

Standard 4-1 The student will demonstrate an understanding of the exploration of the New World.

4-1.1 Explain the political, economic, and technological factors that led to the exploration of the New World by Spain, Portugal, and England, including the competition between nation-states, the expansion of international trade, and the technological advances in shipbuilding and navigation. (E, G, H, P)

Taxonomy Level: B 2 Understand / Conceptual Knowledge

Previous / Future Knowledge:

In 3rd grade, students explained the motives behind the exploration of South Carolina by the English, the Spanish, and the French, including the idea of “for king and country” (3-2.1).

In 7th grade, students will explain how technological and scientific advances, including navigational advances and the use of gunpowder, affected various parts of the world politically, socially, and economically and contributed to the power of European nations (7-1.2).

It is essential for students to know:

Economic factors motivated Europeans to explore the world. The expansion of international trade was both a cause and a result of the Age of Exploration. Merchants brought spices from the Far East to Europe to trade for a profit. Other Europeans wanted more goods from the East without the added expense charged by these middle men. Because of the leadership of Prince Henry and their geographic location on the Atlantic Ocean, **Portugal** was the first to seek a water route to Asia. Economic competition with Portugal influenced **Spain** to sponsor Columbus and others to explore the unmapped lands in the New World that were found by various explorers.

Political factors included **competition between nation-states**. **England** and other countries in Europe became interested in the New World, especially as the Spanish found gold and silver that made them the most powerful nation in Europe. The English monarchs began to send explorers to the New World and in the next few centuries they would become the dominant country in the settlement of North America.

The **technological** factors helped the explorers. Advancements in shipbuilding included the construction of the caravel, which was a smaller faster ship with triangular sails that could sail into the wind. Many improvements in **navigational** skills allowed sailors to venture further out to sea. The astrolabe, which measures the height of the sun above the horizon, the compass, and the reading of the celestial stars aided sailors in plotting their location and course. Cartography, map making skills, helped them to share their knowledge with others and was taught at the Portuguese School of Navigation.

It is not essential for students to know:

It is not essential for students to know the life history of the kings and queens of these countries and how they were related to each other. They do not need to understand about the introduction of gunpowder as a technological advancement in Europe. They do not need to know about the life history of a sailor on a voyage.

Assessment guidelines:

Appropriate assessments would require students to **explain** the economic motivation for exploration, the political competition between Portugal, Spain and England and the impact of technology on exploration.

Standard 4-1 The student will demonstrate an understanding of the exploration of the New World.

4-1.2 Summarize the motivation and accomplishments of the Vikings and the Portuguese, Spanish, English, and French explorers, including Leif Eriksson, Christopher Columbus, Hernando de Soto, Ferdinand Magellan, Henry Hudson, John Cabot, and Robert LaSalle (H, E, G).

Taxonomy Level: B 2 Understand / Conceptual Knowledge

Previous / Future Knowledge:

In 3rd grade, students summarized the activities and accomplishments of key explorers of South Carolina, including Hernando de Soto (3-2.2).

In 6th grade, students will compare the incentives of the various European countries to explore and settle new lands but these specific explorers are not taught again (6-6.2).

It is essential for students to know:

The **motivations** of most explorers were “God, gold and glory” for themselves and for their countries. However their accomplishments were very different.

Leif Eriksson was a **Viking** from Greenland who sailed the northern Atlantic Ocean and settled briefly in North America, which he called Vinland. However, the Vikings’ relationship with other Europeans did not allow them to share their discovery so North America remained unknown to most Europeans.

Christopher Columbus sailed for **Spain** looking for a new and faster route to the Far East. Columbus sailed west because the Portuguese controlled the eastern route around Africa. Columbus also believed the world was small enough that he could reach the Far East by sailing west. [Columbus was *not* the first person to believe the world was round. Most educated people of the time held this belief. This is a common misconception.] Columbus did not reach his goal to bring back the many riches from the Far East. Instead he discovered the lands and wealth of North and South America.

John Cabot sailed for **England**. Cabot was looking for a quicker route to the Far East known as the Northwest Passage. **Cabot** sailed near the Arctic Circle, but he had no success. He claimed the lands he encountered for England.

Ferdinand Magellan’s expedition was the first to sail around the world. Although Magellan died before the journey was complete, he claimed more lands for **Spain**. His crew proved that sailing around the world could be achieved but only at great cost.

Hernando de Soto was a **Spanish** conquistador who explored throughout the southeastern United States and claimed this land for Spain.

Henry Hudson was an explorer who sailed for both the **Netherlands** and **England**. In searching for the Northwest Passage, he claimed and mapped what is now New York for the Dutch and lands in Canada for the English. The Hudson River and Hudson Bay are named for him.

Robert LaSalle explored for **France**. LaSalle explored the Mississippi River to its mouth in the Gulf of Mexico and named the area Louisiana, claiming it for France.

It is not essential for students to know:

It is not essential for students to know specific information about other explorers or pirates. Students do not need to memorize dates of all voyages, except for Columbus’s voyage in 1492. They do need to

know the sequence of events. It is not essential for students to know the birth or death of these explorers or their biographies.

Assessment guidelines:

Appropriate assessment would require students to **summarize** the motivations that caused the Vikings, Portuguese, Spanish, French, and English to explore the New World. Assessments should also require students to **compare** the accomplishments of Leif Eriksson, Christopher Columbus, John Cabot, Ferdinand Magellan, Hernando De Soto, Henry Hudson, and Robert LaSalle.

Effective August 2008

Indicator 4-1.2

2 / 2

Standard 4-1 The student will demonstrate an understanding of the exploration of the New World.

4-1.3 Use a map to identify routes of various sea and land expeditions to the New World and match these to the territories claimed by different nations-including the Spanish dominance in South America and the French, Dutch, and English exploration in North America-and summarize the discoveries associated with these expeditions (G, H).

Taxonomy Level: B 2 Understand/ Conceptual Knowledge

Previous / Future Knowledge:

In 3rd grade, students used a map to identify the sea and land routes of explorers of South Carolina (3-2.3).

In 6th grade, students will use a map to illustrate the principal routes of exploration and trade between Europe, Asia, Africa, and the Americas during the age of European exploration (6-6.1).

In 7th grade, students will use a map or series of maps to identify the colonial expansion of European powers in Africa, Asia, Oceania, and the Americas through 1770 (7-1.1).

It is essential for students to know:

Students should interpret data from a **map** to identify routes of various sea and land expeditions to the **New World** (4-1.2) and match these to the lands claimed by European nations.

The **Spanish** conquistadors defeated the Aztecs in Central America and the Incas in **South America**. Spanish explorers claimed Florida and the southwest region of what is today the United States and called all of this land New Spain.

The **French** explored the St. Lawrence River, the headwaters and the length of the Mississippi River to what is now New Orleans (LaSalle) and claimed this land as New France.

The **Dutch** claimed the area around the Hudson River and established New Netherlands and New Amsterdam in what is today New York..

The **English** claimed the coast of North America based on the explorations of Cabot and called this land Virginia and New England.

In summary, European nations claimed lands based on the explorations of the explorers that they sponsored. Settlements were started in order to establish claims to the land and make a profit from the venture.

It is not essential for students to know:

It is not essential for students to know any other explorers or the lands claimed by other countries.

Assessment Guidelines:

Appropriate assessments would require students to **interpret** data from a map and **compare** the routes of various sea and land expeditions to the New World. Appropriate assessments would require students to **name and locate on a map** the lands that belonged to Spain, France, England and the Netherlands. Students should also be able to **compare** the areas claimed by each nation.

Standard 4-1 The student will demonstrate an understanding of the exploration of the New World.

4-1.4: Explain the exchange of plant life, animal life, and disease that resulted from exploration of the New World, including the introduction of wheat, rice, coffee, horses, pigs, cows, and chickens, to the Americas; the introduction of corn, potatoes, peanuts, and squash to Europe; and the effects of such diseases as diphtheria, measles, smallpox, and malaria on Native Americans. (G, H, E)

Taxonomy Level: B 2 Understand / Conceptual Knowledge

Previous /Future Knowledge:

In 3rd grade, students summarized the impact that the European colonization of South Carolina had on Native Americans, including conflicts between settlers and Native Americans (3-2.5).

In 6th grade, students will illustrate the exchange of plants, animals, diseases, and technology throughout Europe, Asia, Africa, and the Americas (known as the Columbian Exchange), and explain the effect on the people of these regions (6-6.3).

It is essential for students to know:

European settlers introduced wheat, rice, coffee, horses, pigs, cows, and chickens to their lands in the Americas. The introduction of the horse significantly affected the way that the Native Americans of the Plains were able to hunt bison, greatly impacting their lives. The European settlers learned to grow corn, potatoes, peanuts, and squash through observation and working alongside of the Native Americans. Europeans then carried the crops home to Europe, improving the diet of many Europeans.

Diseases carried by the explorers such as diphtheria, measles, smallpox, and malaria killed many Native Americans. When Native Americans in New Spain died from disease, another source of slaves was needed. As a result, the demand for African slaves increased. Historians call this exchange of plants, animals and disease the Columbian Exchange.

It is not essential for students to know:

It is not essential for students to know about the exchange of animals, plants and disease to other countries around the world. They do not need to know how to grow these crops. Students do not need to focus on the origins of the diseases or the treatment of the diseases.

Assessment guidelines:

Appropriate assessments would require students to **explain** the effects that European plants, animals and disease had on the New World especially, the effects of disease on Native Americans. Students should also be able to **summarize** the effect the New World products had on Europe.

Standard 4-2 The student will demonstrate an understanding of the settlement of North America by Native Americans, Europeans, and African Americans and the interactions among these peoples.

4-2.1: Use the land bridge theory to summarize and illustrate the spread of Native American Populations (G, H).

Taxonomy Level: B 2 Understand / Conceptual Knowledge

Previous/Future Knowledge:

This is the only time in United States history that the land bridge theory is taught. However, in 3rd grade, students compared the culture, government, and geographic location of different Native American nations in South Carolina (3-2.4).

It is essential for students to know

According to the **land bridge theory**, Native Americans migrated from Asia to North America across a land bridge during the Ice Age. During this time period, low temperatures caused large areas of water on earth to freeze and form glaciers. These glaciers caused the level of water in the ocean to drop. The land that once was under water became exposed creating a long land bridge that connected North America to Asia. Various historians developed the theory that hunter-gatherer people may have crossed this land bridge from Asia into North America and then continued across North America and spread into South America following herds of animals.

It is not essential for students to know:

It is not essential for students to explore other theories of migration. They do not need to do research on the buffalo or the extinct mammoths that these hunter-gatherer peoples may have been following.

Assessment guidelines:

Appropriate assessment would require students to **explain** the land bridge theory. Students may be required to **infer** from a map how the Native American population migrated to North America.

Effective May 2008

Indicator 4-2.1

1 / 1

Standard 4-2 The student will demonstrate an understanding of the settlement of North America by Native Americans, Europeans, and African Americans and the interactions among these peoples.

4-2.2: Compare the everyday life, physical environment, and culture of the major Native American cultural groupings, including the Eastern Woodlands, Southeastern, Plains, Southwestern, and Pacific Northwestern.(G, H)

Taxonomy Level: B 2 Understand / Conceptual Knowledge

Previous/Future Knowledge:

In 2nd grade, students recognized the basic elements that make up a cultural region in the United States: including language, customs, and economic activities (2-1.1).

In 3rd grade, students compared the culture, government, and geographic location of different Native American nations in South Carolina (3-2.4).

In 8th grade, students will summarize the culture, political systems, and daily life of the Native Americans of the Eastern Woodlands: including their methods of hunting and farming, their use of natural resources, geographic features, and their relationships with other nations (8-1.1).

It is essential for students to know:

The everyday lives of Native Americans depended on the region in which they lived and how they interacted with their **physical environment**.

Eastern Woodlands Native Americans lived in the eastern part of North America from the Atlantic Ocean to the Mississippi River including the Great Lakes region

Southeastern Native Americans lived in the region from the Ohio River south to the Gulf of Mexico,

Plains Native Americans lived on the Great Plains of central North America from north of what is today the Canadian border to present-day southern Texas.

Southwestern Native Americans lived in the region that included what is today Arizona, New Mexico, and parts of Colorado, and Utah.

Pacific Northwestern Native Americans lived in the region that extended along the Pacific coast from what is today southern Alaska to northern California

In order to compare these Native American groups attention should be paid to the following:

How did the group get their food? Were they hunter gatherers or did they farm?

Was the group's **everyday life** based on frequent migration or did they live in permanent village settlements?

How did their **physical environment** influence the type of homes that they constructed, the clothes that they wore and the food that they ate?

What were their **cultural practices**, including beliefs and religious practices:

How were they governed?

It is not essential for students to know:

It is not essential for students to know specific tribes in these groupings or other Native American groups in North America. Students do not need to know famous people from these groups.

Assessment guidelines:

Appropriate assessments would require students to **compare** major Native American cultural groupings. Students should be able to **summarize** the impact of physical environment on the culture of each group of Native Americans. Assessments should require students to **identify examples** of the similarities and differences in the everyday lives of these Native American groups and **compare** the methods that the different groups used to get food, provide shelter and govern themselves.

Effective August 2008

Indicator 4-2.2

2 / 2

Standard 4-2 The student will demonstrate an understanding of the settlement of North America by Native Americans, Europeans, and African Americans and the interactions among these peoples.

4-2.3: Identify the English, Spanish, and French colonies in North America and summarize the motivations for the settlement of these colonies, including freedom of worship, and economic opportunity. (H, G, E)

Taxonomy Level: B 2 Understand/ Conceptual Knowledge

Previous /Future Knowledge:

In 3rd grade, students summarized the history of European settlement in Carolina from the first attempts to settle at San Miguel de Gualdape, Charlesfort, San Felipe, and Albemarle Point to the time of South Carolina's establishment as an important British colony (3-2.6).

In 8th grade, students summarize the history of European settlement in Carolina from the first attempts to settle at San Miguel de Gualdape (8-1.3).

In United States History, students summarize the distinct characteristics of each colonial region in the settlement and development of America, including religious, social, political, and economic differences (USHC-1.1).

It is essential for students to know:

Students should know the location of the **French, English, and Spanish colonies** in **North America**.

English colonists settled along the Atlantic coast of North America for both religious freedom and economic opportunity. The Englishmen who settled Jamestown [1607], Virginia were motivated by economics. They originally wanted to find gold but soon began to plant cash crops such as tobacco to make a profit. The Pilgrims [1620] and the Puritans went to the northern part of the Atlantic coast which they called New England to establish a model religious community. English Quakers went to Pennsylvania so they could practice their religion freely and farm the land. Many other English colonists went to the colonies for economic reasons such as to get farm land or as indentured servants.

Spanish colonists explored the southern and southwestern parts of North America in their search for gold. St. Augustine and Santa Fe were established as missions where Native American worked to make a profit for the Spanish. These missions helped the Spanish to hold onto their claims which they wanted for economic reasons.

French colonists settled Quebec on the St. Lawrence River and along the Mississippi River. Here they established a fur trade with Native Americans so they could sell to Europe to make a profit. The French government did not allow religious dissenters to settle in their colonies.

It is not essential for students to know:

This indicator does not focus on the dates and people responsible for establishing specific colonies. It is not essential for students to know the names of all of the colonies but they *do* need to know the location of these colonies on the continent.

Assessment guidelines:

Appropriate assessments would require students to **locate and name** the English, Spanish, and French colonies on a map of North America. Assessment should require students to **summarize** the motivations for the settlement of the English, Spanish, and French colonies.

Standard 4-2 The student will demonstrate an understanding of the settlement of North America by Native Americans, Europeans, and African Americans and the interactions among these peoples.

