



**History and Social Science
Standards of Learning
Sample Scope
and Sequence**

United States History to 1877

Commonwealth of Virginia
Department of Education
Richmond, Virginia
2002

United States History to 1877 Sample Scope and Sequence

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The 2002 History and Social Science Sample Scope and Sequence and the *2001 United States History to 1877 Curriculum Framework* can be found in PDF and Microsoft Word file formats on the Virginia Department of Education's Web site at <http://www.pen.k12.va.us>.

United States History to 1877 Sample Scope and Sequence

Preface

As an additional resource to help school divisions develop curricula aligned to the Standards of Learning, the Virginia Department of Education has developed sample scope and sequence documents for English, mathematics, science, and history and social science in kindergarten through grade eight and in core high school courses. These sample documents provide guidance on how the essential understandings, knowledge, and skills that are identified in the Standards of Learning and the Standards of Learning Teacher Resource Guides or Curriculum Frameworks may be introduced to students in a logical, sequential, and meaningful manner.

These sample scope and sequence documents are intended to serve as general guides to help teachers and curriculum developers align their curricula and instruction to support the Standards of Learning. Each sample document is organized around specific topics to help teachers present information in an organized, articulated manner. Also included are correlations to the Standards of Learning for that curricular area for a particular grade level or course, as well as ideas for classroom assessments and teaching resources.

The sample scope and sequence documents are not intended to prescribe how curriculum should be developed or how instruction should be delivered. Instead, they provide examples showing how teachers and school divisions might present to students in a logical and effective manner information that has been aligned with the Standards of Learning. School divisions that need assistance in developing curricula aligned with the Standards of Learning are encouraged to consider the sample scope and sequence guides. Teachers who use the documents should correlate the content identified in the guides with available instructional resources and develop lesson plans to support instruction.

Copies of the sample scope and sequence guides are available at <http://www.pen.k12.va.us/VDOE/Instruction/sol.html> in both PDF and Microsoft Word formats. These materials are copyrighted, and all rights are reserved. Reproduction of these materials for instructional purposes in Virginia classrooms is permitted.

United States History to 1877 Sample Scope and Sequence

Introduction

The study of history rests on knowledge of dates, names, places, events, and ideas. Historical understanding, however, requires students to engage in historical thinking: to raise questions and marshal evidence in support of their answers. Students engaged in historical thinking draw upon chronological thinking, historical comprehension, historical analysis and interpretation, historical research, and decision-making. These skills are developed through the study of significant historical substance from the era or society being studied.

This document is intended as a general guide to help teachers and schools frame a curriculum that incorporates the fundamentals of United States history to 1877 that are included in the Virginia Standards of Learning. It is organized in chronological order to facilitate student understanding of the effect specific events in history had on each other. Some chronological overlap will occur as specific topics are examined separately to facilitate better comprehension of the causes and significant events of the topic. The individual style, interests, and preparation of educators should be considered when implementing the curriculum. This document is simply a guide and should not be viewed as the only way to implement the curriculum.

United States History to 1877 Sample Scope and Sequence

Overview of the United States History to 1877 Standards of Learning Sample Scope and Sequence

Organizing Topics	Related Standards of Learning
Geography Skills	USI.2a, b, c; USI.1a, c, f
American Indians (First Americans)	USI.3a, b; USI.1a, c, d, f
European Exploration	USI.4a, b, c; USI.1a, d, f, g
Colonial America	USI.5a, b, c, d; USI.1a, c, d, f
American Revolution	USI.6a, b, c, d; USI.1a, b, c, d, f, h
Birth of the Nation	USI.7a, b, c, d; USI.1a, b, c, d, f, h
Westward Expansion	USI.8a, b, c; USI.1b, c, d, f
Abolition and Suffrage	USI.8d; USI.1b, c, d, h
Civil War	USI.9a, b, c, d, e, f; USI.1a, b, c, d, f, h
Reconstruction	USI.10a, b; USI.1a, b, c, d, h

Note: Essential skill USI.1e is not specifically cited in the “Related SOL” column, and it will not be assessed on the United States History to 1877 Standards of Learning test. Students should, however, have opportunities to practice speaking and writing to express ideas and opinions about events and issues in history and social science. Teachers should incorporate these skills into instruction throughout the year.

United States History to 1877 Sample Scope and Sequence

Organizing Topic	Essential Understandings, Knowledge, and Skills	Related SOL	Sample Classroom Assessment Methods	Sample Resources
Geography Skills	Describe continents as large land masses surrounded by water.	USI.2a	<ul style="list-style-type: none"> • Projects • Quizzes • Student reports • Unit tests 	See page 53 for complete reference information. <ul style="list-style-type: none"> • Audiovisual materials • Education Place (maps) • National Council for the Social Studies • National Geographic (maps) • Smithsonian Institute • Textbook • Virginia Museum of Fine Arts • 1995 History and Social Science Standards of Learning Assessment Blueprint • 2001 History and Social Science Curriculum Framework • 2002 Sample Instructional Activities
	Identify the seven continents: <ul style="list-style-type: none"> • North America • South America • Africa • Asia • Australia • Antarctica • Europe*. *Explain that Europe is considered a continent even though it is not entirely surrounded by water. The land mass is frequently called Eurasia.	USI.2a		
	Explain that geographic regions have distinctive characteristics.	USI.2b		
	Identify the geographic regions of North America and describe the following physical characteristics of each region: <i>Coastal Plain</i> <ul style="list-style-type: none"> • Located along the Atlantic Ocean and Gulf of Mexico • Broad lowland providing many excellent harbors 	USI.2b		

(Essential understandings, knowledge, and skills that are underlined reflect content common to the 1995 and 2001 Standards of Learning.)

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Organizing Topic	Essential Understandings, Knowledge, and Skills	Related SOL	Sample Classroom Assessment Methods	Sample Resources
Geography Skills (continued)	<p>(Geographic regions of North America continued)</p> <p><i>Appalachian Highlands</i></p> <ul style="list-style-type: none"> • Located west of Coastal Plain extending from eastern Canada to western Alabama: including the Piedmont • Old, eroded mountains (oldest mountain range in North America) <p><i>Canadian Shield</i></p> <ul style="list-style-type: none"> • Wrapped around Hudson Bay in a horseshoe shape • Hills worn by erosion and hundreds of lakes carved by glaciers • Holds some of the oldest rock formations in North America <p><i>Interior Lowlands</i></p> <ul style="list-style-type: none"> • Located west of the Appalachian Mountains and east of the Great Plains • Rolling flatlands with many rivers, broad river valleys, and grassy hills <p><i>Great Plains</i></p> <ul style="list-style-type: none"> • Located west of Interior Lowlands and east of the Rocky Mountains • Flat land that gradually increases in elevation westward; grasslands 			

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United States History to 1877 Sample Scope and Sequence

Organizing Topic	Essential Understandings, Knowledge, and Skills	Related SOL	Sample Classroom Assessment Methods	Sample Resources
Geography Skills (continued)	<p>(Geographic regions of North America continued)</p> <p><i>Rocky Mountains</i></p> <ul style="list-style-type: none"> • 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 <p><i>Basin and Range</i></p> <ul style="list-style-type: none"> • Located west of Rocky Mountains and east of the Sierra Nevadas and the Cascades • Area of varying elevations containing isolated mountain ranges and Death Valley, the lowest point in North America <p><i>Coastal Range</i></p> <ul style="list-style-type: none"> • Rugged mountains along the Pacific Coast that stretch from California to Canada • Contains fertile valleys. 			

