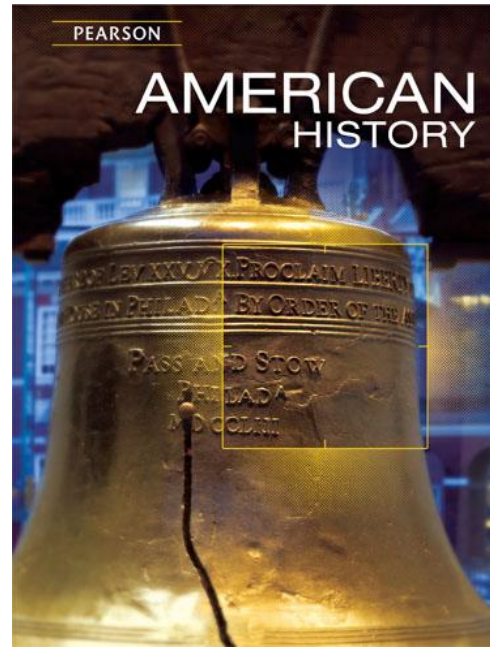


## A Correlation of



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**To the**

**Virginia Standards of Learning  
and Curriculum Framework  
U.S. History to 1865**

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<b>United States History to 1865</b>		
<p>Students will use skills for historical and geographical analysis to explore the early history of the United States and understand ideas and events that strengthened the union. The standards for this course relate to the history of the United States from pre-Columbian times until 1865. Students will continue to learn fundamental concepts in civics, economics, and geography as they study United States history in chronological sequence and learn about change and continuity in our history. They also will study documents and speeches that laid the foundation for American ideals and institutions and will examine the everyday life of people at different times in the country’s history through the use of primary and secondary sources.</p> <p>The study of history must emphasize the intellectual skills required for responsible citizenship. Students will practice these skills as they extend their understanding of the essential knowledge defined by all of the standards for history and social science.</p>		
<b>Skills</b>		
USI.1 The student will demonstrate skills for historical thinking, geographical analysis, economic decision making, and responsible citizenship by:		
<p>a) analyzing and interpreting artifacts and primary and secondary sources to understand events in United States history;</p> <p><b>(Continued)</b> a) analyzing and interpreting artifacts and primary and secondary sources to understand events in United States</p>	<p><b>SE/TE:</b> <i>21st Century Skills:</i> Interpret Sources, 591, Analyze Primary and Secondary Sources, 600–601; Identify Bias, 602–603; Evaluate Existing Arguments, 603–604; Consider and Counter Opposing Arguments, 604–605</p> <p><i>Primary Sources:</i> Declaration of Independence, 548–549; The Magna Carta, 550; Mayflower Compact, 550–551; Articles of Confederation, 551–556; Northwest Ordinance, 556–557; Anti-Federalist Papers, 557–560; <i>The Federalist</i> No. 10, 560–564; <i>The Federalist</i> No. 51, 567–570; <i>The Federalist</i> No. 78, 570–573; Farewell Address, 573–574; <i>Democracy in America</i>, 574–575; Debate Over Nullification, 575–576;</p> <p><b>(Continued)</b> <i>Uncle Tom’s Cabin</i>, 577; “A House Divided,” 577–578, <i>First Inaugural Address</i>, 578–579, <i>Emancipation Proclamation</i>, 579–580; <i>Gettysburg Address</i>, 580; <i>Second Inaugural Address</i>, 580–581, “I Will fight No More</p>	<p>-Primary and secondary sources enable one to examine evidence closely and to place it in a broader context.</p> <p>-An artifact is an object or tool that tells us about the people from the past.</p> <p>-A primary source is an artifact, document, image, or other source of information that was created at the time under study.</p> <p>-A secondary source is a document, image, or other source of information that relates or discusses information originally presented elsewhere.</p> <p>-Analyzing and interpreting includes identifying the important elements of information sources in order to make inferences and generalizations, and draw conclusions.</p> <p><b>(Continued)</b> -Primary and secondary sources enable one to examine evidence closely and to place it in a broader context.</p> <p>-An artifact is an object or tool that tells us about the people from the past.</p>

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history;	<p>Forever,” 581</p> <p><u>Digital Resources:</u>  <i>21st Century Skills Tutorials:</i> Interpret Sources; Analyze Primary and Secondary Sources; Identify Bias; Evaluate Existing Arguments; Consider and Counter Opposing Arguments</p> <p><i>Interactive Primary Sources:</i> Declaration of Independence; The Magna Carta; Mayflower Compact; Articles of Confederation; Northwest Ordinance; Anti–Federalist Papers; The Federalist No. 10; The Federalist No. 51; The Federalist No. 78; Debate Over Nullification; Uncle Tom’s Cabin; “A House Divided”; First Inaugural Address; Emancipation; Gettysburg Address; Second Inaugural Address, “I Will fight No More Forever”</p>	<p>-A primary source is an artifact, document, image, or other source of information that was created at the time under study.</p> <p>-A secondary source is a document, image, or other source of information that relates or discusses information originally presented elsewhere.</p> <p>-Analyzing and interpreting includes identifying the important elements of information sources in order to make inferences and generalizations, and draw conclusions.</p>
b) analyzing and interpreting geographic information to determine patterns and trends in United States history;	<p><b>SE/TE:</b> <i>21st Century Skills:</i> Read Physical Maps, 596–597; Read Political Maps, 597–98, Read Special–Purpose Maps, 598–599; Use Parts of a Map, 599–600</p> <p>Maps and Map Skills: 5, 12, 25, 26, 32, 49, 50, 55, 58, 81, 84, 93, 114, 123, 125, 129, 147, 161, 170, 180, 212, 262, 263, 266, 278, 290, 309, 325, 332, 338, 343, 356, 358, 393, 410, 456, 463, 469, 482</p> <p><u>Digital Resources:</u></p>	<p>-Analyzing and interpreting involves identifying the important elements of geographic sources in order to make inferences and generalizations and draw conclusions.</p> <p>- Knowledge of geography and application of geographic skills enable one to understand relationships between people, their behavior, places and the environment for problem solving and historical understanding.</p> <p>-The physical geography of a location had a direct impact on the lives of people in the</p>