4-2.4: Compare the European settlements in North America in terms of their economic activities, religious emphasis, government, and lifestyles. (H, G, E, P)

Taxonomy Level: B 2 Understand / Conceptual Knowledge

Previous / Future Knowledge:

This is the first time that the European settlements in North America and their economic activities, religious emphasis, government, and lifestyles are taught.

In 7th grade, students compare how European nations exercised political and economic influence differently in the Americas, including trading-post empires, plantation colonies, and settler colonies (7-1.3).

In United States History, students will summarize the distinct characteristics of each colonial region in the settlement and development of America, including religious, social, political, and economic differences (USHC 1.1).

It is essential for students to know:

The colonies of New Spain, New France and the English colonies in New England, the Middle colonies and the Southern colonies developed their economies, religious emphasis, governments and life styles as a result of the people who migrated to these lands and the geographic region that they settled. All of the migrants to the New World brought the culture of their mother countries with them.

The **economic activities** of the colonies were similar in that all three produced food for themselves. In New Spain, the *encomiendas* were large plantations that produced cash crops. The southern English colonies also exported cash crops such as tobacco, rice and indigo. The English Middle colonies had a temperate climate and rich soil so they exported foods to the Caribbean and to the other English colonies. Although the New England colonies had rocky soil and a cold climate, they also had thick forests so they exported lumber and built ships. New France also had a short growing season and their small population made growing crops for export impossible. Instead they developed a thriving fur trade. The goal of Spain, France and England was to make money from their colonies so all three countries practiced mercantilism. Mercantilism was an economic policy by which the mother country tried to amass as much gold and silver as possible through trade with their colonies. By importing the natural resources that were plentiful in the New World and by exporting goods from the mother country to the colonies, they hoped to become economically stronger than their European rivals.

Religious emphasis often depended on what group of people settled in the colonies and what had motivated their settlement (4-2.3). The Spanish missionaries converted the native people and established Roman Catholic missions. French settlers also converted the Native Americans to Catholicism. English settlers were mostly Protestants. The first settlers in New England went there to establish a model religious community so they enforced religious conformity and the meetinghouse was the center of activity in their colonies. Quakers who settled in Pennsylvania practiced religious tolerance allowing others to practice whatever religion they chose. Settlers in the English southern colonies established churches in their communities. However, they were more concerned with profit than with religion so colonists were free to make their own religious choices.

The **government** of the Mother Country determined the type of government that the colonists would have in the New World. The Spanish and French kings were absolute monarchs so they allowed very little self government in their colonies. The English however had a tradition of legislative representation in Parliament so they allowed their colonists to establish colonial assemblies and govern themselves with minimal interference from England.

The varying **lifestyles**, which ranged from directed by the governing body, to colonies established for second chances for members of the English under class were available and where **governmental** rules and laws were made in these northern settlements. The settlers learned to trade the natural resources such as fish and lumber as a cash crop. People from many different countries who came for different reasons settled the middle colonies. Due to good climate they were able to develop large farms that produced enough to feed their families and also plenty to sell in the colonies and abroad. Each community had its own leader, made its own rules, and practiced its own religion. Many of the settlers of the Middle colonies were on good terms with the Native Americans. These colonies had large towns and a system of roads to move goods from place to place.

It is not essential for students to know:

It is not essential for students to know the names of all of the settlements in the colonies of the European nations.

Assessment guidelines:

Appropriate assessments would require students to **compare** the European settlements in North America to each other. Assessments should also require students to **interpret** ways that these settlements are alike and different in their economic activities, religious emphasis, government and lifestyles.

Standard 4-2 The student will demonstrate an understanding of the settlement of North America by Native Americans, Europeans, and African Americans and the interactions among these peoples.

4-2.5: Summarize the introduction and establishment of slavery in the American colonies including the role of the slave trade; the nature of the Middle passage; and the types of goods-rice, indigo, sugar, tobacco, and rum, for example that were exchanged among the West Indies, Europe, and the Americas.

Taxonomy Level: B 2 Understand / Conceptual Knowledge

Previous /Future Knowledge:

In 3rd grade, students explained the transfer of the institution of slavery into South Carolina from the West Indies (3-2.7).

In 8th grade, students will explain how South Carolinians used natural, human, and political resources to gain economic prosperity, including trade with Barbados, rice planting, Eliza Lucas Pinckney and indigo planting, and the slave trade (8-1.6).

It is essential for the student to know:

Students need to know why and how **slavery** was introduced and established in the English colonies in North America. As large farms and plantations were established in Virginia, the planters needed a large labor force to plant and harvest their cash crop, tobacco. At first the English attempted to enslave some Native Americans. However, this created tensions with the neighboring tribes and because Native Americans knew the landscape they were able to escape. Also, a declining number of Native Americans were available for work because of the impact of diseases. Indentured servants were brought from England, but their numbers decreased and tobacco required more and more workers, slaves were brought from Africa to do the fieldwork. In addition, Africans were somewhat immune to the diseases that made working in the South difficult. Planters came to rely more and more on the African's knowledge of herding and farming to make their farms and plantations profitable. After the establishment of the colony of South Carolina, settlers who migrated to Carolina from the British West Indies brought their harsher form of slavery developed on the sugar plantations to the North American colonies (3-2.7). Africans contributed their knowledge of cultivating rice to the colonies and made the rice plantations of South Carolina profitable and so the demand for slaves increased. Slaves were a source of unpaid labor for the colonists and became a status symbol for the plantation owners.

Colonial trade, including the **slave trade**, was a source of great wealth for the ship owners and merchants, many of whom were from New England. Colonial trade took several routes between the North American colonies, Europe and Africa. On one route, sugar was purchased in the West Indies and transported to New England to be made into rum. The rum was then shipped to Africa to be exchanged for slaves. The slaves were then taken to the West Indies and sold or exchanged for **sugar** cane. The sugar was taken back to New England to produce more **rum** and thus the cycle continued. Sometimes these trade routes are called the triangular trade however, that is an oversimplification. Trade routes followed many patterns depending upon what was traded and where it was in demand. **Goods** such as **rice, indigo, and tobacco** were sold in Europe in exchange for manufactured goods that could not be produced in the colonies.

The part of the slave's journey aboard ship between Africa and the American colonies is known as the **Middle Passage**. Slaves were transported first from the interior of Africa to the slave ships, then across the Atlantic Ocean, and finally to the plantations where they would work. So, the time on the ship was the middle part of the passage. However, the term Middle Passage means much more than just one part of a

journey. It means the inhumane conditions aboard the ships. Since the **slave trade** was conducted for profit, the captains of the slave ships tried to deliver slaves for minimum cost. Africans were imprisoned as cargo in a stifling space below decks. Slaves were chained in place on wooden berths that were stacked several rows high. These conditions often forced them to lie in human waste. They received very little food or exercise while aboard the slave ships. Many slaves did not survive Middle Passage.

It is not essential for students to know:

Students do not need to know about making rum. Students do not need to know how sugar, rice and indigo were grown and used. Students do not need to be able to trace the specific routes of other goods that were trade on the transatlantic trade routes.

Assessment guidelines:

Appropriate assessments would require students to **summarize** the introduction and establishment of slavery in the American colonies. Assessments will also require students to **explain** the role of the slave trade in the development of colonial trade and the plantation system, Students should also be able to **explain** the conditions aboard ship that typify the Middle Passage. They should also be able to **infer** information from maps that show colonial trade routes and from images that depict the slave trade.

Effective August 2008

Indicator 4-2.5

2 / 2

Standard 4-2 The student will demonstrate an understanding of the settlement of North America by Native Americans, Europeans, and African Americans and the interactions among these peoples.

4-2.6: Explain the impact of indentured servitude and slavery on life in the New World and contributions of African slaves to the development of the American colonies, including farming techniques, cooking styles, and languages.

Taxonomy Level: B 2 Understand / Conceptual Knowledge

Previous / future Knowledge:

In 2nd grade, students summarized the cultural contributions of Native American nations, African Americans, and immigrant groups in different regions of the United States (2-1.2).

In 3rd grade, students explained the transfer of the institution of slavery into South Carolina from the West Indies, including the slave trade and the role of African Americans in the developing plantation economy; the daily lives of African American slaves and their contributions to South Carolina (3-2.7).

This is the final time that contributions of African slaves to the development of the American colonies, including farming techniques, cooking styles, and languages will be taught.

It is essential for the student to know:

Indentured servitude had a significant impact on the colonies. Settlers needed workers to help in planting and harvesting cash crops such as tobacco. Poor people in England who had been displaced from their land needed work. The settlers and the indentured servants signed contracts in which they agreed that the servant would work for the land owners for a certain number of years in exchange for food, clothing and, most importantly, passage to the New World. The land owners were also able to secure more land because they paid the passage of the indentured servant [headright system]. Often, the landowner did not live up to the contract and abused and mistreated the indentured servant. The servant hoped that once their time of indenture was over they would have an opportunity to own their own land. Once they were free, many moved to the backcountry of the colonies in order to claim their own land. When the number of potential indentured servants no longer was enough to fill the need for workers, the colonists turned to slave labor from Africa.

The enslavement of Africans had a profound impact on the economy and culture of the colonies and continues to have an impact on the culture of the United States today. Africans brought with them their own culture, skills and languages. Africans were very knowledgeable about raising livestock and the farming techniques needed to plant crops such as rice. Without African skills and labor the economy of the southern United States would not have developed these cash crops. Africans also impacted the cooking styles of the South, and consequently later the United States, because they often prepared the meals not only for themselves but also for the slave owners. They added greens and other vegetables to plantation owners' meat and starch diets, thus improving health. Since Africans came from many different tribal groups and spoke no English when they arrived in the colonies, some developed distinctive dialects such as Gullah. **Gullah (Gee-chee)** was a spoken language of Africans that developed in the Sea Islands off the coasts of South Carolina and Georgia. A mixture of many spoken languages combined with newly created words, Gullah was unique to the coastal region because of this area's limited access and the large concentration of Africans from numerous regions. Other customs such as the making of sea grass baskets and music were important to the slaves' extension of their previous culture into the New World.

It is not essential for students to know:

This indicator does not focus on the specific names of plantations or their owners. Students do not need to know how sea grass baskets are made or how rice is grown. Although exposure to African American songs and tales will help students to appreciate the rich culture that slaves brought to the colonies, students do not need to know specific African American songs or languages.

Assessment guidelines:

Appropriate assessments will require students to **explain** the impact of indentured servitude and slavery on life in the New World. Assessments may also require students to be able to **compare** the life of a slave and the life of an indentured servant. Students should also **recognize** examples of ways that African slaves contributed to farming techniques, cooking styles, and languages in the colonies.

Effective May 2008

Indicator 4-2.6

2 / 2

Standard 4-2 The student will demonstrate an understanding of the settlement of North America by Native Americans, Europeans, and African Americans and the interactions among these peoples.

4-2.7: Explain how conflicts and cooperation among the Native Americans, Europeans, and Africans influenced colonial events including the French and Indian Wars, slave revolts, Native American wars, and trade. (H, G, P, E)

Taxonomy Level: B 2 Understand / Conceptual Knowledge

Previous/Future Knowledge:

This is the first time the conflicts and cooperation among the Native Americans, Europeans, and African Americans are taught together.

In 8th grade, students will categorize events according to the ways they improved or worsened relations between Native Americans and European settlers, including alliances and land agreements between the English and the Catawba, Cherokee, and Yemassee; deerskin trading; the Yemassee War; and the Cherokee War (8-1.2). Students will explain the growth of the African American population during the colonial period and the significance of African Americans in the developing culture (e.g., Gullah) and economy of South Carolina, including the origins of African American slaves, the growth of the slave trade, the impact of population imbalance between African and European Americans, and the Stono Rebellion and subsequent laws to control the slave population (8-1.4).

It is essential for students to know:

Conflicts and **cooperation** between the Native Americans, Europeans, and Africans influenced life in America. At first, Native Americans helped the colonists in Virginia and Plymouth to survive the first years and taught them to plant crops that would grow in the New World, such as tobacco and corn. As more settlers came to take their land, the Native Americans began to resist the encroachment of the colonists. Many wars were fought between the colonists and the Native Americans. When the French moved into the Ohio River Valley to claim this land for France, the colonists and the British went to war to protect their claims. *Many* Native American tribes fought on the side of the French against the colonists and the British, giving the war its American name. [In Europe, this war was called the 7 Years War because of the length of time that it was fought.] The French had established a good working relationship with the natives with whom they traded furs. Because few French settlers came to the New World and those who came did not take much land for planting, the French did not antagonize the Native Americans as the American colonists did. The Native American groups hoped that a French victory would limit the expansion of the English colonies past the Appalachian Mountains. However, when the British and Americans won the French and Indian War and forced the French to lose control of their North American colony, the Native Americans were without an ally.

Plantation owners considered slaves to be their property and sold slaves without warning. Slaves wanted to acquire their freedom from the plantation owners. Some enslaved Africans rebelled against the poor living conditions and abusive treatment by slave owners. However, slave revolts were unsuccessful. Some were discovered before the revolt could be carried out; others were quickly and brutally put down. The result was harsher regulation and control of the slave population. Such revolts also made the slave owners and the white population more fearful of their enslaved Africans. In order to maintain an oppressive system, Southerners used violence and intimidation. Although slaves continued to resist their captivity through work slowdowns, feigned illnesses, breaking tools and running away, few were successful in escaping the bonds of slavery.

There was some cooperation between slaves and Native Americans. For instance, runaway slaves in South Carolina fled to Florida where they joined Native American tribes. [Seminole means runaway.] However, there were other Native American tribes that adopted the practice of slavery.

It is not essential for students to know:

Although the examples of Squanto in Plymouth and Pocahantas and her tribe in Virginia are good examples of Native American assistance to the colonists, it is not necessary that students remember the names of these or other specific people. Students do not need to know the names of the Native American wars against the colonists such as the Powhatan Wars, or King Philip's War. Although students may know about the Stono Rebellion from 3rd grade, it is not necessary that students remember the name of or details about this uprising. Students do not need to know the dates and names of other revolts and rebellions. Students do not need to know information about specific battles or leaders in the French and Indian War.

Assessment guidelines:

Appropriate assessments would require students to **explain** the effects of the conflicts and cooperation among the Native Americans, Europeans, and African Americans and how this interaction affected life in America. Students should be able to **summarize** the African Americans interaction with their owners to improve their living and working conditions and to **compare** the interaction between the Native Americans and the colonists and Slaves and the colonists. . Students should be able to **explain** the interaction between the Native Americans and the British and French during the French and Indian Wars.

Effective August 2008

Indicator 4-2.7

2 / 2

Standard 4-3 The student will demonstrate an understanding of the conflict between the American colonies and England.

4-3.1: Explain the political and economic factors leading to the American Revolution, including the French and Indian War; British colonial policies such as the Stamp Act and the Tea Act and the so-called Intolerable Acts; and the American colonists' early resistance through boycotts, congresses, and petitions.(E, P, H)

Taxonomy Level: B 2 Understand / Conceptual Knowledge

Previous/Future Knowledge:

In 3rd grade, students explained the causes of the American Revolution-Tea Act-Stamp Act- Intolerable Act- Declaration of Independence and their role in South Carolina history (3-3.1).

In 8th grade, students will summarize the military and economic involvement of S C in the French/British rivalry (8-1.7). Students will also explain the interests and roles of South Carolinians in the events leading to the American Revolution, including the state's reactions to the Stamp Act and the Tea Act; the role of Christopher Gadsden and the Sons of Liberty; and the role of the four South Carolina signers of the Declaration of Independence—Edward Rutledge, Arthur Middleton, Thomas Lynch Jr., and Thomas Heyward Jr. (8-2.1).

It is essential for students to know:

Political factors and economic factors that ultimately led to the American Revolution started with the **French and Indian War** and culminated with shots fired at Lexington and Concord. It is important that students understand the chronology of these events and how one event led to another. They should understand that **political factors** included the question of whether the Parliament or the colonial assemblies had the right to impose taxes. Economic factors include the need for taxes as a result of the French and Indian War and the power of the colonists to boycott British goods and force British merchants to appeal to Parliament to repeal the Stamp Act.