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Organizing Topic	Essential Understandings, Knowledge, and Skills	Related SOL	Sample Classroom Assessment Methods	Sample Resources
Geography Skills (continued)	Identify and locate on a map the following major bodies of water to which the United States has access: <ul style="list-style-type: none"> • <i>Oceans:</i> Atlantic, Pacific • <i>Rivers:</i> Mississippi, Missouri, Ohio, Columbia, Colorado, Rio Grande • <i>Lakes:</i> Great Lakes • <i>Gulf:</i> Gulf of Mexico. 	USI.2c		
	Describe, using the information below, how bodies of water support interaction among regions, form borders, and create links to other areas: <ul style="list-style-type: none"> • Trade, transportation, and settlement • The location of the United States, with its Atlantic and Pacific coasts, has provided access to other areas 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. • Inland port cities grew in the Midwest along the Great Lakes. 	USI.2c		

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United States History to 1877 Sample Scope and Sequence

Organizing Topic	Essential Understandings, Knowledge, and Skills	Related SOL	Sample Classroom Assessment Methods	Sample Resources
Geography Skills (continued)	(Bodies of water continued) <ul style="list-style-type: none"> • The Mississippi and Missouri Rivers were the transportation arteries for farm and industrial products. They were links to ports and other parts of the world. • The Columbia River was explored by Lewis and Clark. • The Colorado River was explored by the Spanish. • The Rio Grande forms the border with Mexico. • The Pacific Ocean was an early exploration route. • The Gulf of Mexico provided the French and Spanish with exploration routes to Mexico and other parts of America. 			

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United States History to 1877 Sample Scope and Sequence

Organizing Topic	Essential Understandings, Knowledge, and Skills	Related SOL	Sample Classroom Assessment Methods	Sample Resources
Geography Skills (continued)	Identify and interpret primary and secondary source documents to increase understanding of events and life in United States history.	USI.1a		
	Sequence events in United States history.	USI.1c		
	Analyze and interpret maps to explain relationships among landforms, water features, climatic characteristics, and historical events.	USI.1f		

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United States History to 1877 Sample Scope and Sequence

Organizing Topic	Essential Understandings, Knowledge, and Skills	Related SOL	Sample Classroom Assessment Methods	Sample Resources
American Indians (First Americans)	<p>Identify where the following American Indians (First Americans) lived in North America prior to the arrival of Europeans and describe their environments:</p> <ul style="list-style-type: none"> • Inuit inhabited present-day Alaska and northern Canada. They lived in Arctic areas where the temperature is below freezing much of the year. • Kwakiutl inhabited the Pacific Northwest coast, characterized by a rainy, mild climate. • Sioux inhabited the interior of the United States, called the Great Plains and characterized by dry grasslands. • Pueblo inhabited the Southwest in present-day New Mexico and Arizona, where they lived in desert areas and areas bordering cliffs and mountains. • Iroquois inhabited northeast North America, the Eastern Woodland, which is heavily forested. 	USI.3a	<ul style="list-style-type: none"> • Group discussions • Projects • Quizzes • Student reports • Unit tests • Writing assignments 	<p><i>See page 53 for complete reference information.</i></p> <ul style="list-style-type: none"> • A Commonwealth of Knowledge • Audiovisual materials • Education Place (maps) • National Geographic • Smithsonian Institute • Textbook • Virginia Historical Society • Virginia Museum of Fine Arts • WorldNet Virginia • 1995 History and Social Science Standards of Learning Assessment Blueprint • 2001 History and Social Science Curriculum Framework • 2002 Sample Instructional Activities

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Organizing Topic	Essential Understandings, Knowledge, and Skills	Related SOL	Sample Classroom Assessment Methods	Sample Resources
American Indians (First Americans) (continued)	<p>Explain how geography and climate affected the way American Indians (First Americans) met their basic needs using the following information:</p> <p style="padding-left: 40px;">The American Indians (First Americans) fished, hunted, and harvested crops for food. Clothing was made from animal skins and plants. Their shelter was made of resources found in their environment (e.g., sod, stones, animal skins, wood).</p>	USI.3b		
	<p>Identify and interpret primary and secondary source documents to increase understanding of events and life in United States history.</p>	USI.1a		
	<p>Sequence events in United States history.</p>	USI.1c		
	<p>Interpret ideas and events from different historical perspectives.</p>	USI.1d		
	<p>Analyze and interpret maps to explain relationships among landforms, water features, climatic characteristics, and historical events.</p>	USI.1f		

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Organizing Topic	Essential Understandings, Knowledge, and Skills	Related SOL	Sample Classroom Assessment Methods	Sample Resources
European Exploration	<p>Explain the following reasons major European countries were in competition to extend their power into North America and claim the land as their own:</p> <ul style="list-style-type: none"> • Economic—Gold, natural resources, and trade • Religious—Spread of Christianity • Competitions for empire and belief in superiority of own culture. 	USI.4a	<ul style="list-style-type: none"> • Group discussions • Projects • Quizzes • Student reports • Unit tests • Writing assignments 	<p><i>See page 53 for complete reference information.</i></p> <ul style="list-style-type: none"> • Audiovisual materials • Education Place (maps) • National Council for the Social Studies • National Geographic (maps) • Smithsonian Institute • Textbook • United States Department of Education • Virginia Museum of Fine Arts • 1995 History and Social Science Standards of Learning Assessment Blueprint • 2001 History and Social Science Curriculum Framework • 2002 Sample Instructional Activities
	<p>Explain the following obstacles faced by early explorers of North America:</p> <ul style="list-style-type: none"> • Poor maps and navigational tools • Disease/starvation • Fear of unknown • Lack of adequate supplies. 	USI.4a		
	<p>Identify the following accomplishments of early explorers of North America:</p> <ul style="list-style-type: none"> • Exchanged goods and ideas • Improved navigational tools and ships • Claimed territories (see individual countries below). 	USI.4a		