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	<p><i>21st Century Skills Tutorials:</i> Read Physical Maps; Read Political Maps, Read Special–Purpose Maps; Use Parts of a Map</p> <p><i>Social Studies Social Studies Core Concepts:</i> History – Historical Maps; Geography – Geography: Understanding Maps</p>	<p>United States and how they adapted to their environment.</p> <p>-Geographic themes include: • Location • Place • Regions • Movement • Human-Environmental Interaction</p>
<p>c) interpreting charts, graphs, and pictures to determine characteristics of people, places, or events in United States history;</p>	<p><b>SE/TE:</b> <i>21st Century Skills:</i> Read Charts, Graphs, and Tables, 593–594; Create Charts and Maps, 594–595; Analyze Political Cartoons, 595–596</p> <p>Charts, Graphs, and Chart Skills: 13, 28, 37, 39, 67, 75, 126, 140, 159, 182, 187, 200, 207, 213, 220, 223, 228, 236, 237, 242, 248, 250, 254, 258, 269, 275, 284, 286, 303, 305, 317, 328, 354, 360, 375, 392, 417, 434, 436, 448, 458, 472, 475, 476, 487</p> <p>Pictures and Picture Skills: 47, 76, 103, 107, 249, 252, 318, 443, 445</p> <p><u>Digital Resources:</u> <i>21st Century Skills Tutorials:</i> Read Charts, Graphs, and Tables; Create Charts and Maps; Analyze Political Cartoons</p>	<p>-Interpretation involves using information found on charts, graphs, and pictures to develop an understanding of people, places, or events and draw conclusions.</p> <p>-Close examination and interpretation of various data and images are essential to making informed decisions.</p>

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<p>d) using evidence to draw conclusions and make generalizations;</p>	<p><b>SE/TE:</b> <i>21st Century Skills:</i> Identify Main Ideas and Details, 586; Summarize, 587; Generalize, 588; Draw Inferences, 589–590; Draw Conclusions, 590–591</p> <p>Assessment: 40 #1; 55#3; 82 #1; 91 #5; 100 #4; 129 #1, 4; 140 #4–5; 152 #3, 5; 157 #3; 172 #2–3; 184 #4; 190 #2, 4–5; 196 #3–4; 202 #, 4–5; 218 #2; 223 #1, 4–5; 244 #1; 250 #5; 255 #4; 269 #4; 281 #1; 294 #1, 5; 336 #4–5; 362 #4; 388 #3, 5; 400 #2; 406 #1, 4; 412 #1–2, 4; 418 #2, 4; 425 #1–2; 438 #2; 460 #3–5; 467 #3; 477 #1, 3–5; 487 #1–3</p> <p>Topic Assessment: 41–42 #2–3, 8, 17; 117–118 #3, 5–7, 9, 14; 173–175 #4, 8, 18, 19; 230–231 #1–10, 12–15, 17; 295–298 #1, 3–5, 8, 11–12, 14–16, 18–20, 22; 363–364 #4–6, 9–14; 426–427 #3–4, 8, 10, 13, 15; 488–489 #2–7, 9–13</p> <p><u>Digital Resources:</u> <i>21st Century Skills Tutorials:</i> Identify Main Ideas and Details; Summarize; Generalize;</p>	<p>-Critical examination and evaluation of historical evidence is essential to understanding the past. -Drawing conclusions and making generalizations involves</p> <ul style="list-style-type: none"> <li>• observing and considering all the facts, arguments, and information;</li> <li>• considering what is already known;</li> <li>• determining the certainty of multiple answers based upon the information presented; and</li> <li>• predicting and adjusting predictions; questioning; restating main ideas and summarizing supporting details.</li> </ul>

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	Draw Inferences; Draw Conclusions  <i>Social Studies Social Studies Core Concepts:</i> History – Historical Sources	
e) comparing and contrasting historical, cultural, and political perspectives in United States history;	<p><b>SE/TE:</b> <i>21st Century Skills:</i> Compare and Contrast, 585–586; Compare Viewpoints, 601–602</p> <p>Assessment: 116 #1; 190 #1; 218 #3; 250 #3; 336 #3; 425 #4; 438 #4            Topic Assessment: 41–42 #9–10; 295–298 #5, 21; 363–364 #2, 12; 426–427 #14</p> <p><u>Digital Resources:</u>  <i>21st Century Skills Tutorials:</i> Compare and Contrast; Compare Viewpoints</p> <p><i>Interactive Primary Sources (examples):</i>            "Remember the Ladies," Abigail Adams; Common Sense, Thomas Paine; Virginia Declaration of Rights; Virginia Statute for Religious Freedom, Thomas Jefferson; Anti-Federalist Papers; Federalist No. 10, James Madison; Federalist No. 39, James Madison; Federalist No. 51; Federalist No. 78, Alexander Hamilton; "Ain't I a Woman?," Sojourner Truth; "A House Divided," Abraham Lincoln; "I Have a Dream," Martin Luther King, Jr.; "Letter from Birmingham Jail," Martin Luther King, Jr.</p>	-Examining the historical, cultural, and political perspectives of countries reveals the ideals, beliefs, values, and institutions of their people. -Being able to compare and contrast helps to understand important similarities and differences between people, places, events, and times in United States history.