The **French and Indian War** was fought between France and England over lands in the Ohio River Valley which both the French and the English claimed. The British won the war and gained control of these lands but amassed a large debt as a result of the war. The British Parliament determined that this debt should be paid by the American colonists whose lands the British had been defending. The British government changed its colonial policy. Before the French and Indian War, the British government ignored what was happening in the colonies and let them govern and tax themselves. After the French and Indian War, the British Parliament began to pass a series of laws that changed the relationship between the colonial assemblies and the Parliament. Colonists believed it was the right of their colonial assemblies to impose taxes, not the right of the King or of Parliament and they resisted this changed policy.

The **Stamp Act** placed a tax on all papers, such as legal documents and newspapers. The colonists would pay this directly (taxes before this were indirect duties on imports included in the retail price of the goods and so invisible to the colonial consumer) and protested with the cry "No taxation without representation." Colonists did not have a representative in Parliament and therefore had no voice in Parliament. Colonists wanted to retain the right of their own colonial assemblies to tax to continue to be respected. They did not want representation in Parliament which was distant and in which they would be outvoted. Colonists organized a **Stamp Act Congress**, which sent a **petition** to the King, and a declared a **boycott** on British goods that led to the repeal of the Stamp Act. They also organized the Sons and Daughters of Liberty in order to protest British taxes.

The **Tea Act** was not a tax. This act gave the British East India Company exclusive rights [a monopoly] to sell tea in the colonies because the East India Tea Company had financial problems and Parliament wanted to help the company avoid bankruptcy. Colonists were boycotting tea because of a tax imposed under the Townshend Acts. [Although most of the Townshend duties had been repealed as a result of a successful colonial boycott, the tax on tea remained.]. The Sons of Liberty feared that the availability of cheap tea would threaten the effectiveness of the boycott. In Boston, they threw the tea overboard. The Boston Tea Party resulted in the Parliament passing what the colonists called the Intolerable Acts.

The **Intolerable Acts** closed Boston harbor and took away the right of the colony of Massachusetts to govern itself. The British named these acts the Coercive Acts because they were designed to coerce, or force, the colonists to pay for the dumped tea and recognize the right of the Parliament to make tax laws for the colonies. Colonists sent delegates to a **continental congress** in order to address the problem of the Intolerable Acts. The First Continental Congress established a boycott on all trade with Great Britain and sent a petition to the King. This congress also advised American colonists to arm themselves. This led to the battle of Lexington and Concord and the start of the Revolutionary War.

It is not essential for students to know:

Students do not need to know all of the battles of the French and Indian War or the names of the Native American tribes that fought in the war. They do not need to know all of the acts presented by parliament and their dates. Students do not need to know the names of the many Patriots who took part in these protests or the life story of Paul Revere.

Assessment guidelines:

Appropriate assessments will require students to **explain** the effects of various political and economic factors that led to the American Revolution. Students should also be able to **summarize** the ways that the American colonists used congresses, boycotts, and petitions to protest British policies. Students should be able to **compare** British colonial policies such as the Stamp Act, the Tea Act and the so-called Intolerable Acts.

Standard 4-3 The student will demonstrate an understanding of the conflict between the American colonies and England.

4-3.2: Summarize the roles of principal American, British, and European leaders involved in the conflict, including King George III, George Washington, Benjamin Franklin, Thomas Jefferson, John Adams, Thomas Paine, Patrick Henry, and the Marquis de Lafayette. (H, P)

Taxonomy Level: B 2 Understand / Conceptual Knowledge

Previous/Future Knowledge:

This is the first and only time that the major American, British, and European leaders involved in the American Revolution are explicitly taught as they relate to the Revolutionary War. Some of these same people will be taught again as they relate to the development of our federal government.

In the 8th grade, students will explain the interests and roles of South Carolinians in the events leading to the American Revolution, including the state's reactions to the Stamp Act and the Tea Act; the role of Christopher Gadsden and the Sons of Liberty; and the role of the four South Carolina signers of the Declaration of Independence—Edward Rutledge, Arthur Middleton, Thomas Lynch Jr., and Thomas Heyward Jr. (8-2.1).

It is essential for students to know:

Many Americans, British and Europeans played principal roles in the causes and course of the American Revolutionary War.

King George III ruled Great Britain before, during and after the American Revolution. George III refused to accept American petitions and declared the colonists in rebellion. The Declaration of Independence charged George III with a long list of “abuses and usurpations” in order to try to break the bond of loyalty many American colonists still felt for their king. It was the British Parliament and not the King who imposed the taxes and pursued the war. However, it was more politically effective to blame one individual, the Hanoverian monarch, rather than the colonists’ English counterparts.

Patrick Henry was a member of Virginia’s colonial assembly who wrote a strong protest to the Stamp Act that asserted the rights of the colonists. A passionate speaker, Henry ended an important speech by saying, “Give me liberty or give me death.” He served as a member of the First Continental Congress from Virginia.

George Washington represented Virginia at the First and Second Continental Congresses. At the Second Continental Congress, which met after the shots were fired at Lexington and Concord, Washington was named the Commander-in-Chief of the Continental Army. Washington’s only military experience was in the French and Indian War. At first, he made many strategic mistakes. However, Washington inspired his men and kept the army together despite defeat and hardships until the British finally surrendered.

Benjamin Franklin was a noted colonial journalist and scientist and was widely respected in Europe as well as in America. Before the Revolutionary War, he served as a diplomat to Great Britain but returned to the colonies in time to serve on the committee that was appointed to write the Declaration of Independence. The Second Continental Congress sent him to France where he worked to secure financial assistance and an alliance, which helped the colonists win the Revolution. Franklin was also on the delegation that negotiated the treaty that ended the Revolutionary War

Thomas Paine was the author of the pamphlet called “Common Sense,” in which he used his writing skills to convince the colonists that independence made common sense.

Before the Revolutionary War began, **Thomas Jefferson** helped to set up the Committees of Correspondence in Virginia to keep the colonies informed through letters about what was happening in the other colonies. As a delegate to the Continental Congress, Jefferson was the principal writer of the Declaration of Independence. Later, he served as an ambassador to France.

John Adams was a Massachusetts leader and a member of the Sons of Liberty, a group that was involved responsible for the Boston Tea Party. At the Continental Congress, he was a strong advocate of independence and was on the committee charged with writing the Declaration of Independence. Later he served as ambassador to France and to England and helped to negotiate the treaty that ended the Revolutionary War.

The **Marquis de Lafayette** was a Frenchman who was attracted to America's cause. He left his country and came to the colonies where he served as an aide to George Washington during the Revolutionary War. Lafayette is one example of some of the assistance that France gave to the colonists. Lafayette represents the activities of several other European individuals in the Revolutionary War.

It is not essential for students to know:

It is not essential for students to know the life history of each of these people. Students do not need to know other examples of individuals involved in the Revolution such as Samuel Adams, or Baron von Steuben.

Assessment guidelines:

Appropriate assessments would require students to **summarize** the roles of American, British and European leaders during the Revolutionary War. Students should be able to **explain** the role of King George III, George Washington, Benjamin Franklin, Thomas Jefferson, John Adams, Thomas Paine, Patrick Henry, and the Marquis de Lafayette *as they relate to the conflict*.

Standard 4-3 The student will demonstrate an understanding of the conflict between the American colonies and England.

4-3.3: Explain the major ideas and philosophies of government reflected in The Declaration of Independence.

Taxonomy Level: B 2 Understand / Conceptual Knowledge

Previous /Future Knowledge:

In 3rd grade, students studied the Declaration of Independence and its relationship to South Carolina (3-3.1).

In United States History, students will study the impact of the Declaration of Independence and the American Revolution on colonies and the world (USHC-2.2).

It is essential for students to know:

There are four **major ideas** that were **reflected in the Declaration of Independence**. Thomas Jefferson said it best:

“All men are created equal..”: Although Jefferson did not recognize the rights of African Americans or women and all men were not treated equally, this phrase is the fundamental principle of American government.

“...they are endowed by their creator with certain inalienable rights; that among these are life, liberty and the pursuit of happiness”: Rights are not given to men by their government but are inherent and undeniable.

“to secure these rights, governments are instituted among men, deriving their just powers from the consent of the governed”: The purpose of government is to protect the rights of the people.

“whenever any form of government becomes destructive of these ends, it is the right of the people to alter or to abolish it”: If the government does not protect the rights of the people, it is the right of the people to change their government.

The *Declaration of Independence* also includes a list of grievances against King George III in order to prove that the rights of the people had been violated and therefore the people had the right to abolish their old government and form a new one. The *Declaration* concludes with a formal statement declaring the colonists’ independence from England.

It is not essential for students to know:

It is not essential for students to focus on how the Declaration of Independence affected other countries or to memorize it. Students do not need to know the names of all of the signers of the Declaration of Independence.

Assessment guidelines:

Appropriate assessments would require students to **explain** the major ideas of the *Declaration of Independence* and to **summarize** the philosophies of government that are reflected in the document.

Standard 4-3 The student will demonstrate an understanding of the conflict between the American colonies and England.

4-3.4: Summarize the events and key battles of the Revolutionary War, including Lexington and Concord, Bunker (Breed's) Hill, Charleston, Saratoga, Cowpens, Yorktown.

Taxonomy Level: B 2 Understand / Conceptual Knowledge

Previous /Future Knowledge:

In 3rd grade, students summarized key conflicts and leaders of events leading to the Revolutionary War in South Carolina including Charleston and Cowpens (3-3.2).

This is the final time that the Revolutionary War battles are taught, however, future learning builds on this information.

It is essential for students to know:

Some events and battles of the **Revolutionary War** were so significant that historians refer to them as “key.” Students should understand why these particular battles were turning points in the fighting of the Revolution. The chronological order and geographic location of each of these battles are essential.

Lexington and Concord were the towns outside of Boston, the first shots of the Revolution were fired there. The British marched out of the city of Boston to capture suspected troublemakers at **Lexington** and destroy the military supplies that were stored by the colonists at **Concord**. Minutemen were ready when the British Redcoats arrived at **Lexington**. This event is sometimes referred to as the “shot heard round the world” because of the impact of the American revolutionary ideals on other nations. As a result, the Second Continental Congress met and named George Washington Commander-in-Chief of the army that gathered around Boston after Lexington and Concord.

The **Battle of Bunker (Breed's) Hill** was significant because of what the Americans learned. Although the untrained American troops were forced to surrender when they ran out of gunpowder, they inflicted heavy casualties on the British regular army. The battle demonstrated the power of the Americans fighting from behind rocks and trees on the British formations. It also showed that Americans would need allies to supply ammunition. The British soon evacuated Boston and sailed to New York where they hoped to find Americans who were still loyal to the King.

The **Battle at Saratoga**, New York was *the* turning point of the war for the American Patriots. American forces defeated the British in their attempt to split the colonies at the Hudson River. Because of this victory the French were willing to enter into an alliance with the Americans which brought both financial aid and the help of the French navy.

Although the first attempt by the British to capture Charleston was thwarted by the tides and the resilience of the palmetto log fort that became known as Fort Moultrie, the British were successful the second time around. Soon after their defeat in New York, the British turned their attention to South Carolina where they hoped to find a large number of Loyalists. The port of **Charleston, South Carolina** was under siege by the British for many days. It was attacked by blockading the harbor and cutting off supply lines, until it fell to the British. Soon Patriot partisans were fighting the British regular troops and Loyalist forces using hit and run tactics.

Cowpens was an important battle in South Carolina and showed the cooperation of the regular Continental Army and the irregular partisan forces. The partisans led the attack and then fled the field, tricking the British regulars into thinking that the Americans were retreating. Instead the partisans lured

the British forces into range of the regular American army. The British were soundly defeated and retreated northward toward Virginia.

Yorktown was the final battle of the war. The French navy assisted General George Washington and his army by blockading the harbor. The blockade prevented British ships from entering the harbor and the British army, camped in Virginia waiting for transport to winter quarters, from escaping. Surrounded by American and French forces, the British were defeated and surrendered.

It is not essential for students to know:

It is not essential for students to know other events and battles fought during the Revolutionary War. Students do not need to know specific dates of the battles but do need to know a sequence of events as denoted in the “essentials to know.” Students do not need to know all of the generals and military leaders during the war. Although students do not need to know any other events for testing, the winter at Valley Forge and, George Washington’s crossing of the Delaware would help students to understand how George Washington’s leadership inspired his men and would address Washington’s role in the war in indicator 4-3.3.

Assessment guidelines:

Appropriate assessments would require students to **summarize** the events and battles of the Revolutionary War. Students should be able to **explain** why the battles of Lexington and Concord, Bunker (Breed’s) Hill, Charleston, Saratoga, Cowpens, and Yorktown were “key” battles. They should be able to **compare** one battle to another, identifying the factors that led to the American victory.

Standard 4-3 The student will demonstrate an understanding of the conflict between the American colonies and England.

4-3.5: Explain how the aid received from France, the Netherlands, and the alliances with Native American nations contributed to the American victory in the Revolutionary War.

Taxonomy Level: ~~2-7~~ B 2 Understand / Conceptual Knowledge

Previous /Future Knowledge:

In the previous indicator the alliance with France is discussed as it relates to specific people and particular battles. This is the first and only time that students will explain how the aid received from France, the Netherlands and Native Americans contributed to the American victory in the Revolutionary War.

It is essential for students to know:

Aid in the form of ships, soldiers, supplies and financial assistance was received from **France** and helped to win the war after the battle at Saratoga. Benjamin Franklin worked to negotiate the treaty. However, it was the French rivalry with Great Britain in Europe that caused the French to aid the Americans, not support for American ideals or independence.

The **Netherlands** supported the Patriots because Dutch merchants hoped to increase their trade with the Americans. The mercantilist policies of Great Britain limited the trade that the Netherlands was able to carry on with Britain's American colonies. Once the war started, the Dutch allowed the Americans to trade freely in the Dutch West Indies. In retaliation, the British declared war on the Netherlands. The bankers in the Netherlands were the first to make loans to the Americans.

At first the Native Americans were neutral in the conflict between the British and the colonists. The British promised the **Native Americans** that their lands would be protected from colonial expansion if they allied with the British. When colonists attacked the Native Americans all along the Appalachian frontier, Native Americans united to protect their lands. The treaty that ended the Revolutionary War gave Native American lands to the United States, but the Native Americans continued to resist American encroachment on their lands.

It is not essential for students to know:

Students do not need to know other countries' relationships with Great Britain at this time. Students do not need to know about the monarchs of France and the Netherlands. They do not need to know about the lifestyles of the people in these countries. Students do not need to know the names of the tribes that fought the American colonists or the major battles on the western frontier or the American commanders.

Assessment guidelines:

Appropriate assessments would require students to **explain** the effects of foreign aid and Native American actions on the American victory in the Revolutionary War. Students should be able to **summarize** the relationship of the colonists with the countries of France and the Netherlands. They should be able to **compare** the motives of the French and the Dutch for helping the Americans. Students should be able to **summarize** the role of Native Americans in the Revolutionary War and **compare** their role to that of the Europeans.

Standard 4-3 The student will demonstrate an understanding of the conflict between the American colonies and England.

4-3.6: Compare the daily life and roles of diverse groups of Americans during and after the Revolutionary War, including roles taken by women and African Americans such as Martha Washington, Mary Ludwig Hays McCauley (Molly Pitcher), Abigail Adams, Crispus Attucks, and Peter Salem.

Taxonomy Level: B 2 Understand / Conceptual Knowledge

Previous /Future Knowledge:

In previous indicators the Revolutionary War was taught. This is first and only time that these specific people will be addressed in the standards.