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Organizing Topic	Essential Understandings, Knowledge, and Skills	Related SOL	Sample Classroom Assessment Methods	Sample Resources
European Exploration (continued)	Identify the regions explored by the following explorers and the country they represented: <ul style="list-style-type: none"> • Spain <ul style="list-style-type: none"> – Francisco Coronado claimed southwest United States for Spain. • France <ul style="list-style-type: none"> – Samuel de Champlain established the French settlement of Quebec. – Robert La Salle claimed the Mississippi River Valley. • England <ul style="list-style-type: none"> – John Cabot explored eastern Canada. 	USI.4a		
	Describe the voyages of discovery along West Africa made by Portuguese explorers.	USI.4a		
	Summarize the following cultural interaction between the American Indians (First Americans) and Europeans: <ul style="list-style-type: none"> • Spanish <ul style="list-style-type: none"> – Conquered and enslaved American Indians (First Americans) – Brought Christianity to the New World – Brought European diseases 	USI.4b		

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Organizing Topic	Essential Understandings, Knowledge, and Skills	Related SOL	Sample Classroom Assessment Methods	Sample Resources
European Exploration (continued)	<p>(Cultural interaction continued)</p> <ul style="list-style-type: none"> • French <ul style="list-style-type: none"> – Established trading posts – Spread Christian religion • English <ul style="list-style-type: none"> – Established settlements and claimed ownership of land – Learned farming techniques from American Indians (First Americans) – Traded. 			
	<p>Describe the following examples of cooperation between the American Indians (First Americans) and the Europeans:</p> <ul style="list-style-type: none"> • Technologies (transportation of weapons and farm tools) • Trade • Crops. 	USI.4b		
	<p>Describe the following examples of conflict between the American Indians (First Americans) and the Europeans:</p> <ul style="list-style-type: none"> • Land • Competition for trade • Differences in cultures • Disease • Language difference. 	USI.4b		

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Organizing Topic	Essential Understandings, Knowledge, and Skills	Related SOL	Sample Classroom Assessment Methods	Sample Resources
European Exploration (continued)	<p>Explain how the following societies became powerful and dominated West Africa in turn from 300 to 1600 A.D. by controlling trade in West Africa:</p> <ul style="list-style-type: none"> • Ghana • Mali • Songhai. 	USI.4c		
	<p>Explain how African people and their goods played an important role in arousing European interest in world resources.</p>	USI.4c		
	<p>Explain how West African empires impacted European trade as the Portuguese carried goods from Europe to West African empires, trading metals, cloth, and other manufactured goods for gold.</p>	USI.4c		
	<p>Identify and interpret primary and secondary source documents to increase understanding of events and life in United States history.</p>	USI.1a		

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Organizing Topic	Essential Understandings, Knowledge, and Skills	Related SOL	Sample Classroom Assessment Methods	Sample Resources
European Exploration (continued)	Interpret ideas and events from different historical perspectives.	USI.1d		
	Analyze and interpret maps to explain relationships among landforms, water features, climatic characteristics, and historical events.	USI.1f		
	Distinguish between parallels of latitude and meridians of longitude.	USI.1g		

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Colonial America	<p>Explain the reason Europeans established the following colonies in North America:</p> <ul style="list-style-type: none"> • Roanoke Island (Lost Colony) was established as an economic venture. The first permanent English settlement in North America (1607), Jamestown Settlement, 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 for the same reasons. • Pennsylvania was settled by the Quakers, who wanted to have freedom to practice their faith without interference. • Georgia was settled by people who had been in debtor’s prisons in England. They hoped to experience a new life in the colony and to experience economic freedom in the New World. 	USI.5a	<ul style="list-style-type: none"> • Group discussions • Projects • Quizzes • Student reports • Unit tests • Writing assignments 	<p><i>See page 53 for complete reference information.</i></p> <ul style="list-style-type: none"> • Audiovisual materials • Education Place (maps) • National Council for the Social Studies • National Geographic (maps) • Smithsonian Institute • Textbook • United States Department of Education • Virginia Museum of Fine Arts • 1995 History and Social Science Standards of Learning Assessment Blueprint • 2001 History and Social Science Curriculum Framework • 2002 Sample Instructional Activities

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Colonial America (continued)	<p>Explain how climate and geographic features distinguished the following three regions of colonial America:</p> <p><i>New England</i></p> <ul style="list-style-type: none"> • Appalachian Mountains, Boston harbor, hilly terrain, rocky soil, jagged coastline • Moderate summers, cold winters <p><i>Mid-Atlantic</i></p> <ul style="list-style-type: none"> • Appalachian Mountains, coastal lowlands (harbors and bays, wide and deep rivers), rich farmlands • Moderate climate <p><i>South</i></p> <ul style="list-style-type: none"> • Appalachian Mountains, Piedmont, Atlantic Coastal Plain, good harbors, rivers • Humid climate. 	USI.5b		

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Organizing Topic	Essential Understandings, Knowledge, and Skills	Related SOL	Sample Classroom Assessment Methods	Sample Resources
Colonial America (continued)	<p>Explain how the people of colonial America used the natural resources of their region to earn a living. Include the following information:</p> <p><i>New England</i></p> <ul style="list-style-type: none"> • Fishing, shipbuilding industry and naval supplies, trade and port cities • Skilled craftsmen, shopkeepers <p><i>Mid-Atlantic</i></p> <ul style="list-style-type: none"> • Livestock and grain, trading • Unskilled and skilled workers and fishermen <p><i>South</i></p> <ul style="list-style-type: none"> • Large farms/plantations, cash crops, wood products, small farms • Slavery. 	USI.5b		

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United States History to 1877 Sample Scope and Sequence

Organizing Topic	Essential Understandings, Knowledge, and Skills	Related SOL	Sample Classroom Assessment Methods	Sample Resources
Colonial America (continued)	<p>Explain how the social life of colonial America evolved in the following regions:</p> <p><i>New England</i></p> <ul style="list-style-type: none"> • Village and church as center of life • Religious reformers and separatists <p><i>Mid-Atlantic</i></p> <ul style="list-style-type: none"> • Villages and cities • Varied and diverse lifestyles • Diverse religions <p><i>South</i></p> <ul style="list-style-type: none"> • Plantations (slavery), mansions, indentured servants, few cities, few schools • Church of England. 	USI.5b		
	<p>Explain how the political life of colonial America evolved in the following regions:</p> <p><i>New England</i></p> <ul style="list-style-type: none"> • Town meetings <p><i>Mid-Atlantic</i></p> <ul style="list-style-type: none"> • Market towns <p><i>South</i></p> <ul style="list-style-type: none"> • Counties. 	USI.5b		

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United States History to 1877 Sample Scope and Sequence

Organizing Topic	Essential Understandings, Knowledge, and Skills	Related SOL	Sample Classroom Assessment Methods	Sample Resources
Colonial America (continued)	<p>Identify the following groups of people living in colonial America and describe their varied social positions:</p> <p>Large landowners</p> <ul style="list-style-type: none"> • Lived predominately in the South • Relied on indentured servants and/or slaves for labor • Were educated in some cases • Had rich social culture <p>Farmers</p> <ul style="list-style-type: none"> • Worked the land according to the region • Relied on family members for labor <p>Artisans</p> <ul style="list-style-type: none"> • Worked as craftsmen in towns and on the plantation • Lived in small villages and cities <p>Women</p> <ul style="list-style-type: none"> • Worked as caretakers, house-workers, homemakers • Could not vote • Had few chances for an education 	USI.5c		

