

GRADE FOUR
United States Studies to 1865

Standard 4-1: The student will demonstrate an understanding of political, economic, and geographic reasons for the exploration of the New World.

Enduring Understanding:

The rewards that were reaped from the exploration of the New World far outweighed the risks that were involved. To understand the motivations for exploration and the cause-and-effect relationships between its risks and rewards, the student will...

4-1.1 Summarize the spread of Native American populations through the Landbridge Theory.

Taxonomy Level: Understand/Conceptual Knowledge -2/B

Previous/Future Knowledge:

Students will not have previous knowledge of the Landbridge Theory, but will need to understand/utilize this concept in grades 6 and 8 and United States History.

It is essential for students to know:

According to the Landbridge theory, Native Americans migrated from Asia to North America across the land bridge during the Ice Age. During this time period, low temperatures caused the level of water in the ocean to drop. Because the frozen water caused the level of the oceans to drop, the land that once was under water became exposed, creating a long land bridge that connected North America to Asia. By following herds of animals, hunter-gatherer people may have crossed this land bridge from Asia into North America and then continued across North America and into South America. The student should be able to create and recognize a map of the Landbridge theory.

It is not essential for students to know:

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

Social Studies Literacy Skills for the Twenty-First Century:

- Create maps, mental maps, and geographic models to represent spatial relationships.
- Identify and explain the cause-and-effect relationships.

Assessment Guidelines:

Appropriate classroom assessments *could* require students to be able to:

Understand

Interpret

Exemplify

Classify

Summarize

GRADE FOUR
United States Studies to 1865

Infer

Compare

Explain

or any verb from the **Remember** cognitive process dimension.

Grade 4 United States Studies to 1865

Standard 4-1: The student will demonstrate an understanding of political, economic, and geographic reasons for the exploration of the New World.

Enduring Understanding: The rewards that were reaped from the exploration of the New World far outweighed the risks that were involved. To understand the motivations for exploration and the cause-and-effect relationships between its risks and rewards, the student will...

Indicator 4-1.2: Compare the everyday life, physical environment, and culture of the major Native American groupings; including, the Eastern Woodlands, the Plains, the Southwest, the Great Basin, and the Pacific Northwest.

Taxonomy Level: Understand/Conceptual Knowledge – 2/B

Previous/Future Knowledge:

Previously, students compared the culture, government, and physical environment of the major Native American tribal groups of South Carolina (3-2.1). In grade 8, students will be asked to summarize the collective and individual aspects of the Native American culture of the Eastern Woodlands tribal group (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 and 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.
- **Southwest** Native Americans lived in the region that included what is today Arizona, New Mexico, and parts of Colorado and Utah.
- **Great Basin** Native Americans lived in the region east of the Northwest coast in today's Nevada, Idaho, and Utah.
- **Pacific Northwest** Native Americans lived in the region that included 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-gathers or did they farm?
- Was the group's everyday life based on frequent migration, or did they live in permanent villages?
- How did their physical environment influence the type of homes they constructed, the clothes they wore, and the food 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 the students to know the specific tribes in these cultural groupings or other Native American groups in North America. Students do not need to know famous people from these groups.

Social Studies Literacy Skills for the Twenty-First Century:

- Identify the locations of places, the condition of places, and the connections between the places.
- Create maps, mental maps, and geographic models to represent the spatial relationships.

Assessment Guidelines:

Appropriate classroom assessments *could* require students to be able to:

Understand

Interpret

Exemplify

Classify

Summarize

Infer

Compare

Explain

or any verb from the **Remember** cognitive process dimension.

GRADE FOUR
United States Studies to 1865

Standard 4-1: The student will demonstrate an understanding of political, economic, and geographic reasons for the exploration of the New World.

Enduring Understanding:

The rewards that were reaped from the exploration of the New World far outweighed the risks that were involved. To understand the motivations for exploration and the cause-and-effect relationships between its risks and rewards, the student will...

4-1.3: Explain the political, economic, and technological factors that led to the exploration of the New World by Spain, Portugal, France, the Netherlands, and England; including the competition between nations, the expansion of international trade, and the technological advances in shipbuilding and navigation.

Taxonomy Level: Understand/Conceptual Knowledge -2/B

Previous/Future Knowledge:

Previously, students were expected to summarize the accomplishments of the exploration of South Carolina by the Spanish, French, and the English (3-2.2). In grade 6, students will be expected to compare the economic, political, and religious incentives of the various European countries (6-6.4). In grade 7, students will need to explain how technological and scientific advances contributed to the power of European nations (7-1.2). They will also compare the differing ways that European nations developed political and economic influences, including trade and settlement patterns, on the continents of Asia, Africa, and America (7-1.5). Students will also be asked to compare the accomplishments of the exploration of South Carolina and North America by the Spanish, French, and English in grade 8 (8-1.2).

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 nations. England and other countries in Europe became interested in the New World, especially since 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.

Technological factors helped the explorers. Advancements in shipbuilding included the construction of the caravel, which was a smaller and faster ship with triangular sails that could sail into the wind. Many improvements in the 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.

GRADE FOUR
United States Studies to 1865

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 the 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 know about the life history of a sailor on a voyage.

Social Studies Literacy Skills for the Twenty-First Century:

- Interpret visual information of to deepen his or her understanding.
- Identify and explain the cause-and-effect relationships.

Assessment Guidelines:

Appropriate classroom assessments *could* require students to be able to:

Understand.

Interpret

Exemplify

Classify

Summarize

Infer

Compare

Explain

or any verb from the **Remember** cognitive process dimension.

Grade 4 United States Studies to 1865

Standard 4-1: The student will demonstrate an understanding of political, economic, and geographic reasons for the exploration of the New World.

Enduring Understanding: The rewards that were reaped from the exploration of the New World far outweighed the risks that were involved. To understand the motivations for exploration and the cause-and-effect relationships between its risks and rewards, the student will...

Indicator 4-1.4: Summarize the accomplishments of the Vikings and the Portuguese, Spanish, English, and French explorers; including, Leif Eriksson, Columbus, Hernando de Soto, Magellan, Henry Hudson, John Cabot, and La Salle.

Taxonomy Level: Understand/ Conceptual Knowledge- 2/B

Previous/Future Knowledge:

Previously, students were expected to summarize the accomplishments of the exploration of South Carolina by the Spanish, French, and English (3-2.2). In grades 6, 7, and 8 students will be expected to compare the economic, political, and religious incentives of the various European countries (6-6.4). They will also be expected to identify the origin and destination of the major European explorers (6-6.5) and compare the colonial claims and the expansion of European powers through 1770 (7-1.1). Students will also be asked to compare the accomplishments of the exploration of South Carolina and North America by the Spanish, French, and English (8-1.2).

It is essential for students to know:

The motivations for the European explorers were competition between nations, expansion of international trade, and technological advances in shipbuilding and navigation. The accomplishments of the explorers greatly influenced land claims and colonization by European countries.

Leif Eriksson was a Viking from Greenland who sailed the northern Atlantic Ocean and settled briefly in North America, which he called Vinland. The Vikings' combative relationship with other Europeans however, 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 Spice Islands. Columbus sailed west because the Portuguese controlled the eastern route around Africa. Columbus 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 this 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 of San Salvador- West Indies and wealth. This provided the gateway of Spanish settlements in North and South America. 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 at a great cost. Hernando de Soto was a Spanish conquistador who explored throughout the southeastern United States and claimed this land for Spain. As a result, Spanish explorers claimed Florida and the southwest region of what is today the United States and called all of this land New Spain.

John Cabot sailed for England. Cabot was looking for a faster route to the Indies known as the Northwest Passage. Cabot tried to replicate Columbus' route by sailing west, but hoped to be able to travel in the direction of northwest. The commonly held belief of Northwest Passage, which would link the Atlantic and Pacific Oceans, continued to motivate other explorers even into the 1800s (Lewis and Clark). The route would never be discovered, because such a route does not exist. Cabot sailed near the Arctic Circle, but he had no success. He did however; claim the lands he encountered for England. 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. Consequently, the English claimed the coast of North America based on the explorations of Cabot and called this land Virginia and New England. The Dutch claimed the area around the Hudson River and established New Netherlands and New Amsterdam in what is today New York. The Dutch later ceded their colonial claims to the British, leading to the establishment of the thirteen original colonies.

Robert LaSalle explored for France. LaSalle explored the Mississippi River to its mouth in the Gulf of Mexico and named the area Louisiana. Consequently, the French explored the St. Lawrence River and the headwaters and the length of the Mississippi River to what is now New Orleans and claimed this land as New France.

It is not essential for students to know:

It is not essential for the students to know specific information about other explorers or pirates. Students do not need to memorize the dates of all voyages, except for Columbus's voyage in 1492. Students can use the explorations of Columbus and Magellan as a reference point for other European exploration. It is not essential for students to know the sequence of the exploration, but they do need to understand that the Spanish exploration began much earlier than the English. England's later involvement came as a result of Spain's discoveries of gold and land claims. It is not essential for students to know the birth or death of these explorers or their biographies. They do not need to be able identify specific routes of the explorer on a map. Students should be familiar with the general areas as stated above.

Social Studies Literacy Skills for the Twenty-First Century:

- Identify the locations of the land places, the conditions at places, and the connections between places.
- Create maps, mental maps, and geographic models to represent spatial relationships.

Assessment Guidelines:

Appropriate classroom assessments *could* require students to be able to:

Understand

Interpret

Exemplify

Classify

Summarize

Infer

Compare

Explain

or any verb from the **Remember** cognitive process dimension.

GRADE FOUR
United States Studies to 1865

Standard 4-2: The student will demonstrate an understanding of how the settlement of North America was influenced by the interactions of Native Americans, Europeans, and Africans.

Enduring Understanding:

The interaction among peoples from three different continents created a distinctly American culture. To understand the contributions made by Native Americans, Europeans, and Africans to the settlements of North America, the student will...

4-2.1: Summarize the cause-and-effect relationship of the Columbian Exchange.

Taxonomy Level: Understand/Conceptual Knowledge - 2/B

Previous/Future Knowledge:

Previously, students were asked to describe the initial contact, cooperation, and conflict between the Native Americans and European settlers in South Carolina (3-2.3). In grade 6, students will be asked to explain the effects of the exchange of plants, animals, diseases, and technology throughout Europe, Asia, Africa, and the Americas, known as the Columbian Exchange (6-6.6).

