4. Portugal
   • The Portuguese made voyages of discovery along the coast of West Africa.

D. CULTURAL INTERACTIONS USI.4B

1. Europeans
   • Spanish
     – Conquered and enslaved American Indians
     – Brought Christianity to the New World
     – Brought European diseases to American Indians
   • French
     – Established trading posts
     – Spread Christian religion
   • English
     – Established settlements and claimed ownership of land
     – Learned farming techniques from American Indians
     – Traded with American Indians

2. American Indians
   • Taught farming techniques to European settlers
   • Believed that land was to be used and shared but not owned

   a. Areas of cooperation in economic interactions
      • Europeans brought weapons and metal farm tools.
      • Trade
      • Crops
b. Areas of conflict
   - Land
   - Competition for trade
   - Differences in cultures
   - Diseases
   - Language differences

II. WEST AFRICAN KINGDOMS USI.4C

Question: Where were the empires of Ghana, Mali, and Songhai located and why were they important?

A. THREE KINGDOMS
   1. Ghana, Mali, and Songhai dominated West Africa one after another from 300 to 1600 A.D.
   2. Ghana, Mali, and Songhai were located in the western region of Africa, south of the Sahara Desert, near the Niger River.

B. RISE TO POWER
   Control of Trade Ghana, Mali, and Songhai became powerful by controlling trade in West Africa.
   1. The Portuguese carried goods from Europe to West African empires, trading metals, cloth, and other manufactured goods for gold.
At the end of this unit, students will be able to:

1. Describe the religious and economic events and conditions that led the English to the colonization of America, and name examples of each. (Includes: USI.5a)
2. Describe life in the New England, Mid-Atlantic, and Southern colonies, with emphasis on how people interacted with their geography and environment to produce goods and services, including examples of specialization and interdependence. (Includes: USI.5b)
3. Describe how political and social life evolved in each of the three colonial regions. (Includes: USI.5b)
4. Describe how colonial life in America varied greatly among different social groups (Includes: USI.5c)
5. Identify the political and economic relationships between the colonies and Great Britain. (Includes: USI.5d)
6. Identify the steps Great Britain took to increase control over its colonies and the reasons why many colonists became dissatisfied with that control. (Includes: USI.6a)
7. Identify how political ideas shaped the revolutionary movement in America and led to the Declaration of Independence by explaining the key ideas expressed in that document in their own words. (Includes: USI.6b)
8. Describe key events and the roles of key individuals in the American Revolution. (Includes: USI.6c)
9. Explain reasons why the colonies were able to defeat Great Britain. (Includes: USI.6d)

Suggested skills to emphasize in this unit: USI.1a-identify and interpret primary and secondary source documents to increase understanding of events and life in United States history; USI.1b-make connections between the past and the present; USI.1c-sequence events in United States history from pre-Columbian times to 1865; USI.1d-interpret ideas and events from different historical perspectives; USI.1f-analyze and interpret maps to explain relationships among landforms, water features, climatic characteristics, and historical events; USI.1h-interpret patriotic slogans and excerpts from notable speeches and documents.
UNIT III: THE BIRTH OF A NATION: A QUEST FOR ECONOMIC & POLITICAL FREEDOM

The Birth of a Nation: A Quest for Economic & Political Freedom

Revolution US1.6b-d
- Key Ideas US1.6d
- Key Individuals US1.6c
- Key Events US1.6e
- Colonial Advantages US1.6

England Tightens Control US1.6a
- Reasons for Control
  - Reasons for Taxation
  - Reasons for Colonial Dissatisfaction

Early Settlements US1.5a
- Roanoke Island (Lost Colony)
  - Jamestown
  - Plymouth Colony
  - Massachusetts Bay Colony
  - Pennsylvania
  - Georgia

Colonial Regions US1.5b
- Mid-Atlantic
  - Southern
  - Economic
  - Political

Thirteen Colonies US1.5b-d
I. ENGLISH COLONIES USI.5A-D

**Questions:** What were the religious and economic events and conditions that led to the colonization of America? What were the English colonial regions of North America and how did the people in those regions interact with their environment to produce goods and services? How did the lives of colonists vary according to social position? What types of political and economic relationships developed between the colonies and Great Britain?

A. **EARLY SETTLEMENTS USI.5A**

1. **Roanoke Island (Lost Colony)**
   Roanoke Island (Lost Colony) was established as an economic venture.

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

3. **Plymouth Colony**
   Plymouth Colony was settled by separatists from the Church of England who wanted to avoid religious persecution.

4. **Massachusetts Bay Colony**
   Massachusetts Bay Colony was settled by the Puritans to avoid religious persecution.

5. **Pennsylvania**
   Pennsylvania was settled by the Quakers, who wanted freedom to practice their faith without interference.

6. **Georgia**
   Georgia was settled by people who had been in debtors’ prisons in England. They hoped to experience economic freedom and start a new life in the New World.
B. THIRTEEN COLONIES USI.5B-D

1. Colonial Regions USI.5b

   a. New England
      • Resources
        − Natural resources: e.g., timber, fish, deep harbors
        − Human resources: e.g., skilled craftsmen, shopkeepers, shipbuilders
        − Capital resources: e.g., tools, buildings Appalachian Mountains, Boston harbor, hilly terrain, rocky soil, jagged coastline

      • Geography and Climate
        − Moderate summers, cold winters
        − Appalachian Mountains, Boston harbor, hilly terrain, rocky soil, jagged coastline

      • Specialization (focusing on one or a few products)
        − Fishing, shipbuilding, naval supplies, metal tools and equipment

      • Examples of Interdependence (two or more people depending on each other for goods and services)
        − The New England colonies depended on the Southern colonies for crops such as tobacco, rice, cotton, and indigo, and for forest products such as lumber, tar, and pitch. They depended on the Mid-Atlantic colonies for livestock and grains

   b. Mid-Atlantic
      • Resources
        − Natural Resources: e.g., rich farmlands, rivers
        − Human resources: e.g., unskilled and skilled workers, fishermen
        − Capital resources: e.g., tools, buildings

      • Geography and Climate
        − Appalachian Mountains, coastal lowlands, harbors and bays
        − Mild winters and moderate climate, wide and deep rivers

   • Social/Political
   • Civic life: town meetings
   • Villages and churches were centers of life. Religious reformers and separatists
• **Specialization**
  – Livestock, grains, fish

• **Examples of Interdependence**
  The Mid-Atlantic colonies traded with the Southern and New England colonies to get the products they did not produce. The Mid-Atlantic colonies depended on the Southern colonies for tobacco, rice, cotton, indigo, and forest products. They traded with the New England colonies for metal tools and equipment.