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United States History to 1877 Sample Scope and Sequence

Organizing Topic	Essential Understandings, Knowledge, and Skills	Related SOL	Sample Classroom Assessment Methods	Sample Resources
Colonial America (continued)	<p>(Groups of people living in colonial America continued)</p> <p>Indentured servants</p> <ul style="list-style-type: none"> • Consisted of 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. <p>Slaves</p> <ul style="list-style-type: none"> • 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 with no rights • Were often born into slavery (Children of slaves were born into slavery.) 	USI.5c		
	<p>Explain the following economic and political relationships between the colonies and England:</p> <p>Economic relationships</p> <ul style="list-style-type: none"> • England imposed strict control over trade • England taxed the colonies after the French and Indian War • Colonies traded raw materials for goods. 	USI.5d		

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United States History to 1877 Sample Scope and Sequence

Organizing Topic	Essential Understandings, Knowledge, and Skills	Related SOL	Sample Classroom Assessment Methods	Sample Resources
Colonial America (continued)	Political relationships <ul style="list-style-type: none"> • Colonists had to obey English laws that were enforced by governors. • Colonial governors were appointed by the king or by the proprietor. • Colonial legislatures made laws for each colony and were monitored by colonial governors. 	USI.5d		
	<u>Identify and interpret primary and secondary source documents to increase understanding of events and life in United States history.</u>	USI.1a		
	<u>Sequence events in United States history.</u>	USI.1c		
	<u>Interpret ideas and events from different historical perspectives.</u>	USI.1d		
	<u>Analyze and interpret maps to explain relationships among landforms, water features, climatic characteristics, and historical events.</u>	USI.1f		

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Organizing Topic	Essential Understandings, Knowledge, and Skills	Related SOL	Sample Classroom Assessment Methods	Sample Resources
American Revolution	<p>Describe the following reasons England increased control over its colonies and the steps they took to do it:</p> <ul style="list-style-type: none"> • England desired to remain a world power. • England imposed taxes, such as the Stamp Act, to raise necessary revenue to pay the cost of the French and Indian War. 	USI.6a	<ul style="list-style-type: none"> • Group discussions • Projects • Quizzes • Student reports • Unit tests • Writing assignments 	<p><i>See page 53 for complete reference information.</i></p> <ul style="list-style-type: none"> • Audiovisual materials • Education Place (maps) • National Council for the Social Studies • National Geographic (maps) • Smithsonian Institute • Textbook • United States Department of Education • Virginia Museum of Fine Arts • 1995 History and Social Science Standards of Learning Assessment Blueprint • 2001 History and Social Science Curriculum Framework • 2002 Sample Instructional Activities
	<p>Explain the following reasons for England’s taxation of the colonies:</p> <ul style="list-style-type: none"> • To help finance the French and Indian War • To help with the maintaining of English troops in the colonies. 	USI.6a		
	<p>Identify and explain the following reasons for colonial dissatisfaction:</p> <ul style="list-style-type: none"> • Colonies had no representation in Parliament. • Some colonists resented power of colonial governors. • England wanted strict control over colonial legislatures. • Colonies opposed taxes. • The Proclamation of 1763 hampered the western movement of settlers. 	USI.6a		

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United States History to 1877 Sample Scope and Sequence

Organizing Topic	Essential Understandings, Knowledge, and Skills	Related SOL	Sample Classroom Assessment Methods	Sample Resources
American Revolution (continued)	<p>Explain that as England expanded control over the American colonies, many colonists became dissatisfied and rebellious.</p>	USI.6a		
	<p>Summarize the following ideas of John Locke:</p> <ul style="list-style-type: none"> • People have natural rights to life, liberty, and property. • Government is created to protect the rights of people and has only the limited and specific powers the people consent to give it. 	USI.6b		
	<p>Explain how new political ideas led to a desire for independence and democratic government in the American colonies.</p>	USI.6b		
	<p>Summarize the following key philosophies in the Declaration of Independence as it proclaimed independence from England:</p> <ul style="list-style-type: none"> • People have “certain unalienable rights” (rights that cannot be taken away)—life, liberty, pursuit of happiness. • People establish government to protect those rights. • Government derives power from the people. • People have a right and a duty to change a government that violates their rights. 	USI.6b		

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United States History to 1877 Sample Scope and Sequence

Organizing Topic	Essential Understandings, Knowledge, and Skills	Related SOL	Sample Classroom Assessment Methods	Sample Resources
American Revolution (continued)	<p>Identify the following key individuals in the Revolutionary War and describe the role they played:</p> <ul style="list-style-type: none"> • King George III: British king during the Revolutionary era • Lord Cornwallis: British general who surrendered at Yorktown • John Adams: Championed the cause of independence • George Washington: Commander of the Continental Army • Thomas Jefferson: Major author of the Declaration of Independence • Patrick Henry: Outspoken member of House of Burgesses; inspired colonial patriotism with “Give me liberty or give me death” speech • Benjamin Franklin: Prominent member of Continental Congress; helped frame the Declaration of Independence • Thomas Paine: Journalist, author of <i>Common Sense</i>. 	USI.6c		

(Essential understandings, knowledge, and skills that are underlined reflect content common to the 1995 and 2001 Standards of Learning.)

United States History to 1877 Sample Scope and Sequence

Organizing Topic	Essential Understandings, Knowledge, and Skills	Related SOL	Sample Classroom Assessment Methods	Sample Resources
American Revolution (continued)	<p>Identify the following key individuals in the Revolutionary War and describe the role they played:</p> <ul style="list-style-type: none"> • Phillis Wheatley: A former slave who wrote poems and plays supporting American independence. • Paul Revere: Patriot who made a daring ride to warn colonists of British arrival 	USI.6c		
	<p>Identify the significance of the following Revolutionary War events:</p> <ul style="list-style-type: none"> • 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 England and to promote independence. • Battle of Lexington and Concord: This was the site of the first armed conflict of the Revolutionary War. 	USI.6c		

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United States History to 1877 Sample Scope and Sequence

Organizing Topic	Essential Understandings, Knowledge, and Skills	Related SOL	Sample Classroom Assessment Methods	Sample Resources
American Revolution (continued)	<p>(Significance of Revolutionary War events continued)</p> <ul style="list-style-type: none"> • Approval of the Declaration of Independence: Colonies declared independence from England (July 4, 1776). • Battle of Saratoga: This American victory was the turning point in the war. • 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: England recognized American independence in this treaty. 	USI.6c		
	<p>Explain the following advantages that helped the American colonists win the Revolutionary War:</p> <ul style="list-style-type: none"> • Colonists’ defense of their own land, principles, and beliefs • Support from France and Spain • Strong leadership. 	USI.6d		
	<p>Identify and interpret primary and secondary source documents to increase understanding of events and life in United States history.</p>	USI.1a		