It is essential for students to know:

Students should know the daily life and roles taken by women during the Revolutionary War. Women were expected to work the farm or family business. They cared for their children and planted and harvested crops in the absence of their husbands. Others served the army more directly, as nurses or cooks. A few even served in battle alongside of their husbands. The following women are only some examples. Many other women whose names we do not know also played a part in the American Revolution.

Martha Washington was the wife of George Washington. Martha supported her husband, the Commander and Chief of the Continental Army, by going to stay with him during the winters at Valley Forge. Her presence boosted the morale of both her husband and his soldiers.

Mary Ludwig Hays McCauley (Molly Pitcher) served alongside her husband during the Revolutionary War. She cooked, washed clothes, took care of wounded soldiers, and carried pitchers of water to the fighting men. She got her nickname because she responded to their cry of “Molly, pitcher!”. Legend has it that Mary took her husband’s place at his gun when he was wounded during battle.

Abigail Adams was the wife of John Adams. Abigail ran the family farm while her husband served in the Continental Congress. She wrote letters to her husband urging him to “remember the ladies” in the new republic the Congress was creating. She also accompanied her husband to France, the Netherlands and Great Britain when he was the American ambassador.

African Americans fought on both sides of the war. Many African Americans fought for the British because they were promised their freedom but the promise was usually not fulfilled. The following African Americans are examples of those who fought for the Patriot cause. Many other African Americans whose names we do not know also played a part in the American Revolution.

Crispus Attucks, a freed slave, was killed during the Boston Massacre.

Peter Salem, a former African American slave and Minutemen hero was one of a few who was given his freedom in exchange for serving in the American army at Bunker Hill and Saratoga.

It is not essential for students to know:

It is not essential for students to know birth and death and other dates pertaining to these persons and their life stories.

Assessment guidelines:

Appropriate assessments would require students to **summarize** the roles played by African Americans and women during the Revolutionary War. Students should be able to **explain** how Martha Washington, Mary Ludwig Hays McCauley (Molly Pitcher), Abigail Adams, Crispus Attucks, and Peter Salem serve as examples of many other women and African Americans whose names we do not know.

Effective May 2008

Indicator 4-3.6

2 / 2

Standard 4-3 The student will demonstrate an understanding of the conflict between the American colonies and England.

4-3.7: Explain the effects of the American Revolution on African Americans and Native Americans, including how the war affected attitudes about slavery and contributed to the inclusion of abolition in early state constitutions and how the Land Ordinance of 1785 and the Northwest Ordinance of 1787 that were developed by Congress influenced the future of Native Americans.

Taxonomy Level: B 2 Understand / Conceptual Knowledge

Previous/Future Knowledge:

The effects on African Americans and Native Americans during the Revolutionary War are expanded from 4-3.5 and 4-3.6.

In United States History students will explain the impact and challenges of westward movement, including the major land acquisitions, people’s motivations for moving west, the displacement of Native Americans, and its impact on the developing American character (USHC 3.1).

It is essential for students to know:

The **American Revolution** had an effect on the lives of **African Americans**. African Americans, including slaves and free men, fought on both sides of the war. Some slaves were promised freedom after the war, but most times the promise was not fulfilled. [Peter Salem is an exception (4-3.6)]. As a result of the sentiments of the Revolution contained in the *Declaration of Independence* that “all men are created equal,” states in the North passed laws to emancipate their slaves. Most of these laws provided for gradual emancipation. Northerners were not as dependent economically on slave labor as landowners were in the South. In the South, some slave owners struggled with the conflict between their practice of slavery and the ideals of the revolution. A few set their slaves free as a result and a few states made manumission easier. However, the southern landowners’ dependence on slave labor to work their plantation and their fear of liberating large numbers of African Americans led most states to enact more and more stringent controls on their slaves. The invention of the cotton gin [1793] made southerners more dependent on slave labor for their wealth and confirmed their commitment to slavery.

Native Americans were also influenced by the outcome of the American Revolution. As a result of the French and Indian War, the Native Americans had lost the support of their ally France when France lost the war and its North American territories. When the British made peace with the Americans and ended the Revolution, the Native Americans also lost their British ally in the thirteen new states. Pushed west, the Native Americans tried to resist the encroachment of American settlers on territories west of the Appalachian Mountains. However, the federal government sent troops to force the Native Americans to make treaties that allowed white settlement and protected the white settlers. The **Land Ordinance of 1785** was passed by the Articles of Confederation Congress and provided for the dividing and selling of land in the Northwest Territory, thus attracting more settlers. The **Northwest Ordinance of 1787** allowed new lands to organize as territories and later as states when their population of white settlers reached a certain number. The ordinance also provided for public schools and outlawed slavery in the region. The new American government under the Constitution continued these ordinances. This region later became the states of Ohio, Indiana, Illinois, Michigan and Wisconsin. Although the Northwest Ordinance promised that “the utmost good faith shall always be observed towards the Indians, their lands and property shall never be taken from them without their consent,” because the Land Ordinance and the Northwest Ordinance encouraged westward expansion, **Native Americans** were forced to give up their lands and move farther west.

It is not essential for students to know:

Students do not need to know how each northern state liberated its slaves. They do not have to know that both George Washington and Thomas Jefferson struggled with the conflict between the ideals of liberty and the reality of slavery. However, economic needs outweighed concerns about the personal liberty of African Americans and they both kept their slaves.

Students do not need to focus on specific Native American tribes and cultures during this time period. Students do not need to know about the different actions in the territories that caused clashes between settlers and Native Americans. They do not need to know that the British continued to offer support to the Native Americans from their forts within the northwestern boundaries of the new United States. They do not need to understand that although the British gave up these forts in Jay's Treaty, that concerns about British support of the Natives of the Northwest Territories contributed to the War of 1812. Students do not need to know about specific Indian fighters such as "Mad" Anthony Wayne, "Old Tippecanoe" William Henry Harrison or Andrew Jackson or about Native American leaders such as Tecumseh and "the Prophet." They do not need to know how or when specific states entered into the Union.

Assessment guidelines:

Appropriate assessments would require students to **explain** the effects of the American Revolution on African Americans and Native Americans. Students should be to **summarize** ways African Americans were affected by attitudes about slavery in different regions. Students should also be able to **explain** how Native Americans were affected by the Land Ordinance of 1785 and the Northwest Ordinance of 1787 and **compare** the impact of the revolution on African Americans and Native Americans.

Standard 4-4 The student will demonstrate an understanding of the beginnings of America as a nation and the establishment of the new government.

4-4.1: Compare the ideas in the Articles of Confederation with those in the United States Constitution, including how powers are now shared between state and national government and how individuals and states are represented in the national congress. (P, H)

Taxonomy Level: B 2 Understand / Conceptual Knowledge

Previous /Future Knowledge:

In 1st and 2nd grades, students were introduced to the functions of the various levels of government (1-3.1) and (2-3.3).

In United States history, students will summarize the early development of representative government and political rights in the American colonies (USHC-2.1). They will learn about the development and effectiveness of the Articles of Confederation (USHC-2.3) and analyze underlying political philosophies, fundamental principles, and purposes of the US Constitution, including the ideas behind the separation of powers and the system of checks and (USHC-2.5).

It is essential for students to know:

The government that was developed under the **Articles of Confederation** was a direct result of the experiences under the royal governors and the King and Parliament. Because the Americans were fighting to preserve the rights of their colonial assemblies, they believed sovereignty rested in their state governments and developed the confederation to unite to fight the war. The Continental Congress provided the model for the Articles of Confederation government. Under the Articles of Confederation, authority for governance rested with the states, not with the people. States were represented in the Confederation Congress that had a one house legislature in which each state had one vote. States formed their own military, made their own rules and printed their own currency. The National Congress could make laws but could not levy taxes directly to support its self. The national government could only request funds from the states. The national government did not have a separate executive, only the president of the Congress. It did not have a separate national court system.

The **United States Constitution** was written to solve problems that arose as a result of the weaknesses in the government under the Articles of Confederation. The **Constitution** is based on the idea that the authority of the government comes directly from the people. The Constitution starts with the statement “We, the People.” Under the Constitution, governing powers are **shared** between the states and the federal government in a system known as federalism. The **national congress** is comprised of the Senate and the House of Representatives. In the Senate, the people of each state have equal representation because each state, no matter its size or population, has two Senators. In the House of Representatives the people of the state are represented by a number of representatives based on the population of the state. For instance, South Carolina has six representatives. The Constitution provided for a separate executive, legislative and judicial branch. There is a president of the United States and a system of national courts.

The Articles of Confederation and the Constitution are similar because they both provided for the establishment of a government. They are different in their understanding of where the authority for government rests and in the powers that are given to the national government.

It is not essential for students to know:

Students do not need to read or memorize any portion of these documents. Students do not need to know the specific problems that gave rise to the writing of the new Constitution. Students do not need to know the number of representatives that are allocated to each state by the Constitution.

Assessment guidelines:

Appropriate assessment would require students to **compare** the Articles of Confederation and the United States Constitution. Students should be able to **explain** how authority for government rested with the states under the Articles of Confederation and with the people under the Constitution. They should be able to **compare** representation in the congresses.

Effective May 2008

Indicator 4-4.1

2 / 2

Standard 4-4 The student will demonstrate an understanding of the beginnings of America as a nation and the establishment of the new government.

4-4.2: Classify government activities according to the three branches of government established by the United States Constitution and give examples of the checks and balances that the Constitution provides among the branches (P, H).

Taxonomy Level: B 2 Understand / Conceptual Knowledge

Previous /Future Knowledge:

In 3rd grade, students outlined the current structure of the state government (3-3.4).

In United States history, students will contrast the distribution of powers and responsibilities within the federal system, including the purpose, organization, and enumerated powers of the three branches (USHC-2.5).

It is essential for students to know:

The powers of the government found in the **United States Constitution** are separated into **three branches of government:** the legislature, the executive and the judiciary branches. Each of these three branches has specific powers and are **checked and balanced** by the other branches to ensure that they are in compliance with the Constitution.

The legislative branch is the Congress, which is divided into the House of Representatives and Senate, which is housed at the Capitol building. The principle duty of legislators is writing, debating, and passing bills. The power of the Congress is limited, or checked, because the president must sign bills in order for them to become law. The president may also veto a bill, sending it back to Congress with his objections. The legislature has the power to check the power of the President by overriding his vetoes with a 2/3 vote. The Congress also approves judges whom the president has appointed, and checks the power of the President or judges through impeachment.

The President heads the executive branch and resides in the White House. One of his many jobs is to enforce or carry out (execute) the laws. He may also suggest laws to the legislative branch. The President can check the legislature by vetoing any laws with which he does not agree. The President appoints justices to the Supreme Court and the lesser federal courts but Congress must affirm these appointments. The President is also the commander in chief of the United States armed forces. Congress, however, has the power to declare war.

The duty of the judicial branch is to judge whether or not the laws are being carried out fairly and in conformance with the Constitution. The judicial branch includes a system of courts including federal district courts, courts of appeals and the Supreme Court. The Supreme Court is composed of nine judges who serve for life as long as they are not impeached. Impeachment is a check on the power of the courts by which judges can be removed from office by the Congress. The Supreme Court checks the legislative branch by making sure that the laws that are made are in agreement with the Constitution. The Court can also check the power of the executive branch. The Supreme Court has a special building in Washington, D.C.

It is not essential for students to know:

Students do not need to know *all* of the duties of the president and the Congress such as oversight. They do not need to know all of the ways in which the branches check and balance each other.

Although students should know the name of the current president, students do not need to know the names of all previous presidents or their life stories. They do not need to know the names of the members of Congress or the Supreme Court Justices.

Assessment guidelines:

Appropriate assessments will require students to **classify** the workings of the three branches of the United States government. Students should be able to **identify examples** of the functions of the three branches and **explain** the checks and balances of the legislative, executive and judicial branches.

Effective May 2008

Indicator 4-4.2

2 / 2

Standard 4-4 The student will demonstrate an understanding of the beginnings of America as a nation and the establishment of the new government.

4-4.3: Explain the role of the Bill of Rights in the ratification of the Constitution, including how the Constitution serves to guarantee the rights of the individual and protect the common good yet also to limit the powers of government. (P, H)

Taxonomy Level: B 2 Understand / Conceptual Knowledge

Previous /Future Knowledge:

This is the first time that the Bill of Rights is taught.

In 7th grade, students learn the role and purposes of the Constitution (7-2.3).

In United States history, students will analyze political philosophies, fundamental principles and the purposes of the Constitution and Bill of Rights (USHC-2.5).

It is essential for students to know:

The **Bill of Rights** is the first ten amendments that were added to the **Constitution** to protect the individual rights and freedoms not addressed in the original Constitution. When the Constitution went to the state ratifying conventions, some Americans were concerned that the Constitution gave the national government too much power. These people became known as the Anti-Federalists. Anti-Federalists were a significant force in several key states and they would not approve the Constitution until amendments protecting the rights of the individual against a too powerful national government were promised. Amendments were proposed during the first Congress and sent to the states for ratification. Ten of these were ratified. They **guarantee the rights of individuals** and **limit the powers of government**. These rights include the freedoms of religion, speech and assembly, the rights of citizens to bear arms, protection against troops being quartered in private homes, safeguards against unreasonable searches, the requirement for indictment by a grand jury for major crimes, guarantees of a speedy public trial and trial by jury, and prohibitions against excessive bail. The Bill of Rights also recognizes that people have rights other than those mentioned in the Bill of Rights and that powers not delegated to the federal government belong to the states or the people. The Bill of Rights limits the power of the federal government and protects the rights of individuals and states.

It is not essential for students to know:

Students do not need to repeat the Constitution and Bill of Rights from memory. They do not need to be able to name any of the Anti-Federalists. Students do not need to know that Massachusetts and Virginia. They do not need to know that James Madison was the principal author of the amendments that became the Bill of Rights. They do not need to know that 13 amendments were proposed to the states and that an 11th amendment was ratified decades later and became the 27th amendment to the Constitution.

Assessment guidelines:

Appropriate assessments will require students to **explain** how the promise to include a Bill of Rights contributed to the ratification of the Constitution. Students should be able to **interpret**

the amendments and **summarize** how the Bill of Rights and the Constitution protect individual rights and promotes the common good yet limits the powers of government.

Effective May 2008

Indicator 4-4.3

2 / 2

Standard 4-4 The student will demonstrate an understanding of the beginnings of America as a nation and the establishment of the new government.

4-4.4: Compare the roles and accomplishments of early leaders in the development of the new nation, including George Washington, John Adams, Thomas Jefferson, Alexander Hamilton, John Marshall, and James Madison. (H, P)

Taxonomy Level: B 2 Understand / Conceptual Knowledge

Previous /Future Knowledge:

In 1st grade, students recalled the contributions by historic and political figures - George Washington. (1-4.3)

In United States history, students will compare differing economic and political views in the conflict between Thomas Jefferson and Alexander Hamilton and the success of John Marshall in the Supreme Court (USHC-2.6 and USHC-2.7).

It is essential for students to know:

Specific leaders played significant roles in establishing the new government of the United States. Their accomplishments contributed to the development of the new nation.

George Washington was elected as the first president. He established precedents that were followed by later presidents. For instance, he regularly consulted his Cabinet and only served for two terms. Because Washington was so widely respected as the Commander of the Continental Army during the Revolutionary War he was trusted not to take too much power for the new national government. This trust laid a foundation for trust in the new nation.

John Adams was elected as the first Vice President of the United States and he served with George Washington. Later he was elected as the second President. As an early leader of the Federalist Party, he advocated the establishment of a strong central government.

Thomas Jefferson was the first Secretary of State and served in Washington's Cabinet. Jefferson became the leader of the Democratic-Republican Party. Jefferson became the third president of the United States and the first president from his party.

Alexander Hamilton was the first Secretary of Treasury and served in Washington's Cabinet. Hamilton proposed a series of laws that improved the financial standing of the new nation. Hamilton was the leader of the Federalist Party and was a close adviser to President Washington.

