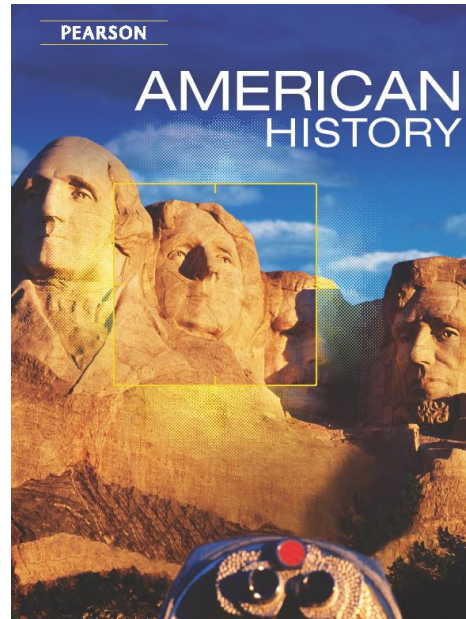


## **A Correlation of**



**Survey Edition, 2016**

**To the**

**Virginia Standards of Learning  
and Curriculum Framework  
United States History to 1865**

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Virginia Standards of Learning United States History to 1865	Pearson American History Survey Edition, ©2016	Curriculum Framework United States History to 1865 Essential Understandings
<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>		
<p>USI.1 The student will demonstrate skills for historical thinking, geographical analysis, economic decision making, and responsible citizenship by:</p>		
<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: 21st Century Skills:</b> Interpret Sources, 1020; Analyze Primary and Secondary Sources, 1029–1030; Compare Viewpoints, 1030–1031; Evaluate Existing Arguments, 1032–1033</p> <p>Analyze Political Cartoons, 136, 249, 252, 280, 404, 443, 445, 452, 502, 509, 515, 533, 545; Artifacts (examples), 105, 152, 192, 257, 324</p> <p>Primary Sources: United States Constitution, 938–961; Declaration of Independence, 964–965; Other Primary Sources, 966–1010</p> <p><b>(Continued)</b> <b>SE/TE: Using Primary Sources:</b> Topic 1 Assessment (5. Evaluate Sources), 41; (7. Locate and Use Valid Primary and Secondary Sources), 42; (16. Differentiate Between Valid</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</p> <p><b>(Continued)</b> -Primary and secondary sources enable one to examine evidence closely and to place it in a broader context.</p>

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<p align="center"><b>Virginia Standards of Learning United States History to 1865</b></p>	<p align="center"><b>Pearson American History Survey Edition, ©2016</b></p>	<p align="center"><b>Curriculum Framework United States History to 1865 Essential Understandings</b></p>
<p>history;</p>	<p>Primary and Secondary Sources), 43; Topic 3 Assessment (5. Create a Written Presentation Describing the Townshend Acts), 173; Topic 5 Assessment (21. Identify Points of View of Political Parties), 298; Topic 17 Assessment (8. Identify Point of View), 935  <u>Digital Resources:</u>  <i>21<sup>st</sup> Century Learning:</i> Interpret Sources; Analyze Primary and Secondary Sources; Compare Viewpoints  <i>Social Studies Reference Center:</i> Biographies (examples): John Adams, James Armistead; George Childress; Dwight Eisenhower; Benjamin Franklin; Ulysses S. Grant; Alexander Hamilton; John Jay; Robert E. Lee; Abraham Lincoln; James Monroe; Franklin D. Roosevelt; William Wilberforce  <i>Interactive Primary Sources</i> (Examples): The Mayflower Compact; Common Sense, Thomas Paine; Farewell Address, George Washington; "Ain't I a Woman?", " Sojourner Truth; The Jungle, Upton Sinclair; "I Have a Dream, " Martin Luther King, Jr.</p>	<p>-An artifact is an object or tool that tells us about the people from the past.  -A primary source is an artifact, document, image, or other source of information that was created at the time under study.  -A secondary source is a document, image, or other source of information that relates or discusses information originally presented elsewhere.  -Analyzing and interpreting includes identifying the important elements of information sources in order to make inferences and generalizations, and draw conclusions.</p>

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<p>b) analyzing and interpreting geographic information to determine patterns and trends in United States history;</p>	<p><b>SE/TE:</b> Analyze Maps, 5, 12, 25, 26, 32, 33, 49, 50, 55, 58, 81, 84, 93, 114, 123, 125, 147, 161, 170, 180, 212, 262, 266, 278, 290, 332, 338, 343, 345, 349, 352, 355, 356, 358, 382, 393, 431, 440, 451, 456, 463, 469, 482, 514, 614, 641, 643, 649, 652, 659, 661, 667, 670, 683, 692, 701, 742, 749, 76, 768, 769, 774, 783, 785, 800, 801, 805, 817, 839, 843, 883, 885, 895</p> <p><i>21st Century Skills:</i> Read Physical Maps, 1025–1026; Read Political Maps, 1026–1027; Read Special-Purpose Maps, 1027–1028; Use Parts of a Map, 1028–1029</p> <p><i>Pearson Online Digital Resources:</i> 21st Century Skills Tutorials: Read Physical Maps; Read Political Maps; Read Special-Purpose Maps; Use Parts of a Map</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 United States and how they adapted to their environment.</p> <p>-Geographic themes include: • Location • Place • Regions • Movement • Human-Environmental Interaction</p>