• **Social/Political**
  – Villages and cities, varied and diverse lifestyles, diverse religions
  – Civic life: market towns

c. **Southern**

• **Resources**
  – Natural resources: e.g., fertile farmlands, rivers, harbors
  – Human resources: e.g., farmers, enslaved African Americans
  – Capital resources: e.g., tools, buildings

• **Geography and Climate**
  – Humid climate with mild winters and hot summers
  – Appalachian Mountains, Piedmont, Atlantic Coastal Plain, good harbors and rivers

• **Specialization**
  – Tobacco, rice, cotton, indigo, forest products (lumber, tar, pitch)

• **Examples of Interdependence**
  – The Southern colonies depended on the New England colonies for manufactured goods, including metal tools and equipment. They depended on the Mid-Atlantic colonies for grains and other agricultural products not plentiful in the South.

• **Social/Political**
  – Plantations (slavery), mansions, indentured servants, fewer cities, fewer schools, Church of England
  – Civic life: counties
2. Social Groups US1.5c

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

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

- **Artisans**
  - Worked as craftsmen in towns and on plantations
  - Lived in small villages and cities

- **Women**
  - Worked as caretakers, house-workers, and homemakers
  - Were not allowed to vote
  - Had few opportunities for getting an education

- **Free African Americans**
  - Were able to own land
  - Had economic freedom and could work for pay and decide how to spend their money
  - Were not allowed to vote

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

- **Enslaved African Americans**
  - Were captured in their native Africa and sold to slave traders; then were shipped to the colonies where they were sold into slavery
  - Were owned as property for life without any rights.
  - Were often born into slavery (Children of enslaved African Americans were born into slavery.)
3. **Relationship with England USI.5d**

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

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

**II. ENGLAND TIGHTENS CONTROL USI.6A**

**Question:** Why did Great Britain want to control the colonies, how did they exercise that control, and why did colonists become increasingly dissatisfied?

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

B. **REASONS FOR TAXATION**
   - To help finance the French and Indian War
   - To help finance the maintenance of British troops in the colonies

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

### III. REVOLUTION USI.6B-D

**Questions:** What were the key ideas that shaped the revolutionary movement in America and who were the key individuals who participated in this movement? What key events and circumstances resulted in the American victory in the Revolutionary War?

**A. KEY IDEAS USI.6B**

New political ideas led to a desire for independence and a democratic government in the American colonies. The Declaration of Independence proclaimed independence from Great Britain. It stated that people have natural (inherent) rights to life, liberty, and the pursuit of happiness. Key philosophies in the Declaration of Independence were based upon ideas first expressed by European philosophers.

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

**B. KEY INDIVIDUALS USI.6.C**

- King George III: British king during the Revolutionary era
- Lord Cornwallis: British general who surrendered at Yorktown
- John Adams: Championed the cause of independence
- George Washington: Commander of the Continental Army
- Thomas Jefferson: Major author of the Declaration of Independence
- Patrick Henry: Outspoken member of the House of Burgesses; inspired colonial patriotism with his “Give me liberty or give me death” speech
- Benjamin Franklin: Prominent member of the Continental Congress; helped frame the Declaration of Independence; helped gain French support for American independence
- Phillis Wheatley: Enslaved African American who wrote poems and plays supporting American independence and who eventually gained her freedom
- Paul Revere: Patriot who made a daring ride to warn colonists of British arrival
C. KEY EVENTS USI.6C

- Boston Massacre: Colonists in Boston were shot after taunting British soldiers.
- Boston Tea Party: Samuel Adams and Paul Revere led patriots in throwing tea into Boston Harbor to protest tea taxes.
- First Continental Congress: Delegates from all colonies except Georgia met to discuss problems with Great Britain and to promote independence.
- Battles at Lexington and Concord: The first armed conflicts of the Revolutionary War.
- Approval of the Declaration of Independence: The colonies declared independence from Great Britain (July 4, 1776).
- Battle of Saratoga: This American victory was the turning point in the war.
- Surrender at Yorktown: This was the colonial victory over forces of Lord Cornwallis that marked the end of the Revolutionary War.

D. COLONIAL ADVANTAGES USI.6

Defense of the colonists’ own land, strong beliefs, and capable leadership contributed to the American victory in the Revolutionary War.

- Some colonists’ defense of their own land, principles, and beliefs
- Additional support from France
- Strong leadership
US History to 1865, Unit IV: In Search of Government, Territory, Knowledge and Personal Freedom
Contains material from SOLs USI.7a-c, USI.8a-d

At the end of this unit, students will be able to:
1. Identify the weaknesses of the government established by the Articles of Confederation. (Includes: USI.7a)
2. Describe the historical development of the Constitution by focusing on events and people who helped create this document. (Includes: USI.7b)
3. Define, in their own words, the federal system of government established by our Constitution. (Includes: USI.7b)
4. Describe the major accomplishments of the first five presidents of the United States. (Includes: USI.7c)
5. Describe territorial expansion and how it affected the political map of the United States, with emphasis on the Louisiana Purchase, the Lewis and Clark expedition, and the acquisitions of Florida, Texas, Oregon, and California. (Includes: USI.8a)
6. Identify the geographic and economic factors that influenced the westward movement of settlers. (Includes: USI.8b)
7. Describe the impact of inventions, including the cotton gin, the reaper, the steamboat, and the steam locomotive, on life in America. (Includes: USI.8c)
8. Identify the main ideas of the abolitionist and women’s suffrage movements. (Includes: USI.8d)

Suggested skills to emphasize in this unit: USI.1a-identify and interpret primary and secondary source documents to increase understanding of events and life in United States history; USI.1b-make connections between the past and the present; USI.c-sequence events in United States history from pre-Columbian times to 1865; USI.1d-interpret ideas and events from different historical perspectives; USI.1f-analyze and interpret maps to explain relationships among landforms, water features, climatic characteristics, and historical events; USI.1h-interpret patriotic slogans and excerpts from notable speeches and documents; USI.1i-identify the costs and benefits of specific choices made, including the consequences, both intended and unintended, of the decisions and how people and nations responded to positive and negative incentives.
I. THE NATION BEGINS USI.7A-C

Questions: What were the basic weaknesses of the Articles of Confederation, and what led to the development of our Constitution? What were the major accomplishments of our first five presidential administrations?

