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# INTRODUCTION

The *History and Social Science Standards of Learning Curriculum Framework 2015,* approved by the Board of Education on January 28, 2016, is a companion document to the 2015 *History and Social Science Standards of Learning for Virginia Public Schools*. The Curriculum Framework amplifies the Standards of Learning by defining the content understandings, knowledge, and skills that are measured by the Standards of Learning assessments.

The standards and Curriculum Framework are not intended to encompass the entire curriculum for a given grade level or course, nor to prescribe how the content should be taught. School divisions are encouraged to incorporate the standards and Curriculum Framework into a broader, locally designed curriculum. The Curriculum Framework delineates in greater specificity the minimum content that all teachers should teach and all students should learn. Teachers are encouraged to go beyond the standards and select instructional strategies and assessment methods appropriate for their students. Additional details such as the names of historical figures whose study further enriches the standards and clarifies the concepts under investigation will be found in the Curriculum Framework.

The Curriculum Framework facilitates teacher planning by identifying essential understandings, knowledge, and skills. Together, these key elements provide the focus of instruction for each standard. The purpose of each section is explained below:

**Standard of Learning Statement**Each page begins with a Standard of Learning statement as a focus for teaching and learning. Students will apply social science skills to understand the interrelationships between the history, geography, economics, and civics content, as well as become actively engaged in their learning.

**Essential Skills (Standard 1)**

The essential history and social science skills are outlined in Standard 1 for each grade level or course. Students use these skills to increase understanding of the history and social sciences content, including historical, geographic, political, and economic events or trends. The development of these skills is important in order for students to become better-informed citizens.

The first column for Standard 1 contains “Essential Understandings,” which are described below. The second column contains examples of how the skill may be applied in the classroom.

Note: The skills will not be assessed in isolation; rather, they will be assessed as part of the content in the *History and Social Science Standards of Learning*.

**Essential Understandings**

This column includes the fundamental background information necessary to acquire and apply the essential knowledge. The understandings should help students develop a sense of context, including why the essential knowledge is relevant to the standard; thus, teachers should use these understandings as a basis for lesson planning.

**Essential Knowledge**

This column delineates the key content facts, concepts, and ideas that students should grasp in order to demonstrate understanding of the standard. This information is not meant to be exhaustive or a limitation on what is taught in the classroom. Rather, it is meant to be the principal knowledge defining the standard.

The Curriculum Framework serves as a guide for Standards of Learning assessment development; however, assessment items may not and should not be verbatim reflections of the information presented in the Curriculum Framework.

# STANDARD K.1a

**The student will demonstrate skills for historical thinking, geographical analysis, economic decision making, and responsible citizenship by  
a) viewing artifacts and primary and secondary sources to develop an understanding of history;**  
**Essential Understandings**

Viewing artifacts and primary and secondary sources involves making observations and asking questions.

An artifact is an object or tool that reveals something about the past.

A primary source is an artifact, document, image, or other source of information that was created during the time under study.

A secondary source is a document, image, or other source of information that relates or discusses information originally presented elsewhere.  
  
**Experiences may include but are not limited to the following:**

* View works of art, such as a mural or statue from the local community.
* View maps of the local community.
* View photographs from the past and from the present depicting people working in the local community.
* View photographs of an American flag from long ago.
* Listen to or talk with citizens from the local community about life in the past.

# STANDARD K.1b

**The student will demonstrate skills for historical thinking, geographical analysis, economic decision making, and responsible citizenship by  
b) using basic map skills to support an understanding of the community;**

## Essential Understanding

Maps help develop an awareness of where places are located in the community.

Using a map involves making observations and connections, asking questions, and reflecting.

## Experiences may include but are not limited to the following:

* Make simple observations and ask questions about where places are located in the community.
* Use a map (may be digital) or a globe to identify the location of places referenced in stories and real-life situations.
* Create a simple map of the classroom, playground, or neighborhood.
* Explain how colors are used to show land and water features on maps and globes.
* Compare maps of the local community from the past and from the present.
* Share examples of how communities across the state and country are diverse and celebrate their diverse community members.

# STANDARD K.1c

**The student will demonstrate skills for historical thinking, geographical analysis, economic decision making, and responsible citizenship by  
c) gathering and classifying information, sequencing events, and separating fact from fiction to improve understanding of the community;**

## Essential Understandings

Gathering information involves using a variety of resources.

Classifying information involves grouping like information.

Sequencing events involves placing events in chronological order.

Separating fact from fiction involves determining whether or not information can be proven with evidence.

**Experiences may include but are not limited to the following:**

* Listen to community members, of diverse backgrounds, discuss events, stories, and narratives ~~legends~~ to learn about the community.
* Sequence events from the past that show how the community has changed over time.
* Create a timeline with five events from the life of a student or a community member.
* Create a list of statements about the community. Sort them according to which ones can be proven with evidence and which cannot.

# STANDARD K.1d

**The student will demonstrate skills for historical thinking, geographical analysis, economic decision making, and responsible citizenship by  
d) asking appropriate questions to solve a problem;**

## Essential Understandings

Asking a variety of questions extends learning and deepens understanding.

## Experiences may include but are not limited to the following:

* Create a simple survey or questionnaire to gain a deeper understanding of the local community.
* Ask adults in the community a variety of questions about a community issue.
* Create a class story proposing solutions to a problem.

# STANDARD K.1e

**The student will demonstrate skills for historical thinking, geographical analysis, economic decision making, and responsible citizenship by**

**e) comparing and contrasting people, places, or events;**

## Essential Understandings

Comparing and contrasting examines similarities and differences among people, places, or events.

Communities have different physical and cultural characteristics.

**Experiences may include but are not limited to the following:**

* Discuss how community helpers are alike and different in the services they provide.
* Use positional words such as near/far, above/below, behind/in front of, and left/right to describe how places are alike and different.
* Compare maps and images of the local community from the past and from the present.
* Create a Venn diagram to compare how holidays are celebrated.

# STANDARD K.1f

**The student will demonstrate skills for historical thinking, geographical analysis, economic decision making, and responsible citizenship by**

**f) recognizing direct cause-and-effect relationships;**

## Essential Understandings

A cause-and-effect relationship is a relationship in which one event (the cause) makes another event (the effect) happen.

Cause-and-effect relationships can be observed in the classroom, school, and community.

## Experiences may include but are not limited to the following:

* Explain how the location, climate, and physical surroundings of the community affected the way people met basic wants (e.g., food, clothing, shelter) in the past and how they meet them in the present.
* Discuss the effects of following or breaking a classroom rule.
* Draw pictures to show the effects of helping others.

# STANDARD K.1g

**The student will demonstrate skills for historical thinking, geographical analysis, economic decision making, and responsible citizenship by**

**g) making connections between past and present;**

## Essential Understandings

Everyday life in our community today is different from everyday life long ago.

People, events, and developments have brought changes to the community.

## Experiences may include but are not limited to the following:

* Read stories about the community in the past.
* Show images of foods, clothing, and houses from the past and make connections to foods, clothing, and houses of the present.
* Discuss how community jobs have changed over time.
* Use maps from the past and from the present to show how the community boundaries have changed over time.
* Use maps or images from the past and from the present to show how maps have changed over time.

# STANDARD K.1h

**The student will demonstrate skills for historical thinking, geographical analysis, economic decision making, and responsible citizenship by**

**h) using a decision-making model to make informed decisions;**

## Essential Understandings

Making choices involves getting more of one thing by giving up something else.

All decisions involve costs (disadvantages) and benefits (advantages).

A cost is what you give up when you decide to do something.

A benefit is what satisfies a want.

## Experiences may include but are not limited to the following:

Use a decision-making model to discuss the costs and benefits of

* a way to improve the classroom, school, or community
* buying a toy
* choosing a snack
* working in a group
* completing a classroom job

**Sample Decision-Making Model**

**Decision to be made:**

| Benefits (Advantage) | Costs (Disadvantage) |
| --- | --- |
|  |  |

# STANDARD K.1i

**The student will demonstrate skills for historical thinking, geographical analysis, economic decision making, and responsible citizenship by**

**i) practicing good citizenship skills while collaborating, compromising, and participating in classroom activities;**

## Essential Understandings

The classroom provides opportunities for students to develop the qualities of a good citizen.

## Experiences may include but are not limited to the following:

* Identify the importance of classroom chores and determine a way to distribute responsibilities fairly.
* Work in groups to choose among several fruits for a snack, demonstrating how people must choose something and give up something else when they cannot have everything they want.
* Take turns while playing a matching game.
* Create a classroom or school map, having each student draw a location on the map.

# STANDARD K.1j

**The student will demonstrate skills for historical thinking, geographical analysis, economic decision making, and responsible citizenship by**

**j) developing fluency in content vocabulary and comprehension of oral, written, and visual sources.**

## Essential Understandings

Developing fluency in social studies vocabulary improves comprehension of oral, written, and visual sources of information about the community.

Comprehending content vocabulary involves using and interacting with a variety of sources.

**Experiences may include but are not limited to the following:**

* Participate in class discussions about rules and the consequences of following or breaking rules, using new content vocabulary.
* Match pictures of workers with simple descriptions of the work people do.
* Sequence events in oral or written stories about families in the past and in the present.

# STANDARD K.2a, b

**The student will recognize that history describes events and people from other times and places by**

**a) identifying examples of historical events, stories, and legends that describe the development of the local community; and**

**b) identifying people who helped establish and lead the local community over time.**

## Essential Understandings

History relates events that have already happened.

History teaches us about the interesting lives of people long ago.

Localities in Virginia recognize people who helped establish and lead the local community over time.

**Essential Knowledge**

**Terms to know**

* history: Events that have already happened
* community: A place where people live, work, and play

Each local community has a unique history that includes stories and narratives ~~legends~~ that have developed over time.

Localities recognize people who contributed to the development of the community over time.

Local schools and divisions may determine community-related events, stories, narratives ~~legends~~, and people to be studied.

# STANDARD K.3

**The student will sequence events in the past and present and begin to recognize that things change over time.**

## Essential Understandings

Everyday life today is different from everyday life long ago.

Stories and people can describe events from the past.

**Essential Knowledge**

**Terms to know**

* past: Something that has already happened
* present: What is happening now

Information about events and traditions of the past is gained through the study of Thanksgiving; Martin Luther King, Jr., Day; George Washington Day (Presidents’ Day); Juneteenth (June 19th); and Independence Day (Fourth of July).

Events and traditions can be placed in chronological order to show change over time.

Descriptions of life in the past and in the present can be shared by people through pictures and stories and can show how communities change over time.

# STANDARD K.4

**The student will describe the relative location of people, places, and things by using positional words, with emphasis on near/far, above/below, left/right, and behind/in front.**

## Essential Understandings

The location of people, places, and things can be described in terms of their relationship to other people, places, and things.

There are certain words that help us describe where people, places, and things are located.

**Essential Knowledge**

**Terms to know (positional words)**

* near, far
* above, below
* left, right
* behind, in front of

Positional words are used daily to describe where people, places, and things are located in relation to each other.

# STANDARD K.5a, b, c, d, e

**The student will use simple maps and globes to**

**a) develop an awareness that a map is a drawing of a place to show where things are located and that a globe is a round model of Earth;**

**b) describe places referenced in historical events, stories, and real-life situations;**

**c) locate land and water features;**

**d) identify basic map symbols in a map legend; and**

**e) identify places and objects of a familiar area.**

## Essential Understandings

Maps and globes represent Earth and sometimes include map legends.

The location of places referenced in stories and real-life situations can be shown on maps and globes.

Land and water features can be found on maps and globes.

**Essential Knowledge**

**Terms to know**

* map: A drawing that shows what a place looks like from above
* globe: A round model of Earth
* model: Something that stands for something else
* symbol: A picture or thing that stands for something else
* map legend: A list of shapes and symbols used on a map and an explanation of what each one stands for

Maps or globes can show the location of places referenced in stories and real-life situations.

Maps can show simple representations of classrooms, playgrounds, neighborhoods, rivers, and oceans.

Land and water features on maps and globes are shown by different colors.

# STANDARD K.6a, b, c

**The student will develop an awareness that maps and globes**

**a) show a view from above;**

**b) show things in smaller size; and**

**c) show the position of objects.**

## Essential Understandings

Basic map concepts will help students use maps and globes.

**Essential Knowledge**

**Basic concepts about maps and globes**

* Land and water features can be shown on a map as viewed from above.
* Maps and globes show features in a smaller size than they are in real life.
* Locations can be found using a map, globe, geographic tool, or electronic device.

Viewing and using simple maps helps to develop an awareness of where people and things are located in the community.

# STANDARD K.7

**The student will describe how the location, climate, and physical surroundings of a community affect the way people live, including their food, clothing, shelter, transportation, and recreation.**

## Essential Understandings

Geography includes the study of locations, climates, and physical surroundings.

Location, climate, and physical surroundings affect the way people live.

**Essential Knowledge**

**Terms to know**

* location: Where people live
* climate: The kinds of weather an area has over a long period of time
* physical surroundings: Land and bodies of water present in a given location
* season: Any one of the four phases of the year (spring, summer, fall, or winter)
* transportation: A way of moving people and things from one place to another

Location, climate, and physical surroundings affect the way people in a community meet their basic wants. This includes the

* foods they eat
* clothing they wear
* types of houses they build

Communities use various types of transportation to meet their needs.

Geography affects how people travel from one place to another and determines which recreational activities are available in a location.

# STANDARD K.8

**The student will match simple descriptions of work that people do with the names of those jobs.**

## Essential Understandings

People work at jobs.

People work at jobs to earn money to meet their wants.

**Essential Knowledge**

**Examples of jobs**

* Doctors and nurses are people who take care of other people when they are sick.
* Construction workers are people who build houses and other buildings.
* Teachers are people who help students learn.
* Chefs are people who prepare meals.
* Farmers are people who grow crops and raise animals.
* Firefighters are people who put out fires.

# STANDARD K.9a, b

**The student will**

**a) recognize that people make choices because they cannot have everything they want; and**

**b) explain that people work to earn money to buy the things they want.**

## Essential Understandings

People cannot have everything they want. A decision-making model helps people make choices.

People have to make choices about things they want.

People work to earn money and use it to buy the things they want.

**Essential Knowledge**

**Terms to know**

* choice: Deciding among two or more things
* wants: Things people would like to have
* money: What people use to buy the things they want (paper bills and coins are examples of money)

When people cannot have everything they want, they must choose something and give up something else.

**Sample Decision-Making Model**

**Decision to be made:**

| Benefits | Costs |
| --- | --- |
|  |  |

# STANDARD K.10a, b, c, d, e, f, g

**The student will demonstrate that being a good citizen involves**

**a) taking turns and sharing;**

**b) taking responsibility for certain classroom chores;**

**c) taking care of personal belongings and respecting what belongs to others;**

**d) following rules and understanding the consequence of breaking rules;**

**e) practicing honesty, self-control, and kindness to others;**

**f) participating in decision making in the classroom; and**

**g) participating successfully in group settings.**

## Essential Understandings

Good citizens are involved in their homes, schools, and communities.

Good citizens take responsibility for their own actions.

Good citizens participate in making decisions in the classroom.

Good citizens work well with their classmates in groups.

Good citizens help others in their community.

**Essential Knowledge**

**Terms to know**

* community: A place where people live

**Examples of being a good citizen**

* Taking turns
* Sharing
* Completing classroom assignments
* Taking care of one’s things
* Respecting what belongs to others
* Being honest
* Practicing self-control
* Being kind to others
* Participating in making classroom decisions
* Working well with classmates in groups

# STANDARD K.11a, b, c, d

**The student will develop an understanding of how communities express patriotism through events and symbols by**

**a) recognizing the American flag;**

**b) recognizing the Pledge of Allegiance;**

**c) knowing that the president is the leader of the United States; and**

**d) recognizing the holidays and the people associated with the holidays Thanksgiving Day; Martin Luther King, Jr., Day; George Washington Day (Presidents’ Day); and Independence Day (Fourth of July).**

## Essential Understandings

The United States has a national flag.

The United States has a national pledge to the flag.

The United States has a leader, who is called the president.

We celebrate holidays to remember people and events of long ago. Some holidays inspire patriotism.

**Essential Knowledge**

**Term to know**

* patriotism: Feeling of respect for and love of country and state

The American flag has white stars on a blue rectangle, and it also has red and white stripes.

The pledge to the American flag is called the Pledge of Allegiance.

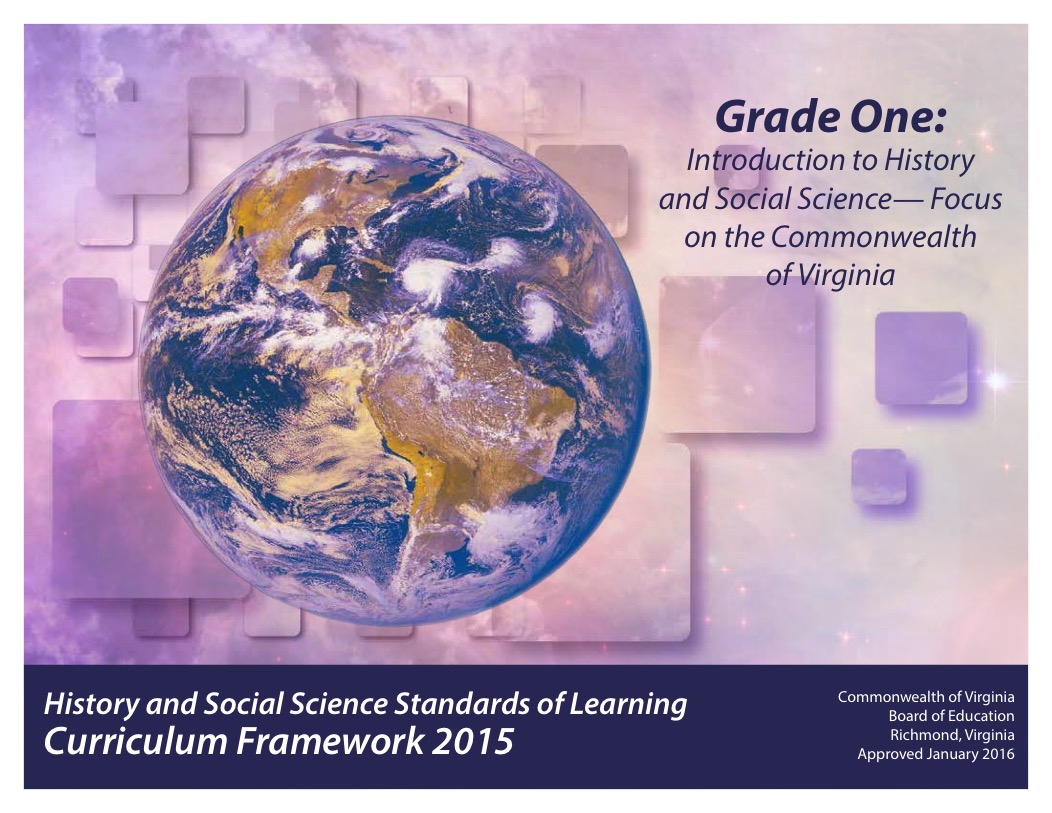
The president is the leader of the United States.

**Holidays to know**

* Thanksgiving Day: This is a day to remember the sharing of the harvest between the American Indians and the Pilgrims. It is observed in November.
* Martin Luther King, Jr., Day: This is a day to remember an African American man who worked so that all people would be treated fairly. It is observed in January.
* George Washington Day (Presidents’ Day): This is a day when we honor all presidents of the United States, especially George Washington. It is observed in February.
* Independence Day (Fourth of July): This is a day to remember when the United States became a country. It is sometimes called America’s birthday. It is observed in July.

Teachers are encouraged to explore and recognize holidays representing Virginia’s diverse populations and cultures.

Juneteenth is traditionally the day that celebrates the end of the enslavement of African Americans in the United States. It is observed on June 19th.



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The Curriculum Framework facilitates teacher planning by identifying essential understandings, knowledge, and skills. Together, these key elements provide the focus of instruction for each standard. The purpose of each section is explained below:

**Standard of Learning Statement**

Each page begins with a Standard of Learning statement as a focus for teaching and learning. Students will apply social science skills to understand the interrelationships between the history, geography, economics, and civics content, as well as become actively engaged in their learning.

**Essential Skills (Standard 1)**

The essential history and social science skills are outlined in Standard 1 for each grade level or course. Students use these skills to increase understanding of the history and social sciences content, including historical, geographic, political, and economic events or trends. The development of these skills is important in order for students to become better-informed citizens.

The first column for Standard 1 contains “Essential Understandings,” which are described below. The second column contains examples of how the skill may be applied in the classroom.

Note: The skills will not be assessed in isolation; rather, they will be assessed as part of the content in the *History and Social Science Standards of Learning*.

**Essential Understandings**

This column includes the fundamental background information necessary to acquire and apply the essential knowledge. The understandings should help students develop a sense of context, including why the essential knowledge is relevant to the standard; thus, teachers should use these understandings as a basis for lesson planning.

**Essential Knowledge**

This column delineates the key content facts, concepts, and ideas that students should grasp in order to demonstrate understanding of the standard. This information is not meant to be exhaustive or a limitation on what is taught in the classroom. Rather, it is meant to be the principal knowledge defining the standard.

The Curriculum Framework serves as a guide for Standards of Learning assessment development; however, assessment items may not and should not be verbatim reflections of the information presented in the Curriculum Framework.

## STANDARD 1.1a

**The student will demonstrate skills for historical thinking, geographical analysis, economic decision making, and responsible citizenship by**

**a) using artifacts and primary and secondary sources to develop an understanding of Virginia history;**

### Essential Understandings

Using artifacts and primary and secondary sources includes making observations and connections, asking questions, and reflecting.

An artifact is an object or tool that reveals something about the past.

A primary source is an artifact, document, image, or other source of information that was created during the time under study.

A secondary source is a document, image, or other source of information that relates or discusses information originally presented elsewhere.  
  
**Experiences may include but are not limited to the following:**

* View a picture of an early settlement and ask questions about why the people created the type of shelter depicted.
* Use an image and a description of a historic home in Virginia to ask questions and make observations about how daily life when the home was built is different from daily life today.
* View a map of 1607 Virginia and a map of Virginia today and ask questions about how the maps compare.
* View an image of a job from Virginia’s past and compare it to a job in Virginia today.

## STANDARD 1.1b

**The student will demonstrate skills for historical thinking, geographical analysis, economic decision making, and responsible citizenship by**

**b) using basic map skills to support an understanding of Virginia history;**

### Essential Understandings

Maps help develop an awareness of where places are located in Virginia.

Maps use directionality and symbols to identify or indicate a location.

Geographic information obtained from maps supports an understanding of Virginia history.

Using simple maps develops an awareness of how places in Virginia have changed from the past to the present.

**Experiences may include but are not limited to the following:**

**Viewing maps of Virginia**

* Make simple observations about what the symbols on a map represent.
* Identify landforms, such as mountains, on a map.
* Identify the Atlantic Ocean on a map.
* Identify water features on a map.
* Illustrate why people settled near the rivers in Virginia.
* Use cardinal directions to describe how people traveled from one place to another.

**Constructing maps**

* Create a simple drawing of the classroom, school, community.
* Create and/or label a simple map of Virginia to show
* where selected Virginians lived.
* the locations of Washington, D.C., and Richmond.

## STANDARD 1.1c

**The student will demonstrate skills for historical thinking, geographical analysis, economic decision making, and responsible citizenship by**

**c) using and creating graphs, diagrams, and pictures to determine characteristics of people, places, or events to support an understanding of Virginia history;**

### Essential Understandings

Graphs, diagrams, and pictures help students develop an understanding of people, places, and events in Virginia history.

**Experiences may include but are not limited to the following:**

* Use a Venn diagram to organize information about goods and services in Virginia.
* Create symbols to represent the contributions of selected individuals in the history of Virginia and organize the symbols in a chart.
* Use a simple bar graph of seasonal temperatures to determine how the time of year affects the ways that people in Virginia meet their basic wants.
* Create a chart of Virginia symbols that includes the Virginia flag, the state capitol building, the state bird, and the state flower. Conduct a survey to determine which symbol students find most meaningful. Graph the results of the survey.
* Create a graphic organizer of jobs in Virginia from the past and the present.

## STANDARD 1.1d

**The student will demonstrate skills for historical thinking, geographical analysis, economic decision making, and responsible citizenship by**

**d) asking appropriate questions to solve a problem;**

### Essential Understandings

Asking a variety of questions extends learning and deepens understanding.

Asking questions involves making observations about the world and framing them as inquiries to solve a problem.

**Experiences may include but are not limited to the following:**

* Ask a variety of questions before and after reading about an influential person or event in the history of Virginia.
* Create a simple drawing of the classroom, school, community.
* Use images of different locations in Virginia to generate questions.
* Ask questions about goods and services to determine what to choose and what to give up.

## STANDARD 1.1e

**The student will demonstrate skills for historical thinking, geographical analysis, economic decision making, and responsible citizenship by**

**e) comparing and contrasting people, places, or events in Virginia history;**

### Essential Understandings

Comparing and contrasting examines similarities and differences among people, places, or events.

Communities in Virginia have different physical and cultural characteristics.

**Experiences may include but are not limited to the following:**

* Create a class Venn diagram to compare the lives of famous Virginians.
* View maps and images of different locations in Virginia to compare which recreational activities are popular across the state.
* Create a Venn diagram to compare how different holidays are celebrated.
* Create a class chart of how selected jobs have changed over time.

## STANDARD 1.1f

**The student will demonstrate skills for historical thinking, geographical analysis, economic decision making, and responsible citizenship by**

**f) recognizing direct cause-and-effect relationships;**

### Essential Understandings

A cause-and-effect relationship is a relationship in which one event (the cause) makes another event (the effect) happen.

Identifying cause-and-effect relationships helps us understand specific events in Virginia history.

Cause-and-effect relationships can be observed in school, in the community, and in state history.

**Experiences may include but are not limited to the following:**

* Use information about the location, climate, and physical surroundings of Virginia to discuss how each of these affects the way people meet basic wants, such as the foods they eat, the clothing they wear, and the kinds of houses they build.
* ~~Describe how the relationship between Pocahontas and the Jamestown settlers affected the success of the Jamestown settlement.~~ Describe how the relationship between diseases and weapons of the English settlers impacted the Virginia Indians.
* Discuss how the traits of a good citizen affect classroom activities.

## STANDARD 1.1g

**The student will demonstrate skills for historical thinking, geographical analysis, economic decision making, and responsible citizenship by**

**g) making connections between past and present;**

### Essential Understandings

Everyday life in Virginia today is different from everyday life long ago.

People, events, and developments have brought changes to Virginia.

**Experiences may include but are not limited to the following:**

* Use stories and images about Jamestown to determine how life in the past was different from life today.
* Discuss how jobs in Virginia have changed over time for all Virginians.
* Use simple maps from the past and from the present to show how the boundaries of Virginia have changed over time.
* Use maps from the past and from the present to show how maps have changed over time.
* Compare John Smith’s map of Virginia to a map from the present.
* Make connections between transportation methods used in early Virginia and those used in the present.

## STANDARD 1.1h

**The student will demonstrate skills for historical thinking, geographical analysis, economic decision making, and responsible citizenship by**

**h) using a decision-making model to make informed decisions;**

### Essential Understandings

Choices involve getting more of one thing by giving up something else.

All decisions involve costs and benefits.

A cost is what you give up when you decide to do something.

A benefit is what satisfies a want.

**Experiences may include but are not limited to the following:**

Students make better choices when they consider the costs and benefits of their decisions.

Use a decision-making model to discuss the costs and benefits of the following:

* After reading a story from children’s literature, talk about the benefits and costs of a decision made by characters in the story.
* After reading a story about moving to colonial Jamestown, make a list of items the class would decide to take to a new settlement.
* After discussing the traits of a good citizen, decide the costs and benefits of choosing to volunteer at school or in the community.

**Sample Decision-Making Model**

**Decision to be made:**

| Benefits | Costs |
| --- | --- |
|  |  |

## STANDARD 1.1i

**The student will demonstrate skills for historical thinking, geographical analysis, economic decision making, and responsible citizenship by**

**i) practicing good citizenship skills and respect for rules and laws while collaborating, compromising, and participating in classroom activities;**

### Essential Understandings

Good citizens

* collaborate to achieve shared goals.
* compromise to reach an agreement.
* participate in classroom activities to demonstrate respect for rules.

People throughout Virginia’s history have collaborated and compromised to achieve common goals and to be successful as good citizens.

**Experiences may include but are not limited to the following:**

* Create a classroom chart of good citizenship rules to follow during classroom activities.
* Participate in a classroom vote to determine a reasonable consequence for breaking a classroom rule.
* Complete a simulation in which students exchange goods and services, with some students acting as producers and others as consumers.
* Identify the importance of classroom chores and determine a fair way to distribute responsibilities.
* Work in groups to choose among several fruits for a snack, demonstrating how people must choose something and give up something else when they cannot have everything they want.

## STANDARD 1.1j

**The student will demonstrate skills for historical thinking, geographical analysis, economic decision making, and responsible citizenship by**

**j) developing fluency in content vocabulary and comprehension of oral, written, and visual sources.**

### Essential Understandings

Developing fluency in social studies vocabulary improves comprehension of oral, written, and visual sources of information about Virginia history.

Comprehending content vocabulary involves using and interacting with a variety of sources.

**Experiences may include but are not limited to the following:**

* Label images of patriotic symbols such as the Virginia flag, the state capitol building, the state bird, and the state flower to show patriotism and respect for the state.
* Discuss the meaning of the Pledge of Allegiance. Create a short video of classmates or others reciting the Pledge to demonstrate respect for the American flag and the United States.
* Read a variety of fiction and nonfiction picture books about American holidays.
* Describe what or who is honored and remembered on each American holiday.
* Place pictures of the influential Virginians studied on a map at the locations where they lived.

## STANDARD 1.2a, b, c

**The student will demonstrate knowledge of Virginia history by describing important events and people in the history of the Commonwealth, including**

**a) the settlement of Virginia at Jamestown;**

**b) famous Virginians, such as George Washington and Thomas Jefferson, who helped form a new nation; and**

**c) life in Virginia today, including food, clothing, shelter, transportation, and recreation.**

**Essential Understandings**

Many people, from diverse backgrounds, and events contributed to Virginia history.

Virginia’s diverse environment has affected the way people interact with their surroundings.

### Essential Knowledge

Many different people, cultures, and events helped shape Virginia’s history.

Virginia started at Jamestown over 400 years ago.

Jamestown became the first permanent English settlement in North America.

**People to know**

* George Washington: He was born in Virginia. He was a leader who helped develop the country. He was the first president of the United States. He is known as the “Father of Our Country.” He led the fight for freedom from England and helped establish a new country.
* Thomas Jefferson: He was born in Virginia. He was the third president of the United States. He was a leader who helped develop a new country.

The location, climate, and physical surroundings of Virginia affect the way people meet their basic wants today. This includes the

* foods they eat
* clothing they wear
* types of houses they build

Communities in Virginia use various types of transportation to meet their needs.

The geography of Virginia affects how people travel from one place to another and determines what is available for recreation.

## STANDARD 1.3a, b, c, d, e

**The student will describe the stories of influential people in the history of Virginia and their contributions to our Commonwealth, with emphasis on**

**a) Powhatan;**

**b) Pocahontas;**

**c) Christopher Newport;**

**d) Maggie L. Walker; ~~and~~**

**e) Arthur R. Ashe, Jr.**

### Essential Understandings

Influential people in Virginia history made important contributions.

**Essential Knowledge**

**Term to know**

* contribution: The act of giving or doing something

**People to know**

* Powhatan: He was an American Indian leader when the settlers came to Jamestown. He ruled over many tribes.
* Pocahontas: She was an American Indian girl, daughter of Powhatan, who came with her father’s people to visit the settlers at Jamestown. She worked to help the settlers receive food from the American Indians.
* Christopher Newport: He was an English explorer who brought additional people and supplies to the Jamestown settlement.
* Maggie L. Walker: She was the first African American woman in the United States to establish a bank and become a bank president.
* Arthur R. Ashe, Jr.: He was the first African American winner of a major men’s tennis singles championship. He was a leader for civil rights and worked for equality for all people.

Teachers are encouraged to explore and recognize Virginia’s diverse people and cultures.

* John Mercer Langston: First African American Congressmen from Virginia.
* Lawrence Douglas Wilder: He was the first elected African American Governor of Virginia and in the United States.

## STANDARD 1.4a, b, c

**The student will describe the lives of people associated with major holidays, including**

**a) George Washington Day (Presidents’ Day);**

**b) Independence Day (Fourth of July); and**

**c) Martin Luther King, Jr., Day.**

### Essential Understandings

Major holidays are celebrated to remember important leaders and events of the past.

Citizens have worked to defend American principles.

**Essential Knowledge**

**Term to know**

* holiday:A day on which something or someone is honored or remembered

**Holidays to know**

* George Washington Day (Presidents’ Day): This is a day to remember all United States presidents, especially George Washington. It is observed in February.
* Independence Day (Fourth of July): This is a day to remember when America became a new country. It is sometimes called America’s birthday. It is observed in July.
* Martin Luther King, Jr., Day: This is a day to remember an African American leader who ~~worked~~ advocated so that all people would be treated fairly. It is observed in January.

Teachers are encouraged to explore and recognize holidays representing Virginia’s diverse populations and cultures.

Juneteenth is traditionally the day that celebrates the end of the enslavement of African Americans in the United States. It is observed on June 19th.

## STANDARD 1.5a, b, c, d, e

**The student will develop map skills by**

**a) recognizing basic map symbols, including references to land, water, cities, and roads;**

**b) using cardinal directions on maps;**

**c) identifying the shapes of the United States and Virginia on maps and globes;**

**d) locating Washington, D.C., the capital of the United States, and Richmond, the capital of Virginia, on a United States map; and**

**e) constructing simple maps, including a title, map legend, and compass rose.**

### Essential Understandings

Symbols and cardinal directions are used to determine where objects and places are located on maps and globes.

The United States and Virginia can be identified by their shapes on maps and globes.

The locations of the capital cities of Washington, D.C., and Richmond, Virginia, are identified by specific symbols.

**Essential Knowledge**

**Terms to know**

* map: A drawing that shows what places look like from above and where they are located
* globe: A round model of Earth
* symbol:A picture or thing that stands for something else
* cardinal directions:The directions of north, east, south, and west
* title: The name of a map or what kind it is
* map legend: A list of shapes and symbols used on a map and an explanation of what each one stands for
* compass rose: A symbol that shows direction (north, east, south, and west) on a map

**Symbols to identify on a map**

* Land
* Water
* Cities
* Roads

The terms *north, east, south*, and *west* are used to determine location on simple maps.

Virginia and the United States may be located by their shapes on maps and globes.

The capital cities of Washington, D.C., and Richmond, Virginia, may be identified by using symbols on a United States map.

## STANDARD 1.6a, b

**The student will develop a geographic understanding that**

**a) the location of Virginia determines its climate and results in four distinct seasons; and**

**b) the landforms of Virginia affect the places people live.**

### Essential Understandings

Virginia is located on the southeastern coast of the United States.

Landforms of Virginia include hills, mountains, valleys, and the coastal plain.

**Essential Knowledge**

**Terms to know**

* climate: The kinds of weather an area has over a long period of time
* physical surroundings: Land and bodies of water present in a given location
* season: Any one of the four phases of the year (spring, summer, fall, or winter)
* location: The place where a particular point or object exists on the surface of Earth
* landform: A shape or feature of Earth’s surface

The climate of Virginia is mild.

Virginia has four distinct seasons that include spring, summer, fall, and winter.

Landforms affect where people build houses and communities.

Location, climate, and physical surroundings affect the way people in Virginia meet their basic wants.

## STANDARD 1.7

**The student will explain the difference between goods and services and describe how people are consumers and producers of goods and services.**

### Essential Understandings

Goods and services satisfy people’s wants.

People are consumers when they buy or use goods and services.

People are producers when they make goods or provide services.

Most people are both consumers and producers.

**Essential Knowledge**

**Terms to know**

* goods: Things people make or use to satisfy wants
* services: Activities that satisfy people’s wants
* consumer: A person who uses or buys goods and services
* producer: A person who makes goods or provides services

## STANDARD 1.8

**The student will explain that people make choices because they cannot have everything they want.**

### Essential Understandings

People make choices because they cannot have everything they want.

A decision-making model helps people make choices.

**Essential Knowledge**

**Terms to know**

* cost: What you give up when you decide to do something
* benefit: What satisfies a want

People cannot have all the goods and services they want.

People must choose some things and give up others.

All decisions involve costs and benefits.

Students make better choices when they consider the costs and benefits of their decisions.

**Sample Decision-Making Model**

**Decision to be made:**

| Benefits | Costs |
| --- | --- |
|  |  |

## STANDARD 1.9

**The student will recognize that people save money for the future to purchase goods and services.**

### Essential Understandings

People can choose to spend or save money.

To save money, people give up spending now in order to buy goods and services in the future.

**Essential Knowledge**

**Terms to know**

* money: Paper bills and coins used to pay for goods and services
* savings: Money not spent now so it can be spent in the future

People save to buy something later when they have enough money.

## STANDARD 1.10a, b, c, d, e, f

**The student will apply the traits of a good citizen by**

**a) focusing on fair play, exhibiting good sportsmanship, helping others, and treating others with respect;**

**b) recognizing the purpose of rules and practicing self-control;**

**c) working hard in school;**

**d) taking responsibility for one’s own actions;**

**e) valuing honesty and truthfulness in oneself and others; and**

**f) participating in classroom decision making through voting.**

### Essential Understandings

Good citizens show a variety of positive traits.

Good citizens show respect to others even when they disagree.

Rules are made so that everyone is treated fairly.

Good citizens help make decisions in their classrooms by voting when the chance is provided.

Not everyone was considered a citizen when our country began, and for a long time after that, even until today.

**Essential Knowledge**

Students can demonstrate good citizenship by

* playing fairly
* exhibiting good sportsmanship
* helping others
* treating others with respect
* recognizing the purpose of rules
* practicing self-control
* working hard in school
* taking responsibility for their own actions
* valuing honesty and truthfulness in themselves and others
* participating in classroom decision making.
* being inclusive of others despite differences
* exercising civic duties like voting and paying taxes

**Reasons for rules**

* To protect the rights of people
* To provide suggestions for good behavior
* To keep people safe

**Reasons for voting**

* To voice your opinion
* To take part in the process

## STANDARD 1.11

**The student will recognize the symbols and traditional practices that honor and foster patriotism in the United States by demonstrating respect for the American flag by learning about the Pledge of Allegiance.**

### Essential Understandings

Patriotic symbols and traditions honor the people and the history of the United States.

The Pledge of Allegiance is said in recognition of the heritage of the United States.

**Essential Knowledge**

**Terms to know**

* American flag: A patriotic symbol of the United States
* Pledge of Allegiance: A patriotic tradition that honors the people and the history of the United States

Citizens say the Pledge of Allegiance to demonstrate respect for the American flag and the United States.

## STANDARD 1.12a, b

**The student will recognize the symbols and traditional practices that honor the Commonwealth of Virginia by**

**a) identifying the Virginia flag, state capitol building, state bird, and state flower; and**

**b) describing why people have symbols and traditions.**

### Essential Understandings

Patriotic symbols and traditions honor the people and the history of Virginia.

**Essential Knowledge**

**Terms to know**

* symbol: A picture, object, or action ~~or thing~~ that stands for something ~~else~~
* tradition: A custom or belief that is practiced or observed over a long period of time
* patriotic: Showing respect for and love of country ~~and~~ state and neighbors

**Patriotic symbols of the Commonwealth of Virginia**

* Virginia flag
* State capitol building located in Richmond
* Cardinal (the state bird)
* Dogwood (the state flower)

People use patriotic symbols and traditions to honor the people and the history of Virginia.

A tradition is a way of doing things that can be passed down from adults to children.

## STANDARD 1.13a, b, c

**The student will understand that the people of Virginia**

**a) have state and local government officials who are elected by voters;**

**b) make contributions to their communities; and**

**c) include people who have diverse ethnic origins, customs, and traditions and are united as Americans by common principles.**

### Essential Understandings

Communities in Virginia have state and local government officials who are elected by voters.

The people of Virginia contribute to their communities by practicing the responsibilities of good citizens.

The people of Virginia have diverse ethnic origins, customs, and traditions and are united as Americans by common principles and traditions.