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United States History to 1877 Sample Scope and Sequence

Organizing Topic	Essential Understandings, Knowledge, and Skills	Related SOL	Sample Classroom Assessment Methods	Sample Resources
American Revolution (continued)	Make connections between the past and the present.	USI.1b		
	Sequence events in United States history.	USI.1c		
	Interpret ideas and events from different historical perspectives.	USI.1d		
	Analyze and interpret maps to explain relationships among landforms, water features, climatic characteristics, and historical events.	USI.1f		
	Interpret excerpts from notable documents.	USI.1h		

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United States History to 1877 Sample Scope and Sequence

Organizing Topic	Essential Understandings, Knowledge, and Skills	Related SOL	Sample Classroom Assessment Methods	Sample Resources
Birth of the Nation	Summarize the Articles of Confederation, the constitution written during the American Revolution to establish the powers of the new national government.	USI.7a	<ul style="list-style-type: none"> • Group discussions • Projects • Quizzes • Student reports • Unit tests • Writing assignments 	<p><i>See page 53 for complete reference information.</i></p> <ul style="list-style-type: none"> • Audiovisual materials • Center for Civic Education • <i>Documents of American History</i> • GovSpot • Library of Congress • National Council for the Social Studies • Smithsonian Institute • Textbook • United States Department of Education • Virginia Museum of Fine Art • 1995 History and Social Science Standards of Learning Assessment Blueprint • 2001 History and Social Science Curriculum Framework • 2002 Sample Instructional Activities
	Explain the following basic weakness of the Articles of Confederation: <ul style="list-style-type: none"> • 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 branch. 	USI.7a		
	Define a federal system of government as a system that divides governmental powers between national government and the governments of the states.	USI.7b		
	Explain that the Constitution of the United States of America established a federal system of government based on power shared between the national and state governments.	USI.7b		

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United States History to 1877 Sample Scope and Sequence

Organizing Topic	Essential Understandings, Knowledge, and Skills	Related SOL	Sample Classroom Assessment Methods	Sample Resources
Birth of the Nation (continued)	<p>Explain the following basic principles of government stated in the Constitution of the United States of America and Bill of Rights:</p> <p><i>Separation of powers</i></p> <ul style="list-style-type: none"> • The structure of the new national government was based on James Madison’s “Virginia Plan,” which called for three separate branches of government: <ul style="list-style-type: none"> – Legislative Branch (Congress) makes the laws. Congress is a two-house legislature in which all states are represented equally in the Senate (two Senators per state) and people are represented in the House of Representatives (number of a state’s representatives is based on state’s population). – Judicial Branch (Supreme Court) determines if laws made by Congress are constitutional. – Executive Branch (President) carries out the laws. 	USI.7b		

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United States History to 1877 Sample Scope and Sequence

Organizing Topic	Essential Understandings, Knowledge, and Skills	Related SOL	Sample Classroom Assessment Methods	Sample Resources
Birth of the Nation (continued)	(Basic principles of government continued) <u>Checks and balances</u> <ul style="list-style-type: none"> • Each branch can check the power of the other. • These checks keep any one branch from gaining too much power. 			
	Summarize the following information on the Bill of Rights that provided a written guarantee of individual rights: <ul style="list-style-type: none"> • James Madison was the author of the Bill of Rights. • The first ten amendments to the Constitution of the United States of America provide a written guarantee of individual rights (e.g., freedom of speech, freedom of religion). 	USI.7b		
	Explain that Alexander Hamilton and Thomas Jefferson had opposing views on the role of the national government that resulted in the creation of two political parties.	USI.7c		

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United States History to 1877 Sample Scope and Sequence

Organizing Topic	Essential Understandings, Knowledge, and Skills	Related SOL	Sample Classroom Assessment Methods	Sample Resources
Birth of the Nation (continued)	Summarize the following party differences of Alexander Hamilton and Thomas Jefferson: Alexander Hamilton <ul style="list-style-type: none"> • Leader of Federalists • Favored strong national government • Favored limits on states' powers • Favored development of industry on a national scale • Favored a national bank. Thomas Jefferson <ul style="list-style-type: none"> • Leader of the Democratic Republicans • Favored a weak national government • Supported states' powers • Favored small business and farmers • Opposed a national bank. 	USI.7c		
	Explain that the debate over the role of the national government has continued throughout United States history.	USI.7c		
	Identify the first five presidents, all of whom were Virginians except John Adams.	USI.7d		

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United States History to 1877 Sample Scope and Sequence

Organizing Topic	Essential Understandings, Knowledge, and Skills	Related SOL	Sample Classroom Assessment Methods	Sample Resources
Birth of the Nation (continued)	<p>Summarize the following major national issues and events that faced the first five presidents. Explain that the decisions made by the presidents on these issues established a strong government that helped the nation grow in size and power.</p> <p><i>George Washington</i></p> <ul style="list-style-type: none"> • Federal court system was established. • Political parties grew out of the disagreements between Hamilton and Jefferson over the proper role of the national government. • The Bill of Rights was added to the Constitution of the United States of America. • Plans were initiated 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. <p><i>John Adams</i></p> <ul style="list-style-type: none"> • A two-party system emerged during his administration. 	USI.7d		

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United States History to 1877 Sample Scope and Sequence

Organizing Topic	Essential Understandings, Knowledge, and Skills	Related SOL	Sample Classroom Assessment Methods	Sample Resources
Birth of the Nation (continued)	(Major national issues and events continued) <i>Thomas Jefferson</i> <ul style="list-style-type: none"> • He bought Louisiana from France (Louisiana Purchase). • Lewis and Clark explored this new land west of the Mississippi River. <i>James Madison</i> <ul style="list-style-type: none"> • The War of 1812 caused European nations to gain respect for the United States. <i>James Monroe</i> <ul style="list-style-type: none"> • He introduced the Monroe Doctrine warning European nations not to interfere in the Western Hemisphere. 			
	Identify and interpret primary and secondary source documents to increase understanding of events and life in United States history.	USI.1a		
	Make connections between the past and the present.	USI.1b		
	Sequence events in United States history.	USI.1c		

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United States History to 1877 Sample Scope and Sequence

Organizing Topic	Essential Understandings, Knowledge, and Skills	Related SOL	Sample Classroom Assessment Methods	Sample Resources
Birth of the Nation (continued)	Interpret ideas and events from different historical perspectives.	USI.1d		
	Analyze and interpret maps to explain historical events.	USI.1f		
	Interpret excerpts from notable documents.	USI.1h		

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United States History to 1877 Sample Scope and Sequence