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<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> Charts, Graphs, and Pictures (examples), 62, 67, 75, 98, 107, 115, 143, 150, 165, 200, 228, 254, 269, 288, 375, 390, 417, 436, 475, 543, 559, 592, 703, 709, 724, 764, 791, 848 21<sup>st</sup> Century Skills: Analyze Data and Models, 1021–1022; Read Charts, Graphs, and Tables, 1022–1023</p> <p>Analyze Political Cartoons, 136, 249, 252, 280, 404, 443, 445, 452, 502, 509, 515, 533, 545</p> <p><u>Digital Resources:</u> <i>21<sup>st</sup> Century Learning:</i> Analyze Images; Analyze Media Content; Analyze Political Cartoons; Read Charts, Graphs, and Tables; Search for Information on the Internet</p>	<p>-Interpretation involves using information found on charts, graphs, and pictures to develop an understanding of people, places, or events and draw conclusions. -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> Draw Conclusions, 32, 76, 103, 129, 172, 190, 196, 202, 213, 223, 229, 269, 281, 311, 312, 322, 330, 336, 362, 375, 383, 385, 388, 394, 400, 412, 418, 425, 438, 442, 460, 467, 487, 505, 512, 518, 534, 546, 556, 604, 611, 647, 663, 671, 720, 765, 774, 794, 818, 835, 876, 972; Make Generalizations, 111, 157, 803; 21st Century Skills: Draw Inferences, 1018–1019; Draw Conclusions, 1019–1020; Generalize, 1017</p> <p><u>Digital Resources:</u> <i>21<sup>st</sup> Century Learning:</i> Draw Conclusions; Draw Inferences 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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<p>e) comparing and contrasting historical, cultural, and political perspectives in United States history;</p>	<p><b>SE/TE:</b> Compare and Contrast, 20, 82, 91, 218, 248, 397, 425, 453, 571, 622, 632, 663, 694, 755, 793, 811, 818, 869, 876, 973, 976, 994, 996; 21<sup>st</sup> Century Skills: Compare and Contrast, 1014; Compare Viewpoints, 1030–1031; Consider and Counter Opposing Arguments, 1033–1034</p> <p><u>Topic Assessment:</u> <i>Comparing:</i> Topic 1 Assessment (1. Compare Culture Regions), 41; (4. Compare Cultures), 41; (9. Compare the Effects of New Technologies on Daily Life), 42; (13. Compare Effects of New Technologies on Daily Life), 42 <i>Understanding Debates and Points of View:</i> Topic 4 Assessment (3. Analyze the Arguments For Ratification), 230; Topic 5 Assessment (6. Summarize McCulloch v. Maryland), 295; (21. Identify Points of View of Political Parties), 298; Topic 6 Assessment (2. Identify Political Party Points of View), 363; (3. Summarize Arguments About Tariffs), 363; (12. Explain the Constitutional Issues in the Nullification Crisis), 364</p> <p><u>Digital Resources:</u> <i>21<sup>st</sup> Century Learning:</i> Compare and Contrast; Compare Viewpoints; Consider and Counter Opposing Arguments</p>	<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.</p>



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<p>f) determining relationships with multiple causes or effects in United States history;</p>	<p><b>SE/TE:</b> 21<sup>st</sup> Century Skills: Analyze Cause and Effect, 1013–1014; Identify Cause and Effect, 32, 40, 55, 82, 250, 274, 343, 369, 379, 388, 409, 525, 538, 571, 578, 596, 604, 611, 647, 656, 671, 680, 687, 705, 713, 727, 735, 747, 749, 755, 774, 781, 803, 811, 818, 825, 848, 855, 876, 888, 895, 913, 923, 965, 967, 999, 1000, 1002; 21<sup>st</sup> Century Skills: Analyze Cause and Effect, 1013–1014</p> <p><u>Digital Resources:</u> <i>21<sup>st</sup> Century Learning:</i> 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>
<p>g) explaining connections across time and place;</p>	<p><b>SE/TE:</b> Essential Question, 2, 44, 120, 176, 232, 300, 366, 428, 490, 522, 582, 636, 698, 758, 796, 858, 890; Enduring Understandings, 3, 45, 121, 177, 233, 301, 367, 429, 491, 523, 583, 637, 699, 759, 797, 859, 891; Write About the Essential Question, 43, 118, 175, 231, 298, 364, 427, 489, 520, 581, 634, 696, 757, 795, 857, 889, 936</p> <p><u>Digital Resources:</u> <i>21<sup>st</sup> Century Learning:</i> Compare Viewpoints; Identify Trends; Develop Cultural Awareness</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>