**Essential Knowledge**

Voters in Virginia elect officials to make decisions for them in the state and local governments.

People contribute to their communities by practicing the responsibilities of good citizenship and volunteering to make communities better.

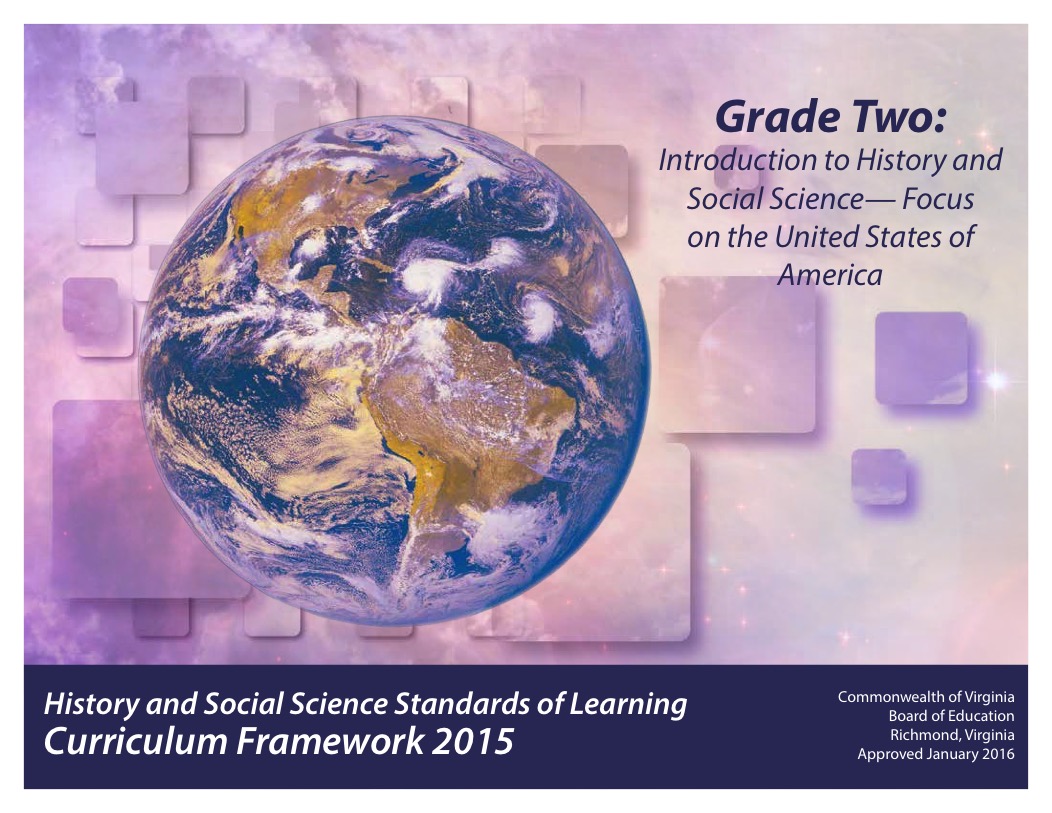
Many Virginians make valuable contributions to their communities.

Communities in Virginia include people of many ethnic origins who come from different places around the world.

People celebrate American holidays and traditions in addition to their own cultural holidays and traditions.

People in Virginia’s communities are united as Americans by common principles and traditions. such as

* celebrating Independence Day (Fourth of July).
* pledging allegiance to the flag.



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# INTRODUCTION

The *History and Social Science Standards of Learning Curriculum Framework 2015,* approved by the Board of Education on January 28, 2016, is a companion document to the 2015 *History and Social Science Standards of Learning for Virginia Public Schools*. The Curriculum Framework amplifies the Standards of Learning by defining the content understandings, knowledge, and skills that are measured by the Standards of Learning assessments.

The standards and Curriculum Framework are not intended to encompass the entire curriculum for a given grade level or course, nor to prescribe how the content should be taught. School divisions are encouraged to incorporate the standards and Curriculum Framework into a broader, locally designed curriculum. The Curriculum Framework delineates in greater specificity the minimum content that all teachers should teach and all students should learn. Teachers are encouraged to go beyond the standards and select instructional strategies and assessment methods appropriate for their students. Additional details such as the names of historical figures whose study further enriches the standards and clarifies the concepts under investigation will be found in the Curriculum Framework.

The Curriculum Framework facilitates teacher planning by identifying essential understandings, knowledge, and skills. Together, these key elements provide the focus of instruction for each standard. The purpose of each section is explained below:

**Standard of Learning Statement**

Each page begins with a Standard of Learning statement as a focus for teaching and learning. Students will apply social science skills to understand the interrelationships between the history, geography, economics, and civics content, as well as become actively engaged in their learning.

**Essential Skills (Standard 1)**

The essential history and social science skills are outlined in Standard 1 for each grade level or course. Students use these skills to increase understanding of the history and social sciences content, including historical, geographic, political, and economic events or trends. The development of these skills is important in order for students to become better-informed citizens.

The first column for Standard 1 contains “Essential Understandings,” which are described below. The second column contains examples of how the skill may be applied in the classroom.

Note: The skills will not be assessed in isolation; rather, they will be assessed as part of the content in the *History and Social Science Standards of Learning*.

**Essential Understandings**

This column includes the fundamental background information necessary to acquire and apply the essential knowledge. The understandings should help students develop a sense of context, including why the essential knowledge is relevant to the standard; thus, teachers should use these understandings as a basis for lesson planning.

**Essential Knowledge**

This column delineates the key content facts, concepts, and ideas that students should grasp in order to demonstrate understanding of the standard. This information is not meant to be exhaustive or a limitation on what is taught in the classroom. Rather, it is meant to be the principal knowledge defining the standard.

The Curriculum Framework serves as a guide for Standards of Learning assessment development; however, assessment items may not and should not be verbatim reflections of the information presented in the Curriculum Framework.

# STANDARD 2.1a

**The student will demonstrate skills for historical thinking, geographical analysis, economic decision making, and responsible citizenship by**

**a) identifying artifacts and primary and secondary sources to understand events in American history;**

## Essential Understandings

Identifying artifacts and primary and secondary sources includes viewing and using information sources to draw conclusions.

An artifact is an object or tool that tells us about people from the past.

A primary source is an artifact, document, image, or other source of information that was created during the time under study.

A secondary source is a document, image, or other source of information that relates or discusses information originally presented elsewhere.

**Experiences may include but are not limited to the following:**

* View pictures of pottery to make observations, ask questions, and draw conclusions about the lives of the Powhatan, Lakota, and Pueblo people.
* Use images of methods of communication and/or transportation to describe important developments and innovations in United States history.
* View an early map of the United States and compare it to a current map of the United States.
* View pictures of people working in the past and present. Ask questions about how jobs and resources have changed over time.
* View images of American symbols (e.g., Washington Monument, Statue of Liberty) from long ago and compare them to images of those symbols today.

# STANDARD 2.1b

**The student will demonstrate skills for historical thinking, geographical analysis, economic decision making, and responsible citizenship by**

**b) using basic map skills to locate places on maps and globes to support an understanding of American history;**

**Essential Understandings**  
Maps help develop an awareness of where historical places are located in America.  
  
Maps use directionality and symbols to identify or indicate a location.  
  
Geographic information obtained from maps supports an understanding of American history.  
  
Using simple maps develops an awareness of how places in the United States have changed from the past to the present.   
 **Experiences may include but are not limited to the following:**

* Use information found on a map to ask questions and draw conclusions about American history.
* Use a United States map to discuss map elements such as directionality and symbols.
* Create and/or label a simple map to show the location of select rivers, mountain ranges, and lakes in the United States.
* Use a map or globe to compare how people adapt to the environment to satisfy their wants.

# STANDARD 2.1c

**The student will demonstrate skills for historical thinking, geographical analysis, economic decision making, and responsible citizenship by**

**c) using and creating graphs, diagrams, and pictures to determine characteristics of people, places, or events to support an understanding of American history;**

## Essential Understandings

Graphs, diagrams, and pictures help students develop an understanding of people, places, and events in American history.

**Experiences may include but are not limited to the following:**

* Use a Venn diagram to organize information about transportation in the past and the present. Create a class Venn diagram to compare the information gathered.
* Sort images of historical figures in American history by specified characteristics.
* Create a chart about American Indian cultures that includes pictures or descriptions of their land, resources, food, shelter, or clothing.
* Gather information about natural, human, and capital resources used during a school day. Create a class graph to determine which type of resource was used most often.
* Create a diagram of how people have made contributions to their communities over time.

# STANDARD 2.1d

**The student will demonstrate skills for historical thinking, geographical analysis, economic decision making, and responsible citizenship by**

**d) asking appropriate questions to solve a problem;**

## Essential Understandings

Asking a variety of questions extends learning and deepens understanding.

Asking questions involves making observations about the world and framing them as inquiries to solve a problem.   
  
**Experiences may include but are not limited to the following:**

* Ask questions before, during, and after reading about how the contributions of selected individuals affected the lives of Americans.
* Generate questions before voting to make class decisions.
* Generate questions about an artifact or image to determine its purpose, use, and time period.
* Use images of different locations in the United States to generate questions about problems the inhabitants faced.
* Examine choices made by influential people in United States history and ask, “Why did they make this choice?” and “Was it a good decision?”

# STANDARD 2.1e

**The student will demonstrate skills for historical thinking, geographical analysis, economic decision making, and responsible citizenship by**

**e) comparing and contrasting people, places, or events in American history;**

## Essential Understandings

Comparing and contrasting examines similarities and differences among people, places, or events.

Communities in the United States have different physical and cultural characteristics.

**Experiences may include but are not limited to the following:**

* Create a class Venn diagram to compare the lives of famous Americans.
* Create models that reflect the physical and cultural characteristics of the homes of American Indian people and describe how the models are similar and different.
* Compare and contrast the reasons we celebrate various holidays (e.g., Labor Day, Memorial Day) in the United States.
* Create a graphic organizer to compare how holidays are celebrated in the United States.

# STANDARD 2.1f

**The student will demonstrate skills for historical thinking, geographical analysis, economic decision making, and responsible citizenship by**

**f) recognizing direct cause-and-effect relationships;**

## Essential Understandings

A cause-and-effect relationship is a relationship in which one event (the cause) makes another event (the effect) happen.

Identifying cause-and-effect relationships helps us understand specific events in United States history.

Cause-and-effect relationships can be observed in local, state, and national history.  
  
**Experiences may include but are not limited to the following:**

* Create a flow chart to show how types of communication and transportation developed over time (e.g., the development of communication through letters, the telegraph, the telephone, the cell phone). Discuss how each invention built upon what came before.
* Use a cause-and-effect or flow chart to show how selected famous Americans caused the present to be different from the past.
* Discuss how the location, climate, and physical surroundings of different American Indian cultures affected their homes, occupations, and transportation.
* Draw pictures to show how limited resources affect people’s choices about producing and consuming goods and services.
* Discuss how the traits of a good citizen affect classroom activities.

# STANDARD 2.1g

**The student will demonstrate skills for historical thinking, geographical analysis, economic decision making, and responsible citizenship by**

**g) making connections between past and present;**

## **Essential Understanding**s

Everyday life in the United States today is different from everyday life long ago.

People, events, and developments have brought changes to the United States.

**Experiences may include but are not limited to the following:**

* Survey family members or school officials to determine how they celebrated various holidays when they were in elementary school.
* Create or read a story where students predict how life in the United States today would be different without technology such as the Internet, cell phones, and computers.
* Create or gather images that illustrate acts of bartering. Create or gather images of people using money to make purchases. Discuss the similarities and differences between bartering and using money.
* Create a flow chart to show how types of communication developed over time (e.g., the development of communication through letters, the telegraph, the telephone, the cell phone).
* Compare selected famous Americans to identify common characteristics that helped them create change.
* Use books, images, and Web sites to compare American Indian cultures from long ago and today.

# STANDARD 2.1h

**The student will demonstrate skills for historical thinking, geographical analysis, economic decision making, and responsible citizenship by**

**h) using a decision-making model to make informed decisions;**

## Essential Understandings

Choices involve getting more of one thing by giving up something else.

All decisions involve costs and benefits.

A cost is what you give up when you decide to do something.

A benefit is what satisfies a want.

Students make better choices when they consider the costs and benefits of their decisions.

Decision-making models are used to make decisions for the future and to better understand the decisions people made in the past.

**Experiences may include but are not limited to the following:**

* Use a decision-making model to discuss the costs and benefits of
* decisions made by characters in children’s literature
* which continent each student would like to visit
* an action to improve the school or community

Create a product and participate in a marketplace simulation.  
  
**Sample Decision-Making Model**

**Decision to be made:**

| Benefits | Costs |
| --- | --- |
|  |  |

# STANDARD 2.1i

**The student will demonstrate skills for historical thinking, geographical analysis, economic decision making, and responsible citizenship by**

**i) practicing good citizenship skills and respect for rules and laws while collaborating, compromising, and participating in classroom activities;**

## Essential Understandings

Good citizens

* collaborate to achieve shared goals.
* compromise to reach an agreement.
* participate in classroom activities to demonstrate respect for rules.

People throughout United States history have collaborated and compromised to achieve common goals and to be successful as good citizens.  
 **Experiences may include but are not limited to the following:**

* Take part in the voting process to make classroom decisions.
* Work in groups to determine actions that can improve the school and community.
* Create illustrations that show people following rules related to protecting the rights and property of others.
* Identify the good citizenship skills of selected individuals who had an impact on the lives of Americans and explain how these skills affected the contributions they made.
* Identify how celebrating selected holidays is an example of practicing good citizenship skills.

# STANDARD 2.1j

**The student will demonstrate skills for historical thinking, geographical analysis, economic decision making, and responsible citizenship by**

**j) defending positions orally and in writing, using content vocabulary.**

## Essential Understandings

Developing fluency in social studies vocabulary improves comprehension of oral, written, and visual sources of information about United States history.

Comprehending oral, written, and visual sources involves using and interacting with a variety of sources.

Defending positions, using content vocabulary, involves the application of vocabulary to make an argument.

**Experiences may include but are not limited to the following:**

* Discuss the meaning of an individual’s right to life, liberty, and the pursuit of happiness as well as equality under the law.
* Read a variety of texts about Rosa Parks, Jackie Robinson, Cesar Chavez, and Martin Luther King, Jr. Explain how their contributions have changed the lives of Americans.
* View images of workers across the United States. Explain how people in the past and present have made economic choices because resources, goods, and services were scarce.

# STANDARD 2.2

**The student will demonstrate knowledge of the United States by describing important developments and innovations in United States history, including developments and innovations related to communication and transportation.**

## Essential Understandings

Innovations in methods of communication and modes of transportation have changed the way that people live and work.

Communities change over time for a variety of reasons.

**Essential Knowledge  
Terms to know**

* community: A place where people live, work, and play
* innovation: Something new or different
* communication: A way of sending information to people
* transportation: A way of moving people and things from one place to another
* population: The number of people living in a community

In United States history, important developments and innovations in communication and transportation have occurred over time.

The way people live today is different from the way people lived long ago.

New inventions have led to changes in buildings, jobs, modes of transportation, and populations of communities over time.

Communication systems that have been used in the United States over time include

* telegraph
* telephone
* radio
* television
* cell phone
* Internet.

Transportation systems that have been used in the United States over time include

* horses
* covered wagons
* steamboats
* railroads
* automobiles
* airplanes.

# STANDARD 2.3a, b, c

**The student will compare the lives and contributions of three American Indian cultures of the past and present, with emphasis on**

1. **the Powhatan of the Eastern Woodlands;**
2. **the Lakota of the Plains; and**
3. **the Pueblo peoples of the Southwest.**

## Essential Understandings

American Indian peoples have lived in Virginia and in other regions of America for thousands of years.

American Indians developed different cultures because they lived in different environments of North America.

American Indians made contributions to life in America in the past and continue to make contributions in the present.  
  
**Essential Knowledge**

**Terms to know**

* culture: The beliefs, customs, and way of life of a group of people
* region: Places that have common (the same) characteristics
* environment: Surroundings

**Comparison of three American Indian cultures of the past**

**Region** **Indians** **Homes** **Occupations** **Transportation**

**Eastern**

**Woodlands** Powhatan Wood frame Fishermen, Walked,

houses with hunters, paddled canoes

bark/reed covering farmers

**Plains** Lakota Teepees Hunters, horsemen Walked, used horses  
**Southwest** Pueblo Multistory

Terraced buildings Farmers, hunters Walked

**Contributions of American Indians**

* Arts (pottery, weaving, carving)
* Knowledge of the environment
* Respect for nature
* Farming of corn and tobacco

**Changes in American Indian cultures**

* American Indian cultures have changed over time.
* Today, American Indians live and work to preserve their culture and teach people about past and present contributions to Virginia and the United States.

# STANDARD 2.4a, b, c, d, e, f, g, h, i, j

**The student will describe how the contributions of selected individuals changed the lives of Americans, with emphasis on**

**a) Christopher Columbus;**

**b) Benjamin Franklin;**

**c) Abraham Lincoln;**

**d) George Washington Carver;**

**e) Helen Keller;**

**f) Thurgood Marshall;**

**g) Rosa Parks;**

**h) Jackie Robinson;**

**i) Cesar Chavez; and**

**j) Martin Luther King, Jr.**

## Essential Understandings

Selected individuals in the past made contributions that changed the lives of Americans.

**Essential Knowledge**

**Contributions of selected individuals**

* Christopher Columbus: He led the way for European exploration and colonization of the Americas.
* Benjamin Franklin: He proved that electricity was present in lightning through his kite experiment. He started the first library and the first volunteer fire department in America.
* Abraham Lincoln: He was the president of the United States who helped to free African American slaves.
* George Washington Carver: He was an African American man who studied science and plants. He became a teacher. He developed hundreds of uses for peanuts, sweet potatoes, and soybeans.
* Helen Keller: She overcame her disabilities and worked to help others who were blind and deaf.
* Thurgood Marshall: He was a lawyer who defended people at a time when not all people had equal rights. He was the first African American justice of the United States Supreme Court.
* Rosa Parks: She was an African American woman who refused to give up her seat on a public bus, as was required by law many years ago. She helped to bring about changes in laws and worked so that all people would have equal rights.
* Jackie Robinson: He was an African American player who helped to break the color barrier in the major league of baseball. His actions helped to bring about other opportunities for African Americans.
* Cesar Chavez: He was a Mexican American leader who worked to improve conditions for farm workers.
* Martin Luther King, Jr.: He was an African American minister who advocated ~~worked~~ so that all people would be treated fairly. He led peaceful marches and gave speeches. He was an important leader in the Civil Rights Movement who fought to end racial segregation.

# STANDARD 2.5a, b, c, d, e, f, g, h

**The student will describe why United States citizens celebrate major holidays, including**

**a) Martin Luther King, Jr., Day;**

**b) George Washington Day (Presidents’ Day)**

**c) Memorial Day;**

**d) Independence Day (Fourth of July);**

**e) Labor Day;**

**f) Columbus Day;**

**g) Veterans Day; and**

**h) Thanksgiving Day.**

## Essential Understandings

United States citizens celebrate major holidays.

**Essential Knowledge**

**Selected holidays**

* Martin Luther King, Jr., Day: This is a day to remember an African American minister who advocated ~~worked so that all people would be treated fairly~~ to end racial segregation and promote racial equality. It is observed in January.
* George Washington Day (Presidents’ Day): This is a day when we honor all presidents of the United States, especially George Washington. It is observed in February.
* Memorial Day: This is a day for the recognition of and respect for Americans who died in wars while they were serving their country. It is observed in May.
* Independence Day (Fourth of July): This is a day to remember when the United States became a new country. It is sometimes called America’s birthday. It is observed on July 4th.
* Labor Day: This is a day dedicated to appreciating the contributions of the working class and how they help build our country’s strength. It is observed in September.
* Columbus Day: This is a day to remember Christopher Columbus, who led the way for European exploration and colonization of the Americas. It is observed in October.
* Veterans Day: This is a day for the recognition of and respect for Americans who served in the military. It is observed on November 11th.
* Thanksgiving Day: This is a day to remember the sharing of the harvest with the American Indians. It is observed in November.

Teachers are encouraged to explore and recognize holidays representing Virginia’s diverse populations and cultures.

Juneteenth is traditionally the day that celebrates the end of the enslavement of African Americans in the United States. It is observed on June 19th.

# STANDARD 2.6a, b, c

**The student will develop map skills by using globes and maps of the world and the United States to locate**

**a) the seven continents and the five oceans;**

**b) the equator, the Prime Meridian, and the four hemispheres; and**

**c) major rivers, mountain ranges, lakes, and other physical features in the United States.**

## Essential Understandings

Maps can be used to locate land and water features.

Maps and globes help people study Earth.

**Essential Knowledge  
  
Terms to know**

* land: The solid surface of Earth
* continent: A large body of land on Earth
* equator: An imaginary line around the middle of Earth that divides it into the Northern and Southern Hemispheres
* Prime Meridian: An imaginary line that divides Earth into the Eastern and Western Hemispheres
* hemisphere: Half of a sphere (globe); created by the Prime Meridian or the equator

**The seven continents**

* North America, South America, Europe, Asia, Africa, Australia, and Antarctica

**The five oceans**

* Arctic Ocean, Atlantic Ocean, Indian Ocean, Pacific Ocean, and Southern Ocean

**The four hemispheres**

* Northern, Southern, Eastern, and Western

**Selected rivers, mountain ranges, and lakes in the United States**

* James River, Mississippi River, Rio Grande, Appalachian Mountains, Rocky Mountains, and the general area of the Great Lakes

# STANDARD 2.7a, b, c

**The student will locate and describe the relationship between the environment and culture of**

**a) the Powhatan of the Eastern Woodlands;**

**b) the Lakota of the Plains; and**

**c) the Pueblo Indians of the Southwest.**

## Essential Understandings

In the past and present, American Indians have respected and protected the environments that make up their homelands.

**Essential Knowledge**

**Environments of three American Indian cultures of the past**

**Climate** **Land**

**Eastern Woodlands (Powhatan)** Mild winters; hot, humid summers Rivers, hills, mountains, coastland

**Plains (Lakota)** Hot summers; harsh, cold winters Plains, prairies, rolling hills

**Southwest (Pueblo people)** Hot days, cold nights, little rainfall High flatlands

**Ways American Indians related to their environment**

* The Powhatan farmed, fished, hunted, used trees for homes and canoes, and gathered plants for food.
* The Lakota moved around the region to hunt for buffalo. They later used horses for transportation.
* The Pueblo people farmed the land. They lived in villages in houses made of adobe (clay).

# STANDARD 2.8

**The student will describe natural resources (water, soil, wood, and coal), human resources (people at work), and capital resources (machines, tools, and buildings).**

## Essential Understandings

The three main types of resources are natural, human, and capital.

**Essential Knowledge  
  
Terms to know**

* natural resources: Materials that come directly from nature
* human resources: People working to produce goods and services
* capital resources: Goods made by people and used to produce other goods and services

**Examples of resources**

* Natural: Water, soil, wood, coal
* Human: Farmers, miners, builders, painters
* Capital: Hammers, computers, trucks, lawn mowers, factory buildings

# STANDARD 2.9

**The student will distinguish between the use of barter and the use of money in the exchange for goods and services.**

## Essential Understandings

People acquire goods and services through barter or through the exchange of money.

**Essential Knowledge  
  
Terms to know**

* barter: The exchange of goods and services without the use of money
* money: Coins, paper bills, and checks used in exchange for goods and services

# STANDARD 2.10

**The student will explain that scarcity (limited resources) requires people to make choices about producing and consuming goods and services.**

## Essential Understandings

People are both producers and consumers.

People must make economic choices because resources are limited (scarcity).

**Essential Knowledge  
  
Terms to know**

* scarcity: Not being able to meet all wants at the same time because resources are limited
* consumer: A person who uses goods and services
* producer: A person who uses resources to make goods and/or provide services

People must make economic choices because resources and goods and services are scarce.

# STANDARD 2.11a, b, c, d, e, f

**The student will explain the responsibilities of a good citizen, with emphasis on**

**a) respecting and protecting the rights and property of others;**

**b) taking part in the voting process when making classroom decisions;**

**c) describing actions that can improve the school and community;**

**d) demonstrating self-discipline and self-reliance;**

**e) practicing honesty and trustworthiness; and**

**f) describing the purpose of rules and laws.**

## Essential Understandings

A good citizen has a variety of responsibilities.

A good citizen understands the need for rules and laws.

**Essential Knowledge  
  
Responsibilities of a good citizen**

* Respecting and protecting the rights and property of others.
* Taking part in the voting process when making classroom decisions.
* Describing actions that can improve the school and community.
* Demonstrating self-discipline and self-reliance.
* Practicing honesty and trustworthiness.

**Terms to know**

* rules: Guidelines for how people should act or behave
* laws: Important rules written and carried out by the government

The purpose of rules and laws is to keep people safe and maintain order.

# STANDARD 2.12a, b, c, d

**The student will understand that the people of the United States of America**

**a) make contributions to their communities;**

**b) vote in elections;**

**c) are united as Americans by common principles; and**

**d) have the individual rights to life, liberty, and the pursuit of happiness as well as equality under the law.**

## Essential Understandings

The people of the United States contribute to their communities by practicing the responsibilities of good citizens.

**Essential Knowledge**  
  
People contribute to their communities by practicing the responsibilities of good citizens.

Voters in the United States elect officials to make decisions for them in the national government.

People share the principles of respecting and protecting the rights and property of others, participating in school and community activities, demonstrating self-discipline and self-reliance, and practicing honesty and trustworthiness.

The American people have different ethnic origins and come from different countries but are united as Americans by the basic principles of a republican form of government, including the individual rights to life, liberty, and the pursuit of happiness as well as equality under the law.

# STANDARD 2.13a, b

**The student will understand the symbols and traditional practices that honor and foster patriotism in the United States of America by**

**a) explaining the meaning behind symbols such as the American flag, bald eagle, Washington Monument, and Statue of Liberty; and**

**b) learning the words and meaning of the Pledge of Allegiance.**

## Essential Understandings

The United States has a national flag.

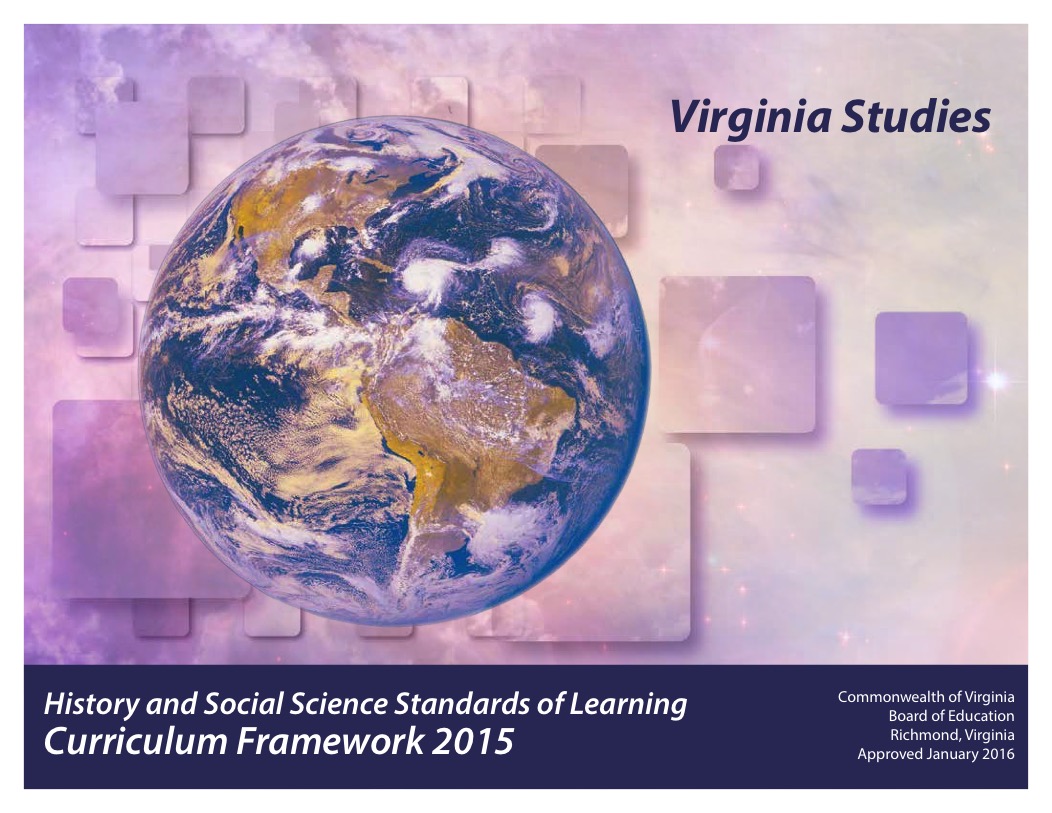
The United States has a national pledge to the flag.

**Essential Knowledge  
  
American symbols**

* American flag
* Bald eagle
* Washington Monument
* Statue of Liberty

The United States has a national pledge to the flag.

The Pledge of Allegiance reads, “I pledge allegiance to the Flag of the United States of America, and to the Republic for which it stands, one Nation under God, indivisible, with liberty and justice for all.”



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# INTRODUCTION

The *History and Social Science Standards of Learning Curriculum Framework 2015,* approved by the Board of Education on January 28, 2016, is a companion document to the 2015 *History and Social Science Standards of Learning for Virginia Public Schools*. The Curriculum Framework amplifies the Standards of Learning by defining the content understandings, knowledge, and skills that are measured by the Standards of Learning assessments.

The standards and Curriculum Framework are not intended to encompass the entire curriculum for a given grade level or course, nor to prescribe how the content should be taught. School divisions are encouraged to incorporate the standards and Curriculum Framework into a broader, locally designed curriculum. The Curriculum Framework delineates in greater specificity the minimum content that all teachers should teach and all students should learn. Teachers are encouraged to go beyond the standards and select instructional strategies and assessment methods appropriate for their students. Additional details such as the names of historical figures whose study further enriches the standards and clarifies the concepts under investigation will be found in the Curriculum Framework.

The Curriculum Framework facilitates teacher planning by identifying essential understandings, knowledge, and skills. Together, these key elements provide the focus of instruction for each standard. The purpose of each section is explained below:

**Standard of Learning Statement**

Each page begins with a Standard of Learning statement as a focus for teaching and learning. Students will apply social science skills to understand the interrelationships between the history, geography, economics, and civics content, as well as become actively engaged in their learning.

**Essential Skills (Standard 1)**

The essential history and social science skills are outlined in Standard 1 for each grade level or course. Students use these skills to increase understanding of the history and social sciences content, including historical, geographic, political, and economic events or trends. The development of these skills is important in order for students to become better-informed citizens.

The first column for Standard 1 contains “Essential Understandings,” which are described below. The second column contains examples of how the skill may be applied in the classroom.

Note: The skills will not be assessed in isolation; rather, they will be assessed as part of the content in the *History and Social Science Standards of Learning*.

**Essential Understandings**

This column includes the fundamental background information necessary to acquire and apply the essential knowledge. The understandings should help students develop a sense of context, including why the essential knowledge is relevant to the standard; thus, teachers should use these understandings as a basis for lesson planning.

**Essential Knowledge**

This column delineates the key content facts, concepts, and ideas that students should grasp in order to demonstrate understanding of the standard. This information is not meant to be exhaustive or a limitation on what is taught in the classroom. Rather, it is meant to be the principal knowledge defining the standard.

The Curriculum Framework serves as a guide for Standards of Learning assessment development; however, assessment items may not and should not be verbatim reflections of the information presented in the Curriculum Framework.

# STANDARD VS.1a

**The student will demonstrate skills for historical thinking, geographical analysis, economic decision making, and responsible citizenship by**

**a) analyzing and interpreting artifacts and primary and secondary sources to understand events in Virginia history;**

## Essential Understandings

An artifact is an object or tool that tells us about people from the past.

A primary source is an artifact, document, image, or other source of information that was created during 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.  
  
**Experiences may include but are not limited to the following:**

* Use an object or artifact from colonial Virginia to make observations and draw conclusions about how it was used.
* Use an image of American Indians in early Virginia to make observations, ask questions, and draw conclusions about their daily life.
* View an early map of Virginia and a current map of Virginia to make comparisons about past and present.
* Read and analyze documents (e.g., letters, diary entries, speeches, proclamations) from Virginia history to determine their historical significance.

# STANDARD VS.1b

**The student will demonstrate skills for historical thinking, geographical analysis, economic decision making, and responsible citizenship by**

**b) analyz~~i~~ng the impact of geographic features on people, places, and events to support an understanding of events in Virginia history;**

## Essential Understandings

Analyzing involves identifying the important elements of geographic sources.

Geographic information supports the process of inquiry into the nature of events in Virginia history.

The physical geography of a location had a direct impact on the lives of people in Virginia and how they adapted to their environment.

Geographic information may be acquired from a variety of sources, such as

* GIS (geographic information systems)
* field work
* satellite images
* photographs
* maps, globes
* charts and graphs
* databases
* primary sources
* diagrams.

Geographic themes include

* location
* place
* regions
* movement
* human-environment interaction.

**Experiences may include but are not limited to the following:**

* Use information from a topographical map to locate and determine the characteristics of the five geographic regions of Virginia. Create a symbol to represent each region.
* Examine an early map of Virginia. Use a hand lens or magnifying glass to study the map symbols, features, words, and artistic elements used by the mapmaker.
* Examine how early mapmakers constructed maps as they explored. Compare and contrast how early maps were constructed to how maps are constructed today.
* Analyze how the physical geography of Virginia affected various cultural groups.
* Analyze the impact of rivers on transportation, food supply, exploration, and the location of settlements.

# STANDARD VS.1b (continued)

**The student will demonstrate skills for historical thinking, geographical analysis, economic decision making, and responsible citizenship by**

**b) analyz~~i~~ng the impact of geographic features on people, places, and events to support an understanding of events in Virginia history;**

**Five themes of geography**

* Location: Defined according to its position on the earth’s surface; where is it?
* Place: Locations having distinctive features that give them meaning and character that differ from other locations; what is it like?
* Region: A unit on the earth’s surface that has unifying characteristics; how are places similar or different?
* Movement: The way people, products, and information move from one place to another; how do people, goods, and ideas move from one location to another?
* Human-Environment Interaction: The relationship between people and their environment; how do people relate to the physical world?

# STANDARD VS.1c

**The student will demonstrate skills for historical thinking, geographical analysis, economic decision making, and responsible citizenship by**

**c) interpreting charts, graphs, and pictures to determine characteristics of people, places, or events in Virginia history;**

## Essential Understandings

Interpreting involves using information found in charts, graphs, and pictures to develop an understanding of people, places, or events and draw conclusions.

Close examination and interpretation of data and images are essential to making informed decisions.  
  
**Experiences may include but are not limited to the following:**

* Use historical maps to analyze changes in population over time.
* View an image of a battle in Virginia. Connect the geography illustrated in the image with the outcome of the battle.
* Gather and sort images of segregation and integration. Use the images to create a chart to determine the distinction between the two concepts.
* Create a timeline that shows important events in Virginia’s history. Use the timeline to discuss themes such as conflict, equality, freedom, survival, and economic growth.

# STANDARD VS.1d

**The student will demonstrate skills for historical thinking, geographical analysis, economic decision making, and responsible citizenship by**

**d) recognizing points of view and historical perspectives;**

## Essential Understandings

Recognizing point of view includes considering different opinions.

Recognizing historical perspective involves taking into account the point of view of a subject or event in relation to the recorded past.

It is important to consider a variety of historical perspectives and points of view of different people to understand the events that took place throughout Virginia’s history.

**Experiences may include but are not limited to the following:**

* Use a chart to record and organize thinking about different people living during a historical time period to determine their perspectives or points of view.
* Respond to guiding questions to help in understanding multiple perspectives of people from diverse backgrounds:
  + How do you think this person spent his or her days and nights?
  + Who might have been in this person’s family?
  + What motivated this person to do his or her job or make decisions about daily life?
  + What did this person need in order to be successful in life?
* Analyze and interpret primary source documents, such as various letters and/or diary entries from Virginians. Use the guiding questions above to help in understanding the historical perspective and point of view of each author.

# STANDARD VS.1e

**The student will demonstrate skills for historical thinking, geographical analysis, economic decision making, and responsible citizenship by**

**e) compar~~i~~ng and contrasting ideas and cultural perspectives in Virginia history;**

## Essential Understandings

Being able to compare and contrast helps in understanding important similarities and differences between people, places, events, and times in Virginia’s history.

**Experiences may include but are not limited to the following:**

* Create a Venn diagram showing the similarities and differences between various cultural groups in Virginia.
* Compare and contrast life in early Virginia to life in Virginia today.
* Create a graphic organizer comparing and contrasting the ideas of two leaders in Virginia history.

# STANDARD VS.1f

**The student will demonstrate skills for historical thinking, geographical analysis, economic decision making, and responsible citizenship by**

**f) determining relationships with multiple causes or effects in Virginia history;**

## Essential Understandings

A cause-and-effect relationship is a relationship in which one event (the cause) makes another event (the effect) happen.

People respond to and resolve conflicts in a variety of ways, resulting in relationships that have many causes and differing outcomes.

Certain events in Virginia history have multiple causes and effects.

Diversity creates a variety of perspectives, contributions, and challenges.

Conflicts often have multiple causes and effects.  
**Experiences may include but are not limited to the following:**

* Discuss reasons for English colonization in America (e.g., to increase wealth and power).
* Create a T-chart that shows multiple reasons (causes) why settlers chose Jamestown as their site in 1607 and what happened as a result of that choice (effects).  
    
  Example:

**Reason for site choice (*cause*)**

The settlers believed the site had a good supply of fresh water.

Instructions told settlers to go inland to find a suitable place for their colony.  
**Result of site choice (*effect*)**  
Many settlers died of disease due to lack of safe drinking water.

Powhatan saw the settlers as invaders of his people’s land.

* Create a graphic organizer of a specific event that may have had multiple causes or effects.  
  Example: **Event-Massive Resistance**

| **Cause** | **Event** | **Effect** |
| --- | --- | --- |
| *Brown v. Board of Education* | Massive Resistance | Schools in Warren County, Charlottesville, and Norfolk chose to close rather than integrate. |
| Virginia Supreme Court of Appeals overturned the school closing laws. |
| After the end of Massive Resistance, a few students integrated the schools that had been closed. |

# STANDARD VS.1g

**The student will demonstrate skills for historical thinking, geographical analysis, economic decision making, and responsible citizenship by**

**g) explaining connections across time and place;**

## Essential Understandings

The study of political, social, and economic patterns reveals continuity and change over time.

Knowledge of the past helps us understand the present and make decisions about the future.

**Experiences may include but are not limited to the following:**

* Create a timeline to represent significant events in African American history from 1619 to the present.
* Compare the daily life of the Powhatan people in 1607 to the daily life of state-recognized tribes today.
* Create a graphic organizer outlining patterns of movement of early colonists in Virginia. Discuss reasons why early colonists moved from England to settle in Jamestown, and later migrated into western territories.
* Create a graphic organizer identifying the documents that influenced the Constitution of the United States and the Bill of Rights. Discuss the connections between the documents and how the Bill of Rights affects life today.

# STANDARD VS.1h

**The student will demonstrate skills for historical thinking, geographical analysis, economic decision making, and responsible citizenship by**

**h) using a decision-making model to identify costs and benefits of a specific choice made;**

## Essential Understandings

Decision-making models help to inform economic decisions.

People use decision-making models to identify costs and benefits of specific choices.

A cost is what you give up when you decide to do something. Costs are the effort, loss, or sacrifice necessary to achieve or obtain something.

A benefit is what satisfies your wants. Benefits are what is gained when an action is taken or a choice is made.

Effective decision making requires comparing the costs of alternatives with the benefits.

**Experiences may include but are not limited to the following:**

* Use a decision-making model to weigh the costs and benefits of the following:
  + Buying stock in the Virginia Company
  + Traveling to Jamestown from England
  + Remaining loyal to the British or fighting for independence
  + Living in a rural or an urban area
  + Choosing a specific geographic region to live in
* Choose a historical event. Determine a concern or issue related to the event. Use a decision-making model to determine the costs and benefits. Develop and explain an alternative decision by weighing the costs and benefits of the event.