John Marshall was appointed as the Chief Justice of the Supreme Court by President Adams. Marshall strengthened the role of the Supreme Court in the federal government by asserting the right of the Supreme Court to review laws and determined whether or not they are constitutional. Marshall was a Federalist so he wanted to strengthen the role of the federal government.

James Madison was the major author of the Constitution. He served in the first Congress and wrote the amendments that became the Bill of Rights. Madison was also a leader of the Democratic-Republican Party and was elected the fourth President of the United States.

It is not essential for students to know:

Students do not need to know the life stories of these political leaders.

Assessment guidelines:

Appropriate assessments will require students to **compare** the roles of early leaders during the forming of our new nation. Students should be able to **explain** the roles and accomplishments of George Washington, John Adams, Thomas Jefferson, Alexander Hamilton, John Marshall, and James Madison.

Effective May 2008

Indicator 4-4.4

2 / 2

Standard 4-4 The student will demonstrate an understanding of the beginnings of America as a nation and the establishment of the new government.

4-4.5: Provide examples of how American constitutional democracy places important responsibilities on citizens to take an active role in the civil process. (P, H)

Taxonomy Level: B 2 Understand / Conceptual Knowledge

Previous /Future Knowledge:

In first grade, students recognized ways citizens could serve the common good (1-5.1).

Although this is the last time that the responsibility of citizenship is explicitly taught, the responsibility of citizenship is implicit throughout the social studies standards and will be addressed.

It is essential for students to know:

American constitutional democracy places important responsibilities on citizens to take an active role in the civil process. Students should understand that these responsibilities include but are not limited to: following rules and laws established by local, state and federal governments, expressing their beliefs and opinions by voting in elections, paying income taxes to support local, state, and federal projects, and serving on a jury to ensure the right of a fair trial to all individuals.

It is not essential for students to know:

Students do not need to focus on how the complete electoral process works. For instance, students may be introduced to the primary election process for nominating candidates for the presidency. However, they do not need to master it. They do not need to be able to explain local, state or federal laws.

Assessment guidelines:

Appropriate assessments will require students to **identify examples** of how citizens should be taking an active role in the civil process. Students should be able **explain** the role of the citizen in elections, paying income taxes, following rules and laws, and serving on a jury to ensure a fair trial.

Standard 4-4 The student will demonstrate an understanding of the beginnings of America as a nation and the establishment of the new government.

4-4.6: Illustrate how the ideals of equality as described by the Declaration of Independence were slow to take hold as evident in the Three-Fifths Compromise and the Fugitive Slave Acts. (P, H)

Taxonomy Level: B 2 Understand / Conceptual Knowledge

Previous /Future Knowledge:

In 3rd grade, students summarized the institution of slavery prior to the Civil War (3-4.2). They compared the conditions of daily life for various classes of people in South Carolina, including the free and the enslaved African Americans (3-4.1) and also summarized the key events and effects of the civil rights movement in South Carolina, including the desegregation of schools (*Briggs v. Elliott*) and other public facilities and the acceptance of African Americans' right to vote (3.5.6).

Earlier in the 4th grade, students learned about those who fought to make the ideals of the Declaration of Independence a reality by summarizing the roles and accomplishments of the leaders of the abolitionist movement and the Underground Railroad before and during the Civil War (4-6.2).

In 5th grade, students will learn how, even after slavery was abolished, African Americans did not enjoy the full promise of the Declaration of Independence by summarizing the provisions of the Thirteenth, Fourteenth, and Fifteenth Amendments to the Constitution, including how the amendments protected the rights of African Americans and sought to enhance their political, social, and economic opportunities (5-1.1). They will explain the effects of Reconstruction on African Americans, including their new rights and restrictions, their motivations to relocate to the North and the West, and the actions of the Freedmen's Bureau (5-1.2) and will compare the economic and social effects of Reconstruction on different populations, including the change from the plantation system to sharecropping (5-1.3). They will explain the purpose and motivations behind the rise of discriminatory laws and groups and their effect on the rights and opportunities of African Americans in different regions of the United States (5-1.4). They will also study how Native Americans did not enjoy the equality promised in the Declaration of Independence by explaining the social and economic effects of the westward expansion on Native Americans (5-2.5). They will explain the advancement of the civil rights movement in the United States, including key events and people: desegregation of the armed forces, *Brown v. Board of Education*, Martin Luther King Jr., Rosa Parks, and Malcolm X (5-5.3).

In 8th grade, students will study how African Americans were denied the promises of the Declaration of Independence. They will explain the importance of agriculture in antebellum South Carolina, including plantation life [and] slavery (8-3.1). Students will explain the impact of key events leading to South Carolina's secession from the Union, including the Dred Scott decision, the growth of the abolitionist movement, and the election of 1860 (8-3.2). They will explain how events during Reconstruction improved opportunities for African Americans but created a backlash that, by the end of Reconstruction, negated the gains African Americans had made (8-4.4). They will summarize the successes and failures that occurred in South Carolina during Reconstruction, including violence during the election of 1876. (8-4.5). They will explain the factors that influenced the economic opportunities of African American South Carolinians during the latter twentieth century, including racial discrimination, the *Briggs v. Elliott* case, the integration of public facilities and the civil rights movement, agricultural decline, and statewide educational improvement (8-7.4).

In United States history, students will address this important concept again when they compare the social and cultural characteristics of the North, the South, and the West during the antebellum period, including the lives of African Americans and social reform movements such as abolition and women's rights

(USHC-4.1). They will explain how the political events and issues that divided the nation led to civil war, including the compromises reached to maintain the balance of free and slave states, the successes and failures of the abolitionist movement, the conflicting views on states' rights and federal authority, the emergence of the Republican Party and its win in 1860, and the formation of the Confederate States of America (USHC-4.2). They will summarize the effects of Reconstruction on the southern states and the roles of the Thirteenth, Fourteenth, and Fifteenth Amendments in that era (USHC-4.4). They will also summarize the progress made by African Americans during Reconstruction and the subsequent reversals brought by Reconstruction's end, including the rise of anti-African American factions and legislation. (USHC-4.5). They will explain the movements for racial and gender equity and civil liberties, including their initial strategies, landmark court cases and legislation, the roles of key civil rights advocates, and the influence of the civil rights movement on other groups seeking ethnic and gender equity (USHC-9.5).

It is essential for students to know:

Ideals of equality were described in the Declaration of Independence, including “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”. However, this part of the Declaration of Independence was slow to take hold due to the continued practice of slavery in the new United States. After the Revolutionary War, Northern states gradually emancipated their slaves as a result of these ideals and because they were not economically dependent on slave labor. However, African Americans were discriminated against in Northern states. Often they were the last hired and the first fired. They were denied access to some schools and lived in segregated African American communities. In the South, although some slave owners liberated their own slaves voluntarily, many southern states prohibited emancipation and slavery became more and more entrenched.

The **Three-Fifths Compromise** was one of many compromises reached at the Philadelphia Convention where the new Constitution was written. When the Great Compromise determined that the House of Representatives was to be based on population, the question arose as to whether slaves would be counted when allocating representation. Slave owners in the South wanted to count their slaves as a full person, so that they would have a larger representation in Congress. Those in the North argued that if a person was owned they did not have the same rights as a free person and so should not be counted. The compromise that resulted was that slaves counted as 3/5 of a person. Under this North/South compromise, slaves still had no rights and could not vote. The Constitutional Convention protected slavery by agreeing that the international slave trade would not be ended for at least 20 years after the ratification of the Constitution.[1808]

The **Fugitive Slave Acts** were laws made to protect the right of slave owners to their property and required the federal government to assist in the retrieval and return of runaway slaves no matter where they were found in the United States. A stronger Fugitive Slave Act was passed as part of the Compromise of 1850. The runaways were not provided with a fair trial or the opportunity to prove that they should be free.

It was only after the Civil War, emancipation and the civil rights movement of the 20th century that African Americans could enjoy the equal rights promised in the Declaration of Independence.

It is not essential for students to know:

It is not essential for students to know *all* of the other provisions of the Constitution, the 3/5s compromise or the Fugitive Slave Act. Students do not need to know how or when each northern state emancipated their slaves. They do not need to know that other actions of the national government attempted to limit the expansion of slavery. For instance, the Northwest Ordinance made slavery illegal in any new states that were formed from this region. However new states created from the Louisiana Purchase were open

to slavery. The Missouri Compromise admitted Missouri as a slave state but limited slavery to the area south of the 36 30'. Controversies over whether or not new territories would be slave or free led to the Civil War. Twenty years after the ratification of the Constitution, the national government outlawed the international slave trade but smuggling and the internal slave trade continued. The *Dred Scott* decision ruled that African Americans, slave or free, were not citizens of the United States and so had no rights at all.

Assessment guidelines:

Appropriate assessments would require students to **explain** that the ideals of equality as outlined in the Declaration of Independence were slow to take hold. Students should be able to **identify** examples of inequality experienced by African Americans, Native Americans and women. Assessments should require students to **summarize** the Three/Fifths Compromise and the Fugitive Slave Acts.

Effective May 2008

Indicator 4-4.6

3 / 3

Standard 4-4 The student will demonstrate an understanding of the beginnings of America as a nation and the establishment of the new government.

4-4.7: Compare the social and economic differences of the two political parties that began to form in the 1790's, led by Alexander Hamilton and Thomas Jefferson. (H, P, E)

Taxonomy Level: B 2 Understand / Conceptual Knowledge

Previous /Future Knowledge:

This is the first time that the two political parties in the 1790's are taught. However, Thomas Jefferson and Alexander Hamilton are introduced in previous indicators as they relate to the Revolutionary War and our emerging government.

In United States history, students will compare differing economic and political views in the conflict between Thomas Jefferson and Alexander Hamilton that led to the emergence of the American two-party political system (USHC-2.6).

It is essential for students to know:

Social and economic differences among Americans and the different ideas of Thomas Jefferson and Alexander Hamilton helped form **two political parties** in the 1790's.

The Federalist Party was led by **Alexander Hamilton**. Federalists included businessmen, large landowners, and professional people who believed that the country should grow and expand through industrialization. These Federalists felt that the federal government should be stronger than the state governments and should be led by educated persons. They wanted their government to be modeled after the British government.

Thomas Jefferson led the Democratic-Republican or the Jeffersonian Republican Party. The Democratic-Republicans included mostly farmers and common people. Jefferson believed in an agrarian society. His followers believed that most of the power of government should lie in the state governments and that the federal government should remain weak. They admired the French because they believed that the French Revolution was modeled after the American Revolution.

It is not essential for students to know:

It is not essential for students to know the issues that helped to create the different parties such as the difference of opinion over the assumption of state debts, the establishment of a national bank, how to interpret the constitution or whether or not to protect infant industry with a protective tariff. Students do not need to know how these political parties continued to grow and change in future years.

Assessment guidelines:

Appropriate assessments would require students to **compare** the two parties begun by Thomas Jefferson and Alexander Hamilton. Students should be able to **explain** the social and economic differences between supporters of the Federalist and Jeffersonian parties.

Standard 4-5 The student will demonstrate an understanding of the westward movement and its impact on the institution of slavery.

4-5.1: Summarize the major expeditions and explorations that played a role in westward expansion including those of Daniel Boone, Lewis and Clark, and Zebulon Pike and compare the geographic features of areas explored.(G, H)

Taxonomy Level: B 2 Understand/Conceptual Knowledge

Previous/Future Knowledge:

This is the first and only time that the specific contributions of Daniel Boone, Lewis and Clark, and Zebulon Pike to westward expansion are taught. Other indicators in Standard 4-5 will build on this knowledge.

In the 3rd grade, students were introduced to the historical theme of exploration and settlement of new lands as it related to the settlement of South Carolina, including motives for exploration and settlement (3-2.1, 3-2.3).

In the 5th grade, students will explain how aspects of the natural environment—including the principal mountain ranges and rivers, terrain, vegetation, and climate of the region—affected travel to the West and thus the settlement of that region (5-2.1). They will also illustrate the effects of settlement on the environment of the West, including changes in the physical and human systems (5-2.2) and summarize how railroads affected development of the West (5-2.3). They will provide examples of conflict and cooperation between groups in the West, including Native Americans and Europeans and immigrants (5-2.4). They will explain the social and economic effects of the westward expansion on Native Americans (5-2.5).

In 11th grade United States history, students will explain the impact and challenges of the westward movement, including the major land acquisitions, people’s motivations for moving west, railroad construction, the displacement of Native Americans, and the its impact on the developing American character (USHC 3-1). They will explain how the concept of manifest destiny affected United States’ relationships with foreign powers (USHC 3.2).

It is essential for students to know:

The explorations of Daniel Boone, Lewis and Clark, and Zebulon Pike did not bring slavery to the new western lands. However, they opened these lands to further settlement which would eventually raise the issue of expanding slavery into the western territories. Students must be able to compare the **geographic features** of the regions explored such as plains, prairies, rivers, deserts and mountain ranges. It is important that students utilize maps to identify routes of **explorers**, their **major expeditions**, and the geographic features along those routes. Their published reports made the land they explored known to the American people who would follow and settle the areas.

Daniel Boone crossed the Appalachian Mountains, through the Cumberland Gap to Kentucky creating the Wilderness Trail, which later became the first National Road. Such pioneer trails expanded on the original Native American trails. Boone established the first U.S. settlement west of the Appalachian Mountains and eventually purchased much of the land in Kentucky that was taken from the Cherokee.

Lewis and Clark, with the help of Native American guides, documented the land that was included in the Louisiana Purchase. The expedition was commissioned by Thomas Jefferson to explore and map the area across the continent to the Pacific Ocean because Americans were still looking for a continuous water

route connecting east to west. The Louisiana Territory stretched from New Orleans at the mouth of the Mississippi River to present-day Idaho and as far north as Canada. During their travels, Lewis and Clark also passed through the Oregon Territory establishing the basis for an American claim to this land. The Lewis and Clark expedition brought back information about the Native Americans who lived in these regions and provided scientific information and specimens of the plants and animals they found.

Zebulon Pike located and explored the upper regions of the Mississippi River. Pike made treaties with the Native Americans and mapped and claimed lands for the United States during the westward expansion into uncharted territories that stretched to the Pacific Ocean and up to the Oregon Country. Because of his further explorations of the southwest in Spanish territory, Pike's Peak, in present-day Colorado, is named in his honor.

It is not essential for students to know:

Students do not need to know the specific explorations of other explorers during this time. They do not need to know the names of the Native American nations that these explorers encountered on their travels, the names of their guides or the details of their hardships.

Assessment guidelines:

Appropriate assessments require students to **summarize** the major expeditions, explorations, and geographic features that played a role in westward expansion. Students should also be able to **compare** the explorations of Daniel Boone, Lewis and Clark, and Zebulon Pike and the geographic features that they encountered.

Standard 4-5 The student will demonstrate an understanding of the westward movement and its impact on the institution of slavery.

4-5.2: Explain the motives for the exploration in the West and the push for westward expansion, including the concept of manifest destiny, economic opportunities in trade and the availability of rich land. (G, H)

Taxonomy Level: B 2 Understand Conceptual Knowledge

Previous /Future Knowledge:

This is the first time that the motives for the exploration in the West and the push for westward expansion, including the concept of manifest destiny, economic opportunities in trade and the availability of rich land are taught.

In 11th grade United States history, students will explain how the Monroe Doctrine and the concept of manifest destiny affected United States' relationships with foreign powers (USHC-3.2).

It is essential for students to know:

Pioneers moved into new territories both before and after they were acquired by the U. S. government. Their settlements helped to initiate and establish American claims to these lands that were also claimed by other nations and Native Americans (4-5.3). Americans began to justify their westward expansion with the idea of **Manifest Destiny**, a God given right to expand and claim lands from coast to coast.