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<p>h) using a decision-making model to identify the costs and benefits of a specific choice made;</p>	<p><b>SE/TE:</b> <i>21st Century Skills:</i> Solve Problems, 1037–1038; Make Decisions, 1038; Serving on a Jury, 1040; also see: Express Problems Clearly, 322, 460, 512, 534; Evaluate Arguments, 157, 190, 294</p> <p><u>Digital Resources:</u> <i>21<sup>st</sup> Century Learning:</i> Make Decisions; Solve Problems; Serving on a Jury <i>Social Studies Reference Center:</i> Landmark Supreme Court Cases</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. They choose the alternative which seems best to them because it involves the least cost and the greatest benefit.</p>

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<p>i) identifying the rights and responsibilities of citizenship and the ethical use of material or intellectual property; and</p>	<p><b>SE/TE:</b> Citizens’ Rights and Responsibilities, 224–229; 21<sup>st</sup> Century Skills: Being an Informed Citizen, 1038; Political Participation, 1038–1039; Voting, 1039; Serving on a Jury, 1040; Paying Taxes, 1040–1041</p> <p><u>Topic Assessment:</u> Topic 4 (9. Explain How Rights and Responsibilities Reflect National Identity), 230; (14. Analyze the Principle of Individual Rights), 231; (16. Summarize and Explain Becoming a Naturalized Citizen), 231</p> <p><u>Digital Resources:</u> <i>21<sup>st</sup> Century Learning:</i> Being an Informed Citizen; Participate in a Discussion or Debate; Paying Taxes Political Participation; Voting; Serving on a Jury <i>Social Studies Reference Center:</i> Constitution Day Resources <i>Social Studies Core Concepts:</i> Government and Civics: Citizenship</p>	<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.</p>
<p>j) investigating and researching to develop products orally and in writing.</p>	<p><b>SE/TE:</b> <i>21st Century Skills:</i> Interpret Sources, 1020; Analyze Primary and Secondary</p>	<p>-People communicate through oral and written language.</p>

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<p><b>(Continued)</b> j) investigating and researching to develop products orally and in writing.</p>	<p>Sources, 1029–1030; Compare Viewpoints, 1030–1031; Evaluate Existing Arguments, 1032–1033</p> <p><i>Research Activities:</i> Topic 1 Assessment (5. Evaluate Sources), 41; (7. Locate and Use Valid Primary and Secondary Sources), 42; (13. Compare Effects of New Technologies on Daily Life), 42; (16. Differentiate Between Valid Primary and Secondary Sources), 43; Topic 2 Assessment (9. Analyze Mercantilism), 117; Topic 3 Assessment (5. Create a Written Presentation Describing the Townshend Acts), 173; Topic 5 Assessment (21. Identify Points of View of Political Parties), 298; Topic 6 Assessment (9. Describe Expanded Suffrage), 364; Topic 7 Assessment (10. Explain the Reasons for Rapid Urbanization), 427; Topic 8 Assessment (6. Explain the Role of Abraham Lincoln in the Civil War), 488; Topic 15 Assessment (4. Explain Outcomes), 856; Topic 16 Assessment (14. Evaluate Pros and Cons), 889; Topic 17 Assessment (5. Identify the Impact of Globalization), 934; Assessment (8. Identify Point of View), 935</p> <p><b>(Continued)</b> <b>SE/TE:</b> <u>Digital Resources:</u> <i>21<sup>st</sup> Century Learning:</i> Interpret Sources; Analyze Primary and Secondary Sources; Compare Viewpoints; Identify Bias; Evaluate Existing Arguments; Take Effective Notes; Support Ideas with Evidence; Write an Essay;</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> <li>• organizing a presentation.</li> </ul> <p><b>(Continued)</b> -People communicate through oral and written language. -Research is the search for knowledge, using a variety of materials and sources in order to discover facts, answer questions, and draw conclusions.</p>

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	Identify Evidence	<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> <li>• organizing a presentation.</li> </ul>

Virginia Standards of Learning For History and Social Science	Pearson American History Survey Edition, ©2016	Virginia and US History to 1865 Curriculum Framework Essential Understandings
<b>Geography</b>		
USI.2 The student will interpret maps, globes, photographs, pictures, or tables to		
a) locate the seven continents and five oceans;	<p><b>SE/TE:</b> Map: The World: Political, 1044–1045; also see: Read Physical Maps, 1025–1026</p> <p><u>Digital Resources:</u> <i>21<sup>st</sup> Century Learning:</i> Read Physical Maps</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>