**Sample Decision-Making Model**

**Historical event:**

| Benefits | Costs |
| --- | --- |
| **List benefits here** | **List costs here** |

**Actual decision made:**

**Alternative decision:**

# STANDARD VS.1i

**The student will demonstrate skills for historical thinking, geographical analysis, economic decision making, and responsible citizenship by**

**i) practicing good citizenship skills and respect for rules and laws while collaborating, compromising, and participating in classroom activities;**

## Essential Understandings

Good citizens

* collaborate to achieve shared goals.
* compromise to reach an agreement.
* participate in classroom activities to demonstrate respect for rules.

People throughout Virginia’s history have collaborated and compromised to achieve common goals and to be successful as good citizens.  
  
**Experiences may include but are not limited to the following:**

* Foster collaboration and compromise by developing class rules together as a class at the beginning of the year.
* After studying the events that took place at the Constitutional Convention:
  + Choose a side and debate a contemporary and relevant issue (e.g., healthier food in the cafeteria) or a decision made by the Virginia government (e.g., secession from the Union, Massive Resistance).
  + Collaborate and compromise to present an argument.
* Work in small groups to determine an action the class can take to serve the community, state, or nation.
* Participate in simulations of direct or representative democracies.

# STANDARD VS.1j

**The student will demonstrate skills for historical thinking, geographical analysis, economic decision making, and responsible citizenship by**

**j) investigating and researching to develop products orally and in writing.**

## Essential Understandings

Research is the search for knowledge, using a variety of materials and sources in order to discover facts, answer questions, and draw conclusions.

When we carry out research or study a particular topic to discover facts and information, we deepen our understanding of new concepts.

**Experiences may include but are not limited to the following:**

* Investigate the characteristics of Virginia’s five regions, including geographic features, products, industries, and places of interest, to create a travel brochure advertising each of the regions.
* Create a chart outlining the costs and benefits of visiting different regions of Virginia.
* Investigate an important event or topic from Virginia’s history. Create the front page of a newspaper with headlines and articles detailing the event. Sample events and topics may include the following:
  + Patrick Henry speaking out against taxation without representation
  + The Treaty of Paris in 1783
  + The First Battle of Bull Run (also known as the Battle of First Manassas)
  + The sea battle between the Monitor and the Merrimack near Hampton Roads
  + The surrender of Robert E. Lee to Ulysses S. Grant at Appomattox Court House
  + Selected individuals and their contributions to Virginia
  + Emerging industries in Virginia
* Investigate a selected Virginian and create a biographical picture book (paper or electronic) with nonfiction text features (e.g., table of contents, images and captions, headings, bold words, glossary).
* Develop a social media page about two selected individuals debating a topic in Virginia history. Sample individuals and topics may include the following:
  + John Smith and Powhatan: Survival at Jamestown
  + Leaders at Jamestown: Moving the capital from Jamestown to Williamsburg
  + Thomas Jefferson and a member of British Parliament: Declaration of Independence
  + Members of Virginia legislature: Virginia’s role during the Civil War
  + Railroad worker and coal miner: Growth of cities in Virginia
  + Oliver W. Hill, Sr., and Harry F. Byrd, Sr.: Massive Resistance

# STANDARD VS.2a

**The student will demonstrate an understanding of the relationship between physical geography and the lives of the native peoples, past and present, of Virginia by**

**a) locating Virginia and its bordering states on maps of the United States;**

## Essential Understandings

Locations of places can be described in relative terms.

**Essential Knowledge**

Relative location may be described by using terms that show connections between two places, such as *next to, near,* and *bordering*.

**Bordering bodies of water**

* Atlantic Ocean
* Chesapeake Bay

**Bordering states**

* Maryland
* West Virginia
* Kentucky
* Tennessee
* North Carolina

# STANDARD VS.2b

**The student will demonstrate an understanding of the relationship between physical geography and the lives of the native peoples, past and present, of Virginia by**

**b) locating and describing Virginia’s Coastal Plain (Tidewater), Piedmont, Blue Ridge Mountains, Valley and Ridge, and Appalachian Plateau;**

## Essential Understandings

Geographic regions have distinctive characteristics.

Virginia can be divided into five geographic regions.

**Essential Knowledge**

**Terms to know**

* Fall Line: The natural border between the Coastal Plain (Tidewater) and Piedmont regions, where waterfalls prevent further travel on the river
* plateau: Area of elevated land that is flat on top

**Geographic regions**

* Coastal Plain (Tidewater)
* Flat land
* Located near Atlantic Ocean and Chesapeake Bay (includes the Eastern Shore)
* East of the Fall Line
* Piedmont (“at the foot of mountains”)
* Rolling hills
* West of the Fall Line
* Blue Ridge Mountains
* Old, rounded mountains
* Part of the Appalachian mountain system
* Located between the Piedmont and Valley and Ridge regions
* Source of many rivers
* Valley and Ridge
* Includes the Great Valley of Virginia and other valleys separated by ridges (the Blue Ridge Mountains and the Valley and Ridge regions are part of the Appalachian mountain system)
* Located west of the Blue Ridge Mountains
* Appalachian Plateau
* Located in Southwest Virginia
* Only a small part of the plateau located in Virginia

# STANDARD VS.2c

**The student will demonstrate an understanding of the relationship between physical geography and the lives of the native peoples, past and present, of Virginia by**

**c) locating and identifying water features important to the early history of Virginia (Atlantic Ocean, Chesapeake Bay, James River, York River, Potomac River, Rappahannock River, and Lake Drummond and the Dismal Swamp);**

**Essential Understandings**

Water features were important to the early history of Virginia.

Many early Virginia cities developed along the Fall Line, the natural border between the Coastal Plain (Tidewater) and Piedmont regions, where the land rises sharply, and waterfalls prevent further travel on the river.

The four major rivers that flow into the Chesapeake Bay are separated by peninsulas.

The Chesapeake Bay separates the Eastern Shore from the mainland of Virginia.

Essential Knowledge

**Term to know**

* peninsula: A piece of land bordered by water on three sides

**Water features**

* Atlantic Ocean
* Provided transportation links between Virginia and other places (e.g., Europe, Africa, Caribbean)
* Chesapeake Bay
* Provided a safe harbor
* Was a source of food and transportation
* James River
* Flows into the Chesapeake Bay
* Richmond and Jamestown located along the James River
* York River
* Flows into the Chesapeake Bay
* Yorktown located along the York River
* Potomac River
* Flows into the Chesapeake Bay
* Alexandria located along the Potomac River

# STANDARD VS.2c (continued)

**The student will demonstrate an understanding of the relationship between physical geography and the lives of the native peoples, past and present, of Virginia by**

**c) locating and identifying water features important to the early history of Virginia (Atlantic Ocean, Chesapeake Bay, James River, York River, Potomac River, Rappahannock River, and Lake Drummond and the Dismal Swamp);**

* Rappahannock River
* Flows into the Chesapeake Bay
* Fredericksburg located on the Rappahannock River
* Lake Drummond
* Located in the Coastal Plain (Tidewater) region
* Shallow natural lake surrounded by the Dismal Swamp
* Dismal Swamp
* Located in the Coastal Plain (Tidewater) region
* Variety of wildlife

Each river was a source of food and provided a pathway for exploration and settlement of Virginia.

The Eastern Shore is a peninsula bordered by the Chesapeake Bay to the west and the Atlantic Ocean to the east.

# STANDARD VS.2d

**The student will demonstrate an understanding of the relationship between physical geography and the lives of the native peoples, past and present, of Virginia by**

**d) locating three American Indian language groups (the Algonquian, the Siouan, and the Iroquoian) on a map of Virginia;**

## Essential Understandings

American Indians were the first people who lived in Virginia.

American Indians lived in all areas of the state.

There were three major American Indian language groups in Virginia.

**Essential Knowledge**

Christopher Columbus called the people he found in the lands he explored “Indians” because he thought he was in the Indies (near China).

Artifacts such as arrowheads, pottery, and other tools tell a lot about the people who lived in Virginia.

American Indians have always been closely connected to the land. They did not believe in land ownership.

**Three major language groups of Virginia**

* Algonquian languages were spoken primarily in the Tidewater region; the Powhatan were part of this group.
* Siouan languages were spoken primarily in the Piedmont region; the Monacan were part of this group.
* Iroquoian languages were spoken in Southwestern Virginia and in Southern Virginia near what is today North Carolina; the Cherokee were a part of this group.

# STANDARD VS.2e

**The student will demonstrate an understanding of the relationship between physical geography and the lives of the native peoples, past and present, of Virginia by**

**e) describing how American Indians related to the climate and their environment to secure food, clothing, and shelter;**

## Essential Understandings

Virginia’s American Indians worked with the climate and the environment to meet their basic wants.

Many American Indians lived in towns situated along rivers, which made for good farming, good fishing, and easy travel.

Virginia Indian cultures have changed over time.  
  
**Essential Knowledge**

**Climate in Virginia**

* The climate in Virginia is relatively mild with distinct seasons—spring, summer, fall, and winter—resulting in a variety of vegetation.
* Forests, which have a variety of trees, cover most of the land. Virginia’s American Indians are referred to as Eastern Woodland Indians.

**Environmental connections**

The kinds of food American Indians ate, the clothing they wore, and the shelters they had depended upon the seasons.

* Foods changed with the seasons.
* In winter, they hunted birds and other animals and lived on foods stored the previous fall.
* In spring, they hunted, fished, and picked berries.
* In summer, they grew crops (e.g., beans, corn, squash).
* In fall, they harvested crops and hunted for foods to preserve and keep for the winter.
* Animal skins (deerskin) were used for clothing.
* Shelter was made from materials found around them.

Native peoples of the past farmed, hunted, and fished. They made homes, using natural resources. They used animal skins for clothing.

Native Americans tried to escape from the English Colonists by hiding and living in the Dismal Swamp.

Today, most native peoples live like other Americans. Their cultures have changed over time.

# STANDARD VS.2f

**The student will demonstrate an understanding of the relationship between physical geography and the lives of the native peoples, past and present, of Virginia by**

**f) describing how archaeologists have recovered new material evidence at sites including Werowocomoco and Jamestown;**

## Essential Understandings

Archaeology is a way to help people understand the past.

Recent archaeological digs have recovered new material evidence about Werowocomoco and historic Jamestown.

Archaeologists study all kinds of material evidence left by people from the past.

**Essential Knowledge**

Werowocomoco was a large Indian town, located on the York River, used by Indian leaders for several hundred years before the English settlers came. It was the headquarters of the leader Powhatan in 1607.

Jamestown became the first permanent English settlement in North America. Archaeologists have discovered the site of the original fort. The recovered artifacts give archaeologists clues about the interactions of the Indians, English, and Africans in early Virginia.

# STANDARD VS.2g

**The student will demonstrate an understanding of the relationship between physical geography and the lives of the native peoples, past and present, of Virginia by   
g) describing the lives of American Indians in Virginia today.**

## Essential Understandings

American Indian people have lived in Virginia for thousands of years.

Virginia Indians have contributed to the Commonwealth of Virginia and the nation.

**Essential Knowledge**

American Indians, whose ancestors have lived in Virginia for thousands of years before 1607, continue to live in all parts of the state today.

Virginia Indians live and work as modern Americans. Many practice ancient traditions and crafts while incorporating new customs over time.

American Indians and their culture were greatly affected by white European colonization. They intermingled with the English and Africans.

The current state-recognized American Indian tribes are located in regions throughout Virginia.

The tribes maintain tribal museums and lands on which they hold public festivals called powwows. The powwow is a way of teaching American Indians and visitors about American Indian culture, past and present.

Today, Virginia Indians maintain their vibrant cultural heritage through drumming, singing, dance, art, jewelry, clothing, crafts, pottery, and storytelling.

Virginia Indians contribute to American society as active citizens who vote, hold office, and work in communities.

# STANDARD VS.3a

**The student will demonstrate an understanding of the first permanent English settlement in America by**

**a) explaining the reasons for English colonization;**

## Essential Understandings

Some European countries, including England, were in competition to increase their wealth and power by expanding their empires to America.

The first permanent English settlement in British North America was Jamestown, which was founded in 1607 as an economic venture.  
  
**Essential Knowledge**

**Reasons for English colonization in America**

* England wanted to establish an American colony to increase its wealth and power to compete with other European nations.
* England hoped to find silver and gold in America.
* An American settlement would furnish raw materials, while opening new markets for trade.

**Jamestown**

* Jamestown was primarily an economic venture.
* The stockholders of the Virginia Company of London financed the settlement of Jamestown.
* Jamestown, founded in 1607, became the first permanent English settlement in British North America.

# STANDARD VS.3b

**The student will demonstrate an understanding of the first permanent English settlement in America by**

**b) describing the economic and geographic influences on the decision to settle at Jamestown;**

## Essential Understandings

The location and physical characteristics of the Jamestown site influenced the decision to settle there.

The English believed the natural resources at Jamestown would benefit England.

**Essential Knowledge**

When the settlers arrived in 1607, they founded Jamestown on a narrow peninsula bordered on three sides by the James River. Today, Jamestown is located on an island in the James River due to the erosion of the Jamestown peninsula.

**Reasons for site choice**

* Instructions from England told the settlers to go inland and find a suitable place for their colony.
* The location could be easily defended from attack by sea (by the Spanish).
* The water along the shore was deep enough for ships to dock.
* They believed the site had a good supply of fresh water.

Natural resources from Jamestown included timber and iron.

# STANDARD VS.3c

**The student will demonstrate an understanding of the first permanent English settlement in America by**

**c) describing the importance of the charters of the Virginia Company of London in establishing the Jamestown settlement;**

## Essential Understandings

The King of England had the power to grant charters allowing settlement in North America.  
  
**Essential Knowledge**

**Importance of Virginia charters**

The King of England granted charters to the Virginia Company of London to

* establish a settlement in North America
* define the physical boundaries of the colony
* extend English rights to the settlers.

# STANDARD VS.3d

**The student will demonstrate an understanding of the first permanent English settlement in America by**

**d) identifying the importance of the General Assembly (1619) as the first representative legislative body in English America;**

## Essential Understandings

As Jamestown grew, Virginia’s system of government evolved.  
  
**Essential Knowledge**

**System of government**

In 1619, the governor of Virginia called a meeting of the General Assembly. The General Assembly included two representatives, called burgesses, from each of the divisions of Virginia, along with the governor’s Council and the governor. They met as one legislative body. At that time, only certain free adult men had the right to take part.

The current Virginia General Assembly dates back to 1619 with the establishment of the General Assembly and its burgesses in Jamestown. It was the first elected legislative body in English North America and gave some settlers the opportunity to take part in controlling their own government.

**House of Burgesses**

By the 1640s, the burgesses became a separate legislative body, called the House of Burgesses. They met separately from the governor’s Council as one of the two legislative bodies of the General Assembly.

# STANDARD VS.3e

**The student will demonstrate an understanding of the first permanent English settlement in America by**

**e) identifying the impact of the arrival of Africans and English women to the Jamestown settlement;**

## Essential Understandings

~~Virginia became a more diverse colony by 1620.~~

This is the first time that Africans were introduced to the Virginia colony and became a permanent part of Virginia's population.

**Essential Knowledge**

~~Portuguese sailors captured African men and women from what is present-day Angola. The legal status of these early African men and women as either servants or enslaved persons once they arrived in Virginia is unknown.~~

Africans arrived in Virginia against their will in 1619. The first Africans who were forcibly brought to Old Point Comfort were originally free people who were captured by Portuguese soldiers by hired mercenaries in an Angolian region of West Central Africa.

With the forced arrival of these Africans, Virginia would create a system of people treated as property based on their skin color.

~~The arrival of Africans made it possible to expand the tobacco economy~~. The Virginia Colony’s economy was greatly dependent upon temporary and permanent servitude. Within just a few years, 90% of the Virginia population were in some form of servitude.

In these early years, Virginia would create a disparity between English colonists and Africans.

The arrival of additional English women in 1620 made it possible for more settlers to start families, which helped to establish Jamestown as a permanent colony in Virginia.

# STANDARD VS.3f

**The student will demonstrate an understanding of the first permanent English settlement in America by**

**f) describing the hardships faced by settlers at Jamestown and the changes that took place to ensure survival;**

## Essential Understandings

The English settlers found life in Virginia harder than they had expected.  
  
**Essential Knowledge**

**Hardships faced by the settlers**

* The site they chose to live on was marshy and lacked safe drinking water.
* A drought at the time of settlement reduced the amount of food available to everyone in Virginia.
* The settlers lacked some skills necessary to provide for themselves.
* Many settlers died of starvation and disease.

**Changes that resulted in survival**

* The arrival of ships bringing supplies and new settlers
* The forced work program and strong leadership of Captain John Smith
* The development of new settlements that spread away from the unhealthy environment of Jamestown
* The emphasis on agriculture

# STANDARD VS.3g

**The student will demonstrate an understanding of the first permanent English settlement in America by**

**g) describing the interactions between the English settlers and the native peoples, including the role of the Powhatan in the survival of the settlers.**

## Essential Understandings

The native peoples and English settlers in Virginia established trading relationships and, for a while, had positive interactions.  
  
**Essential Knowledge**

Captain John Smith initiated trading relationships with the native peoples.

The native peoples traded food, fur, and leather with the English in exchange for tools, pots, and copper for jewelry.

The native peoples contributed to the survival of the Jamestown settlers in several ways:

* Powhatan, the chief of many tribes, provided leadership to his people and taught the settlers survival skills.
* Pocahontas, the daughter of Powhatan, served as a contact between the native peoples and the English.
* The native peoples showed the settlers how to plant corn and harvest tobacco.

Over time, the native peoples realized the English settlement would continue to grow. They came to see the settlers as invaders who would take over their land.

# STANDARD VS.4a

**The student will demonstrate an understanding of life in the Virginia colony by**

**a) explaining the importance of agriculture and its influence on the institution of slavery;**

## Essential Understandings

The success of tobacco as a cash crop transformed life in the Virginia colony and led to dependence on slave labor.

**Essential Knowledge**

**Term to know**

* cash crop: A crop that is grown to sell for money rather than for use by the growers

The economy of the Virginia colony depended on agriculture as the primary source of wealth.

Tobacco became the most profitable agricultural product because it was sold in England as a cash crop.

The successful cultivation of tobacco depended on a steady and inexpensive source of labor. The Virginia Colony turned to enslaved labor to make money and expand their resources.  This dependence lasted for more than two hundred years, until the end of the Civil War. For this reason, African men, women, and children were forcibly brought to the Virginia colony and enslaved to work on the plantations. The Virginia colony became dependent on slave labor, and this dependence lasted a long time.

# STANDARD VS.4b

**The student will demonstrate an understanding of life in the Virginia colony by**

**b) describing how the culture of colonial Virginia reflected the origins of American Indians, European (English, Scots-Irish, German) immigrants, and Africans;**

## Essential Understandings

The culture of colonial Virginia reflected the beliefs, customs, and architecture of the Europeans, Africans, and American Indians living there.

Although it was a colony of England, Virginia developed a unique culture different from that of England.  
  
**Essential Knowledge**

**Culture of colonial Virginia**

Whenever people settle an area, they change the landscape to reflect their culture and customs. Examples of architecture that reflect different cultures include

* barns
* homes
* places of worship (e.g., churches).

**Place names reflecting culture**

* Richmond—English
* Roanoke—American Indian

**Settlement areas**

* English and other Europeans settled primarily in the Coastal Plain (Tidewater) and Piedmont regions.
* Germans and Scots-Irish settled primarily in the Shenandoah Valley, which was along the migration route.
* Africans were brought primarily to the Coastal Plain (Tidewater) and Piedmont regions to work in tobacco fields, which required a great deal of labor.
* Prior to the arrival of the settlers, American Indians lived throughout Virginia. After the settlers arrived, most were forced inland.

Migration and living in new areas caused people to adapt old customs to their new environments.

# STANDARD VS.4c

**The student will demonstrate an understanding of life in the Virginia colony by**

**c) explaining the reasons for the relocation of Virginia’s capital from Jamestown to Williamsburg;**

## Essential Understandings

A variety of factors explain the reasons for moving Virginia’s capital.

**Essential Knowledge**

**Reasons why the capital was moved from Jamestown to Williamsburg**

* Drinking water in Jamestown was contaminated by seepage of saltwater.
* Unhealthy living conditions in Jamestown caused diseases.
* Fire destroyed wooden and brick buildings at Jamestown.
* Williamsburg was an established town.

# STANDARD VS.4d

**The student will demonstrate an understanding of life in the Virginia colony by**

**d) describing how money, barter, and credit were used;**

## Essential Understandings

Money was not often used in the early Virginia colony.

Because farmers could not pay for goods until their crops were harvested, credit was important in Virginia.  
  
**Essential Knowledge**

**Terms to know**

* money: A medium of exchange (i.e., currency, which includes coins and paper bills)
* barter: Trading or exchanging of goods and services without the use of money
* credit: Buying a good or service now and paying for it later
* debt: A good or service owed to someone
* savings: Money put away to save or to spend at a later time

Few people had paper money or coins to use to buy goods and services.

Barter was commonly used instead of money.

Tobacco was used as money. A tobacco farmer could use his tobacco to pay for goods and services.

Farmers and other consumers could also buy goods and services on credit and pay their debts when their crops were harvested and sold.

Colonial Virginia had no banks.

# STANDARD VS.4e

**The student will demonstrate an understanding of life in the Virginia colony by**

**e) describing everyday life in colonial Virginia.**

## Essential Understandings

Resources found in colonial Virginia were used to produce the goods and services people needed.

Everyday life in colonial Virginia was different for whites, enslaved African Americans, and free African Americans.  
  
**Essential Knowledge**

People living in colonial Virginia depended on natural, human, and capital resources to produce the goods and services they needed.

**Food**

* Food choices were limited.
* Meals were made of local produce and meats.

**Housing**

* Most people lived in one-room houses with dirt floors.
* Some wealthy people (e.g., merchants, lawyers, planters) lived in large houses.

**Clothing**

* Women made clothes for family members in their households.
* Most clothing was made of cotton, wool, and/or leather.

Most white Virginians made their living from the land as small farmers. A few owned large farms (plantations).

~~Most e~~Enslaved Africans ~~Americans~~ worked tobacco, other crops, ~~and~~ livestock, in industries including shipping, construction, and other trades. Africans came to America with prior knowledge of skilled trade.

Enslaved Africans ~~Americans~~ were denied basic rights.

Some free Africans ~~Americans~~ in America owned land but were denied basic rights.

Africans began to have families born in America increasing their population.

# STANDARD VS.5a

**The student will demonstrate an understanding of the role of Virginia in the American Revolution by**

**a) identifying the reasons why the colonies went to war** w**ith Great Britain, as expressed in the Declaration of Independence;**

## Essential Understandings

Conflicts developed between the colonies and Great Britain over how the colonies should be governed.

The Declaration of Independence gave reasons for independence and ideas for self-government.  
  
**Essential Knowledge**

The colonists and the British Parliament disagreed over how the colonies should be governed:

* Parliament believed it had legal authority in the colonies, while the colonists believed their local assemblies had legal authority.
* Parliament believed it had the right to tax the colonies, while the colonists believed they should not be taxed because they had no representation in Parliament.

The Declaration of Independence, written by Thomas Jefferson, states that authority to govern belongs to the people rather than to kings and that all people are created equal and have rights to life, liberty, and the pursuit of happiness.

# STANDARD VS.5b

**The student will demonstrate an understanding of the role of Virginia in the American Revolution by**

**b) identifying the various roles of American Indians, whites, enslaved African Americans, and free African Americans in the Revolutionary War era, including George Washington, Thomas Jefferson, Patrick Henry, the Marquis de Lafayette, and James Lafayette;**

## Essential Understandings

Virginians made significant contributions during the Revolutionary War era.

American Indians, whites, enslaved African Americans, and free African Americans had various roles during the American Revolution.  
  
**Essential Knowledge**

**Varied experiences ~~roles~~ of American Indians, whites, enslaved African Americans, and free African Americans in the Revolutionary War era**

* Virginia patriots served in the Continental Army and fought for independence, leading to the British surrender at Yorktown.
* Some American Indians fought alongside the Virginia patriots, while others fought with the British.
* Some Virginians were neutral and did not take sides, while other Virginians remained loyal to Great Britain.
* Women took on more responsibilities to support the war effort.
* Some enslaved African Americans supported the British, who promised them freedom.
* Some free African Americans fought for independence from Great Britain.

**Contributions of Virginians during the Revolutionary War era**

* George Washington provided military leadership by serving as commander-in-chief of the Continental Army.
* Thomas Jefferson provided political leadership by expressing the reasons for colonial independence from Great Britain in the Declaration of Independence.
* Patrick Henry inspired patriots from other colonies when he spoke out against taxation without representation by saying “give me liberty or give me death.”
* The Marquis de Lafayette, a French nobleman, volunteered his service to the Continental Army during the American Revolution. The king of France provided French troops, ships, and money. The Marquis de Lafayette contributed to the victory at Yorktown.
* James Lafayette, an 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, ~~He successfully requested his freedom after the war~~ with the support of the Marquis de Lafayette.

# STANDARD VS.5c

**The student will demonstrate an understanding of the role of Virginia in the American Revolution by**

**c) identifying the importance of the American victory at Yorktown;**

## Essential Understandings

The last major battle of the Revolutionary War was fought at Yorktown, Virginia.  
  
**Essential Knowledge**

The American victory at Yorktown resulted in the surrender of the British army in 1781, which led to the end of the war.

While this victory did not end the war, it was the last significant military battle involving British forces and the Continental Army.

The war ended with the Treaty of Paris in 1783.

# STANDARD VS.5d

**The student will demonstrate an understanding of the role of Virginia in the American Revolution by**

**d) examining the reasons for the relocation of Virginia’s capital from Williamsburg to Richmond.**

## Essential Understandings

A variety of factors explain the reasons for moving Virginia’s capital.

**Essential Knowledge**

**Reasons why the capital was moved from Williamsburg to Richmond**

* The population was moving westward for more opportunities.
* Richmond was a more central location.
* Moving to Richmond increased the distance from the sea and possible attack by the British.

# STANDARD VS.6a

**The student will demonstrate an understanding of the role of Virginia in the establishment of the new American nation by**

**a) explaining why George Washington is called the “Father of our Country” and James Madison is called the “Father of the Constitution”;**

## Essential Understandings

The actions and ideas of some Virginians formed the basis for the new constitutional government of the United States.  
  
**Essential Knowledge**

George Washington, a Virginian, was elected as the first president of the United States of America. He provided the strong leadership needed to help the young country and provided a model of leadership for future presidents. Thus, he is often called the “Father of our Country.”

James Madison, a Virginian, believed in the importance of having a United States constitution. He kept detailed notes during the Constitutional Convention. His skills at compromise helped the delegates reach agreement during the difficult process of writing the Constitution of the United States of America. This earned him the title “Father of the Constitution.”

# STANDARD VS.6b

**The student will demonstrate an understanding of the role of Virginia in the establishment of the new American nation by**

**b) identifying the ideas of George Mason, as expressed in the Virginia Declaration of Rights,and Thomas Jefferson, as expressed in the Virginia Statute for Religious Freedom;**

## Essential Understandings

The Virginia Declaration of Rights and the Virginia Statute for Religious Freedom provided significant rights.  
  
**Essential Knowledge**

The Virginia Declaration of Rights, written by George Mason, states that all Virginians have many rights, including freedom of religion and freedom of the press.

The Virginia Statute for Religious Freedom, written by Thomas Jefferson, states that all people should be free to worship as they please.

# STANDARD VS.6c

**The student will demonstrate an understanding of the role of Virginia in the establishment of the new American nation by**

**c) explaining the influence of geography and technological advances on the migration of Virginians into other states and western territories in the first half of the 1800s.**

## Essential Understandings

Geography influenced the movement of people and ideas as Virginians moved to and beyond the Virginia frontier.  
  
**Essential Knowledge**

After the American Revolution, Virginia’s agricultural base began to change, and as a result, large numbers of Virginians moved west and to the deep South to find better farmland and new opportunities:

* Tobacco farming was hard on the soil, causing many farmers to look west and south for new land to farm.
* The development of the cotton gin led to the opening of new lands in the south and attracted settlers from Virginia.
* The mechanical reaper allowed farmers to grow more wheat with fewer workers, which forced many Virginians to leave the state in search of jobs.
* Virginians migrated into western territories, looking for large areas of land and new opportunities.
* As Virginians moved, they took their enslaved people, traditions, ideas, and cultures with them.
* Many enslaved African Americans were sold to people who lived in other southern states and western territories, permanently separating many families by hundreds of miles.
* Settlers crossed the Appalachian Mountains through the Cumberland Gap as they migrated to new lands in the west.

# STANDARD VS.7a

**The student will demonstrate an understanding of the issues that divided our nation and led to the Civil War by**

**a) explaining the major events and the differences between northern and southern states that divided Virginians and led to secession, war, and the creation of West Virginia;**

## Essential Understandings

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

~~Because of economic differences, t~~ The North and the South were unable to resolve their conflicts, and the South seceded from the United States.

Virginians were divided about secession from the Union, which led to the creation of West Virginia.  
  
**Essential Knowledge**

**~~Differences between northern and southern states~~**~~The economy in the northern part of the United States was more industrialized, while the economy in the southern part was agricultural and relied more on slave labor.~~

* ~~Northern states wanted the new states created out of the western territories to be “free states,” while the southern states wanted the new states to be “slave states.”~~

**Events leading to secession and war**

* Abolitionists, The Fugitive Slave Act, and the Underground Railroad were all contributing factors to the Civil War because most white Southerners strongly believed they had the right to slavery.
* Nat Turner led a revolt against slavery in Virginia.
* Abolitionists campaigned to end slavery.
* Harriet Tubman supported secret routes that enslaved African Americans used. These routes became known as the “Underground Railroad.”
* John Brown led a raid on the United States Armory (Arsenal) at Harpers Ferry, Virginia (present-day West Virginia). He was trying to start a slave rebellion. He was captured and hanged.
* After Abraham Lincoln was elected president of the United States in 1860, some southern states seceded from the Union and formed the Confederate States of America. Later, Virginia seceded and joined them.

**Creation of West Virginia**

* Conflict grew between the eastern counties of Virginia that relied on slavery and the western counties that did not favor slavery.
* Many disagreements between the two regions of the state led to the creation of West Virginia.

# STANDARD VS.7b

**The student will demonstrate an understanding of the issues that divided our nation and led to the Civil War by**

**b) describing Virginia’s role in the war, including identifying major battles that took place in Virginia;**

## Essential Understandings

Virginia played a significant role in the Civil War and became a major battleground between Union and Confederate troops.

Virginians played a significant role in the Civil War.  
  
**Essential Knowledge**

**Major Civil War Events ~~battles fought~~ in Virginia**

* The First Battle of Bull Run (also known as the Battle of First Manassas) was the first major clash of the Civil War. Confederate General Thomas “Stonewall” Jackson played a major role in this battle.
* General Robert E. Lee, Commander of the Army of Northern Virginia, defeated Union troops at Fredericksburg, Virginia.
* Richmond was the capital of the Confederacy. It fell to General Ulysses S. Grant and was burned by the Confederacy near the end of the war. Fires were set by retreating Confederate forces to keep war supplies from approaching Union forces.
* President Abraham Lincoln used the Union navy to blockade southern ports. An important sea battle between the *Monitor* (Union) and the *Merrimack* (Confederacy), two ironclad ships, took place in Virginia waters near Norfolk and Hampton. The battle was fought to a draw.
* The Civil War ended at Appomattox Court House, Virginia, where Confederate General Robert E. Lee surrendered his army to Union General Ulysses S. Grant in April 1865.
* The Confederates were using slaves to help them in the war effort. Three men (Shepherd Mallory, James Baker, and Frank Townsend) refused and escaped to Fort Monroe, this led to the Contraband decision, which led to tens of thousands of enslaved people to seek refuge with the Union Army.

# STANDARD VS.7c

**The student will demonstrate an understanding of the issues that divided our nation and led to the Civil War by**

**c) describing the roles of American Indians, whites, enslaved African Americans, and free African Americans.**

## Essential Understandings

American Indians, whites, enslaved African Americans, and free African Americans ~~had~~ experienced the Civil War different ways. ~~various roles during the Civil War~~.

**Essential Knowledge**

**Varied experiences ~~roles~~ of American Indians, whites, enslaved African Americans, and free African Americans during the Civil War**

* Many American Indians did not take sides during the Civil War.
* Most white Virginians supported the Confederacy.
* The Confederacy relied on enslaved African Americans to raise crops and provide labor for the army.
* Many enslaved African Americans sought freedom by following the Union Army, where many found work. Some women and men provided labor, and some men fought for the Union Army. African American soldiers were paid less than white soldiers.
* Some free African Americans joined the Union Army and Union Navy.
* 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.
* 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.

# STANDARD VS.8a

**The student will demonstrate an understanding of the reconstruction of Virginia following the Civil War by**

**a) identifying the effects of Reconstruction on life in Virginia;**

## Essential Understandings

Virginians faced serious problems in rebuilding the state after the Civil War.

**Essential Knowledge**

**Term to know**

* Reconstruction: The period following the Civil War during which Congress passed laws designed to help rebuild the country and bring the southern states back into the Union

**Problems faced by Virginians during Reconstruction**

* Hundreds of thousands of freed African Americans needed housing, education, clothing, food, and jobs.
* Virginia’s economy was in ruins:
* Money had no value.
* Banks were closed.
* Railroads, bridges, plantations, and crops were destroyed.
* Businesses needed to be rebuilt.
* African Americans faced injustice, increased violence, and discrimination immediately after the end of slavery.

**Measures taken to resolve problems**

* The Freedmen’s Bureau was a federal government agency that provided food, public schools, and medical care for freed African Americans and others in Virginia.
* Sharecropping was a system with unfair practices that locked people into poverty. Sharecropping was common in Virginia after the war, ~~in which~~ freedmen and poor white farmers rented land from landowners by promising to pay the owners with a share of the crops.
* African Americans pushed for education for their children. This directly resulted in Freedom’s First Generation of who some became doctors, lawyers, and teachers. African Americans saw education as a path to greater opportunities. Despite the obstacles they faced, many African Americans achieved excellence.

# STANDARD VS.8b

**The student will demonstrate an understanding of the reconstruction of Virginia following the Civil War by**

**b) identifying the effects of segregation and “Jim Crow” on life in Virginia for American Indians, whites, and African Americans;**

## Essential Understandings

The freedoms and rights that had been promised to African Americans were slowly taken away after Reconstruction, and it would take years to win them back. “Jim Crow” laws affected African Americans and American Indians.

**Essential Knowledge  
Terms to know**

* segregation:The separation of people, usually based on race or religion
* discrimination:An unfair difference in the treatment of people

During Reconstruction, African Americans began to have power in Virginia’s government, and black and white men could vote and hold office. Black Virginians led the fight for the first public school system in Virginia.

John Mercer Langston was an important African American leader before, during, and after the Civil War

* Free black from Louisa County, Virginia, who was educated in Ohio and became a lawyer in the North
* Abolitionist who participated in the Underground Railroad in Ohio
* Recruited black volunteers to serve as soldiers in the Union Army during the Civil War
* Returned to Virginia after the Civil War and became the President of a new black college in Petersburg later known as “Virginia State University”
* First African American elected to the U.S. Congress from Virginia

After Reconstruction, these gains were taken away through violence, intimidation, and ~~lost~~ when “Jim Crow” laws were passed by southern states. “Jim Crow” laws legally established segregation, or separation of the races, and reinforced prejudices held by whites.

**Effects of “Jim Crow” laws on the lives of African Americans and American Indians included**

* experiencing unfair poll taxes and voting tests that were established to keep them from voting
* difficulty voting or holding public office
* being forced to use separate, poor-quality facilities and services, such as drinking fountains, restrooms, and restaurants
* attending separate schools.

Segregation and discrimination had an impact on

* housing
* employment
* health care
* political representation
* education.

# STANDARD VS.8c

**The student will demonstrate an understanding of the reconstruction of Virginia following the Civil War by**

**c) describing the importance of railroads, new industries, and the growth of cities to Virginia’s economic development.**

## Essential Understandings

After the Civil War, industry and technology, railroads, and cities began to grow and contribute increasingly to Virginia’s economy.  
  
**Essential Knowledge**

**Virginia began to grow in many ways after the Civil War and Reconstruction:**

* Virginia’s cities grew with people, businesses, and factories.
* Railroads were a key to the expansion of business, agriculture, and industry. They facilitated the growth of small towns into cities.
* Other parts of Virginia grew as other industries developed. Coal deposits were mined in the Appalachian Plateau.
* The need for more and better roads increased.
* Tobacco farming and the manufacture of tobacco products became important Virginia industries.

# STANDARD VS.9a

**The student will demonstrate an understanding of Virginia during the twentieth century and beyond by**

**a) describing the economic and social transition from a rural, agricultural society to a more urban, industrialized society;**

## Essential Understandings

During the twentieth century and beyond, Virginia changed from a rural, agricultural society to a more urban, industrialized society.  
  
**Essential Knowledge**

**During the early twentieth century, agriculture began to change:**

* Mechanization (e.g., the tractor) and improvements in transportation changed farming.
* Crop prices were low.

**Growth of Virginia’s cities**

* People moved from rural to urban areas for economic opportunities.
* Technological developments in transportation (roads, railroads, and streetcars) helped cities grow.
* Coal mining spurred the growth of Virginia.

During the twentieth century, Northern Virginia experienced growth due to an increase in the number of federal government jobs located in the region.

In the late twentieth century and the early twenty-first century, Northern Virginia and the Coastal Plain (Tidewater) region have grown due to computer technology.

Virginia’s population has become increasingly diverse as people have moved to the state from many other states and countries.

# STANDARD VS.9b

**The student will demonstrate an understanding of Virginia during the twentieth century and beyond by**

**b) describing how national events, including women’s suffrage and the Great Depression, affected Virginia and its citizens;**Essential Understandings

As Virginia became more urban and industrial, it also became more connected with the rest of the United States and was greatly affected by major national events.

With the New Deal, the federal government began to take on a much larger role in the daily lives of Virginians.  
  
**Essential Knowledge**

The United States Constitution was amended in 1920 to give women the right to vote. Maggie L. Walker was an African American leader from Virginia who supported equal rights for women.

The Great Depression was a period of harsh economic conditions worldwide during the 1930s. Many Virginians lost their jobs, farms, homes, and businesses. The federal government established New Deal programs to provide employment and ease many hardships.

# STANDARD VS.9c

**The student will demonstrate an understanding of Virginia during the twentieth century and beyond by**

**c) describing the social and political events in Virginia linked to desegregation and Massive Resistance and their relationship to national history;**

## Essential Understandings

After World War II, African Americans demanded equal treatment and the recognition of their rights as American citizens.

As a result of the Civil Rights Movement, laws were passed that made racial discrimination illegal.  
  
**Essential Knowledge**

**Terms to know**

* segregation: The separation of people, usually based on race or religion
* desegregation: Legal end of racial segregation
* integration: Full equality of people of all races in the use of public facilities and services

**Desegregation and Massive Resistance in Virginia**

* Barbara Johns, a 16-year-old high school junior in Farmville, Virginia, led a student strike against segregation in 1951. The case that resulted, *Davis v. County School Board of Prince Edward*, became of one of the five cases reviewed by the U.S. Supreme Court when it declared segregation unconstitutional in *Brown v. Board of Education*.
* The U.S. Supreme Court ruled in *Brown v. Board of Education* in 1954 that “separate but equal” public schools were unconstitutional.
* All public schools, including those in Virginia, were ordered to desegregate.
* Virginia’s government established a policy of Massive Resistance, which fought to resist the desegregation of public schools.
* Some schools were closed to avoid desegregation.
* The policy of Massive Resistance failed, and Virginia’s public schools were finally integrated.
* Harry F. Byrd, Sr., led the Massive Resistance movement against the desegregation of public schools.

# STANDARD VS.9d

**The student will demonstrate an understanding of Virginia during the twentieth century and beyond by**

**d) describing the political, social, or economic impact made by Maggie L. Walker; Harry F. Byrd, Sr.; Oliver W. Hill, Sr.; Arthur R. Ashe, Jr.; A. Linwood Holton, Jr.; and L. Douglas Wilder.**

## Essential Understandings

Many individuals from Virginia have had a political, social, and/or economic impact on life in Virginia during the twentieth century and beyond.  
  