It is essential for students to know:

Columbus' voyages to North America helped in the development of the Columbian Exchange. The exchange between Eastern and Western Hemispheres had positive and negative effects. It also created different ways of life across the world.

European settlers introduced wheat, rice, coffee, horses, pigs, cows, and chickens to lands in North America. Native Americans taught the Europeans how to grow corn, potatoes, peanuts, tomatoes and squash through observation and working alongside one another. The Europeans then carried the crops home to Europe, improving the diet of many Europeans. The introduction of horses also significantly affected the way that Native Americans of the Plains moved and hunted. They were able to more effectively hunt buffalo which greatly impacted their lives. Maize and manioc replaced traditional African crops as the continent's most staple foods while sweet potatoes and maize contributed to the population growth of Asia.

One of the main negative effects is that diseases, such as diphtheria, measles, smallpox, and malaria, first carried inadvertently by the explorers and later by settlers killed many Native Americans. When Native Americans in New Spain died in large numbers from disease, another source of slaves was needed. As a result, the demand for African slaves increased. This exchange of plants, animals, and diseases is known as 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 diseases to other countries in the world. They do not need to know specific crops but the ones listed above provide some examples. They also 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.

Social Studies Literacy Skills for the Twenty-First Century:

- Identify the cause-and-effect relationships.

GRADE FOUR
United States Studies to 1865

Assessment Guidelines:

Appropriate classroom assessments *could* require students to be able to:

Understand.

Interpret

Exemplify

Classify

Summarize

Infer

Compare

Explain

or any verb from the **Remember** cognitive process dimension.

GRADE FOUR
United States Studies to 1865

Standard 4-2: The student will demonstrate an understanding of how the settlement of North America was influenced by the interactions of Native Americans, Europeans, and Africans.

Enduring Understanding:

The interaction among peoples from three different continents created a distinctly American culture. To understand the contributions made by Native Americans, Europeans, and Africans to the settlements of North America, the student will...

4-2.2: Compare the various European settlements in North America in terms of economic activities, religious emphasis, government, and lifestyles.

Taxonomy Level: Understand/Conceptual Knowledge - 2/B

Previous/Future Knowledge:

Previously, students were asked to summarize the motives, activities, and accomplishments of the exploration of South Carolina by the Spanish, French, and English (3-2.2). In grades 7 and 8, students will compare the colonial claims and the expansion of European powers through 1770 (7-1.1). Students will summarize the history of English settlement in New England, the mid-Atlantic region, and the South, with an emphasis on South Carolina as an example of a distinctly southern colony (8-1.3).

It is essential for students to know:

It is essential that students know the various European settlers included the Spanish, English, French and Dutch. The Dutch will be mentioned to bring closure to their exploration and land claims in North America.

The Spanish colonists settled modern-day Florida and southwestern parts of North America. Many of the explorations were motivated by Spain's search for gold. Spain established missions in St. Augustine and Santa Fe where Native Americans worked to make a profit for the Spanish. This group of colonies became known as "New Spain."

The English colonists settled along the Atlantic Coast of North America and were motivated by religious freedom or economic opportunity. The Englishmen who settled Jamestown, Virginia in 1607 were motivated by economics. They originally hoped to find gold, but soon began to plant cash crops such as tobacco. The Pilgrims [Plymouth-1620] and the other Puritans who followed went to the northern part of the Atlantic coast to establish a model religious community. This region was called "New England" and it was religiously homogeneous because of its founding as a Puritan/Congregationalist theocracy. [Rhode Island was the exception- founded as a doctrinal splinter "dissenter" refuge.] William Penn gave Quakers the opportunity to practice their religion freely and farm the land, while extending the same chance to non-Quakers. They settled in the colonies of Pennsylvania and Delaware.

The Dutch founded the colony of New Netherland but did not continue to establish additional colonies. They were eventually forced by the English to give up their colony and the land that was formerly the Dutch colony of New Netherland became the English colonies of New York and New Jersey.

GRADE FOUR
United States Studies to 1865

The French colonists settled Quebec on the St. Lawrence River and along the Mississippi River. They established a fur trade with Native Americans so they could sell fur pelts to Europe for a profit. New France was sparsely settled, mainly by itinerant trapper/trader Frenchmen who periodically visited the trading posts/settlements. The French government did not allow religious dissenters to settle in their colonies.

The economic activities of the colonies were similar in that all three produced food for themselves. Both New Spain and the English colonies produced cash crops for exporting. The English Southern colonies exported tobacco, rice, and indigo. The English Middle colonies exported foods to the Caribbean and other European countries. Unlike the previous group, New England colonies had thick, rocky soil and a cold climate. They exported lumber and built ships to support their economies. New France had a short growing season and created a thriving fur trade. By importing natural resources that were plentiful in North America and exporting goods from the mother country to the colonies, the colonies and their mother countries hoped to become economically stronger than their European rivals.

Religious emphasis often depended on the people and their motivations. 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. They enforced religious conformity and the meeting house was the center of religious activity in their colonies. Quakers who settled in Pennsylvania practiced religious tolerance by allowing others to practice their religion as they chose. The colonists in the English southern colonies had established churches in their communities. [Most were Anglican/Church of England; Maryland was Catholic.] However, they were more concerned with profit than with religion. This allowed colonists the freedom to make their own religious choices.

The government of the Mother Country determined the type of government the colonists would have in the New World. The Spanish and French kings were absolute monarchs, so very little self government was allowed in their colonies. The English had a tradition of legislative representation in Parliament. They allowed their colonies to create colonial legislative branches (legislatures) which largely shared the responsibility of government with governors and other administrators who eventually were all appointed by the crown.

Lifestyles varied based on the colony's origin and location. Many of the settlers learned to trade available natural resources. In the French colonies the settlers were welcomed by the Native Americans and developed fur trade. The Spanish colonies established missions, forts, and ranches as their major lifestyle and were very self-sufficient. In the English colonies, most of the men and women in the Middle and Southern Colonies worked on family farms with indentured servants or slaves working alongside them. The women were also responsible for daily chores such as cooking, cleaning, and sewing. Men worked as artisans or store owners in cities and towns in the Middle and New England colonies. The children received enough education to read and write, but most did not continue with further education. Instead young boys would learn specific trades from their fathers through an apprenticeship. The children in the colonies enjoyed activities such as hopscotch, jump rope, tag, and swimming.

GRADE FOUR
United States Studies to 1865

It is not essential for students to know:

It is not essential for students to know the dates and people responsible for establishing specific colonies. However, the order of the countries founding will provide a better understanding for students to compare the settlements. They do not need to know the names of all of the colonies, but the location of the colonies on the continent is important.

Social Studies Literacy Skills for the Twenty-First Century:

- Identify multiple points of view or biases and ask questions to clarify those opinions.

Assessment Guidelines:

Appropriate classroom assessments *could* require students to be able to:

Understand.

Interpret

Exemplify

Classify

Summarize

Infer

Compare

Explain

or any verb from the **Remember** cognitive process dimension.

GRADE FOUR
United States Studies to 1865

Standard 4-2: The student will demonstrate an understanding of how the settlement of North America was influenced by the interactions of Native Americans, Europeans, and Africans.

Enduring Understanding:

The interaction among peoples from three different continents created a distinctly American culture. To understand the contributions made by Native Americans, Europeans, and Africans to the settlements of North America, the student will...

4-2.3: Explain the impact of the triangular trade, indentured servitude, and the enslaved and free Africans on the developing culture and economy of North American.

Taxonomy Level: Understand/Conceptual Knowledge - 2/B

Previous/Future Knowledge:

Previously, students were asked to explain the role of Africans in developing the culture and economy of South Carolina, including the growth of the slave trade; slave contributions to the plantation economy; the daily lives of the enslaved people; the development of the Gullah culture; and their resistance to slavery (3-2.5). In grade 8, students will be expected to explain the significance of enslaved and free Africans in the developing culture and economy of the South and South Carolina, including the growth of the slave trade and resulting population imbalance between African and European settlers, African contributions to agricultural development; and resistance to slavery, including the Stono Rebellion and subsequent laws to control slaves (8-1.4).

It is essential for students 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 the cash crop [tobacco]. At first, the English attempted to enslave Native Americans. However, this created tensions with the neighboring tribes. Also, Native Americans knew the land so well they were able to easily escape.

Indentured servants were brought from England and had a significant impact on the colonies. Settlers continued to need workers to help in planting and harvesting cash crops, such as tobacco. Poor people from England who had been displaced from their land needed work, while others desired a better or changed life in a different place. The settlers and indentured servants signed a contract in which they agreed that the servant would work for the land owners for a certain number of years in exchange for food, clothing, shelter, 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/or 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 land. When the number of potential indentured servants was no longer enough to fill the need for fieldworkers, the colonists turned to using slave labor from Africa.

GRADE FOUR

United States Studies to 1865

Slaves were brought to North America through the triangular trade. Some may see this term as an oversimplification, but it allows students to see the basic routes. Trade routes did follow patterns depending on the demand of exporting and importing goods. The routes were taken between the North American colonies, Europe, Africa, and West Indies. For example, 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 the cycle continued. Cash crops grown in the English colonies such as rice, tobacco, and indigo, were sold in Europe in exchange for manufactured goods that could not be produced in the colonies [mercantilism].

The part of the slave's journey aboard the ship between Africa and the American colonies is known as the "Middle Passage." Africans were kidnapped by other tribes in Africa and were marched [a coffle] first from the interior of Africa to the coast of West Africa, to the slave ships where they were traded/sold to the ship's captain who help them until they could fill up the cargo hold. If they survived this leg of the journey, they had to endure the most horrible part- the Middle Passage which means much more than just one part of a journey. It is a reference to the inhumane conditions aboard the ships. Since the slave trade was conducted for profit, the captains of the slave ships tried to deliver a maximum number of slaves for minimum cost. Africans were imprisoned as cargo in a stifling space below the ship's deck. They received little food or exercise while aboard the slave ship. Many slaves did not survive the Middle Passage.

Slaves were brought in from Africa mainly through the port of Charleston to do the fieldwork and had a profound impact on the economy and culture of the colonies. Africans brought with them their own culture, skills, and languages. Africans were very knowledgeable about raising livestock and the farming techniques needed to cultivate rice in the colonies. This made the rice plantations of South Carolina profitable. Without African skills and labor, the economy of the Southern Colonies 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 meals for themselves and the slave owners and thus introduced more variety in preparation than stewing and spit-roasting. They added greens and other vegetables to the plantation owners' meat and starch diets, thus improving health. Since Africans came from different tribal groups and spoke no English when arriving in the colonies, some developed distinctive dialects such as Gullah. Gullah was a spoken language of Africans that developed in the Sea Islands off the coast of South Carolina and Georgia. Other customs such as making sea grass baskets and music were important to the slaves' extension of their previous culture into the New World. White slave owners began to feel threatened by this growing population of slaves and decided to implement slave codes to regulate the behavior of slaves in the colonies.