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f) determining relationships with multiple causes or effects in United States history;	<p><b>SE/TE:</b> Enriching the Nation, 386; A Reaction Against Immigrants, 386–387 Analyze Cause and Effect, 584–585</p> <p>Assessment: 40#4; 55 #4; 82 #4; 91, #1; 116 #5; 140 #3; 250 #4; 281 #3, 5; 388 #1; 400 #1; 438 #1, 5</p> <p>Topic Assessment: 363–364 #2; 426–427 #7</p> <p><u>Digital Resources:</u> <i>21st Century Skills Tutorials:</i> Sequence; Categorize; Analyze Cause and Effect</p>	<p>-A cause-and-effect relationship is a relationship in which one event (the cause) makes another event happen (the effect). -People respond to and resolve conflicts in a variety of ways resulting in relationships that have many causes and differing outcomes. -Diversity includes a variety of perspectives, contributions, and challenges. -Certain events in United States history have multiple causes and effects. -Conflicts often have multiple causes and effects.</p>
g) explaining connections across time and place;	<p><b>SE/TE:</b> <i>21st Century Skills:</i> Categorize, 583–584</p> <p>Assessment: 40 #1, 4; 82 #2; 91 #2 Topic Assessment, 41 #5; 519 #5, 7, 9, 14</p> <p><u>Digital Resources:</u> <i>21st Century Skills Tutorials:</i> Categorize</p> <p><i>Social Studies Social Studies Core Concepts:</i> History – How Do Historians Study History?; Measuring Time</p>	<p>-Making connections includes understanding that people, events, and developments have brought changes to the United States. -Everyday life in the United States today is different from everyday life long ago. -Explaining includes justifying thinking with supporting details.</p>
h) using a decision-making model to identify the costs and benefits of a specific choice made;	<p><b>SE/TE:</b> <i>21st Century Skills:</i> Make Decisions, 608–609</p> <p>Topic Assessment: 173–175 #10</p> <p><u>Digital Resources:</u> <i>21st Century Skills Tutorials:</i> Make Decisions</p>	<p>-The decision making process involves seeing the problem from a variety of perspectives and considering the consequences. - A cost is what you give up when you decide to do something. -A benefit is what satisfies your wants. - People manage their lives by making choices.</p>



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		They choose the alternative which seems best to them because it involves the least cost and the greatest benefit.
i) identifying the rights and responsibilities of citizenship and the ethical use of material or intellectual property; and	<p><b>SE/TE:</b> Citizen’s Rights and Responsibilities, 224–229</p> <p><i>21st Century Skills:</i> Avoid Plagiarism, 607; Being an Informed Citizen, 609; Political Participation, 609–610; Voting, 610; Serve on a Jury, 611; Paying Taxes, 611–612</p> <p><u>Digital Resources:</u> <i>21st Century Skills Tutorials:</i> Avoid Plagiarism; Being an Informed Citizen; Political Participation; Voting; Serve on a Jury; Paying Taxes</p>	-The research process requires the use of a variety of resources to ensure validity. In order to avoid plagiarism, credit must be given when using another person’s idea, opinion, or theory. Sources should be authentic and valid. Responsible citizens demonstrate a respect for the rights of others.
j) investigating and researching to develop products orally and in writing.	<p><b>SE/TE:</b> <i>21st Century Skills:</i> Evaluate Existing Arguments, 603–604; Consider and Counter Opposing Arguments, 604–605; Participate in a Discussion or Debate, 605; Give an Effective Presentation, 605–606; Write an Essay, 606–607; Avoid Plagiarism, 607</p> <p>Topic Assessment: 41–42 #7; 173–175 #5–6; 295–298 #13; 363–364 #3</p> <p><u>Digital Resources:</u> <i>21st Century Skills Tutorials:</i> Evaluate Existing Arguments; Consider and Counter Opposing Arguments; Participate in a</p>	<p>-People communicate through oral and written language.</p> <p>-Research is the search for knowledge, using a variety of materials and sources in order to discover facts, answer questions, and draw conclusions.</p> <p>-Students present, listen critically, and provide evidence to support opinions by:</p> <ul style="list-style-type: none"> <li>• distinguishing between fact and opinion;</li> <li>• comparing and contrasting viewpoints;</li> <li>• presenting a convincing argument;</li> <li>• paraphrasing and summarizing what is heard;</li> <li>• using language and vocabulary appropriate to audience, topic, and purpose; and</li> </ul>

