

U.S. History to 1865 Study Guide – 2020 update

HISTORY AND SOCIAL SCIENCE STANDARDS OF LEARNING - 2015 CURRICULUM FRAMEWORK

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STANDARD USI.2A --- CONTINENTS & OCEANS

The student will use maps, globes, photographs, pictures, or tables to

- a) locate the seven continents and five oceans

Continents are large land masses surrounded by water.

Continents

- North America
- South America
- Africa
- Asia
- Australia
- Antarctica
- Europe*



Oceans

- Atlantic Ocean
- Pacific Ocean
- Arctic Ocean
- Indian Ocean
- Southern Ocean

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

STANDARD USI.2B GEOGRAPHIC REGIONS

- 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.

Geographic regions have distinctive characteristics.

Geographic regions' locations and physical characteristics

Coastal Plain

- Located along the **Atlantic Ocean** and **Gulf of Mexico**
- **Broad lowlands** providing many **excellent harbors**

Appalachian Highlands

- Located west of the Coastal Plain, extending from eastern Canada to western Alabama; includes the Piedmont
- **Old, eroded mountains** (oldest mountain range in North America)

Canadian Shield

- Wrapped around the Hudson Bay in a **horseshoe shape**
- **Hills worn by erosion** and hundreds of **lakes** carved by glaciers

Interior Lowlands

- Located west of the Appalachian Mountains and east of the Great Plains
- **Rolling flatlands** with **many rivers**, broad river valleys, and grassy hills

Great Plains

- Located west of the Interior Lowlands and east of the Rocky Mountains
- **Flat lands** that gradually increase in elevation westward; **grasslands**



Rocky Mountains

- Located west of the Great Plains and east of the Basin and Range
- **Rugged mountains** stretching from Alaska almost to Mexico; high elevations
- Contains the **Continental Divide**, which determines the **directional flow of rivers**

Basin and Range

- Located west of the Rocky Mountains and east of the Coastal Range

- Varying elevations containing isolated mountain ranges and **Death Valley**, the **lowest point** in North America

Coastal Range

- Located along the Pacific Coast, stretching from California to Canada
- **Rugged mountains** and **fertile valleys**
- Includes the **Sierra Nevada** and the **Cascades**

STANDARD USI.2c

WATER FEATURES

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.

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.

Major bodies of water

- Oceans: **Atlantic, Pacific**
- Rivers: **Mississippi, Missouri, Ohio, Columbia, Colorado, Rio Grande, St. Lawrence**
- Lakes: **Great Lakes**
- Gulf: **Gulf of Mexico**



Trade, transportation, exploration, and settlement

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

STANDARD USI.2D

GEOGRAPHIC FEATURES

d) recognize key geographic features on maps, diagrams, and/or photographs.

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.

Key geographic features

- **Water-related**
 - Lakes
 - Rivers
 - Tributaries
 - Gulfs and bays
- **Land-related**
 - Mountains
 - Hills
 - Plains
 - Plateaus
 - Islands
 - Peninsulas

Geographic features are related to

- patterns of **trade**
- the locations of **cities and towns**
- the **westward (frontier) movement**
- **agricultural** and **fishing** industries.



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STANDARD USI.3A ARCHAEOLOGY

The student will demonstrate knowledge of how early cultures developed in North America by

- describing how archaeologists have recovered material evidence of ancient settlements, including Cactus Hill in Virginia.

Archaeology is the interpretation of material evidence remaining from past human activity.

Archaeological discoveries of early Indian settlements have been made in southeastern Virginia.

Archaeologists study human behavior and cultures of the past through the recovery and analysis of **artifacts**.

Scientists are **not in agreement** about when and how people **first arrived** in the Western Hemisphere.

Cactus Hill is located on the **Nottoway River** in southeastern Virginia.

- Evidence that humans lived at Cactus Hill as early as **18,000 years ago** makes it one of the **oldest archaeological sites** in North America.



Cactus Hill is located in Southeastern Virginia along the Nottoway River



Cactus Hill is one of the oldest archaeological sites in North America



STANDARD USI.3B AMERICAN INDIAN PEOPLES

- locate where the American Indians lived, with emphasis on the Arctic (Inuit), Northwest (Kwakiutl), Plains (Lakota), Southwest (Pueblo), and Eastern Woodlands (Iroquois).

Prior to the arrival of Europeans, American Indians were dispersed across the different environments in North America.

American Indians lived in all areas of North America.

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

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

STANDARD USI.3c

INDIANS – ENVIRONMENT & RESOURCES

c) describe how the American Indians used the resources in their environment.

Geography and climate affected how the various American Indian groups met their basic needs.

Resources influenced what was produced and how it was produced.

In the past, American Indians **fished, hunted, and grew crops** for food.

- They made **clothing** from **animal skins** and **plants**.
- They constructed shelters from resources found in their environment (e.g., sod, stones, animal skins, wood).

Types of resources

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

Natural resources

The **fish** caught, **wild animals** hunted, and **crops** grown were examples of **natural resources**.