Some slaves in the north were able to work additional jobs in order to purchase their freedom. A child born to a mother in slavery would become a slave. However, if a mother's freedom was purchased her children would also become free as their status followed their mother's lineage. Many free Africans found work in the north as artisans and apprentices. Later, some slaves would fight in the American Revolution in hopes of receiving freedom in return for their sacrifice.

GRADE FOUR
United States Studies to 1865

It is not essential for students to know:

In this indicator, it is not essential for students to be able to compare slavery in the Spanish colonies to that in the English or focus on specific names of plantations and their owners. Students do not need to know how sweet 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. They do not need to know the specific African American songs or language. Students are not expected to be able to trace the specific routes of goods that were traded in the triangular trade routes.

Social Studies Literacy Skills for the Twenty-First Century:

- Identify multiple points of view or biases and ask questions to clarify those opinions.
- Identify the locations of places, the conditions of places, and the connections between places.

Assessment Guidelines:

Appropriate classroom assessments *could* require students to be able to:

Understand

Interpret

Exemplify

Classify

Summarize

Infer

Compare

Explain

or any verb from the **Remember** cognitive process dimension.

GRADE FOUR
United States Studies to 1865

Standard 4-2: The student will demonstrate an understanding of how the settlement of North America was influenced by the interactions of Native Americans, Europeans, and Africans.

Enduring Understanding:

The interaction among peoples from three different continents created a distinctly American culture. To understand the contributions made by Native Americans, Europeans, and Africans to the settlements of North America, the student will...

4-2.4: Summarize the relationship among the Native Americans, Europeans, and Africans, including the French and Indian War, the slave revolts, and the conduct of trade.

Taxonomy Level: Understand/Conceptual Knowledge - 2/B

Previous/Future Knowledge:

Previously, students were asked to describe the initial contact, cooperation, and conflict between the Native Americans and European settlers in South Carolina (3-2.3). In grade 8, students will be expected to explain the significance of enslaved and free Africans in the developing culture and economy of the South and South Carolina, including the growth of the slave trade and resulting population imbalance between African and European settlers, African contributions to agricultural development, and resistance to slavery, including the Stono Rebellion and subsequent laws to control slaves (8-1.4). They will also need to explain the political and economic consequences of the French and Indian War on the relationship of the South Carolina colonists with Native Americans and England (8-2.1).

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 the New World for land, the Native Americans resisted the new settlers. Many wars were fought between the colonists and the Native Americans. With Robert La Salle's claim, the French moved into the Ohio River Valley to claim this land for France. The English colonists and their mother country went to war with their traditional enemy, the French and their colonists, to protect their claims. Many Native American tribes fought on the side of the French against the colonists and the British, giving the series of four wars spanning over seventy-four years and fought on three different continents. The last war in this sequence produced their American name- The French and Indian War(s). [In Europe this final conflict was called the Seven Years War because of the length of time it was fought.] The French established good working relationships with the natives because of their fur trading. Because few French settlers came to the New World and the ones who came did not take much land for families or settlement, the French did not antagonize the Native Americans as the American colonists did. Most of the Native American groups allied with the French hoped that a French victory would limit the expansion of the English colonies to the Appalachian Mountains. With the aid of alliances with the Iroquois Confederation, the Catawba and the Cherokee, the British won the French and Indian War and forced the French to cede control of their North American land claims and many Native Americans lost their longstanding trading partners/military allies and thus found their ways of life greatly disrupted.

GRADE FOUR
United States Studies to 1865

Plantation owners considered slaves to be their property and they were often sold without warning. Slaves wanted to acquire their freedom from plantation owners. Some enslaved Africans rebelled against the poor living conditions and abusive treatment of some slave owners. However, slave revolts like South Carolina's Stono Rebellion (the largest in the colonial period in mainland British colonies), were largely 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 and the introduction of slave codes. Slave codes were used to regulate and monitor the behavior of slaves in the colonies. The codes included rules such as limited education, purchases, and ability to sell goods. Slaves were also not allowed to travel without their master's permission. Such revolts also made the slave owners and the white population more fearful of the enslaved African population because the enslaved population already outnumbered the free population. In order to maintain an oppressive system, some 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. Some slaves did escape the bonds of slavery by heading north (4-6.2). Still some in the north were able to work to purchase their freedom and the freedom of other slaves. These free Africans were able to find work as artisans or apprentices in the New England colonies.

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. 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 Pocahontas in Virginia are good examples of Native American assistance to the colonists, it is not necessary for the students to 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 War or King Phillip's War. Although students may know about the Stono Rebellion from third grade, it is not necessary that students remember the names of or details about this uprising. Students do not need to know information about specific battles or leaders in the French and Indian War.

Social Studies Literacy Skills for the Twenty-First Century:

- Identify cause-and-effect relationships.

Assessment Guidelines:

Appropriate classroom assessments *could* require students to be able to:

Understand

Interpret

Exemplify

Classify

GRADE FOUR
United States Studies to 1865

Summarize

Infer

Compare

Explain

or any verb from the **Remember** cognitive process dimension.

GRADE FOUR
United States Studies to 1865

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

Enduring Understanding:

Revolutions result from resistance to conditions that are perceived as unfair by the people who are demanding change. The changes brought about by revolution can be both positive and negative. To understand the results of the conflict between the American colonies and England the student will...

4-3.1: Explain the major political and economic factors leading to the American Revolution, including the French and Indian War, the Stamp Act, the Tea Act, and Intolerable Acts as well as American resistance to these acts through boycotts, petitions, and congresses.

Taxonomy Level: Understand/Conceptual Knowledge - 2/B

Previous/Future Knowledge:

Previously, students were asked to summarize the causes of the American Revolution, including Britain's passage of the Stamp Act, Tea Act, and Intolerable Acts; the rebellion of the colonists; and the writing of the Declaration of Independence (3-3.1). They also compared the perspectives of South Carolinians during the American Revolution, including Patriots, Loyalists, women, enslaved and free Africans, and Native Americans (3-3.2).

In grade eight, students will need to explain the political and economic consequences of the French and Indian War on the relationship of the South Carolina colonists with Native Americans and England (8-2.1). They will also summarize the response of South Carolinians to events leading to the American Revolution, including the Stamp Act, the Tea Acts, and the Sons of Liberty (8-2.2). Students will again be expected to compare the perspectives of South Carolinians during the American Revolution, including Patriots, Loyalists, women, enslaved and free Africans, and Native Americans (8-2.4).

It is essential for students to know:

Political 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 of 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. (King George III ruled Great Britain before, during, and after the American Revolution).

The French and Indian War was fought between France and England over lands in the Ohio River Valley, which both the French and 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. This was a change in the British government's colonial policy. Before the French and Indian War, the British government ignored what was happening in the colonies and

GRADE FOUR
United States Studies to 1865

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 through protests and boycotts of British goods.

One of the British taxes, 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 were 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 in order to be respected. They did not actually want representation in the distant Parliament because they knew they would be outvoted. Colonists organized a Stamp Act Congress, which sent a petition to the King, and 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. (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.)

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 already boycotting tea because of a tax imposed under the Townshend Act. (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 the availability of cheap tea would threaten the effectiveness of the boycott. In Boston, they boarded the British ship and threw the tea overboard (John Adams was a Massachusetts leader and a member of the Sons of Liberty. He was a strong advocate of independence and was on the committee charged with writing the Declaration of Independence.) These actions, known as the Boston Tea Party, led Parliament to pass the Coercive Acts, renamed by the colonists, the Intolerable Acts for their punitive nature.

The Intolerable Acts closed the 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 recognized the right of the Parliament to make tax laws for the colonies. Colonists initially formed Committees of Correspondence to communicate their situations to each other then 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. The Continental 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 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.

GRADE FOUR
United States Studies to 1865

Social Studies Literacy Skills for the Twenty-First Century:

- Identify and explain cause-and-effect relationships.

Assessment Guidelines:

Appropriate classroom assessments *could* require students to be able to:

Understand-

Interpret

Exemplify

Classify

Summarize

Infer

Compare

Explain

or any verb from the **Remember** cognitive process dimension.

GRADE FOUR
United States Studies to 1865

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

Enduring Understanding:

Revolutions result from resistance to conditions that are perceived as unfair by the people who are demanding change. The changes brought about by revolution can be both positive and negative. To understand the results of the conflict between the American colonies and England the student will...

4-3.2: Explain the significance of major ideas and philosophies of government reflected in the Declaration of Independence.

Taxonomy Level: Understand/Conceptual Knowledge - 2/B

Previous/Future Knowledge:

Previously, students were asked to summarize the causes of the American Revolution, including Britain's passage of the Stamp Act, Tea Act, and Intolerable Acts; the rebellion of the colonists; and the writing of the Declaration of Independence (3-3.1). In United States History and the Constitution, students will analyze the impact of the Declaration of Independence and the American Revolution on establishing the ideals of a democratic republic (USHC 1.3).

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 governments 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 persuade/prove (to skeptical colonists and the world) 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. Thomas Paine wrote a persuasive pamphlet supporting independence called *Common Sense* to further the cause.

GRADE FOUR
United States Studies to 1865

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, but they should have some idea of the kinds of things that “the king” had done (see 4-3.1) and the kinds of things he was accused of doing. Students do not need to know the names of all the signers of the Declaration of Independence.

Social Studies Literacy Skills for the Twenty-First Century:

- List and explain the responsibilities of citizens in the United States of America.

Assessment Guidelines:

Appropriate classroom assessments *could* require students to be able to:

Understand

Interpret

Exemplify

Classify

Summarize

Infer

Compare

Explain

or any verb from the **Remember** cognitive process dimension.

GRADE FOUR
United States Studies to 1865

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

Enduring Understanding:

Revolutions result from resistance to conditions that are perceived as unfair by the people who are demanding change. The changes brought about by revolution can be both positive and negative. To understand the results of the conflict between the American colonies and England the student will...

4-3.3: Summarize the importance of the key battles of the Revolutionary War and the reasons for the American victories including Lexington and Concord, Bunker (Breed's) Hill, Charleston, Saratoga, Cowpens, and Yorktown.