A. A PLAN OF GOVERNMENT USI.7A-B

1. Articles of Confederation USI.7a
   The Articles of Confederation was a constitution written during the American Revolution to establish the powers of the new national government
   • Provided for a weak national government
   • Gave Congress no power to tax or regulate commerce among the states
   • Provided for no common currency
   • Gave each state one vote regardless of size
   • Provided for no executive or judicial branches

2. U.S. Constitution USI.7b
   The development of the Constitution of the United States was significant to the foundation of the American republic. The Constitution of the United States of America established a federal system of government based on power being shared between the national and state governments.

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

   The Constitutional Convention
   • State delegates met in Philadelphia and decided not to revise the Articles of Confederation but to write a new constitution.
   • George Washington was elected president of the Constitutional Convention.
   • Delegates debated over how much power should be given to the new national government and how large and small states should be represented in the new government.
   • The structure of the new national government included three separate branches of government:
     – Legislative
     – Executive
     – Judicial
   • The Great Compromise decided how many votes each state would have in the Senate and the House of Representatives.
   • The Constitution was signed at the end of the convention.
Ratification of the Constitution

- A minimum of nine of the thirteen states had to vote in favor of the Constitution before it could become law.

The Bill of Rights
- Based on the Virginia Declaration of Rights (George Mason) and the Virginia Statute for Religious Freedom (Thomas Jefferson)
- These first ten amendments to the Constitution provide a written guarantee of individual rights (e.g., freedom of speech, freedom of religion).

B. THE FIRST FIVE PRESIDENTS USI.7C
Congress and the first five presidents made decisions establishing a strong government that helped the nation grow in size and power. All of the first five presidents were Virginians except John Adams

1. George Washington
   - Federal court system was established.
   - The Bill of Rights was added to the Constitution of the United States of America.
   - Plans were created for development of the national capital in Washington, D.C. Benjamin Banneker, an African American astronomer and surveyor, helped complete the design for the city.

2. John Adams
   - A two-party system emerged during his administration

3. Thomas Jefferson
   - He bought Louisiana from France (Louisiana Purchase).
   - Lewis and Clark explored new land west of the Mississippi River.

4. James Madison
   - The War of 1812 caused European nations to gain respect for the United States.

5. James Monroe
   - He introduced the Monroe Doctrine warning European nations not to interfere in the Western Hemisphere.
II. ACQUIRING NEW LAND USI.8A-B

**Question:** What new territories became part of the United States between 1801 and 1861 and what factors influenced their population?

A. **TERRITORY GAINED USI.8A**
   Between 1801 and 1861, exploration was encouraged as America underwent vast territorial expansion and settlement

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

2. **Florida**
   - Spain gave Florida to the United States through a treaty.

3. **Texas**
   - Texas was added to the United States after it became an independent republic.

4. **Oregon**
   - The Oregon Territory was divided by the United States and Great Britain.

5. **California**
   - War with Mexico resulted in California and the southwest territory becoming part of the United States.

B. **WHY PEOPLE WENT WEST USI.8B**
   Westward migration was influenced by geography and economic opportunity.

1. **Geographic and Economic Factors**
   - Population growth in the eastern states
   - Availability of cheap, fertile land
   - Economic opportunity, e.g., gold (California Gold Rush), logging, farming, freedom (for runaway slaves)
   - Cheaper and faster transportation, e.g., rivers and canals (Erie Canal), steamboats
   - Knowledge of overland trails (Oregon and Santa Fe)
   - Belief in the right of “Manifest Destiny”—the idea that expansion was for the good of the country and was the right of the country
III. INVENTION AND INDUSTRY USI.8C

**Question:** How did inventions and entrepreneurs affect the lives of Americans?

A. **INVENTOR**
   A person who is the first to think of or make something

B. **ENTREPRENEUR**
   A person who organizes resources to bring a new or better good or service to market in hopes of earning a profit

C. **NEW TECHNOLOGY AND THE IMPACT ON SOCIETY**
   Prior to the Civil War, most industrialization in America was in the North; however, the equipment produced in the North had an impact on the farming society of the South.

   - The cotton gin was invented by Eli Whitney. It increased the production of cotton and thus increased the need for slave labor to cultivate and pick the cotton.
   - Jo Anderson (an enslaved African American) and Cyrus McCormick worked to invent the reaper. McCormick was an entrepreneur who brought the reaper to market. The reaper increased the productivity of the American farmer.
   - The steamboat was improved by the entrepreneur Robert Fulton. It eventually provided faster river transportation connecting Southern plantations and farms to Northern industries and Western territories.
   - The steam locomotive provided faster land transportation.

IV. REFORM MOVEMENTS USI.8D

**Question:** What were the main ideas expressed in the abolition and women's suffrage movements?

A. **ABOLITION**
   The abolitionists worked to end slavery.
   1. Beliefs
      - Most abolitionists demanded immediate freeing of the slaves.
      - Abolitionists believed that slavery was wrong.
         - Morally wrong
         - Cruel and inhumane
A violation of the principles of democracy

2. Leaders
   • Abolitionist leaders included both men and women.
     – Harriet Tubman led hundreds of enslaved African Americans to freedom along the Underground Railroad.
     – William Lloyd Garrison wrote the *Liberator* newspaper and worked for the immediate emancipation of all enslaved African Americans.
     – Frederick Douglass wrote the *North Star* newspaper and worked for rights for African Americans and women to better their lives.

B. WOMEN'S SUFFRAGE
The women’s suffrage movement helped women gain equal rights.

1. Beliefs
   • Supporters declared that “All men and women are created equal.”
   • Supporters believed that women were deprived of basic rights:
     – Denied the right to vote
     – Denied educational opportunities, especially higher education
     – Denied equal opportunities in business
     – Limited in the right to own property

2. Leaders
   • The movement was led by strong women who began their campaign before the Civil War and continued after the war had ended.
     – Isabella (Sojourner) Truth, a former enslaved African American, was a nationally known advocate for equality and justice.
     – Susan B. Anthony was an advocate to gain voting rights for women and equal rights for all.
     – Elizabeth Cady Stanton played a leadership role in the women’s rights movement.
US History to 1865, Unit V: The Role of Sectionalism in National Development
Contains material from SOLs USI.9a-f

