



DINWIDDIE COUNTY
Public Schools

United States History to 1865

Social Sciences Curriculum Guide

Dinwiddie County Public Schools provides each student the opportunity to become a productive citizen, engaging the entire community in the educational needs of our children.

United States History to 1865

- The DCPS Curriculum Guide contains key concepts and SOL numbers for each week. These skill areas must be cross referenced with the DOE Enhanced Scope and Sequence and DOE Curriculum Framework.
- Grade Level: 6th
- Prerequisite: None
- Course Description: 6th grade students will use skills of historical and geographical analysis to explore the early history of the United States and understand ideas and events that strengthened the union. This course of study follows 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 of 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.

[Virginia Department of Education Curriculum Frameworks](#)

[Virginia Department of Education Curriculum Standards](#)

Nine Weeks	Approximate Number of Days Taught	Topic	Targeted SOL
1st	2 days	US.1 History Pre-test	USI.1 – USI.9
1st	2 days	History Skills – Primary/Secondary Sources & Latitude and Longitude	USI.1a, g
1st	2 days	Continents & Oceans	USI.1a-g; USI.2a
1st	3 days	Recognize Key Geographic Features on Maps, Diagrams, and/or Photographs	USI.1a-g; USI.2d
1st	6 days	Geographic Regions of North America	USI.1a-g; USI.2b
1st	3 days	Water Features Important to the Early History of the United States	USI.1a-g; USI.2c
1st	3 days	Review/Common Assessment/Remediation & Enrichment Geography	USI.1 –USI.2
1st	3 days	Archaeologists and Ancient Settlements	USI.1a-g; USI.3a
1st	5 days	American Indians & Resources	USI.1a-g; USI. 3c

1st	8 days	American Indians Tribes	USI.1a-g; USI. 3b
1st	4 days	Review/Common Assessment/Remediation & Enrichment American Indians	USI.1; USI.3
1st	3 days	First 9-Weeks Benchmark Review/Test/Remediate & Enrichment	USI.1 – USI.3
2nd	2 days	West African Societies	USI.1a-g; USI.4c
2nd	4 days	Motivations, Obstacles, Accomplishments of European Explorers	USI.1a-g; USI.4a
2nd	4 days	Regions of North America Explored by European Explorers	USI.1a-g; USI.4a
2nd	3 days	Cultural & Economic Interactions Between Europeans and American Indians	USI.1a-g; USI.4b
2nd	3 days	Review/Common Assessment/Remediation & Enrichment European Explorers	USI.1a-g; USI.4
2nd	4 days	Establishment of American Colonization	USI.1a-g; USI.5a
2nd	5 days	Characteristics of Colonial Life	USI.1a-g; USI.5c
2nd	4 days	Characteristics of Southern Colonies	USI.1a-g; USI.5b
2nd	4 days	Characteristics of Middle Colonies	USI.1a-g; USI.5b

2nd	4 days	Characteristics of New England Colonies	USI.1a-g; USI.5b
2nd	3 days	Second 9-Weeks Benchmark Review/Test/Remediation & Enrichment	USI.1-USI.5a,c,b
2nd	4 days	Performance Task #1	USI.1-USI.5a,c,b
3rd	4 days	Continue Performance Task #1	USI.1-USI.5a,c,b
3rd	3 days	French & Indian War	USI.1a-g; USI.5d
3rd	3 days	Causes of American Revolutionary War	USI.1a-g; USI.6a
3rd	3 days	Political Philosophies & Declaration of Independence	USI.1a-g; USI.6b
3rd	3 days	Key People & Events of the American Revolutionary War	USI.1a-g; USI.6c
3rd	2 day	Results of the American Revolutionary War	USI.1a-g; USI.6d
3rd	4 days	Review/Common Assessment/Remediation & Enrichment French & Indian War and American Revolutionary War	USI.1; USI.5d; USI.6
3rd	3 days	Articles of Confederation	USI.1a-g; USI.7a