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Virginia Standards of Learning For History and Social Science	Pearson American History Survey Edition, ©2016	Virginia and US History to 1865 Curriculum Framework Essential Understandings
	<i>Social Studies Reference Center: Atlas: The World; The United States; North and South America; Europe; Africa; Asia; Australia, New Zealand, and Oceania; The Arctic; Antarctica</i>	
<p>b) locate and describe major geographic regions of North America: Coastal Plain, <u>Appalachian Mountains</u>, Canadian Shield, Interior Lowlands, <u>Great Plains</u>, <u>Rocky Mountains</u>, Basin and Range, and Coastal Range;</p>	<p><b>SE/TE:</b> Maps: United States: Physical, 1043; North and South America: Physical, 1053</p> <p><u>Digital Resources:</u> <i>21<sup>st</sup> Century Learning:</i> Read Physical Maps; Read Political Maps <i>Social Studies Reference Center: Atlas:</i> United States: Physical; North and South America: Physical</p>	<p>-Geographic regions have distinctive characteristics.</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> New France Is Colonized, 58-59; Colonization Along the Mississippi, 59-60, Geography Shapes Domestic and Foreign Policy, 261; The Siege of Vicksburg, 479; Maps Illustrating Key Waterways, 58, 114, 123, 125, 129, 263, 278, 615, 625</p> <p><u>Digital Resources:</u> <i>21<sup>st</sup> Century Learning:</i> Read Physical Maps; Read Political Maps <i>Social Studies Reference Center: Atlas:</i> United States: Physical; North and South America: Physical</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> Map: United States: Physical, 1043; 21<sup>st</sup> Century Skills: Read Physical Maps, 596-597; Read Political Maps, 597-598; Read Special-Purpose Maps, 598-599; Use Parts of a Map, 599-600; also see: 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><u>Digital Resources:</u> <i>21<sup>st</sup> Century Learning:</i> Read Physical Maps; Read Political Maps <i>Social Studies Reference Center: Atlas:</i> United States: Physical; North and South America: Physical</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>
<b>Exploration to Revolution: Pre-Columbian Times to the 1770s</b>		
USI.3 The student will apply social science skills to understand how early cultures developed in North America by		
<p>a) describing how archaeologists have recovered material evidence of ancient settlements, including Cactus Hill in Virginia;</p>	<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>Topic Assessment:</u> Topic 1 (1. Compare Culture Regions), 41</p> <p><u>Digital Resources:</u> <i>21<sup>st</sup> Century Learning:</i> Analyze Images; Compare and Contrast; Identify Main Ideas and Details; Make Predictions</p>	<p>-Archaeology is the interpretation recovery of material evidence remaining from the past human activity. -Archaeological discoveries of early Indian settlements have been made in southeastern Virginia.</p>

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<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>	<p><b>SE/TE:</b> Map: Native American Culture Regions, 12; also see: Read Physical Maps, 1025–1026; Read Political Maps, 1026–1027; Read Special-Purpose Maps, 1027–1028</p> <p><u>Digital Resources:</u> <i>21<sup>st</sup> Century Learning:</i> Read Physical Maps; Read Political Maps; Read Special-Purpose Maps</p>	<p>Prior to the arrival of Europeans, American Indians were dispersed across the different environments in North America.</p>



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<p>c) describing how the American Indians used the resources in their environment.</p>	<p><b>SE/TE:</b> Culture and the Physical Characteristics of North America, 12-18</p> <p><u>Topic Assessment:</u> Topic 1 (2. Analyze Influence of Environment on Population), 41; (3. Analyze Influence of Environment on Settlement), 41; (4. Compare Cultures), 41</p> <p><u>Digital Resources:</u> <i>21<sup>st</sup> Century Learning:</i> Make Predictions; Identify Main Ideas and Details; Compare and Contrast</p>	<p>-Geography and climate affected how the various American Indian groups met their basic needs. -Resources influenced what was produced and how it was produced.</p>
<p>USI.4 The student will apply social science skills to understand European exploration in North America and West Africa by</p>		

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<p>a) describing the motivations for, obstacles to, and accomplishments of the Spanish, French, Portuguese, and English explorations;</p>	<p><b>SE/TE:</b> The Voyages of Columbus, 34–37; Other Spanish Explorations, 37–38; Conquistadors Arrive in the Americas, 47–48; Exploring Lands to the North, 48–49; Reasons for the Exploration of North America, 57–58; French Exploration, 57–58; Roanoke and Jamestown, 62–65; 21<sup>st</sup> Century Learning: Identify Main Ideas and Details, 1015</p> <p><u>Topic Assessment:</u> Topic 1 (11. Identify the Reasons for European Exploration), 42; (16. Differentiate Between Valid Primary and Secondary Sources), 43</p> <p><u>Digital Resources:</u> <i>21<sup>st</sup> Century Learning:</i> Analyze Cause and Effect; Identify Main Ideas and Details; Summarize</p>	<p>-Major European countries were in competition to extend their power into North America and claim the land as their own.</p>