Taxonomy Level: Understand/Conceptual Knowledge - 2/B

Previous/Future Knowledge:

Previously, students were asked to summarize the course of the American Revolution in South Carolina, including the role of William Jasper and Fort Moultrie; the occupation of Charles Town by the British; the partisan warfare of Thomas Sumter, Andrew Pickens, and Francis Marion; and the battles of Cowpens, Kings Mountain, and Eutaw Springs (3-3.3). In grade eight, students will summarize the role of South Carolinians in the course of the American Revolution, including the use of partisan warfare and the battles of Charleston, Camden, Cowpens, Kings Mountain, and Eutaw Springs (8-2.5).

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. An understanding of the chronological order and geographic location of each of these battles is essential.

Lexington and Concord were small towns outside of Boston. The first shots of the Revolution were fired at Lexington. The British marched out of the city of Boston to capture suspected troublemakers (members of the Sons of Liberty, Sam Adams and John Hancock on their way to the Continental Congress) 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 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 that the Americans could stand up to the British army in a pitched battle and would not be easily defeated. It also showed that Americans would need allies to supply ammunition and assistance.

GRADE FOUR
United States Studies to 1865

The British soon evacuated Boston and sailed to New York where they hoped to find Americans who were still loyal to King George III.

The Battle of 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 (and the Spanish and Dutch, to a lesser degree) were willing to enter into an alliance with the Americans. This alliance, brought about by the efforts of Benjamin Franklin and John Adams, provided aid in the form of ships, soldiers, supplies, and financial assistance in return for opportunities to settle old scores in rivalries as well as benefit economically by continuing to trade with the new nation. (Individuals enamored with the American cause had already volunteered their military assistance/expertise, such as the Marquis de Lafayette.)

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. 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. 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 Loyalists 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 the range of the regular American army. The British were soundly defeated and retreated northward toward Virginia, where they would temporarily camp while awaiting transport by the navy to their winter quarters.

Yorktown (a peninsula in Virginia) thus became 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 allowing the British army to escape the American troops on land. Surrounded by American and French forces on land and sea, the British were out-maneuvered, defeated and therefore surrendered. A peace treaty, negotiated by Benjamin Franklin, John Adams and John Jay, was finally agreed upon two years later [Peace of Paris (1783)].

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. Students do not need to know all of the generals and military leaders during the war. Although it is not essential for students know any other events, the winter at Valley Forge and George Washington's crossing of the Delaware will help students to understand how George Washington's leadership inspired his men and his role in the war.

GRADE FOUR
United States Studies to 1865

Social Studies Literacy Skills for the Twenty-First Century:

- Establish the chronological order in reconstructing a historical narrative.

Assessment Guidelines:

Appropriate classroom assessments *could* require students to be able to:

Understand

Interpret

Exemplify

Classify

Summarize

Infer

Compare

Explain

or any verb from the **Remember** cognitive process dimension.

GRADE FOUR
United States Studies to 1865

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

Enduring Understanding:

Revolutions result from resistance to conditions that are perceived as unfair by the people who are demanding change. The changes brought about by revolution can be both positive and negative. To understand the results of the conflict between the American colonies and England the student will...

4-3.4: Explain how the American Revolution affected attitudes toward the future of slavery, women, and Native Americans.

Taxonomy Level: Understand/Conceptual Knowledge - 2/B

Previous/Future Knowledge:

Previously, students compared the perspectives of South Carolinians during the American Revolution, including Patriots, Loyalists, women, enslaved and free Africans, and Native Americans (3-3.2). In grade eight, students will compare the perspectives of South Carolinians during the American Revolution, including Patriots, Loyalists, women, enslaved and free Africans, and Native Americans (8-2.4).

It is essential for students to know:

The American Revolution had an effect on the lives of African Americans and the continuation of slavery. African Americans, including slaves (i.e. Crispus Attucks and Peter Salem) and free men (i.e. Peter Salem and Salem Poor) fought on both sides of the war. Some slaves were promised freedom after the war. Most of the promises made by either side, however, were not fulfilled. 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 (emancipation from slavery) easier. However, the southern landowners’ dependence on slave labor to work their plantations and their fear of liberating large numbers of African Americans led most states to enact more and more stringent controls over their slaves. The invention of the cotton gin in 1793 made southerners more dependent on slave labor for their wealth and confirmed their commitment to slavery.

Women were expected to work the farms or run family businesses during the war. They cared for their children and planted and harvested crops in the absence of their husbands. For example, Abigail Adams, the wife of John Adams, ran the family farm while her husband served in the Continental Congress. Others served the army more directly, as nurses or cooks. A few even served in battle by enlisting as men or, more often, accompanying and serving alongside of their husbands. For example, Martha Washington, wife of George Washington, traveled with her husband as he served as Commander-in-Chief. Mary Ludwig Hayes also served alongside her husband. She cooked, washed clothes, and took care of wounded soldiers. When the situation

GRADE FOUR
United States Studies to 1865

demanded it, Mary stepped in and took her husband's place when he was wounded during the battle of Monmouth. In spite of the role women played during the American Revolution, they were not allowed to vote nor have a say in government following the war.

Native Americans were also influenced by the outcome of the American Revolution. As a result of the French and Indian War, the Native Americans 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 new nation. Pushed west, the Native Americans tried to resist the encroachment of American settlers on territories west of the Appalachian Mountains. The British continued to offer support to the Native Americans from their forts *within* the northwestern boundaries of the new United States.

The passage of the Land Ordinance of 1785 and the Northwest Ordinance of 1787 are illustrative of the "revolutionary" attitudes and spirit of the Revolution. Not only did the Northwest Ordinance ban slavery within the boundaries of the newly created territory (a precedent-setting first in the first national territory), but it also promised "good faith...towards the Indians." Disappointingly however, the federal government soon sent troops to force the Native Americans to make treaties that allowed white settlement and protected the white settlers. Because westward expansion was encouraged by the government through the passing of the Land Ordinance of 1785 and the Northwest Ordinance of 1787 (4-5.4), Native Americans were forced for years to relinquish their land and move further west while the institution of slavery moved west with southern settlers, as well.

It is not essential for students to know:

Students do not need to know how each northern state liberated its slaves. They do not need 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 the settlers and Native Americans. Furthermore, it is not essential for students to know the birth and death or any other dates pertaining to persons mentioned or their life stories.

Social Studies Literacy Skills for the Twenty-First Century:

- Identify multiple points of view or biases and ask questions to clarify those opinions.

Assessment Guidelines:

Appropriate classroom assessments *could* require students to be able to:

Understand.

Interpret

Exemplify

Classify

GRADE FOUR
United States Studies to 1865

Summarize

Infer

Compare

Explain

or any verb from the **Remember** cognitive process dimension.

GRADE FOUR
United States Studies to 1865

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

Enduring Understanding:

After independence was declared, Americans were faced with creating a new form of government that would embody the ideals for which they had fought. To understand the development of these United States into a new nation, the student will...

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 states and national government and how individuals and states are represented in Congress.

Taxonomy Level: Understand/Conceptual Knowledge - 2/B

Previous/Future Knowledge:

Previously, students were asked to summarize the effects of the American Revolution, including the establishment of state and national government (3-3.4). In grade eight and United States History, students will be expected to explain the role of South Carolinians in the establishment of their new state government after the American Revolution (8-2.6) and the basic principles of government as established by the United States Constitution (8-3.3). Students will also analyze how dissatisfactions with the government under the Articles of Confederation were addressed with the writing of the Constitution of 1787 including the debates and compromises reached at the Philadelphia Convention and the ratification of the Constitution (USHC-1.4).

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. Like thirteen separate countries, states formed their own military, made their own rules, and printed their own currency. The national Congress (called the Confederation Congress or the Congress of the Confederation) could make laws, but could not levy taxes directly to support itself. The national government could only request funds from the states. The national government did not have a separate executive (because of the experience with King George III), but instead it was somewhat led by the president of the Confederation Congress. It did not have a separate national court system to settle international, national, or inter/intrastate disputes.

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

GRADE FOUR
United States Studies to 1865

congress is comprised of two houses; the Senate and the House of Representatives. In the Senate, the people of each state have equal representation regardless of size or population. In the House of Representatives, the people of the state are proportionally represented by a number of representatives based on the population of the state. South Carolina has six members. The Constitution provides for separate executive, legislative, and judicial branches. In deciding to have an elected president, the United States has an executive who serves 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 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. They do not need to know the specific problems that gave rise to the writing of the new Constitution. It is not essential that students know the number of representatives that are allocated to each state by the Constitution.

Social Studies Literacy Skills for the Twenty-First Century:

- Utilize different types of media to synthesize social studies information from a variety of social studies resources.

Assessment Guidelines:

Appropriate classroom assessments *could* require students to be able to:

Understand

Interpret

Exemplify

Classify

Summarize

Infer

Compare

Explain

or any verb from the **Remember** cognitive process dimension.

GRADE FOUR
United States Studies to 1865

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

Enduring Understanding:

After independence was declared, Americans were faced with creating a new form of government that would embody the ideals for which they had fought. To understand the development of these United States into a new nation, the student will...

4-4.2: Explain the structure and function of the legislative, executive, and judicial branches of the federal government.

Taxonomy Level: Understand/Conceptual Knowledge - 2/B

Previous/Future Knowledge:

Previously, students outlined the structure of the state government, including the branches of government (legislative, executive, and judicial), the representative bodies of each branch (general assembly, governor, and Supreme Court), and the basic powers of each branch (3-3.5). In grade eight and high school, students will explain the basic principles of government as established in the United States Constitution (8-3.3). They will also explain how the fundamental principle of limited government is protected by the Constitution and the Bill of Rights, including democracy, republicanism, federalism; the separation of powers; the system of checks and balances; and individual rights (USHC-1.5).

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 legislative, 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. It is housed at the Capitol building. The principle duty of legislators is writing, debating, and passing bills. The power of 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. Only Congress, however, has the power to declare war.

The duty of the judicial branch is to decide whether or not the laws passed by Congress or the states are in conformance with the Constitution and are being carried out fairly. The judicial

GRADE FOUR
United States Studies to 1865

branch includes a system of courts including the federal district courts, courts of appeal, 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 (or of any government branch) through which judges (or any governmental office holder) can be removed from office by Congress. The Supreme Courts checks the legislative branch by making sure that the laws that are passed are in agreement with the Constitution. Likewise, the judicial branch can check the power of the executive branch by ruling its actions unconstitutional. The Supreme Court has its own building in Washington, DC.