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	<p>Discussion or Debate; Give an Effective Presentation; Write an Essay; Avoid Plagiarism</p> <p><i>Social Studies Social Studies Core Concepts: History – How Do Historians Study History?; Historical Sources</i></p>	<ul style="list-style-type: none"> <li>organizing a presentation.</li> </ul>
<b>Geography</b>		
USI.2 The student will interpret maps, globes, photographs, pictures, or tables to		
<p>a) locate the seven continents and five oceans;</p>	<p><b>SE/TE:</b> Map: The World: Political, 616–617</p> <p><u>Digital Resources:</u> <i>21st Century Skills Tutorials:</i> Read Physical Maps</p> <p><i>Social Studies Social Studies Core Concepts: Geography – Ways to Show Earth's Surface; Understanding Maps; Earth's Structure</i></p>	<p>-Continents are large land masses surrounded by water *Note: Europe is considered a continent even though it is not entirely surrounded by water. The land mass is frequently called Eurasia.</p>
<p>b) locate and describe major 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><b>SE/TE:</b> Map: United States: Physical, 615; North and South America: Physical, 625</p> <p><u>Digital Resources:</u> <i>21st Century Skills Tutorials:</i> Read Physical Maps</p> <p><i>Social Studies Social Studies Core Concepts:</i></p>	<p>-Geographic regions have distinctive characteristics</p>

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	<p>Geography – Ways to Show Earth's Surface; Understanding Maps; Earth's Structure</p>	
<p>c) locate major water features and explain their importance 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; and</p>	<p><b>SE/TE:</b> <i>Maps:</i> North America in 1763, 129; Exploring North America, 58; The War of 1812, 278; Exploring North America, 58; Colonization Along the Mississippi, 59–60; Geography Shapes Domestic and Foreign Policy, 261; The Siege of Vicksburg, 479; Route of Lewis and Clark, 263; The Importance of the Ohio Valley, 123; Route of Lewis and Clark, 263; Exploring North America, 58; New France Is Colonized, 58–59; Regions of the French and Indian War, 125; Exploring North America, 58; The Triangular Trade, 114; Route of Lewis and Clark, 263</p> <p><i>Atlas:</i> Maps, 615, 625</p> <p><u>Digital Resources:</u> <i>21st Century Skills Tutorials:</i> Read Physical Maps</p> <p><i>Social Studies Social Studies Core Concepts:</i> Geography – Ways to Show Earth's Surface; Understanding Maps; Earth's Structure</p>	<p>-The United States has access to numerous and varied bodies of water. -Bodies of water support interaction among regions, form borders, and create links to other areas.</p>

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<p>d) recognize key geographic features on maps, diagrams, and/or photographs.</p>	<p><b>SE/TE:</b> Colonization Along the Mississippi River, 59–60; The Environment Influences Economic Activity, 81–82; The Backcountry Farther Inland, 98–99; In Search of New Territory, 338–339</p> <p><i>21st Century Skills:</i> Read Physical Maps, 596–597; Read Political Maps, 597–598; Read Special–Purpose Maps, 598–599; Use Parts of a Map, 599–600</p> <p><u>Digital Resources:</u> <i>21st Century Skills Tutorials:</i> Read Physical Maps; Read Political Maps; Read Special–Purpose Maps; Use Parts of a Map</p> <p><i>Social Studies Social Studies Core Concepts:</i> History – Historical Maps; Geography – Geography: Understanding Maps</p>	<p>-It is important to recognize key geographic features on maps, diagrams, and/or photographs. -Landforms and water features set the stage for and influence the course of events in United States history</p>
<p><b>Exploration to Revolution: Pre-Columbian Times to the 1770s</b></p>		
<p>USI.3 The student will apply social science skills to understand how early cultures developed in North America by</p>		

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describing how archaeologists have recovered material evidence of ancient settlements, including Cactus Hill in Virginia;	<p><b>SE/TE:</b> Olmecs develop a Civilization, 6; Early North American Societies, 11–12; Culture and the Physical Geography of North America, 12–18</p> <p><u>Digital Resources:</u> <i>Social Studies Social Studies Core Concepts:</i> History – Archaeology and Other Sources</p>	<p>-Archaeology is the interpretation recovery of material evidence remaining from the past human activity.</p> <p>-Archaeological discoveries of early Indian settlements have been made in southeastern Virginia.</p>
b) locating where the American Indians lived, with emphasis on the Arctic (Inuit), Northwest (Kwakiutl), Plains (Lakota), Southwest (Pueblo), and Eastern Woodlands (Iroquois); and	<p><b>SE/TE:</b> Map: Native American Culture Regions, 12</p> <p><u>Digital Resources:</u> <i>21st Century Skills Tutorials:</i> Read Special-Purpose Maps</p> <p><i>Social Studies Social Studies Core Concepts:</i> History – Historical Maps; Culture – Cultural Diffusion and Change</p>	Prior to the arrival of Europeans, American Indians were dispersed across the different environments in North America.
c) describing how the American Indians used the resources in their environment.	<p><b>SE/TE:</b> Culture and the Physical Characteristics of North America, 12–18</p> <p><u>Digital Resources:</u> <i>Social Studies Social Studies Core Concepts:</i> Geography – Environment and Resources; Land Use; People's Impact on the Environment</p>	<p>-Geography and climate affected how the various American Indian groups met their basic needs.</p> <p>-Resources influenced what was produced and how it was produced.</p>
<b>USI.4</b> The student will apply social science skills to understand European exploration in North America and West Africa by		
a) describing the motivations for, obstacles to, and accomplishments of the Spanish, French, Portuguese, and English explorations;	<p><b>SE/TE:</b> Technological Innovations in Navigation, 24; Europeans Search for New Trade Routes, 30–31; Portuguese Voyages, 31; Further Exploration, 31–32; The Voyages of Columbus, 34–37; Other Spanish Explorations, 37–38; Conquistadors Arrive in the Americas, 47–48; Exploring Lands to the</p>	-Major European countries were in competition to extend their power into North America and claim the land as their own.