At the end of this unit, students will be able to:
1. Describe the cultural, economic, and constitutional issues that divided the nation. (Includes: USI.9a)
2. Explain how the issue of slavery increased sectional tensions and led some states to secede from the Union. (Includes: USI.9b)
3. Identify on a map the states that seceded from the Union and those that remained in the Union. (Includes: USI.9c)
4. Describe the roles of Abraham Lincoln, Jefferson Davis, Ulysses S Grant, Robert E. Lee, Thomas “Stonewall” Jackson, and Frederick Douglass in events leading to and during the war. (Includes: USI.9d)
5. Use maps to explain how location and topography influenced critical developments in the war, including major battles. (Includes: USI.9e)
6. Describe the effects of war from the perspectives of Union and Confederate soldiers (including African American soldiers), women, and enslaved African Americans. (Includes: USI.9f)

Suggested skills to emphasize in this unit: USI.1a-identify and interpret primary and secondary source documents to increase understanding of events and life in United States history; USI.1b-make connections between the past and the present; USI.1c-sequence events in United States history from pre-Columbian times to 1865; USI.1d-interpret ideas and events from different historical perspectives; USI.1f-analyze and interpret maps to explain relationships among landforms, water features, climatic characteristics, and historical events; USI.1h-interpret patriotic slogans and excerpts from notable speeches and documents.
UNIT V: THE ROLE OF SECTIONALISM IN NATIONAL DEVELOPMENT

The Role of Sectionalism in National Development

Civil War US1.9d-f
- Leaders US1.9d
- Major Battles and Events US1.9e
- Influence of Location and Topography US1.9e
  - General Effects
  - Effects of the War US1.9f
    - Effects on African Americans

Effects of Sectionalism US1.9a-c
- Slavery
  - Cultural Issues
  - Economic Issues
  - Constitutional Issues
- Compromises US1.9b
- Increased Sectional Tension US1.9b-c
- Southern Secession US1.9b
- States That Seceded
  - States That Remained in the Union
    - Border States (Slave States)
    - Free States
  - States That Seceded

Issues Dividing the Nation US1.9a
- Economic Issues
EFFECTS OF SECTIONALISM USI.9A-C

**Question:** What were the cultural, economic, and constitutional issues that divided our nation, and what was the result of the tension they caused?

C. **ISSUES DIVIDING THE NATION USI.9A**

Cultural, economic, and constitutional differences between the North and the South eventually resulted in the Civil War.

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

2. **Cultural Issues**
   - The North was mainly an urban society in which people held jobs in cities.
   - The South was primarily an agricultural society in which people lived in small villages and on farms and plantations.
   - Because of their cultural differences, people of the North and South found it difficult to agree on social and political issues.

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

4. **Constitutional Issues**
   - 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.

D. **INCREASED SECTIONAL TENSION USI.9B-C**

The South feared that the North would take control of Congress, and Southerners began to proclaim states’ rights as a means of self-protection. The North believed that the nation was a union that could not be divided. While the Civil War did not begin as a war to abolish slavery, issues surrounding slavery deeply divided the nation.
1. Compromises USI.9b
   - Missouri Compromise (1820): Missouri entered the Union as a slave state; Maine entered the Union as a free state.
   - Compromise of 1850: California entered the Union as a free state. Southwest territories would decide the slavery issue for themselves.
   - Kansas-Nebraska Act: People in each state would decide the slavery issue (“popular sovereignty”).

2. Southern Secession USI.9b
   - Following Lincoln’s election, the southern states seceded from the Union.
   - Confederate forces attacked Fort Sumter in South Carolina, marking the beginning of the Civil War.
   - Lincoln and many Northerners believed that the United States was one nation that could not be separated or divided.
   - Most Southerners believed that the states had freely created and joined the union and could freely leave it.

3. States Take Sides USI.9c
   Southern states that were dependent upon labor-intensive cash crops seceded from the Union. Northernmost slave states (border states) and free states stayed in the Union.

   a. States That Seceded
      - Alabama
      - Arkansas
      - Florida
      - Georgia
      - Louisiana
      - Mississippi
      - North Carolina
      - South Carolina
      - Tennessee
      - Texas
      - Virginia

   b. States That Remained in the Union
      1. Border states (slave states)
         - Delaware
         - Kentucky
         - Maryland
         - Missouri
      2. Free states
         - California
         - Connecticut
         - Illinois
         - Indiana
         - Iowa
         - Kansas
         - Maine
         - Massachusetts
         - New Hampshire
         - New Jersey
         - New York
         - Ohio
         - Oregon
         - Pennsylvania
         - Rhode Island
         - Vermont
V. CIVIL WAR USI.9D-F

Questions: How did important leaders and critical events influence the outcome of the war? What was the effect of the war on Americans on both sides of the conflict?

A. LEADERS USI.9D

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

*Note: Western counties of Virginia that refused to secede from the Union
B. **MAJOR BATTLES AND EVENTS USI.9E**
- The firing on Fort Sumter, S.C., began the war.
- The first Battle of Manassas (Bull Run) was the first major battle.
- The signing of the Emancipation Proclamation made “freeing the slaves” the new focus of the war. Many freed African Americans joined the Union army.
- The Battle of Vicksburg divided the South; the North controlled the Mississippi River.
- The Battle of Gettysburg was the turning point of the war; the North repelled Lee’s invasion.
- Lee’s surrender to Grant at Appomattox Court House in 1865 ended the war.

C. **INFLUENCE OF LOCATION AND TOPOGRAPHY USI.9E**
- The Union blockade of southern ports (e.g., Savannah, Charleston, New Orleans)
- Control of the Mississippi River (e.g., Vicksburg)
- Battle locations influenced by the struggle to capture capital cities (e.g., Richmond; Washington, D.C.)
- Control of the high ground (e.g., Gettysburg)

D. **EFFECTS OF THE WAR USI.9F**
Life on the battlefield and on the home front was extremely harsh. Many soldiers died from disease and exposure.

1. **General Effects**
   - Family members were often pitted against one another, as were friends against friends.
   - As the war went on, Southern troops became increasingly younger and more poorly equipped and clothed.
   - Much of the South was devastated at the end of the war (e.g., burning of Atlanta and Richmond).
   - Disease was a major killer.
   - Clara Barton, a Civil War nurse, created the American Red Cross.
   - Combat was brutal and often man-to-man.
   - Women were left to run businesses in the North and farms and plantations in the South.
   - The collapse of the Confederacy made Confederate money worthless.

2. **Effects on African Americans**
   - African Americans fought in both the Confederate and Union armies.
   - The Confederacy often used enslaved African Americans 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.
• Robert Smalls, an African American sailor and later a Union naval captain, was highly honored for his feats of bravery and heroism. He became a Congressman after the war.
**SOL Strands and Bullets: USI.1a, f** The student will demonstrate skills for historical and geographical analysis and responsible citizenship, including the ability to identify and interpret primary and secondary source documents to increase understanding of events and life in United States history to 1865; and analyze and interpret maps to explain relationships among landforms, water features, climatic characteristics, and historical events. **USI.9b** The student will demonstrate knowledge of the causes, major events, and effects of the Civil War by explaining how the issues of states’ rights and slavery increased sectional tensions.