Organizing Topic	Essential Understandings, Knowledge, and Skills	Related SOL	Sample Classroom Assessment Methods	Sample Resources
Westward Expansion	<p>Explain that between 1801 and 1861, exploration was encouraged as America underwent vast territorial expansion and settlement.</p>	USI.8a	<ul style="list-style-type: none"> • Group discussions • Projects • Quizzes • Student reports • Unit tests • Writing assignments 	<p><i>See page 53 for complete reference information.</i></p> <ul style="list-style-type: none"> • Audiovisual materials • Education Place (maps) • National Council for the Social Studies • National Geographic (maps) • Smithsonian Institute • Textbook • United States Department of Education • Virginia Museum of Fine Arts • 1995 History and Social Science Standards of Learning Assessment Blueprint • 2001 History and Social Science Curriculum Framework • 2002 Sample Instructional Activities
	<p>Explain how the following new territories were added to the United States between 1801 and 1861:</p> <p><i>Louisiana Purchase</i></p> <ul style="list-style-type: none"> • 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 from the Mississippi River to the Pacific Ocean. <p><i>Florida</i></p> <ul style="list-style-type: none"> • Spain gave Florida to the United States through a treaty. <p><i>Texas</i></p> <ul style="list-style-type: none"> • Texas was added after it became an independent republic. 	USI.8a		

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United States History to 1877 Sample Scope and Sequence

Organizing Topic	Essential Understandings, Knowledge, and Skills	Related SOL	Sample Classroom Assessment Methods	Sample Resources
Westward Expansion (continued)	<p>(New territories added to the United States continued)</p> <p><i>Oregon</i></p> <ul style="list-style-type: none"> • The Oregon Territory was divided by the United States and Great Britain. <p><i>California</i></p> <ul style="list-style-type: none"> • War with Mexico resulted in California and the southwest territory becoming part of the United States. 			
	<p>Explain the following geographic and economic factors that influenced westward movement:</p> <ul style="list-style-type: none"> • Population growth in the eastern states • Availability of cheap, fertile land • Economic opportunity, e.g., gold (California Gold Rush), logging, farming, freedom (for runaway slaves) • Cheaper and faster transportation, e.g., 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. 	USI.8b		

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United States History to 1877 Sample Scope and Sequence

Organizing Topic	Essential Understandings, Knowledge, and Skills	Related SOL	Sample Classroom Assessment Methods	Sample Resources
Westward Expansion (continued)	<p>Explain how, prior to the Civil War, industrialization in the North impacted the farming society in the South.</p>	USI.8b		
	<p>Explain how each of the following inventions affected the lives of Americans:</p> <ul style="list-style-type: none"> • The cotton gin was invented 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 (a slave) and Cyrus McCormick worked to invent the reaper. The reaper increased the productivity of the American farmer. • The steamboat was improved by Robert Fulton. It eventually provided faster river transportation that connected Southern plantations and farms to Northern industries and Western territories. • The steam locomotive provided faster land transportation. 	USI.8c		
	<p>Make connections between the past and the present.</p>	USI.1b		

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United States History to 1877 Sample Scope and Sequence

Organizing Topic	Essential Understandings, Knowledge, and Skills	Related SOL	Sample Classroom Assessment Methods	Sample Resources
Westward Expansion (continued)	Sequence events in United States history.	USI.1c		
	Interpret ideas and events from different historical perspectives.	USI.1d		
	Analyze and interpret maps to explain relationships among landforms, water features, climatic characteristics, and historical events.	USI.1f		

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United States History to 1877 Sample Scope and Sequence

Organizing Topic	Essential Understandings, Knowledge, and Skills	Related SOL	Sample Classroom Assessment Methods	Sample Resources
Abolition and Suffrage	<p>Summarize the following ideas expressed by the abolitionists in their work to end slavery:</p> <ul style="list-style-type: none"> • Most abolitionists demanded immediate freeing of the slaves. • Abolitionists believed that slavery was <ul style="list-style-type: none"> – Morally wrong – Cruel and inhumane – A violation of the principles of democracy. 	USI.8d	<ul style="list-style-type: none"> • Group discussions • Projects • Quizzes • Student reports • Unit tests • Writing assignments 	<p><i>See page 53 for complete reference information.</i></p> <ul style="list-style-type: none"> • Audiovisual materials • Education Place (maps) • National Council for the Social Studies • National Geographic (maps) • Smithsonian Institute • Textbook • Virginia Historical Society • Virginia Museum of Fine Arts • 1995 History and Social Science Standards of Learning Assessment Blueprint • 2001 History and Social Science Curriculum Framework • 2002 Sample Instructional Activities
	<p>Identify the roles of the following abolitionist leaders:</p> <ul style="list-style-type: none"> • Harriet Tubman • William Lloyd Garrison • Frederick Douglass. 	USI.8d		
	<p>Explain the following main ideas of the suffrage movement which helped women gain equal rights:</p> <ul style="list-style-type: none"> • Supporters declared that “All men and women are created equal.” • Supporters believed that women were deprived of basic rights. <ul style="list-style-type: none"> – Denied the right to vote – Denied educational opportunities, especially higher education – Denied equal opportunities in business – Limited in rights to own property. 	USI.8d		

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United States History to 1877 Sample Scope and Sequence

Organizing Topic	Essential Understandings, Knowledge, and Skills	Related SOL	Sample Classroom Assessment Methods	Sample Resources
Abolition and Suffrage (continued)	Describe the following strong women who led the campaign for women’s suffrage before the Civil War and continued after the war had ended: <ul style="list-style-type: none"> • Isabel Sojourner Truth • Susan B. Anthony • Elizabeth Cady Stanton. 	USI.8d		
	Make connections between the past and the present.	USI.1b		
	Sequence events in United States history.	USI.1c		
	Interpret ideas and events from different historical perspectives.	USI.1d		
	Interpret patriotic slogans.	USI.1h		

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United States History to 1877 Sample Scope and Sequence

Organizing Topic	Essential Understandings, Knowledge, and Skills	Related SOL	Sample Classroom Assessment Methods	Sample Resources
Civil War	<p>Explain how the following cultural, economical, and constitutional differences between the North and the South eventually resulted in the Civil War:</p> <p><i>Slavery</i></p> <ul style="list-style-type: none"> • 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. <p><i>Cultural</i></p> <ul style="list-style-type: none"> • The North was mainly an urban society in which people held jobs. • 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. <p><i>Economic</i></p> <ul style="list-style-type: none"> • The North was a manufacturing region, and its people favored tariffs that protected factory owners and workers from foreign competition. 	USI.9a	<ul style="list-style-type: none"> • Group discussions • Projects • Quizzes • Student reports • Unit tests • Writing assignments 	<p><i>See page 53 for complete reference information.</i></p> <ul style="list-style-type: none"> • A Commonwealth of Knowledge • Audiovisual materials • Education Place (maps) • National Council for the Social Studies • National Geographic (maps) • Smithsonian Institute • Textbook • United States Department of Education • Virginia Historical Society • Virginia Museum of Fine Arts • 1995 History and Social Science Standards of Learning Assessment Blueprint • 2001 History and Social Science Curriculum Framework • 2002 Sample Instructional Activities