3rd	8 days	Historical Development of the United States Constitution	USI.1a-g; USI.7b
3rd	3 days	Accomplishments of First 5 Presidents	USI.1a-g; USI.7c
3rd	3 days	Review/Common Assessment/Remediation & Enrichment Birth of a Nation	USI.1a-g; USI.7
3rd	3 days	Third 9-Weeks Benchmark Review/Test/Remediation & Enrichment	USI.1 - USI.7
4th	3 days	Geographic and Economic Factors that Influenced Westward Expansion	USI.1a-g; USI.8b
4th	3 days	Effect of Territorial Westward Expansion on the United States	USI.1a-g; USI.8a
4th	2 days	Impact of Inventions	USI.1a-g; USI.8c
4th	3 days	Abolitionist and Women's Suffrage	USI.1a-g; USI.8d
4th	3 days	Review/Common Assessment/Remediation & Enrichment Westward Expansion	USI.1; USI.8
4th	3 days	Cultural, Economic, and Constitutional Issues of the Civil War	USI.9a

4th	3 days	Issues, Compromises, and Southern Secession of the Civil War	USI.9b
4th	3 days	States Seceded from the Union & States Remained those that in the Union During the Civil War	USI.9c
4th	2 days	Roles of Civil War Leaders	USI.9d
4th	3 days	Critical Developments and Major Battles of the Civil War	USI.9e
4th	4 days	Effects of the Civil War	USI.9f
4th	3 days	Review/Common Assessment/Remediation & Enrichment Civil War	USI.1; USI.9
4th	8 days	Performance Task #2	USI.1; USI.5d – USI.9

Curriculum Information	Essential Knowledge and Skills Key Vocabulary	Essential Questions and Understandings Teacher Notes and Elaborations
<p><u>SOL Reporting Category</u></p> <p><u>Topic</u></p> <p>Geography</p> <p><u>Virginia SOL</u> USI. 2</p> <p>a.)locate the seven continents and five oceans.</p> <p>b.)locate and describe the location of the geographic regions of North America: Coastal Plain, Appalachian Mountains, Canadian Shield, Interior Lowlands, Great Plains, Rocky Mountains, Basin and Range, and Coastal Range.</p> <p>c.) locate and identify the water features important to the early history of the United States: Great Lakes, Mississippi River, Missouri River, Ohio River, Columbia River, Colorado River, Rio Grande, St. Lawrence River, Atlantic Ocean, Pacific Ocean, and Gulf of Mexico.</p>	<p><u>Essential Knowledge:</u></p> <p>Continents and Oceans</p> <p>Geographic Regions’ Locations and Physical Characteristics</p> <ul style="list-style-type: none"> Coastal Plain Appalachian Highland Canadian Shield Interior Lowlands Great Plains Rocky Mountains Basin and Range Coastal Range <p>Major Bodies of Water</p> <p>Trade, transportation, exploration, and settlement</p> <p>Key Geographic Features</p> <p>Geographic Features and their relation to Human Development</p>	<p><u>Essential Questions</u></p> <ul style="list-style-type: none"> What are the seven continents? What are the five oceans? Where are the geographic regions of North America located? What are some physical characteristics of the geographic regions of North America? What are the major bodies of water in the United States? What are some ways bodies of water in the United States have supported interaction among regions and created links to other areas? What are some important categories of geographic features? What do these important geographic features look like when they appear on maps, globes, and diagrams? What do these important geographic features look like when they appear in pictures and photographs? Why are geographic features important in United States history? <p><u>Essential Understandings</u></p> <ul style="list-style-type: none"> Continents are large land masses surrounded by water. Geographic regions have distinctive characteristics. 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. 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.

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Curriculum Information	Essential Knowledge and Skills Key Vocabulary	Essential Questions and Understandings Teacher Notes and Elaborations
<p><u>SOL Reporting Category</u></p> <p><u>Topic</u> Ancient Civilizations and American Indians</p> <p><u>Virginia SOL</u> USI.3</p> <p>a.) describing how archaeologists have recovered material evidence of ancient settlements, including Cactus Hill in Virginia.</p> <p>b.) locating where the American Indians lived, with emphasis on the Arctic (Inuit), Northwest (Kwakiutl), Plains (Lakota), Southwest (Pueblo), and Eastern Woodlands (Iroquois).</p> <p>c.) describing how the American Indians used the resources in their environment.</p>	<p><u>Essential Knowledge:</u> Archaeologists study human behavior and cultures of the past through the recovery and analysis of artifacts.</p> <p>Scientists are not in agreement about when and how people first arrived in the Western Hemisphere.</p> <p>Cactus Hill is located on the Nottoway River in southeastern Virginia.</p> <p>American Indians lived in all areas of North America.</p> <ul style="list-style-type: none"> • Inuit • Kwakiutl • Lakota • Pueblo • Iroquois <p>Members of these tribes live in their homelands and in many other areas of North America today.</p> <p>Types of resources</p> <ul style="list-style-type: none"> • Natural resources: Things that come directly from nature 	<p><u>Essential Questions:</u> Why is archaeology important?</p> <p>Where is one of the oldest archeological sites in the United States located? In which areas did the American Indians live?</p> <p>Where do American Indians live today? How did geography and climate affect the way American Indian groups met their basic needs?</p> <p>How did American Indians use natural, human, and capital resources?</p> <p><u>Essential Understandings</u> Archaeology is the recovery of material evidence remaining from the past.</p> <p>Archaeological discoveries of early Indian settlements have been made in southeastern Virginia.</p> <p>Prior to the arrival of Europeans, American Indians were dispersed across the different environments in North America.</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> <p><u>Teacher Notes and Elaborations</u></p> <p><u>Resources</u></p>