It is not essential for students to know:

Students do not to need know any additional duties of the President or Congress such as those of 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 of the United States, it is not essential that they know all previous Presidents or their life stories. They do not need to know the names of members of Congress or the Supreme Court Justices.

Social Studies Literacy Skills for the Twenty-First Century:

- Demonstrate responsible citizenship within local, state, and national communities.

Assessment Guidelines:

Appropriate classroom assessments *could* require students to be able to:

Understand

Interpret

Exemplify

Classify

Summarize

Infer

Compare

Explain

or any verb from the **Remember** cognitive process dimension.

GRADE FOUR
United States Studies to 1865

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

Enduring Understanding:

After independence was declared, Americans were faced with creating a new form of government that would embody the ideals for which they had fought. To understand the development of these United States into a new nation, the student will...

4-4.3: Explain how the United States Constitution and the Bill of Rights placed an importance on the active involvement of citizens in government and protected the rights of white male property owners but not those of the slaves, women, and Native Americans.

Taxonomy Level: Understand/Conceptual Knowledge - 2/B

Previous/Future Knowledge:

Previously, students were expected to identify ways that all citizens can serve the common good; including serving as public officials and participating in the election process (1-3.2). This is the first time students are introduced to the Bill of Rights. Students will explain how the fundamental principle of limited government is protected by the Constitution, and the Bill of Rights, including democracy, republicanism, federalism, separation of powers, the system of checks and balances, and individual rights when taking United States History (USHC-1.5).

It is essential for students to know:

Ideals of equality were described in the Declaration of Independence, including that “All men are created equal, that they are endowed by their Creator with certain unalienable rights, that among these are life, liberty, and the pursuit of happiness.” Despite the fact that the “men” referred to in this context actually meant all mankind, the eighteenth century opinions, values and eventual actions of the white, male property owners who commissioned, penned and approved the ringing words for their cause differed greatly from the ideals they espoused. In short, although some of the Framers of the Constitution struggled with the issue of the disparity between their station and the natural rights of others, most regarded only those of their class, race, and gender as the equals possessing the unalienable rights that needed protections. In fact, neither the words “slave” nor “woman” were used in the writing of the document, while the Constitution specifically referred to Native Americans by giving “Congress...the power to regulate Commerce ...with the Indian tribes.” Native Americans were considered separate nations at that time and thus dealt with in the same manner, at least initially and within the document, as other foreign countries. Whether women were omitted because they were a forgotten part of society or because they were presumed to be a part of the society that government protects is an issue currently hotly debated by historian researchers. Regardless of the direction of the scholarship, women’s rights as equal citizens were not able to be enforced until the passage of the 19th amendment in 1920. (In fact, the insertion for the first time of the word “male” when granting the rights of citizenship to freedmen in the 14th amendment (1868) was a major setback and disappointment for women abolitionists.) The existence of slavery, on the other hand, was ever-present and implied in the Constitution because it was a major source of contention and difference between the constituencies of the United States who were trying to create a government that would be palatable in all regions of the new nation. The sectional dissonance between them would only

GRADE FOUR

United States Studies to 1865

continue to grow in stature until it consumed the country in a civil war before the country could reach its first centennial. In the Constitution, slaves were instead discussed as “other persons” in one context and “fugitive laborers” in another. When the Great Compromise determined that representation in the House of Representatives was to be based on population, the sectional debate centered upon the counting of slaves for the purposes of representation (as persons) and taxation (as property). The resultant Three-Fifths Compromise called for slaves to be counted as $\frac{3}{5}$ of a person for both purposes. The Constitution also included the provisions that the international slave trade would not cease for two decades [until 1808] and that the federal government was directed to assist in the return of runaway slaves (or “fugitive laborers”) throughout the country (a provision strengthened in the Compromise of 1850 and the cause of much sectional strife.) While Northern states gradually emancipated their slaves as a result of the “revolutionary” ideals and because they were not economically dependent on slave labor (4-3.4), African Americans were still 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 slaves voluntarily, many southern states prohibited emancipation and slavery became more and more entrenched. 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.

The Bill of Rights is the name for the first ten amendments to the Constitution that were added to protect individual rights and freedoms not addressed in the original Constitution. When the Constitution was in the process of being ratified by 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 the amendments protecting the rights of individuals against an “all-powerful” national government (like that experienced while under the rule of George III) were promised. Amendments were proposed during the first Congress and sent to the states for ratification. Ten of these were ratified. They continue to guarantee the rights of individuals and limit the power of the government. These rights include freedoms of religion, speech and assembly, the rights for citizens to bear arms, protection against troops being quartered in private homes, safeguards against unreasonable searches, and the requirement for indictment by a grand jury for major crimes. It also guarantees a speedy public trial and trial by jury, and prohibits 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.

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.

GRADE FOUR
United States Studies to 1865

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 thirteen amendments were proposed to the states and that an 11th amendment was ratified decades later and became the 27th amendment to the Constitution.

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.

Social Studies Literacy Skills for the Twenty-First Century:

- Demonstrate responsible citizenship within local, state, and national communities.
- Explain how political, social, and economic institutions have influenced the state and nation throughout history.

Assessment Guidelines:

Appropriate classroom assessments *could* require students to be able to:

Understand

Interpret

Exemplify

Classify

Summarize

Infer

Compare

Explain

or any verb from the **Remember** cognitive process dimension.

GRADE FOUR
United States Studies to 1865

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

Enduring Understanding:

After independence was declared, Americans were faced with creating a new form of government that would embody the ideals for which they had fought. To understand the development of these United States into a new nation, the student will...

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.

Taxonomy Level: Understand/Conceptual Knowledge - 2/B

Previous/Future Knowledge:

Previously, students were asked to describe the actions of important figures that reflect values of American democracy, including George Washington (K-3.3). Students were also asked to summarize the contributions to democracy that have been made by historic and political figures in the United States, including Thomas Jefferson (1-3.3).

In high school, students will be expected to summarize the expansion of the power of the national government as a result of Supreme Court decisions under Chief Justice John Marshall (USHC-1.7).

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 of the United States after he had served as president of the Constitutional Convention and Commander of the Continental Army in the Revolutionary War. As president, he established precedents that were followed by later presidents. For instance, he regularly consulted the Cabinet he created and only served for two terms. Because Washington was so widely respected 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 served in the Continental Congress and was on the committee selected to draft a Declaration of Independence, along with Benjamin Franklin. Together they persuaded Thomas Jefferson to write the document. After serving his country during the war as a foreign minister (diplomat) who (along with Franklin again) created negotiated alliances during the war and the Peace of Paris of 1783 Treaty at its end, Adams was abroad, serving as Minister to Great Britain at the time of the Constitutional Convention. He 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 of the United States. As an early leader of the Federalist Party, he advocated the establishment of a strong central government.

GRADE FOUR
United States Studies to 1865

Thomas Jefferson, author of the Declaration of Independence, was Governor of Virginia during the American Revolution. He served abroad as Minister to France at the time of the Constitutional Convention. His neighbor and friend, James Madison, studied the history of governments and discussed much with Jefferson prior to coming to Philadelphia for the convention. Washington named Jefferson his Secretary of State and he served in Washington's Cabinet until his resignation (over philosophical differences, with Hamilton and the Federalists that eventually led to the formation of two political parties.) Jefferson became the leader of the Democratic-Republican Party (4-4.5). He became the third President of the United States and the first president from his political party.

Alexander Hamilton served with Washington during the War and was a Founding Father (present at the Constitutional Convention in Philadelphia). Washington named him Secretary of Treasury and he served in Washington's Cabinet, disagreeing with Jefferson on most issues. Hamilton proposed a series of laws that improved the financial standing of the new nation and the compromise to insure their passage which led to the present-day location of the new capital (Washington, DC) between Maryland and Virginia. He was the leader of the Federalist Party (4-4.5) and was a close adviser to President Washington, despite the fact that Washington strongly advised against having political parties.

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 the laws and determine if they are constitutional. He was a Federalist, so he wanted to strengthen the federal government.

James Madison was the major author of the Constitution. He served in the first United States Congress and wrote the amendments that became the Bill of Rights. Madison was also a leader in 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. They do not need to know the names of any other political leaders during this time period.

Social Studies Literacy Skills for the Twenty-First Century:

- Utilize different types of media to synthesize social studies information from a variety of social studies resources

Assessment Guidelines:

Appropriate classroom assessments *could* require students to be able to:

Understand

Interpret

Exemplify

Classify

GRADE FOUR
United States Studies to 1865

Summarize

Infer

Compare

Explain

or any verb from the **Remember** cognitive process dimension.

GRADE FOUR
United States Studies to 1865

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

Enduring Understanding:

After independence was declared, Americans were faced with creating a new form of government that would embody the ideals for which they had fought. To understand the development of these United States into a new nation, the student will...

4-4.5: Compare the social and economic policies of the two political parties that were formed in America in the 1790s.

Taxonomy Level: Understand/Conceptual Knowledge - 2/B

Previous/Future Knowledge:

This is the first time that the two political parties in the 1790's are taught. However, Thomas Jefferson and his contributions were taught earlier (1-3.3). Students will be expected to analyze the development of the two-party system during the presidency of George Washington, including controversies over domestic and foreign policies and the regional interests of the Democratic-Republicans and the Federalists when taking United States History (USHC-1.6).

It is essential for students to know:

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

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. The Federalists felt that the federal government should be led by educated persons and have a sound financial system in order to grow. This would require a system of taxes to repay national debts (to war allies and those who served the new United States or loaned it money) and a National Bank to handle these matters. The Federalists, who had supported the writing and ratification of the Constitution, wanted the new federal government to be more powerful than the state governments in order to have a stronger and more unified country, rather than the loose union (confederation or confederacy) of states it was under the Articles of Confederation. Despite the fact that the United States was independent from the British mother country, the Federalists believed in the heritage of English traditions (such as the rights of Englishmen) and therefore wanted their governments to be modeled after the British government that all former colonists were used to.

Thomas Jefferson led the Democratic-Republican or the Jeffersonian Republican Party. The Democratic-Republicans included mostly farmers and common people. Jefferson believed that the United States would be an agrarian society. His followers believed that most of the power of government should lie in the state governments because they were closer to the common man (who was wise because of his close ties to his soil and therefore did not need education) and that the federal government should therefore remain weak. Republicans (short name-but not to be confused at all with the modern, present-day party) admired the French, because the French had

GRADE FOUR
United States Studies to 1865

been the major allies of the United States in the Revolution and they believed the new French government to be following in the footsteps of the American Revolution.