**Essential Knowledge**

**Political, social, and economic contributions made by the following citizens**

* Maggie L. Walker was the first African American woman in the United States to establish a bank and become a bank president.
* Harry F. Byrd, Sr., as governor of Virginia, was known for a “pay-as-you-go” policy for road improvements, and he modernized Virginia state government.
* Oliver W. Hill, Sr., a lawyer and civil rights leader, worked for equal rights of African Americans. He played a key role in the *Brown v. Board of Education* decision.
* Arthur R. Ashe, Jr., was the first African American winner of a major men’s tennis singles championship. He was also an author and eloquent spokesperson for social change.
* A. Linwood Holton, Jr., as governor of Virginia, promoted racial equality and appointed more African Americans and women to positions in state government than previous governors had.
* L. Douglas Wilder, as governor of Virginia, was the first African American to be elected a state governor in the United States.

# STANDARD VS.10a

**The student will demonstrate an understanding of Virginia government, geography, and economics by**

**a) identifying the three branches of Virginia government and the function of each;**

## Essential Understandings

Virginia state government is made up of three parts (branches) that ensure Virginia laws agree with the state constitution.  
  
**Essential Knowledge**

**The government of Virginia is divided into three branches:**

* The General Assembly is the legislative branch of the Virginia government. It makes state laws, and it is divided into two parts—the Senate and the House of Delegates.
* The governor heads the executive branch of the state government. The executive branch makes sure that state laws are carried out.
* The judicial branch is the state’s court system. The judicial branch decides cases about people accused of breaking the law and whether or not a law agrees with Virginia’s constitution.

# STANDARD VS.10b

**The student will demonstrate an understanding of Virginia government, geography, and economics by**

**b) describing the major products and industries important to Virginia’s economy;**

## Essential Understandings

Available resources (natural, human, and capital), as well as geography, are major factors in what is produced in the state.

Major products and industries change over time as people and businesses buy different goods and services.  
  
**Essential Knowledge**  
**Selected examples of products and industries important to Virginia’s economy**

Top products and services for Virginia include

* architectural or engineering services
* banking and lending
* computer programming or systems design
* food products
* shipbuilding.

The service industry is important to Virginia’s economy. Virginians earn income through jobs in

* private health care, computer programming or systems design, and engineering
* government services, including operation of public schools, hospitals, and military bases.

Manufacturing (i.e., making goods on a large scale, using machinery) is also a top industry. Top manufactured products in Virginia include

* ships
* tobacco products
* beverages (such as soft drinks)
* chemical goods
* motor vehicle parts and trucks.

Fertile soil and a favorable climate make agriculture an important industry in Virginia:

* Chickens (broilers), cows, milk, turkeys, and hogs are Virginia’s leading livestock products.
* Soybeans, corn, tobacco, tomatoes, apples, and peanuts are among Virginia’s leading cash crops. Tobacco, once the basis of Virginia’s economy, has been replaced by livestock and livestock products as the state’s most valuable source of agricultural income.

Access to deep water ports and proximity to the Chesapeake Bay and the Atlantic Ocean make shipbuilding, fishing, crabbing, and oyster harvesting possible.

Historically, the success of Appalachian coalfields was due to the expansion of railroads that transport coal to piers in Tidewater for shipment to both domestic and international markets. Today, coal is less crucial to Virginia’s economy as businesses and individuals shift to other sources of energy.

# STANDARD VS.10c

**The student will demonstrate an understanding of Virginia government, geography, and economics by**

**c) explaining how advances in transportation, communications, and technology have contributed to Virginia’s prosperity and role in the global economy.**

## Essential Understandings

Advances in transportation, communications, and technology have facilitated migration and led to economic development in Virginia.

Industries in Virginia produce goods and services used throughout the United States and the world.

**Essential Knowledge**

Virginia’s transportation system, which includes highways, railroads, air transportation, and shipping, moves raw materials to factories and finished products to markets. Virginia exports agricultural and manufactured products, including tobacco, poultry, coal, and large ships.

Virginia has a large number of communications and other technology industries.

Tourism is a major part of Virginia’s economy.

Because many federal government workers live and/or work in Virginia, the federal government has a significant impact on Virginia’s economy.

Virginia has increased trade relationships with other countries.



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## INTRODUCTION

The *History and Social Science Standards of Learning Curriculum Framework 2015,* approved by the Board of Education on January 28, 2016, is a companion document to the 2015 *History and Social Science Standards of Learning for Virginia Public Schools*. The Curriculum Framework amplifies the Standards of Learning by defining the content understandings, knowledge, and skills that are measured by the Standards of Learning assessments.

The standards and Curriculum Framework are not intended to encompass the entire curriculum for a given grade level or course, nor to prescribe how the content should be taught. School divisions are encouraged to incorporate the standards and Curriculum Framework into a broader, locally designed curriculum. The Curriculum Framework delineates in greater specificity the minimum content that all teachers should teach and all students should learn. Teachers are encouraged to go beyond the standards and select instructional strategies and assessment methods appropriate for their students. Additional details such as the names of historical figures whose study further enriches the standards and clarifies the concepts under investigation will be found in the Curriculum Framework.

The Curriculum Framework facilitates teacher planning by identifying essential understandings, knowledge, and skills. Together, these key elements provide the focus of instruction for each standard. The purpose of each section is explained below:

**Standard of Learning Statement**

Each page begins with a Standard of Learning statement as a focus for teaching and learning. Students will apply social science skills to understand the interrelationships between the history, geography, economics, and civics content, as well as become actively engaged in their learning.

**Essential Skills (Standard 1)**

The essential history and social science skills are outlined in Standard 1 for each grade level or course. Students use these skills to increase understanding of the history and social sciences content, including historical, geographic, political, and economic events or trends. The development of these skills is important in order for students to become better-informed citizens.

The first column for Standard 1 contains “Essential Understandings,” which are described below. The second column contains examples of how the skill may be applied in the classroom.

Note: The skills will not be assessed in isolation; rather, they will be assessed as part of the content in the *History and Social Science Standards of Learning*.

**Essential Understandings**

This column includes the fundamental background information necessary to acquire and apply the essential knowledge. The understandings should help students develop a sense of context, including why the essential knowledge is relevant to the standard; thus, teachers should use these understandings as a basis for lesson planning.

**Essential Knowledge**

This column delineates the key content facts, concepts, and ideas that students should grasp in order to demonstrate understanding of the standard. This information is not meant to be exhaustive or a limitation on what is taught in the classroom. Rather, it is meant to be the principal knowledge defining the standard.

The Curriculum Framework serves as a guide for Standards of Learning assessment development; however, assessment items may not and should not be verbatim reflections of the information presented in the Curriculum Framework.

**STANDARD USI.1a**

**The student will demonstrate skills for historical thinking, geographical analysis, economic decision making, and responsible citizenship by**

1. **analyzing and interpreting artifacts and primary and secondary sources to understand events in United States history;**

### Essential Understandings

Primary and secondary sources enable us to examine evidence closely and to place it in a broader context.

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 during 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.

**Experiences may include but are not limited to the following:**

Use an analysis tool to analyze and interpret artifacts and primary and secondary sources.

**Sample Analysis Tool**

**Title of Informational Source**:

**Key Elements Evidence**

**Observation:** What do you see?

**Source:** Who created the source?

**Context:** Where is the source located in terms of time and place?

**Historical Perspective:** Whose point of view does the source represent?

**Analysis:** What is the source’s impact on history?

## STANDARD USI.1b

**The student will demonstrate skills for historical thinking, geographical analysis, economic decision making, and responsible citizenship by**

**b) analyzing and interpreting geographic information to determine patterns and trends in United States history;**

### Essential Understandings

* Analyzing and interpreting involves identifying the important elements of geographic sources in order to make inferences and generalizations and draw conclusions.
* The knowledge of geography and the application of geographic skills enable us to understand relationships between people, their behavior, places, and the environment in order to solve problems.
* 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.
* Geographic themes include
  + location
  + place
  + regions
  + movement
  + human-environment interaction

**Experiences may include but are not limited to the following:**

* Acquire geographic information from a variety of sources, such as
* GIS (Geographic Information Systems)
* field work
* satellite images
* photographs
* maps, globes
* charts and graphs
* databases
* primary sources
* diagrams
* Analyze the relationship between physical and human geography (e.g., life in the New England, Mid-Atlantic, and Southern colonies).
* Analyze geographic information related to the movement of people, products, resources, ideas, and language to determine patterns and trends throughout United States history.
* Examine maps of a location before and after a major conflict to discuss how the conflict affected the social, political, and economic landscape of an area.
* Use maps to explain how the location of resources influences the patterns, trends, and migration of populations.

**Five themes of geography**

* Location: Defined according to its position on the earth’s surface; where is it?
* Place: Locations having distinctive features that give them meaning and character that differ from other locations; what is it like?
* Region: A unit on the earth’s surface that has unifying characteristics; how are places similar or different?
* Movement: The way people, products, and information move from one place to another; how do people, goods, and ideas move from one location to another?
* Human-Environment Interaction: The relationship between people and their environment; how do people relate to the physical world?

## STANDARD USI.1c

**The student will demonstrate skills for historical thinking, geographical analysis, economic decision making, and responsible citizenship by**

**c) interpreting charts, graphs, and pictures to determine characteristics of people, places, or events in United States history;**

### Essential Understandings

Interpreting involves using information found in 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.

**Experiences may include but are not limited to the following:**

* Use historical maps to analyze changes in population over time.
* Identify and sequence events that shaped colonial America.
* Interpret and draw conclusions from political cartoons about westward expansion.
* Compare an illustration of a historical event to a written account of the event.
* Gather information from a variety of sources to show the impact of colonial settlement on American Indian homelands.
* Interpret photographs of the Civil War. Discuss the photographer’s potential bias. Discuss the potential bias of the audience. Discuss the potential bias the photographs might cause.
* Use primary sources to interpret how inventions changed life in America.

## STANDARD USI.1d

**The student will demonstrate skills for historical thinking, geographical analysis, economic decision making and responsible citizenship by**

**d) using evidence to draw conclusions and make generalizations;**

### Essential Understandings

Critical examination and evaluation of historical evidence is essential to understanding the past.

Drawing conclusions and making generalizations involves

* observing and considering all the facts, arguments, and information
* considering what is already known
* determining the certainty of multiple answers based upon the information presented: predicting and adjusting predictions, questioning, restating main ideas, and summarizing supporting details

**Experiences may include but are not limited to the following:**

* Evaluate media and images as sources for drawing conclusions and making generalizations.
* Draw conclusions about propaganda used during a selected time period.
* Make generalizations using political cartoons in order to explain historical events.
* After reading about an historical event, use a chart to draw conclusions or make generalizations about a point of view.

Example:

**Event**: Westward Expansion

**Somebody:** Thomas Jefferson

**Wanted:** to expand the United States into the territory west of the Mississippi River.

**But:** the area was home to American Indians whose lifestyles varied.

**So What?** The United States doubled in size, leading to a new understanding of the geography and resources. It also negatively affected American Indians and caused a greater divide between the North and South.

## STANDARD USI.1e

**The student will demonstrate skills for historical thinking, geographical analysis, economic decision making, and responsible citizenship by**

**e) comparing and contrasting historical, cultural, and political perspectives in United States history;**

### Essential Understandings

Examining the historical, cultural, and political perspectives of countries reveals the ideals, beliefs, values, and institutions of their people.

**Experiences may include but are not limited to the following:**

Being able to compare and contrast helps us understand important similarities and differences between people, places, events, and times in United States history.

* Compare and contrast historical events, using media, images, or text, to gain understanding of historical, cultural, and political perspectives in United States history. Examples of historical events include
* exploration (British, French, and Spanish)
* creation of the Constitution of the United States
* expansion of slavery
* Create a graphic organizer to analyze information about concepts or themes in multiple time periods. Examples of concepts or themes include
* conflict
* expansion
* movement
* interaction
* Create a graphic organizer to compare and contrast how people from different colonies interacted with the environment.
* Create a graphic organizer to compare and contrast the political perspectives of two leaders in United States history.

## STANDARD USI.1f

**The student will demonstrate skills for historical thinking, geographical analysis, economic decision making, and responsible citizenship by**

**f) determining relationships with multiple causes or effects in United States history;**

### Essential Understandings

A cause-and-effect relationship is a relationship in which one event (the cause) makes another event (the effect) happen.

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.

**Experiences may include but are not limited to the following:**

* Compare charts, graphs, and/or maps to determine the role diversity played in affecting the social, economic, and political structure of the United States.
* Create flow charts, storyboards, and timelines to explore multiple causes and effects.
* Determine how the choices of selected individuals or groups influenced United States history.
* Examine the decisions by African Americans to support either the Americans or British in the American Revolution.

Example:

**Event:**  Surrender at Yorktown

**Cause(s) Effect(s)**

Strong colonial leadership End of the American Revolution

Additional support from France

Victory over Lord Cornwallis

Example:

**Event:** Constitutional Convention **Cause(s) Effect(s)**

Weakness of the Articles of Confederation State delegates meet in Philadelphia Draft of a new constitution

Compromises over the structure

and powers of the national and

state government

Creation of a new government

## STANDARD USI.1g

**The student will demonstrate skills for historical thinking, geographical analysis, economic decision making, and responsible citizenship by**

**g) explaining connections across time and place;**

### Essential Understandings

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.

**Experiences may include but are not limited to the following:**

* Create a flowchart to show connections between what explorers wanted to accomplish in the west (e.g., find new land for farming) and the effect that these interests had on American Indians (e.g., American Indians were forcibly removed from their land and in many cases massacred ~~displaced from their land~~). Discuss how the relationship between the explorers and the American Indians changed over time.
* Create a graphic organizer to outline how life for people in early United States history changed over time based on the human, natural, and capital resources available.
* Use digital media to create a graphic organizer that explains the impact of westward expansion on American Indians over time.
* Create a timeline to show the political, social, and economic factors that shaped colonial America and how they continue to shape our nation today.
* Use images to explain how the physical or cultural landscape of the United States changed after a major event.
* Create a graphic organizer that compares the technology used in the American Revolution with that used in the Civil War and how the changes affected specific events.

## STANDARD USI.1h

**The student will demonstrate skills for historical thinking, geographical analysis, economic decision making, and responsible citizenship by**

**h) using a decision-making model to identify the costs and benefits of a specific choice made;**

### Essential Understandings

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 a want.

People manage their lives by making choices. They choose the alternative that seems best to them because it involves the least cost and the greatest benefit.

**Experiences may include but are not limited to the following:**

* Use a decision-making model to weigh the costs and benefits of making the follow choices:
* Explore North America.
* Create laws for the colonies.
* Interact with American Indian culture groups.
* Settle in a colonial region.
* Join the war effort or remain loyal to Great Britain.
* Move west after the American Revolution.
* Ratify the new constitution.
* Choose a historical event. Determine the concern or issue. Use a decision-making model to develop and explain an alternative decision by weighing the costs and benefits of the event.

**Historical event:**

|  |  |
| --- | --- |
| **Costs** | **Benefits** |
|  |  |

**Actual decision made:**

**Alternative decision:**

## STANDARD USI.1i

**The student will demonstrate skills for historical thinking, geographical analysis, economic decision making, and responsible citizenship by**

**i) identifying the rights and responsibilities of citizenship and the ethical use of material or intellectual property;**

### Essential Understandings

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.

Experiences may include but are not limited to the following:

* Explore the ethical and legal issues related to the access and use of information by
* properly citing authors and sources used in research.
* validating Web sites.
* reviewing written drafts so that the language and/or thoughts of others are given credit.
* Exhibit the responsibilities of citizenship in the classroom by demonstrating
* when it is appropriate to listen and when to speak.
* how to make necessary compromises.
* how to work together to accomplish goals.
* how to conduct oneself in a respectful manner.

## STANDARD USI.1j

**The student will demonstrate skills for historical thinking, geographical analysis, economic decision making, and responsible citizenship by**

**j) investigating and researching to develop products orally and in writing.**

### Essential Understandings

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.

Students present, listen critically, and provide evidence to support opinions by

* distinguishing between fact and opinion
* comparing and contrasting viewpoints
* presenting a convincing argument
* paraphrasing and summarizing what is heard
* using language and vocabulary appropriate to audience, topic, and purpose
* organizing a presentation

**Experiences may include but are not limited to the following:**

* Investigate people, places, and events in United States history to develop an understanding of historical, cultural, economic, political, and geographical relationships by
* exploring religious and economic decisions that led to the colonization of America
* outlining and describing geographic factors that influenced battles during the American Revolution or the Civil War
* describing and providing evidence to support sources of colonial dissatisfaction that led to the American Revolution
* creating a digital map outlining the geographic and economic factors that influenced westward movement.
* Create a chart outlining the costs and benefits of visiting different regions of the United States.
* Investigate an important event. Create the front page of a newspaper with headlines and articles detailing the event. The newspaper may include the following features:
* Articles summarizing the event
* Timeline detailing actions leading up to the event
* Quotes from participants
* Images of the event
* Create a social media page or blog about an event from United States history. Take a position on the topic and use a variety of sources as evidence to support the stance.
* French Explorer: Exploration of North America
* Member of British Parliament: Declaration of Independence
* Enslaved African Americans: Emancipation Proclamation
* American Indian: Manifest Destiny
* Resident of the Kansas territory: Kansas Nebraska Act

## STANDARD USI.2a

**The student will interpret maps, globes, photographs, pictures, or tables to**

**a) locate the seven continents and five oceans;**

### Essential Understandings

Continents are large land masses surrounded by water.

**Essential Knowledge**

**Continents**

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

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

**Oceans**

* Atlantic Ocean
* Pacific Ocean
* Arctic Ocean
* Indian Ocean
* Southern Ocean

## STANDARD USI.2b

**The student will interpret maps, globes, photographs, pictures, or tables to**

**b) locate and describe major geographic regions of North America: Coastal Plain, Appalachian Mountains, Canadian Shield, Interior Lowlands, Great Plains, Rocky Mountains, Basin and Range, and Coastal Range;**

### Essential Understandings

Geographic regions have distinctive characteristics.

**Essential Knowledge**

**Geographic regions’ locations and physical characteristics**

* Coastal Plain
* Located along the Atlantic Ocean and Gulf of Mexico
* Broad lowlands, providing many excellent harbors
* Appalachian Mountains
* 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

**The student will interpret maps, globes, photographs, pictures, or tables to**

**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;**

### Essential Understandings

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.

**Essential Knowledge**

**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 part of 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

**The student will interpret maps, globes, photographs, pictures, or tables to**

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

### Essential Understandings

It is important to recognize key geographic features on maps, diagrams, and/or photographs.

Landforms and water features set the stage for and influenced the course of events in United States history.

**Essential Knowledge**

**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
* locations of cities and towns
* westward (frontier) movement
* agricultural and fishing industries.

## STANDARD USI.3a

**The student will apply social science skills to understand how early cultures developed in North America by**

**a) describing how archaeologists have recovered material evidence of ancient settlements, including Cactus Hill in Virginia;**

### Essential Understandings

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

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

**Essential Knowledge**

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.

## STANDARD USI.3b

**The student will apply social science skills to understand how early cultures developed in North America by**

**b) locating where the American Indians lived, with emphasis on the Arctic (Inuit), Northwest (Kwakiutl), Plains (Lakota), Southwest (Pueblo), and Eastern Woodlands (Iroquois);**

### Essential Understandings

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

**Essential Knowledge**

American Indians lived in all areas of North America:

* Inuitinhabitedpresent-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, which is 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

**The student will apply social science skills to understand how early cultures developed in North America by**

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

### Essential Understandings

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

Resources influenced what was produced and how it was produced.

**Essential Knowledge**

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 by American Indians 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.

## STANDARD USI.4a

**The student will apply social science skills to understand European exploration in North America and West Africa by**

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

### Essential Understandings

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

**Essential Knowledge**

**Motivations for the explorations**

* Economic—find gold and natural resources; 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

**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

**The student will apply social science skills to understand European exploration in North America and West Africa by**

**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;**

### Essential Understandings

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

**Essential Knowledge**

**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 on American Indian land 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
* Language differences

**STANDARD USI.4c**

**The student will apply social science skills to understand European exploration in North America and West Africa by**

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

### Essential Understandings

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

African people and African goods were among the world resources that drew European interest.

**Essential Knowledge**

Ghana, Mali, and Songhai dominated West Africa in sequence from 300 to 1600 a.d. (C.E.).

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.

## STANDARD USI.5a

**The student will apply social science skills to understand the factors that shaped colonial America by**

**a) describing the religious and economic events and conditions that led to the colonization of America;**

### Essential Understandings

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

**Essential Knowledge**

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

**The student will apply social science skills to understand the factors that shaped colonial America by**

**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;**

### Essential Understandings

Geographic features influenced life in the colonies.

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

**Essential Knowledge**

**Term to know**

* resources: natural, capital, or human

**Interactions of people and environment**

*New England*

* Geography and climate
* Appalachian Mountains, harbors, hilly terrain, rocky soil, jagged coastline;
* Moderate summers, cold winters
* Resources
* Natural resources: timber, fish, deep harbors
* Human resources: skilled craftsmen, fishermen, merchants, shipbuilders
* Capital resources: tools, buildings
* Social life
* Village, school, and church as center of life;
* Religious reformers and separatists
* Political and civic life
* Town meetings

## STANDARD USI.5b (continued)

**The student will apply social science skills to understand the factors that shaped colonial America by**

**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;**

### Essential Knowledge

*Mid-Atlantic*

* Geography and climate
* Appalachian Mountains, coastal plains, harbors, rivers, rich farmlands;
* Moderate climate
* Resources
* Natural resources: rich farmlands, rivers
* Human resources: unskilled and skilled workers, farmers, fishermen, merchants
* Capital resources: tools, buildings
* Social life
* Villages and cities
* Diverse cultural backgrounds
* Diverse religions
* Political and civic life
* Market towns

*South*

* Geography and climate
* Appalachian Mountains, Piedmont, Atlantic Coastal Plain, harbors, rivers, fertile farmland
* Humid climate

Resources

* Natural resources: fertile farmlands, rivers, harbors, forests
* Human resources: farmers, enslaved African Americans, indentured servants
* Capital resources: tools, buildings

Social life

* Plantations, mansions, few cities, few schools
* Church of England

Political and civic life

* Counties

## STANDARD USI.5c

**The student will apply social science skills to understand the factors that shaped colonial America by**

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

### Essential Understandings

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.

**Essential Knowledge**

**Terms to know**

* specialization: Focus on producing one product or a few products
* interdependence: Two or more people depending on others

*New England colonies*

* Specialization
* Fishing, shipbuilding, naval supplies, metal tools, equipment
* Examples of interdependence
* The New England colonies depended on the Southern colonies for crops such as tobacco, rice, cotton, and indigo.
* They depended on the Mid-Atlantic colonies for livestock and grains.

*Mid-Atlantic colonies*

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

*Southern colonies*

* Specialization
* Tobacco, rice, indigo, forest products (lumber, tar, pitch)
* Examples of interdependence
* The Southern colonies depended on the New England colonies for manufactured goods, including metal tools and equipment.
* They depended on the Mid-Atlantic colonies for grains and other agricultural products not plentiful in the South.

## STANDARD USI.5d

**The student will apply social science skills to understand the factors that shaped colonial America by**

**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;**

### Essential Understandings

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

**Essential Knowledge**

**Large landowners**

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

**Farmers**

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

**Artisans**

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

**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 in some cases
* Had varying degrees of freedom and were not allowed to vote (men or women)

## STANDARD USI.5d (continued)

**The student will apply social science skills to understand the factors that shaped colonial America by**

**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;**

### Essential Knowledge

**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 USI.5e

**The student will apply social science skills to understand the factors that shaped colonial America by**

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

### Essential Understandings

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

**Essential Knowledge**

**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.

## STANDARD USI.6a

**The student will apply social science skills to understand the causes and results of the American Revolution by**

**a) explaining the issues of dissatisfaction that led to the American Revolution;**

### Essential Understandings

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

**Essential Knowledge**

**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 l763, which followed the French and Indian War, restricted the western movement of settlers.

# STANDARD USI.6b

**The student will apply social science skills to understand the causes and results of the American Revolution by**

**b) describing how political ideas shaped the revolutionary movement in America and led to the Declaration of Independence;**

### Essential Understandings

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.

**Essential Knowledge**

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, and the pursuit of happiness.
* People establish governments 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 USI.6c

**The student will apply social science skills to understand the causes and results of the American Revolution by**

**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**

### Essential Understandings

Many individuals played important roles in shaping events of the American Revolution.

**Essential Knowledge**

**Key individuals**

* 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: Promoted 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.

## STANDARD USI.6c (continued)

**The student will apply social science skills to understand the causes and results of the American Revolution by**

**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**

**Other important individuals**

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

**Key events**

* 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: These were 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 USI.6d

**The student will apply social science skills to understand the causes and results of the American Revolution by**

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

### Essential Understandings

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

**Essential Knowledge**

**Colonial advantages**

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

## STANDARD USI.7a

**The student will apply social science skills to understand the challenges faced by the new nation by**

**a) explaining the weaknesses and outcomes of the government established by the Articles of Confederation;**

### Essential Understandings

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

**Essential Knowledge**

**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

**The student will apply social science skills to understand the challenges faced by the new nation by**

**b) describing the historical development of the Constitution of the United States;**

### Essential Understandings

The development of the Constitution of the United States was significant to the foundation of the American republic.

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

**Essential Knowledge**

**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](https://www.google.com/search?safe=strict&rlz=1C1GCEA_enUS806US807&q=perpetutated&nfpr=1&sa=X&ved=2ahUKEwiGt4Sx5-HqAhVmQt8KHcr8DT4QvgUoAXoECA8QJg) 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**

* The Bill of Rights was 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 USI.7c

**The student will apply social science skills to understand the challenges faced by the new nation by**

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

### Essential Understandings

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

**Essential Knowledge**

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

**Accomplishments during the first five presidents**

* George Washington
* The 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 (the Louisiana Purchase).
* The Lewis and Clark Expedition, which included enslaved peoples Sacagawea and York, explored  ~~new~~ land west of the Mississippi River;
* James Madison
* The War of l812 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.

## STANDARD USI.8a

**The student will apply social science skills to understand westward expansion and reform in America from 1801 to 1861 by**

**a) describing territorial expansion and how it affected the political map of the United States, with emphasis on the Louisiana Purchase, the Lewis and Clark expedition, and the acquisitions of Florida, Texas, Oregon, and California;**

### Essential Understandings

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

**Essential Knowledge**

**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

**The student will apply social science skills to understand westward expansion and reform in America from 1801 to 1861 by**

**b) explaining how geographic and economic factors influenced the westward movement of settlers;**

### Essential Understandings

Westward migration was influenced by geography and economic opportunity.

**Essential Knowledge**

**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 modes of 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

**The student will apply social science skills to understand westward expansion and reform in America from 1801 to 1861 by**

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

### Essential Understandings

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

**Essential Knowledge**

**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* (1831), the Cherokee sought to “restrain the state of Georgia from the execution of certain laws of that state…go directly to seize” the 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

**The student will apply social science skills to understand westward expansion and reform in America from 1801 to 1861 by**

**d) describing the impact of inventions, including the cotton gin, the reaper, the steamboat, and the steam locomotive, on life in America;**

### Essential Understandings

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.

**Essential Knowledge**

**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 ~~invented~~ 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 USI.8e

**The student will apply social science skills to understand westward expansion and reform in America from 1801 to 1861 by**

**e) explaining the main ideas of the abolitionist and women’s suffrage movements.**

### Essential Understandings

The abolitionists worked to end slavery.

~~The women’s suffrage movement helped women gain equal rights.~~ 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.

**Essential Knowledge**

**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.

## STANDARD USI.9a

**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;**

### Essential Understandings

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

Struggles over the future of slavery’s expansion agitated the United States for decades and led the nation into the Civil War.

**Essential Knowledge**

**Issues that divided the nation**

* Slavery
* ~~While there were several differences between the North and the South, the issues related to slavery increasingly divided the nation and led to the Civil War.~~
* ~~Much of America’s economy revolved around the institution of 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 was mainly an urban society in which people held jobs in cities.~~
* ~~The South was primarily an agricultural society in which people lived in small villages and on farms and plantations.~~
* ~~Because of their cultural differences, people of the North and South found it difficult to agree on social and political issues.~~
* 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
* ~~The North was more of a manufacturing region, and its people favored tariffs that protected factory owners and workers from foreign competition.~~
* ~~The South was largely agricultural. Southerners opposed tariffs that would cause prices of manufactured goods to increase. Planters were also concerned that Great Britain might stop buying cotton from the South if tariffs were added.~~
* 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.

## STANDARD USI.9a (continued)

**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;**

* 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 USI.9b

**The student will apply social science skills to understand the causes, major events, and effects of the Civil War by**

**b) explaining how the issues of states’ rights and slavery increased sectional tensions;**

### Essential Understandings

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.

**Essential Knowledge**

**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.
* 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 l850:
* California entered the Union as a free state.
* Southwest territories would decide the slavery issue for themselves.
* ~~A stricter fugitive slave law was enacted,~~ 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, many 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

**The student will apply social science skills to understand the causes, major events, and effects of the Civil War by**

**c) locating on a map the states that seceded from the Union and those that remained in the Union;**

### Essential Understandings

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.

**Essential Knowledge**

**States that seceded from the Union**

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

**States that remained in the Union**

* 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

**The student will apply social science skills to understand the causes, major events, and effects of the Civil War by**

**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;**

### Essential Understandings

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.

**Essential Knowledge**

**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.

## STANDARD USI.9e

**The student will apply social science skills to understand the causes, major events, and effects of the Civil War by**

**e) describing critical developments in the war, including the location of major battles;**

### Essential Understandings

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

**Essential Knowledge**

**Major battles and events**

* The firing on Fort Sumter, South Carolina, began the war.
* The First Battle of 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.

**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)

## STANDARD USI.9f

**The student will apply social science skills to understand the causes, major events, and effects of the Civil War by**

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

### Essential Understandings

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

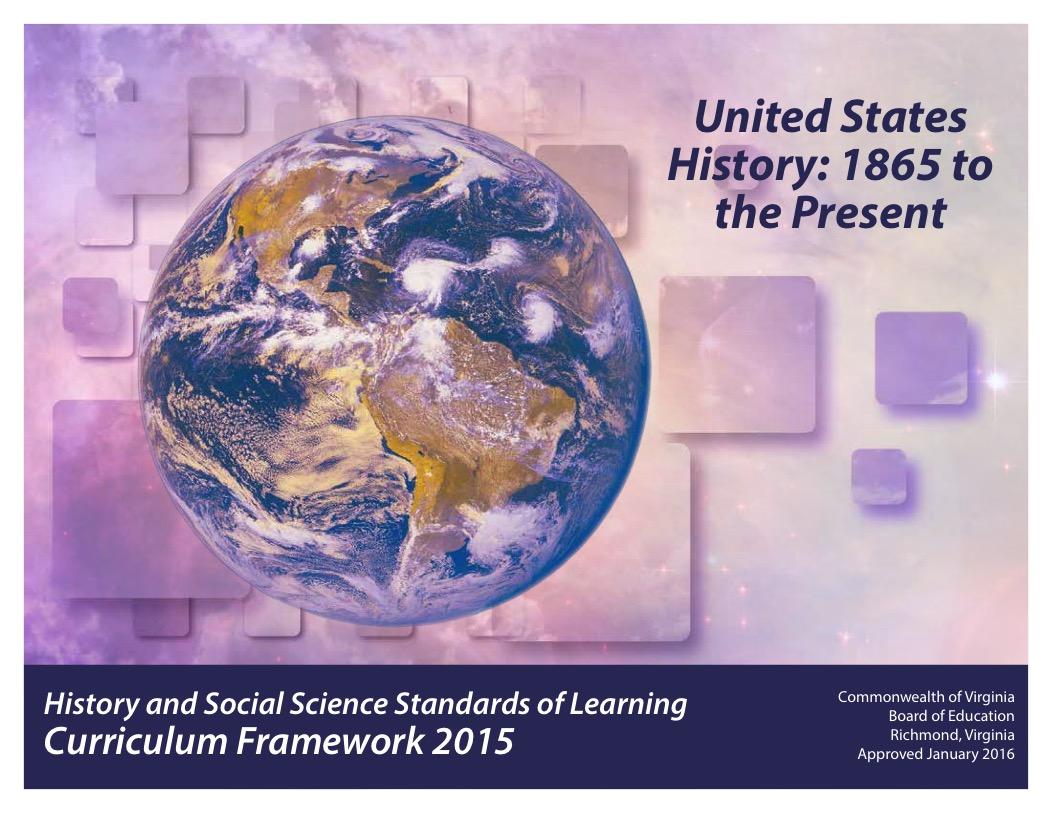
**Essential Knowledge**

**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).
* 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.

**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 and soldiers 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.



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## INTRODUCTION

The *History and Social Science Standards of Learning Curriculum Framework 2015,* approved by the Board of Education on January 28, 2016, is a companion document to the 2015 *History and Social Science Standards of Learning for Virginia Public Schools*. The Curriculum Framework amplifies the Standards of Learning by defining the content understandings, knowledge, and skills that are measured by the Standards of Learning assessments.

The standards and Curriculum Framework are not intended to encompass the entire curriculum for a given grade level or course, nor to prescribe how the content should be taught. School divisions are encouraged to incorporate the standards and Curriculum Framework into a broader, locally designed curriculum. The Curriculum Framework delineates in greater specificity the minimum content that all teachers should teach and all students should learn. Teachers are encouraged to go beyond the standards and select instructional strategies and assessment methods appropriate for their students. Additional details such as the names of historical figures whose study further enriches the standards and clarifies the concepts under investigation will be found in the Curriculum Framework.

The Curriculum Framework facilitates teacher planning by identifying essential understandings, knowledge, and skills. Together, these key elements provide the focus of instruction for each standard. The purpose of each section is explained below:

**Standard of Learning Statement**

Each page begins with a Standard of Learning statement as a focus for teaching and learning. Students will apply social science skills to understand the interrelationships between the history, geography, economics, and civics content, as well as become actively engaged in their learning.

**Essential Skills (Standard 1)**

The essential history and social science skills are outlined in Standard 1 for each grade level or course. Students use these skills to increase understanding of the history and social sciences content, including historical, geographic, political, and economic events or trends. The development of these skills is important in order for students to become better-informed citizens.

The first column for Standard 1 contains “Essential Understandings,” which are described below. The second column contains examples of how the skill may be applied in the classroom.

Note: The skills will not be assessed in isolation; rather, they will be assessed as part of the content in the *History and Social Science Standards of Learning*.

### Essential Understandings

This column includes the fundamental background information necessary to acquire and apply the essential knowledge. The understandings should help students develop a sense of context, including why the essential knowledge is relevant to the standard; thus, teachers should use these understandings as a basis for lesson planning.

**Essential Knowledge**

This column delineates the key content facts, concepts, and ideas that students should grasp in order to demonstrate understanding of the standard. This information is not meant to be exhaustive or a limitation on what is taught in the classroom. Rather, it is meant to be the principal knowledge defining the standard.

The Curriculum Framework serves as a guide for Standards of Learning assessment development; however, assessment items may not and should not be verbatim reflections of the information presented in the Curriculum Framework.

## STANDARD USII.1a

**The student will demonstrate skills for historical thinking, geographical analysis, economic decision making, and responsible citizenship by**

**a) analyzing and interpreting artifacts and primary and secondary sources to understand events in United States history;**

### Essential Understandings

Primary and secondary sources enable us to examine evidence closely and to place it in a broader context.

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 during 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.

**Experiences may include but are not limited to the following:**

* Use an analysis tool to analyze and interpret artifacts and primary and secondary sources.

**Sample Analysis Tool**

**Title of Informational Source**:

**Key Elements**

**Evidence**

**Observation**: What do you see?

**Source**: Who created the source?

**Context**: Where is the source located in terms of time and place?

**Historical Perspective**: Whose point of view does the source represent?

**Analysis**: What is the source’s impact on history?

## STANDARD USII.1b

**The student will demonstrate skills for historical thinking, geographical analysis, economic decision making, and responsible citizenship by**

**b) analyzing and interpreting geographic information to determine patterns and trends in United States history;**

### Essential Understandings

Analyzing and interpreting involves identifying the important elements of geographic sources in order to make inferences and generalizations and draw conclusions.

The knowledge of geography and the application of geographic skills enable us to understand relationships between people, their behavior, places, and the environment in order to solve problems.

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.

Geographic themes include

* location
* place
* regions
* movement
* human-environment interaction.

**Experiences may include but are not limited to the following:**

* Acquire geographic information from a variety of sources, such as
* GIS (Geographic Information Systems)
* field work
* satellite images
* photographs
* maps, globes
* charts and graphs
* databases
* primary sources
* diagrams.
* Analyze the relationship between physical and human geography.
* Analyze geographic information related to movement of people, products, resources, ideas, and language to determine patterns and trends throughout United States history.
* Examine maps of a location before and after a major conflict to discuss how the conflict affected the social, political and economic landscape of an area.
* Use maps to explain how the location of resources influences the patterns, trends, and migrations of populations.

## STANDARD USII.1b

**The student will demonstrate skills for historical thinking, geographical analysis, economic decision making, and responsible citizenship by**

**b) analyzing and interpreting geographic information to determine patterns and trends in United States history;**

**Five themes of geography**

* Location: Defined according to its position on the earth’s surface; where is it?
* Place: Locations having distinctive features that give them meaning and character that differ from other locations; what is it like?
* Region: A unit on the earth's surface that has unifying characteristics; how are places similar or different?
* Movement: The way people, products, and information move from one place to another; how do people, goods, and ideas move from one location to another?
* Human-Environment Interaction: The relationship between people and their environment; how do people relate to the physical world?

## STANDARD USII.1c

**The student will demonstrate skills for historical thinking, geographical analysis, economic decision making, and responsible citizenship by**

**c) interpreting charts, graphs, and pictures to determine characteristics of people, places, or events in United States history;**

### Essential Understandings

Interpreting involves using information found in 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.

**Experiences may include but are not limited to the following:**

* Use historical maps to analyze changes in population over time.
* Gather information to explain resettlement of the American Indian population.
* Use primary-source images to show how new inventions changed life in America.
* Interpret photographs of the Civil Rights Movement. Discuss the photographer’s potential bias. Discuss the potential bias of the audience. Discuss the potential bias the photographs might cause.

## STANDARD USII.1d

**The student will demonstrate skills for historical thinking, geographical analysis, economic decision making, and responsible citizenship by**

**d) using evidence to draw conclusions and make generalizations;**

### Essential Understandings

Critical examination and evaluation of historical evidence is essential to understanding the past.

Drawing conclusions and making generalizations involves

* observing and considering all the facts, arguments, and information
* considering what is already known
* determining the certainty of multiple answers based upon the information presented
* predicting and adjusting predictions, questioning, restating main ideas, and summarizing supporting details.

**Experiences may include but are not limited to the following:**

* Evaluate media and images as sources for drawing conclusions and making generalizations.
* Draw conclusions about propaganda used during a selected time period.
* Make generalizations using political cartoons to explain historical events.
* After reading about an historical event, use a chart to draw conclusions or make generalizations about a point of view.

**Example**:

**Event**: Industrialization

**Somebody:** Captains of Industry

**Wanted:** to expand their businesses, using lower-cost production and a growing labor force

**But:** these actions created unsafe working conditions.

**So What?** Actions taken during the Progressive Movement gave rise to organized labor and workplace improvements.

## STANDARD USII.1e

**The student will demonstrate skills for historical thinking, geographical analysis, economic decision making, and responsible citizenship by**

**e) comparing and contrasting historical, cultural, and political perspectives in United States history;**

### Essential Understandings

Examining the historical, cultural, and political perspectives of countries reveals the ideals, beliefs, values, and institutions of its people.

Being able to compare and contrast helps us to understand important similarities and differences between people, places, events, and times in United States history.

**Experiences may include but are not limited to the following:**

* Compare and contrast an aspect of or issue related to a historical event, using media, images, or text to gain an understanding of historical, cultural, and political perspectives. Examples of events may include the following:
* Images from the Great Depression: Comparing and contrasting the responses of President Hoover and President Roosevelt to the Great Depression
* Maps from World War II: Comparing and contrasting areas invaded by European dictators
* Media clips from the Civil Rights Movement (1960s): Comparing and contrasting opposing sides of the movement
* Create a graphic organizer to analyze information about different movements in United States history.
* Create a graphic organizer to compare and contrast the political perspectives of two leaders in United States history.
* Use images to illustrate similarities and differences between the new technology at the beginning of the twentieth century and at the beginning of the twenty-first century.