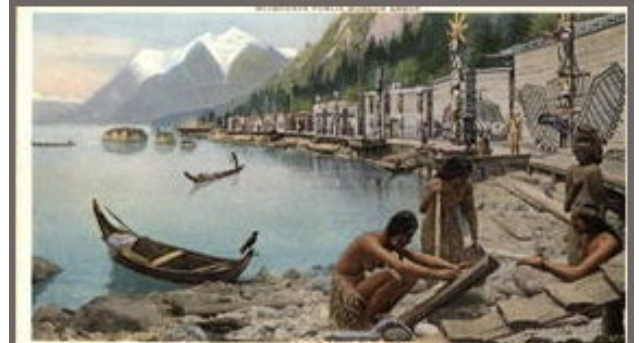
Human resources

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

Capital resources

The **canoes, bows, and spears** American Indians made were examples of **capital resources**

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Kwakiutl of the Pacific Northwest
Natural resources from the rivers and forests provide a rich supply of food and materials for clothing and shelter

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STANDARD USI.4A EUROPEAN EXPLORATION

The student will demonstrate knowledge of European explorations in North America and West Africa by

a) describing the motivations for, obstacles to, and accomplishments of the Spanish, French, Portuguese, and English explorations.



Major European countries were in competition to extend their power into North America and claim the land as their own.

Motivations for the explorations

- **Economic**—Gold, natural resources, and trade
- **Religious**—Spread Christianity
- **Competitions for empire** and **belief in superiority** of own culture

Obstacles to the explorations

- **Poor maps** and navigational tools
- **Disease and starvation**
- **Fear of the unknown**
- Lack of adequate **supplies**

Accomplishments of the explorations

- Exchanged **goods** and **ideas**
- Improved **navigational tools** and ships
- Claimed **territories** (see countries below)

Regions of North America explored by Spain, France, and England

- **Spain:** **Francisco Coronado** claimed the **Southwest** of the present-day United States for Spain.
- **France:**
 - **Samuel de Champlain** established the French settlement of **Québec**.
 - **Robert La Salle** claimed the **Mississippi River Valley** for France.
- **England:** **John Cabot** explored **eastern Canada**.

Regions explored by Portugal

- The **Portuguese** made voyages of discovery along the **coast of West Africa**.

STANDARD USI.4B CONFLICT OVER LAND

b) describe cultural and economic interactions between Europeans and American Indians that led to cooperation and conflict, with emphasis on the American Indian concept of land.

The interactions between American Indians and Europeans sometimes led to cooperation and other times resulted in conflict.

Cultural interactions

- **Spanish**
 - **Conquered and enslaved** American Indians
 - Brought **Christianity** to the New World
 - Established **missions**
 - Introduced **European diseases** to American Indians
- **French**
 - Established **trading posts**
 - Spread **Christian religion**
- **English**
 - Established **settlements and claimed ownership** of land
 - Learned **farming techniques** from American Indians
 - **Traded** with American Indians
- **American Indians**
 - **Taught farming techniques** to European settlers
 - Believed that **land** was to be used and shared but **not owned**

Areas of cooperation in economic interactions

- Europeans brought **weapons** and **metal farm tools**.
- **Trade**
- **Crops**

Areas of conflict

- **Land**
- **Competition** for trade
- Differences in **cultures**
- **Diseases**
- **Languages** differences

STANDARD USI.4c

GHANA, MALI, SONGHAI

c) identify the location and describing the characteristics of West African societies (Ghana, Mali, and Songhai) and their interactions with traders.

Ghana, Mali, and Songhai each dominated West Africa in sequence from 300 to 1600 A.D. (C.E.).



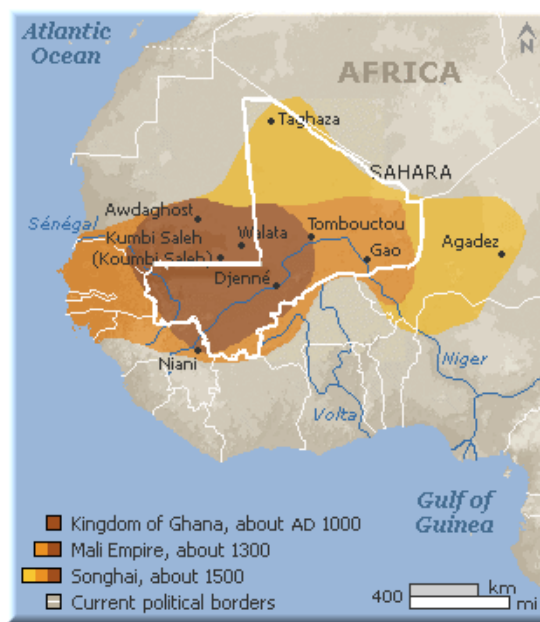
African people and African goods played an important role in European interest in world resources.

Ghana, Mali, and Songhai **dominated** West Africa one after another from **300 to 1600 A.D.**

Ghana, Mali, and Songhai were located in the **western region of Africa**, south of the **Sahara Desert**, near the **Niger River**.

Ghana, Mali, and Songhai became powerful by **controlling trade in West Africa**.

The **Portuguese** carried goods from Europe to West African empires, **trading metals, cloth, and other manufactured goods for gold**.



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STANDARD USI.5A REASONS FOR COLONIZATION

- a) describe the religious and economic events and conditions that led to the colonization of America.

Colonies in North America were established for religious and economic reasons.