It is not essential for students to know:

Students do not need to know the issues that helped to create the different parties such as the differences of opinions over the assumption of state debts, the establishment of a national bank, the interpretation of 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.

Social Studies Literacy Skills for the Twenty-First Century:

- Utilize different types of media to synthesize social studies information from a variety of social studies resources.

Assessment Guidelines:

Appropriate classroom assessments *could* require students to be able to:

Understand

Interpret

Exemplify

Classify

Summarize

Infer

Compare

Explain

or any verb from the **Remember** cognitive process dimension.

GRADE FOUR
United States Studies to 1865

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

Enduring Understanding: The new century saw the United States transformed by exponential growth through land acquisitions in the West. This expansion resulted in harm to Native Americans and continued the debate on the “peculiar institution” of slavery.

Indicator 4-5.1: Summarize the major expeditions that played a role in westward expansions including those of Daniel Boone, Lewis and Clark, and Zebulon Pike.

Taxonomy Level: Understand/Conceptual Knowledge - 2/B

Previous/Future Knowledge:

This is the first and only time that the importance of the specific expeditions of Daniel Boone, Lewis and Clark, and Zebulon Pike are taught. The remaining indicators of 4-5 will build on this knowledge and understanding. In grade five and in high school, students will be asked to analyze the geographic and economic factors that influenced westward expansion (5-2.1) and summarize the impact of the westward movement on nationalism and democracy, including the expansion of the franchise, the displacement of Native Americans from the southeast and conflicts over states’ rights and federal powers during the era of Jacksonian democracy as the result of major land acquisitions such as the Louisiana Purchase, the Oregon Treaty, and the Mexican Cession (USHC-2.1).

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. Their published reports made the land they explored known to American people who would often follow the trails they blazed and later settle the area.

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 United States settlement west of the Appalachian Mountains and eventually purchased much of the land in Kentucky that was taken from the Cherokee.

With the help of Native American guides such as Sacajawea, Lewis and Clark documented the land that was soon included in the Louisiana Purchase and established the American claims to the Pacific Northwest (then known as Oregon Country.) The expedition was commissioned by President Thomas Jefferson to explore and map the area across the continent to the Pacific Ocean because of secret negotiations for the purchase from France and because Americans and others were still seeking a continuous (but now known to be non-existent) water route connecting the northeastern part of North America to the northwestern part, called the Northwest Passage, through the uncharted midsection of the continent. 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

GRADE FOUR
United States Studies to 1865

basis for an American claim to this land. In addition to mapping the areas they visited (the northern part of the Louisiana Purchase), the Lewis and Clark expedition brought back information about the Native Americans who lived in these regions as they tried to establish peaceful relations. Their expedition also 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. He 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 into 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 the 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.

Social Studies Literacy Skills for the Twenty-First Century

- Identify cause-and-effect relationships.

Assessment Guidelines:

Appropriate classroom assessments *could* require students to be able to:

Understand

Interpret

Exemplify

Classify

Summarize

Infer

Compare

Explain

or any verb from the **Remember** cognitive process dimension.

GRADE FOUR
United States Studies to 1865

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

Enduring Understanding: The new century saw the United States transformed by exponential growth through land acquisitions in the West. This expansion resulted in harm to Native Americans and continued the debate on the “peculiar institution” of slavery.

Indicator 4-5.2: Explain the motivations and methods of migrants and immigrants, who moved West, including economic opportunities, the availability of rich land, and the country’s belief in Manifest Destiny.

Taxonomy Level: Understand/Conceptual Knowledge – 2/B

Previous/Future Knowledge:

This is the first time that the experiences of different groups who migrated and settled in the West are taught. In grade five and high school, students will identify examples of conflict and cooperation between occupational and ethnic groups in the West, including miners, farmers, ranchers, cowboys, Mexican and African Americans, and European and Asian immigrants (5-2.3). Students will also be expected to explain how the Monroe Doctrine and the concept of Manifest Destiny affected the United States’ relationship with foreign powers, including the role of the United States in the Texan Revolution and the Mexican War (USHC-2.2).

It is essential for students to know:

Pioneers moved into new territories before and after they were acquired by the United States government. Their settlements helped to initiate and establish American claims to these lands that were also claimed by other nations and Native Americans. 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 and 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 for trappers to be hunted in the vast wilderness of the West and then sold to those who traded in Europe for a profit. The availability of inexpensive rich farmland in places such as Oregon made it possible for farmers to own their own land and become self-sufficient. Southerners moved to Texas to acquire more land on which to plant cotton. The push for westward expansion caused a tremendous economic advancement in the towns and cities that were being established leading west. The California Gold Rush brought many new migrants to the West who were looking to get rich quick and return home to their families. These miners and others who traveled west needed food and supplies so merchants followed the miners. Some settlers wanted a new start in life. In order to escape religious persecution in the United States, the Mormons eventually settled in present day Utah for freedom of religion. Settlers of the Great Plains came later but, whether they farmed or ranched, their economic motives were the same and the availability of inexpensive land made acting on dreams often a reality.

GRADE FOUR
United States Studies to 1865

The migrants experience on the trail was full of hardship. They encountered broken axels, accidents, bad weather, rough river crossings, limited food supply, sickness, bandits, and/or unfriendly Native Americans. The trip was particularly difficult on women and children. Most settlers traveled the West in wagon trains. The success or failure of the trip greatly depended on the degree of cooperation and lack of conflict among the travelers as well as the timing in accord with the weather.

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 or pan for gold or how the fur traders hunted and finally prepared their furs for market. Students do not need to know the names or life stories of persons traveling on the wagon trains. It may be helpful to show students a map of the trails, but it is not essential for students to locate these trails.

Social Studies Literacy Skills for the Twenty-First Century

- Understand that people make choices based on the scarcity of resources.
- Identify cause-and-effect relationships.
- Identify the locations of places, the conditions at places, and the connections between places.

Assessment Guidelines:

Appropriate classroom assessments *could* require students to be able to:

Understand

Interpret

Exemplify

Classify

Summarize

Infer

Compare

Explain

or any verb from the **Remember** cognitive process dimension.

GRADE FOUR
United States Studies to 1865

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

Enduring Understanding: The new century saw the United States transformed by exponential growth through land acquisitions in the West. This expansion resulted in harm to Native Americans and continued the debate on the “peculiar institution” of slavery.

Indicator 4-5.3: Explain the purpose, location, and impact of key United States acquisitions in the first half of the nineteenth century, including the Louisiana Purchase, the Florida Purchase, the Oregon Treaty, the annexation of Texas, and the Mexican Cession.

Taxonomy Level: Understand/Conceptual Knowledge - 2/B

Previous/Future Knowledge:

This is the first time the events that led to key territorial acquisitions- including the Louisiana Purchase, the Florida Purchase, the Oregon Treaty, the annexation of Texas, and the Mexican Cession are taught. In high school, students will use knowledge of these acquisitions to summarize the impact of the westward movement on nationalism and democracy, including the expansion of the franchise, the displacement of Native Americans from the southeast and conflicts over states’ rights and federal powers during the era of Jacksonian democracy as the result of major land acquisitions such as the Louisiana Purchase, the Oregon Treaty, and the Mexican Cession (USHC-2.1). They will also be asked to explain how the Monroe Doctrine and the concept of Manifest Destiny affected the United States’ relationship with foreign powers, including the role of the United States in the Texan Revolution and the Mexican War (USHC-2.2).

It is essential for students to know:

Students should know the purpose, location, and impact of key United States acquisitions in the first half of the nineteenth century.

Thomas Jefferson made inquiries about buying land around New Orleans to assist farmers along the Mississippi River who needed to transport their products downriver to the French port of New Orleans and store them before export [called right of deposit]. It was too costly to transport the goods across the Appalachian Mountains so Jefferson’s foreign ministers were authorized to offer France 10 million dollars for the port city that controlled the Mississippi. However, before they could make the offer, France surprised Jefferson’s foreign ministers by offering to sell the entire area of Louisiana [Louisiana Purchase-1803] which encompassed the territory west of the Mississippi River to present day Idaho and north to Canada for 15 million dollars (less than 3 cents per acre) nearly doubling the size of the United States at the time. 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 Rocky Mountains.

The Florida Purchase [Adams-Onis Treaty] 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 5 million dollars and a clear southern boundary between the

GRADE FOUR
United States Studies to 1865

Louisiana Territory and New Spain at the 42nd parallel. Students should be able to name and identify Florida on a map.

The United States claimed the Oregon Territory based on the explorations of Lewis and Clark (4-5.1). Britain also claimed the area, while Spain and Russia had already relinquished their earlier claims. 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, the Oregon Treaty was a compromise with Great Britain so as not to go to war (“54-40 or fight”) with two different countries simultaneously (“annexation of Texas” which led to the Mexican War). Although some Americans wanted to claim land to the 54 40’ parallel, most American settlements were south of the claim line and thus the compromise northern boundary of the United States was set at the 49th parallel in 1846, an extension westward of the 1818 treaty border boundary already between Canada and the United States. Students should be able to name and identify the Oregon territory on a map.

The annexation of Texas came nine years after the Texan War for Independence from Mexico. Prior to Texan independence, American southerners had accepted Mexico’s invitations to move into the Texas territory. These cotton planters agreed to become Mexican citizens, convert to Catholicism, and to follow Mexican law (with an exemption to allow slavery) in order to have access to more fertile land for cotton. When a new dictatorial Mexican government came into power in Mexico and enforced its control over Texas, including re-outlawing 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 in 1844, running on the platform of Manifest Destiny in both Texas and Oregon (see quoted campaign slogans in preceding paragraph), the United States Congress finally 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 the Mexican War began (1846-48). The United States invaded Mexico and defeated the Mexican army at the disputed border, and won the war by taking the capital city. Americans also “assisted” the Mexican citizens in California in declaring their independence from Mexico, as well [the Bear Flag Republic.] The treaty that ended the Mexican War ceded Mexican territory in what is now New Mexico, Arizona, California, Utah, and Nevada to the United States in return for 15 million dollars. The Mexican Cession (1848) gave the United States access to Pacific ports and the soon to be discovered gold fields of California. Students should be able to identify Texas and the Mexican Cession on a map.