**Example Context for Language Use:** As part of an overall research project on the Civil War, students will participate in small group analyses of causes and effects of the Civil War by using information found using an interactive map including slave states and their population, free states and their population, agriculture, manufacturing, major cities and railroads. They will present their findings in both written and oral presentations supported with visuals.

**COGNITIVE FUNCTION:** Students of all English proficiency levels will **ANALYZE** information from primary and secondary sources including maps depicting the differences between states before, between and after the Missouri Compromise and the Kansas-Nebraska Act. [http://teacher.scholastic.com/activities/bhistory/underground_railroad/map.htm](http://teacher.scholastic.com/activities/bhistory/underground_railroad/map.htm)

<table>
<thead>
<tr>
<th>LANGUAGE DOMAIN: Reading</th>
<th>Level 1 Entering</th>
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<th>Level 3 Developing</th>
<th>Level 4 Expanding</th>
<th>Level 5 Bridging</th>
</tr>
</thead>
<tbody>
<tr>
<td>Identify the names of slave states and free states prior to the Missouri Compromise using the map key on the interactive map found on the Scholastic site (see above) with a partner.</td>
<td>Identify the differences in populations of the states between the Missouri Compromise and the Kansas-Nebraska Act using the map keys on the interactive maps located on the Rand McNally website (see above).</td>
<td>Locate reasons for the creation of the Missouri Compromise using text found on the Scholastic site (see above) in a small group.</td>
<td>Identify the demographic and political changes that took place in the United States between the Missouri Compromise (1850) and the Kansas-Nebraska Act (1854), using information found on the maps located on the Rand McNally website (see above).</td>
<td>Analyze the effects of the changes to the states as a result of the Missouri Compromise and the Kansas-Nebraska Act using information found on the maps located on the Rand McNally website (see above).</td>
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**TOPIC-RELATED LANGUAGE:** primary source documents, secondary source documents, free state, slave state, border state, neutral state, Confederate, Confederacy, Union, manufacturing, agriculture, Kansas-Nebraska Act, Missouri Compromise
SOL Strands and Bullets: USI.1a, f The student will demonstrate skills for historical and geographical analysis and responsible citizenship, including the ability to identify and interpret primary and secondary source documents to increase understanding of events and life in United States history to 1865; and analyze and interpret maps to explain relationships among landforms, water features, climatic characteristics, and historical events. USI.9b The student will demonstrate knowledge of the causes, major events, and effects of the Civil War by explaining how the issues of states’ rights and slavery increased sectional tensions.

Example Context for Language Use: As part of an overall research project on the Civil War, students will participate in small group analyses of causes and effects of the Civil War by using information found using an interactive map including slave states and their population, free states and their population, agriculture, manufacturing, major cities and railroads. They will present their findings in both written and oral presentations supported with visuals.

COGNITIVE FUNCTION: Students of all English proficiency levels will ANALYZE information from primary and secondary sources including maps depicting the differences between states before, between and after the Missouri Compromise and the Kansas-Nebraska Act. http://teacher.scholastic.com/activities/bhistory/underground_railroad/map.htm

<table>
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<th>LANGUAGE DOMAIN: Writing</th>
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<th>Level 5 Bridging</th>
</tr>
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<tbody>
<tr>
<td></td>
<td>Label a blank outline map with the names of the free states, slave states and border states using the map key on the interactive map found on the Scholastic site (see above) with a partner.</td>
<td>Describe the differences in populations in the states between the Missouri Compromise and the Kansas-Nebraska Act using sentence frames (e.g. “The state with the largest population was _______.”) and the map key on the interactive map found on the Scholastic site (see above) with a partner.</td>
<td>List demographic and political changes in the states as a result of the Missouri Compromise and the Kansas-Nebraska Act citing information found on the maps located on the Rand McNally website (see above) with a partner.</td>
<td>Describe the effect of the demographic and political changes that were made to the states between the Missouri Compromise (1850), and the Kansas-Nebraska Act (1854) using information found on the Rand McNally website (see above).</td>
<td>Predict how present day life in the United States may have been different if the Missouri Compromise and the Kansas-Nebraska Act had not been passed using information found on the maps located on the Rand McNally website (see above).</td>
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TOPIC-RELATED LANGUAGE: primary source documents, secondary source documents, free state, slave state, border state, neutral state, Confederate, Confederacy, Union, manufacturing, agriculture, Kansas-Nebraska Act, Missouri Compromise
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**Example Context for Language Use:** As part of an overall research project on the Civil War, students will participate in small group analyses of causes and effects of the Civil War by using information found using an interactive map including slave states and their population, free states and their population, agriculture, manufacturing, major cities and railroads. They will present their findings in both written and oral presentations supported with visuals.

**COGNITIVE FUNCTION:** Students of all English proficiency levels will ANALYZE information from primary and secondary sources including maps depicting the differences between states before, between and after the Missouri Compromise and the Kansas-Nebraska Act...


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<th>DEVELOPING</th>
<th>EXPANDING</th>
<th>BRIDGING</th>
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<tbody>
<tr>
<td>NAME THE FREE STATES, SLAVE STATES AND BORDER STATES PRIOR TO THE MISSOURI COMPROMISE USING THE MAP KEY ON THE INTERACTIVE MAP FOUND ON THE SCHOLASTIC SITE (SEE ABOVE) WITH A PARTNER.</td>
<td>DESCRIBE THE DIFFERENCES IN POPULATIONS AMONG THE STATES BEFORE AND AFTER THE MISSOURI COMPROMISE USING SENTENCE FRAMES (E.G. “THE STATE WITH THE LARGEST POPULATION WAS _____.”) AND THE MAP KEY ON THE INTERACTIVE MAP FOUND ON THE SCHOLASTIC SITE (SEE ABOVE) WITH A PARTNER.</td>
<td>STATE SOME OF THE REASONS FOR THE CREATION OF THE MISSOURI COMPROMISE USING TEXT FOUND ON THE SCHOLASTIC SITE IN A SMALL GROUP.</td>
<td>SHARE THE EFFECT OF THE DEMOGRAPHIC AND POLITICAL CHANGES THAT OCCURRED IN THE UNITED STATES BETWEEN THE MISSOURI COMPROMISE (1850), AND THE KANSAS-NEBRASKA ACT (1854) IN A SMALL GROUP. USE INFORMATION FOUND ON THE MAPS LOCATED ON THE RAND McNALLY WEBSITE (SEE ABOVE).</td>
<td>TELL HOW PRESENT DAY LIFE IN THE UNITED STATES MAY HAVE BEEN DIFFERENT IF THE MISSOURI COMPROMISE AND THE KANSAS-NEBRASKA ACT HAD NOT BEEN PASSED USING INFORMATION FOUND ON THE MAPS LOCATED ON THE RAND MCNALLY WEBSITE (SEE ABOVE) IN A SMALL GROUP.</td>
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**TOPIC-RELATED LANGUAGE:** primary source documents, secondary source documents, free state, slave state, border state, neutral state, Confederate, Confederacy, Union, manufacturing, agriculture, Kansas-Nebraska Act, Missouri Compromise
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**Example Context for Language Use:** As part of an overall research project on the Civil War, students will participate in small group analyses of causes and effects of the Civil War by using information found using an interactive map including slave states and their population, free states and their population, agriculture, manufacturing, major cities and railroads. They will present their findings in both written and oral presentations supported with visuals.