Colonies and the reasons they were established

- **Roanoke Island** (Lost Colony) was established as an economic venture.
- **Jamestown Settlement**, the first permanent English settlement in North America (1607), was an **economic venture** by the **Virginia Company**.
- **Plymouth Colony** was settled by **separatists** from the **Church of England** who wanted to avoid **religious persecution**.
- **Massachusetts Bay Colony** was settled by the **Puritans** to avoid **religious persecution**.



- **Pennsylvania** was settled by the **Quakers**, who wanted freedom to **practice their faith** without interference.
- **Georgia** was settled by people who had been in **debtors' prisons** in England. They hoped to experience economic freedom and start a **new life** in the New World.

STANDARD USI.5B NEW ENGLAND, MID-ATLANTIC, SOUTHERN COLONIES

- b) life in the New England, Mid-Atlantic, and Southern colonies, with emphasis on how people interacted with their environment to produce goods and services.

Geographic features influenced life in the colonies

The colonies consisted of different groups of people whose lives varied greatly depending on their social position.

Terms to know

- **resources:** natural, capital, or human

Colonies	Geography and Climate	Resources	Social life	Political and civic life
New England	<ul style="list-style-type: none"> o Appalachian Mountains, harbors, hilly terrain, rocky soil, jagged coastline o Moderate summers, cold winters 	<ul style="list-style-type: none"> o Natural: timber, fish, deep harbors o Human: skilled craftsmen, fishermen, merchants, shipbuilders o Capital: tools, buildings 	<ul style="list-style-type: none"> o Village, school and church as center of life. o Religious reformers and separatists 	<ul style="list-style-type: none"> o Town meetings
Mid-Atlantic	<ul style="list-style-type: none"> o Appalachian Mountains, coastal plains, harbors, rivers, rich farmlands o Moderate climate 	<ul style="list-style-type: none"> o Natural: rich farmlands, rivers o Human: unskilled and skilled workers, farmers, fishermen, merchants o Capital: tools, buildings 	<ul style="list-style-type: none"> o Villages and cities o Diverse cultural backgrounds o Diverse religions 	<ul style="list-style-type: none"> o Market towns
South	<ul style="list-style-type: none"> o Appalachian Mountains, Piedmont, Atlantic Coastal Plain, harbors, rivers, fertile farmland o Humid climate 	<ul style="list-style-type: none"> o Natural: fertile farmlands, rivers, harbors, forests o Human: farmers, enslaved African Americans, indentured servants o Capital: tools, buildings 	<ul style="list-style-type: none"> o Plantations, mansions, few cities, few schools o Church of England 	<ul style="list-style-type: none"> o Counties

STANDARD USI.5C

SPECIALIZATION & INTERDEPENDENCE

c) specialization of and interdependence among New England, Mid-Atlantic, and Southern colonies;

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.

Terms to know

- **specialization:** Focusing on one or a few products
- **interdependence:** Two or more people depending on each other for goods and services

Colonies	Specialization	Examples of Interdependence
New England	o Fishing, shipbuilding, naval supplies, metal tools and equipment	o The New England colonies depended on the Southern colonies for crops such as tobacco, rice, cotton, and indigo. o They depended on the Mid-Atlantic colonies for livestock and grains .
Mid-Atlantic	o Livestock, grains, fish	o The Mid-Atlantic colonies traded with the Southern and New England colonies to get the products they did not produce. o The Mid-Atlantic colonies depended on the Southern colonies for tobacco, rice, indigo, and forest products. o They traded with the New England colonies for metal tools and equipment .
South	o Tobacco, rice, indigo, forest products (lumber, tar, pitch)	o The Southern colonies depended on the New England colonies for manufactured goods , including metal tools and equipment. o They depended on the Mid-Atlantic colonies for grains and other agricultural products not plentiful in the South.

STANDARD USI.5D

COLONIAL LIFE

d) colonial life in America from the perspectives of large landowners, farmers, artisans, merchants, women, free African Americans, indentured servants, and enslaved African Americans;

The colonies were made up of different groups of people whose lives varied greatly depending on their social position.

Large landowners

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

Farmers

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

Artisans

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

Merchants

- Worked to buy and sell goods to the colonists

- Lived in towns and cities

White Women

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

Free African Americans

- Were able to **own/inherit land in some cases**
- Had limited **economic freedom** and could work for pay and decide how to spend their money
- Had **varying degrees of freedom** and were **not allowed to vote** (men or women)

Indentured servants

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

Enslaved African Americans

- Were **captured** in their native Africa and **sold** to slave traders; then were shipped to the colonies where they were **sold into slavery**
- Were **owned as property** for life and did not have **any rights**.
- Were often **born into slavery** (i.e., children of enslaved African Americans were born into slavery.)

STANDARD US1.5E

RELATIONS BETWEEN COLONIES & GREAT BRITAIN

e) political and economic relationships between the colonies and Great Britain.

Great Britain established and attempted to maintain control over the colonies.

Economic relationships

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

Political relationships

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

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US1.6 – Revolutionary War

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STANDARD US1.6A

DISSATISFACTION WITH GREAT BRITAIN

The student will demonstrate knowledge of the causes and results of the American Revolution by

- a) the issues of dissatisfaction that led to the American Revolution.

As Great Britain expanded control over the American colonies, many colonists became dissatisfied and rebellious.