## STANDARD USII.1f

**The student will demonstrate skills for historical thinking, geographical analysis, economic decision making, and responsible citizenship by**

**f) determining relationships with multiple causes or effects in United States history;**

### Essential Understandings

A cause-and-effect relationship is a relationship in which one event (the cause) makes another event (the effect) happen.

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.

Experiences may include but are not limited to the following:

* Compare charts, graphs, and/or maps to determine the role diversity played in affecting the social, economic, and political structure of the United States.
* Create flow charts, storyboards, and timelines to determine multiple causes and effects.
* Determine how the choices of selected individuals or groups influenced United States history.

Example:

**Event**: Progressive Movement

**Cause(s) Effect(s)**

Harsh working conditions Child labor laws

Long working hours Child labor laws

Organized labor unions Child labor laws

## STANDARD USII.1g

**The student will demonstrate skills for historical thinking, geographical analysis, economic decision making, and responsible citizenship by**

**g) explaining connections across time and place;**

### Essential Understandings

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.

**Experiences may include but are not limited to the following:**

* Create a graphic organizer to explain how industrialization changed life for people in the United States during the early twentieth century.
* Use images to determine how the physical or cultural landscape changed in the United States after a major event such as industrialization, the Harlem Renaissance, or World War II.
* Create a timeline that illustrates the role of Jim Crow (segregation) laws in the 20th century and how those laws restricted the rights, economic decision-making, and choices of African Americans.
* Create a timeline to explain how the role of women has changed from the early twentieth century to today due to significant events in United States history.
* Create a graphic organizer, using a variety of images and documents to explain the development and uses of communication technology in the twentieth and twenty-first centuries.
* Create a timeline that depicts the development of transportation in United States history from 1865 to the present.

## STANDARD USII.1h

**The student will demonstrate skills for historical thinking, geographical analysis, economic decision making, and responsible citizenship by**

**h) using a decision-making model to identify costs and benefits of a specific choice made;**

### Essential Understandings

Decisions concerning the allocation and use of economic resources affect individuals and groups. Critical examination and evaluation of data is essential to drawing conclusions. The decision-making process involves seeing the problem from a variety of perspectives and considering the consequences.

Decision-making models serve several purposes. They can help us

* make decisions for the future
* better understand the choices people faced in the past
* analyze the outcomes of the decisions that people already made.

Choices are based upon alternatives that seem to be the best because they involve the least cost and the greatest benefit.

**Experiences may include but are not limited to the following:**

* Analyze the costs and benefits of decisions made in United States history. Determine the level of importance of each cost and benefit. Determine whether the costs or the benefits have the greater impact on the final decision.

**Historical event or decision**: Mechanization of factories

**Costs: Level of Importance (1-5) Benefits: Level of Importance**

Increased pollution Employed various types of workers

Increased amount of resources Faster production

* Use a PACED decision-making model to evaluate decisions made in United States history by analyzing the alternatives, criteria, and the decision made.
* Define the **P**roblem
* List **A**lternatives
* Select **C**riteria
* **E**valuate the Alternatives
* **D**ecision

Problem: Which of the following amendments to the United States Constitution is most important?

Alternatives Helped the most people Best example of democracy Changed American culture Long-lasting effects

Criteria

13th Amendment

14th Amendment

15th Amendment

19th Amendment

**Decision**:

## STANDARD USII.1i

**The student will demonstrate skills for historical thinking, geographical analysis, economic decision making, and responsible citizenship by**

**i) identifying the rights and responsibilities of citizenship and the ethical use of material or intellectual property;**

### Essential Understandings

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.

**Experiences may include but are not limited to the following:**

* Explore the ethical and legal issues related to the access and use of information by
* properly citing authors and sources used in research
* validating Web sites
* reviewing written drafts so that the language and/or thoughts of others are given credit.
* Exhibit the responsibilities of citizenship in the classroom by demonstrating
* when it is appropriate to listen and when to speak
* how to make necessary compromises
* how to work together to accomplish goals
* how to conduct oneself in a respectful manner.

## STANDARD USII.1j

**The student will demonstrate skills for historical thinking, geographical analysis, economic decision making, and responsible citizenship by**

**j) investigating and researching to develop products orally and in writing.**

### Essential Understandings

Research is the search for knowledge, using a variety of materials and sources in order to discover facts, answer questions, and draw conclusions.

When we carry out research or study a particular topic to discover facts and information, we deepen our understanding of new concepts.

**Experiences may include but are not limited to the following:**

* Investigate people, places, and events in United States history to develop an understanding of historical, cultural, economic, political, and geographical relationships by
* exploring economic and social issues that led to the growth of cities
* outlining and describing geographic factors and new technologies that helped and hindered westward movement
* describing the United States’ role in the Cold War and providing evidence to support the description
* creating a digital map outlining the social and economic factors that influenced the women’s suffrage movements in the early twentieth century and the fight for equal rights for women during the period following World War II.
* Investigate the people involved in and the social impact of government intervention during
* the Civil Rights Act of 1866
* the workplace reforms of the Progressive Movement
* Roosevelt’s New Deal.
* Investigate the social influence of the following by creating a social media page or blog and taking a stance to support or dispute points made in
* Lincoln’s Gettysburg Address
* Sojourner Truth’s “Ain’t I a Woman” speech
* Wilson’s Fourteen Points speech
* the Treaty of Versailles
* Title IX
* President Reagan’s “Tear Down This Wall” speech.

## STANDARD USII.2a

**The student will use maps, globes, photographs, pictures, or tables for**

**a) explaining how physical features and climate influenced the movement of people westward;**

### Essential Understandings

During the nineteenth century, people’s perceptions and use of the Great Plains changed.

Technological advances allowed people to live in more challenging environments.

**Essential Knowledge**

**Physical features and climate of the Great Plains**

* Flatlands that rise gradually from east to west
* Land eroded by wind and water
* Low rainfall
* Frequent dust storms

Because of new technologies, people saw the Great Plains not as a “treeless wasteland” but as a vast area to be settled.

**Inventions**

* Barbed wire
* Steel plows
* Windmills
* Railroads

**Adaptations**

* Dry farming
* Sod houses
* Beef cattle
* Wheat farming

## STANDARD USII.2b

**The student will use maps, globes, photographs, pictures, or tables for**

**b) explaining relationships among natural resources, transportation, and industrial development after 1865;**

### Essential Understandings

Advances in transportation linked resources, products, and markets.

Manufacturing areas were clustered near centers of population.

**Essential Knowledge**

**Transportation resources**

* Moving natural resources to eastern factories (e.g., iron ore to steel mills)
* Transporting finished products to national markets
* Locating factories near rivers and railroads to move resources and finished goods to markets

**Examples of manufacturing areas**

* Textile industry: New England
* Hair Care & Cosmetics industry: St. Louis
* Automobile industry: Detroit
* Steel industry: Pittsburgh
* Meatpacking industry: Chicago

## STANDARD USII.2c

**The student will use maps, globes, photographs, pictures, or tables for**

**c) locating the 50 states and the cities most significant to the development of the United States and explaining what makes those cities significant.**

**Essential Understandings**

A state is an example of a political region. States may be grouped as part of different geographic regions, depending upon the criteria used.

Cities serve as centers of trade and have political, economic, and/or cultural significance.

### Essential Knowledge

**States grouped by geographic region**

* Northeast: Maine, Vermont, New Hampshire, Connecticut, Massachusetts, Rhode Island, New York, New Jersey, Pennsylvania
* Southeast: Maryland, Delaware, West Virginia, Virginia, Kentucky, Tennessee, North Carolina, South Carolina, Georgia, Florida, Alabama, Mississippi, Louisiana, Arkansas
* Midwest: Ohio, Indiana, Illinois, Michigan, Wisconsin, Minnesota, Iowa, Missouri, Kansas, Nebraska, South Dakota, North Dakota
* Southwest: Texas, Oklahoma, New Mexico, Arizona
* Western (Rocky Mountains): Colorado, Utah, Nevada, Montana, Wyoming, Idaho
* Pacific: Washington, Oregon, California
* Noncontiguous: Alaska, Hawaii

**Cities grouped by geographic region**

* Northeast: New York City, Boston, Pittsburgh, Philadelphia
* Southeast: Washington, D.C., Atlanta, New Orleans
* Midwest: Chicago, St. Louis, Detroit
* Southwest: San Antonio, Santa Fe
* Western (Rocky Mountains): Denver, Salt Lake City
* Pacific: San Francisco, Los Angeles, Seattle
* Noncontiguous: Juneau, Honolulu

## STANDARD USII.3a

**The student will apply social science skills to understand the effects of Reconstruction on American life by**

**a) analyzing the impact of the 13th, 14th, and 15th Amendments to the Constitution of the United States and how they changed the meaning of citizenship.**

### Essential Understandings

The 13th, 14th, and 15th Amendments to the Constitution of the United States address the issues of slavery and guarantee equal protection under the law for all citizens.

**Essential Knowledge**

**Basic provisions of the amendments**

* The 13th Amendment bans slavery, except for felonies, in the United States and all of its territories.
* The 14th Amendment grants citizenship to all persons born in the United States and guarantees them equal protection under the law.
* The 15th Amendment ensures all citizens the right to vote regardless of race, color, or previous condition of servitude.

Although these three amendments guarantee equal protection under the law for all citizens, American Indians and women of all races, ethnicities, and nationalities did not receive the full benefits of citizenship until many generations later.

## STANDARD USII.3b

**The student will apply social science skills to understand the effects of Reconstruction on American life by**

**b) describing the impact of Reconstruction policies on the South and North;**

### Essential Understandings

~~The Reconstruction policies were harsh and created problems in the South.~~

~~Reconstruction attempted to define the means by which all Southerners could live together equally.~~

Reconstruction attempted to create legal equality for free and formerly enslaved African Americans.

The Amendments to the Constitution during Reconstruction laid the legal foundation for the equality of all Americans, which we continue to pursue.

**Essential Knowledge**

**Reconstruction policies and problems**

* ~~Southern military leaders could not hold office.~~
* ~~African Americans could hold public office.~~
* ~~African Americans gained equal rights as a result of the Civil Rights Act of 1866, which also authorized the use of federal troops comprised mainly of Northern soldiers for its enforcement.~~
* The Freedmen’s Bureau was established to aid former enslaved African Americans in the South.
* Southern states adopted Black Codes to limit the economic and physical freedom of former slaves.
* After the adoption of the Reconstruction laws, former Confederate states could not be readmitted to the United States until they held conventions to write new constitutions that adopted the 14th Amendment.
* African American men could vote for delegates to those conventions and serve as delegates.
* Federal troops supervised the South.
* ~~The Freedmen’s Bureau was established to aid former enslaved African Americans in the South.~~
* ~~Southerners resented Northern “carpetbaggers,” some of whom took advantage of the South during Reconstruction.~~
* The state governments under Reconstruction adopted laws to create public education and new state institutions.
* Most white Southerners resisted the Reconstruction governments and worked to replace them as soon as possible.
* One state after another came under the control of the Democrats in the early 1870s.

**End of Reconstruction and its impact**

* Reconstruction ended in 1877 as a result of a compromise over the outcome of the election of 1876 and troops were removed from the final states still under Reconstruction governments.
* ~~Federal troops were removed from the South.~~
* Rights that African Americans had gained were lost through “Jim Crow” laws that segregated black and white Southerners from one another.
* Starting in 1890, every Southern state wrote new constitutions that prevented African American men from voting.
* ~~“Jim Crow” laws affected the rights of American Indians.~~

## STANDARD USII.3c

**The student will apply social science skills to understand the effects of Reconstruction on American life by**

**c) describing the legacies of Abraham Lincoln, Robert E. Lee, and Frederick Douglass.**

### Essential Understandings

The actions of Abraham Lincoln, Robert E. Lee, and Frederick Douglass created lasting impacts.

**Essential Knowledge**

**Abraham Lincoln**

* His plan for ~~Issued~~ Reconstruction was not fully formed at the time of his assassination in April 1865 p~~lan calling for reconciliation~~
* Sought to reconstruct the nation by bringing Southern states back into the Union when 10 percent of voters accepted the end of slavery and reunion
* The resistance of white Southerners to the rights of formerly enslaved people, in Black Codes and violence, led Lincoln’s party to begin a more thorough Reconstruction two years after the war’s end ~~Believed preservation of the Union was more important than punishing the South~~

**Robert E. Lee**

* Urged Southerners to reconcile with Northerners at the end of the war and reunite as Americans when some wanted to continue to fight
* Remained silent as laws to create equality for African Americans were proposed and did not encourage white Southerners to cooperate
* Died in 1870 before Reconstruction was fully in place
* After his death, Lee became the leading symbol for the “Lost Cause” movement, in which white Southerners celebrated the leaders of the Confederacy as fighters for a just cause rather than the creation of a new nation based on slavery

**Frederick Douglass**

* Fought for adoption of constitutional amendments that guaranteed voting rights
* Was a powerful voice for human rights and civil liberties for all until his death in 1895

## STANDARD USII.4a

**The student will apply social science skills to understand how life changed after the Civil War by**

**a) examining the reasons for westward expansion, including its impact on American Indians;**

### Essential Understandings

New opportunities, population growth, and technological advances led to westward migration following the Civil War.

Westward expansion destroyed ways of life that American Indians had practiced for centuries and dispossessed them from their homes.

~~had an impact on the lifestyle of American Indians.~~

**Essential Knowledge**

**Reasons for increase in westward expansion**

* Land was enabled by the Homestead Act passed during the Civil War, giving 160 acres to those who settled the land ~~Opportunities for land ownership~~
* Technological advances, including the Transcontinental Railroad
* Possibility of obtaining wealth, created by the discovery of gold and silver
* Desire for adventure
* Desire for a new beginning for former enslaved African Americans
* Immigration of workers from China who built much of the Transcontinental Railroad
* Escape from cyclical poverty and white intimidation and violence

**Impact on American Indians**

* Opposition by American Indians to westward expansion (Battle of Little Bighorn, Geronimo)
* Forced relocation from traditional lands to reservations (Chief Joseph, Nez Percé, Sitting Bull)
* Reduced population through warfare (Battle of Wounded Knee), disease, and reduced buffalo population
* Assimilation attempts ~~and lifestyle changes~~ (American Indian boarding schools, Dawes Act)
* Reduced American Indian homelands through broken treaties

## STANDARD USII.4b

**The student will apply social science skills to understand how life changed after the Civil War by**

**b) explaining the reasons for the increase in immigration, growth of cities, and challenges arising from this expansion;**

### Essential Understandings

Population changes, growth of cities, and new inventions produced interaction and often conflict between different cultural groups.

Social and technological changes presented challenges in urban areas.

**Essential Knowledge**

**Reasons for the increase in immigration**

* Hope for better opportunities
* Desire for religious freedom
* Escape from oppressive governments
* ~~Desire for adventure~~

**Reasons why cities grew and developed**

* Specialized industries, including steel (Pittsburgh) and meatpacking (Chicago)
* Immigration to America from other countries
* Movement of Americans from rural to urban areas for job opportunities
* Rapid industrialization and urbanization led to overcrowded immigrant neighborhoods and tenements.

**Efforts to solve immigration ~~problems~~ challenges**

* Settlement houses such as Hull House, founded by Jane Addams
* Political machines (e.g., Boss Tweed) that gained power by attending to the needs of new immigrants (e.g., jobs, housing)

**Discrimination against immigrants**

* Chinese
* Irish
* Jewish
* Italian
* Polish

**Challenges faced by cities**

* Tenements and ghettos
* Political corruption led by political machines

## STANDARD USII.4c

**The student will apply social science skills to understand how life changed after the Civil War by**

**c) describing racial segregation, the rise of “Jim Crow,” and other constraints faced by African Americans and other groups in the post-Reconstruction South;**

### Essential Understandings

Discrimination against African Americans and minority groups continued after Reconstruction.

“Jim Crow” laws institutionalized a system of legal segregation.

African Americans differed in their responses to discrimination and “Jim Crow.”

**Essential Knowledge**

**Racial ~~segregation~~ discrimination**

* ~~Based upon race~~
* ~~Directed primarily against African Americans, but other groups also were kept segregated~~
* Chinese Exclusion Act (1882) provided an absolute 10-year moratorium (halt) on Chinese labor immigration.
* American Indians were not considered citizens until 1924 and were restricted to reservations or forced to identify as African Americans if they were not on reservations.

**Racial Segregation ~~“Jim Crow” laws~~**

* Also known as “Jim Crow” laws, named after a black character in minstrel shows, ~~Passed~~ passed to discriminate against African Americans by forcing them into separate public accommodations.
* Made discrimination practices legal in many communities and states.
* Were characterized by unequal opportunities in housing, work, education, and government.
* Accompanied by laws to prevent African Americans from voting, called disfranchisement.
* Upheld by the Supreme Court in *Plessy v. Ferguson* in 1896.

**Lynching**

* Was the illegal killing of people by gangs of violent vigilantes.
* Occurred in all parts of the country and sometimes against accused white people, but increasingly targeted African Americans in the South.
* Was meant to intimidate African Americans from asserting themselves in any way, including politically.
* Were often conducted publicly and with the cooperation of law enforcement.
* Grew most prevalent at the same time as segregation and disfranchisement laws, in the 1890s and early 1900s, when thousands of African Americans were killed.

## STANDARD USII.4c (continued)

**The student will apply social science skills to understand how life changed after the Civil War by**

**c) describing racial segregation, the rise of “Jim Crow,” and other constraints faced by African Americans and other groups in the post-Reconstruction South;**

**African American responses**

* Booker T. Washington: Believed equality could be achieved through vocational education; accepted social segregation while secretly working against discriminatory laws.
* W.E.B. DuBois: Believed in full political, civil, and social rights for African Americans and founded the National Association for the Advancement of Colored People (NAACP) along with Ida B. Wells-Barnett.
* Ida B. Wells-Barnett fought against lynching and the many other injustices suffered by African Americans, publicizing the lynchings in newspaper articles and other writings.

## STANDARD USII.4d

**The student will apply social science skills to understand how life changed after the Civil War by**

**d) explaining the impact of new inventions, the rise of big business, the growth of industry, and the changes to life on American farms in response to industrialization;**

### Essential Understandings

Between the Civil War and World War I, the United States was transformed from primarily an agricultural society into one based on manufacturing and services.

Inventions had both positive and negative effects on society.

**Essential Knowledge**

**Inventions that contributed to great change and industrial growth**

* Electric lighting and mechanical uses of electricity (Thomas Edison)
* Telephone service
* Railroads, which permitted large-scale, long-distance transport of goods

**Rise of big business led by captains of industry**

* Captains of industry (John D. Rockefeller, oil; Andrew Carnegie, steel; Cornelius Vanderbilt, shipping and railroads; J.P. Morgan, banking)
* Also known as “robber barons,” widely criticized at the time for their fights against unions and regulation

**Reasons for business growth**

* National markets created by transportation advances
* Advertising
* Lower-cost production (assembly line)
* Lack of competition (monopolies and trusts)

## STANDARD USII.4d (continued)

**The student will apply social science skills to understand how life changed after the Civil War by**

**d) explaining the impact of new inventions, the rise of big business, the growth of industry, and the changes to life on American farms in response to industrialization;**

**Factors that promoted industrial growth in America**

* Access to raw materials and energy sources
* Internal migrations of blacks and whites from rural regions to urban centers
* Large workforce (due to immigration)
* New inventions
* Financial resources

**Examples of big business**

* Railroads, Oil, Steel, and Coal

**Postwar changes in farm and city life**

* Mechanization (e.g., the reaper) reduced farm labor needs and increased production.
* Industrial development in cities created increased labor needs.
* Industrialization provided new access to consumer goods (e.g., mail order).
* Emergence of labor unions that barred African Americans.
* Formation of the Brotherhood of Sleeping Car Porters and Maids.

## STANDARD USII.4e

**The student will apply social science skills to understand how life changed after the Civil War by**

**e) evaluating and explaining the impact of the Progressive Movement on child labor, working conditions, the rise of organized labor, women’s suffrage, and the temperance movement.**

### Essential Understandings

The effects of industrialization and the Progressive Movement led to reforms.

**Essential Knowledge**

**Negative effects of industrialization**

* Child labor
* Low wages, long hours
* Unsafe working conditions
* Impact on the environment
* Monopolies
* Triangle Shirtwaist Factory fire

**Rise of organized labor**

* Formation of unions; growth of American Federation of Labor
* Strikes (Homestead Strike, Pullman Strike)

**Progressive Movement workplace reforms**

* Improved safety conditions
* Reduced work hours
* Placed restrictions on child labor

**Women’s ~~suffrage~~ movement**

* Susan B. Anthony, Elizabeth Cady Stanton, Alice Paul, and Lucy Burns worked for women’s suffrage.
* The movement led to increased educational opportunities for women.
* Women gained the right to vote with passage of the 19th Amendment to the Constitution of the United States.
* The settlement houses were established to assist women and children as they moved from rural to urban areas (Hull House, Phyllis Wheatley YWCA).

**Temperance movement**

* Composed of groups opposed to the making and consuming of alcohol
* Supported legislation to ban alcohol (18th Amendment)

## STANDARD USII.5a

**The student will apply social science skills to understand the changing role of the United States from the late nineteenth century through World War I by**

**a) explaining the reasons for and results of the Spanish-American War;**

### Essential Understandings

The United States emerged as a world power as a result of victory over Spain in the Spanish-American War.

Economic interests and public opinion often influence United States involvement in international affairs.

**Essential Knowledge Reasons for the Spanish-American War**

* Protection of American business interests in Cuba
* American support of Cuban rebels to gain independence from Spain
* Rising tensions between Spain and the United States as a result of the sinking of the USS *Maine* in Havana Harbor
* African American troops participated in the Spanish-American War although their contributions were ignored. An example was the credit the Rough Riders were given in taking San Juan Hill when it was the 24th Infantry and the 9th and 10th Cavalry units that helped to take the hill.
* Exaggerated news reports of events (yellow journalism)

**Results of the Spanish-American War**

* The United States emerged as a world power.
* Cuba gained independence from Spain.
* The United States gained possession of the Philippines, Guam, and Puerto Rico.

## STANDARD USII.5b

**The student will apply social science skills to understand the changing role of the United States from the late nineteenth century through World War I by**

**b) describing Theodore Roosevelt’s impact on the foreign policy of the United States;**

### Essential Understandings

Roosevelt expanded the Monroe Doctrine as a way to prevent European involvement in the affairs of Latin American countries.

**Essential Knowledge**

**Use of Big Stick Diplomacy**

* Example: Building the Panama Canal
* Grew the United States Navy as a show of American power

**Added the Roosevelt Corollary to the Monroe Doctrine**

* Europe was warned not to interfere in the affairs of the Western Hemisphere; the United States would exercise “international police power” in the Americas.
* The Roosevelt Corollary asserted the right of the United States to interfere in the economic matters of other nations in the Americas.

## STANDARD USII.5c

**The student will apply social science skills to understand the changing role of the United States from the late nineteenth century through World War I by**

**c) evaluating and explaining the reasons for the United States’ involvement in World War I and its international leadership role at the conclusion of the war.**

### Essential Understandings

The United States’ involvement in World War I set the stage for it to emerge as a global superpower later in the twentieth century.

**Essential Knowledge**

**Reasons for the United States’ involvement in World War I**

* Inability to remain neutral
* German submarine warfare (sinking of the *Lusitania*)
* United States economic and political ties to Great Britain
* The Zimmermann Telegram

**Major Allied Powers**

* British Empire
* France
* Russia (until 1917)
* Serbia
* Belgium
* United States

**Central Powers**

* German Empire
* Austro-Hungarian Empire
* Bulgaria
* Ottoman Empire

## STANDARD USII.5c (continued)

**The student will apply social science skills to understand the changing role of the United States from the late nineteenth century through World War I by**

**c) evaluating and explaining the reasons for the United States’ involvement in World War I and its international leadership role at the conclusion of the war.**

**African Americans in WWI**

* The 369th Infantry Regiment, formerly known as the 15th New York National Guard Regiment ("Harlem Hellfighters") distinguished themselves during the war.
* WWI was the first war in which the U.S. Navy was segregated (African American men relegated to corpsmen or messmen).

**United States leadership as the war ended**

* At the end of World War I, President Woodrow Wilson prepared a peace plan known as the Fourteen Points that called for the formation of the League of Nations, a peacekeeping organization.
* The United States Senate did not ratify the Treaty of Versailles because of a desire to resume prewar isolationism. The United States did not become a member of the League of Nations.

## STANDARD USII.6a

**The student will apply social science skills to understand the social, economic, and technological changes of the early twentieth century by**

**a) explaining how developments in factory and labor productivity, transportation (including the use of the automobile), communication, and rural electrification changed American life and standard of living;**

### Essential Understandings

Technology extended progress into all areas of American life, including neglected rural areas.

**Essential Knowledge**

**Results of improved transportation brought about by affordable automobiles**

* Greater mobility
* Creation of jobs
* Growth of transportation-related industries (e.g., road construction, oil, steel, automobile)
* Movement to suburban areas

**Invention of the airplane**

* The Wright brothers

**Use of the assembly line**

* Henry Ford, automobile
* Rise of mechanization

**Communication changes**

* Development of the telephone (Alexander Graham Bell) and increased availability of telephones
* Development of the radio and broadcast industry
* Development of the movies

**Ways electrification changed American life**

* Labor-saving products (e.g., washing machines, electric stoves, water pumps)
* Traffic lights
* Refrigerated train cars
* Electric lighting
* Entertainment (e.g., radio)
* Improved communications

## STANDARD USII.6b

**The student will apply social science skills to understand the social, economic, and technological changes of the early twentieth century by**

**b) describing the social and economic changes that took place, including prohibition and the Great Migration north and west;**

### Essential Understandings

Reforms in the early twentieth century could not legislate how all people behaved.

Economic conditions and violence led to the migration of people.

**Essential Knowledge**

Prohibition was imposed by a constitutional amendment (the 18th Amendment) that made it illegal to manufacture, transport, and sell alcoholic beverages.

**Results of prohibition**

* Speakeasies were created as places for people to drink alcoholic beverages.
* Bootleggers made and smuggled alcohol illegally.
* Prohibition was repealed by the 21st Amendment.

**Great Migration north and west**

* Jobs for African Americans in the South were scarce and low paying.
* African Americans faced discrimination and violence in the South.
* World War I created opportunities for African Americans when immigration from Europe stopped and the needs of the military suddenly increased.
* African Americans moved to cities in the North and Midwest in search of better employment opportunities.
* African Americans also experienced discrimination and violence in the North and Midwest, but enjoyed greater opportunities than in the South.

## STANDARD USII.6c

**The student will apply social science skills to understand the social, economic, and technological changes of the early twentieth century by**

**c) examining art, literature, and music from the 1920s and 1930s, with emphasis on Langston Hughes, Duke Ellington, Georgia O’Keeffe, and the Harlem Renaissance;**

### Essential Understandings

The 1920s and 1930s were important decades for American art, literature, and music.

The leaders of the Harlem Renaissance drew upon the heritage of African American culture to establish themselves as powerful forces for cultural change.

**Essential Knowledge**

**Cultural climate of the 1920s and 1930s**

* Art: Georgia O’Keeffe, an artist known for urban scenes and, later, paintings of the Southwest
* Literature: F. Scott Fitzgerald, a novelist who wrote about the Jazz Age of the 1920s; John Steinbeck, a novelist who portrayed the strength of poor migrant workers during the 1930s; Ralph Ellison a novelist of the Harlem Renaissance, Zora Neale Hurston cultural anthropologists, Langston Hughes poet, novelist, and playwright; Countee Cullen poet of the Harlem Renaissance
* Music: Aaron Copland and George Gershwin, composers who wrote uniquely American music
* Art: Jacob Lawrence, a painter who chronicled the experiences of the Great Migration through art
* Literature: Langston Hughes, a poet who combined the experiences of African and American cultural roots
* Music: Duke Ellington and Louis Armstrong, jazz musicians; Bessie Smith, a blues singer

**Harlem Renaissance**

African American artists, writers, and musicians based in Harlem revealed the freshness and variety of African American culture. The popularity of these artists spread beyond Harlem to the rest of society.

## STANDARD USII.6d

**The student will apply social science skills to understand the social, economic, and technological changes of the early twentieth century by**

**d) analyzing the causes of the Great Depression, its impact on Americans, and the major features of Franklin D. Roosevelt’s New Deal.**

### Essential Understandings

The optimism of the 1920s concealed problems in the American economic system and attitudes about the role of government in controlling the economy.

The Great Depression and the New Deal dramatically changed the lives of most Americans and began to change both their understanding of the economic system and the role of government in American life.

**Essential Knowledge**

**Causes of the Great Depression**

* People over speculated on stocks, using borrowed money that they could not repay when stock prices crashed.
* The Federal Reserve’s poor monetary policies contributed to the collapse of the banking system.
* High tariffs discouraged international trade.
* Many Americans had too much debt from buying consumer goods on installment plans.

**Impact on Americans**

* A large number of banks closed, and other businesses failed.
* One-fourth of workers were without jobs.
* Large numbers of people were hungry and homeless.
* African Americans were disproportionately impacted by the Great Depression and they were discriminated against when New Deal agencies were created, both in hiring, pay, and access.
* Farmers’ incomes fell to low levels.

Franklin Roosevelt’s New Deal used government programs to help the nation recover from the Depression.

**Major features of the New Deal**

* Social Security
* Federal work programs
* Environmental improvement programs
* Farm assistance programs
* Increased rights for labor

## STANDARD USII.7a

**The student will apply social science skills to understand the major causes and effects of American involvement in World War II by**

**a) explaining the causes and events that led to American involvement in the war, including the attack on Pearl Harbor;**

### Essential Understandings

Political and economic conditions in Europe following World War I led to the rise of fascism and to World War II.

The rise of fascism threatened peace in Europe and Asia.

**Essential Knowledge**

As conflict grew in Europe and Asia, American foreign policy evolved from neutrality to direct involvement.

**Causes of World War II**

* Economic devastation in Europe resulting from World War I:
* Worldwide depression
* High war debt owed by Germany
* High inflation
* Massive unemployment
* Political instability marked by the rise of Fascism:
* Fascism is a political philosophy in which total power is given to a dictator; individual freedoms are denied; and nationalism and, often, racism are emphasized.
* Fascist dictators included Adolf Hitler (Germany), Benito Mussolini (Italy), and Hideki Tojo (Japan).
* These dictators led the countries that became known as the Axis Powers.

**The Allies**

* Democratic nations (the United States, Great Britain, Canada) were known as the Allies. The Soviet Union joined the Allies after being invaded by Germany.
* Allied leaders included Franklin D. Roosevelt and, later, Harry S. Truman (United States), Winston Churchill (Great Britain), and Joseph Stalin (Soviet Union).

**Gradual change in American policy from neutrality to direct involvement**

* Isolationism (Great Depression, legacy of World War I)
* Economic and military aid to Allies (Lend-Lease program)
* Direct involvement in the war

**War in the Pacific**

* Rising tension developed between the United States and Japan because of Japanese aggression in East Asia and the Pacific region.
* On December 7, 1941, Japan attacked the United States at Pearl Harbor.
* The United States declared war on Japan.
* Germany declared war on the United States.

## STANDARD USII.7b

**The student will apply social science skills to understand the major causes and effects of American involvement in World War II by**

**b) locating and describing the major events and turning points of the war in Europe and the Pacific;**

### Essential Understandings

Despite initial Axis success in both Europe and the Pacific, the Allies persevered and ultimately defeated Germany and Japan.

The Holocaust is an example of prejudice, discrimination, and genocide that targeted Jews and other groups.

**Essential Knowledge**

**Major events and turning points of World War II**

* Germany invaded Poland, setting off war in Europe. The Soviet Union also invaded Poland and the Baltic nations.
* Germany invaded France and captured Paris.
* Germany bombed London, and the Battle of Britain began.
* The United States gave Britain war supplies and old naval warships in return for military bases in Bermuda and the Caribbean (Lend-Lease).
* Japan bombed Pearl Harbor.
* After Japan bombed Pearl Harbor, Germany declared war on the United States.
* The United States declared war on Japan and Germany.
* The United States was victorious over Japan in the Battle of Midway. This victory was the turning point of the war in the Pacific.
* Germany invaded the Soviet Union. The Soviet Union defeated Germany at Stalingrad, marking the turning point of the war in Eastern Europe.
* American and other Allied troops landed in Normandy, France, on D-Day to begin the liberation of Western Europe.
* The United States dropped two atomic bombs on Japan (Hiroshima and Nagasaki) in 1945, forcing Japan to surrender and ending World War II.

**The Holocaust**

* Anti-Semitism
* Aryan supremacy
* Systematic attempt to rid Europe of all Jews
* Tactics:
* Boycott of Jewish stores
* Discriminatory laws
* Segregation
* Ghettos
* Imprisonment and killing of millions of Jews and others in concentration camps and death camps
* Liberation by Allied forces of Jews and others who survived in concentration camps

## STANDARD USII.7c

**The student will apply social science skills to understand the major causes and effects of American involvement in World War II by**

**c) explaining and evaluating the impact of the war on the home front.**

### Essential Understandings

World War II affected every aspect of American life.

Americans were asked to make sacrifices in support of the war effort and the ideals for which Americans fought.

**Essential Knowledge**

* American involvement in World War II brought an end to the Great Depression. Factories and workers were needed to produce goods to win the war.
* More than 125,000 African Americans fought for the United States.
* The Tuskegee Airmen and other units became famous for their valor and skill.
* Thousands of American women (e.g., Rosie the Riveter) took jobs in defense plants during the war.
* African American men and women worked in the industries that supported the Allied war effort.
* Americans at home supported the war by conserving and rationing resources (e.g., victory gardens, ration books, scrap drives).
* The need for workers temporarily broke down some racial barriers (e.g., hiring in defense plants), although discrimination against African Americans continued.
* The service of African Americans in the war, especially against the racist Nazis, encouraged them to press for their rights in the United States.
* While many Japanese Americans served in the armed forces, others were treated with distrust and prejudice, and more than one hundred thousand ~~many~~ were forced into internment camps in the United States.
* Despite their commitment and service, African Americans remained segregated in the armed forces until President Harry Truman desegregated the armed forces in 1948 during the Korean Conflict.

## STANDARD USII.8a

**The student will apply social science skills to understand ~~of~~ the economic, social, and political transformation of the United States and the world between the end of World War II and the present by**

**a) describing the rebuilding of Europe and Japan after World War II, the emergence of the United States and the Soviet Union as superpowers, and the establishment of the United Nations;**

### Essential Understandings

The Allied victory in World War II led to the emergence of the United States and the Soviet Union as global superpowers.

The United States’ involvement in World War II reshaped America’s role in world affairs.

**Essential Knowledge**

Much of Europe was in ruins following World War II. Soviet forces occupied most of Eastern and Central Europe and the eastern portion of Germany. The United States believed it was in its best interest to help rebuild Europe and prevent political and economic instability.

**Rebuilding efforts**

* The United States instituted George C. Marshall’s plan to rebuild Europe (the Marshall Plan), which provided massive financial aid to rebuild European economies and prevent the spread of communism.
* Germany was partitioned into East and West Germany. West Germany became democratic and resumed self-government after a few years of American, British, and French occupation. East Germany remained under the domination of the Soviet Union and did not adopt democratic institutions.
* Following its defeat, Japan was occupied by American forces. It soon adopted a democratic form of government, resumed self-government, and became a strong ally of the United States.

**Establishment of the United Nations**

* The United Nations was formed near the end of World War II to create a body for the nations of the world to try to prevent future global wars.

## STANDARD USII.8b

**The student will apply social science skills to understand the economic, social, and political transformation of the United States and the world between the end of World War II and the present by**

**b) describing the conversion from a wartime to a peacetime economy;**

### Essential Understandings

The economic, social, and political climate of the United States changed after World War II because of the development of new technologies, changes in mass media, and growth of mass markets.

**Essential Knowledge**

**Reasons for rapid growth of the American economy following World War II**

* With rationing of consumer goods over, businesses converted from production of war materials to consumer goods.
* Americans purchased goods on credit.
* The work force shifted back to men, and most women returned full time to family responsibilities.
* Labor unions merged and became more powerful; workers gained new benefits and higher salaries.

## STANDARD USII.8c

**The student will apply social science skills to understand the economic, social, and political transformation of the United States and the world between the end of World War II and the present by**

**c) examining the role of the United States in defending freedom during the Cold War, including the wars in Korea and Vietnam, the Cuban missile crisis, the collapse of communism in Europe, and the rise of new challenges;**

### Essential Understandings

The United States and the Soviet Union emerged from World War II as world powers, triggering a rivalry over ideology and national security.

The Cold War was the central organizing principle in global affairs for over 40 years.

**Essential Knowledge**

**Term to know**

* Cold War: The state of tension without actual fighting between the United States and the Soviet Union, which divided the world into two camps

**Origins of the Cold War**

* Differences in goals and ideologies between the United States and the Soviet Union (the two superpowers); the United States was democratic and capitalist while the Soviet Union was dictatorial and communist
* The Soviet Union’s domination over Eastern European countries (Iron Curtain)
* American policy of containment (to stop the spread of communism)
* North Atlantic Treaty Organization (NATO) vs. Warsaw Pact (defense alliances)

**Major conflicts in the post-World War II era that reflected Cold War tensions**

* South Korea and the United States resisted Chinese and North Korean aggression. The conflict ended in a stalemate.
* Disagreements arose between the United States and the Soviet Union over the status of Berlin, eventually leading to the construction of the Berlin Wall.
* The Cuban Missile Crisis occurred when the Soviet Union placed missiles in Cuba. The Soviets removed the missiles in response to a United States blockade of Cuba, and the United States removed missiles from Turkey.
* The United States intervened to stop the spread of communism into South Vietnam (domino theory). Americans were divided over whether the United States should be involved militarily in Vietnam. The conflict ended in a cease-fire agreement in which United States troops withdrew.
* The Space Race between the United States and the Soviet Union was a contest to gain technological superiority (e.g., Sputnik, landing on the moon).
* The Arms Race was the stockpiling of nuclear weapons as a deterrent to nuclear war.

## STANDARD USII.8c (continued)

**The student will apply social science skills to understand the economic, social, and political transformation of the United States and the world between the end of World War II and the present by**

**c) examining the role of the United States in defending freedom during the Cold War, including the wars in Korea and Vietnam, the Cuban missile crisis, the collapse of communism in Europe, and the rise of new challenges;**

**Collapse of communism in Europe**

* Breakup of the Soviet Union into independent countries
* Destruction of the Berlin Wall

**New challenges**

* Role of United States military intervention
* Environmental challenges
* Global issues, including trade, jobs, diseases, energy
* Rise/emergence of China as a global economic and military power

## STANDARD USII.8d

**The student will apply social science skills to understand the economic, social, and political transformation of the United States and the world between the end of World War II and the present by**

**d) describing the changing patterns of society, including expanded educational and economic opportunities for military veterans, women, and minorities;**

### Essential Understandings

The United States experienced an economic boom and social transformation after World War II that changed the way most Americans lived and worked.

**Essential Knowledge**

**Factors leading to changing patterns in United States society**

* Strong economy (healthy job market, increased productivity, increased demand for American products)
* Greater investment in education so Americans would have the ability to compete globally (National Defense Education Act)
* The “baby boom,” which led to changing demographics
* Interstate highway system
* Evolving role of women (expected to play a supporting role in the family while increasingly working outside the home)
* Large number of women entering the labor force
* Increased urbanization and expansion of cities, resulting in a housing boom, which did not largely benefit African Americans.
* Expansion of human rights
* African Americans’ aspirations for equal opportunities; they pushed to end all forms of segregation and discrimination against them.

**Policies and programs expanding educational and employment opportunities**

* The G.I. Bill of Rights gave educational, housing, and employment benefits to veterans. The GI bill enabled many to enter professions, such as medicine, law, and academics.
* Harry S. Truman desegregated the armed forces.
* Civil Rights legislation led to increased educational, economic, and political opportunities for women and minorities.

## STANDARD USII.8e

**The student will apply social science skills to understand the economic, social, and political transformation of the United States and the world between the end of World War II and the present by**

**e) evaluating and explaining the impact of international trade and globalization on American life.**

### Essential Understandings

After World War II, there was an increase in globalization, international trade, and interdependence.