GRADE FOUR
United States Studies to 1865

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 the sequence of events.

Social Studies Literacy Skills for the Twenty-First Century

- Identify cause-and-effect relationships.
- Identify the locations of places, the conditions at places, and the connections between places.

Assessment Guidelines:

Appropriate classroom assessments *could* require students to be able to:

Understand

Interpret

Exemplify

Classify

Summarize

Infer

Compare

Explain

or any verb from the **Remember** cognitive process dimension.

GRADE FOUR
United States Studies to 1865

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

Enduring Understanding: The new century saw the United States transformed by exponential growth through land acquisitions in the West. This expansion resulted in harm to Native Americans and continued the debate on the “peculiar institution” of slavery.

Indicator 4-5.4: Summarize how territorial expansion, related land policies, and specific legislation affected Native Americans, including the Northwest Ordinance of 1787 and the Indian Removal Act.

Taxonomy Level: Understand/Conceptual Knowledge - 2/B

Previous/Future Knowledge:

Previously in grade four, students were taught about the territorial expansion during the colonial period and how the colonial hunger for land affected the Native Americans living on that land (4-2.4). In grade five and high school, students will explain the social and economic effects of westward expansion on Native Americans including the displacement of Native Americans (5-2.4) and summarize the impact on Native Americans (USHC-2.1).

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 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 with these ordinances (4-3.6). This region later became the states of Ohio, Indiana, Illinois, Michigan, and Wisconsin and could not allow slavery. This was the first time 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.” 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.

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 American nations in which the tribes agreed to leave their lands east of the Mississippi and move west. This held especially true of the so-called “Five Civilized Tribes” of the southeastern United States. Tribal resistance to American encroachment was answered with military-forced takeover. 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 by adopting many American customs, including a written language and

GRADE FOUR
United States Studies to 1865

governmental system and even the plantation system with slavery. The Cherokee tried to resist removal by taking their case to the Supreme Court. Even though the Supreme Court ruled that the Cherokee had the right to keep their land, President Andrew Jackson ignored the court's ruling and used the army to force the Cherokee to move from their homes in the Appalachian Mountains across the Mississippi River to present-day Oklahoma, then designated Indian Territory, on what is called "The Trail of Tears." The use of contract labor to insure the move was accomplished earned the moniker as roughly one fourth of the population died on what evolved into a forced foot march during the winter. The Seminole tribe tried a different approach, going to war in Florida over their refusal to evacuate and transfer themselves to reservations in designated areas. Because the Seminoles lost, many were captured and forced to move to 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, silver, or rich grazing land found there and this process was continually repeated as land was settled. This caused conflicts between settlers and Native Americans that later 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 tribes in the west. They do not need to remember "Custer's Last Stand."

Social Studies Literacy Skills for the Twenty-First Century

- Identify cause-and-effect relationships.
- Identify the locations of places, the conditions at places, and the connections between places.

Assessment Guidelines:

Appropriate classroom assessments *could* require students to be able to:

Understand

- Interpret
- Exemplify
- Classify
- Summarize
- Infer
- Compare
- Explain

GRADE FOUR
United States Studies to 1865

or any verb from the **Remember** cognitive process dimension.

GRADE FOUR
United States Studies to 1865

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

Enduring Understanding: The new century saw the United States transformed by exponential growth through land acquisitions in the West. This expansion resulted in harm to Native Americans and continued the debate on the “peculiar institution” of slavery.

Indicator 4-5.5: Explain how the Missouri Compromise, the fugitive slave laws, the annexations of Texas, the Compromise of 1850, the Kansas-Nebraska Act, and the Dred Scott decision affected the institution of slavery in the United States and its territories.

Taxonomy Level: Understand/Conceptual Knowledge - 2/B

Previous/Future Knowledge:

This is the first time specific legislation and events which affected the institution of slavery in the territories are taught. In grade 8 and high school, students will need to analyze key issues that led to South Carolina’s secession from the Union, including the extension of slavery and the compromises over westward expansion, the Kansas-Nebraska Act, and the Dred Scott decision (8-4.3). They will also evaluate the relative importance of political events and issues that divided the nation and led to civil war including the compromises reached to maintain the balance of free and slave states and the Dred Scott case (USHC-3.1).

It is essential for students to know:

As Americans moved west, the United States added more territories raising the issue of whether or not to allow slavery in these new states. The national government passed legislation that affected the institution of slavery in the territories.

By the time of the Missouri Compromise in 1820, there was much 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 as well. Southern states worried that they would lose power in Congress if there were more free states than there were slave states. Representatives of the free northern states outnumbered the representatives from the slave states in the House of Representatives because of the population increase due to immigration, so the South was even more determined to hold on to equal representation in the Senate. The Compromise tried to avoid future controversy by prohibiting slavery in the Louisiana Territory, north of 36 30’ latitude that was the southern boundary of Missouri. The admission of Missouri, which precipitated the national slavery and balance-of-power questions, was balanced by the simultaneous admission of Maine as a free state, setting a precedent for the admission of states that averted sectional strife by balancing power between the numbers of slave and free states and therefore the numbers of senators until the admission of California in 1850.

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. The resulting Mexican War led to more controversy over slavery. Some northerners wanted

GRADE FOUR
United States Studies to 1865

Congress to declare that all parts of the territory that was 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 were 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 use their slaves to mine for gold. Because Californians wanted their state to also be “free soil” they applied for admission as a free state. This would have upset the balance of slave and free states. The Compromise allowed California to be a free state but also outlawed the slave trade, but not slavery itself, in the nation’s capital, Washington, DC. It also allowed the remainder of the Mexican Cession to decide whether or not the residents wanted to be a slave or free state though a vote, a concept known as popular sovereignty. Southerners also were also delighted with a new Fugitive Slave Law that gave them more opportunity to have their escaped slaves caught and returned to their masters in the South. This last provision caused much controversy as free African Americans were required to provide necessary proof or run the risk of being taken and sold in the South, a scenario made worse by unscrupulous slave catchers who often ignored or destroyed proffered proof. In defiance of this latter provision, many Northern states passed personal liberty laws that legalized disobedience of the fugitive slave law.

The Kansas-Nebraska Act (1854) was also the result of westward expansion. The Kansas Territory was in the northern part of the Louisiana Territory and therefore, according to the Missouri Compromise, it could not be a slave state. However, some politicians wanted to build a transcontinental railroad through Kansas and they needed to get southern support. The Kansas-Nebraska Act repealed the 36 30’ slavery line in the Louisiana Purchase of the Missouri Compromise. It allowed people in these territories to decide for themselves whether or not to allow slavery within their borders through the concept of ‘popular sovereignty.’ The concept, however, had not taken into account people’s misguided willingness to move to a territory temporarily for the express purpose of being there to influence the vote called “squatter sovereignty.” In order to affect that vote, northern abolitionists (free-staters) and southern slave owners (slave-staters) moved into the Kansas Territory until the election and violence predictably erupted between towns purposefully populated by opposing camps. Soon their fighting led people to call the area “Bleeding Kansas.”

The Dred Scott decision (1858) was a test case taken by the Supreme Court, which was comprised of a majority of proslavery Southerners, to settle the controversy over slaves taken or escaped to areas where slavery was not legal. 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 United States, and therefore they had no right to sue in the Supreme Court. Furthermore, the court ruled that slaves were instead property and they had no rights at all and could be taken anywhere in the United States. By extension, this ruling meant that slavery was legal throughout the United States. This concept affected all legislation that Congress had passed regarding the expansion of slavery into the western territories and states beginning with the Missouri Compromise. Instead of settling the controversy over slavery, the Dred Scott decision fanned the flames of sectional discord further.

GRADE FOUR
United States Studies to 1865

Northerners saw the ruling as denying them the right to outlaw slavery in their states as well as in the territories through popular sovereignty, thus creating an entire country in which slavery was legalized and democracy was limited. Southerners, on the other hand, were overjoyed. Sectional distrust and discord was at its zenith at this point when radical abolitionist John Brown (infamous after Kansas) reappeared, this time in Harper's Ferry, Virginia.

It is not essential for students to know:

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

Social Studies Literacy Skills for the Twenty-First Century

- Identify cause-and-effect relationships.

Assessment Guidelines:

Appropriate classroom assessments *could* require students to be able to:

Understand

Interpret

Exemplify

Classify

Summarize

Infer

Compare

Explain

or any verb from the **Remember** cognitive process dimension.

GRADE FOUR
United States Studies to 1865

Standard 4-6: The student will demonstrate an understanding of the causes, the course, and the effects of the American Civil War.

Enduring Understanding:

Regional economic interests led to social and political differences that seemed insurmountable by 1860. To understand why the United States was forced to settle sectional differences through a civil war, the student will...

4-6.1: Explain the significant economic and geographic differences between the North and South.

Taxonomy Level: Understand/Conceptual Knowledge - 2/B

Previous/Future Knowledge:

Previously, students were asked to compare the economic conditions for various classes of people (3-4.1). They were also to summarize the development of slavery based on the economic dependence of slavery in antebellum South Carolina (3-4.2). In grade eight, students will explain the importance of agriculture and the plantation system in antebellum South Carolina (8-4.1).

It is essential for students to know:

The economies and way of life of the North and 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 of slavery intensified after the invention of the cotton gin. It was able to speed up the process of deseeding cotton because of its design and ability to quickly remove the seeds which was tedious and slow by hand. Short staple (fiber) cotton, which grew well across the South, had been avoided as a cash crop because of the labor-intensive deseeding process. With this obstacle surmounted, cotton became the cash crop of choice or "king cotton" and there was a sudden demand to import more slaves before the process was outlawed (1808) to grow the profitable crop. These factors, in addition to 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 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, economic emphasis rapidly shifted away from agriculture. 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. Many Northern states gradually 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 thus came to believe in a free labor system, whereas the South came to depend on a

GRADE FOUR
United States Studies to 1865

slave labor system. The industrial revolution brought many immigrants who found jobs in the factories of the North. Population grew much more quickly than in the South, as did towns and cities. The North also developed more transportation initially, with canal systems and later, and to a greater degree with railroads. Greater numbers of 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 the people in the North still lived on small farms at the time of the Civil War, like their counterparts living 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 as well as the Northern practice of settlement in towns rather than on isolated farms. However, as in the South, the type and amount of educational opportunity varied, depending on gender and social class.