Great Britain's reasons for controlling the colonies

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

Great Britain's reasons for taxation

- To help **finance** the **French and Indian War**
- To help finance the maintenance of **British troops** in the colonies

Sources of colonial dissatisfaction

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

STANDARD US1.6B

REVOLUTION - POLITICAL IDEAS

- b) identify how political ideas shaped the revolutionary movement in America and led to the Declaration of Independence.

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. In practicality, it only applied to white men at this time.



Declaration of Independence

Key philosophies in the Declaration of Independence were based upon ideas first expressed by **European philosophers** (e.g., **John Locke**).

Key philosophies in the Declaration of Independence

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

STANDARD US1.6C

REVOLUTION - EVENTS & PEOPLE

- c) describe key events and the roles of key individuals in the American Revolution

Key individuals in the American Revolution

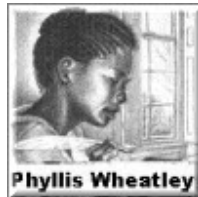
- **King George III**: British king during the Revolutionary era
- **Lord Cornwallis**: **British general** who surrendered at Yorktown
- **Crispus Attucks**: Fugitive enslaved African American who was the first person to die in the **Boston Massacre**
- **John Adams**: Championed the cause of independence
- **George Washington**: **Commander** of the Continental Army
- **Thomas Jefferson**: Major author of the **Declaration of Independence**
- **Patrick Henry**: Outspoken member of the House of Burgesses; inspired colonial **patriotism** with his "**Give me liberty or give me death**" speech
- **Thomas Paine**: Wrote the pamphlet **Common Sense**, promoting American independence
- **Benjamin Franklin**: Prominent member of the Continental Congress; helped frame the **Declaration of Independence**; helped gain **French support** for American independence
- **The Marquis de Lafayette**: French nobleman who served in the **Continental Army**; worked with the king of France to send French troops, ships, and funds that assisted the colonists in the American Revolution and contributed **to the victory at Yorktown**



- **James Armistead Lafayette:** Enslaved African American from Virginia, served as a **spy in the Continental Army** during the Revolutionary War. James Lafayette then had to fight for his freedom and **won his freedom** many years after the war, with the support of the Marquis de Lafayette.

Other important individuals

- **Phyllis Wheatley:** Enslaved African American who wrote **poems and plays** supporting American independence and who eventually gained her freedom
- **Paul Revere:** Patriot who made a daring **ride to warn colonists** of British arrival



Key events of the Revolution

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

STANDARD US1.6D

COLONIAL ADVANTAGES

d) reasons why the colonies were able to defeat Great Britain.

The colonists had many advantages that contributed to an American victory in the Revolutionary War.

Colonial advantages

- Some colonists' defense of their **own land**, principles, and beliefs
- Additional support from **France**
- Strong **leadership**



Key Events of the Revolution

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STANDARD USI.7A ARTICLES OF CONFEDERATION

The student will demonstrate knowledge of the challenges faced by the new nation by

- a) identifying the weaknesses of the government established by the Articles of Confederation.

The Articles of Confederation was a constitution written during the American Revolution to establish the powers of the new national government.

Weaknesses of the Articles of Confederation-

- Provided for a **weak national government**
- Gave Congress no **power to tax or regulate commerce** among the states
- Provided for **no common currency**
- Gave each state **one vote** regardless of size
- Provided for **no executive or judicial** branches



Outcomes of the Articles of Confederation

- **First constitution** of the United States
- The **Northwest Ordinance**
 - Outlined the process for admitting a new state to the Union
 - **Outlawed slavery in the new territories**

STANDARD USI.7B CONSTITUTION

- b) describe the historical development of the Constitution of the United States.

The development of the Constitution of the United



After four months of deliberations in Philadelphia, the delegates finally agree on a new U.S. Constitution.

States was significant to the foundation of the American republic.

The Constitution of the United States of America established a federal system of government based on power being shared between the national and state governments.

Confederation to

Constitution

- **Weaknesses** in the Articles of Confederation led to the effort to draft a **new constitution**.

The Constitutional Convention

- State delegates met in **Philadelphia** and decided not to revise the Articles of Confederation but to **write a new constitution**.
- **George Washington** was elected **president** of the **Constitutional Convention**.
- **James Madison** became known as the “**Father of the Constitution**.”
- Delegates debated over how **much power should be given to the new national government** and how large and small states should be represented in the new government.
- The **structure** of the new national government included three **separate branches of government**:
 - **Legislative** (makes the laws)
 - **Executive** (carries out the laws)
 - **Judicial** (interprets the laws)
- The **Great Compromise** decided **how many votes** each state would have in the **Senate** and the **House of Representatives**.
- The **Three-fifths Compromise** perpetuated **slavery** in the United States.
- The **Constitution was signed** at the end of the convention.

Ratification of the Constitution

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

The Bill of Rights

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

STANDARD US1.7c



FIRST FIVE PRESIDENTS

c) describe the major accomplishments of the first five presidents of the United States.

Congress and the first five presidents made decisions establishing a strong government that helped the nation grow in size and power.

All of the first five presidents were **Virginians** except **John Adams**.

Accomplishments during the first five presidencies

- **George Washington**
 - **Federal court system** was established.
 - The **Bill of Rights** was added to the Constitution of the United States of America.
 - Plans were created for development of the **national capital in Washington, D.C.** Benjamin **Banneker**, an African American astronomer and surveyor, helped complete the design for the city.
- **John Adams**
 - A **two-party system** emerged during his administration.