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<p align="center"><b>Virginia Standards of Learning U.S. History to 1865</b></p>	<p align="center"><b>American History, ©2016 Beginnings Through Reconstruction</b></p>	<p align="center"><b>US History to 1865 Curriculum Framework Essential Understandings</b></p>
	<p>North, 48–49; Reasons for the Exploration of North America, 57–58; French Exploration, 57–58; Roanoke and Jamestown, 62–65</p> <p><u>Digital Resources:</u> <i>Interactive Primary Sources:</i> The Destruction of the Indies, Bartolome de Las Casas; The Mayflower Compact</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 and European concept of land; and</p>	<p><b>SE/TE:</b> The Impact of Columbus’s Voyages, 36–37; The Columbian Exchange, 38–40; The Social Order in New Spain, 52–53 Economic Activity in New France, 59; Interaction With Native Americans and the Environment, 62; Native Americans Offer Assistance, 73–74; Ohio Valley Native Americans Choose Allies, 123–124; Conflict in Ohio, 271–272; Map: Indian Lands Lost by 1812, 297; Native Americans and the Frontier, 323–330</p> <p><u>Digital Resources:</u> <i>Interactive Primary Sources:</i> The Destruction of the Indies, Bartolome de Las Casas</p>	<p>-The interactions between American Indians and Europeans sometimes led to cooperation and other times resulted in conflict.</p>

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<p>c) identifying the location and describing the characteristics of West African societies (Ghana, Mali, and Songhai) and their interactions with traders.</p>	<p><b>SE/TE:</b> Trading Kingdoms of West Africa, 27–28</p> <p><u>Digital Resources:</u> <i>21st Century Skills Tutorials:</i> Read Special-Purpose Maps</p> <p><i>Social Studies Social Studies Core Concepts:</i> History – Historical Maps; Culture – Cultural Diffusion and Change</p> <p><i>Interactive Primary Sources:</i> Travels, Ibn Battuta</p>	<p>-Ghana, Mali, and Songhai each dominated West Africa in sequence from 300 to 1600 A.D. -African people and African goods played an important role in European interest in world resources.</p>
<p><b>USI.5</b> The student will apply social science skills to understand the factors that shaped colonial America by</p>		
<p>a) describing the religious and economic events and conditions that led to the colonization of America;</p>	<p><b>SE/TE:</b> Other Spanish Explorations, 37–38; New France is Colonized, 58–60; The Dutch Establish New Netherlands, 60–62; Reasons for Colonization, 64; Seeking Religious Freedom, 70–71; Plymouth Colony, 71–73; Reasons for Immigration to Massachusetts, 74–75; New Colonies Form Over Religious Differences, 76–78; A Dutch Colony Becomes English, 84–85; The Quakers Seek Religious Freedom, 87–88; Lesson 2.5 header, 92; Georgia Offers a Second Chance, 95</p> <p><u>Digital Resources:</u> <i>Interactive Primary Sources:</i> The Destruction of the Indies, Bartolome de Las Casas</p>	<p>-Colonies in North America were established for religious and economic reasons.</p>
<p>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;</p>	<p><b>SE/TE:</b> New England: The New England Colonies, 69–82; Mid-Atlantic: The Middle Colonies, 83–91; Southern: The Southern Colonies, 92–100; Society in Colonial Times, 102–104</p>	<p>-Geographic features impacted life in the colonies. -The colonies consisted of different groups of people whose lives varied greatly depending on their social position.</p>

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	<p><u>Digital Resources:</u> <i>Social Studies Core Concepts:</i> Geography – Environment and Resources; Land Use; People's Impact on the Environment</p> <p><i>Interactive Primary Sources:</i> The Mayflower Compact</p>	
c) describing specialization of and interdependence among New England, Mid-Atlantic, and Southern colonies;	<p><b>SE/TE:</b> Mercantilism and the English Colonies, 113; Trading Across the Atlantic, 113–114; Topic 2 Assessment #9, 117; The Cotton Kingdom, 390–391; Economically Dependent, 393–394</p> <p><u>Digital Resources:</u> <i>Social Studies Social Studies Core Concepts:</i> Economics – Trade</p>	<p>-Economic specialization and interdependence existed among the colonies in the production of goods and services. -Specialization increases productivity. It also requires trade and increases interdependence on equipment.</p>
d) describing colonial life in America from the perspectives of large landowners, farmers, artisans, merchants, women, free African Americans, indentured servants, and enslaved African Americans; and	<p><b>SE/TE:</b> Colonial Society, 101–111 large landowners: Tidewater Plantations on the Coast, 96–97 farmers: The Backcountry Farther Inland, 98–99; Daily Life in the Middle Colonies, 89–91; Working Life in the Countryside, 102–103 artisans: A Thriving Economy, 89–90; Working Life in Cities, 103 merchants: A Thriving Economy, 89–90; Working Life in Cities, 103 women: Women in Jamestown, 67 free African Americans: Africans Arrive in Virginia, 67–68; Bacon's Rebellion, 68; African Influences in the Colonies, 104 indentured servants: Africans Arrive in Virginia, 67–68 enslaved African Americans: Tidewater Plantations on the Coast, 96–97; The Slave Trade Expands, 99–100</p>	<p>-The colonies were made up of different groups of people whose lives varied greatly depending on their social position.</p>