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United States History to 1877 Sample Scope and Sequence

Organizing Topic	Essential Understandings, Knowledge, and Skills	Related SOL	Sample Classroom Assessment Methods	Sample Resources
Civil War (continued)	<p>(Differences between the North and South continued)</p> <p><i>Economic (continued)</i></p> <ul style="list-style-type: none"> • Southerners opposed tariffs that would cause prices of manufactured goods to increase. Planters were also concerned that England might stop buying cotton from the South if tariffs were added. <p><i>Constitutional</i></p> <ul style="list-style-type: none"> • A major conflict was states' rights versus strong central government. 			
	<p>Summarize the South's fear that the North would take control of Congress. Explain that Southerners began to proclaim states' rights as a means of self-protection.</p>	USI.9b		
	<p>Explain the Northern belief that the nation was a union and could not be divided.</p>	USI.9b		
	<p>Explain that, while the Civil War did not begin as a war to abolish slavery, issues surrounding slavery deeply divided the nation.</p>	USI.9b		

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United States History to 1877 Sample Scope and Sequence

Organizing Topic	Essential Understandings, Knowledge, and Skills	Related SOL	Sample Classroom Assessment Methods	Sample Resources
Civil War (continued)	<p>Summarize the following issues that divided the nation:</p> <ul style="list-style-type: none"> • 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. 	USI.9b		
	<p>Explain the following compromises that attempted to resolve the differences between the North and the South:</p> <ul style="list-style-type: none"> • Missouri Compromise (1820): Missouri was a slave state; Maine, a free state. • Compromise of 1850: California was a free state. Southwest territories would decide about slavery. • Kansas-Nebraska Act: People decided the slavery issue (“popular sovereignty”). 	USI.9b		

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United States History to 1877 Sample Scope and Sequence

Organizing Topic	Essential Understandings, Knowledge, and Skills	Related SOL	Sample Classroom Assessment Methods	Sample Resources
Civil War (continued)	<p>Explain that, following Lincoln’s election, the southern states seceded from the Union. Confederate forces attacked Fort Sumter, in South Carolina, marking the beginning of the Civil War.</p>	USI.9b		
	<p>Explain that Lincoln and many Northerners believed that the United States was one nation that could not be separated or divided. Most Southerners believed that states had freely created and joined the union and could freely leave it.</p>	USI.9b		
	<p>Explain that Southern states that were dependent upon labor-intensive cash crops seceded from the Union. Identify these states:</p> <ul style="list-style-type: none"> • Alabama • Arkansas • Florida • Georgia • Louisiana • Mississippi • North Carolina • South Carolina • Tennessee • Texas • Virginia. 	USI.9c		

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United States History to 1877 Sample Scope and Sequence

Organizing Topic	Essential Understandings, Knowledge, and Skills	Related SOL	Sample Classroom Assessment Methods	Sample Resources																							
Civil War (continued)	Identify the Northernmost slave states (border states) that stayed in the Union: <ul style="list-style-type: none"> • Delaware • Kentucky • Maryland • Missouri. 	USI.9c																									
	Identify the following free states that remained in the Union: <table style="width: 100%; border: none;"> <tr> <td style="width: 50%;">California</td> <td style="width: 50%;">New Jersey</td> </tr> <tr> <td>Connecticut</td> <td>New York</td> </tr> <tr> <td>Illinois</td> <td>Ohio</td> </tr> <tr> <td>Indiana</td> <td>Oregon</td> </tr> <tr> <td>Iowa</td> <td>Pennsylvania</td> </tr> <tr> <td>Kansas</td> <td>Rhode Island</td> </tr> <tr> <td>Maine</td> <td>Vermont</td> </tr> <tr> <td>Massachusetts</td> <td>West Virginia</td> </tr> <tr> <td>Michigan</td> <td>(Western counties</td> </tr> <tr> <td>Minnesota</td> <td>of Virginia that</td> </tr> <tr> <td>New Hampshire</td> <td>refused to secede</td> </tr> <tr> <td></td> <td>from the Union)</td> </tr> <tr> <td></td> <td>Wisconsin</td> </tr> </table>	California			New Jersey	Connecticut	New York	Illinois	Ohio	Indiana	Oregon	Iowa	Pennsylvania	Kansas	Rhode Island	Maine	Vermont	Massachusetts	West Virginia	Michigan	(Western counties	Minnesota	of Virginia that	New Hampshire	refused to secede		from the Union)
California	New Jersey																										
Connecticut	New York																										
Illinois	Ohio																										
Indiana	Oregon																										
Iowa	Pennsylvania																										
Kansas	Rhode Island																										
Maine	Vermont																										
Massachusetts	West Virginia																										
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United States History to 1877 Sample Scope and Sequence

Organizing Topic	Essential Understandings, Knowledge, and Skills	Related SOL	Sample Classroom Assessment Methods	Sample Resources
Civil War (continued)	Explain how the views of Abraham Lincoln and Robert E. Lee differed on the nature of the United States and how those differences led to an unavoidable conflict.	USI.9d		
	<p>Summarize roles of the following Civil War leaders and explain the different views of the nature of the Union that Lincoln and Lee held:</p> <p>Abraham Lincoln</p> <ul style="list-style-type: none"> • Was President of the United States • Opposed the spread of slavery • Issued the Emancipation Proclamation • 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.” <p>Jefferson Davis</p> <ul style="list-style-type: none"> • Was president of the Confederate States of America. 	USI.9d		

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United States History to 1877 Sample Scope and Sequence

Organizing Topic	Essential Understandings, Knowledge, and Skills	Related SOL	Sample Classroom Assessment Methods	Sample Resources
Civil War (continued)	<p>(Roles of Civil War leaders continued)</p> <p>Ulysses S. Grant</p> <ul style="list-style-type: none"> • Was general of the Union army that defeated Lee. <p>Robert E. Lee</p> <ul style="list-style-type: none"> • 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. <p>Thomas “Stonewall” Jackson</p> <ul style="list-style-type: none"> • Was a skilled Confederate general from Virginia. <p>Frederick Douglass</p> <ul style="list-style-type: none"> • Was a former slave who escaped to the North and became an abolitionist. 	USI.9d		

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United States History to 1877 Sample Scope and Sequence

Organizing Topic	Essential Understandings, Knowledge, and Skills	Related SOL	Sample Classroom Assessment Methods	Sample Resources
Civil War (continued)	<p>Identify the location of the critical events and major battles of the Civil War:</p> <ul style="list-style-type: none"> • The firing on Fort Sumter, S.C., began the war. • The first Battle of Manassas (Bull Run) was the first major battle. • The signing of the Emancipation Proclamation made “freeing the slaves” the new focus of the war. Many freed slaves joined the Union army. • The Battle of Vicksburg divided the South; the North controlled the Mississippi River. • The Battle of Gettysburg 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. 	USI.9e		