- **Thomas Jefferson**

- He bought **Louisiana** from France (**Louisiana Purchase**).
- **Lewis and Clark** Expedition, which included enslaved peoples **Sacagawea** and York explored new land **west of the Mississippi River**.



- **James Madison**

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

- **James Monroe**

- He introduced the **Monroe Doctrine** warning European nations **not to interfere** in the Western Hemisphere.

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STANDARD USI.8A TERRITORIAL EXPANSION

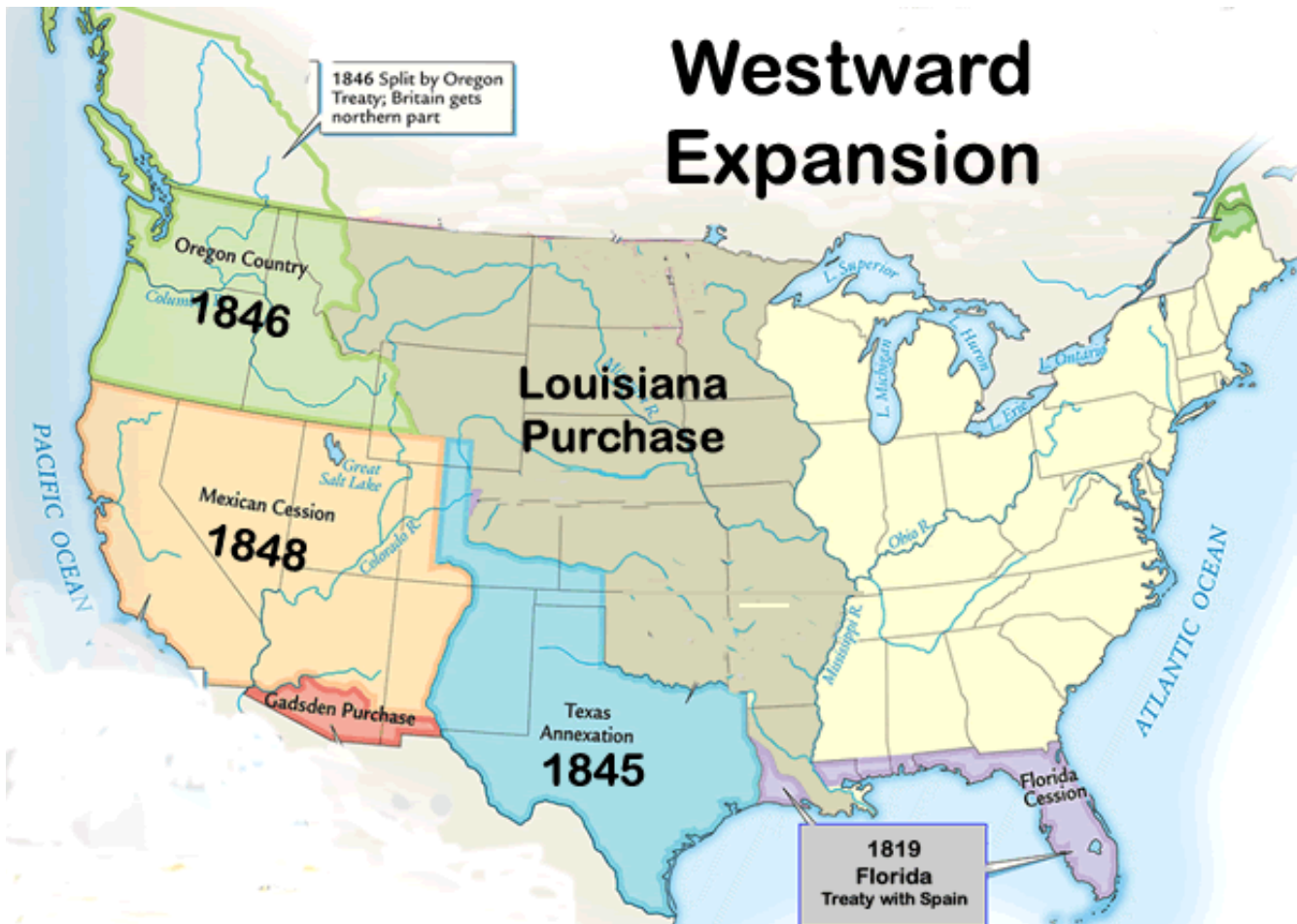
The student will demonstrate knowledge of westward expansion and reform in America from 1801 to 1861 by

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.

Between 1801 and 1861, exploration was encouraged as America underwent vast territorial expansion and settlement.

New territories added to the United States after 1801

- **Louisiana Purchase**
 - **Jefferson** bought land from **France** (the Louisiana Purchase), which **doubled** the size of the United States.
 - In the **Lewis and Clark** expedition, Meriwether Lewis and William Clark explored the Louisiana Purchase and the Oregon Territory from the Mississippi River to the Pacific Ocean.
- **Florida**
 - **Spain** gave **Florida** to the United States through a treaty.
- **Texas**
 - **Texas** was added to the United States after it became an **independent republic**.
- **Oregon**
 - The **Oregon Territory** was **divided** by the United States and Great Britain.
- **California**
 - **War with Mexico** resulted in **California** and the **southwest territory** becoming part of the United States.



STANDARD USI.8B

WESTWARD MOVEMENT

b) identify the geographic and economic factors that influenced the westward movement of settlers.