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<p><b>(Continued)</b> d) describing colonial life in America from the perspectives of large landowners, farmers, artisans, merchants, women, free African Americans, indentured servants, and enslaved African Americans; and</p>	<p><b>(Continued)</b> <u>Digital Resources:</u> <i>Interactive Primary Sources:</i> The Interesting Narrative of the Life of Olaudah Equiano; "Give Me Liberty or Give Me Death," Patrick Henry; "Remember the Ladies," Abigail Adams</p>	<p><b>(Continued)</b> -The colonies were made up of different groups of people whose lives varied greatly depending on their social position.</p>
<p>e) explaining the political and economic relationships between the colonies and Great Britain.</p>	<p><b>SE/TE:</b> Colonial Trade and Government, 112–116</p> <p><u>Digital Resources:</u> <i>Social Studies Social Studies Core Concepts:</i> Economics – Trade</p> <p><i>Interactive Primary Sources:</i> English Petition of Right</p>	<p>-Great Britain established and attempted to maintain control over the colonies.</p>
<p><b>Revolution and the New Nation: 1770s to the Early 1800s</b></p>		
<p>USI.6 The student will apply social science skills to understand the causes and results of the American Revolution by</p>		

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a) explaining the issues of dissatisfaction that led to the American Revolution;	<p><b>SE/TE:</b> Conflict Over Land, 131–132: The Proclamation of 1763 Creates Tension, 132–133; Mercantilism and Taxation, 133–134; The Stamp Act Provokes Resistance, 134–136; The Townshend Acts Spark Rebellion, 136–137; The Boston Massacre, 138–140; The Boston Tea Party, 142–144; King George III Strikes Back, 144–146</p> <p><u>Digital Resources:</u> <i>Interactive Primary Sources:</i> Common Sense, Thomas Paine; Declaration of Independence</p>	-As Great Britain expanded control over the American colonies, many colonists became dissatisfied and rebellious.
b) describing how political ideas shaped the revolutionary movement in America and led to the Declaration of Independence;	<p><b>SE/TE:</b> Declaring Independence, 155–157</p> <p><u>Digital Resources:</u> <i>Interactive Primary Sources:</i> English Bill of Rights; Two Treatises of Government, John Locke; The Spirit of Laws, Baron de Montesquieu; The Social Contract, Jean-Jacques Rousseau; "Give Me Liberty or Give Me Death," Patrick Henry; Common Sense, Thomas Paine</p>	<p>-New political ideas led to a desire for independence and a democratic government in the American colonies.</p> <p>-The Declaration of Independence proclaimed independence from Great Britain. It stated that people have natural (inherent) rights to life, liberty, and the pursuit of happiness.</p>
c) describing key events and the roles of key individuals in the American Revolution, with emphasis on George Washington, Benjamin Franklin, Thomas Jefferson, Patrick Henry, and the Marquis de Lafayette; and	<p><b>SE/TE:</b> The Battles of Lexington and Concord, 146–148; The Fighting Continues, 148–149; The War Comes to Boston, 151–152; Winning Independence, 158–172; The Tide Turns for the Americans, 160–163; Winter at Valley forge, 163; Fighting for Independence in the Southern Colonies and at Sea, 167–169; A Decisive Win Brings the War to a Close, 169–171</p>	-Many individuals played important roles in shaping events of the American Revolution.

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	<p>Washington: Washington Leads the Patriots, 150; Washington forces the British out of Boston, 152; A Surprise Attack Lead to an American Victory, 159–160; Franklin: Benjamin Franklin’s Thoughts and Inventions, 110; Drafting the Declaration of Independence, 154–155; Europeans Aid the American Cause, 162–163; The War is Won, 170–171; Jefferson: Drafting the Declaration of Independence, 154–155; The Intolerable Acts Draw Other Colonies into the Struggle, 145–146; Henry: Virginians Join the Cause, 138 Lafayette: Europeans Aid the American Cause, 162</p> <p><u>Digital Resources:</u> <i>Interactive Primary Sources:</i> "Give Me Liberty or Give Me Death," Patrick Henry; Common Sense, Thomas Paine</p>	
d) explaining reasons why the colonies were able to defeat Great Britain.	<p><b>SE/TE:</b> British Advantages and Disadvantages, 150; Explaining the American Victory, 171–172</p> <p><u>Digital Resources:</u> <i>Social Studies Reference Center.</i> Biography – George Washington</p> <p><i>Social Studies Social Studies Core Concepts:</i> History – Historical Maps</p>	-Defense of the colonists’ own land, strong beliefs, and capable leadership contributed to the American victory in the Revolutionary War.
<b>USI.7</b> The student will apply social science skills to understand the challenges faced by the new nation by		
a) explaining the weaknesses and outcomes of the government established by the Articles of	<b>SE/TE:</b> The Articles of Confederation, 179–181; Weaknesses of the Confederation, 181–182	-The Articles of Confederation was a constitution written during the American Revolution to establish the powers of the new

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Confederation;	<u>Digital Resources:</u> <i>Interactive Primary Sources:</i> Articles of Confederation	national government.
b) describing the historical development of the Constitution of the United States; and	<b>SE/TE:</b> Drafting a Constitution, 185–190; Ideas That Influenced the constitution, 191–196; Federalists, Antifederalists, and the Bill of Rights, 197–202; Understanding the Constitution, 203–218; Amending the Constitution, 219–223; Landmark Supreme Court Cases, 258–260; Supreme Court Decisions Expand Federal Power, 288–289; Jackson Cuts Off the Bank, 318–319; <i>Worcester v. Georgia</i> Decision Is Ignored, 326–327; The Impact of the Dred Scott Case, 443–445  <u>Digital Resources:</u> <i>Interactive Primary Sources:</i> Articles of Confederation; Anti-Federalist Papers; Federalist No. 10, James Madison; Federalist No. 39, James Madison; Federalist No. 51; Federalist No. 78, Alexander Hamilton  <i>Social Studies Reference Center.</i> The	-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. “Father of the Constitution.”