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<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; Conquistadors Arrive in the Americas, 47–48; The Legacy of Missions, 51; 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>Topic Assessment:</u> Topic 1 (6. Describe the Drawbacks of the Columbian Exchange), 42; (12. Describe the Positive Consequences of the Columbian Exchange), 42; (14. Describe the Consequences of Environmental Changes), 43; Topic 3 (2. Analyze the Effect of Human Geographic Factors), 173; Topic 5 (15. Analyze Conflict Resolution), 297</p> <p><u>Digital Resources:</u> <i>21<sup>st</sup> Century Learning:</i> Analyze Cause and Effect; Identify Main Ideas and Details; Summarize; Support Ideas with Evidence; Read Special-Purpose Maps <i>Social Studies Core Concepts: Economics</i> Trade</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> African Cultures and Technologies, 27–29</p> <p><u>Topic Assessment:</u> Topic 1 (10. Compare the Effects of New Technologies in Navigation), 42</p> <p><u>Digital Resources:</u> <i>21<sup>st</sup> Century Learning:</i> Read Physical Maps; Read Political Maps <i>Social Studies Reference Center: Atlas: Africa:</i> Physical</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>USI.5 The student will apply social science skills to understand the factors that shaped colonial America by</p>		

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<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 Religions Differences, 76–78; A Dutch Colony Becomes English, 84–85; The Quakers Seek Religious Freedom, 87–88; Georgia Offers a Second Chance, 95</p> <p><u>Topic Assessment:</u> Topic 2 (1. Describe the Causes of Spanish Colonization), 117; (2. Explain the Founding of Jamestown), 117; (4. Describe Religious Reasons for Immigration), 117</p> <p><u>Digital Resources:</u> <i>21<sup>st</sup> Century Learning:</i> Identify Main Ideas and Details; Summarize; Analyze Cause and Effect; Read Special-Purpose Maps; Analyze Images; Read Charts, Graphs, and Tables <i>Interactive Primary Sources:</i> The Mayflower Compact</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> The New England Colonies, 69–82; The Middle Colonies, 83–91; The Southern Colonies, 92–100; Society in Colonial Times, 102-104</p> <p><u>Topic Assessment:</u></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>Topic 2 (7. Explain the Development of the Free-Market System), 117; (8. Explain the Transatlantic Slave Trade), 117; Assessment (9. Analyze Mercantilism), 117; (10. Pose and Answer Questions About Geographic Distributions and Patterns), 118; (11. Explain William Penn’s Role in the Development of Self-Government), 118; (13. Identify Economic Contributions of Women), 118</p> <p><u>Digital Resources:</u> <i>21<sup>st</sup> Century Learning:</i> Read Political Maps; Analyze Cause and Effect; Compare and Contrast; Identify Main Ideas and Details; Read Charts, Graphs, and Tables</p>	
<p>c) describing specialization of and interdependence among New England, Mid-Atlantic, and Southern colonies;</p>	<p><b>SE/TE:</b> Mercantilism and the English Colonies, 113; Trading Across the Atlantic, 113–114</p> <p><u>Topic Assessment:</u> Topic 2 (7. Explain the Development of the Free-Market System), 117; (8. Explain the Transatlantic Slave Trade), 117; Assessment (9. Analyze Mercantilism), 117</p> <p><u>Digital Resources:</u> <i>21<sup>st</sup> Century Learning:</i> Read Special-Purpose</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.</p>

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	Maps; Summarize	
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> Africans Arrive in Virginia, 67–68; Bacon’s Rebellion, 68; The Towns of New England, 80–82; Daily Life in the Middle Colonies, 89–91; Tidewater Plantations on the Coast, 96–97; The Backcountry Farther Inland, 98–99; The Slave Trade Expands, 99–100; Colonial Society, 101–111</p> <p><u>Digital Resources:</u> <i>21<sup>st</sup> Century Learning:</i> Summarize; Identify Main Ideas and Details; Make Predictions; Analyze Cause and Effect; Analyze Images</p>	-The colonies were made up of different groups of people whose lives varied greatly depending on their social position.

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<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; 21<sup>st</sup> Century Skills: Summarize, 1016; Compare Viewpoints, 1030–1031</p> <p><u>Topic Assessment:</u> Topic 2 (5. Explain the Growth of Representative Government), 117; (7. Explain the Development of the Free-Market System), 117; (8. Explain the Transatlantic Slave Trade), 117; Assessment (9. Analyze Mercantilism), 117</p> <p><u>Digital Resources:</u> <i>21<sup>st</sup> Century Learning:</i> Summarize; Compare Viewpoints; Make Predictions</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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<p>a) explaining the issues of dissatisfaction that led to the American Revolution;</p>	<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>Topic Assessment:</u> Topic 3 (3. Analyze the Effects of Physical Geographic Factors), 173; (5. Create a Written Presentation Describing the Townshend Acts), 173</p> <p><u>Digital Resources:</u> <i>21<sup>st</sup> Century Learning</i>; Summarize; Identify Main Ideas and Details</p>	<p>-As Great Britain expanded control over the American colonies, many colonists became dissatisfied and rebellious.</p>