In addition to nationalism, the motives for the pioneers' exploration and movement to the West included personal economic opportunity. The land between the Atlantic Ocean and the Appalachian Mountains was becoming more populated. There were many **economic opportunities in trade** for pioneers moving west that were different from the industrial north and large southern plantations. There was a bounty of furs to be hunted in the vast wilderness of the West and then sold in Europe for a profit. The availability of inexpensive rich farmland in places such as Oregon made it possible for settlers to own their own land and become self-sufficient. Eventually extra items would be traded. The push for **westward expansion** caused a tremendous economic advancement in the towns and cities that were being established along the trails leading west. The California Gold Rush brought many new migrants to the West who were looking to get rich quick. These miners and others who traveled with them needed food and supplies so merchants followed the miners. In order to escape religious persecution in the United States, the Mormons, who settled present-day Utah then in the Mexican territory, are an example of a religious group that settled in the West

It is not essential for students to know:

Students do not need to know about the farming techniques of the times. They do not need to know how to mine for gold or how the fur traders hunted and finally prepared the furs for market.

Assessment guidelines:

Appropriate assessments would require students to **explain** the motives for the exploration in the West and the push for westward expansion. Assessments should require students to **infer** how westward expansion was affected by the concept of manifest destiny. They should be able to **summarize** the economic opportunities that were available for trade and **explain** how the availability of rich land played an important part in the westward movement. Appropriate assessments may require students to read and interpret maps associated with westward expansion.

Standard 4-5 The student will demonstrate an understanding of the westward movement and its impact on the institution of slavery.

4-5.3: Summarize the events that led to key territorial acquisitions-including the Louisiana Purchase, the Florida Purchase, the Northwest Territory treaty, the annexation of Texas, and the Mexican Cession, as well as the motives for these acquisitions and the location and geographic features of the lands acquired.(G, E, H)

Taxonomy Level: B 2 Understand Conceptual Knowledge

Previous /Future Knowledge:

This is the first time the events that led to key territorial acquisitions-including the Louisiana Purchase, the Florida Purchase, the Northwest Territory treaty, the annexation of Texas, and the Mexican Cession are taught.

In 11th grade United States History, students will explain the impact and challenges of westward movement, including the major land acquisitions (USHC-3.1). They will explain how the concept of manifest destiny affected United States' relationships with foreign powers, including the role of the Texas Revolution and the Mexican War (USHC-3.2).

It is essential for students to know:

Students should know the **events, motives, location,** and **geographic** features of the lands acquired by the **Louisiana Purchase (1803)**. Thomas Jefferson made inquiries about buying the land around New Orleans to help farmers along the Mississippi River who needed to transport their products downriver to the French port of New Orleans. It was too costly to transport the goods across the Appalachian Mountains. France surprised Jefferson by offering him the entire area of Louisiana which encompassed the territory west of the Mississippi River to present-day Idaho and north to Canada. Students should be able to identify the Louisiana Territory on a map. They should be able to name and identify the location of the Mississippi River and the Rocky Mountains.

The **Florida Purchase** was the result of friction between Spain and the United States over boundary lines of the Louisiana Territory. Relations with Native Americans also impacted the United States' desire for this land (4-5.4). Spain sold Florida to the United States (1819) in exchange for money and a clear border between the Louisiana Territory and New Spain. Students should be able to name and identify Florida on a map.

The Northwest Territory treaty is more appropriately called the **Oregon Treaty**. [The "Northwest" referred to in *this* indicator is currently called the Pacific Northwest and includes the present states of Washington and Oregon. Do not confuse the Oregon Territory with the *old* Northwest Territory of Ohio, Illinois, Indiana, Wisconsin, and Michigan.] The United States claimed the Oregon Territory based on the explorations of Lewis and Clark. Britain also claimed the area. Initially, Americans in search of economic opportunity in the fur trade moved into the area. The farmers that followed the fur traders wanted to be part of the United States. After much negotiation, this treaty was a compromise with Great Britain. Although some Americans wanted to claim land to the 54 40 parallel, the northern boundary of the United States was set at the 49th parallel. Students should be able to name and identify the Oregon Territory on a map.

The **annexation of Texas** came a decade after the Texan War for Independence from Mexico. Prior to Texan independence, American southerners accepted Mexico's invitation to move into the Texas territory. These cotton planters agreed to become Mexican citizens and to follow Mexican law in order to have

access to more fertile land for cotton. When a new dictatorial Mexican government enforced its control over Texas, including the outlawing of slavery, Texans rebelled and fought a war to win their independence. Texans then wanted to become part of the United States. At first, the United States Congress would not annex Texas because it would upset the balance of slave and free states. As a result, Texas was an independent country for nine years. When James K. Polk won the presidency, running on the platform of Manifest Destiny, the United States Congress annexed Texas. Students should be able to identify Texas on a map.

The **Mexican Cession** was the territory that the United States acquired as a result of winning the Mexican War. The Mexican War was the result of Manifest Destiny, the desire for Pacific ports, and the annexation of Texas. The United States wanted a port on the Pacific coast in the Mexican territory of California. President Polk tried to buy this land but the Mexicans would not sell. After Texas was annexed, the United States sent American troops into an area on the border of Texas that the Mexican government also claimed as their own. Shots were fired and a war started. The United States invaded Mexico and defeated the Mexican army. The treaty that ended this war ceded Mexican territory in what is now New Mexico, Arizona, California, Utah and Nevada to the United States. Students should be able to identify Texas and the Mexican cession on a map. The Mexican cession gave the United States access to Pacific ports and the gold fields of California.

It is not essential for students to know:

Students do not need to know about the specific battles in the Texas war for independence or the Mexican War. They do not need to know the names of the leaders involved. They do not need to know the dates of these acquisitions. However, they *should* be familiar with their sequence

Assessment guidelines:

Appropriate assessments would require students to **summarize** the events, motives, locations, and geographic features that led to the expansion of the United States. Assessments may also require students to **identify** the acquisitions known as the Louisiana Purchase, the Florida Purchase, the Oregon Territory (the Northwest Territory treaty), the annexation of Texas, and the Mexican Cession.

Standard 4-5 The student will demonstrate an understanding of the westward movement and its impact on the institution of slavery.

4-5.4: Explain how territorial expansion and related land policies affected Native Americans, including their resistance to Americans' taking over the land, breaking treaties, and massacring the Native American people, the Indian Removal Act of 1830; and the Seminole Wars.(H, G, E)

Taxonomy Level: B 2 Understand / Conceptual Knowledge

Previous /Future Knowledge:

Portions of this information were taught previously in this grade level concerning territorial expansion during the colonial period and how the colonial hunger for land affected Native Americans (4-2.7).

In 5th grade, students will explain the social and economic effects of the westward expansion on Native Americans, including changes in federal policies, armed conflicts, opposing views concerning land ownership, and Native American displacement (5-2.5).

In United States history, students will explain the impact and challenges of westward movement, including the displacement of Native Americans (USHC-3.1).

It is essential for students to know:

Territorial expansion and **related land policies** had a very negative impact on **Native Americans**. As more settlers moved farther west, they took more Native American land and created conflict with the Native American tribes. The United States government exercised its power to make treaties and to force tribes to move from their ancestral lands.

The **Indian Removal Act of 1830** was a law passed by the United States Congress and signed by President Andrew Jackson. It provided land and money the president could use to enter treaties with the Native Americans in which the Indians agreed to leave their lands east of the Mississippi and move west. If a tribe resisted the Americans taking over the lands the United States government would take the land by force. Having no choice, some Native American tribes moved farther west voluntarily. Other tribes, such as the Cherokee nation, attempted to live in harmony with the American settlers and adopted many American customs. The Cherokee tried to resist removal by taking their case to the Supreme Court. Even though the Supreme Court ruled that the Cherokee had a right to their land, President Jackson ignored the Court. He used the army to force the Cherokee to move from their homes across the Mississippi River to Oklahoma, the Indian Territory, on what is called the Trail of Tears. The **Seminole Wars** in Florida were fought because the Seminole Indians refused to give up their lands peacefully and move to reservations. The Seminoles lost; many were captured and forced to move to the Indian Territory.

Even though the Native Americans were promised reservations in the west, settlers and the military often broke treaties. White settlers wanted Native American lands because of the gold or silver or the rich grazing land found there. This caused conflicts between settlers and Native Americans that led to a series of Indian wars. These conflicts were sometimes used as an excuse by soldiers and settlers to massacre Native Americans. Native Americans resisted until they were defeated and forced onto reservations in the period after the Civil War

It is not essential for students to know:

Students do not need to know the plight of specific Native American tribes, except the Cherokee and the Seminole. They do not need to know about specific conflicts in the west and the specific massacres of the tribes in the west. They do not need to remember "Custer's Last Stand."

Assessment guidelines:

Appropriate assessments would require students to **explain** the effects of territorial expansion and related land policies on Native Americans. Assessments may also require students to **summarize** westward expansion and the breaking of treaties. They should also be able to **compare** the resistance of the Cherokee, the Seminole and tribes that were massacred as a result of their resistance to white settlement. They should be able to **infer** that the Native Americans were not granted the same rights and government protection as other Americans.

Effective May 2008

Indicator 4-5.4

2 / 2

Standard 4-5 The student will demonstrate an understanding of the westward movement and its impact on the institution of slavery.

4-5.5: Use a map to illustrate patterns of migration and trade during the period of westward expansion, including the Santa Fe and the Oregon trails.(G, E, H)

Taxonomy Level: B 2 Understand / Conceptual Knowledge

Previous/future knowledge:

This is the first and may be the only time that students will learn about the Santa Fe and Oregon Trails.

In United States history, students will explain how the concept of manifest destiny affected United States' relationships with foreign powers, including the role of the Texas Revolution and the Mexican War (USHC-3.1). They will compare economic development in different regions of the country during the early nineteenth century, including agriculture in the South, industry and finance in the North, and the development of new resources in the West (USHC-3.3).

It is essential for students to know:

Students should be able to interpret a map to show their understanding of **patterns of migration** to the West. This indicator will need to be addressed before teaching about the Oregon Treaty and the Mexican War (4-5.3). The **Santa Fe Trail** was a trail between Independence, Missouri and **Santa Fe**, Mexico that was used for sixty years to carry merchandise to and from the southwest. At first, trade improved relations between Mexico and the United States. However, this trade encouraged American settlers to move west and to want the lands held by Mexico. The **Oregon Trail** ran between Independence, Missouri and the northwest corner of Oregon. It was a two thousand mile overland trail that took many immigrants, pioneers, explorers, missionaries, and fur traders to the northwest and other places across the country during westward expansion. Once they arrived, they wanted to be part of the United States. This resulted in the Oregon Treaty. Even after the Mexican War and the Oregon Treaty added these lands to the United States, settlers continued to move along them to the west. Settlers passed through Indian lands and contributed to the growing tensions between settlers and Native Americans.

It is not essential for students to know:

It is not essential for students to know other trails that branched off from these trails. They do not need to remember specific families that traveled these trails.

Assessment guidelines:

Appropriate assessments would require that students **interpret** data from a map of the United States showing the migration of people and goods across the interior of the United States over the Santa Fe and Oregon Trails. Students may be asked to **explain** the impact of the trails on relations with Mexico, Great Britain and the Native Americans.

Standard 4-5 The student will demonstrate an understanding of the westward movement and its impact on the institution of slavery.

4-5.6: Compare the experiences of different groups who migrated and settled in the West, including their reasons for migrating, their experiences on the trails and at their destinations, the cooperation and conflict between and among the different groups, and the nature of their daily lives.(H, G, E)

Taxonomy Level: B 2 Understand / Conceptual Knowledge

Previous/Future Knowledge:

This is the first time that the experiences of different groups who migrated and settled in the West are taught.

In 5th grade, students will provide examples of conflict and cooperation between occupational and ethnic groups in the West, including miners, ranchers, and cowboys; Native Americans and Mexican Americans; and European and Asian immigrants (5-2.4).

In 8th grade, students will compare migration patterns within South Carolina and in the United States as a whole in the late nineteenth century, including the population shift from rural to urban areas, migration between regions of the United States, the westward expansion, and the motivations for migration and settlement (8-5.4).

In United States history, students will explain the impact and challenges of westward movement, including the major land acquisitions, people's motivations for moving west railroad construction, the displacement of Native Americans, and the its impact on the developing American character (USHC-3.1).

It is essential for students to know:

People migrated to the west for a variety of reasons. Trappers went to Oregon for the profit that could be made from fur trading. Southerners moved to Texas for more land on which to plant cotton. Farmers and ranchers moved west because of the availability of inexpensive or free land. Some settlers wanted a new start in life. Still others were lured by the gold in California or the silver in the Black Hills of the Dakotas. The Mormons moved to Utah for freedom of religion.

The migrants' experience on the trail was often full of hardship. They might encounter broken axels, bad weather, limited food, sickness or bandits and unfriendly Native Americans. The trip was particularly hard on women and children. Babies were born and people died on the long trip west. The **cooperation and conflict** among travelers on the wagon train was one of the main reasons for the success or failure of the trip. People who did not know each other at the beginning of the trip had to learn to work together to cross deep rivers and traverse down steep mountain paths.

The daily lives at the end of the journey also often contained many hardships. At their destinations these migrants had to build new lives with only the items they had brought in the wagon or that they found in their environment. Many built houses made of sod on the plains because there were no trees. Others had to cut down trees to make room for crops. Again bad weather, sickness or bandits could rob them of the little that they had.

The experiences of the different groups also created **cooperation and conflict**. During the Gold Rush, Chinese were welcome as long as the surface gold was plentiful. They were also welcome because they performed a lot of the drudgery work such as laundering and cooking. As gold findings became scarce,

competition created anti-minority (Chinese, African American, Mexican) sentiment. White Americans boldly asserted that California's gold belonged to them.

It is not essential for students to know:

It is not essential for students to know the names of persons traveling on the wagon trains or their life stories.

Assessment guidelines:

Appropriate assessments would require students to **compare** experiences of different groups who migrated and settled in the West. Assessments may require students to **classify** reasons for migrating, **identify** examples of experiences on the trails and at their destinations, **explain** the cooperation and conflict between and among the different groups and **compare** the nature of their daily lives.

Effective May 2008

Indicator 4-5.6

2 / 2

Standard 4-5 The student will demonstrate an understanding of the westward movement and its impact on the institution of slavery.

4-5.7: Explain how specific legislation and events affected the institution of slavery in the territories, including the Northwest Ordinance of 1787, the Missouri Compromise, the annexation of Texas, the Compromise of 1850, the Kansas-Nebraska Act, and the *Dred Scott* decision.

Taxonomy Level: B 2 Understand / Conceptual Knowledge

Previous /Future Knowledge:

This is the first time that the specific legislation and events which affected the institution of slavery in the territories, including the Northwest Ordinance of 1787, the Missouri Compromise, the annexation of Texas, the Compromise of 1850, the Kansas-Nebraska Act, and the *Dred Scott* decision are taught.

In 8th grade, students will explain the impact of key events leading to South Carolina's secession (8-3.2).

In United States history, students will explain how the political events and issues that divided the nation led to civil war, including the compromises reached to maintain the balance of free and slave states, the successes and failures of the abolitionist movement, the conflicting views on states' rights and federal authority, the emergence of the Republican Party and its win in 1860, and the formation of the Confederate States of America (USHC-4.2).

It is essential for students to know:

As Americans moved west, the United States added more territories. This raised the issue of whether or not these new states would be slave states or free states. The national government passed legislation that affected the institution of slavery in the territories.

The **Northwest Ordinance of 1787** provided the means by which new states would be created out of the western lands and then admitted into the Union. It was passed by the government under the Articles of Confederation shortly after the American Revolution. Once the population of a territory reached a certain number, the area could apply for statehood. It also provided that the states made out of the Northwest Territory (the present states of Indiana, Illinois, Ohio, Michigan and Wisconsin) could not have slavery. This was the first time that the national government had taken a stand against the spread of slavery that was motivated by the ideas of the Declaration of Independence that "all men are created equal".