**Essential Knowledge**

Globalization is the linking of nations through trade, information, technologies, and communication.

Globalization involves increased integration of different societies.

Interdependence involves nations, countries, and societies depending on one another for goods, services, action, or influence.

During the two decades following World War II, international trade expanded at a rapid pace.

**Impact of globalization and international trade on American life**

* Improvement of all communications (e.g., travel, telecommunications, Internet)
* Availability of a wide variety of foreign-made goods and services
* Outsourcing of jobs and decline of some American cities and industries
* Rise of international corporations
* Shift from manufacturing to a high-tech and service economy

## STANDARD USII.9a

**The student will apply social science skills to understand ~~of~~ the key domestic and international issues during the second half of the twentieth and early twenty-first centuries by**

**a) examining the impact of the Civil Rights Movement, the Americans with Disabilities Act (ADA), and the changing role of women on all Americans;**

### Essential Understandings

The Civil Rights Movement of the twentieth century was committed to equal rights and fair treatment of African Americans, but it resulted in social, legal, political, and cultural changes that prohibited discrimination and segregation for all Americans.

Other activists were inspired by the achievements of the Civil Rights Movement and took action to gain equality.

**Essential Knowledge**

**Some effects of segregation**

* Separate and unequal educational facilities and resources
* Separate and unequal public facilities (e.g., restrooms, drinking fountains, restaurants)
* Segregated and disadvantaged neighborhoods ~~Social isolation and residential segregation~~
* Exclusion from well-paying jobs
* Undermining of wealth building by low property values in segregated neighborhoods
* Unpunished violence against African Americans

**Civil Rights Movement**

* Opposition to *Plessy v. Ferguson*: “Separate but equal”
* Student walkout of 1951 at Moton High School led by Barbara Johns
* *Brown v. Board of Education*: Desegregation of schools
* Killing of Emmett Till in Mississippi became a national scandal because of the photographed open casket
* Martin Luther King, Jr.: Passive resistance against segregated facilities; “I have a dream…” speech
* Rosa Parks: Montgomery bus boycott
* Organized protests, Freedom Riders, sit-ins, marches, boycotts
* Bombing of churches and homes by white opponents of the Civil Rights movement
* Expansion of the National Association for the Advancement of Colored People (NAACP)
* Civil Rights Act of 1964: Prohibited segregation in public places and banned employment discrimination based on race, color, religion, gender, or national origin
* Voting Rights Act of 1965: Banned the use of literacy tests and provided for federal oversight of voter registration

## STANDARD USII.9a (continued)

**The student will apply social science skills to understand ~~of~~ the key domestic and international issues during the second half of the twentieth and early twenty-first centuries by**

**a) examining the impact of the Civil Rights Movement, the Americans with Disabilities Act (ADA), and the changing role of women on all Americans;**

### Essential Knowledge

**Americans with Disabilities Act**

* The disability rights movement fought to right inequalities faced by people with disabilities.
* The Americans with Disabilities Act (ADA) (1990) guarantees individuals with disabilities equal opportunities in employment, public accommodations, transportation, state and local government services, and telecommunications.
* The Individuals with Disabilities Education Act (IDEA), formerly Public Law 94.142, is a federal law that entitles children and young adults access to a free and appropriate public education.

**Changing role of women**

* Workplace disadvantages:
* Discrimination in hiring practices
* Lower wages for women than for men doing the same job
* Improved conditions:
* National Organization for Women (NOW)
* Federal legislation to force colleges to give women equal athletic opportunities (Title IX)
* The proposed Equal Rights Amendment, despite its failure, and a focus on equal-opportunity employment created a wider range of options and advancement for women in business and public service.

## STANDARD USII.9b

**The student will apply social science skills to understand the key domestic and international issues during the second half of the twentieth and early twenty-first centuries by**

**b) describing the development of new technologies in communication, entertainment, and business and their impact on American life;**

### Essential Understandings

The period following World War II leading up to the early twenty-first century marked the “information age.” New technologies in communication, entertainment, and business dramatically changed American life.

**Essential Knowledge**

**Industries benefiting from new technologies**

* Airline industry (jet engine)
* Automobile industry and interstate highway system
* Mining industry
* Entertainment and news media industries
* Exploration of space
* Computer industry
* Satellite systems, telecommunications industry
* Internet, social media

**Impact of new technologies on American life**

* Increased domestic and international travel for business and pleasure
* Greater access to news and other information
* Cheaper and more convenient means of communication
* Greater access to heating and air-conditioning improved the quality of life and encouraged population growth in certain areas of the country
* Decreased regional variation resulting from nationwide access to the same entertainment and information provided by national television and radio programming, Internet services, and computer games

## STANDARD USII.9c

**The student will apply social science skills to understand the key domestic and international issues during the second half of the twentieth and early twenty-first centuries by**

**c) analyzing how representative citizens have influenced America scientifically, culturally, academically, and economically;**

### Essential Understandings

Representative citizens have contributed to and influenced America scientifically, culturally, academically, and economically.

**Essential Knowledge**

Examples including but not limited to…

There have been contributions and influence of individuals during the second half of the twentieth and early twenty-first centuries who have changed America:

* Scientific advancements include those related to medicine, technology, environment, and space.
* Cultural advancements include those related to music, media, art, communication, technology, and architecture.
* Academic advancement include contributions to a field of study.
* Economic advancements include those related to banking, business, and industry.

## STANDARD USII.9d

**The student will apply social science skills to understand the key domestic and international issues during the second half of the twentieth and early twenty-first centuries by**

**d) evaluating and explaining American foreign policy, immigration, the global environment, and other emerging issues.**

### Essential Understandings

American foreign policy, immigration policies, energy policies, and environmental policies affect people both in the United States and in other countries.

Key domestic and international issues since World War II have helped to shape the United States government’s relationship with its citizens and other nations.

**Essential Knowledge**

**Foreign policy**

* Changes in terrorist activities
* Varied global conflicts
* Changing relationships with other nations

**Immigration**

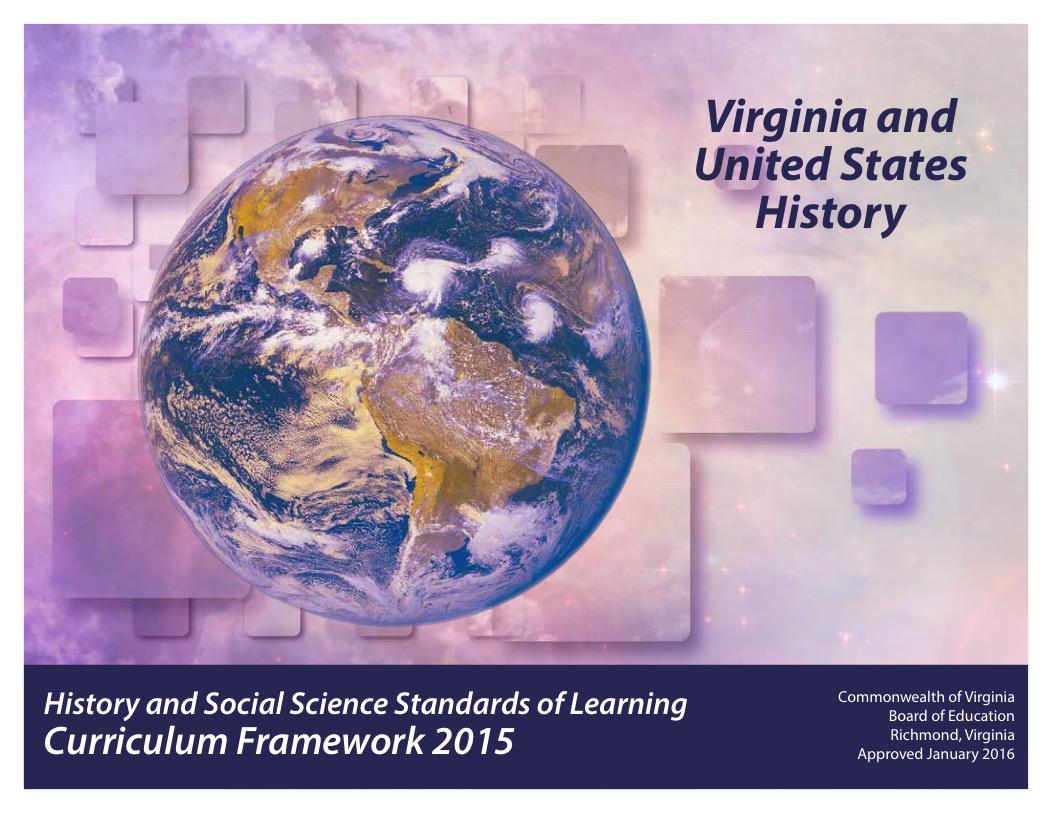
* Changing immigration policies
* More people try to immigrate to the United States than are allowed by law although many policies still included racial limitations

**Global environment**

* Policies to protect the global environment
* Debate over climate change
* Conservation of water and other natural resources

**Other issues**

* Safety and security (Homeland Security Act)
* Energy issues (dependence on foreign oil)
* World health issues (global pandemics)



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## INTRODUCTION

The *History and Social Science Standards of Learning Curriculum Framework 2015,* approved by the Board of Education on January 28, 2016, is a companion document to the 2015 *History and Social Science Standards of Learning for Virginia Public Schools*. The Curriculum Framework amplifies the Standards of Learning by defining the content understandings, knowledge, and skills that are measured by the Standards of Learning assessments.

The standards and Curriculum Framework are not intended to encompass the entire curriculum for a given grade level or course, nor to prescribe how the content should be taught. School divisions are encouraged to incorporate the standards and Curriculum Framework into a broader, locally designed curriculum. The Curriculum Framework delineates in greater specificity the minimum content that all teachers should teach and all students should learn. Teachers are encouraged to go beyond the standards and select instructional strategies and assessment methods appropriate for their students. Additional details such as the names of historical figures whose study further enriches the standards and clarifies the concepts under investigation will be found in the Curriculum Framework.

The Curriculum Framework facilitates teacher planning by identifying essential understandings, knowledge, and skills. Together, these key elements provide the focus of instruction for each standard. The purpose of each section is explained below:

**Standard of Learning Statement**

Each page begins with a Standard of Learning statement as a focus for teaching and learning. Students will apply social science skills to understand the interrelationships between the history, geography, economics, and civics content, as well as become actively engaged in their learning.

**Essential Skills (Standard 1)**

The essential history and social science skills are outlined in Standard 1 for each grade level or course. Students use these skills to increase understanding of the history and social sciences content, including historical, geographic, political, and economic events or trends. The development of these skills is important in order for students to become better-informed citizens.

The first column for Standard 1 contains “Essential Understandings,” which are described below. The second column contains examples of how the skill may be applied in the classroom.

Note: The skills will not be assessed in isolation; rather, they will be assessed as part of the content in the *History and Social Science Standards of Learning*.

**Essential Understandings**

This column includes the fundamental background information necessary to acquire and apply the essential knowledge. The understandings should help students develop a sense of context, including why the essential knowledge is relevant to the standard; thus, teachers should use these understandings as a basis for lesson planning.

**Essential Knowledge**

This column delineates the key content facts, concepts, and ideas that students should grasp in order to demonstrate understanding of the standard. This information is not meant to be exhaustive or a limitation on what is taught in the classroom. Rather, it is meant to be the principal knowledge defining the standard.

The Curriculum Framework serves as a guide for Standards of Learning assessment development; however, assessment items may not and should not be verbatim reflections of the information presented in the Curriculum Framework.

## STANDARD VUS.1a

**The student will demonstrate skills for historical thinking, geographical analysis, economic decision making, and responsible citizenship by**

**a) synthesizing evidence from artifacts and primary and secondary sources to obtain information about events in Virginia and United States history;**

### Essential Understandings

Synthesis involves combining processed information with other knowledge to logically reach a new interpretation and understanding of content.

Primary and secondary sources enable us to examine evidence closely and to place it in a broader context.

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 during the time under study.

A secondary source is a document, image, or other source of information that relates or discusses information originally presented elsewhere.

Historical information may be acquired from a variety of sources:

* Diaries
* Interviews
* Letters
* Raw data
* Court records and transcripts
* Photographs
* Journal articles that report the findings of original research and are written by the researchers themselves
* Autobiographies
* Speeches
* Creative works (novels, plays, poems, music, art)
* Magazine and journal articles
* Nonfiction books

**Experiences may include but are not limited to the following:**

* Use a variety of information sources to do the following:
* Examine and analyze information about the social/political organization, religion, and economics of a region. Use the information gathered to gain a new and deeper understanding of the inhabitants, resources, land and water usage, transportation methods, and communications of the region.
* Examine and analyze geographic information and demographic data. Use the information gathered to gain a new and deeper understanding of conflicts within or among regions.
* Prepare a collection of primary and secondary sources that best relate to a unit of study. Examine the sources to do the following:
* Make and record observations about the sources and generate questions about each item.
* Determine commonalities and patterns in the themes of the sources, as well as how the sources connect to the overarching topic of the lesson.
* Create a graphic organizer that describes how each source depicts a specific point of view about a period of study.

## STANDARD VUS.1b

**The student will demonstrate skills for historical thinking, geographical analysis, economic decision making, and responsible citizenship by**

**b) using geographic information to determine patterns and trends in Virginia and United States history;**

### Essential Understandings

Analyzing and interpreting involves identifying the important elements of geographic sources in order to make inferences and generalizations and draw conclusions.

Knowledge of geography and application of geographic skills enable us to understand relationships between people, their behavior, places, and the environment for problem solving and historical understanding.

The physical geography of a location had a direct impact on the lives of people in world history and how they adapted to their environment.

Five Themes of Geography

* Location: Defined according to its position on the earth’s surface; where is it?
* Place: Locations having distinctive features that give them meaning and character that differ from other locations; what is it like?
* Region: A unit on the earth's surface that has unifying characteristics; how are places similar or different?
* Movement: The way people, products, and information move from one place to another; how do people, goods, and ideas move from one location to another?
* Human-Environment Interaction: The relationship between people and their environment; how do people relate to the physical world?

**Experiences may include but are not limited to the following:**

* Use a variety of sources, such as the following:
* GIS (Geographic Information Systems)
* Field work
* Satellite images
* Photographs
* Maps, globes
* Charts and graphs
* Databases
* Primary sources
* Diagrams
* Analyze the dynamic relationship between physical and human geography.
* Analyze geographic information related to movement of people, products, resources, ideas, and language to determine patterns and trends.
* Examine maps of a location before and after a major conflict to discuss how the major conflict impacted the social, political, and economic landscape of a location.
* Use maps to explain how the location of resources influences patterns, trends, and migration of a population.

## STANDARD VUS.1c

**The student will demonstrate skills for historical thinking, geographical analysis, economic decision making, and responsible citizenship by**

**c) interpreting charts, graphs, and pictures to determine characteristics of people, places, or events in Virginia and United States history;**

### Essential Understandings

Interpreting involves the process of explaining or translating information.

Interpreting begins with analyzing data and then requires students to extract significant information embedded within data in order to draw conclusions.

To help determine characteristics of people, places, or events, students should adopt the definition of *characteristic* as being a distinguishing quality.  
  
**Experiences may include but are not limited to the following:**

* Gather information and create a chart of the characteristics of a revolution or movement to draw conclusions about its origins, principles, and the dissemination of its message.
* Gather information from a variety of sources about people, places, and events in Virginia and United States history, and organize the information into a chart or graph to draw conclusions.
* Interpret a variety of visual sources to draw conclusions about people, places, and events in Virginia and United States history.

## STANDARD VUS.1d

**The student will demonstrate skills for historical thinking, geographical analysis, economic decision making, and responsible citizenship by**

**d) constructing arguments, using evidence from multiple sources;**

### Essential Understandings

It is critical to examine multiple sources when constructing arguments.

Exposure to multiple points of view allows one to come to an informed decision.

Constructing arguments involves breaking apart information in order to build a better understanding of a specific topic, ultimately adopting and crafting reasoning from a specific point of view.

**Experiences may include but are not limited to the following:**

* To construct an argument, consider the following:
* Apply a variety of planning strategies to generate, gather, and organize ideas to address a specific audience and purpose.
* Produce arguments in writing, developing a thesis that demonstrates knowledgeable judgments, addresses counterclaims, and provides effective conclusions.
* Organize ideas in a sustained and logical manner.
* Clarify and defend the position with precise and relevant evidence, elaborating ideas clearly and accurately.
* Adapt content, vocabulary, voice, and tone to audience, purpose, and situation.
* Prepare evidence for a Socratic seminar in order to debate and discuss the costs and benefits of a government action or historical event.
* Gather information from a variety of sources to assume a particular perspective from one time period, and write a newspaper editorial persuading readers to adopt the chosen perspective.

## STANDARD VUS.1e

**The student will demonstrate skills for historical thinking, geographical analysis, economic decision making, and responsible citizenship by**

**e) comparing and contrasting historical, cultural, economic, and political perspectives in Virginia and United States history;**

### Essential Understandings

The skill of comparing and contrasting perspectives in history involves breaking down information and then categorizing it into similar and dissimilar pieces.

**Experiences may include but are not limited to the following:**

External Influences

External Influences

* Gather a variety of sources about the economic state of the United States at the beginning of World War I. Evaluate the information for accuracy and relevance. Use a Venn diagram to organize the facts in order to determine
* similarities and differences between leaders during the war
* the impact of internal**, e**xternal influences (e.g., economy, social concerns).
* Gather a variety of sources summarizing a specific event (e.g., territory expansion from 1801 to 1860, industrialization, women’s movement during the twentieth century). Use a Venn diagram to organize the facts in order to determine:
* similarities and differences between recorded accounts
* the impact of external influences (e.g., American Indians, child labor, technology).

## STANDARD VUS.1f

**The student will demonstrate skills for historical thinking, geographical analysis, economic decision making, and responsible citizenship by**

**f) explaining how indirect cause-and-effect relationships impact people, places, and events in Virginia and United States history;**

### Essential Understandings

A cause-and-effect relationship is a relationship in which one event (the cause) makes another event (the effect) happen. There can be multiple causes and effects.

An indirect cause-and-effect relationship usually takes time to establish. Such relationships are often unforeseen, unplanned, or connected to the main causes and effects.

Explaining includes justifying why the evidence credibly supports the claim.

Diversity creates a variety of perspectives, contributions, and challenges.

Events that lead to conflict often have multiple causes and effects.

**Experiences may include but are not limited to the following:**

* Apply a process for explaining indirect cause-and-effect relationships, such as the following:
* Choose an established effect and brainstorm causes of that effect.
* Categorize and organize the causes into direct or indirect causes.
* Describe direct and indirect items separately.
* Compare and contrast direct and indirect causes.
* Identify the most important difference between the direct and indirect causes.
* Draw conclusions about the impact on people, places, and events.
* Discuss, defend, and refine conclusions.
* Compare charts, graphs, and/or maps to determine the role diversity played in affecting the social, economic, and political structure of the United States.
* Create flow charts, storyboards, and timelines that explore multiple causes and effects.
* Determine how the choices of selected people/groups impacted American history.
* Examine both intended and unintended consequences of an event, including the following questions:
* What was the context for the event to take place?
* What actions were taken?
* What was the result of these actions?

## STANDARD VUS.1g

**The student will demonstrate skills for historical thinking, geographical analysis, economic decision making, and responsible citizenship by**

**g) analyzing multiple connections across time and place;**

### Essential Understandings

Analyzing includes identifying the important elements of a topic.

Analytical thinking is further strengthened when connections are made between two or more topics.

Activating prior knowledge helps make connections to new concepts and provides more complex information about people, places, experiences, and events in United States history.

**Experiences may include but are not limited to the following:**

* Select a significant historical event, individual, or group of people. Organize various aspects of the event or the contributions of an individual or group to determine and explain how the event, individual, or group changed over time. Organizing aspects may include the following:
* Social factors
* Political factors
* Economic factors
* Cultural factors
* Identify how the culture of the United States changed to accommodate evolving ideas and beliefs, including the following:
* Revolutions
* Conflicts
* Reforms
* Human-environment interactions
* Laws and policy changes
* Advancements
* Conflicts
* Diversity
* Movements and migrations

## STANDARD VUS.1h

**The student will demonstrate skills for historical thinking, geographical analysis, economic decision making, and responsible citizenship by**

**h) using a decision-making model to analyze and explain the incentives for and consequences of a specific choice made;**

### Essential Understandings

Decision-making models serve several purposes. They can help us

* make decisions for the future
* better understand the choices people faced in the past
* analyze the outcomes of the decisions that people already made.

Decision making involves determining relevant and irrelevant information.

Effective decision-making models

* compare the expected costs and benefits of alternative choices
* identify the costs and benefits of specific choices made.  
    
  Incentives are actions or rewards that encourage people to act.

When incentives change, behavior changes in predictable ways.

**Experiences may include but are not limited to the following:**

* Use a cost-benefit analysis chart:

|  |  |
| --- | --- |
| **Before the choice was made- Expected Costs** | **Before the choice was made- Expected Benefits** |
| Some citizens did not want social change that this entailed | Maintaining manufacturing production while men were enlisted in the armed forces |
| **After the choice was made- outcome- unintended consequences** | **After the choice was made-outcome-intended consequence** |
| The national spotlight on women’s employment and ~~there~~ their success in performing traditionally male jobs | The United States was able to maintain and actually increase its level of manufacturing production |
| The rise of women’s participation in labor unions led to increased activism for pay equity, maternity leave, and childcare. This did not apply to domestic workers, many of whom were African Americans. |  |
| Married white women’s labor participation rose after World War II as public opinion slowly started to change as a result of their success during the war. African American women were already working outside of the home. |  |
| Women’s liberation movement as well as the fight for the Equal Rights Amendment in the 1970s and 1980s |  |

## STANDARD VUS.1i

**The student will demonstrate skills for historical thinking, geographical analysis, economic decision making, and responsible citizenship by**

**i) identifying the rights and responsibilities of citizenship and ethical use of material and intellectual property;**

**Essential Understandings**

Plagiarism is the unauthorized use or theft of intellectual property.

There are consequences of plagiarism, according to the guidelines established by local school divisions and the law.

**Experiences may include but are not limited to the following:**

* Promote collaboration with others both inside and outside the classroom. Examples of collaboration may include the following:
* Socratic seminar
* Two-way journaling
* Digital media (e.g., videoconferences)
* Explore the ethical and legal issues related to the access and use of information by
* properly citing authors and sources used in research
* validating Web sites
* reviewing written drafts so that the language and/or thoughts of others are given credit.
* Provide other students with constructive feedback on written assignments via the peer-editing process.
* Include the use of proper reference citations and distinguish one’s own ideas from information created or discovered by others.

## STANDARD VUS.1j

**The student will demonstrate skills for historical thinking, geographical analysis, economic decision making, and responsible citizenship by**

**j) investigating and researching to develop products orally and in writing.**

**Essential Understandings**

The skill of investigating involves acting like a detective—formulating questions and proactively setting out to try and answer the questions.

The skill of researching works in tandem with investigating in that students need to uncover material in order to adequately answer questions formulated when investigating.

Students take more ownership over investigating and researching when they are able to choose the type of product to produce while asking the question: How can a person mirror the work of historians, geographers, political scientists, and economists?

Student inquiry drives the design process. Specifically, students

* formulate a question to investigate
* create a goal/hypothesis
* conduct research and collaborate with teacher and peers
* revisit and revise the goal/hypothesis, if necessary
* create a product
* write a reflection on the process involved to arrive at product.

**Experiences may include but are not limited to the following:**

* Write a college admission essay for a history program. Investigate and develop a position about what has had the greatest impact on American culture: conflict, movement, migration, or change. Select specific events, locations, or individuals as examples to support the position. Include a list of student-generated questions about the impact that would be supported by further exploration of the topic.
* Prepare a multimedia or video presentation of a debate. Gather evidence to support the arguments and conclusions. Questions may include the following:
* Most important political concept: Rule of law or limited power?
* Andrew Jackson: ~~Hero or villain?~~ Did he promote or hinder democracy?
* ~~Cotton gin: Good or bad for the United States?~~
* Most effective treaty to end a conflict: Treaty of Paris or Treaty of Versailles?
* Investigate the history of communication in the United States. Develop a plan for a gallery exhibit that illustrates how communication in the United States has changed over time and how it has changed American culture over time. Make recommendations for items to include in the exhibit with a justification for each.
* Investigate one of the major movements in American history. Create a social media post or blog, using the following steps:
* Determine the major focus of the movement.
* Explain the changes demanded.
* Create a profile of the key individuals involved.
* Describe the social, economic, historical, and political influences.

## STANDARD VUS.2a

**The student will apply social science skills to understand the impact of the Age of Exploration by**

**a) describing the characteristics of early exploration and evaluating the impact of European settlement in the Americas;**

### Essential Understandings

Early European exploration, colonization, and the system of enslavement resulted in the redistribution of the world’s population as millions of people from Europe and Africa voluntarily and involuntarily came to the New World.  
  
**Essential Knowledge**

**Characteristics of early exploration and settlements in North America**

* New England was settled by Puritans seeking freedom from religious persecution in Europe. They formed a “covenant community” based on the principles of the Mayflower Compact and Puritan religious beliefs and were often intolerant of those not sharing their religion. They also sought economic opportunity and practiced a form of direct democracy through town meetings.
* The Middle Atlantic region was settled chiefly by English, Dutch, and German-speaking immigrants seeking religious freedom and economic opportunity.
* Virginia and the other Southern colonies were settled by people seeking economic opportunities. Some of the early Virginia settlers were “cavaliers” (i.e., English nobility who received large land grants in eastern Virginia from the King of England). Poor English immigrants also came seeking better lives as small farmers or artisans and settling in the Shenandoah Valley or western Virginia, or as indentured servants who agreed to work on tobacco plantations for a period of time to pay for passage to North America.
* Jamestown, established in 1607 by the Virginia Company of London as a business venture, was the first permanent English settlement in North America. The Virginia House of Burgesses, established by the 1640s, was the first elected assembly in the New World. It has operated continuously and is known today as the General Assembly of Virginia.
* The Virginia House of Burgesses wrote the Virginia Slave Codes. All of the English colonies established slavery between the period of their founding or no later than the 1750s. Each of the colonial governments used Virginia's Slave Codes as a model for restricting the rights of free blacks and for the treatment of enslaved people.

## STANDARD VUS.2b

**The student will apply social science skills to understand the impact of the Age of Exploration by**

**b) analyzing the cultural interactions among American Indians, Europeans, and Africans.**

### Essential Understandings

Exploration and colonization initiated worldwide commercial expansion and cultural interactions as products and people were exchanged between Africa, the Americas, and Europe.

**Essential Knowledge**

**Interactions among American Indians, Europeans, and Africans**

* The explorations and settlements of the English in the American colonies and of the Spanish in the Caribbean, Central America, and South America often led to violent conflicts with the American Indians. The Indians lost their traditional territories and fell victim to diseases carried from Europe. By contrast, French exploration of Canada did not lead to large-scale immigration from France, and relations with native peoples were generally more cooperative.
* The first Africans forcibly brought against their will to Old Point Comfort (Fort Monroe), ~~Jamestown~~ Virginia, in 1619 to work on ~~tobacco~~ plantations, were taken from the Ndongo which is modern-day Angola. The growth of an agricultural and mercantile economy based on large landholdings in the Southern colonies and in the Caribbean, and trade in the New England colonies, led wealthy English colonists to adopt an enslaved labor force despite their fear of bringing an unfamiliar people into the colony. T~~his system eventually led to the introduction of African slavery in British North America.~~
* English colonization and enslavement were parts of an interconnected system of domination across the Atlantic world.
* By the time of English settlement in North America, a vast network of chattel slavery had long shipped enslaved people from African ports to plantations and mines in South America and the Caribbean.
* The first African people brought to British North America had been seized from slave-trading ships by pirates, who then brought “twenty and odd” Africans to trade for food in Virginia.
* British North America would remain on the margins of the Atlantic slave trade, importing six percent of all enslaved Africans brought to the New World, and yet enslavement would grow in importance over the decades after 1619.
* Virginia’s English colonists struggled to adapt Atlantic slavery to their law, culture, and religion.
* Over the half century after 1619, white Virginians made those adaptations so that by the 1660s racial slavery had been firstly established.
* Conversion to Christianity would not free people from bondage and any child born to an enslaved woman was claimed as the property of the people who held title to her.

## STANDARD VUS.3a

**The student will apply social science skills to understand early European colonization by**

**a) evaluating the economic characteristics of the colonies;**

### Essential Understandings

Colonial economies developed under the European system of mercantilism as determined by the climate, soil conditions, and natural resources available in each region.

**Essential Knowledge  
  
Economic characteristics of the colonial period**

* The New England colonies developed an economy based on shipbuilding, fishing, lumbering, small-scale subsistence farming, and eventually, manufacturing. The colonies prospered, reflecting the Puritans’ strong belief in the values of hard work and thrift.
* The middle colonies of New York, New Jersey, Pennsylvania, and Delaware developed economies based on shipbuilding, small-scale farming, and trading. Cities such as New York and Philadelphia began to grow as seaports and/or commercial centers.
* Southern colonies developed economies in the eastern coastal lowlands based on large plantations that grew cash crops such as tobacco, rice, and indigo for export to Europe. Farther inland, however, in the mountains and valleys of the Appalachian foothills, the economy was based on small-scale subsistence farming, hunting, and trading.
* ~~A strong belief in~~ Private ownership of property ~~and free enterprise~~ characterized colonial life everywhere, although these practices were guided by racism. The practice of ownership included the enslavement of human beings as chattel.
* The economic system of mercantilism used by imperial nations created a system of interdependence between the mother country and its colonies.

## STANDARD VUS.3b

**The student will apply social science skills to understand early European colonization by**

**b) analyzing how social and political factors impacted the culture of the colonies;**

### Essential Understandings

Social and political institutions in the colonies developed as a result of regional migration patterns, geography, and climate.

Although the emerging democracy was limited to European, property-owning men and women, colonization led to ideas of representative government and religious tolerance. Over several centuries, these ideas would inspire similar transformations in other parts of the world.

**Essential Knowledge**

**Social characteristics of the colonies**

* New England’s colonial society was based on religious standing. The Puritans grew increasingly intolerant of dissenters who challenged their belief in the connection between religion and government. Rhode Island was founded by dissenters fleeing persecution by Puritans in Massachusetts. Both colonies established a system of enslavement that included both Africans and Native Americans.
* The middle colonies were home to multiple religious groups who generally believed in religious tolerance*,* including Quakers in Pennsylvania, Huguenots and Jews in New York, and Presbyterians in New Jersey. These colonies had more flexible social structures or the European immigrants and began to develop a middle class of skilled artisans, entrepreneurs (business owners), and small farmers. For Africans and Native Americans, the environment included enslavement and racial intolerance.
* Virginia and the other Southern colonies had a social structure based on family status and the ownership of land and, increasingly, enslaved people. Large landowners in the eastern lowlands dominated colonial government and society and maintained an allegiance to the Church of England and closer social ties to Britain than did those in the other colonies. In the mountains and valleys further inland, however, society was characterized by small subsistence farmers, hunters, and traders of Scots-Irish, German, and English descent. Maryland was established with the intent of being a haven for Catholics.
* While the cultural foundations in the North American colonies were British, American Indian and African cultures influenced every aspect of colonial society.
* The Great Awakening was a religious movement that swept through Europe and the colonies during the mid-1700s. It led to the rapid growth of evangelical denominations, such as the Methodist and Baptist denominations, and challenged the established religious and governmental orders. It laid one of the social foundations for the American Revolution.

**Political life in the colonies**

* The first meeting of a representative government in Virginia occurred at Jamestown in 1619.
* New England colonies used town meetings ~~(an Athenian direct democracy model)~~ in the operation of government.
* Middle colonies incorporated a number of democratic principles that reflected the basic rights of Englishmen.
* Southern colonies maintained stronger ties with Britain, with planters playing leading roles in representative colonial legislatures.
* The first court case that began the process of enslaving Africans was John Punch in 1640.

## STANDARD VUS.3c

**The student will apply social science skills to understand early European colonization by**

**c) explaining the impact of the development of indentured servitude and slavery in the colonies.**

### Essential Understandings

American colonies relied ~~colonial reliance~~ on ~~a cheap~~, enslaved labor force transported from Africa and the Caribbean. ~~eventually conflicted with the founding principles established in the Declaration of Independence.~~ **Essential Knowledge  
  
The development of indentured servitude and slavery**

* Although all American colonies adopted African slavery as their primary non-free labor system, the growth of a plantation-based agricultural economy in the hot, humid coastal lowlands of the Middle and Southern colonies depended on ~~required~~ a cheap labor source on a large scale.
* The growth of a plantation-based agricultural economy in the hot humid coastal lowlands developed into a system that depended heavily on a large enslaved labor force to maximize profits for the wealthiest landowners who represented a small percentage of the population. Slave traders sought out people from parts of Africa, now known as Senegal and Gambia, who were known for their knowledge about rice cultivation to be sold as slaves.
* Some of the labor needs, especially in Virginia in early decades of settlement, were met by indentured servants, who were often poor persons from England, Scotland, or Ireland who agreed to work on plantations for a period of time in return for their passage from Europe or relief from debts.
* Although some Africans worked as indentured servants, earned their freedom, and lived as free citizens during the colonial era, over time larger and larger numbers of enslaved Africans, for nearly two thousand years, were forcibly brought to the American colonies via the Middle Passage.
* British North America developed the only enslaved society in the New World that biologically reproduced itself because of moderate climate and crops that did not repay working enslaved people to the point of death, as they were in sugar colonies and mines elsewhere in the Western Hemisphere. As a result, the enslaved population of British North America would grow into the largest in the New World by the early nineteenth century. ~~The development of a slavery-based agricultural economy in the Southern colonies eventually led to conflict between the North and South in the American Civil War.~~

## STANDARD VUS.4a

**The student will apply social science skills to understand the issues and events leading to and during the Revolutionary Period by**

1. **describing the results of the French and Indian War;**

### Essential Understandings

The French and Indian War was a component of a wider struggle between European powers. It resulted in British dominance of North America and increased tensions between Britain and its North American colonies.

**Essential Knowledge  
  
The French and Indian War**

* Caused by conflict between Britain and France over territory and resources
* Was the first step on the road to the American Revolution
* Colonials, including military leader George Washington, participated in the British war effort

**Results of the French and Indian War**

* Terms of the Treaty of Paris, 1763
* British war debt
* Increased tension between Britain and its colonies resulted as Britain shifted from its policy of salutary neglect to a more active role in colonial affairs beginning with the Proclamation of 1763

## STANDARD VUS.4b

**The student will apply social science skills to understand the issues and events leading to and during the Revolutionary Period by**

**b) evaluating how political ideas of the Enlightenment helped shape American politics;**

### Essential Understandings

The foundations of American government lie in seventeenth- and eighteenth-century English Common Law, the parliamentary systems, and the European Enlightenment movement.

The Founding Fathers blended the colonial governmental system with Enlightenment political philosophies to shape the new nation.

**Essential Knowledge**

**Key political ideas of the Enlightenment**

* Natural rights
* Consent of the governed
* Social Contract
* Ordered liberty
* Separation of church and state
* Separation of powers

## STANDARD VUS.4c

**The student will apply social science skills to understand the issues and events leading to and during the Revolutionary Period by**

**c) explaining how conflicting loyalties created political differences among the colonists concerning separation from Great Britain;**

### Essential Understandings

The ideas of the Enlightenment and the perceived unfairness of British policies by some Americans provoked debate and resistance by the American colonists.

**Essential Knowledge  
The road to revolution: Changes in British policy led to the American Revolution**

* Taxation policy: Parliament enacted several revenue-raising taxes to pay for the costs incurred from the French and Indian War and for British troops to protect the colonists throughout the 1760s and 1770s, including the Sugar Act, Stamp Act, and the Townshend Acts. These acts were protested by some colonists through boycotts, intimidation, and violence.
* Civil liberties: Some American colonists believed their civil liberties as Englishmen were violated by the British government through its use of writs of assistance and the Quartering Act.
* Military maneuvers: Some American colonists believed the employment of the Quartering Act, martial law, and the closing of Boston Harbor were clear violations of their rights.

**The beginning of the American Revolution**

Resistance to British rule in the colonies mounted, leading to war:

* The Boston Massacre took place when British troops fired on anti-British demonstrators.
* The Boston Tea Party, led by the Sons of Liberty, occurred.
* The First Continental Congress was called, to which all of the colonies except Georgia sent representatives—the first time most of the colonies had acted together.
* War began when the Minutemen in Massachusetts fought a brief skirmish with British troops at Lexington and Concord.
* The Second Continental Congress was called, to which all colonies eventually sent representatives.
* Members of the Continental Congress selected George Washington as commander in chief of the Continental Army and debated the issue of independence.

## STANDARD VUS.4c (continued)

**The student will apply social science skills to understand the issues and events leading to and during the Revolutionary Period by**

**c) explaining how conflicting loyalties created political differences among the colonists concerning separation from Great Britain;**

**Differences among the colonists**

The colonists were divided into three main groups during the Revolution:

* Patriots
* Believed in complete independence from Britain
* Inspired by the ideas of Locke and Paine and the words of Virginian Patrick Henry (“Give me liberty, or give me death!”)
* Provided the troops for the American Army, led by Virginian George Washington
* Loyalists (Tories)
* Remained loyal to Britain because of cultural and economic ties
* Believed that taxation of the colonies was justified to pay for British troops to protect European settlers from American Indian attacks
* Neutrals
  + The many colonists who tried to stay as uninvolved in the war as possible
* Enslaved People
  + Many of the people held in slavery sought to use the war to pursue their own freedom
  + Ten thousand African Americans fought with the British against the white colonists who held them in slavery

## STANDARD VUS.4d

**The student will apply social science skills to understand the issues and events leading to and during the Revolutionary Period by**

**d) analyzing the competing factors that led to colonial victory in the Revolutionary War;**

### Essential Understandings

Competing factors in Europe led to the American victory over the British.

Despite Britain’s military superiority, the colonists achieved victory in the American Revolution through the efforts of colonial military and political leaders.

**Essential Knowledge  
Competing advantages of the opposing forces**

* Britain had a more powerful military, as its army was well-trained and well-equipped, along with a superior navy; however, the war continued to lose popular support in Britain.
* American colonists had the advantages of fighting a defensive war and having a committed political leadership.

**Developments leading to colonial victory in the Revolutionary War**

* American victory at the Battle of Saratoga led to the Treaty of Alliance negotiated by Ben Franklin with France
* American victory at the Battle of Yorktown under the command of George Washington with the assistance of the French army and navy

## STANDARD VUS.4e

**The student will apply social science skills to understand the issues and events leading to and during the Revolutionary Period by**

**e) evaluating how key principles in the Declaration of Independence grew in importance to become unifying ideas of American political philosophy.**

### Essential Understandings

The American Revolution was inspired by ideas concerning natural rights and political authority, and its successful completion affected people and governments throughout the world for many generations.

The revolutionary generation formulated the political philosophy and laid the institutional foundations for the system of government under which Americans live.

New political ideas about the relationship between people and their government helped to justify the Declaration of Independence.

**Essential Knowledge**

**The Declaration of Independence**

* The Declaration of Independence was inspired by ideas concerning natural rights and political authority that laid the institutional foundations for the system of government that ultimately unified the American people.
* The eventual draft of the Declaration of Independence, authored by Thomas Jefferson of Virginia, reflected the ideas of John Locke and Thomas Paine.
* Locke’s writings on “natural rights,” “social contract,” “ordered liberty,” and “consent of the governed” were incorporated when Jefferson wrote:
  + “We hold these truths to be self-evident, that all men are created equal, that they are endowed by their Creator with certain unalienable Rights, that among these are Life, Liberty, and the pursuit of Happiness.”
  + “That to secure these rights, Governments are instituted among Men, deriving their just powers from the consent of the governed.”
  + “That whenever any Form of Government becomes destructive of these ends, it is the Right of the People to alter or abolish it, and to institute new Government…”
* Paine’s *Common Sense* challenged the rule of the American colonies by the King of England. It was read by many American colonists and contributed to the growing sentiment for independence from Great Britain. Jefferson incorporated into the Declaration of Independence many of the grievances against the King of England that Paine had outlined in *Common Sense*.
* The Declaration of Independence blamed the English for the growing system of African slavery that dominated the economies of the Southern colonies.