**COGNITIVE FUNCTION:** Students of all English proficiency levels will ANALYZE information from primary and secondary sources including maps depicting the differences between states before, between and after the Missouri Compromise and the Kansas-Nebraska Act. [http://teacher.scholastic.com/activities/bhistory/underground_railroad/map.htm](http://teacher.scholastic.com/activities/bhistory/underground_railroad/map.htm)

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<th>Level 6-Reaching</th>
</tr>
</thead>
<tbody>
<tr>
<td>Locate the free states, slave states and border states using oral descriptions of the map key on the interactive map found on the Scholastic site (see above) with a partner.</td>
<td>Describe the differences in populations between the Confederate states and the Union states using sentence frames (e.g. “The state with the largest population was ______.”) based on oral information from the map key on the interactive map found on the Scholastic site (see above) with a partner.</td>
<td>Locate reasons for the creation of the Missouri Compromise based on oral discussion of the text found on the Scholastic site while working in a small group.</td>
<td>Explain the effect of the demographic and political changes to the United States between the Missouri Compromise (1850), and the Kansas-Nebraska Act (1854) using oral information shared from the maps located on the Rand McNally website (see above) while working in a small group.</td>
<td>Predict how present day life in the United States may have been different if the Missouri Compromise and the Kansas-Nebraska Act had not been passed using oral information gathered from the maps located on the Rand McNally website (see above) while working in a small group.</td>
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**TOPIC-RELATED LANGUAGE:** primary source documents, secondary source documents, free state, slave state, border state, neutral state, Confederate, Confederacy, Union, manufacturing, agriculture, Kansas-Nebraska Act, Missouri Compromise
Social Science Skills Articulation Document for Grade 6:
U.S. History to 1865
This Skills Articulation constitutes the vital core of our social science curriculum for grade 6 in Loudoun County. It is to be used in conjunction with the U.S. History content curriculum as teachers plan instruction and assessment, and its material will be included in the county-wide social science writing assessment administered twice per school year. This is part of a large-scale articulation project being carried out for grades 6-10 in Loudoun County’s social science curriculum. The aim of the project is to develop and enhance vertical integration and coherence in our instruction of thinking skills, problem-solving, writing, and organization. Teachers should consider this project and the instruction that is built upon it as central to our instruction of social sciences.

This document is the result of many long, hard hours of work on the part of Loudoun County 6th Grade US History teachers. A great deal of thought and effort went into the creation of the matrix of skills articulation. Many thanks to:

Mona McClanahan, Smarts Mill Middle School
Leon Moore, Mercer Middle School
Erik Sassak, Farmwell Station Middle School
Debbie Velasco, Farmwell Station Middle School

William F. Brazier, Social Science Supervisor
Patricia Coggins, Social Science Specialist

Ashburn, Virginia
June 2009
Part I: Identification of skills

Social Science Skills
1. Evaluate and debate issues orally and in writing, using pro and con arguments.
2. Use reference sources to gather information about a topic.
3. Interpret and make generalizations about documents.
4. Use maps, diagrams, tables, charts, graphs to interpret information.
5. Analyze and evaluate trends in human movement. (Migration)
6. Interpret ideas and events from different historical perspectives.
7. Understand and use basic vocabulary used in Social Sciences.
8. Understand cause and effect relationships in world events, the economy, government, and individual decision making process.
9. Apply ideas contained in a reading passage to a past and/or present social situation.
10. Understand the motivating forces that lead people to move to new lands.
11. Use parallels of latitude and meridians of longitude to describe hemispheric location.

United States History Skills
1. Analyze and interpret political cartoons, patriotic slogans, pictures, and excerpts from notable speeches and documents to understand the message being presented.
2. Identify specific social and economic problems and address them with possible solutions.
3. Analyze events in history for their impact on the student and the world.
4. Use documents and other primary and secondary sources to increase understanding of events and life in United States history from pre-Columbian times to 1865.
5. Sequence events in United States history from the pre-Columbian period to 1865.

(cont.)
Cognitive Skills
1. Review information for accuracy, separating fact from opinion.
2. Distinguish between relevant and irrelevant information.
3. Understand, summarize, and communicate the main idea of reading and presentations.
4. Compare and Contrast ideas presented in words and images.
5. Determine an author’s purpose.
6. Make connections between information in different parts of a passage.
7. Understand and use new vocabulary.
8. Understand how negative words, suffixes, and prefixes affect sentences.
9. Understand and re-word complex and/or compound sentences.
10. Understand sentences that deal with abstract ideas.
11. Understand and/or use a word in a new or different context.
12. Organize and manage information to solve problems or respond to questions.
13. Be precise and clear in your writing.
14. Follow conventions of writing by structuring a cohesive paragraph and/or essay with topic sentence supporting evidence, and conclusion.
15. Recognize written work as an idea owned by the author—requiring citation.
Part II:  
Steps for Skill Attainment: Grade 6 U.S. History