Geographic and economic factors that influenced westward movement

- **Population growth** in the eastern states
- Availability of **cheap, fertile land**
- Economic **opportunity, such as** gold (California **Gold Rush**), **logging, farming, freedom** (for runaway slaves)
- **Cheaper and faster transportation**, such as rivers and canals (**Erie Canal**), steamboats
- Knowledge of overland **trails** (Oregon and Santa Fe)
- Belief in the right of “**Manifest Destiny**”—the idea that expansion was for the good of the country and was the right of the country

STANDARD USI.8C

WESTWARD EXPANSION IMPACT ON AMERICAN INDIANS

c) explaining the impact of westward expansion on American Indians;

American Indians clashed with United States settlers and the United States government during westward expansion

Impact on American Indians

- The discovery of **gold** on American Indian land in the southern United States eventually led to **the removal of the Cherokee Indians** in Georgia.
- The **American Indian Removal Act** authorized the federal government to negotiate **treaties** with eastern tribes **exchanging their lands for land in the West**.
- *Cherokee Nation v. Georgia* was a Supreme Court decision that **supported the Cherokee Indians’ rights** to their land.
- “**Trail of Tears**”—As part of the American Indian removal policy, **the Cherokee nation and other tribes** were forced to give up their lands east of the Mississippi River and to **relocate** to an area in present-day Oklahoma.

STANDARD USI.8D

INVENTIONS

d) describe the impact of inventions, including the cotton gin, the reaper, the steamboat, and the steam locomotive, on life in America.

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.

Terms to know

inventor: A person who is the first to think of or make something

entrepreneur: A person who organizes resources to bring a new or better good or service to market in hopes of earning a profit

New technologies and their impact on society

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

STANDARD US1.8E

ABOLITIONIST & WOMEN'S SUFFRAGE MOVEMENTS

- e) identify the main ideas of the abolitionist and women's suffrage movements.

The abolitionists worked to end slavery.

The beginning of the women's suffrage movement included both white and African American women known as suffragists. Not all white suffragists were in agreement that women of color should be extended the right to vote.

Abolitionist movement

- Most **abolitionists** demanded immediate **freeing** of enslaved African Americans.
- **Abolitionists** believed that **slavery** was **wrong**.
 - Morally wrong
 - Cruel and inhumane
 - A violation of the principles of democracy
- **Abolitionist leaders** included both **men and women**.
 - **Harriet Tubman** led hundreds of enslaved African Americans to freedom along the **Underground Railroad**.
 - **William Lloyd Garrison** wrote the **Liberator** newspaper and worked for the immediate **emancipation** of all enslaved African Americans.
 - **Frederick Douglass** wrote **the North Star newspaper** and worked for rights for African Americans and women to better their lives.

Women's suffrage movement

Seneca Falls Convention

- In the *Declaration of Sentiments*, supporters declared that "All men and women are created equal."
- Supporters believed that women were deprived of basic rights:
 - Denied the **right to vote**
 - Denied **educational opportunities**, especially higher education
 - Denied **equal opportunities in business**
 - Limited in the **right to own property**
- The movement was led by **strong women** who began their campaign before the Civil War and continued after the war had ended.
 - **Isabella (Sojourner) Truth**, a former enslaved African American, was a nationally known advocate for equality and justice.
 - **Susan B. Anthony** was an advocate to gain **voting rights** for women and equal rights for all.
 - **Elizabeth Cady Stanton** played a leadership role in the women's rights movement.



U.S. History to 1865 Study Guide

Standard US1.9 Civil War

2020 update

HISTORY AND SOCIAL SCIENCE STANDARDS OF LEARNING

2015 CURRICULUM FRAMEWORK

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STANDARD US1.9A

ISSUES DIVIDING THE NATION

The student will demonstrate knowledge of the causes, major events, and effects of the Civil War by

a) describing the cultural, economic, and constitutional issues that divided the nation.

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

Issues that divided the nation

Slavery

- Much of America's **economy** revolved around the institution of **slavery**
- **Slavery was growing larger**, stronger, and more powerful in each decade after 1800.
- By 1860, nearly **four million Americans** lived in perpetual bondage.

Cultural issues

- The **North and the South shared a culture of Protestant Christianity**, political beliefs based on the Constitution, and ideals of personal property.
- A culture of reform grew in the **North**, fed by the **Second Great Awakening**, aspirations of social improvement, activist women, and charismatic reformers.
- In the **South**, white people argued that the **Bible sanctioned slavery** and that slaveholders acted as Christian protectors of enslaved people.
- **Black Southerners** saw themselves as a people held in **bondage** like the Israelites in the Bible and had faith, they would one day be delivered from slavery.

Economic issues

- In both the North and the South, most people were **farmers**.
- About a **fourth** of white Southern families **owned enslaved people** and grew wealthy from their labor.
- Powerful economic interests in both regions fought for **economic advantage** with government policies favorable to them.

- **Plantation slavery** was economically powerful but did not develop as many towns, cities, and factories as the North.