## STANDARD VUS.5a

**The student will apply social science skills to understand the development of the American political system by**

**a) examining founding documents to explore the development of American constitutional government, with emphasis on the Virginia Declaration of Rights and the Virginia Statute for Religious Freedom in the framing of the Bill of Rights;**

### Essential Understandings

American political leaders wrote a series of documents intended to provide an effective system of government based on republican principles.

**Essential Knowledge  
  
The Articles of Confederation**

American political leaders, fearful of a powerful central government like Britain’s, created a weak national system of government. Significant powers given to the states ultimately made the national government ineffective. 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 or population
* provided for no executive or judicial branch
* ultimately was replaced with a stronger central government through the formation of the Constitution of the United States.

**Virginia Declaration of Rights (George Mason)**

* Stated that governments should not violate the people’s natural rights

**Virginia Statute for Religious Freedom (Thomas Jefferson)**

* Supported freedom of religious exercise and separation of church and state

**The United States Constitution’s Bill of Rights**

* James Madison consulted the Virginia Declaration of Rights and the Virginia Statute for Religious Freedom when drafting the amendments that eventually became the United States Bill of Rights.

## STANDARD VUS.5b

**The student will apply social science skills to understand the development of the American political system by**

**b) describing the major compromises necessary to produce the Constitution of the United States, with emphasis on the roles of James Madison and George Washington;**

### Essential Understandings

The Constitution of the United States was created in a spirit of compromise in order to establish an effective form of government, with notable contributions by Virginians George Washington and James Madison.

**Essential Knowledge  
  
Key issues and their resolutions**

* Made federal law the supreme law of the land when constitutional, but otherwise gave the states considerable leeway to govern themselves
* Balanced power between large and small states by creating a Senate, where each state has two senators, and a House of Representatives, where membership is based on population as stated in the Great Compromise
* Appeased the Southern states by counting slaves as three-fifths of the population when determining representation in the United States House of Representatives while avoiding mention of slavery by name.
* Established ~~Avoided a too-powerful central government by establishing~~ three co-equal branches (legislative, executive, judicial) with numerous checks and balances among them providing for separation of powers
* Limited the powers of the federal government to those identified in the Constitution

**Key leaders**

* George Washington, president of the Convention
  + Washington presided at the Convention and, although seldom participating in the debates, lent his enormous prestige to the proceedings.
* James Madison, “Father of the Constitution”
  + Madison, a Virginian and a brilliant political philosopher, often led the debate and kept copious notes of the proceedings—the best record historians have of what transpired at the Constitutional Convention.
  + At the Convention, he authored the Virginia Plan, which proposed a federal government of three separate branches (legislative, executive, judicial) and became the foundation for the structure of the new government.
  + He later authored much of the Bill of Rights.

## STANDARD VUS.5c

**The student will apply social science skills to understand the development of the American political system by**

**c) assessing the arguments of Federalists and Anti-Federalists during the ratification debates in defense of the principles and issues that led to the development of political parties**

### Essential Understandings

The debates between the Federalists and Anti-Federalists set the stage for the development of political parties in the United States.

**Essential Knowledge  
  
Debates over the ratification of the U.S. Constitution**

* The Federalists supported ratification because they advocated the importance of a strong central government, especially to promote economic development and public improvements.
* Anti-Federalists were opposed to the ratification of the Constitution because they feared an overly powerful central government destructive of the rights of individuals and states, leading to their demand for the incorporation of the United States Bill of Rights.

**Issues leading to the formation of political parties**

* Controversy over the Federalists’ support for Hamilton’s financial plan, especially the Bank of the United States; Washington’s Proclamation of Neutrality including the Jay Treaty; and the undeclared war on France during the John Adams administration contributed to the emergence of an organized opposition party, the Democratic-Republicans, led by Thomas Jefferson and James Madison.

**Formation of political parties**

* The Federalists typically believed in a strong national government and commercial economy. They were supported by bankers and business interests in the Northeast.
* The Democratic-Republicans, led by Thomas Jefferson, believed in a weak national government and an agricultural economy. They were supported by farmers, artisans, and frontier settlers in the South.
* The presidential election of 1800, won by Thomas Jefferson, was the first American presidential election in which power was peacefully transferred from one political party to another.

## STANDARD VUS.5d

**The student will apply social science skills to understand the development of the American political system by**

**d) evaluating the impact of John Marshall’s precedent-setting decisions that established the Supreme Court as an independent and equal branch of the national government.**

### Essential Understandings

Important legal precedents established by the Marshall Court strengthened the role of the United States Supreme Court as an equal branch of the national government.

**Essential Knowledge**  
The doctrine of judicial review set forth in *Marbury v. Madison,* the doctrine of implied powers set forth in *McCulloch v. Maryland,* and a broadly national view of economic affairs set forth in *Gibbons v. Ogden* are the foundation blocks of the Supreme Court’s authority to mediate disagreements between branches of governments, levels of government, and competing business interests, as decided during John Marshall’s tenure as the chief justice of the Supreme Court.

## STANDARD VUS.6a

**The student will apply social science skills to understand major events in Virginia and United States history during the first half of the nineteenth century by**

**a) explaining territorial expansion and its impact on the American Indians;**

### Essential Understandings

Conflicts between American settlers and Indian nations in the Southeast and the old Northwest resulted in the relocation of many American Indians to reservations.

Economic and strategic interests of the populace led to territorial expansion, which resulted in dominance over indigenous cultures.

**Essential Knowledge  
  
Early stages of territorial expansion**

* White settlers had fought against indigenous peoples from the first months of their arrival across the generations that followed.
* American governments wrote treaties with many indigenous peoples that were frequently broken.
* The rapid expansion of the white population disturbed the economies and cultures of the indigenous peoples in every part of North America.  Settlers frequently pushed illegally on to lands controlled by the American Indians.
* Thomas Jefferson, as president in 1803, purchased from France the huge Louisiana Territory, which doubled the size of the United States. As a result, the United States gained control of the Mississippi River and New Orleans to facilitate western trade. Jefferson authorized the Lewis and Clark expedition to explore the new territories that lay west of the Mississippi River. Sacajawea, an American Indian woman, served as their guide and translator.
* American settlers streamed westward from the East Coast through the use of roads, canals, and railroads, which had intended and unintended consequences for American Indians.

**Impact on the American Indians**

* The belief that it was America’s Manifest Destiny to stretch from the Atlantic to the Pacific provided political support for territorial expansion.
* During this period of westward migration, American Indians were repeatedly defeated in violent conflicts with settlers and soldiers. ~~and~~
* In the 1830s, the Native people were forcibly removed from their ancestral homelands. They were either forced to march far away from their homes (the Trail of Tears, when Cherokee, Choctaw, Chickasaw, Creek, and Seminole peoples ~~several tribes~~ were relocated from ~~Atlantic Coastal states~~ the South to present-day Oklahoma) or confined to reservations.
* The forced migrations led to the deaths of up to a third of the Native people forced to move with inadequate supplies and protection.

## STANDARD VUS.6b

**The student will apply social science skills to understand major events in Virginia and United States history during the first half of the nineteenth century by**

**b) describing the political results of territorial expansion;**

### Essential Understandings

The continental United States was established through international diplomacy and warfare.

**Essential Knowledge**  
  
Following the War of 1812, the United States and Britain agreed, through treaty, to establish the 49th parallel as the boundary between the United States and Canada along the Louisiana Territory. It was later extended to the Pacific following the acquisition of the Oregon Territory from Britain in 1846. Florida was acquired by the United States through a treaty with Spain in 1819.

To protect America’s interests in the Western Hemisphere, the Monroe Doctrine was issued. The Monroe Doctrine (1823) stated the following:

* The American continents should not be considered for future colonization by any European powers.
* Nations in the Western Hemisphere were inherently different from those of Europe (i.e., they were republics by nature rather than monarchies).
* The United States would regard as a threat to its own peace and safety any attempt by European powers to impose their system on any independent state in the Western Hemisphere.
* The United States would not interfere in European affairs.

American migration into Texas led to an armed revolt against Mexican rule and a battle at the Alamo, in which a band of Texans fought to the last man against a vastly superior Mexican force. The Texans’ eventual victory over Mexican forces subsequently brought Texas into the United States.

The American victory in the Mexican War during the 1840s led to the acquisition of an enormous territory that included the present-day states of California, Nevada, Utah, and Arizona, and parts of Colorado and New Mexico.

The acquisition of Texas created a vast new area for the expansion of slavery. White Southerners flooded into Texas and imported hundreds of thousands of enslaved people from the older states of the South.

## STANDARD VUS.6c

**The student will apply social science skills to understand major events in Virginia and United States history during the first half of the nineteenth century by**

**c) assessing the political and economic changes that occurred during this period, with emphasis on James Madison and the War of 1812;**

**Essential Understandings**

The second war with Britain had lasting political and economic consequences as American nationalism and economic production greatly increased.

**Essential Knowledge**

**War of 1812**

* British interference with American shipping and the American desire for western expansionism fueled the call for a declaration of war.
* Federalists, in opposition to Madison’s war resolution and to the war effort, met at the Hartford Convention and discussed secession.
* Following the outcomes of the War of 1812, the Federalists were viewed as unpatriotic and treasonous, which ultimately led to the demise of the political party.
* The war led to the departure of thousands of enslaved African Americans to British forces, resulting in enhanced American efforts to prevent future foreign invasions (e.g., Fort Monroe).

**Economic impact of the War of 1812**

* A market revolution emerged following the War of 1812, which transformed the American economy through
* transportation improvements in canals and railroads.
* agricultural improvements such as the cotton gin and mechanical reaper.
* industrial innovations, including textile mills.
* communication improvements, including the telegraph.
* the rapid expansion of slavery into lands taken from American Indians.
* Many of these internal improvements were funded by tariffs through the American System.

## STANDARD VUS.6d

**The student will apply social science skills to understand major events in Virginia and United States history during the first half of the nineteenth century by**

**d) analyzing the social and cultural changes during the period, with emphasis on “the age of the common man” (Jacksonian Era);**

### Essential Understandings

Although the Age of Jackson led to an increase in democracy for white men, his party led the effort to drive the American Indians of the South from their homes and opposed the abolitionists. ~~political tensions and nativist tendencies impacted the American political climate.~~

**Essential Knowledge**

Most abolitionists considered the political system too corrupt and in the service of the slave South to be of use, Jackson’s party led the effort to drive the American Indians of the South from their homes and opposed the abolitionists.

**The “Age of the Common Man”**

* Universal white manhood suffrage increased the electorate
* Rise of interest groups including nativists
* Political campaigning
* Spoils System

**Emergence of new political parties**

* Whigs were
  + organized in opposition to the Democratic Party.
  + arose in opposition to Andrew Jackson and supported temperance and the use of the government for economic development.
  + supported temperance and the use of the government for economic development.
* Know-Nothings were
  + organized in opposition to continued immigration by Irish and German immigrants.
  + the first of a series of political efforts to oppose immigration and immigrants. Most abolitionists considered the political system too corrupt and in the service of the slave South to be of use.

**Cultural changes sparked by the Second Great Awakening**

* Temperance movement
* Women’s suffrage movement
* Abolitionist movement

## STANDARD VUS.6e

**The student will apply social science skills to understand major events in Virginia and United States history during the first half of the nineteenth century by**

**e) evaluating the cultural, economic, and political issues that divided the nation, including tariffs, slavery, the abolitionist and women’s suffrage movements, and the role of the states in the Union;**

### Essential Understandings

As the nation struggled to resolve sectional issues over the future of slavery, compromises were developed to defuse a series of political crises.

**Essential Knowledge  
Sectional tensions caused by competing economic interests**

* The ~~industrial~~ North favored high protective tariffs to protect Northern manufactured goods from foreign competition.
* The plantation-based ~~agricultural~~ South opposed high tariffs that made the price of imports more expensive.
* Slavery expanded west with great speed, dominating one new state after another from the east coast to Texas and Arkansas.

**Sectional tensions caused by westward expansion**

* As new states entered the Union, compromises were reached that maintained the balance of power in Congress between “free states” and “slave states.”
  + The Missouri Compromise (1820) drew an east-west line through the Louisiana Purchase, with slavery prohibited above the line and allowed below, except that slavery was allowed in Missouri, north of the line.
  + In the Compromise of 1850, California entered as a free state, while the new Southwestern territories acquired from Mexico would decide on their own.
  + The Kansas-Nebraska Act of 1854 repealed the Missouri Compromise line, giving white males ~~people~~ in Kansas and Nebraska the choice whether to allow slavery in their states or not (i.e., popular sovereignty). This law produced bloody fighting in Kansas as pro- and antislavery forces battled each other. It also led to the birth of the Republican Party that same year to oppose the spread of slavery.

**Sectional tensions caused by debates over the nature of the Union**

* South Carolinians, in the South Carolina Exposition and Protest, argued that sovereign states could nullify the Tariff of 1832 and other acts of Congress. A union that allowed state governments to invalidate acts of the national legislature could be dissolved by states seceding from the Union in defense of slavery (Nullification Crisis). South Carolina leaders sought to check the power of the federal government, which they feared might interfere with slavery’s expansion.
* President Jackson threatened to send federal troops to collect the tariff revenues and uphold the power of federal law.

## STANDARD VUS.6e

**The student will apply social science skills to understand major events in Virginia and United States history during the first half of the nineteenth century by**

**e) evaluating the cultural, economic, and political issues that divided the nation, including tariffs, slavery, the abolitionist and women’s suffrage movements, and the role of the states in the Union;**

**Sectional tensions caused by the institution of slavery**

* Slave revolts in Virginia, led by Gabriel (Prosser) in 1800 and Nat Turner ~~and Gabriel Prosse~~r in 1831, fed white Southerners’ fears about slave rebellions and led to severe restrictions on privileges for free blacks and harsh laws in the South against fugitive slaves. Southerners who favored abolition were intimidated into silence.
* Abolitionists ~~Northerners~~, led by William Lloyd Garrison, publisher of *The Liberator*, increasingly viewed the institution of slavery as a violation of Christian principles and argued for its abolition. Southerners grew alarmed by the growing force of the Northern response to the abolitionists. Although abolitionists accounted for only two percent of the northern population, they won a great deal of attention and animosity, in the North as well as the South.
* Enslaved African Americans who escaped to free states, many aided by the Underground Railroad, pitted Southern slave owners against outraged Northerners who opposed returning escaped slaves to bondage.

**The women’s suffrage movement**

* At the same time the abolitionist movement grew, another reform movement took root—the movement to give equal rights to women
* Seneca Falls Declaration of 1848
* Roles of Elizabeth Cady Stanton and Susan B. Anthony, who became involved in the women’s suffrage movement before the Civil War and continued with the movement after the war

## STANDARD VUS.6f

**The student will apply social science skills to understand major events in Virginia and United States history during the first half of the nineteenth century by**

**f) explaining how Manifest Destiny and President James K. Polk’s policies impacted the nation;**

### Essential Understandings

~~America’s desire to gain land from the Atlantic to the Pacific ultimately led to a resurgence of regional interests.~~

America wanted to take land from American Indians and Mexico to expand from the Atlantic to the Pacific, leading to conflict between the North and the South as both slavery and free settlers moved west.

**Essential Knowledge**  
  
The popular belief that it was America’s Manifest Destiny to stretch across the continent from the Atlantic to the Pacific provided political support for territorial expansion.

President James K. Polk, a Democrat, was elected on a Manifest Destiny platform. During Polk’s presidency, the United States acquired

* the Oregon Territory from Great Britain
* the Mexican Cession from Mexico.

This acquisition of land led to renewed controversy concerning the expansion of slavery into new territories. This controversy led to the Compromise of 1850, the Kansas-Nebraska Act, and the rise of the Republican Party.

**STANDARD VUS.6g**

**The student will apply social science skills to understand major events in Virginia and United States history during the first half of the nineteenth century by**

**g) evaluating and explaining the multiple causes and compromises leading to the Civil War, including the role of the institution of slavery.**

### Essential Understandings

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

The events of the 1850s, combined with the lack of strong presidential leadership, led to the secession of Southern states.

Sectional tensions over slavery, originating with the formation of the nation, ultimately resulted in war between the Northern and Southern states.

**Essential Knowledge**

**Causes of the Civil War**

* Sectional disagreements and debates over tariffs, extension of slavery into the territories, and the relative power of the states and the federal government ~~nature of the Union (states’ rights)~~
* ~~While there were several differences between the North and the South,~~  The issues related to slavery increasingly divided the nation and led to the Civil War. Much of America’s economy revolved around the institution of slavery, which accounted for a large share of America’s exports.
* Northern abolitionists vs. Southern defenders of slavery
* A series of failed compromises over the expansion of slavery in the territories and the Fugitive Slave Act
* Publication of *Uncle Tom’s Cabin* by Harriet Beecher Stowe in response to the Fugitive Slave Act
* United States Supreme Court decision in the Dred Scott case
* The creation of the Republican Party in the mid-1850s, explicitly devoted to stopping the spread of slavery in the territories.
* ~~A series of failed compromises over the expansion of slavery in the territories and the Fugitive Slave Act~~

## STANDARD VUS.7a

**The student will apply social science skills to understand the Civil War and Reconstruction eras and their significance as major turning points in American history by**

**a) describing major events and the roles of key leaders of the Civil War Era, with emphasis on Jefferson Davis, Ulysses S. Grant, Robert E. Lee, and Frederick Douglass;**

### Essential Understandings

Major political and military leaders impacted the course of the Civil War and its aftermath.

**Essential Knowledge  
  
Major events**

* Election of Lincoln as president of the United States (1860), followed by the secession of several Southern states that feared Lincoln would try to abolish slavery
* Fort Sumter: Opening confrontation of the Civil War
* Emancipation Proclamation: Issued after the Battle of Antietam
* Gettysburg: Turning point of the Civil War
* Sherman’s March to the Sea
* Appomattox: Site of Lee’s surrender to Grant
* Juneteenth: was celebrated on June 19, 1865, when enslaved people in Texas finally became free when the United States Army arrived and enforced the Emancipation Proclamation

**Key leaders and their roles**

* Jefferson Davis
  + United States senator who became president of the Confederate States of America
* Ulysses S. Grant
  + Union military commander who won victories over the South after several other Union commanders had failed
* Robert E. Lee
  + Confederate general of the Army of Northern Virginia
  + After his death, Lee became the leading symbol for the “Lost Cause” movement, in which white Southerners celebrated the leaders of the Confederacy as fighters for a just cause rather than the creation of a new nation based on slavery
  + ~~Opposed secession, but did not believe the Union should be held together by force~~
* Frederick Douglass
  + Former enslaved African American
  + Became a prominent abolitionist
* Urged Lincoln to recruit former enslaved African Americans to fight in the Union army

## STANDARD VUS.7b

**The student will apply social science skills to understand the Civil War and Reconstruction eras and their significance as major turning points in American history by**

**b) evaluating and explaining the significance and development of Abraham Lincoln’s leadership and political statements, including the significance of the Emancipation Proclamation and the principles outlined in the Gettysburg Address;**

### Essential Understandings

Abraham Lincoln’s vision of the United States as a nation and democratic society was evident in his speeches and political decrees.

**Essential Knowledge  
  
Abraham Lincoln’s leadership**

* Initial goal: Preserve the Union, even if that meant leaving slavery in place
* Believed secession was an illegal act and that the United States was a “nation,” not a collection of sovereign states; Southerners claimed ~~believed~~ the states had freely joined the Union and could freely leave
* First Inaugural Address: “In your hands my dissatisfied fellow countrymen, and not in mine, is the momentous issue of civil war…”
* Later goal: End slavery and expand citizenship

**Emancipation Proclamation**

* Developed after enslaved African Americans given asylum at Fort Monroe were declared “contraband of war”
* Lincoln issued the Emancipation Proclamation as a military necessity
* Freed those enslaved people ~~slaves~~ located in the “rebelling” states (Southern states that had seceded)
* Made the abolition of slavery a Northern war aim
* Discouraged any interference of foreign governments
* Allowed for the enlistment of African American soldiers and sailors in the ~~Union Army~~ United States military

**Gettysburg Address**

* Lincoln described the Civil War as a struggle to preserve a nation that was dedicated to the proposition that “all men are created equal” and that was ruled by a government “of the people, by the people, and for the people.”

## STANDARD VUS.7c

**The student will apply social science skills to understand the Civil War and Reconstruction eras and their significance as major turning points in American history by**

**c) evaluating and explaining the impact of the war on Americans, with emphasis on Virginians, African Americans, the common soldier, and the home front;**

### Essential Understandings

The Civil War had a profound impact on the whole of American society.

**Essential Knowledge**

**African Americans**

* Nearly two hundred thousand African Americans served in the United States ~~Union~~ Army and Navy following the implementation of the Emancipation Proclamation. African Americans protested against being paid less than white soldiers and sailors.
* ~~African Americans served as a part of contraband armies and aboard Union naval ships.~~
* Enslaved African Americans seized the opportunity presented by the approach of Union troops to achieve freedom.
* ~~Many fought with distinction and were eventually paid salaries that were equal to those of white soldiers.~~
* African American soldiers and sailors 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.

**Common soldiers**

* Warfare was costly, but disease killed more men than did bullets. ~~often involved hand-to-hand combat.~~
* The white South lost nearly a quarter of its military-aged white men to death and many more through illness and disability.
* After the war, especially in the South, soldiers returned home to find destroyed homes and poverty. Soldiers on both sides lived with permanent disabilities.
* After African American soldiers and sailors returned home from the war, they were targeted for violence.

**Women**

* Managed homes and families with scarce resources
* Often faced poverty and hunger as evidenced by Bread Riots in Richmond, Virginia
* Assumed new roles in agriculture, nursing, and war industries
* Supported the war effort: Clara Barton, a Civil War nurse, created the American Red Cross; Harriet Tubman, an abolitionist, was a political activist and conductor on the Underground Railroad; Elizabeth Van Lew, a Virginia abolitionist, was a spy for the Union Army; and Mary Bowser was an African American Union spy.

## STANDARD VUS.7d

**The student will apply social science skills to understand the Civil War and Reconstruction Era and their significance as major turning points in American history by**

**d) evaluating postwar Reconstruction plans presented by key leaders of the Civil War;**

### Essential Understandings

The differing objectives of key leaders of the Civil War led to the development of competing plans for Reconstruction.

**Essential Knowledge**

**10 Percent Plan**

* Lincoln believed that since secession was illegal, Confederate governments in the Southern states were illegitimate and the states had never really left the Union. He believed that Reconstruction was a matter of quickly restoring legitimate Southern state governments once 10 percent of the registered voters of that state in 1860 pledged loyalty to the United States government.
* Lincoln also believed that to reunify the nation, the federal government should not punish the South, but act “with malice towards none, with charity for all…to bind up the nation’s wounds….”
* The assassination of Lincoln just a few days after Lee’s surrender at Appomattox enabled Radical Republicans to influence the process of Reconstruction in a manner much more punitive towards the former Confederate states.

**Johnson’s Reconstruction plan**

* Andrew Johnson, Lincoln’s successor as president, adopted much of Lincoln’s Reconstruction plan but offered pardons to high-ranking military and political Confederate leaders who personally requested them.
* Johnson’s authority in leading the Reconstruction of the South was challenged by congressional leaders who were angered by the South’s enactment of Black Codes and the election of high-ranking former Southern leaders to Congress.

**Radical Republicans**

* The secessionist states would not be allowed back into the Union immediately but were put under military occupation.
* Radical Republicans also believed in aggressively guaranteeing voting and other civil rights to African Americans. They clashed repeatedly with Andrew Johnson over the issue of civil rights for freed slaves, eventually impeaching him but failing to remove him from office.

## STANDARD VUS.7e

**The student will apply social science skills to understand the Civil War and Reconstruction eras and their significance as major turning points in American history by**

**e) evaluating and explaining the political and economic impact of the war and Reconstruction, including the adoption of the 13th, 14th, and 15th Amendments to the Constitution of the United States.**

### Essential Understandings

The United States Constitution was permanently altered as a result of the Civil War era.

A new wave of economic expansion and migration in the North and West resulted from the Civil War era while the South maintained an agricultural economy.

**Essential Knowledge  
  
Political effects**

* Reconstruction attempted to create legal equality for people formerly held in slavery.
* The Amendments to the Constitution during Reconstruction laid the basis for the eventual equality for all Americans.
* The three “Civil War Amendments” to the Constitution were added.
  + 13th Amendment: Slavery was abolished permanently in the United States.
  + 14th Amendment: States were prohibited from denying equal rights under the law to any American and citizenship was redefined.
  + 15th Amendment: Voting rights were guaranteed regardless of “race, color, or previous condition of servitude” (former slaves).
* Following the end of Reconstruction, former Confederates regained political power in the South. This led to the installation of the era of Jim Crow and the restriction of civil liberties for African Americans in the South.
* Rights that African Americans had gained were lost through “Jim Crow” laws that segregated black and white Southerners from one another.

**Economic impact**

* The Southern states were left embittered and devastated by the war. Farms, railroads, and factories had been destroyed throughout the South. Confederate money was worthless. Many towns and cities such as Richmond and Atlanta lay in ruins, and the source of labor was greatly changed due to the loss of life during the war and the end of slavery. The South would remain an agriculture-based economy and the poorest section of the nation for many decades afterward.
* The North and Midwest emerged with strong and growing industrial economies, laying the foundation for the sweeping industrialization of the nation (~~other than the South~~) in the next half-century and the emergence of the United States as a global economic power by the beginning of the twentieth century. The Southern economy recovered in the 1880s and grew rapidly producing lumber, coal, and cotton.
* The completion of the Transcontinental Railroad soon after the war ended intensified the westward movement of settlers into the states between the Mississippi River and the Pacific Ocean.

## STANDARD VUS.8a

**The student will apply social science skills to understand how the nation grew and changed from the end of Reconstruction through the early twentieth century by**

**a) explaining the westward movement of the population in the United States, with emphasis on the role of the railroads, communication systems, admission of new states to the Union, and the impact on American Indians;**

### Essential Understandings

New technologies, innovations, and government policies led to a new wave of internal and international migration and growth.

This growth, while positive for some, ~~resulted in more displacement for American Indians.~~ destroyed ways of life that American Indians had practiced for centuries and dispossessed them from their homes.

**Essential Knowledge  
  
Westward movement**

* Following the Civil War, the westward movement of settlers intensified in the vast region between the Mississippi River and the Pacific Ocean.
* The years immediately before and after the Civil War were the era of the American cowboy, marked by long cattle drives for hundreds of miles over unfenced open land in the West, which was the only way to get cattle to market before the spread of railroads soon thereafter.
* Many Americans had to rebuild their lives after the Civil War. They responded to the incentive of free public land and moved west to take advantage of the Homestead Act of 1862, which gave free public land in the western territories to settlers who would live on and farm the land.
* Southerners, including African Americans ~~in particular~~, moved west to seek new opportunities after the Civil War.
* New technologies such as the railroads, telegraph, telephone, and mechanical reaper opened new lands in the West for settlement and made farming profitable by increasing the efficiency of production and linking resources and markets. By the turn of the century, the Great Plains and Rocky Mountains regions of the American West were no longer a mostly unsettled frontier, but were fast becoming regions of farms, ranches, and towns.
* The forcible removal of the American Indians from their lands continued throughout the remainder of the nineteenth century as settlers continued to move west following the Civil War.

## STANDARD VUS.8b

**The student will apply social science skills to understand how the nation grew and changed from the end of Reconstruction through the early twentieth century by**

**b) analyzing the factors that transformed the American economy from agrarian to industrial and explaining how major inventions transformed life in the United States, including the emergence of leisure activities;**

### Essential Understandings

Economic growth at the turn of the century laid the foundation for modern America.

**Essential Knowledge**  
Technological change spurred growth of industry primarily in northern cities.

**Inventions/innovations**

* Corporation (limited liability)
* Bessemer steel process
* Light bulb (Thomas Edison) and electricity as a source of power and light
* Filament for light bulb (Lewis Lattimer)
* Telephone (Alexander Graham Bell)
* Airplane (Wright brothers)
* Assembly-line manufacturing (Henry Ford)
* Gas Mask & Traffic Light (Garrett Morgan)

**Economic ~~Industrial~~ leaders**

* Andrew Carnegie (steel)
* J. P. Morgan (finance)
* John D. Rockefeller (oil)
* Cornelius Vanderbilt (railroads)
* “Madame CJ Walker” - Sarah Breedlove (hair products & cosmetics)

**Reasons for economic transformation**

* Laissez-faire capitalism and special considerations (e.g., land grants to railroad builders)
* The increasing labor supply (from immigration and migration from farms)
* America’s possession of a wealth of natural resources and navigable rivers

**Emergence of leisure activities**

* Sporting events such as baseball
* Vaudeville & minstrel shows
* Amusement parks and fairs

## STANDARD VUS.8c

**The student will apply social science skills to understand how the nation grew and changed from the end of Reconstruction through the early twentieth century by**

**c) examining the contributions of new immigrants and evaluating the challenges they faced, including anti-immigration legislation;**

### Essential Understandings

A new wave of immigration at the turn of the twentieth century transformed American society.

**Essential Knowledge  
  
Immigration**

* Prior to 1871, most immigrants to America came from Northern and Western Europe (Germany, Great Britain, Ireland, Norway, and Sweden). During the half-century from 1871 until 1921, most immigrants came from Southern and Eastern Europe (Italy, Greece, Poland, Russia, present-day Hungary, and former Yugoslavia), as well as Asia (China and Japan).
* Like earlier immigrants, these immigrants came to America seeking freedom and better lives for their families.
* Immigrants made valuable contributions to the dramatic industrial growth of America during this period. Chinese workers helped to build the Transcontinental Railroad. Immigrants worked in textile and steel mills in the Northeast and the clothing industry in New York City. Slavs, Italians, and Poles worked in the coal mines of the East. They often worked for very low pay and endured dangerous working conditions to help build the nation’s industrial strength.
* During this period, immigrants from Europe entered America through Ellis Island in New York harbor. Their first view of America was often the Statue of Liberty, as their ships arrived following the voyage across the Atlantic.
* Immigrants began the process of assimilation into what was termed the American “melting pot.” While often settling in ethnic neighborhoods in the growing cities, they and their children worked hard to learn English, adopt American customs, and become American citizens. The public schools served an essential role in the process of assimilating immigrants into American society.
* Immigrants were often exploited by urban political machines that provided useful services in exchange for immigrant votes, which increased animosity toward them.
* Despite the valuable contributions immigrants made to building America during this period, immigrants often faced hardship and hostility. There was fear and resentment that immigrants would take jobs for lower pay than American workers would accept, and there was prejudice based on religious and cultural differences.
* Mounting resentment led Congress to limit immigration through the Chinese Exclusion Act of 1882 and Emergency Quota Act of 1921. These laws effectively cut off most immigration to America for the next several decades; however, the immigrants of this period and their descendants continued to contribute immeasurably to American society.

## STANDARD VUS.8d

**The student will apply social science skills to understand how the nation grew and changed from the end of Reconstruction through the early twentieth century by**

**d) analyzing the impact of prejudice and discrimination, including “Jim Crow” laws, the responses of Booker T. Washington and W.E.B. DuBois, and the practice of eugenics in Virginia;**

### Essential Understandings

During the early twentieth century, Supreme Court rulings limited the civil liberties of Americans.

Newly formed organizations began to address segregation and discrimination issues.

**Essential Knowledge  
  
Discrimination against and segregation of African Americans**

* ~~Laws limited freedoms for African Americans.~~
* After Reconstruction, many Southern state governments passed “Jim Crow” laws forcing separation of the races in public places.
* ~~Intimidation and crimes were directed against African Americans (lynchings).~~
* African Americans looked to the courts to safeguard their rights.
* In *Plessy v. Ferguson*, the Supreme Court ruled that “separate but equal” did not violate the 14th Amendment, upholding the “Jim Crow” laws of the era.
* During the early twentieth century, African Americans began the Great Migration to Northern cities in search of jobs and to escape poverty and discrimination in the South. African Americans also experienced discrimination and violence in the North and Midwest, but had greater opportunities than were available to them in the South.
* Mob violence, such as in Danville in 1883.
* ~~Many African Americans eventually found that the North was not much unlike the South when it came to racial attitudes and its use of subtle ways to enforce the separation of the races.~~

**Responses of African Americans**

* Ida B. Wells-Barnett led an anti-lynching crusade and called on the federal government to take action.
* Booker T. Washington believed the way to equality was through vocational education and economic success; he accepted social separation.
* W.E.B. DuBois believed that education was meaningless without equality. He supported political equality for African Americans by helping to form the National Association for the Advancement of Colored People (NAACP).

## STANDARD VUS.8d (continued)

**The student will apply social science skills to understand how the nation grew and changed from the end of Reconstruction through the early twentieth century by**

**d) analyzing the impact of prejudice and discrimination, including “Jim Crow” laws, the responses of Booker T. Washington and W.E.B. DuBois, and the practice of eugenics in Virginia;**

**Lynching**

* Was the illegal killing of people by gangs of violent vigilantes.
* Occurred in all parts of the country and sometimes against accused white people, but increasingly targeted African Americans in the South
* Was meant to intimidate African Americans from asserting themselves in any way, including politically.
* Were often conducted publicly and with the cooperation of law enforcement.
* Grew most prevalent at the same time as segregation and disfranchisement laws, in the 1890s and early 1900s, when thousands of African Americans were killed.

**Practice of eugenics in Virginia**

* Eugenics is the belief in the possibility of improving the qualities of the human population by discouraging reproduction by individuals presumed to have “undesirable” traits and encouraging reproduction by those who had desired inheritable traits.
* Eugenics was a movement throughout the twentieth century, worldwide as well as in Virginia, that demonstrated the misuse of the principles of heredity.
* In *Buck v. Bell* (1927), the United States Supreme Court upheld a Virginia statute for the sterilization of people considered genetically unfit. Upholding Virginia's sterilization statute provided for similar laws in 30 states, under which an estimated 65,000 Americans were sterilized without their own consent or that of a family member.

## STANDARD VUS.8e

**The student will apply social science skills to understand how the nation grew and changed from the end of Reconstruction through the early twentieth century by**

**e) evaluating and explaining the social and cultural impact of industrialization, including rapid urbanization;**

### Essential Understandings

During the early twentieth century, America shifted from a primarily rural to an urban society.

**Essential Knowledge  
Growth of cities**

* As the nation’s industrial growth continued, cities such as Chicago, Detroit, Cleveland, Pittsburgh, and New York grew rapidly as manufacturing and transportation centers. Factories in the large cities provided jobs, but workers’ families often lived in harsh conditions, crowded into tenements and slums. Cities such as Atlanta, Birmingham, Dallas, and Houston also grew rapidly in the South, though without many immigrants.
* The rapid growth of cities caused housing shortages and the need for new public services, such as sewage and water systems and public transportation. Cities in the Northeast, such as Boston and New York, constructed subway systems around the turn of the twentieth century, and many cities built trolley or streetcar lines.

**Industrialization: Reputation of capitalists as captains of industry or robber barons**

* Excesses of the Gilded Age
* Income disparity
* Lavish lifestyles
* Ruthless business practices of capitalists in forming monopolies and trusts

**Industrialization: Impact on working conditions for labor**

* Long hours and low wages, especially for women and children
* No job security and no benefits such as workingmen’s compensation
* Dangerous working conditions, including the Triangle Shirtwaist Company fire, and work-related illnesses such as lung disease
* Company towns

**Industrialization: Formation of labor unions**

* Goals: Higher wages, fewer work hours, safer conditions
* Labor organizations
* Knights of Labor led by Terence Powderly
* American Federation of Labor led by Samuel Gompers
* American Railway Union led by Eugene V. Debs
* International Ladies’ Garment Workers’ Union
* Brotherhood of the Sleeping Car Porters & Maids led by A. Philip Randolph & Chancellor Owens

## STANDARD VUS.8e (continued)

**The student will apply social science skills to understand how the nation grew and changed from the end of Reconstruction through the early twentieth century by**

**e) evaluating and explaining the social and cultural impact of industrialization, including rapid urbanization;**

**Great Migration**

The Great Migration began post Reconstruction and continued through the 1920s. creating opportunities for African Americans in housing, education, and politics.

By the turn of the 20th century, the vast majority of black Americans lived in the Southern states.

* The widespread migration of African Americans moving from rural communities in the South to large cities in the North and West.
  + “Push” factors:
    - poor economic conditions in the South—intensified by the limitations of sharecropping, farm failures, and crop damage
    - ongoing racial oppression in the form of Jim Crow laws.
  + “Pull” factors
    - encouraging reports of good wages and living conditions that appeared in African American newspapers.
    - advertisements for housing and employment and firsthand stories of newfound success in the North and western areas such as the *Chicago Defender*.
* Other areas such as Detroit, Michigan; Cleveland, Ohio; and New York City saw large numbers of migrants coming for new opportunities.

**Strikes**

* Haymarket Square Riot led to the demise of the Knights of Labor
* Homestead Strike by Carnegie steel workers
* Pullman Strike by railroad workers

**Gains**

* Limited work hours
* Regulated working conditions

## STANDARD VUS.8f

**The student will apply social science skills to understand how the nation grew and changed from the end of Reconstruction through the early twentieth century by**

**f) evaluating and explaining the economic outcomes and the political, cultural and social developments of the Progressive Movement and the impact of its legislation.**

### Essential Understandings

The Progressive Movement sought to reform the economic, political, and social systems of the United States through government regulation and oversight.

**Essential Knowledge**

**Causes of the Progressive Movement**

* Economic exploitation: Formation of trusts and monopolies, and exploitation of natural resources
* Political corruption: Formation of political machines maintaining power through bribes and voter intimidation
* Social injustice: Child labor; living conditions; consumer protection; racial, gender, and ethnic equality

**Goals of the Progressive Movement**

* Increase economic opportunity
* Increase democracy
* Increase social justice

**Muckraking Progressive leaders**

* Muckrakers: Progressives whose investigative literature exposed abuses in economics, politics, and society
* Ida Tarbell: *The History of the Standard Oil Company*
* Lincoln Steffens: *The Shame of the Cities*
* Upton Sinclair: *The Jungle*

**Progressive accomplishments: National legislation**

* Economic:
* The earlier Sherman Anti-Trust Act prevented any business structure that “restrains trade” (monopolies).
* The Clayton Anti-Trust Act expanded upon the Sherman Anti-Trust Act by exempting unions from prosecution under the Sherman Act, and it outlawed price-fixing.
* The Federal Reserve System was established.

## STANDARD VUS.8f (continued)

**The student will apply social science skills to understand how the nation grew and changed from the end of Reconstruction through the early twentieth century by**

**f) evaluating and explaining the economic outcomes and the political, cultural and social developments of the Progressive Movement and the impact of its legislation.**

* Political:
* Primary elections were established.
* The 17th Amendment was passed, establishing the direct election of United States senators.
* The 19th Amendment was enacted, providing women with the right to vote. Efforts to gain the right to vote were realized through the strong leadership of the women’s movement by Carrie Chapman Catt and Alice Paul as well as the nation’s recognition of women’s wartime contributions during World War I.
* Social:
* Consumer protection: Enacted the Meat Inspection Act and the Pure Food and Drug Act
* Alcohol consumption: Passage of the 18th Amendment, better known as “Prohibition”; later the amendment was repealed by the 21st Amendment

**Progressive accomplishments: State level**

* Initiative
* Referendum
* Recall
* Secret ballot

**Changes in voting laws in the South disenfranchised African American male voters**

* Every southern state revised their constitutions and voting laws in this period
* Each change was put forward as a reform and aligned with those of the rest of the country, especially secret ballots, literacy tests, and poll taxes
* The Wilmington Insurrection of 1898 in North Carolina saw white political leaders illegally and violently remove black officeholders
* The changes, however, greatly reduced the ability of African Americans in the South to vote, along with poorer white people
* Strengthened segregation laws were also touted as progressive changes to bring stability to the southern social order

## 

## STANDARD VUS.9a

**The student will apply social science skills to understand the emerging role of the United States in world affairs during the end of the nineteenth and early twentieth centuries by**

**a) explaining changes in foreign policy of the United States toward Latin America and Asia and the growing influence of the United States, with emphasis on the impact of the Spanish-American War;**

### Essential Understandings

As a result of the Spanish-American War, the United States was recognized as a world power.