By the time of the **Missouri Compromise** in 1820 there was more controversy over slavery. The cotton gin had been invented and southern states were even more dependent on slave labor than they had been at the time of the American Revolution. Northern states were gradually emancipating their slaves. Some northerners wanted slaves in Missouri to be gradually emancipated. Southern states worried that they would lose power in the Congress if there were more free states than there were slave states. Already representatives of the free northern states outnumbered the representatives of the slave states in the House of Representatives because of population increase due to immigration. The compromise admitted Missouri as a slave state and Maine as a free state to keep the number of states even. The Compromise tried to avoid future controversy by prohibiting slavery in the Louisiana Territory, north of the 36 30' latitude line. The South was even more determined to hold on to equal representation in the Senate.

The **annexation of Texas** was delayed for nine years because the Republic of Texas wanted to be admitted to the United States as a slave state. Texas was finally annexed as a slave state in 1845 and the resulting Mexican War led to more controversy over slavery. Some northerners wanted Congress to declare that all parts of the territory that was taken from Mexico (the Mexican cession) would be 'free

soil.’ That is, that slavery would be prohibited in this region. Southerners wanted the area to be open to slavery.

The **Compromise of 1850** and the Fugitive Slave Act was the result of California applying to be admitted to the union. After the discovery of gold in 1849, people flocked to California to get rich quick. They did not want to compete with slave owners who would be able to use their slaves to mine for gold. Because Californians wanted their state to be ‘free soil’, they applied for admission as a free state. This would upset the balance of slave and free states. The Compromise allowed California to be a free state but also outlawed the slave trade in Washington D.C. It provided that the rest of the Mexican Cession would decide whether or not the residents wanted to be a slave or free states through the vote, ‘popular sovereignty.’ Southerners also got a new Fugitive Slave Law that gave them more opportunity to catch and return to the South slaves that had escaped. This last provision caused much controversy.

The **Kansas-Nebraska Act** was also the result of westward expansion. The Kansas Territory was in the northern part of the Louisiana Territory so according to the Missouri Compromise it could not be a slave state. However, some politicians wanted to build a railroad across the country through Kansas and they needed to get southern support. The Kansas-Nebraska Act repealed the 36 30’ line of the **Missouri Compromise**. It allowed people in these territories to decide for themselves whether or not to allow slavery within their borders through ‘popular sovereignty.’ In order to affect that vote, northern abolitionists and southern slave owners moved into the Kansas Territory. Soon their fighting led people to call the area “Bleeding Kansas.”

The **Dred Scott** decision was an attempt by the Supreme Court to end the controversy over slave or free states. Dred Scott was a slave whose master had taken him into free territory. With the help of northern abolitionists, Scott sued his master for his freedom claiming ‘once free, always free.’ The Supreme Court decided that African Americans were not citizens of the United States, even if they had been born in the U.S., and therefore they had no right to sue in the Supreme Court. In fact, the court said they had no rights at all. Furthermore the court went on to rule that Scott was property and that the Constitution of the United States protects the owner of property from having that property taken away by the government. The court said that the Missouri Compromise was unconstitutional and that Congress could not limit the expansion of slavery into the territories because that would deny the slave owner the right to take his property anywhere that he wanted to. The Dred Scott decision did not end the controversy over slavery. Instead northerners worried that the court would deny them the right to outlaw slavery in their states and would end the idea of popular sovereignty, the right of the people of the territory to decide whether they wanted to be slave or free. This would limit democracy.

It is not essential for students to know:

Students do not need to focus on all of the information in each document other than what is listed above.

Assessment guidelines:

Appropriate assessments would require students to **explain** the effects of specific legislation and events on slavery in the territories. Students should be able to **summarize** the impact of westward expansion on the controversy over slavery as making the controversy worse because of the conflict over whether these new states would be slave or free. They should be able to **identify examples** of this controversy such as the Northwest Ordinance of 1787, the Missouri Compromise, the Annexation of Texas, The Compromise of 1850, The Kansas-Nebraska Act, and the *Dred Scott* decision.

Standard 4-6 The student will demonstrate an understanding of the Civil War and its impact on America.

4-6.1: Compare the industrial North and the agricultural South prior to the Civil War, including the specific nature of the economy of each region, the geographic characteristics and boundaries of each region, and the basic way of life in each region. (G, E, H)

Taxonomy Level: B 2 Understand / Conceptual Knowledge

Previous /Future Knowledge:

The differences between the North and the South in colonial times have been previously taught in 4th grade when students compared the European settlements in North America in terms of their economic activities, religious emphasis, government, and lifestyles (4-2.4).

In 8th grade, students will explain the importance of agriculture in antebellum South Carolina. (8-3.1)

In United States history, students will compare the social and cultural characteristics of the North, the South, and the West during the antebellum period, including the lives of African Americans and social reform movements such as abolition and women's rights (USHC-4.1).

It is essential for students to know:

The economies and way of life of the North and the South developed differently as a result of geographic conditions and the institution of slavery.

The **South** developed as an agricultural region because of its fertile soil and temperate climate that permitted the growing of cash crops. The abundance of rivers for the transportation of agricultural products to market also contributed to the development of the South's economy. The institution of slavery made a significant contribution to the development of the way of life of the slave owners and their slaves and even impacted the majority of the population who did not own slaves. Dependence on slavery intensified after the invention of the cotton gin. Geographic isolation due to dependence on agriculture, white elite attitudes that considered access to education a social and racial privilege not open to the masses, as well as a lack of a unified religious emphasis on literacy all contributed to the fact that there was little opportunity for public education in the South.

Because the **North** had rocky soil and a much shorter growing season, they did not have cash crops. The many natural harbors and abundance of lumber in the region led Northerners to develop an economy based on shipbuilding and commerce. Factories were built in the North that took advantage of the swift flowing rivers for water power. Northern states emancipated their slaves in response to the ideals of the Declaration of Independence and because they were not as dependent on slave labor for their farms or factories. The North believed in a free labor system whereas the South believed in a slave labor system. The industrial revolution brought many immigrants who found jobs in the factories. Population grew much more quickly than in the South, as did towns and cities. Banks and other businesses developed in the North to serve the needs of the growing industry and population. Despite this economic growth, the majority of people in the North still lived on small farms at the time of the Civil War, as they did in the South. Public education, including colleges, was a well-established tradition in the North because of the early Puritan insistence on Biblical literacy as essential to salvation. However, as in the South, the type and amount of educational opportunity varied, depending on gender and social class.

The **boundary between the North and the South** was located on the border between Maryland and Pennsylvania [known as the Mason Dixon line].

It is not essential for students to know:

It is not essential for students to be able to name all of the states that were located in the North and in the South. They do not need to know specific names of cities in the North or the South. They do not need to know that Samuel Slater started the first factory in the North or that the Lowell System employed young women in factories. They do not need to know about the idea of interchangeable parts that was introduced by Eli Whitney nor that it was Whitney who invented the cotton gin. They do not need to know that the predominant immigrant groups that went to the North before the Civil War were Irish and German.

Assessment guidelines:

Appropriate assessments would require students to **compare** the industrial North and the agricultural South prior to the Civil War. Students should be able to **explain** the specific nature of the economy of each region, **interpret** map data to understand the geographic characteristics and boundaries of each region, **summarize** the basic way of life in each region and **infer** how these differences contributed to the outbreak of the Civil War.

Effective December 2008

Indicator 4-6.1

2 / 2

Standard 4-6 The student will demonstrate an understanding of the Civil War and its impact on America.

4-6.2: Summarize the roles and accomplishments of the leaders of the abolitionist movement and the Underground Railroad before and during the Civil War, including those of Harriet Tubman, John Brown, Frederick Douglass, Harriet Beecher Stowe, Sojourner Truth, and William Lloyd Garrison. (H, P)

Taxonomy Level: B 2 Understand / Conceptual Knowledge

Previous/Future Knowledge:

In 3rd grade, students explained the reasons for South Carolina's secession from the Union, including the abolitionist movement, states' rights, and the desire to defend South Carolina's way of life (3-4.3).

In 8th grade, students will explain the impact of key events leading to South Carolina's secession from the Union, including the nullification crisis and John C. Calhoun, the Missouri Compromise, the Tariff of 1832, the Compromise of 1850, the Kansas-Nebraska Act and subsequent armed conflict, the *Dred Scott* decision, the growth of the abolitionist movement, and the election of 1860 (8-3.2).

In United States history, students will compare the social and cultural characteristics of the North, the South, and the West during the antebellum period, including the lives of African Americans and social reform movements such as abolition and women's rights (USHC 4.1).

It is essential for students to know:

The **abolitionist movement** developed because of the leadership of many individual Americans. Although the abolitionist movement kept the issue of slavery at the forefront of national conversation, abolitionists did not significantly impact the actions of the national government. In fact, the national government continued to protect slavery. It is also important that students understand that most Northerners were *not* abolitionists. Indeed, many Northerners opposed the work of the abolitionists. However, the roles and accomplishments of the leaders of the abolitionist movement eventually contributed to the secession of the South from the Union and the Civil War that ultimately led to the abolition of slavery. [The names below are arranged in order of their appearance in the abolitionist movement and demonstrate how the movement intensified as the argument between free and slave states intensified.]

William Lloyd Garrison was the publisher of an abolitionist newspaper known as *The Liberator*. Garrison used the newspaper to tell everyone that slavery was wrong and should be abolished immediately. He and others formed the American Anti-slavery Society, which published books and papers advocating the emancipation of all slaves. Garrison's newspaper was banned in the South. Many Northerners also opposed his views and he was often harassed.

Sojourner Truth was the first African American woman to gain recognition as an anti-slavery speaker. She was born a slave in New York but was freed through gradual emancipation. She had a powerful speaking style and she drew large audiences when she lectured about slavery and women's rights. President Abraham Lincoln appointed her as a counselor to the freedmen in Washington during the Civil War.

Frederick Douglass taught himself to read and write while he was a slave. He escaped slavery and became an eloquent spokesman for the abolitionist movement. Douglass published an antislavery newspaper, known as *The North Star* and wrote his autobiography telling of the conditions of slavery. Once the Civil War started, Douglass encouraged President Lincoln to emancipate the slaves and worked

to recruit Northern African Americans for the Union Army. After the war, he continued to fight for the rights of African Americans and women.

Harriet Tubman was an escaped slave who became one of the most successful “conductors” of the Underground Railroad. The **Underground Railroad** was not a real railroad but a chain of homes where escaped slaves could ask for help, find shelter for the night or catch a ride to the next stop. This chain of safe houses ran from the South to Canada where slaves could start a new life. Tubman is known as the “Moses” of her people because she led more than 300 slaves out of the South, including South Carolina, to freedom.

Harriet Beecher Stowe was the author of the book *Uncle Tom’s Cabin*. Stowe’s book became a best seller and revealed the cruelty of slavery to many Northerners. Stowe wrote the book in response to the stronger Fugitive Slave Act that was passed as part of the Compromise of 1850. During the Civil War, Stowe often disagreed with President Lincoln because of his concern with preserving the unity of the nation and his need to postpone freeing the slaves.

John Brown was an abolitionist who migrated to Kansas after the Kansas-Nebraska Act declared that the territory would decide by popular sovereignty whether it would be slave or free. In Kansas, Brown and his sons participated in the violence that gave the territory the name “Bleeding Kansas”. In his most infamous action, John Brown led a raid on the United States arsenal at Harper’s Ferry in Virginia in hopes of capturing guns and leading a slave revolt. John Brown’s Raid was unsuccessful. He and his followers were captured by federal troops under the leadership of General Robert E. Lee. As a result of his actions, he was tried, found guilty of treason and hanged. John Brown was hailed as a martyr by many Northern abolitionists but he raised great fear among Southerners and further divided the North and the South.

It is not essential for students to know:

Students do not need to know the life stories of these abolitionist leaders. Nor do they need to read books published by these authors. Students do not need to know about the other actions of abolitionists such as the creation of the Liberty Party. They do not need to know about the Grimke sisters or that the women’s rights movement grew out of some women’s frustrations about not being able to act politically against slavery.

Assessment guidelines:

Appropriate assessments will require students to **summarize** the roles and accomplishments of the leaders of the abolitionist movement and the Underground Railroad. Student should be able to **explain** the role played by each of the abolitionists listed including William Lloyd Garrison, Sojourner Truth, Frederick Douglass, Harriet Tubman, Harriet Beecher Stowe, and John Brown.

Standard 4-6: The student will demonstrate an understanding of the Civil War and its impact on America.

4-6.3: Explain how specific events and issues led to the Civil War, including the sectionalism fueled by issues of slavery in the territories, states' rights, the election of 1860, and secession. (G, E, H)

Taxonomy Level: B 2 Understand / Conceptual Knowledge

Previous /Future Knowledge:

In third grade, students summarized the institution of slavery prior to the Civil War, including reference to conditions in South Carolina, the invention of the cotton gin, subsequent expansion of slavery, and economic dependence on slavery (3-4.2). They also explained the reasons for South Carolina's secession from the Union, including the abolitionist movement, states' rights, and the desire to defend South Carolina's way of life (3-4.3).

In eighth grade, students will explain the impact of key events leading to South Carolina's secession from the Union (8-3.2).

In United States history, students will explain how the political events and issues that divided the nation led to civil war, and failures of the abolitionist movement, the conflicting views on states' rights and federal authority, the emergence of the Republican Party and its win in 1860, and the formation of the Confederate States of America (USHC-4.2).

It is essential for students to know:

Students should know how events related to westward expansion led to the Civil War including the Missouri Compromise, the annexation of Texas, the Compromise of 1850, the Kansas-Nebraska Act, and the *Dred Scott* decision (4-5.7). **Sectionalism** was the result of the growing cultural and economic differences between the regions (4-6.1) particularly their differences over issues of slavery in the territories. Sectionalism means that the interests of each section of the country- the North or the South- was more important to the people of that region than the interests of the country as a whole.

The Northern and Southern sections of the country also had different philosophies about the power of the federal government. Southerners supported the idea of **states' rights** because they feared that federal authorities might take away the right to own slaves as they had in the Northwest Ordinance and the Missouri Compromise north of the 36 30 (4-5.7). Southerners preferred the idea behind the Articles of Confederation (4-4.1). They argued that authority rested with the states not with the people as represented by the federal government. The North recognized the authority of the national government.

The **election of 1860** brought sectional conflict to the breaking point. The Republican Party opposed the expansion of slavery into the territories and nominated Abraham Lincoln as their candidate. The Democratic Party split their nomination between two candidates both of whom supported the rights of southerners to take their slaves into the territories. Stephen A Douglas was one of the Democratic candidates. A third party nominated a fourth candidate. The southern states feared that if Abraham Lincoln was elected they would lose power in the government as new states were admitted as free states and the balance of power in the United States Senate shifted to the free states. This loss of power might lead to the federal government outlawing slavery throughout the United States. Slavery in the territories was a key issue for the four candidates who competed for the presidency. Lincoln won the election of 1860. Many in the South mistakenly thought that Lincoln would free the slaves because he was a Republican even though he repeatedly said that he would respect the existence of slavery in the states in which it already existed. Claiming that they were protecting states' rights, eleven southern states seceded

from the Union. As a result of this **secession**, these states declared that they were a new country, the Confederate States of America, and elected Jefferson Davis president of the Confederacy. When Lincoln

was inaugurated president of the United States he promised to uphold the laws and the Union. Although slavery caused the Civil War, Lincoln did not support the freeing of slaves. When the war began in 1861, neither the Union nor the Confederacy entered the war with any intention or desire to change the status of African Americans.