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<p>b) describing how political ideas shaped the revolutionary movement in America and led to the Declaration of Independence;</p>	<p><b>SE/TE:</b> Declaring Independence, 155–157; Primary Sources: Declaration of Independence, 964–1010</p> <p><u>Topic Assessment:</u> Topic 3 (11. Identify Major Events, Including Drafting the Declaration of Independence), 174; (12. Define and Give Examples of Unalienable Rights), 174; (13. Identify the Colonial Grievances in the Declaration of Independence), 174; (14. Explain the Issues Surrounding Declaring Independence), 174</p> <p><u>Digital Resources:</u> <i>21<sup>st</sup> Century Learning:</i> Summarize; Identify Main Ideas and Details <i>Interactive Primary Sources:</i> Declaration of Independence; Virginia Declaration of Rights; Virginia Statute for Religious Freedom, Thomas Jefferson; Two Treatises of Government, John Locke</p>	<p>-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.</p>
<p>c) describing key events and the roles of key individuals in the American Revolution, with emphasis on George Washington, Benjamin Franklin, Thomas Jefferson, Patrick Henry, and the Marquis</p>	<p><b>SE/TE:</b> Virginians Join the Cause, 138; The Intolerable Acts Draw Other Colonies into the Struggle, 145–146; The Battles of Lexington and Concord, 146–148; The Fighting Continues, 148–149; The</p>	<p>-Many individuals played important roles in shaping events of the American Revolution.</p>

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<p>de Lafayette; and</p> <p><b>(Continued)</b> 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>	<p>War Comes to Boston, 151–152; Drafting the Declaration of Independence, 154–155; 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 Washington: Washington Leads the Patriots, 150; Washington forces the British out of Boston, 152; A Surprise Attack Lead to an American Victory, 159–160; Lafayette: Europeans Aid the American Cause, 162</p> <p><u>Topic Assessment:</u> Topic 3 (4. Analyze the Causes of the American Revolution), 173; (6. Organize and Interpret Information from Reports), 173; (7. Explain the Roles of Crispus Attucks, Samuel Adams, and John Adams in Boston Massacre), 174; (9. Describe the Contributions of Military Leaders), 174; (16. Contributions of Women), 175; (17. Contributions of African Americans), 175</p> <p><b>(Continued)</b> <b>SE/TE: Digital Resources:</b> <i>21<sup>st</sup> Century Learning:</i> Summarize; Identify Main Ideas and Details; Draw Conclusions; Make Predictions; Analyze Images; Read Charts, Graphs, and Tables; Read Special-Purpose Maps <i>Interactive Primary Sources:</i> "Give Me Liberty or Give Me Death, " Patrick Henry</p>	<p><b>(Continued)</b> -Many individuals played important roles in shaping events of the American Revolution.</p>

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<p>d) explaining reasons why the colonies were able to defeat Great Britain.</p>	<p><b>SE/TE:</b> British Advantages and Disadvantages, 150; Explaining the American Victory, 171–172</p> <p><u>Topic Assessment:</u> Topic 3 (18. Identify the American Revolution), 175</p> <p><u>Digital Resources:</u> <i>21<sup>st</sup> Century Learning</i>; Summarize; Identify Main Ideas and Details</p>	<p>-Defense of the colonists’ own land, strong beliefs, and capable leadership contributed to the American victory in the Revolutionary War.</p>
<p>USI.7 The student will apply social science skills to understand the challenges faced by the new nation by</p>		

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<p>a) explaining the weaknesses and outcomes of the government established by the Articles of Confederation;</p>	<p><b>SE/TE:</b> The Articles of Confederation, 179–181; Weaknesses of the Confederation, 181–182; Assessment, 184; Primary Sources: Articles of Confederation 967–972</p> <p><u>Topic Assessment:</u> Topic 4 (1. Explain the Articles of Confederation), 230; (2. Summarize the Weaknesses of the Articles of Confederation), 230</p> <p><u>Digital Resources:</u> <i>21<sup>st</sup> Century Learning:</i> Identify Main Ideas and Details; Make Predictions <i>Interactive Primary Sources:</i> Articles of Confederation</p>	<p>-The Articles of Confederation was a constitution written during the American Revolution to establish the powers of the new national government.</p>
<p>b) describing the historical development of the Constitution of the United States; and</p> <p><b>(Continued)</b> b) describing the historical development of the Constitution of the United States; and</p>	<p><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;</p> <p><b>(Continued)</b> The Impact of the Dred Scott Case, 443–445</p> <p><u>Topic Assessment:</u> Topic 4 (4. Analyze the Great Compromise), 230; (5. Analyze the Principle of Checks and Balances), 230; (10. Analyze the Three-Fifths</p>	<p>-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."</p> <p><b>(Continued)</b> -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</p>

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	<p>Compromise), 230</p> <p><u>Digital Resources:</u>  <i>21<sup>st</sup> Century Learning:</i>  <i>Interactive Primary Sources:</i> Anti-Federalist Papers; The Federalist No. 10, James Madison; The Federalist No. 39, James Madison; The Federalist No. 51; The Federalist No. 78, Alexander Hamilton  <i>Social Studies Reference Center:</i> U.S. Constitution</p>	<p>between the national and state governments. "Father of the Constitution."</p>