- Human resources: People working to produce goods and services
- Capital resources: Goods produced and used to make other goods and services

Essential Skills:

Make connections between the past and the present. (USI.1b)

Sequence events in United States history. (USI.1c)

Interpret ideas and events from different historical perspectives. (USI.1d)

Analyze and interpret maps to explain relationships among landforms, water features, climatic characteristics, and historical events. (USI.1f)

Identify and interpret primary and secondary source documents to increase understanding of events and life in United States history. (USI.1a)

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<p><u>SOL Reporting Category</u></p> <p><u>Topic</u> European Exploration and Interactions</p> <p><u>Virginia SOL</u> USI. 4</p> <p>a.) describing the motivations for, obstacles to, and accomplishments of the Spanish, French, Portuguese, and English explorations</p> <p>b.) describing cultural and economic interactions between Europeans and American Indians that led to cooperation and conflict, with emphasis on the American Indian concept of land.</p> <p>c.) identifying the location and describing the characteristics of West African societies (Ghana,</p>	<p><u>Essential Knowledge:</u></p> <p>Motivations for Exploration</p> <p>Obstacles for Exploration</p> <p>Accomplishments of Exploration</p> <p>Regions of North America Explored by: Spain, France, and England</p> <p>Regions Explored by Portugal</p> <p>Cultural Interaction:</p> <ul style="list-style-type: none"> Spanish French English American Indian <p>Areas of Cooperation and Economic Interaction</p> <p>Areas of Conflict</p> <p>Ghana, Mali, and Songhai</p>	<p><u>Essential Questions</u></p> <p>Why did European countries compete for power in North America?</p> <p>What were the obstacles faced by the explorers?</p> <p>What were the accomplishments of the explorations?</p> <p>What regions of North America were explored and settled by France, England, and Spain?</p> <p>What regions were explored by Portugal?</p> <p>How did the American Indians and Europeans interact with each other?</p> <p>What was the importance of Ghana, Mali, and Songhai?</p> <p>Where were the empires of Ghana, Mali, and Songhai located?</p> <p>When did the empires of Ghana, Mali, and Songhai exist in Africa?</p> <p>How did West African empires impact European trade?</p>