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	Constitution of the United States	
c) describing the major accomplishments of the first five presidents of the United States.	<p><b>SE/TE:</b> Washington: Washington’s Presidency, 234–244            Adams: John Adams Presidency, 251–255            Jefferson: Jefferson’s Presidency, 256–269            Madison: Madison and the War of 1812, 270–281            Monroe: Monroe’s Presidency, 282–294</p> <p><u>Digital Resources:</u>  <i>Social Studies Reference Center:</i> Biography – George Washington; John Adams; Thomas Jefferson; James Madison; James Monroe</p>	-Congress and the first five presidents made decisions establishing a strong government that helped the nation grow in size and power.
<b>Expansion and Reform: 1801 to 1861</b>		
USI.8 The student will apply social science skills to understand westward expansion and reform in America from 1801 to 1861 by		
a) describing territorial expansion and how it affected the political map of the United States, with emphasis on the Louisiana Purchase, the Lewis and Clark expedition, and the acquisitions of Florida, Texas, Oregon, and California;	<p><b>SE/TE:</b> The Louisiana Purchase, 260–262; Exploring Louisiana, 263–266; Westward Movement, 331–336; Oregon Country, 337–343; Independence for Texas, 344–350; Manifest Destiny in California and the Southwest, 351–362            Florida: Gaining Florida, 292            Texas: Independence for Texas, 347–349; The Republic of Texas is Born, 349–350            Oregon: Polk and Westward Expansion, 354–356            California: Fighting on Multiple Fronts, 356–</p>	-Between 1801 and 1861, exploration was encouraged as America underwent vast territorial expansion and settlement.

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<p><b>(Continued)</b> 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>357; The War Ends, 357–358</p> <p><b>(Continued)</b> <u>Digital Resources:</u> <i>21st Century Skills Tutorials:</i> Read Political Maps</p> <p><i>Social Studies Social Studies Core Concepts:</i> History – Historical Maps; Geography – Geography: Understanding Maps</p> <p><i>Interactive Primary Sources:</i> Northwest Ordinance</p>	<p><b>(Continued)</b> -Between 1801 and 1861, exploration was encouraged as America underwent vast territorial expansion and settlement.</p>
<p>b) explaining how geographic and economic factors influenced the westward movement of settlers;</p>	<p><b>SE/TE:</b> Westward Movement, 331–336; The Far West Fur Trade, 339–340; The California Gold Rush Begins, 359–360</p> <p><u>Digital Resources:</u> <i>Social Studies Social Studies Core Concepts:</i> Culture – Cultural Diffusion and Change; Geography – Migration</p>	<p>-Westward migration was influenced by geography and economic opportunity.</p>
<p>c) explaining the impact of westward expansion on American Indians;</p>	<p><b>SE/TE:</b> Native Americans on the Frontier, 323–330; The Effects of Migration to California, 361–362</p> <p><u>Digital Resources:</u> <i>Interactive Primary Sources:</i> "I Will Fight No More Forever," Chief Joseph</p>	<p>-American Indians clashed with United States settlers and the United States government during westward expansion.</p>
<p>d) describing the impact of inventions, including the cotton gin, the reaper, the steamboat, and the steam locomotive, on</p>	<p><b>SE/TE:</b> The Industrial Revolution Begins, 369–370; Factories Come to America, 370–373; Daily Life in a Factory Town, 373–375;</p>	<p>-Prior to the Civil War, most industrialization in America was in the North; however, the equipment produced in the North had an</p>

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life in America; and	<p>Cities Expand, 375–377; New Technologies, 377–379; The Age of Steam, 380–383; Workers Respond to Challenges, 383–385; cotton gin: Eli Whitney Invents the Cotton Gin, 390; reaper: Farm Machines, 378 steamboat: The Age of Steam, 334–335 locomotive: The Age of Steam, 380–383</p> <p><u>Digital Resources:</u> <i>Social Studies Social Studies Core Concepts:</i> Geography – Environment and Resources; Land Use; People's Impact on the Environment; Culture – Science and Technology</p>	impact on the farming society of the South.
e) explaining the main ideas of the abolitionist and women's suffrage movements.	<p><b>SE/TE:</b> Abolitionism, 407–412, Women's Rights, 413–418, The Free–Soil Party Opposes slavery in the West, 432–433</p> <p><u>Digital Resources:</u> <i>Interactive Primary Sources:</i> "Remember the Ladies," Abigail Adams; Declaration of Sentiments and Resolutions; "Ain't I a Woman?," Sojourner Truth; Uncle Tom's Cabin, Harriet Beecher Stowe</p>	<p>-The abolitionists worked to end slavery. -The women's suffrage movement helped women gain equal rights.</p>
<b>Civil War: 1861 to 1865</b>		
USI.9 The student will apply social science skills to understand the causes, major events, and effects of the Civil War by		
a) describing the cultural, economic, and constitutional issues that divided the nation;	<p><b>SE/TE:</b> Henry Clay Combats Sectionalism, 286–287; Anger Over Tariffs, 314–315; Abolitionism, 407–412; Conflicts and Compromises, 430–438; Growing Tensions, 439–449; A Nation Moves Towards War, 452–453</p>	-Cultural, economic, and constitutional differences between the North and the South eventually resulted in the Civil War.