<table>
<thead>
<tr>
<th>Skill</th>
<th>Beginning</th>
<th>Intermediate</th>
<th>Proficient</th>
</tr>
</thead>
</table>
| SS1: Evaluate and debate issues orally and in writing, using pro and con arguments.  
*Suggested Topics:* American Independence Movement, Westward Expansion, Admission of States to the Union, Secession, Slavery | Articulate a personal opinion about a selected issue. | Use facts and references to validate arguments. | Write or express orally pro or con statements on a topic, and support it with facts in an attempt to advance a point of view. |
| SS2: Use reference sources to gather information about a topic.  
*Suggested Topics:* Native American Groups, Explorers, The Boston Massacre, The Boston Tea Party, Revolutionary War leaders and battles, the First 5 Presidents, Civil War leaders and battles | Identify valid primary and secondary reference sources. | Cite valid primary and secondary reference sources according to rules of citation (MLA). | Extract the main points from reference sources and put these points into your own words. |
| SS3: Interpret and make generalizations about documents.  
*Suggested Topics:* The Mayflower Compact, the London Company Charter for the Jamestown Settlement, The Declaration of Independence, The Preamble to the Constitution, The Bill of Rights. | Read documents studied and be able to analyze parts as guided by the teacher. | Interpret documents and make generalizations about each. | Analyze, interpret, and make generalizations about multiple documents. |
| SS4: Use maps, diagrams, tables, charts, graphs, to interpret information.  
*Suggested Topics:* Geographic Regions, Bodies of Water, Native American Settlements, European Exploration, Three Colonial Regions, Revolution, Westward Expansion, Civil War. | Identify maps, diagrams, tables, graphs, based on the definition of each. | Analyze maps, diagrams, tables, graphs, and be able to extract pieces of information. | Independently analyze the information given in maps, diagrams, tables, graphs, and make an interpretive statement about them. |
| SS5: Analyze and evaluate trends in human movement. (Migration)  
*Suggested Topics:* Native American migration, Exploration, Colonial Settlement, Westward Expansion, Underground Railroad. | Identify facts which would illustrate large-scale human migrations from one region to another. | Brainstorm lists of reasons (economic, social, political, environmental) why people might leave one region, and why they might settle in another. | Based on lists of reasons (specific evidence), explain why large groups of people might leave one area and settle in another. |
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<td>SS6: Interpret ideas and events from different historical perspectives. &lt;br/&gt; <strong>Suggested Topics:</strong> Cultural interaction between Native Americans and Europeans, English reasons for control and colonial dissatisfaction, religious and economic reasons for colonial establishment, social groups of Colonial America, Articles of Confederation v. Constitution, Federalists v. Democratic Republicans, Abolition, Suffrage, Sectionalism, Secession</td>
<td>Identify multiple points of view regarding an issue or topic under study.</td>
<td>Summarize each point of view in your own words, and identify historical or experiential factors that might contribute to each point of view. Use primary source documents when applicable.</td>
<td>Evaluate each point of view—including your own—for bias or perspective, and develop possible reasons why bias might exist.</td>
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<td>SS7: Understand and use basic social science vocabulary. &lt;br/&gt; <em>Throughout the curriculum.</em></td>
<td>Identify key social science terms in context. e.g. “revolution”</td>
<td>Define key social studies terms.</td>
<td>Apply key social science terms in writing, presentation, and discussion.</td>
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<td>SS8: Understand cause and effect relationships in historical events, the economy, government, and individual decision making processes. &lt;br/&gt; <strong>Suggested Topics:</strong> Native Americans, Exploration, Colonial America, American Revolution, Early Government, Western Expansion, Civil War</td>
<td>Be able to predict possible consequences of actions in personal life.</td>
<td>Given a historical event, be able to identify specific consequences that could result from it, and define these events and consequences in terms of cause and effect.</td>
<td>Be able to identify cause and effect in historical events, government decisions, and the economy and link them with other past or present historical periods.</td>
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<td>SS9: Apply ideas contained in a reading passage to a past and/or present situation. &lt;br/&gt; <strong>Suggested Topics:</strong> Native Americans, Exploration, Colonial America, American Revolution, Early Government, Western Expansion, Civil War</td>
<td>Read and summarize the main ideas in a reading passage.</td>
<td>Connect the ideas in a reading passage to past and/or present personal or historical situations in a mind map, narrative, or outline format.</td>
<td>Coherently, and in written, spoken, or illustrated form, articulate the connections between personal experiences and those in the reading passage.</td>
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<td>SS10: Understand the motivating forces that lead people to move to new lands. &lt;br/&gt; <strong>Suggested Topics:</strong> Native Americans, Exploration, American Colonies, and Westward Expansion</td>
<td>Define the terms, emigrants, immigrants, motivating forces, obstacles</td>
<td>Given a historical situation, the students will determine if the reasons for moving (immigration) were benefits in the new land or problems in the old one.</td>
<td>Students will provide historical examples of benefits in the new land and/or problems in the old land that caused people to move (immigrate).</td>
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<td>SS11: Students will know the difference between lines of latitude and longitude. &lt;br/&gt; <strong>Suggested Topics:</strong> Geography</td>
<td>Define the terms latitude, longitude, meridians, exact location, and parallels.</td>
<td>Given a place, students will identify the latitude and longitude coordinates for the exact location.</td>
<td>Given the latitude and longitude coordinates, students will identify the exact location.</td>
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<td><strong>US1:</strong> Analyze and interpret political cartoons, patriotic slogans, pictures, and excerpts from notable speeches and documents to understand the message being presented.</td>
<td>Identify characters, symbols, words and metaphors used in cartoons, etc.</td>
<td>During a guided discussion students will interpret a political cartoon and be able to explain the main idea.</td>
<td>Students will be able to independently identify a main idea or a message in a political cartoon.</td>
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<td><strong>Suggested Topics:</strong> American Revolution, Early U.S. Government, Western Expansion, Reform Movement, Civil War</td>
<td>Students will be able to identify socio-economic problems that occurred during our nation’s history.</td>
<td>Students will explain why a set of conditions create problems.</td>
<td>Students will be able to independently develop realistic solutions to problems identified.</td>
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<td><strong>US2:</strong> Identify specific social and economic problems and address them with possible solutions.</td>
<td>Correctly identify certain historical events as significant.</td>
<td>List and explain some potential consequences of significant events.</td>
<td>Explain how certain consequences of events might impact the student, the nation, and the world.</td>
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<td><strong>Suggested Topics:</strong> American Colonies, American Revolution, Early U.S. Government, Westward Expansion, Reform Movement, Civil War</td>
<td>Define primary and secondary sources and recognize the difference between the two.</td>