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<p>c) describing the major accomplishments of the first five presidents of the United States.</p>	<p><b>SE/TE:</b> Washington’s Presidency, 234–244; The Origin of Political Parties, 245–250; John Adam’s Presidency, 251–255; Jefferson: Jefferson’s Presidency, 256–269; Madison and the War of 1812, 270–281; Monroe: Monroe’s Presidency, 282–294</p> <p><u>Topic Assessment:</u> Topic 5 (1. Analyze the Leadership of George Washington), 295; (3. Explain the Origin of Political Parties), 295; (6. Summarize McCulloch v. Maryland), 295; (8. Explain the Monroe Doctrine), 295; (10. Identify and Locate the Louisiana Purchase), 296; (11. Explain the Significance of the Louisiana Purchase), 296; (16. Explain the Cause of the War of 1812), 297</p> <p><u>Digital Resources:</u> <i>21<sup>st</sup> Century Learning:</i> Identify Main Ideas and Details; Summarize; Analyze Images; Read Charts, Graphs, and Tables; Read Special-Purpose Maps; Analyze Cause and Effect <i>Social Studies Reference Center:</i> Biographies: George Washington; John Adams; Thomas Jefferson; James Madison; James Monroe <i>Interactive Primary Sources:</i> Farewell Address, George Washington</p>	<p>-Congress and the first five presidents made decisions establishing a strong government that helped the nation grow in size and power.</p>
<p><b>Expansion and Reform: 1801 to 1861</b></p>		
<p>USI.8 The student will apply social science skills to understand westward expansion and reform in America from 1801 to 1861 by</p>		

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<p>a) describing territorial expansion and how it affected the political map of the United States, with emphasis on the Louisiana Purchase, the Lewis and Clark expedition, and the acquisitions of Florida, Texas, Oregon, and California;</p>	<p><b>SE/TE:</b> The Louisiana Purchase, 260–262; Exploring Louisiana, 263–266; Westward Movement, 331–336; Settling Oregon Country, 337–343; Independence for Texas, 344–350; Manifest Destiny in California and the Southwest, 351–362</p> <p><u>Topic Assessment:</u> Topic 5 (10. Identify and Locate the Louisiana Purchase), 296; (11. Explain the Significance of the Louisiana Purchase), 296; Topic 6 (4. Analyze the California Gold Rush), 363; (8. Explain the Causes of the Mexican-American War), 363; (13. Explain the Roots of Manifest Destiny), 364</p> <p><u>Digital Resources:</u> <i>21<sup>st</sup> Century Learning:</i> Identify Main Ideas and Details; Summarize; Analyze Images; Read Special-Purpose Maps; Read Charts, Graphs, and Tables</p>	<p>-Between 1801 and 1861, exploration was encouraged as America underwent vast territorial expansion and settlement.</p>



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<p>b) explaining how geographic and economic factors influenced the westward movement of settlers;</p>	<p><b>SE/TE:</b> Westward Movement, 331–336; Settling Oregon Country, 337–342; Manifest Destiny in California and the Southwest, 351–362</p> <p><u>Topic Assessment:</u> Topic 6 (4. Analyze the California Gold Rush), 363; (13. Explain the Roots of Manifest Destiny), 364</p> <p><u>Digital Resources:</u> <i>21<sup>st</sup> Century Learning:</i> Identify Main Ideas and Details; Summarize; Analyze Images</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>Topic Assessment:</u> Topic 6 (6. Analyze the Indian Removal Act), 363</p> <p><u>Digital Resources:</u> <i>21<sup>st</sup> Century Learning:</i> Identify Main Ideas and Details; Summarize; Analyze Images; Draw Conclusions</p>	<p>-American Indians clashed with United States settlers and the United States government during westward expansion.</p>

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<p>d) describing the impact of inventions, including the cotton gin, the reaper, the steamboat, and the steam locomotive, on life in America; and</p>	<p><b>SE/TE:</b> The Age of Steam, 334–335; The Industrial Revolution and Life in the North, 368–388</p> <p><u>Topic Assessment:</u> Topic 7 (2. Describe the Features of the Free-Market System), 426; (3. Explain Technology and Economic Growth), 426; (10. Explain the Reasons for Rapid Urbanization), 427; (11. Identify the Impact of Industrialization on Life), 427</p> <p><u>Digital Resources:</u> <i>21<sup>st</sup> Century Learning:</i> Identify Main Ideas and Details; Summarize; Analyze Images</p>	<p>-Prior to the Civil War, most industrialization in America was in the North; however, the equipment produced in the North had an impact on the farming society of the South.</p>
<p>e) explaining the main ideas of the abolitionist and women’s suffrage movements.</p>	<p><b>SE/TE:</b> Abolitionism, 407–412, Women’s Rights, 413–418, The Free–Soil Party Opposes Slavery in the West, 432–433; Primary Sources: Uncle Tom’s Cabin, Harriet Beecher Stowe, 993; "A House Divided, " Abraham</p>	<p>-The abolitionists worked to end slavery. -The women’s suffrage movement helped women gain equal rights.</p>