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	<p><u>Digital Resources:</u> <i>Interactive Primary Sources:</i> Debate Over Nullification, Webster and Calhoun; "Ain't I a Woman?," Sojourner Truth; Uncle Tom's Cabin, Harriet Beecher Stowe; "A House Divided," Abraham Lincoln; First Inaugural Address, Abraham Lincoln; Declaration of Causes: February 2, 1861; Emancipation Proclamation, Abraham Lincoln; Gettysburg Address, Abraham Lincoln; Second Inaugural Address, Abraham Lincoln</p>	
<p>b) explaining how the issues of states' rights and slavery increased sectional tensions;</p>	<p><b>SE/TE:</b> A Conflict Over States' Rights, 314–316; Abolitionism, 407–412; Conflicts and Compromises, 430–438; Growing Tensions, 439–449</p> <p><u>Digital Resources:</u> <i>Interactive Primary Sources:</i> Debate Over Nullification, Webster and Calhoun; "Ain't I a Woman?," Sojourner Truth; Uncle Tom's Cabin, Harriet Beecher Stowe; "A House Divided," Abraham Lincoln; First Inaugural Address, Abraham Lincoln; Declaration of Causes: February 2, 1861; Emancipation Proclamation, Abraham Lincoln; Gettysburg Address, Abraham Lincoln; Second Inaugural</p>	<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. -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.</p>



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	Address, Abraham Lincoln	
c) locating on a map the states that seceded from the Union and those that remained in the Union;	<b>SE/TE:</b> Map: Choosing Sides, 456  <u>Digital Resources:</u> <i>Social Studies Social Studies Core Concepts:</i> History – Historical Maps	-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.
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;	<b>SE/TE:</b> Lincoln: Abraham Lincoln Leads the Republican Party, 446–447; Abraham Lincoln and the Election of 1860, 451; Lincoln’s First Inaugural Address, 453–454; The Leadership Qualities of Abraham Lincoln, 460; The Emancipation Proclamation, 469–470; The Gettysburg Address, 481–482; Two Inaugural Addresses, 484–485 Davis: A Nation Splits along Sectional Lines, 452–453; The Inaugural Address of Davis, 454–455; Jefferson Davis Leads the South, 459–460; Two Inaugural Addresses, 484–485 Grant: Union Forces Find Success in the West, 466–467; Union Forces Move Southward, 482–483 Lee: The Role of Robert E. Lee, Military Leader, 460; The Battle of Antietam, 465; Confederate Forces Win in the East, 465–466; The Battle of Gettysburg, 479–481; The Confederacy Surrenders at Appomattox, 485–486	-Lincoln and Lee were men who represented views of the nature of the United States that were very different; such views led to an unavoidable conflict.

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<p><b>(Continued)</b> 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>Jackson: Stonewall Jackson Makes a Stand at Bull Run, 462–463; Confederate Forces Win in the East, 465–466 Douglass: The Contributions of Frederick Douglass, 409–410</p> <p><b>(Continued)</b> <u>Digital Resources:</u> <i>Social Studies Reference Center</i>: Biography – Abraham Lincoln; Jefferson Davis; Ulysses S. Grant; Robert E. Lee</p>	<p><b>(Continued)</b> -Lincoln and Lee were men who represented views of the nature of the United States that were very different; such views led to an unavoidable conflict.</p>
<p>e) describing critical developments in the war, including the location of major battles; and</p>	<p><b>SE/TE:</b> War Breaks Out, 453–456; The Course of War, 461–467; The Emancipation and Life in Wartime, 468–477; The War’s End, 478–487 Map: The Civil War in the East, 463; Map: The Civil War: Final Battles, 482 Fort Sumter: The Attack of Fort Sumter, 456 Bull Run: The Beginnings of Long War, 462–465 Antietam: The Battle of Antietam, 465 Fredericksburg: Confederate Forces Win in the East, 465–466 Chancellorsville: Confederate Forces Win in the East, 465–466 Shiloh: Union forces Find Success in the West, 466–467 Vicksburg: The Siege of Vicksburg, 479</p>	<p>-Location and topography were critical elements influencing important developments in the Civil War, including major battles.</p>

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<p><b>(Continued)</b> e) describing critical developments in the war, including the location of major battles; and</p>	<p>Gettysburg: The Battle of Gettysburg, 479–481 Atlanta and March to the Sea: Sherman’s March to the Sea, 483</p> <p><b>(Continued)</b> Petersburg: The Confederacy Surrenders at Appomattox, 485–486 Appomattox: The Confederacy Surrenders at Appomattox, 485–486</p> <p><u>Digital Resources:</u> <i>21st Century Skills Tutorials:</i> Read Political Maps; Read Special-Purpose Maps</p> <p><i>Social Studies Social Studies Core Concepts:</i> History – Historical Maps; Geography – Geography: Understanding Maps</p>	<p><b>(Continued)</b> -Location and topography were critical elements influencing important developments in the Civil War, including major battles.</p>
<p>f) describing the effects of war from the perspectives of Union and Confederate soldiers (including African American soldiers), women, and enslaved African Americans.</p>	<p><b>SE/TE:</b> African Americans Fight Heroically for the Union, 470–472; Soldiers Face the Horrors of War, 472–473; Contributions of Women to the War Effort, 477; Honoring Those Who Served, 486</p> <p><u>Digital Resources:</u> History – Historical Sources</p>	<p>- Life on the battlefield and on the home front was extremely harsh. Many soldiers died from disease and exposure.</p>