It is not essential for students to know:

It is not essential for students to know: the theory of nullification as explained by John C. Calhoun or the constitutional arguments behind the idea of states' rights. Students do not need to know that the Democratic Party split over the nomination of a candidate in 1860 or that Stephen Douglas was the candidate of the northern wing of the Democratic Party and John C. Breckinridge was the candidate from the South. They do not need to know that John Bell was the candidate of the Constitutional Union Party. Students do not need to know the life history of any of the candidates who ran for president in 1860, including Abraham Lincoln. They do not need to understand the difference between the popular vote and the electoral vote.

Assessment guidelines:

Appropriate assessments would require students to **explain** the effects of specific events and issues that led to the Civil War. Students should be able to **summarize** the ideas of states' rights and **explain** how the issue of slavery in the territories led to the secession of the Southern states.

Standard 4-6 The student will demonstrate an understanding of the Civil War and its impact on America.

4-6.4: Summarize significant key battles, strategies, and turning points of the Civil War-including the battles of Fort Sumter and Gettysburg, the Emancipation Proclamation, the significance of the Gettysburg Address, and the surrender at Appomattox-and the role of African Americans in the War. (H, G, E)

Taxonomy Level: B 2 Understand / Conceptual Knowledge

Previous/Future Knowledge:

In third grade, students outlined the course of the Civil War and South Carolina's role in significant events related to the war (3-4.4).

In 8th grade, students will compare the military strategies of the North and South with regard to specific events and geographic locations in South Carolina, including the capture of Port Royal, the Union blockade of Charleston, and Sherman's march through the state (8-3.5).

In United States history, students will outline the course and outcome of the Civil War, including the role of African American military units; the impact of the Emancipation Proclamation and the geographic, political and economic factors involved in the defeat of the Confederacy (USHC-4.3).

It is essential for students to know:

Battle of Fort Sumter: President Lincoln informed Confederate President Davis that he was sending supplies to the federal troops surrounded at the federal installation, Fort Sumter, in the middle of Charleston harbor. Union troops were ordered to surrender by the Confederates but they would not. Jefferson Davis ordered Confederate troops to fire on the fort thus beginning the Civil War. The bombardment lasted for thirty-four hours and buildings at the fort were burned, but there were no casualties during the battle.

The strategies of the North and the South were based on geography, and the resources and economies of each region. The **strategy of the North** was threefold. First, it blockaded the southern ports. Using their navy, the North was able to keep the South from getting enough supplies from Europe. Second their aim was to split the Confederacy in two at the Mississippi River. [They were finally successful as a result of the fall of Vicksburg.] Third, they would attack the Confederate capital at Richmond. The **strategy of the South** was to fight a defensive war and depend upon the trade relationship they had in cotton with England to lend them the supplies they needed. The Southern armies defended Richmond and threatened Washington but only attacked the North on their own ground twice [at Antietam and at Gettysburg].

Battle of Gettysburg: The Confederate Army led by General Robert E. Lee invaded the North for the second time but was turned back at the Battle of Gettysburg in Pennsylvania. This fight was the turning point of the Civil War because the Confederate Army was so severely wounded that they never again had the military strength to attempt an invasion of the North. After Gettysburg, the South could only fight a defensive war. Four months after the battle, President Lincoln gave the **Gettysburg Address** to dedicate part of the battlefield as a National Cemetery to honor the men who had been killed in battle. In his famous two-minute speech, Lincoln's asserted that his intention was to preserve the Union and democracy and that "government of the people, by the people, for the people, shall not perish from the earth." Students should be able to interpret significant passages from this document.

The **Emancipation Proclamation** was an order issued by President Lincoln as Commander in Chief of the United States armed forces that freed the slaves in all the states that had left the union. It did not free the slaves that were living in the states that were still loyal to the United States. Since the Confederate

states did not recognize the authority of the President of the United States, they did not obey his order. Slaves were freed only as the Union army liberated them. However, the proclamation made the war one to liberate slaves. Consequently it made it harder for the English government to support the South since many British citizens opposed slavery.

Surrender at Appomattox After four years of fighting, Confederate General Robert E. Lee surrendered to Union General Ulysses S. Grant at Appomattox Court House in Virginia. This surrender of the Army of Northern Virginia was the initial surrender that would be finalized over the next several months as other armies of the South gave up too. It came because Lee's troops were exhausted, and without supplies, their ranks had been decimated by four years of war.

African Americans participated in a variety of ways in the Civil War. Many Northern African Americans, like Frederick Douglass, recognized long before most white Northerners that the fate of the Union was tied to the issue of slavery and therefore any possibility of eliminating slavery was tied to the outcome of the conflict. When the Civil War began, Northern African Americans formed and financed military companies and began to drill. They requested permission to go to war but were turned down by the Secretary of War. Although Southerners did not hesitate to re-enslave or even execute African Americans caught trying to obtain freedom, thousands of contrabands fled to Union military sites. Slaves who fled to the Union army lines and tried to join were turned away. At first, the war was being fought to preserve the Union, not to free the slaves. By 1862, the increasing numbers of slaves seeking refuge with Union forces and arguments made by abolitionists like Frederick Douglass convinced Lincoln that victory and the future of the Union were tied directly to the issue of slavery. In the Emancipation Proclamation, President Lincoln specifically called for the enlistment of African American as soldiers in the Union army. By late 1861, parts of the South Carolina Lowcountry were under Union control and the First SC Colored Volunteers became the first black unit recognized by the Union Army. Many African Americans joined segregated units commanded by white officers. The most famous was the 54th Massachusetts that led the attack on Fort Wagner outside of Charleston. African Americans aided themselves and the Union causes as liberators, spies, guides and messengers, including Harriet Tubman.

In the South, some planters required their African American slaves to accompany them on the battlefield for the Confederacy. The Confederacy, though afraid to arm the majority slave population, was more than willing to use their labor. Both slaves and free African Americans were impressed into service throughout the South, building fortifications, working in factories, and performing menial duties, sometimes under heavy combat.

It is not essential for students to know:

Students do not need to know that the northern strategy to squeeze the South was called the Anaconda plan. Although students do not need to know other battles in the Civil War, some other battles will help them to understand the strategies of the war. For instance, understanding the impact of the Battle of Vicksburg would help students to understand that the North was effective in their plan to split the Confederacy in two at the Mississippi River. Students should also be reminded of Sherman's march to the sea that they learned about in 3rd grade. This march changed the nature of the war to one of attrition and total war. This was a strategy to wear down the South and force the surrender of the Confederate Army. Students do not need to know the names of the generals associated with any of the battles listed above. Students do not need to memorize the Gettysburg address, however they should be able to read and interpret it.

Students do not need to know specific roles of African-American military units or individuals however such details can be used to emphasize the commitment of African Americans to securing their freedom. The following are a few examples.

In order to protect their city, the Louisiana Native Guard (African American) voluntarily joined the war on behalf of the Confederate Army. When the Union forces retook the city in 1862, the

Native Guard refused to retreat with the Confederate forces and offered their services to and was accepted by the Union.

In early 1861, eighty-two free black men in Charleston petitioned Governor Francis W. Pickens and offered their support to South Carolina. Although, South Carolina did not accept them into the armed forces, many whites were pleased with their act of loyalty.

By the fall of 1862, General Rufus Saxon had recruited approximately five thousand African American troops for the First SC and they were commanded by Colonel Thomas Wentworth Higginson. Many African Americans joined segregated units commanded by white officers such as Higginson.

The South Carolina slave, Robert Smalls, with the aid of seven African American crewmen, sailed *The Planter* past Confederate fortifications, including Fort Sumter, to the Union fleet. Smalls liberated himself and fifteen other slaves, including women and children. He became a successful Republican politician in South Carolina in the decades following the Civil War. He served in the South Carolina house and senate, and in the U.S. House of Representatives. He was also a member of the South Carolina constitutional conventions in 1868 and 1895. He was a major figure in the Republican Party and served as customs collector in Beaufort from 1889 to 1913.

Harriet Tubman in 1863 organized a spy ring in South Carolina Lowcountry and in cooperation with the African American Second SC Volunteer Regiment, helped organized an expedition that destroyed plantations and freed nearly eight hundred slaves.

In Richmond, Virginia, Mary Elizabeth Bowser, a literate former slave who worked as a servant at the Confederate White House used overhead conversations by President Jefferson Davis and his subordinates to covertly examine Confederate correspondence and relay information to Union agents.

Assessment guidelines:

Appropriate assessments would require students to **summarize** key battles, strategies, and turning points of the Civil War. Students should be able to **identify** the battles of the war such as the Battle at Fort Sumter and Gettysburg, **explain** the impact of the Emancipation Proclamation, **interpret** text from the Gettysburg Address, **summarize** the surrender at Appomattox and **explain** the role of African Americans in the Civil War.

Standard 4-6 The student will demonstrate an understanding of the Civil War and its impact on America.

4-6.5: Compare the roles and accomplishments of key figures of the Civil War, including Abraham Lincoln, Ulysses S. Grant, Jefferson Davis, and Robert E. Lee. (H, P)

Taxonomy Level: B 2 Understand / Conceptual Knowledge

Previous /Future Knowledge:

In kindergarten, students recognized Abraham Lincoln (K-3.2).

In fifth grade, students will explain the effects of Abraham Lincoln's assassination on the course of Reconstruction (5-1.1).

It is essential for students to know:

The roles and accomplishments of key figures in the Civil War were important because they significantly affected the outcome of the war and the preservation of the Union.

Abraham Lincoln was elected the sixteenth President of the United States in 1860. Lincoln was against the expansion of slavery to the territories, but he was not an abolitionist. When Lincoln was elected, the South seceded from the Union. Lincoln was determined to preserve the Union. As president, he was also the commander-in-chief of the Union Army so it was his responsibility to name the commanders in the field. He changed generals frequently before he found Ulysses S Grant. In 1863, he issued the Emancipation Proclamation declaring all slaves in the Confederate states to be free. He honored all the soldiers who lost their lives in the war in the Gettysburg address. Lincoln was assassinated shortly after the surrender at Appomattox Courthouse.

Ulysses S. Grant was a general in the Union Army. When the **Civil War** began, the Union Army was weak and lost many battles. Grant won the Battle of Vicksburg that split the Confederacy in two at the Mississippi River and was then named as commander of the Army of the Potomac. Under Grant's leadership, the Union Army employed a new strategy of total war. He accepted the surrender of Confederate troops under Robert E. Lee at Appomattox Courthouse. [April 1865]

Jefferson Davis was the President of the Confederate States of America and also commander-in chief of the Confederate Army. Davis did not need to look for a good general; Robert E. Lee soon assumed the leadership of the Army of Northern Virginia. However, Davis had little power because the Confederate states believed in states' rights.

Robert E. Lee was the leader of the Army of Northern Virginia in the Confederate Army. General Lee led his army to victory in many battles at the beginning of the Civil War using tried and true strategies. At Gettysburg, Lee ordered a frontal assault on Union lines and many of his soldiers were killed as a result of the accuracy of the new rifles. As the war progressed, the Union Army killed so many Confederate soldiers that his army was almost destroyed, particularly at Gettysburg. Lee surrendered to General Grant at Appomattox Courthouse.

It is not essential for students to know:

It is not essential for students to know the life history of these men or the soldiers who fought under them.

Assessment guidelines:

Appropriate assessment would require students to **compare** the roles and accomplishments of the key figures of the Civil War. Students should be able to **summarize** the accomplishments of Abraham Lincoln, Ulysses S. Grant, Jefferson Davis, and Robert E. Lee.

Effective May 2008

Indicator 4-6.5

2 / 2

Standard 4-6 The student will demonstrate an understanding of the Civil War and its impact on America.

4-6.6: Explain the impact of the Civil War on the nation, including its effects on the physical environment and on the people- soldiers, women, African Americans, and the civilian population as a whole. (H, P, G, E)

Taxonomy Level: B 2 Understand / Conceptual Knowledge

Previous /Future knowledge:

In third grade, the students summarized the effects of the Civil War on the daily lives of people of different classes in South Carolina and explained how the Civil War affected South Carolina's economy, including destruction of plantations, towns, factories, and transportation systems (3-4.5).

In eighth grade, students will compare the effects of the Civil War on daily life in South Carolina, including the experiences of plantation owners, women, Confederate and Union soldiers, African Americans, and children (8-3.6).

It is essential for students to know:

The Civil War had a profound impact on the United States. As a result of the war, the Union was preserved and slaves were freed. The right of states to secede was decided by force of arms to be null and void. The validity of elections was upheld.

The **physical environment** of the north was effected very little by the war, since only a few battles were fought there. However, the south was devastated. Entire cities were burned and plantations were destroyed. Thousands of acres of farmland were ruined and the fields were left unplanted and useless in the absence of slave labor to plant and harvest the cash crops.

The **impact of the war on the people** depended upon who you were and where you came from. Young men from both sides enlisted or were drafted into service. The wealthy were often able to pay for someone else to take their place. In the South, planters were exempt from service if they owned over 20 slaves. For all soldiers the war was at first an adventure but soon became a challenge of endurance and survival. Soldiers endured a long, difficult, and bloody war, often with little food or clean water. Over 600,000 men on both sides died. Over 1,100,000 were injured; many lost limbs.

In both regions, **women** were left in charge of their homes and farms or businesses while the men were away fighting. In the north, women served as nurses or workers in factories during the war. Others rolled bandages or knitted socks at home to send to the soldiers. In the south, women were left to manage their families and continue operating the farms and plantations. They also served as nurses. Because so many men died in the war, many women had to continue managing their families during the difficult period of rebuilding.

During the war, some **African American** slaves ran away from the plantations; others continued to work the fields and waited. After the Emancipation Proclamation, African Americans were allowed to join the Union Army. Immediately after the war, many former slaves left the plantations looking for loved ones sold away or simply leaving because freedom meant the ability to leave. Few freedmen went to the North. Most soon returned to the areas they knew; some even returned to their old plantations where many found work as sharecroppers. African Americans reconstructed their families, created their own communities, participated in politics and sought an education that had been denied them as slaves.

The **civilian population** of the North and the South had very different experiences of the war, although opposition occurred on both sides. The civilian population of the North did not suffer from lack of food

and supplies. The war prompted the growth of business as the government granted contracts for military supplies and issued paper money that retained most of its value after the war. Although immigration slowed as a result of the war, factories continued to be able to produce. In the South, the civilian population suffered from lack of food and supplies because of the blockade and the disruption of agriculture which led to bread riots in some places. The paper money issued by the Confederacy was worthless after the war ended with that government's surrender. The slaves were freed and planters lost a large portion of their wealth as well as their labor force.

In the postwar period both sides tried to recover from the devastating impact of the war but the divisions of war would continue into the Reconstruction period. Lincoln's plan for Reconstruction, issued before the surrender at Appomattox, was a lenient one because he wanted the South to surrender. However, Lincoln may have changed his plan if he had not been assassinated. The insistence of Southern governments in continuing to keep their African American populations in a state of subservience through the Black Codes led to a Military Reconstruction plan. This plan protected the rights of the freedmen through the 14th and 15th amendments but continued the divisions of the war. The war was over but the battle was not won.

It is not essential for students to know:

It is not essential for students to know specific people other than those already stated in 4-6.5 who impacted the Civil War. They do not need to know what bills were passed by Congress that helped to promote business and westward expansion in the postwar period such as the reorganization of the banking system, the Pacific Railway Act or the Homestead Act.

Students do not need to know that parts of the North experienced violent opposition to the war. For instance, in New York, poor, unskilled Irish workers and other white northerners rioted against the draft and attacked African Americans, abolitionists and Republicans in 1863. The violence and destruction did not end until the United States army put down the riots. Political opposition to the war effort was led by the Peace democrats also-called Copperheads.

Assessment guidelines:

Appropriate assessments would require students to **explain** the effects of the Civil War on the United States. Students should be able to **compare** the impact of the war on the physical environment and civilians as a whole in the north and the south. Students should also be able to **summarize** the impact of the war on soldiers, women, and African Americans.