Constitutional issues

- A major conflict was **states' rights** versus **strong central government**.
- **Slavery** was the principal states' rights issue leading to the Civil War

Political issues

- Voter in the **North and the South** belonged to the **same political parties** from the 1820s through the 1850s: **Democrats** and **Whigs**.
- The two parties found ways for the divergent interests of the North and South to be compromised.
- The emergence of the **Republican Party** in the **late 1850s** gave voice to **Northerners** angry at Southern dominance of the federal government out of proportion to white population.
- These **political differences**, fed by the invention of the telegraph and the spread of newspapers, **led the South to secede**.

STANDARD US1.9B

STATES' RIGHTS & SLAVERY

b) explain how the issues of states' rights and slavery increased sectional tensions.

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.

Issues that divided the nation

- An important issue separating the country related to the **power of the federal government**.
 - **Southerners** believed that they had the power to declare any **national law illegal**.
 - **Northerners** believed that the national government's power was **supreme** over that of the states.
- **Slavery**
 - **Southerners** felt that the abolition of slavery would **destroy their region's economy**.
 - **Northerners** believed that slavery should be abolished for **moral reasons**.



Compromises attempting to resolve differences

- **Missouri Compromise (1820):** Missouri entered the Union as a slave state; Maine entered the Union as a free state.
- **Compromise of 1850:** California entered the Union as a free state. Southwest territories would decide the slavery issue for themselves.
- **Kansas-Nebraska Act:** People in each state would decide the slavery issue ("popular sovereignty").

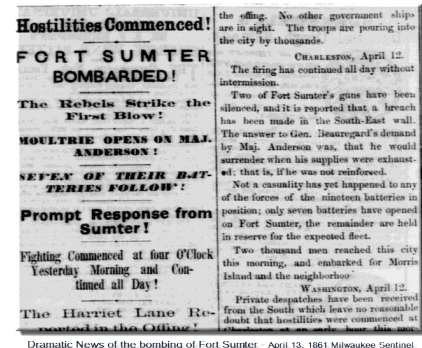


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- **Compromise of 1850:**
 - California entered the Union as a free state.
 - Southwest territories would decide the slavery issue for themselves.
 - The Fugitive Slave Act of 1850 was passed.
 - The slave trade was banned in Washington, D.C.
- **Kansas-Nebraska Act:** People in each state would decide the slavery issue ("popular sovereignty")

Southern secession

- Following Lincoln's election, the southern states seceded from the Union.
- Confederate forces attacked Fort Sumter in South Carolina, marking the beginning of the Civil War.
- Lincoln and many Northerners believed that the United States was one nation that could not be separated or divided.



Most white Southerners believed that the states had freely created and joined the union and could freely leave it.

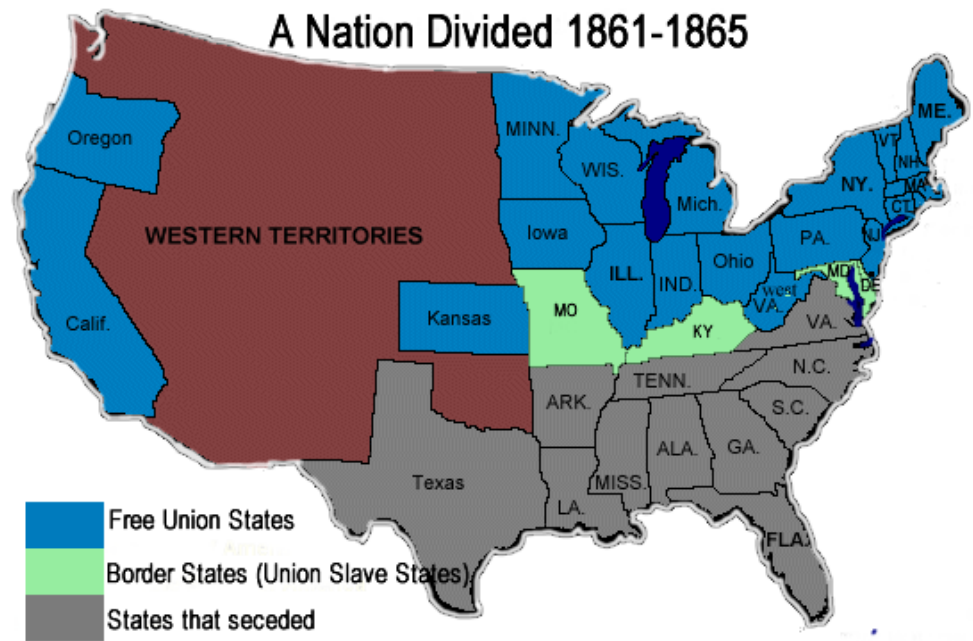
STANDARD

USI.9c

STATES TAKE SIDES

c) identify on a map the states that seceded from the Union and those that remained in the Union.

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.



States that remained in the Union

States that seceded from the Union

- Alabama
- North Carolina
- Arkansas
- South Carolina
- Florida
- Tennessee
- Georgia
- Texas
- Louisiana
- Virginia
- Mississippi

Border states (slave states)

- Delaware
- Maryland
- Kentucky
- Missouri

Free states

- California
- New Hampshire
- Connecticut
- New Jersey
- Illinois
- New York
- Indiana
- Ohio
- Iowa
- Oregon
- Kansas
- Pennsylvania
- Maine
- Rhode Island
- Massachusetts
- Vermont
- Michigan
- West Virginia*
- Minnesota
- Wisconsin

*Note: **Western counties of Virginia** that refused to secede from the Union

STANDARD USI.9D


CIVIL WAR LEADERS

d) describe the roles of Abraham Lincoln, Jefferson Davis, Ulysses S. Grant, Robert E. Lee, Thomas “Stonewall” Jackson, and Frederick Douglass in events leading to and during the war.