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United States History to 1877 Sample Scope and Sequence

Organizing Topic	Essential Understandings, Knowledge, and Skills	Related SOL	Sample Classroom Assessment Methods	Sample Resources
Civil War (continued)	<p>Describe how location and topography influenced the following critical developments of the Civil War:</p> <ul style="list-style-type: none"> • 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). 	USI.9e		
	<p>Describe the extremely harsh conditions on the battlefield and on the homefront that led to death from disease and exposure.</p>	USI.9f		
	<p>Summarize the following effects of the Civil War on the lives of soldiers and women:</p> <ul style="list-style-type: none"> • Families and friends were often pitted against one another. • Southern troops became increasingly younger and more poorly equipped and clothed. 	USI.9f		

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United States History to 1877 Sample Scope and Sequence

Organizing Topic	Essential Understandings, Knowledge, and Skills	Related SOL	Sample Classroom Assessment Methods	Sample Resources
Civil War (continued)	<p>(Effects of the Civil War continued)</p> <ul style="list-style-type: none"> • 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. • 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. 	USI.9f		
	<p>Explain the following effects of the Civil War on African Americans:</p> <ul style="list-style-type: none"> • African Americans fought in both the Confederate and Union armies. • The Confederacy often used slaves as naval crew members and soldiers. • The Union moved to enlist African American sailors early in the war. • African American soldiers were paid less than white soldiers. 	USI.9f		

(Essential understandings, knowledge, and skills that are underlined reflect content common to the 1995 and 2001 Standards of Learning.)

United States History to 1877 Sample Scope and Sequence

Organizing Topic	Essential Understandings, Knowledge, and Skills	Related SOL	Sample Classroom Assessment Methods	Sample Resources
Civil War (continued)	(Effects of the Civil War on African Americans continued) <ul style="list-style-type: none"> • African American soldiers were discriminated against and served in segregated units under the command of white officers. • Robert Smalls, a sailor and later a Union naval captain, was highly honored for his feats of bravery and heroism. He became a Congressman after the Civil War. 	USI.9f		
	Identify and interpret primary and secondary source documents to increase understanding of events and life in United States history.	USI.1a		
	Make connections between the past and the present.	USI.1b		
	Sequence events in United States history.	USI.1c		
	Interpret ideas and events from different historical perspectives.	USI.1d		
	Analyze and interpret maps to explain historical events.	USI.1f		
	Interpret patriotic slogans.	USI.1h		

(Essential understandings, knowledge, and skills that are underlined reflect content common to the 1995 and 2001 Standards of Learning.)

United States History to 1877 Sample Scope and Sequence

Organizing Topic	Essential Understandings, Knowledge, and Skills	Related SOL	Sample Classroom Assessment Methods	Sample Resources
Reconstruction	<p>Explain the provisions of the following Amendments to the Constitution of the United States of America that addressed the issue of slavery and guaranteed equal protection under the law for all citizens:</p> <ul style="list-style-type: none"> • 13th Amendment: Bans slavery in the United States and any of its territories • 14th Amendment: Grants citizenship to all persons born in the United States and guarantees them equal protection under the law • 15th Amendment: Ensures all citizens the right to vote regardless of race or color or previous condition of servitude. 	USI.10a	<ul style="list-style-type: none"> • Group discussions • Projects • Quizzes • Student reports • Unit tests • Writing assignments 	<p><i>See page 53 for complete reference information.</i></p> <ul style="list-style-type: none"> • Audiovisual materials • Education Place (maps) • National Council for the Social Studies • National Geographic (maps) • Smithsonian Institute • Textbook • United States Department of Education • Virginia Museum of Fine Arts • 1995 History and Social Science Standards of Learning Assessment Blueprint • 2001 History and Social Science Curriculum Framework • 2002 Sample Instructional Activities
	<p>Describe the harsh Reconstruction policies that were applied to the South following the Civil War:</p> <ul style="list-style-type: none"> • Southern military leaders could not hold office • Southerners resented northern “carpetbaggers,” who took advantage of the South during Reconstruction. • African Americans held public office. 	USI.10a		

(Essential understandings, knowledge, and skills that are underlined reflect content common to the 1995 and 2001 Standards of Learning.)

United States History to 1877 Sample Scope and Sequence

Organizing Topic	Essential Understandings, Knowledge, and Skills	Related SOL	Sample Classroom Assessment Methods	Sample Resources
Reconstruction (continued)	(Reconstruction policies continued) <ul style="list-style-type: none"> • African Americans gained equal rights as a result of the Civil Rights Act of 1866, which authorized the use of federal troops for its enforcement. • Northern soldiers supervised the South. 			
	Explain that Reconstruction attempted to give meaning to the freedom the former slaves had achieved.	USI.10b		
	Identify and interpret primary and secondary source documents to increase understanding of events and life in United States history.	USI.1a		
	Make connections between the past and the present.	USI.1b		
	Sequence events in United States history.	USI.1c		
	Interpret ideas and events from different historical perspectives.	USI.1d		
	Interpret excerpts from notable documents.	USI.1h		

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United States History to 1877 Sample Scope and Sequence

Resources

Center for Civic Education – <http://www.civiced.org>

A Commonwealth of Knowledge: Virginia’s Site for Educators – <http://www.Knowledge.State.va.us/welcome.htm>

Documents of American History – <http://www.pen.k12.va.us/VDOE/Instruction/AmericanDoc99.pdf>

Education Place – <http://www.eduplace.com/ss/ssmaps/> (This site permits you to print a variety of maps.)

GovSpot – <http://www.govspot.com>

Library of Congress

<http://thomas.loc.gov/> (This site focuses on legislation, the Congressional Record, and status of current bills.)

<http://www.loc.gov/library/>

National Council for the Social Studies – <http://www.socialstudies.org>

National Geographic – <http://nationalgeographic.com/> (This site provides information and copies of maps.)

Smithsonian Institute – <http://www.si.edu/info/education.htm>

United States Department of Education – <http://www.ed.gov/EdRes/index.html>

Virginia Historical Society – <http://www.vahistorical.org/>

Virginia Museum of Fine Arts – <http://www.vmfa.state.va.us/>

WorldNet Virginia – <http://worldnetva.pwnet.org/>

1995 Standards of Learning Assessment Blueprint – <http://www.pen.k12.va.us/VDOE/Assessment/soltests/home.html>

2001 History and Social Science Curriculum – http://www.pen.k12.va.us/VDOE/Instruction/History/hist_ss_framework.html

2002 Sample Instructional Activities – <http://www.pen.k12.va.us/VDOE/Instruction/History/hsslessons.html>

(Essential understandings, knowledge, and skills that are underlined reflect content common to the 1995 and 2001 Standards of Learning.)