<td>Identify the source, viewpoint, purpose of text or artifact.</td>
<td>Credit primary and secondary sources.</td>
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<td><strong>US3:</strong> Analyze events in history for their impact on the student and the world.</td>
<td>Be able to sequence 3-5 events in chronological order.</td>
<td>Create a timeline with a minimum of 4 key events that occurred during a given period of time</td>
<td>Using information from a timeline, write a paragraph that has a beginning, middle, and end, and relates information in sequential order. Use prepositions such as before, after, at, during, finally, etc. to distinguish order.</td>
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<td><strong>Suggested Topics:</strong> Geography, American Indians, Exploration, American Colonies, American Revolution, Early U.S. Government, Westward Expansion, Reform Movement, Civil War</td>
<td><strong>US4:</strong> Use documents and other primary and secondary sources to increase understanding of events and life in United States history from pre-Columbian times to 1865. Throughout the curriculum.</td>
<td>Identify the source, viewpoint, purpose of text or artifact.</td>
<td>Credit primary and secondary sources.</td>
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<td><strong>US5:</strong> Sequence events in United States history from the pre-Columbian period to 1865. <strong>Suggested Topics:</strong> Exploration, Colonization and Settlements; American Revolution Event and Battles; 1st Five Presidents; Western Expansion-New Territories; Civil War Events and Battles</td>
<td>Identify the source, viewpoint, purpose of text or artifact.</td>
<td>Create a timeline with a minimum of 4 key events that occurred during a given period of time</td>
<td>Using information from a timeline, write a paragraph that has a beginning, middle, and end, and relates information in sequential order. Use prepositions such as before, after, at, during, finally, etc. to distinguish order.</td>
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| **CS1:** Review information for accuracy, separating fact from opinion  
*Suggested Topics:* Primary sources, political cartoons, propaganda throughout curriculum.  
*THROUGHOUT THE CURRICULUM* | Identify information that can be checked or verified. | Recognize “clue words” or adjectives that indicate opinion statements. | Given a series of statements or a passage to be read, students will determine if information is based on facts or opinions. |
| **CS2:** Distinguish between relevant and irrelevant information.  
*Throughout the curriculum.* | Identify the main point of a reading passage, video clip, or issue being discussed. | Make a list of information/facts contained in this passage or video clip. | Sort an information list into relevant and irrelevant categories. |
| **CS3:** Understand, summarize, and communicate the purpose of reading passages or any presentation of material.  
*Suggested Topics* | Identify the main point of reading passages or any presentation of material. | Use web activities or other forms of graphic organizers to help gather facts and information—and to help organize and summarize the main purpose of a reading passage or presentation. | Write a paragraph which summarizes the topic. Paragraph should include a thesis statement and supporting facts. |
| **CS4:** Compare and Contrast ideas presented in words and images.  
*Suggested Topics:* Boston Massacre, Boston Tea Party, Causes of Revolution, Manifest Destiny, Civil War Causes  
*THROUGHOUT THE CURRICULUM* | Recognize words and images that signal contrasting ideas. e.g. “although,” “however” or | Recognize words and images that signal similar ideas. e.g., “similarly,” “in parallel” or = | Construct a graphic organizer that presents similarities and differences accurately. |
| **CS5:** Determine an author’s purpose.  
*Any primary source relevant to the curriculum.*  
*Ex:* The Declaration of Independence, the Constitution, the Bill of Rights, the Gettysburg Address | Identify the main idea and supporting facts in a written work | With teacher guidance, identify the author’s historical, political, cultural and economic background and/or perspective. | List 1-2 reasons for why a person with this particular background or perspective might be making the point identified. |
| **CS6:** Make connections between information in different parts of a passage.  
*Suggested Topics:* Subjects will vary. Students’ own writing/research, primary source documents, History Alive/The American Republic text passages. | Determine the topic or main idea of each paragraph in a passage | Identify the supporting facts in each paragraph | Construct questions from headings or subheadings in a chapter, or the topic sentence of a paragraph, and write the answers in complete sentences. |
| **CS7:** Understand and use new vocabulary.  
*Throughout the curriculum.* | Identify words that are not understood and use context clues to guess the meanings of new words. | Verify the meanings of “new” words using a glossary and context together. | Given a portion of a sentence, students will complete it using new vocabulary words. |
| **CS8:** Understand how negative words, suffixes, and prefixes affect sentences.  
*Suggested Topics:* Throughout curriculum—test-taking skills. Items using “not.” | Identify negative words, suffixes and prefixes in sentences. | Determine what the negative word, suffix or prefix means. | Be able to rewrite or reword sentences without using negative words, suffixes, and prefixes to modify the meaning of the sentence. |
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| **CS9:** Understand and re-word complex and/or compound sentences.  
*Throughout the curriculum.* | Recognize a complex and/or compound sentence. | Break complex/compound sentences into component phrases. | Rephrase the sentence without changing its meaning. |
| **CS10:** Understand sentences that deal with abstract ideas.  
*Suggested Topics: Subjects will vary. Primary source documents, amendments, legislation.* | Understand the difference between concrete and abstract ideas. | Recognize examples of concrete vs. abstract ideas. | Rephrase statements of abstract ideas into your own words. |
| **CS11:** Understand and/or use a word in a new or different context.:  
*Example: Most of the soldiers in the beginning of the Civil War were “green” soldiers.* | Identify words that are familiar, but seem to be misused or out of place. | Be able to state the familiar meaning of a word, and explain why it seems misused in the current context. | Be able to state various meanings of words and use them correctly in different contexts. |
| **CS12:** Organize and manage information to solve problems or respond to questions.  
*Suggested Topics: Throughout the Curriculum* | Re-state the problem or question in your own words. | Select relevant information to address the problem or question. | Assemble information to make a coherent response. |
| **CS13:** Be precise and clear in your writing.  
*Throughout the Curriculum* | Use basic writing conventions. (e.g. correct grammar—including subjects and verbs and proper sentence structure) | Write concise sentences using relevant vocabulary, and detailed information. | Express thoughts in coherent factual sentences that build upon and support each other to make a point. |
| **CS14:** Follow conventions of writing by structuring a cohesive paragraph with topic sentence, supporting evidence, and conclusion.  
*Suggested Topics: Subjects will vary. Essay assessments, research papers, processing activities in the interactive notebook.* | Develop a topic sentence in response to a question. | Identify and describe supporting details for a topic sentence. | Write a cohesive paragraph that incorporates a topic sentence, supporting details, and a conclusion. |
| **CS15:** Recognize written work as an idea owned by an author—requiring citation.  
*Suggested Timing: Beginning of the year—and stressed throughout. Practice spotting plagiarism in anonymous works.* | Understand that writing in a specific passage belongs to the author of the passage. | Define plagiarism and be able to provide examples of it. | Put information in student’s own words and give proper credit to authors when using their work. (Bibliography) |