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.


Roles of Civil War leaders

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




Abraham Lincoln


- Was president of the United States
- Opposed the spread of slavery
- Issued the Emancipation Proclamation



Ulysses S. Grant
General of the Union army that defeated Lee




Jefferson Davis
President of the Confederate States of America




Robert E. Lee

- Was leader of the Army of Northern Virginia
- Was offered command of the Union forces at the beginning of the war, but chose not to fight against Virginia



Frederick Douglass
An enslaved African American who escaped to the North and became an abolitionist



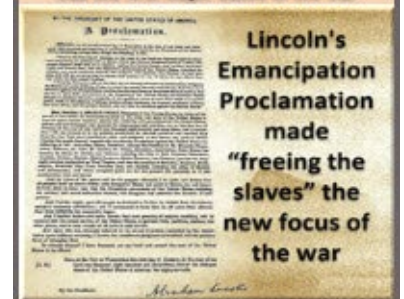
Thomas “Stonewall” Jackson
A skilled Confederate general from Virginia



The firing on Fort Sumter, S.C., began the war



The first Battle of Manassas (Bull Run) was the first major battle of the war



Lincoln's Emancipation Proclamation made "freeing the slaves" the new focus of the war

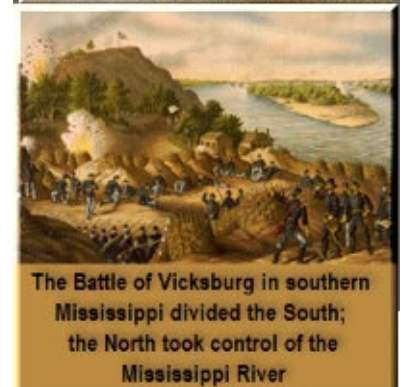
STANDARD USI.9E MAJOR BATTLES

e) use maps to explain critical developments in the war, including major battles.

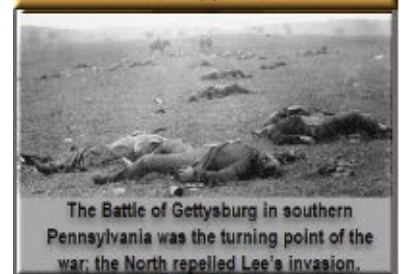
Location and topography were critical elements influencing important developments in the Civil War, including major battles.

Major battles and events

- The firing on **Fort Sumter, S.C.**, began the war.
- The first **Battle of Manassas (Bull Run)** (also known as the Battle of First Manassas) in northern Virginia was the **first major battle**.
- The signing of the **Emancipation Proclamation** made "freeing the slaves" the new focus of the war.
 - Many freed African Americans **joined** the Union army.
- The **Battle of Vicksburg** in southern Mississippi divided the South; the North **controlled the Mississippi River**.
- The **Battle of Gettysburg** in southern Pennsylvania was the **turning point** of the war; the North repelled Lee's invasion.
- **Lee's surrender** to Grant at **Appomattox Court House** in **1865** ended the war.



The Battle of Vicksburg in southern Mississippi divided the South; the North took control of the Mississippi River



The Battle of Gettysburg in southern Pennsylvania was the turning point of the war; the North repelled Lee's invasion.

Influence of location and topography on critical developments in the war

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



Lee surrenders to Grant at Appomattox Court

STANDARD USI.9F

EFFECTS OF WAR

f) describe the effects of war from the perspectives of Union and Confederate soldiers (including African American soldiers), women, and enslaved African Americans.

Life on the battlefield and on the home front was extremely harsh. Many soldiers died from disease and exposure.

General effects of the war

- Family members were often **pitted against** one another, as were friends against friends.
- As the war went on, **Southern troops** became increasingly **younger** and more **poorly equipped** and clothed.



- Much of the **South** was **devastated** at the end of the war (e.g., **burning of Atlanta** and **Richmond**).



Clara Barton
American Red Cross

- **Disease** was a major killer.
- **Clara Barton**, a Civil War nurse, created the **American Red Cross**.
- **Harriet Tubman**, an abolitionist and political activist, and conductor on the **Underground Railroad**.
- **Elizabeth Van Lew**, a Virginia abolitionist and **spy** for the Union Army.
- **Mary Bowser** was an African American Union **spy**.

- Combat was **brutal** and often man-to-man.
- **Women** were left to **run businesses** in the North and **farms and plantations** in the South.
- The collapse of the Confederacy made Confederate **money worthless**.



The collapse of the Confederacy made Confederate **money worthless**.

Effects of the war on African Americans

- **African Americans** fought in the Union army. Some African Americans accompanied Confederate units in the field.
- The **Confederacy** used enslaved African Americans as ship workers, laborers, cooks, and camp workers.
- The **Union** moved to enlist African American sailors during the war.
- African American soldiers were **paid less** than white soldiers.
- African American soldiers were **discriminated against** and served in segregated units under the command of white officers.
- **Robert Smalls**, an African American sailor and later a Union naval captain, was highly honored for his feats of **bravery and heroism**. He was elected to the United States House of Representatives after the war.



Robert Smalls
Union Naval Captain