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	<p>Lincoln, 993–994</p> <p><u>Topic Assessment:</u> Topic 7 (5. Describe the Women’s Rights Movement), 426; (8. Analyze Slavery’s Impact), 426; (9. Describe the Contributions of Frederick Douglass), 426; (14. Identify Points of View and Frames of Reference), 427</p> <p><u>Digital Resources:</u> <i>21<sup>st</sup> Century Learning:</i> Identify Main Ideas and Details; Summarize; Analyze Images; Draw Conclusions <i>Interactive Primary Source:</i> Declaration of Sentiments and Resolutions; "Ain't I a Woman?", " Sojourner Truth; Uncle Tom's Cabin, Harriet Beecher Stowe; Declaration of Causes: February 2, 1861; "A House Divided, " Abraham Lincoln; Emancipation Proclamation, Abraham Lincoln</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> <p><u>Topic Assessment:</u></p>	-Cultural, economic, and constitutional differences between the North and the South eventually resulted in the Civil War.

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	<p>Topic 8 (1. Identify Congressional Conflicts), 488; (3. Analyze the Impact of the Fugitive Slave Act), 488; (5. Explain How Sectionalism and States’ Rights Caused the Civil War), 488; (10. Explain the Constitutional Issues Regarding States’ Rights in the Civil War), 489</p> <p><u>Digital Resources:</u> <i>21<sup>st</sup> Century Learning:</i> Identify Main Ideas and Details; Summarize; Analyze Images; Read Special-Purpose Maps</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>Topic Assessment:</u> Topic 8 (3. Analyze the Impact of the Fugitive Slave Act), 488; (4. Evaluate the Impact of Landmark Supreme Court Decisions), 488; (10. Explain the Constitutional Issues Regarding States’ Rights in the Civil War), 489</p> <p><u>Digital Resources:</u> <i>21<sup>st</sup> Century Learning:</i> Identify Main Ideas and Details; Summarize; Analyze Images</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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<p>c) locating on a map the states that seceded from the Union and those that remained in the Union;</p>	<p><b>SE/TE:</b> Map: Choosing Sides, 456</p> <p><u>Digital Resources:</u> <i>21<sup>st</sup> Century Learning:</i> Read Political Maps; Read Special-Purpose Maps</p>	<p>-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.</p>

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<p>d) describing the roles of Abraham Lincoln, Jefferson Davis, Ulysses S. Grant, Robert E. Lee, Thomas “Stonewall” Jackson, and Frederick Douglass in events leading to and during the war;</p>	<p><b>SE/TE:</b> Growing Tensions, 439–449; Division and the Outbreak of War, 450–460; The Cause of War, 461–467; Emancipation and Life in Wartime, 468–475; The War’s End, 478–487</p> <p><u>Topic Assessment:</u> Topic 8 (6. Explain the Role of Abraham Lincoln in the Civil War), 488; (9. Explain the Battle of Gettysburg and Robert E. Lee’s Role in It), 489; (12. Describe the Contributions of General George McClellan), 489</p> <p><u>Digital Resources:</u> <i>21<sup>st</sup> Century Learning:</i> Identify Main Ideas and Details; Summarize; Analyze Images; Read Special-Purpose Maps <i>Social Studies Reference Center:</i> Biographies: Robert E. Lee; Abraham Lincoln <i>Interactive Primary Sources:</i> First Inaugural Address, Abraham Lincoln; Emancipation Proclamation, Abraham Lincoln; Gettysburg Address, Abraham Lincoln; Second Inaugural Address, Abraham Lincoln</p>	<p>-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>

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<p>e) describing critical developments in the war, including the location of major battles; and</p>	<p><b>SE/TE:</b> Growing Tensions, 439–449; Division and the Outbreak of War, 450–460; The Course of War, 461–467; Emancipation and Life in Wartime, 468–475; The War’s End, 478–487</p> <p><u>Topic Assessment:</u> Topic 8 (7. Explain the Relationship Between Urbanization and Conflicts), 488; (9. Explain the Battle of Gettysburg and Robert E. Lee’s Role in It), 489; (11. Explain the Effects of Physical Geography on the Battle of Vicksburg), 489</p> <p><u>Digital Resources:</u> <i>21<sup>st</sup> Century Learning:</i> Identify Main Ideas and Details; Summarize; Analyze Images <i>Social Studies Reference Center:</i> Biographies: Robert E. Lee; Abraham Lincoln</p>	<p>-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>- Life on the battlefield and on the home front was extremely harsh. Many soldiers died from disease and exposure.</p>

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	<p><u>Topic Assessment:</u> Topic 8 (8. Identify the Social Contributions of Women to American Society), 488; Topic 9 (5. Describe the Effects of the Civil War on the South), 519</p> <p><u>Digital Resources:</u> <i>21<sup>st</sup> Century Learning:</i> Identify Main Ideas and Details; Summarize; Analyze Images</p>	