<p>Mali, and Songhai) and their interactions with traders.</p>	<p>Essential Skills:</p> <p>Identify and interpret primary and secondary source documents to increase understanding of events and life in United States history. (USI.1a)</p> <p>Interpret ideas and events from different historical perspectives. (USI.1d)</p> <p>Analyze and interpret maps to explain relationships among landforms, water features, climatic characteristics, and historical events. (USI.1f)</p> <p>Distinguish between parallels of latitude and meridians of longitude. (USI.1g)</p>	<p>Essential Understandings</p> <p>Major European countries were in competition to extend their power into North America and claim the land as their own.</p> <p>The interactions between American Indians and Europeans sometimes led to cooperation and other times resulted in conflict.</p> <p>Ghana, Mali, and Songhai each dominated West Africa in sequence from 300 to 1600 a.d.</p> <p>African people and African goods played an important role in European interest in world resources.</p> <p><u>Teacher Notes and Elaborations</u></p> <p><u>Resources</u></p>
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Curriculum Information	Essential Knowledge and Skills Key Vocabulary	Essential Questions and Understandings Teacher Notes and Elaborations
<p><u>SOL Reporting Category</u></p> <p><u>Topic</u> Colonization</p> <p><u>Virginia SOL</u> USI. 5</p> <p>a.) describing the religious and economic events and conditions that led to the colonization of America.</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, including examples of specialization and interdependence.</p> <p>c.) describing colonial life in America from the perspectives of large landowners, farmers, artisans, women, free African</p>	<p><u>Essential Knowledge:</u> Colonies and the Reasons They Were Established:</p> <ul style="list-style-type: none"> • Roanoke Island • Jamestown Settlement • Plymouth Colony • Massachusetts Bay • Pennsylvania • Georgia <p>Colonies:</p> <ul style="list-style-type: none"> • New England • Mid-Atlantic • Southern <p>Resources Geography and Climate Specialization Examples of Interdependence Social/Political</p> <p>Large landowners Farmers Artisans Women Free African Americans Indentured Servants Enslaved African Americans</p>	<p><u>Essential Questions:</u> Why did Europeans establish colonies in North America?</p> <p>How did climate, geographic features, and other available resources distinguish the three regions from one another?</p> <p>How did people use the natural resources of the region to make a living?</p> <p>What are the benefits of specialization and trade?</p> <p>How did political and social life evolve in each of the three regions?</p> <p>How did people's lives vary among different social groups in colonial America?</p> <p><u>Essential Understandings:</u> Colonies in North America were established for religious and economic reasons.</p> <p>Life in the colonies was shaped by the geographical features of the settlements.</p> <p>Economic specialization and interdependence existed among the colonies in the production of goods and services.</p> <p>The colonies were made up of different groups of people whose lives varied greatly depending on their social position.</p>

<p>Americans, indentured servants, and enslaved African Americans.</p>	<p>Essential Skills:</p> <p>Identify and interpret primary and secondary source documents to increase understanding of events and life in United States history. (USI.1a)</p> <p>Sequence events in United States history. (USI.1c)</p> <p>Interpret ideas and events from different historical perspectives. (USI.1d)</p> <p>Analyze and interpret maps to explain relationships among landforms, water features, climatic characteristics, and historical events. (1f)</p>	<p><u>Teacher Notes and Elaborations</u></p> <p><u>Resources</u></p>
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Curriculum Information	Essential Knowledge and Skills Key Vocabulary	Essential Questions and Understandings Teacher Notes and Elaborations
<p><u>SOL Reporting Category</u></p> <p><u>Topic</u> Colonial Relationship with Great Britain French and Indian War American Revolution</p> <p><u>Virginia SOL</u> USI. 5 d.) identifying the political and economic relationships between the colonies and Great Britain USI. 6 a.) identifying the issues of dissatisfaction that led to the American Revolution. b.) identifying how political ideas shaped the revolutionary movement in America and led to the Declaration of Independence. c.) describing key events and the roles of key individuals in the American Revolution, with emphasis on George Washington, Benjamin Franklin, Thomas Jefferson, and Patrick Henry.</p>	<p><u>Essential Knowledge:</u> Economic Relationships Political Relationships</p> <p>Great Britain’s Reasons for Controlling the Colonies</p> <p>Great Britain’s Reasons for Taxation</p> <p>Sources of Colonial Dissatisfaction</p> <p>Key philosophies in the Declaration of Independence</p> <p>Key Individuals:</p> <ul style="list-style-type: none"> • King George III • Lord Cornwallis • John Adams • George Washington • Thomas Jefferson • Patrick Henry • Benjamin Franklin 	<p><u>Essential Questions:</u> How did Great Britain impose political and economic control over the colonies?</p> <p>What steps did Great Britain take to increase control over its colonies?</p> <p>Why did many colonists become dissatisfied with Great Britain’s control over the colonies?</p> <p>What ideas and/or philosophies about government were expressed in the Declaration of Independence?</p> <p>Who were some of the key individuals in the Revolutionary War?</p> <p>What role did key individuals play in the Revolutionary War?</p> <p>What were some of the key events that occurred during the Revolutionary War period?</p> <p>What advantages helped the American colonists win the Revolutionary War?</p> <p><u>Essential Understandings:</u> Great Britain established and attempted to maintain control over the colonies.</p> <p>England became Great Britain in the early 1700s.</p> <p>As Great Britain expanded control over the American colonies, many colonists became dissatisfied and rebellious.</p>