**Essential Knowledge  
  
Latin America**

* Spanish-American War
  + Puerto Rico was annexed by the United States.
  + The United States asserted its right to intervene in Cuban affairs.
* Panama Canal and the role of Theodore Roosevelt
  + The United States encouraged Panama’s independence from Colombia.
  + The parties negotiated a treaty to build the canal.
* Roosevelt Corollary
  + Expanded the United States “police” presence in the Western Hemisphere that was established in the Monroe Doctrine

**Asia and the Pacific**

* Hawaii: United States efforts to depose Hawaii’s monarchy; United States annexation of Hawaii
* Philippines: Annexed after the Spanish-American War
* Guam: Annexed after the Spanish-American War
* Open Door Policy: Urged all foreigners in China to obey Chinese law, observe fair competition

**Racial conflict in the Spanish-American War and the Philippines**

* African American soldiers and sailors eagerly enlisted to fight but were kept in segregated units
* The long fight against the Filipinos after the American arrival was often interpreted in the United States as a struggle between white and “colored” peoples

## STANDARD VUS.9b

**The student will apply social science skills to understand the emerging role of the United States in world affairs during the end of the nineteenth and early twentieth centuries by**

**b) evaluating the United States’ involvement in World War I, including Wilson’s Fourteen Points;**

### Essential Understandings

The United States fought in World War I in defense of democratic and humanitarian principles.

**Essential Knowledge  
  
United States involvement in World War I**

* The war began in Europe in 1914 when Germany and Austria-Hungary went to war with Britain, France, and Russia.
* For three years, America maintained neutrality due to popular support for isolationism.
* The decision to enter the war was the result of continuing German submarine warfare (violating freedom of the seas) and American ties to Great Britain.
* More than 350,000 African Americans fought for the Allied forces, often restricted to support roles but sometimes on the front lines
* Immigration from Europe stopped and factories in the North needed laborers;
* Americans wanted to “make the world safe for democracy.” (Woodrow Wilson)
* America’s military resources of soldiers and war materials tipped the balance of the war and led to Germany’s defeat.

**Fourteen Points**

* Wilson’s plan to eliminate the causes of war
* Key points
* Self-determination
* Freedom of the seas
* League of Nations

## STANDARD VUS.9c

**The student will apply social science skills to understand the emerging role of the United States in world affairs during the end of the nineteenth and early twentieth centuries by**

**c) evaluating and explaining the terms of the Treaty of Versailles, with emphasis on the national debate in response to the League of Nations.**

### Essential Understandings

The Treaty of Versailles failed to secure a just and lasting peace.

**Essential Knowledge  
  
Treaty of Versailles**

* The French and English insisted on punishment of Germany.
* A League of Nations was created.
* National boundaries were redrawn, creating many new nations.
* The Mandate System was established in the Middle East.

**League of Nations debate in United States**

* Many senators objected to United States foreign policy decisions being made by international organizations rather than United States leaders.
* The United States Senate’s failure to approve the Treaty of Versailles led to the United States not joining the League of Nations.

## STANDARD VUS.10a

**The student will apply social science skills to understand key events during the 1920s and 1930s by**

**a) analyzing how popular culture evolved and challenged traditional values;**

### Essential Understandings

Popular culture began to evolve into an age of modernism that challenged traditional values.

**Essential Knowledge**  
Modernism marked the beginning of a period that rejected conventional ways of viewing and interacting with the world. The movement was reflected in art, architecture, literature, music, entertainment, and fashion.

**Mass media and communications**

* Radio: Broadcast jazz, entertainment programing, sporting events, and Fireside Chats
* Movies: Provided escape from Depression-era realities
* Newspapers and magazines: Shaped cultural norms, established a consumer culture, and sparked fads

**Challenges to traditional values**

* Traditional religion: Darwin’s theory, the Scopes Trial
* Traditional role of women: Flappers, 19th Amendment
* Open immigration: Rise of new Ku Klux Klan (KKK), a Red Scare
* Prohibition: Smuggling alcohol, speakeasies

**Harlem Renaissance**

* Following the Great Migration of World War I and the 1920s, African Americans created vibrant cultural communities in the North.
* One of the most prominent areas of black life was Harlem in New York City, filled with vibrant music and entertainment.
* A number of important poets and writers emerged in that community, including Langston Hughes, Countee Cullen, Zora Neale Hurston, Anne Spencer.
* The jazz produced in the 1920s and 1930s in Harlem and other centers of black population became popular worldwide.

## STANDARD VUS.10b

**The student will apply social science skills to understand key events during the 1920s and 1930s by**

**b) assessing and explaining the economic causes and consequences of the stock market crash of 1929;**

### Essential Understandings

The stock market experienced unprecedented growth in the 1920s, but serious flaws in the economy and the market itself led to economic collapse.

**Essential Knowledge**

**Causes of the stock market crash of 1929**

* Business was booming, but investments were made through buying stocks on credit.
* There was overspeculation of monetary returns on investments.
* There was a large number of small investors.
* Panic selling of stocks led to the collapse of the stock market.
* There was excessive expansion of credit.
* Business failures led to bankruptcies.
* Bank deposits were invested in the market.
* When the market collapsed, the banks ran out of money.

**Consequences of the stock market crash of 1929**

* The crash signaled the beginning of the Great Depression although serious flaws in the economy had existed for years.
* People lost investments, which led to financial ruin, and many committed suicide.
* Bank runs: Clients panicked and, attempting to withdraw their money from the banks, discovered their funds were lost.
* There were no new investments.

## STANDARD VUS.10c

**The student will apply social science skills to understand key events during the 1920s and 1930s by**

**c) explaining the causes of the Great Depression and its impact on the American people;**

### Essential Understandings

The Great Depression was caused by severe weaknesses in the nation’s agricultural, financial, and industrial sectors, resulting in widespread hardships.

**Essential Knowledge  
  
Causes of the Great Depression**

* Overproduction of industrial and agricultural products
* Purchasing items on credit, placing Americans in an unstable financial position
* Unequal distribution of wealth, making it difficult for many Americans to make purchases
* An agricultural depression that had plagued farmers throughout the 1920s
* Federal Reserve’s failure to prevent widespread collapse of the nation’s banking system in the late 1920s and early 1930s, leading to severe contraction in the nation’s supply of money in circulation
* High protective tariffs produced retaliatory tariffs in other countries, restricting world trade

**Impact of the Great Depression**

* Unemployment and homelessness
* Collapse of the financial system (bank closings)
* Decline in demand for goods
* Political unrest (growing militancy of labor unions)
* Farm foreclosures and migration

## STANDARD VUS.10d

**The student will apply social science skills to understand key events during the 1920s and 1930s by**

**d) evaluating and explaining how Franklin D. Roosevelt’s New Deal measures addressed the Great Depression and expanded the government’s role in the economy.**

### Essential Understandings

The New Deal had many long-term effects on United States government and society. As a result of the New Deal, the role of the federal government changed, transforming American politics, the economy, and society.

**Essential Knowledge**

**New Deal (Franklin Roosevelt)**

* This program changed the role of the government to a more active participant in solving problems.
* Franklin D. Roosevelt was the first president to have an entirely African American advisors who served in a “kitchen cabinet.”
* Roosevelt rallied a frightened nation in which one in four workers was unemployed (“We have nothing to fear, but fear itself”).
* Relief measures provided direct payment to people for immediate help (Works Progress Administration [WPA]).
* Recovery programs were designed to bring the nation out of the depression over time (Agricultural Adjustment Administration [AAA]).
* Reform measures corrected unsound banking and investment practices (Federal Deposit Insurance Corporation [FDIC]).
* The Social Security Act offered safeguards for workers, except for domestic workers.
* African Americans were discriminated against in these government programs.

The legacy of the New Deal influenced the public’s belief in the responsibility of government to deliver public services, to intervene in the economy, and to act in ways that promote the general welfare.

## STANDARD VUS.11a

**The student will apply social science skills to understand World War II by**

**a) analyzing the causes and events that led to American involvement in the war, including the Japanese attack on Pearl Harbor and the American response;**

### Essential Understandings

The United States policy of neutrality in World War II was no longer a viable option following the events of Pearl Harbor.

**Essential Knowledge  
  
The war in Europe**

* World War II began with Hitler’s invasion of Poland in 1939, followed shortly thereafter by the Soviet Union’s invasion of Poland and the Baltic countries from the east.
* During the first two years of the war, the United States stayed officially neutral while Germany overran France and most of Europe and pounded Britain from the air (the Battle of Britain). In mid-1941, Hitler turned on his former partner and invaded the Soviet Union.
* Despite strong isolationist sentiment at home, the United States increasingly helped Britain. It gave Britain war supplies and old naval warships in return for military bases in Bermuda and the Caribbean. Soon after, the Lend-Lease Act gave the president authority to sell or lend equipment to countries to defend themselves against the Axis powers. Franklin Roosevelt compared it to “lending a garden hose to a next-door neighbor whose house is on fire.”

**The war in Asia**

* During the 1930s, a militaristic Japan invaded and brutalized Manchuria and China as it sought military and economic domination over Asia. The United States refused to recognize Japanese conquests in Asia and imposed an embargo on exports of oil and steel to Japan. Tensions rose, but both countries negotiated to avoid war.
* While negotiating with the United States and without any warning, Japan carried out an air attack on the American naval base at Pearl Harbor, Hawaii, on December 7, 1941. The attack destroyed much of the American Pacific fleet and killed several thousand Americans. Roosevelt called it “a date that will live in infamy” as he asked Congress to declare war on Japan.
* After Pearl Harbor, Hitler honored a pact with Japan and declared war on the United States. The debates over isolationism in the United States were over. World War II was now a true world war, and the United States was fully involved.

## STANDARD VUS.11b

**The student will apply social science skills to understand World War II by**

**b) describing and locating the major battles and key leaders of the European theater;**

### Essential Understandings

Military miscalculations by the leadership of the Axis powers led to a strategic Allied victory in World War II.

**Essential Knowledge  
  
Key Political Leaders of the European Theater**

* United States of America
  + Franklin Delano Roosevelt
  + Harry Truman
* Great Britain
  + Winston Churchill
* Soviet Union
  + Joseph Stalin
* Germany
  + Adolf Hitler

**Military Leaders**

* Dwight D. Eisenhower
* George C. Patton

**Allied Strategy in the European Theater**

* America and its allies (Britain and the Soviet Union after being invaded by Germany) followed a “Defeat Hitler First” strategy.
* Most American resources were targeted for Europe.

**Axis Strategy in the European Theater**

* Germany hoped to defeat the Soviet Union quickly, gain control of Soviet oil fields, and force Britain out of the war through a bombing campaign and submarine warfare before America’s industrial and military strength could turn the tide.

**Major Battles of the European Theater**

* Stalingrad
* Normandy landings: D-Day
* Battle of the Bulge

## STANDARD VUS.11c

**The student will apply social science skills to understand World War II by**

**c) describing and locating the major battles and key leaders of the Pacific theater;**

### Essential Understandings

The war strategy of the United States in the Pacific led to America’s victory against Japan.

**Essential Knowledge  
  
Key Leaders of the Pacific Theater**

* United States of America
* Douglas MacArthur
* Japan
* Emperor Hirohito
* Hideki Tojo

**United States’ Strategy**

* In the Pacific, American military strategy called for an “island hopping” campaign, seizing islands increasingly closer to Japan and using them as bases for air attacks on Japan, and for cutting off Japanese supplies through submarine warfare against Japanese shipping.

**Japan’s Strategy**

* Following Pearl Harbor, Japan invaded the Philippines and Indonesia and planned to invade both Australia and Hawaii.
* Japan’s leaders hoped that America would accept Japanese predominance in Southeast Asia and the Pacific, rather than conduct a bloody and costly war to reverse Japanese gains.

**Major Battles in the Pacific Theater**

* Battles of Midway, Iwo Jima, and Okinawa
* Use of the atomic bomb on Hiroshima and Nagasaki

## STANDARD VUS.11d

**The student will apply social science skills to understand World War II by**

**d) evaluating and explaining how the United States mobilized its economic and military resources, including the role of all-minority military units (the Tuskegee Airmen and Nisei regiments) and the contributions of media, minorities, and women to the war effort;**

### Essential Understandings

World War II was a total war in which all of America’s economic and human resources had to be mobilized to their greatest capacity.

**Essential Knowledge  
Minority participation**

* 125,000 African Americans fought overseas in World War II
* African Americans generally served in segregated military units and were assigned to noncombat roles but demanded the right to serve in combat rather than in support roles.

**All-minority military units**

* Tuskegee Airmen (African Americans) served in Europe with distinction.
* Nisei regiments (Japanese Americans) earned a high number of decorations.

**Additional contributions of minorities**

* Communication codes of the Navajo were used (oral, not written language; impossible for the Japanese to break).
* Hispanic Americans also fought, but in nonsegregated units.
* Minority units suffered high casualties and won numerous unit citations and individual medals for bravery in action.

**Economic resources**

* United States government and industry forged a close working relationship to allocate resources effectively.
* Rationing was used to maintain supply of essential products to the war effort.
* War bonds and income tax were used to finance the war.
* Businesses retooled from peacetime to wartime production (e.g., car manufacturing to tank manufacturing).

**Human resources**

* More women and minorities entered the labor force.
* Citizens volunteered in support of the war effort.

**Military resources**

* The draft (selective service) was used to provide personnel for the military.

**Women on the home front during World War II**

* Women increasingly participated in the workforce to replace men serving in the military (e.g., Rosie the Riveter).
* Women typically participated in noncombat military roles.

## STANDARD VUS.11d (continued)

**The student will apply social science skills to understand World War II by**

**d) evaluating and explaining how the United States mobilized its economic and military resources, including the role of all-minority military units (the Tuskegee Airmen and Nisei regiments) and the contributions of media, minorities, and women to the war effort;**

### Essential Understandings

**Essential Knowledge**

**African Americans on the home front during World War II**

* African Americans migrated to cities in search of jobs in war plants.
* African Americans campaigned for victory in war and equality at home.

**Media and communications assistance**

* The United States government maintained strict censorship of reporting of the war.
* Public morale and ad campaigns kept Americans focused on the war effort.
* The entertainment industry produced movies, plays, and shows that boosted morale and patriotic support for the war effort as well as portrayed the enemy in stereotypical ways.

## STANDARD VUS.11e

**The student will apply social science skills to understand World War II by**

**e) analyzing the Holocaust (Hitler’s “final solution”), its impact on Jews and other groups, and the postwar trials of war criminals;**

### Essential Understandings

The Nazis targeted specific groups for genocide to create a “master race.”

**Essential Knowledge  
  
The Holocaust**

* Germany’s decision to exterminate the Jewish population through genocide was referred to as the “Final Solution.”
* Additional groups, including Poles, Slavs, Gypsies, homosexuals, the mentally ill, and the physically handicapped, were also targeted.
* Following the end of World War II, the Nuremberg trials were conducted to hold Nazi leaders and other individuals accountable for their own participation in war crimes regardless of orders received.
* The outcome of the trials led to increased demand for a Jewish homeland.

## STANDARD VUS.11f

**The student will apply social science skills to understand World War II by**

**f) evaluating and explaining the treatment of prisoners of war and civilians by the Allied and Axis powers.**

### Essential Understandings

The savagery of war and indecencies against humanity were prevalent during World War II.

**Essential Knowledge  
  
Prisoners of war**

* The Geneva Convention established international rules concerning the humane treatment of prisoners of war.
* The treatment of prisoners of war in Europe more closely followed the agreements of the Geneva Convention.
* The treatment of prisoners of war in the Pacific often reflected the savagery of fighting as displayed in the Bataan Death March.

**Treatment of Japanese American civilians**

* Japanese Americans were relocated to internment camps as a result of strong anti-Japanese prejudice and the fear that Japanese Americans were aiding the enemy.
* The Supreme Court upheld the government’s right to act against Japanese Americans living on the West Coast of the United States.
* The Civil Liberties Act of 1988 was signed into law to provide a presidential apology and symbolic payment to the internees, evacuees, and persons of Japanese ancestry who lost liberty or property because of discriminatory action by the federal government during World War II.

## STANDARD VUS.12a

**The student will apply social science skills to understand the United States’ foreign policy during the Cold War era by**

**a) locating and explaining the political boundary changes, and the formation of the United Nations and the Marshall Plan;**

### Essential Understandings

World War II led to the reshaping of political boundaries and international relationships.

**Essential Knowledge  
  
Postwar outcomes**

* The end of World War II found Soviet forces occupying most of Eastern and Central Europe and the eastern portion of Germany.
* Germany was partitioned into East and West Germany, as was its capital city, Berlin. West Germany and West Berlin became democratic and resumed self-government after a few years of American, British, and French occupation. East Germany and East Berlin remained under the domination of the Soviet Union and did not adopt democratic institutions.
* Following its defeat, Japan was occupied by American forces. It soon adopted a democratic form of government, resumed self-government, and became a strong ally of the United States.
* Europe lay in ruins, and the United States launched the Marshall Plan, which provided massive financial aid to rebuild European economies and prevent the spread of communism.
* The United Nations was formed near the end of World War II to create a body for the nations of the world to try to prevent future global wars, with the United States being one of five key members of the United Nations’ Security Council.

## STANDARD VUS.12b

**The student will apply social science skills to understand the United States’ foreign policy during the Cold War era by**

**b) explaining the origins and early development of the Cold War and how it changed American foreign policy, with emphasis on the Truman Doctrine and the policy of containment of communism;**

### Essential Understandings

The Cold War set the framework for global politics for 45 years after the end of World War II. It also influenced American domestic politics, the conduct of foreign affairs, and the role of the government in the economy after 1945.

**Essential Knowledge  
  
Origins of the Cold War**

* The Cold War lasted from the end of World War II until the collapse of the Soviet Union in 1991.
* The United States and the Soviet Union represented starkly different fundamental values. The United States represented democratic political institutions and a generally free market economic system. The Soviet Union was a totalitarian government with a communist (socialist) economic system.
* The Truman Doctrine of “containment of communism” was a guiding principle of American foreign policy throughout the Cold War—not to uproot communism where it already existed, but to keep it from spreading and to resist communist aggression into other countries.
* The communist takeover in China shortly after World War II increased American fears of communist domination of most of the world. Rather than becoming strong allies, however, the communist nations of China and the Soviet Union eventually became rivals for territory and diplomatic influence, a split that American foreign policy under President Nixon in the 1970s exploited.
* After the Soviet Union matched the United States in nuclear weaponry in the 1950s, the threat of a nuclear war that would destroy both countries was ever-present throughout the Cold War. America, under President Eisenhower, adopted a policy of “massive retaliation” to deter any nuclear strike by the Soviets.

## STANDARD VUS.12c

**The student will apply social science skills to understand the United States’ foreign policy during the Cold War era by**

**c) analyzing the efforts of the United States to protect Western Europe, including the role of the North Atlantic Treaty Organization (NATO);**

### Essential Understandings

Millions of Americans served in the military during the Cold War, and their contributions were often at significant personal, professional, and political sacrifice in service to the United States.

**Essential Knowledge**

**American military forces during the Cold War**

* In response to the events associated with the Berlin Airlift, the North Atlantic Treaty Organization (NATO) was formed as a defensive alliance among the United States and Western European countries to prevent a Soviet invasion of Western Europe. Soviet allies in Eastern Europe formed the Warsaw Pact, and for nearly 50 years, both sides maintained large military forces facing each other in Europe.,
* In 1948, President Harry S. Truman ordered the desegregation of the armed forces of the United States, which took place during the Korean War.
* During the Cold War era, millions of Americans served in the military, defending freedom in wars and conflicts that were not always popular. Many were killed or wounded. ~~As a result of their service, the United States and American ideals of democracy and freedom ultimately prevailed in the Cold War struggle with Soviet communism.~~
* President Kennedy pledged in his inaugural address that the United States would “pay any price, bear any burden, meet any hardship, support any friend, oppose any foe, in order to assure the survival and the success of liberty.” In the same address, he also said, “Ask not what your country can do for you—ask what you can do for your country.”
* President Kennedy was assassinated in 1963 in Dallas, Texas, in an event that shook the nation’s confidence and began a period of internal strife and divisiveness, especially spurred by divisions over United States involvement in Vietnam.
* Unlike veterans of World War II, who returned to a grateful and supportive nation, Vietnam veterans returned often to face indifference or outright hostility from some who opposed the war.
* It was not until several years after the end of the Vietnam War that the wounds of the war began to heal in America, and Vietnam veterans were recognized and honored for their service and sacrifices.

## STANDARD VUS.12d

**The student will apply social science skills to understand the United States’ foreign policy during the Cold War era by**

**d) analyzing the changing role of the United States in Asia, including Korea, Vietnam, and China;**

### Essential Understandings

The United States involvement in Asia during the Cold War led to a foreign policy of interventionism rather than isolationism.

**Essential Knowledge  
  
The Korean War**

* American involvement in the Korean War in the early 1950s reflected the American policy of containment of communism.
* The United States military maintains a presence in South Korea.

**The Vietnam War**

* American involvement in Vietnam also reflected the Cold War policy of containment of communism.
* Beginning in the 1950s and continuing into the early 1960s, the communist government of North Vietnam attempted to install through force a communist government in South Vietnam. The United States helped South Vietnam resist.
* The American military buildup in Vietnam began under President John Kennedy. After Kennedy’s assassination in 1963, the buildup was intensified under President Lyndon Johnson.
* The scale of combat in Vietnam grew larger during the 1960s. American military forces repeatedly defeated the North Vietnamese forces in the field, but fought a limited war.
* America became bitterly divided over the issue. While there was support for the American military and conduct of the war among many Americans, others opposed the war, and active opposition to the war mounted, especially on college campuses.
* African Americans were drafted and sent to the front lines in disproportionate numbers.
* After Johnson declined to seek reelection, President Richard Nixon was elected on a pledge to bring the war to an honorable end. He instituted a policy of “Vietnamization,” withdrawing American troops and replacing them with South Vietnamese forces while maintaining military aid to the South Vietnamese.
* Ultimately “Vietnamization” failed when South Vietnamese troops proved unable to resist invasion by the Soviet-supplied North Vietnamese Army. In 1975, North and South Vietnam were merged under communist control.

**China**

* While negotiating an end to the Vietnam War, President Nixon, along with his Secretary of State Henry Kissinger, instituted the Cold War policy of détente which led to Nixon’s visit to China and the United States’ formal recognition of the communist-controlled People’s Republic of China.
* Due to this relaxation of tensions between the United States and China, the Soviets sought to improve relations with the United States, which led to the Strategic Arms Limitations Treaty (SALT). President Nixon was forced out of office by the Watergate scandal.

## STANDARD VUS.12e

**The student will apply social science skills to understand the United States’ foreign policy during the Cold War era by**

**e) evaluating and explaining how policy changes impacted the United States’ relationships in Latin America;**

### Essential Understandings

The expansion of communism into Latin America challenged American interests in the region.

**Essential Knowledge  
  
Confrontation between the United States and Cuba**

* Cuba was also a site of Cold War confrontations.
* Fidel Castro led a communist revolution that took over Cuba in the late 1950s. Many Cubans fled to Florida and later attempted to invade Cuba and overthrow Castro. This Bay of Pigs invasion failed.
* In 1962, the Soviet Union stationed missiles in Cuba, instigating the Cuban Missile Crisis. President Kennedy ordered the Soviets to remove their missiles, instituted a naval blockade of Cuba as Soviet ships approached, and for several days the world was on the brink of nuclear war. Eventually, the Soviet leadership ordered the removal of the missiles from Cuba.

## STANDARD VUS.12f

**The student will apply social science skills to understand the United States’ foreign policy during the Cold War era by**

**f) analyzing the domestic impact of the Cold War;**

### Essential Understandings

The expansion of communism into Latin America challenged American interests in the region.

The fight against communism abroad impacted the daily life of Americans.

**Essential Knowledge  
  
Impact of the Cold War at home**

* The fear of communism and the threat of nuclear war affected American life throughout the Cold War.
* During the 1950s and 1960s, American schools regularly held drills to train children in what to do in case of a nuclear attack, and American citizens were urged by the government to build bomb shelters in their own basements.
* The convictions of Julius and Ethel Rosenberg for spying for the Soviet Union and the construction of nuclear weapons by the Soviets, using technical secrets obtained through spying, increased domestic fears of communism.
* Senator Joseph McCarthy played on American fears of communism by recklessly accusing many American governmental officials and other citizens of being communists, based on flimsy or no evidence. This led to the coining of the term *McCarthyism*—the making of false accusations based on rumor or guilt by association.
* The Cold War made foreign policy a major issue in every presidential election during the period.
* The heavy military expenditures throughout the Cold War benefited Virginia’s economy proportionately more than any other state, especially in Hampton Roads, home to several large naval and air bases, and in Northern Virginia, home to the Pentagon and numerous private companies that contract with the military.

## STANDARD VUS.12g

**The student will apply social science skills to understand the United States’ foreign policy during the Cold War era by**

**g) evaluating and explaining the factors that caused the collapse of communism in Europe and how it changed American foreign policy, including the role of Ronald Reagan.**

### Essential Understandings

Both internal problems and external pressures caused the collapse of communism in the Soviet Union.

**Essential Knowledge  
  
Internal problems of the Soviet Union**

* Rising nationalism in Soviet republics
* Increasing Soviet military expenses
* Economic inefficiency of communism

**Role of President Ronald Reagan**

* Reagan instituted a policy of massive military buildup.
* He supported the development of the Strategic Defense Initiative (SDI), also commonly known as “Star Wars.”
* Reagan challenged the moral legitimacy of the Soviet Union with strong rhetoric, including his speech at the Berlin Wall.
* Ultimately, President Reagan and Soviet Premier Mikhail Gorbachev agreed to terms of arms reduction in the Strategic Arms Reduction Treaty (START).

## STANDARD VUS.13a

**The student will apply social science skills to understand the social, political, and cultural movements and changes in the United States during the second half of the twentieth century by**

**a) explaining the factors that led to United States expansion;**

### Essential Understandings

The economic boom experienced by the United States after World War II promoted significant social, cultural, and political shifts.

**Essential Knowledge  
  
Expansion of economic prosperity**

* Implementation of the G.I. Bill
* Development of the Interstate Highway System
* Rise of the middle class

**Expansion of initiatives for non-middle-class Americans**

* Lyndon Johnson attempted to create a “Great Society” by waging a “War on Poverty.”
* Initiatives included Medicare, Medicaid, and the Economic Opportunity Act.

## STANDARD VUS.13b

**The student will apply social science skills to understand the social, political, and cultural movements and changes in the United States during the second half of the twentieth century by**

**b) evaluating and explaining the impact of the *Brown v. Board of Education* decision, the roles of Thurgood Marshall and Oliver W. Hill, Sr., and how Virginia responded to the decision;**

### Essential Understandings

By interpreting its powers broadly, the United States Supreme Court can reshape American society.

The *Brown v. Board* *of Education* decision had intended and unintended consequences for Virginia and the entire nation.  
  
**Essential Knowledge**  
***Brown v. Board of Education***

* Supreme Court decision that segregated schools are unequal and must desegregate
* Included Virginia case *Davis v. County School Board of Prince Edward*

**Key people**

* Barbara Johns: Student leader in Prince Edward County
* Thurgood Marshall: NAACP legal defense team
* Oliver W. Hill, Sr.: NAACP legal defense team in Virginia
* Earl Warren: Supreme Court chief justice

**Virginia’s response**

* Massive Resistance: Closing some schools
* Establishment of private academies
* White flight from urban school systems to suburbs

## STANDARD VUS.13c

**The student will apply social science skills to understand the social, political, and cultural movements and changes in the United States during the second half of the twentieth century by**

**c) explaining how the National Association for the Advancement of Colored People (NAACP), the 1963 March on Washington, the Civil Rights Act of 1964, the Voting Rights Act of 1965, and the Americans with Disabilities Act (ADA) had an impact on all Americans;**

### Essential Understandings

Working through the court system and mass protest, Americans reshaped public opinion and secured the passage of civil rights.

**Essential Knowledge**

**National Association for the Advancement of Colored People (NAACP)**

* The NAACP challenged segregation in the courts.
* The association had a long history of working to overturn the *Plessy v. Ferguson* decision.
* The Lynching of Emmett Till (1955) - Emmett Till’s lynching in Mississippi and the acquittal of his killers gained international media attention and inspired demands for civil rights.
* The Southern Christian Leadership Conference (SCLC)
  + A civil rights organization led by Martin Luther King, Jr.
  + The SCLC supported the use of nonviolent direct action such as boycotts, sit-ins, marches, and other demonstrations.
  + African American women represented the majority of the membership despite being denied positions of leadership. African American women were often the major drivers of the civil rights initiatives of the SCLC.
* The Student Non-Violent Coordinating Committee (SNCC)
  + Inspired by the Greensboro sit-in by four black college students in North Carolina
  + Initially formed as a student chapter of SCLC, but became an independent civil rights organization for young people

**1963 March on Washington**

* Participants were inspired by the “I Have a Dream” speech given by Dr. Martin Luther King, Jr.
* The march helped influence public opinion to support civil rights legislation.
* The march demonstrated the power of nonviolent, mass protest.

**Civil Rights Act of 1964**

* The Birmingham Campaign led by Martin Luther King, Jr. and SCLC convinced President Kennedy to publicly call for new civil rights legislation. Media coverage of Bull Connor’s violent tactics against student demonstrators led to greater national support of the Civil Rights Movement.
* The act prohibited discrimination based on race, color, religion, gender, or national origin.
* The act desegregated public accommodations (e.g., hotels, restaurants, movie theaters).
* President Lyndon B. Johnson played an important role in the passage of the act.

## STANDARD VUS.13c (continued)

**The student will apply social science skills to understand the social, political, and cultural movements and changes in the United States during the second half of the twentieth century by**

**c) explaining how the National Association for the Advancement of Colored People (NAACP), the 1963 March on Washington, the Civil Rights Act of 1964, the Voting Rights Act of 1965, and the Americans with Disabilities Act (ADA) had an impact on all Americans;**

**Voting Rights Act of 1965**

* The March from Selma to Montgomery was a demonstration against voter discrimination and police brutality. John Lewis led the first day of the march when peaceful demonstrators were attacked by Alabama State Police in what became known as "Bloody Sunday.”
* The act outlawed literacy tests.
* Federal registrars were sent to the South to register voters.
* The act resulted in an increase in African American voters.
* President Johnson played an important role in the passage of the act.

**Americans with Disabilities Act**

* Although the Civil Rights Act of 1964 addressed a broad scope of discrimination, the discrimination against people with disabilities would not be addressed until 1973 with the passage of Section 504 of the Rehabilitation Act of 1973.
* Section 504 of the Rehabilitation Act of 1973 prohibits discrimination on the basis of disability in federal programs and by recipients of federal financial assistance.
* The Individuals with Disabilities Education Act (IDEA), requires that all children with disabilities receive a free, appropriate public education in the least restrictive environment.

## STANDARD VUS.13d

**The student will apply social science skills to understand the social, political, and cultural movements and changes in the United States during the second half of the twentieth century by**

**d) analyzing changes in immigration policy and the impact of increased immigration;**

### Essential Understandings

Rising immigration to the United States has increased American diversity. It has promoted changes in public policy and has altered the economic and cultural landscape of the United States.

**Essential Knowledge**  
The Immigration Act of 1965, which reversed the Immigration Restriction Acts of the 1920s, opened the United States to increased immigration from many diverse countries, especially from Asian and Latin American countries.

**Reasons for immigration**

* Political freedom
* Economic opportunity

**Issues related to immigration policy**

* Strain on government services
* Filling low-paying jobs in the United States
* Border issues
* Pathway to citizenship
* Bilingual education
* Increasing cultural diversity

**Contributions of immigrants**

* Diversity in music, the visual arts, and literature
* Roles in the labor force
* Achievements in science, engineering, and other fields
* Many minorities elected to high public offices at the state and national levels of government

## STANDARD VUS.13e

**The student will apply social science skills to understand the social, political, and cultural movements and changes in the United States during the second half of the twentieth century by**

**e) evaluating and explaining the foreign and domestic policies pursued by the American government after the Cold War;**

### Essential Understandings

The conservative political philosophy of President Reagan prompted a reevaluation of the size and role of government in the economy and society of contemporary America.

Although the Cold War ended in the early 1990s, the United States continues a foreign policy of interventionism.

**Essential Knowledge**  
President Reagan and conservative Republicans advocated for

* tax cuts
* transfer of responsibilities to state governments
* appointment of judges/justices who exercised judicial restraint
* reduction in the number and scope of government programs and regulations
* strengthening of the American military.

**President George H. W. Bush, 1989-1993**

* Fall of communism in Eastern Europe and the breakup of the Soviet state
* Reunification of Germany
* Persian Gulf War of 1990-1991 (Operation Desert Storm), the first war in which American women served in a combat role
* Americans with Disabilities Act of 1990 and Clean Air Act Amendments of 1990

**President William J. Clinton, 1993-2001**

* North American Free Trade Agreement (NAFTA)
* Restored full diplomatic relations with Vietnam
* Lifting of economic sanctions against South Africa when the policy of apartheid ended
* Dramatically reshaped welfare programs and helped reduce federal welfare spending

**President George W. Bush, 2001-2009**

* Terrorists attacks on United States soil on September 11, 2001
* Wars in Afghanistan and Iraq
* No Child Left Behind Act (NCLB)

**President Barack H. Obama, 2009-2016**

* Osama Bin Laden and the campaign against Al Qaeda
* Withdrawal of United States’ forces from Iraq
* ~~Patient Protection and Affordable Care Act of 2010~~ Oversaw the Called for Congress to pass legislation to reform health care in the United States Patient Protection and Affordable Care Act of 2010 that provided medical care for millions of Americans.

## STANDARD VUS.13f

**The student will apply social science skills to understand the social, political, and cultural movements and changes in the United States during the second half of the twentieth century by**

**f) explaining how scientific and technological advances altered American lives;**

### Essential Understandings

Scientific and technological advances in the United States increased opportunities for communications and global interactions.

**Essential Knowledge**  
  
In the early 1960s, President Kennedy pledged increased support for the American space program. The race to the moon continued through the 1960s. United States astronaut John Glenn was the first American to orbit Earth. In 1969, American astronaut Neil Armstrong was the first person to step onto the moon’s surface. He proclaimed, “That’s one small step for a man, one giant leap for mankind.”

Sally Ride was the first female American astronaut.

Over the past three decades, improved technology and media have brought about better access to communication and information for businesses and individuals in both urban and rural areas. As a result, many more Americans have access to global information and viewpoints.

**Examples of technological advances**

* Space exploration
* Space shuttle
* Mars rover
* Voyager missions
* Hubble telescope
* Communications
* Televisions
* Personal computers
* Cellular telephones
* Electronic mail (e-mail)
* Social media
* Robotics
* Medical Care
* Polio vaccine by Dr. Jonas Salk
* Cancer screenings

## STANDARD VUS.13g

**The student will apply social science skills to understand the social, political, and cultural movements and changes in the United States during the second half of the twentieth century by**

**g) evaluating and explaining the changes that occurred in American culture.**

**Essential Understandings**

During the second half of the twentieth century, American society experienced a variety of cultural changes.

**Essential Knowledge**

**Expansion of popular culture**

* The invention of the television became the main mode of media for news, entertainment, and cultural trends of the post-World War II era
* Introduction of new genres of music, including Rock and Roll, Disco, and Hip-Hop
* The expansion of popular culture led to conflict between opposing cultural views
* More occupations opened up to women during the twentieth century, changing their role, concerns, and influence:
* An increasingly large percentage of America’s labor force
* Women in nontraditional jobs
* Role of courts in providing opportunities
* Need for affordable day care
* Equitable pay
* “Glass ceiling” (perception that career advancement for women is not equal to men)
* Influence and effect of the Internet and social media allowing people to share information worldwide

## STANDARD VUS.14a

**The student will apply social science skills to understand political and social conditions in the United States during the early twenty-first century by**

**a) assessing the development of and changes in domestic policies, with emphasis on the impact of the role the United States Supreme Court played in defining a constitutional right to privacy, affirming equal rights, and upholding the rule of law;**

### Essential Understandings

Changes in domestic policies and in political and social conditions have impacted the role and membership of the United States Supreme Court.

**Essential Knowledge**  
The membership of the United States Supreme Court during the end of the twentieth century and early twenty-first century has included women and minorities, such as Sandra Day O’Connor, Ruth Bader Ginsburg, Clarence Thomas, Sonia Sotomayor, and Elena Kagan.

The United States Supreme Court protects the individual rights enumerated in the Constitution of the United States.

**Right to privacy**

* The United States Supreme Court identifies a constitutional basis for a right to privacy that is protected from government interference.
  + *Roe v. Wade* established the precedent of right to privacy.
  + *Riley v. California* (2014) protects the privacy of digital information on cell phones.

**Equal rights**

* The Civil Rights Movement of the 1940s, 1950s, and 1960s provided a model that other minority groups have used to extend civil rights and promote equal justice.
  + *Loving v. Virginia* (1967*)* protected equal rights for individuals, struck down state laws that prohibited interracial marriage, and held that marriage was a fundamental right.
  + *Arizona v. Inter Tribal Council of Arizona* (2013) invalidated a state law requiring proof of citizenship during the voter registration application process.

**Rule of law**

* Rule of law is a principle under which all persons, institutions, and entities are accountable to the laws.
  + *Gideon v. Wainwright* (1963) requires states to provide counsel for needy defendants charged with serious offenses.
  + *Snyder v. Phelps* (2011) upholds that protests of public concern are entitled to greater protection under the free speech clause of the First Amendment.

## STANDARD VUS.14b

**The student will apply social science skills to understand political and social conditions in the United States during the early twenty-first century by**

**b) evaluating and explaining the changes in foreign policies and the role of the United States in a world confronted by international terrorism, with emphasis on the American response to 9/11 (September 11, 2001);**

### Essential Understandings

The United States has confronted the increase in international terrorism by formulatingdomestic and international policies aimed at stopping terrorism.

**Essential Knowledge  
  
The United States has experienced multiple terrorist attacks at home and abroad.**

* Attack on the USS *Cole*
* September 11, 2001: Attacks on the World Trade Center towers, the Pentagon, and Flight 93
* Boston Marathon bombing

**The United States’ responses to terrorism**

* Heightened security at home (Patriot Act)
* Diplomatic and military initiatives
* Formation of the Transportation Security Administration (TSA)

## STANDARD VUS.14c

**The student will apply social science skills to understand political and social conditions in the United States during the early twenty-first century by**

**c) evaluating the evolving and changing role of government, including its role in the American economy;**

### Essential Understandings

The federal government has the ability to influence the United States economy.

**Essential Knowledge**  
  
Government promotes a healthy economy characterized by full employment and low inflation through the actions of

* the Federal Reserve: Monetary policy decisions influence money supply and promote sustainable economic growth
* the president and Congress: Fiscal policy decisions determine levels of government taxation and spending in an effort to impact economic growth.

The “Reagan Revolution” extended beyond his tenure in office with

* the election of his vice president, George H. W. Bush
* the Republican sweep of congressional elections and statehouses in the 1990s
* the election of George W. Bush as president
* the formation of the Tea Party movement and its influence in the Republican Party.

**President George W. Bush, 2001-2009**

* Launched the War on Terror
* Promoted policies on the economy, health care, education, and social security reform
* Signed into law broad tax cuts, the Patriot Act, and the No Child Left Behind Act
* Obtained congressional passage of economic programs intended to preserve American financial system

**President Barack H. Obama, 20092016**

* Signed into law economic stimulus legislation in response to the Great Recession
* American Recovery and Reinvestment Act of 2009
* Tax Relief, Unemployment Insurance Reauthorization, and Job Creation Act of 2010

## STANDARD VUS.14d

**The student will apply social science skills to understand political and social conditions in the United States during the early twenty-first century by**

**d) explaining scientific and technological changes and evaluating their impact on American culture.**

### Essential Understandings

Contemporary America has experienced a wide variety of technological advancements that have significantly impacted American life.

**Essential Knowledge**

**Industries benefiting from new technologies**

* Computer industry
* Satellite systems: Global positioning systems (GPS)
* Telecommunications: Smartphones
* Internet-based businesses

**Impact of new technologies on American life**

* Increased domestic and international travel for business and pleasure
* Greater access to news and other information
* Cheaper and more convenient means of communication
* Convenience of online shopping opportunities
* Hacking and personal identity theft
* Social media
* Telecommuting
* Online course work
* Growth of service industries
* Advancements in medical research, including improved medical diagnostic and imaging technologies as well as stem cell research
* Outsourcing and offshoring