<p>d.) explaining reasons why the colonies were able to defeat Great Britain.</p>	<p>Key Events:</p> <ul style="list-style-type: none"> • Boston Massacre • Boston Tea Party • First Continental Congress • Battles of Lexington and Concord • Declaration of Independence • Battle of Saratoga • Surrender at Yorktown • Signing of the Treaty of Paris <p>Colonial Advantages</p> <p><u>Essential Skills:</u></p> <p>Interpret ideas and events from different historical perspectives. (USI.1d)</p> <p>Analyze and interpret maps to explain relationships among landforms, water features, and historical events. (USI.1f)</p> <p>Make connections between the past and the present (USI.1b)</p> <p>Sequence events in United States history. (USI.1c)</p> <p>Interpret excerpts from notable documents. (USI.1h)</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> <p>Many individuals played important roles in shaping events of the American Revolution.</p> <p>Defense of the colonists' own land, strong beliefs, and capable leadership contributed to the American victory in the Revolutionary War.</p> <p><u>Teacher Notes and Elaborations</u></p> <p><u>Resources</u></p>
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	Identify and interpret primary and secondary source documents to increase understanding of events and life in United States history. (USI.1a)	
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Curriculum Information	Essential Knowledge and Skills Key Vocabulary	Essential Questions and Understandings Teacher Notes and Elaborations
<p><u>SOL Reporting Category</u></p> <p><u>Topic:</u> The Birth of a Nation</p> <p><u>Virginia SOL:</u> USI.7</p> <p>a.) identifying the weaknesses of the government established by the Articles of Confederation.</p> <p>b.) describing the historical development of the Constitution of the United States.</p> <p>c.) describing the major accomplishments of the first five presidents of the United States.</p>	<p><u>Essential Knowledge:</u></p> <p>Articles of Confederation</p> <p>Confederation to Constitution</p> <p>Constitutional Convention</p> <p>Ratification of the Constitution</p> <p>The Bill of Rights</p> <p>Accomplishments During the 1st Five Presidencies:</p> <ul style="list-style-type: none"> ● George Washington ● John Adams ● Thomas Jefferson ● James Madison ● James Monroe 	<p><u>Essential Questions:</u></p> <p>What were the basic weaknesses of the Articles of Confederation?</p> <p>What events led to the development of the Constitution of the United States?</p> <p>What people helped develop the Constitution of the United States?</p> <p>What major national issues and events did the first five presidents face?</p> <p><u>Essential Understandings:</u></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>The development of the Constitution of the United States was significant to the foundation of the American republic.</p> <p>The Constitution of the United States of America established a federal system of government based on power being shared between the national and state governments.</p>

	<p>Essential Skills:</p> <p>Identify and interpret primary and secondary source documents to increase understanding of events and life in United States history. (USI.1a)</p> <p>Interpret ideas and events from different historical perspectives. (USI.1d)</p> <p>Analyze and interpret maps to explain historical events. (USI.1f)</p> <p>Make connections between the past and the present. (USI.1b)</p> <p>Sequence events in United States history. (USI.1c)</p> <p>Interpret excerpts from notable documents. (USI.1h)</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><u>Teacher Notes and Elaborations</u></p> <p><u>Resources</u></p>
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Curriculum Information	Essential Knowledge and Skills Key Vocabulary	Essential Questions and Understandings Teacher Notes and Elaborations
<p><u>SOL Reporting Category:</u></p> <p><u>Topic:</u> Westward Expansion and Abolition</p> <p><u>Virginia SOL:</u> USI.8</p> <p>a.) describing territorial expansion and how it affected the political map of the United States, with emphasis on the Louisiana Purchase, the Lewis and Clark expedition, and the acquisitions of Florida, Texas, Oregon, and California.</p> <p>b.) identifying the geographic and economic factors that influenced the westward movement of settlers.</p> <p>c.) describing the impact of inventions, including the cotton gin, the reaper, the steamboat, and the steam locomotive, on life in America.</p> <p>d.) identifying the main ideas of the abolitionist and women's suffrage movements.</p>	<p><u>Essential Knowledge:</u></p> <p>New Territories Added to the United States After 1801</p> <ul style="list-style-type: none"> • Louisiana Purchase • Florida • Texas • Oregon • California <p>Geographic and Economic Factors that Influenced Westward Movement</p> <p>New Technologies and Their Impact on Society</p> <p>Abolitionist Movement</p> <p>Women's Suffrage Movement</p> <p><u>Essential Skills:</u></p> <p>Sequence events in United States history. (USI.1c)</p> <p>Analyze and interpret maps to explain historical events. (USI.1f)</p> <p>Make connections between the past and the present. (USI.1b)</p>	<p><u>Essential Questions:</u></p> <p>What new territories became part of the United States between 1801 and 1861?</p> <p>What factors influenced westward migration?</p> <p>How did inventions and entrepreneurs affect the lives of Americans?</p> <p>What were the main ideas expressed by the abolitionists?</p> <p>What were the main ideas expressed during the women's suffrage movement?</p> <p><u>Essential Understandings:</u></p> <p>Between 1801 and 1861, exploration was encouraged as America underwent vast territorial expansion and settlement.</p> <p>Westward migration was influenced by geography and economic opportunity.</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>The abolitionists worked to end slavery.</p> <p>The women's suffrage movement helped women gain equal rights.</p>

	<p>Interpret ideas and events from different historical perspectives. (USI.1d)</p> <p>Identify the costs and benefits of specific choices made, including the consequences, both intended and unintended, of the decisions and how people and nations responded to positive and negative incentives. (USI.1i)</p> <p>Interpret patriotic slogans. (USI.1h)</p>	<p><u>Teacher Notes and Elaborations:</u></p> <p><u>Resources:</u></p>
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Curriculum Information	Essential Knowledge and Skills Key Vocabulary	Essential Questions and Understandings Teacher Notes and Elaborations
<p><u>SOL Reporting Category:</u></p> <p><u>Topic:</u></p> <p>The Civil War</p> <p><u>Virginia SOL:</u> USI. 9 a.) describing the cultural, economic, and constitutional issues that divided the nation. b.) explaining how the issues of states' rights and slavery increased sectional tensions. c.) identifying on a map the states that seceded from the Union and those that remained 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. e.) using maps to explain critical developments in the war, including major battles. f.) describing the effects of war from the perspectives of Union and</p>	<p><u>Essential Knowledge:</u></p> <p>Issues that Divided the Nation:</p> <ul style="list-style-type: none"> • Slavery • Cultural Issues • Economic Issues • Constitutional Issues <p>Compromises Attempting to Resolve Differences</p> <p>Southern Secession</p> <p>States that Seceded From the Union</p> <p>States that Remained in the Union</p> <p>Roles of Civil War Leaders:</p> <ul style="list-style-type: none"> • Abraham Lincoln • Jefferson Davis • Ulysses S Grant • Robert E Lee • Thomas "Stonewall" Jackson • Frederick Douglass <p>Major Battles and Events</p>	<p><u>Essential Questions:</u></p> <p>How did cultural, economic, and constitutional issues create bitter divisions between the North and the South?</p> <p>How did the issues of states' rights and slavery increase sectional tension between the North and South?</p> <p>Which states seceded from the Union?</p> <p>Which four slave states stayed in the Union?</p> <p>Where were the other states that remained in the Union located?</p> <p>Who are considered leaders of the Civil War?</p> <p>How did Lincoln's view of the nature of the Union differ from Lee's?</p> <p>Where did critical events of the Civil War take place?</p> <p>Where were the major battles fought?</p> <p>What are the ways location and topography influence important developments in the war, including major battles?</p> <p>What hardships were experienced during the Civil War?</p> <p>How did the Civil War change the lives of soldiers, women, and slaves?</p>

<p>Confederate soldiers (including African American soldiers), women, and enslaved African Americans</p>	<p>Influence of Location and Topography on Critical Developments in the War</p> <p>General Effects of the War</p> <p>Effects of the War on African Americans</p> <p>Essential Skills: Make connections between the past and the present. (USI.1b)</p> <p>Sequence events in United States history. (USI.1c)</p> <p>Interpret ideas and events from different historical perspectives. (USI.1d)</p> <p>Interpret patriotic slogans. (USI.1h)</p> <p>Analyze and interpret maps to explain historical events. (USI.1f)</p> <p>Identify and interpret primary and secondary source documents to increase understanding of events and life in United States history. (USI.1a)</p>	<p>Essential Understandings: Cultural, economic, and constitutional differences between the North and the South eventually resulted in the Civil War.</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.</p> <p>The North believed that the nation was a union that could not be divided.</p> <p>While the Civil War did not begin as a war to abolish slavery, issues surrounding slavery deeply divided the nation.</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> <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> <p>Location and topography were critical elements influencing important developments in the Civil War, including major battles.</p> <p>Life on the battlefield and on the home front was extremely harsh. Many soldiers died from disease and exposure.</p> <p>Teacher Notes and Elaborations:</p> <p>Resources:</p>
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