It is not essential for students to know:

It is not essential for students to be able to name all the states that were located in the North and South during this time, but they should be able to show on a map the division between the regions. Students do not need to know specific names of cities in the North or the South. They should have knowledge that the boundary between the North and South is the border of Maryland and Pennsylvania (known as the Mason Dixon line). 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.

Social Studies Literacy Skills for the Twenty-First Century:

- Identify multiple points of view or biases and ask questions that clarify those opinions.
- Identify the locations of places, the conditions at places, and the connections between places.

Assessment Guidelines:

Appropriate classroom assessments *could* require students to be able to:

Understand

Interpret

Exemplify

Classify

Summarize

Infer

Compare

Explain

GRADE FOUR
United States Studies to 1865

or any verb from the **Remember** cognitive process dimension.

GRADE FOUR
United States Studies to 1865

Standard 4-6: The student will demonstrate an understanding of the causes, the course, and the effects of the American Civil War.

Enduring Understanding:

Regional economic interests led to social and political differences that seemed insurmountable by 1860. To understand why the United States was forced to settle sectional difference through a civil war, the student will...

4-6.2: Explain the contributions of abolitionists to the mounting tensions between the North and South over slavery, including William Lloyd Garrison, Sojourner Truth, Fredrick Douglas, Harriet Tubman, Harriet Beecher Stowe, and John Brown.

Taxonomy Level: Understand/Conceptual Knowledge – 2/B

Previous/Future Knowledge:

Students do not have previous knowledge of these specific abolitionists or the abolitionist movement. They may have some prior knowledge of Harriet Tubman and/or the Underground Railroad. It is important to correct any misconceptions students may have with the Underground Railroad. In grade eight and high school, students will be asked to analyze how sectionalism arose from racial tensions including slave codes and the growth of the abolitionist movement (8-4.2). They will also be expected to compare the social characteristics of the North and South including the lives of African Americans and the social reform movements such as the abolition of slavery (USHC-2.4).

It is essential for students to know:

It is essential for students to know the meaning and have an understanding of the term abolitionist. They also need to know that the abolitionist movement developed because of the leadership of many individual Americans. The contributions of the abolitionists eventually contributed to the secession of the South from the Union. This led to 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. The order of the names also demonstrates 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.

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 drew large audiences when she lectured about slavery and women's rights.

GRADE FOUR
United States Studies to 1865

Fredrick 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 anti-slavery newspaper, known as *The North Star*, used his home as a “station” on the Underground Railroad, and wrote his autobiography telling the conditions of slavery. Douglass then had to flee to England because of the fugitive slave law once his autobiography was published and his identity and whereabouts revealed. Sympathetic readers “bought” his freedom so he could return to the United States without being caught and returned by slave catchers. Once the Civil War began, 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. Tubman was known as the “Moses” of her people because she led more than 300 slaves out of the South (mainly in Maryland, but also some in South Carolina) to freedom. True freedom was found only in Canada because the Fugitive Slave Law required the return of slaves (as property) from anywhere in the United States. Tubman also served as a spy for the Union Army during the Civil War.

Harriet Beecher Stowe was the author of the book *Uncle Tom’s Cabin*. Stowe’s book became a best seller and revealed to many the cruelty of slavery. Stowe wrote the book in response to the more rigorous fugitive slave law that was passed as part of the Compromise of 1850. President Lincoln’s humorous comment, “So you’re the little lady that started this great big war” when introduced to Stowe accurately reflects the impact of her book in both the North and South. The book, magazine serial, and play were all banned because of their unflattering portrayal of the South. Many Northerners were moved toward the abolitionist cause but unfairly judged Southerners by the book’s stereotypes.

John Brown was an abolitionist who migrated to Kansas after the Kansas-Nebraska Act declared that the territory would decide by popular sovereignty to become either slave or free soil territory. In Kansas, Brown and his sons instigated the violence that gave the territory the name “Bleeding Kansas.” John Brown’s most infamous role, however, was his leadership in a raid on the United States arsenal at Harper’s Ferry in Virginia. He hoped to capture guns and lead a slave revolt that would spread across the country. 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 and found guilty of treason. Brown was hanged. He was hailed as a martyr by some vocal Northerner abolitionists, and thus became a source of great fear to Southerners, who mistook the actions of some Northern abolitionists as the opinion of all Northerners. Brown’s radical solution to slavery further divided the North and South because Southerners believed that Northerners were of the same stereotypical radical abolitionist mindset, committing murder and revolt to end slavery, as Brown.

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 the actions of other

GRADE FOUR
United States Studies to 1865

abolitionists. It would be helpful for them to understand, however, that the women's movement grew out of some women's (abolitionists) frustrations about not being able to act politically against slavery.

Social Studies Literacy Skills for the Twenty-First Century:

- Identify and explain cause-and-effect relationships.

Assessment Guidelines:

Appropriate classroom assessments *could* require students to be able to:

Understand

Interpret

Exemplify

Classify

Summarize

Infer

Compare

Explain

or any verb from the **Remember** cognitive process dimension.

GRADE FOUR
United States Studies to 1865

Standard 4-6: The student will demonstrate an understanding of the causes, the course, and the effects of the American Civil War.

Enduring Understanding:

Regional economic interests led to social and political differences that seemed insurmountable by 1860. To understand why the United States was forced to settle sectional difference through a civil war, the student will...

4-6.3: Explain the specific events and issues that led to the Civil War, including sectionalism, slavery in the territories, states' rights, the presidential election of 1860, and secession.

Taxonomy Level: Understanding/Conceptual Knowledge - 2/B

Previous/Future Knowledge:

Previously, students were asked to explain the reasons for South Carolina's secession from the Union, including the concept of states' rights (3-4.3). In grade eight and high school, students will analyze key issues that led to South Carolina's secession from the Union, including the extension of slavery and the compromises over westward expansion, the Kansas-Nebraska Act, the Dred Scott decision, and the election of 1860 (8-4.3). They will also evaluate arguments and the relative importance of political events and the issues of states' rights and slavery (8-4.4) that divided the nation and led to the Civil War (USHC-3.1).

It is essential for students to know:

Students should know how the events related to westward expansion led to the Civil War, including the Missouri Compromise, the fugitive slave laws, the annexation of Texas, the Compromise of 1850, the Kansas-Nebraska Act, and the Dred Scott decision (4-5.5). Sectionalism meant that the interest of each section of the country, the North or the South, was more important to the people of that region than the interest of the country as a whole. Sectionalism was the result of growing cultural and economic differences between regions (4-6.1) particularly their differences over the issues of slavery in the western territories.

The Northern and Southern sections of the country also had different philosophies about the power of the federal government. Farmers and plantation owners, usually in the South, supported the idea of states' rights, in which the authority rests with the states, and they believed a government closer to the people was easier to influence. Southerners adopted this as a way to protect slavery. They feared that the federal government might take away the right to own slaves even though the federal government only had the power to limit the spread of slavery into the territories like the Northwest Ordinance and Missouri Compromise and could not affect the states where it was already established. The North recognized the authority of the national government. This difference in views had its roots in the early national period with the inception of the two-party system (Jeffersonian vs. Hamiltonian 4-4.5) and the deep philosophical differences about the structure and power of the federal system is one of the issues that led to the Civil War.

The presidential election of 1860 brought sectional conflict to the breaking point. The new Republican Party (1856) opposed the expansion of slavery into the territories (a concept known

GRADE FOUR

United States Studies to 1865

as free-soil) and nominated the little-known Abraham Lincoln as their candidate. The southern states feared the election of Lincoln as a Republican, seen as an abolitionist party, despite the fact that his 'free soil' position on slavery in the territories was well known (that it should not expand into the territories, but was legally established in areas where it already existed). Lincoln's stated priority was upholding the federal Union. In an atmosphere of heightened sectional distrust, however, an accurate understanding of the candidates' positions and what could or couldn't be legally achieved in office by one branch of the federal government was greatly biased. None of the four candidates won a majority of the votes, but Lincoln won a plurality and thus enough electoral votes to become the next president. Claiming that they were protecting states' rights and their way of life, with a few months of the election and prior to the inauguration, seven of the southern states, led by South Carolina seceded from the Union. An additional four states seceded after the firing on Fort Sumter in April 1861.

As a result of this secession, the newly-seceded states declared that they were a new country named the Confederate States of American (CSA) or the Confederacy. They quickly wrote a constitution that endorsed both slavery and states' rights and elected Jefferson Davis as their president. When the war began in at Fort Sumter 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:

Students do not need to know that Lincoln had served four terms in the Illinois House of Representatives and represented his state once as a Congressman, but had not come to the attention of the public until his unsuccessful bid to represent Illinois in the United States Senate in 1858. In that Senate race, he challenged the nationally known, presidential hopeful and incumbent author of the Kansas-Nebraska Act, Stephen A Douglas. To even his chances at winning the Senate seat, Republican candidate Lincoln challenged Douglas to a series of seven debates across their state on the political issues of the day. Douglas' national political aspirations in the upcoming presidential election of 1860 inadvertently transformed the stage into a national one as Douglas tried to maintain his Illinois (northern) constituency for the Senate seat without alienating future Southern supporters needed in two years to win the presidency. Lincoln was defeated in the 1858 Illinois Senate race, however the same national audience that heard Douglas attempt to please both sections of the country also read Lincoln's words in the newspaper. The Republicans were soon convinced that he best articulated their platform and chose him as the party's candidate for president in 1860. The well-established Democratic Party failed to keep their northern and southern factions together. Southerners insisted on a plank in the party platform that endorsed slavery, causing Northerners to leave the nominating convention. Douglas did indeed become the presidential candidate for the Democratic party in 1860, but the southern half of the party splintered off and formed a third party with their own candidate, as did another political group. It is also not essential that students know that John C. Breckenridge was the southern Democratic candidate. 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 the candidates who ran for the 1860 presidential election, including Abraham Lincoln. They do not need to understand the difference between popular vote and electoral vote.

Social Studies Literacy Skills for the Twenty-First Century:

- Identify multiple points of view or biases and ask questions to clarify those opinions.

GRADE FOUR
United States Studies to 1865

- Identify and explain cause-and-effect relationships

Assessment Guidelines:

Appropriate classroom assessments *could* require students to be able to:

Understand

Interpret

Exemplify

Classify

Summarize

Infer

Compare

Explain

or any verb from the **Remember** cognitive process dimension.

GRADE FOUR
United States Studies to 1865

Standard 4-6: The student will demonstrate an understanding of the causes, the course, and the effects of the American Civil War.

Enduring Understanding:

Regional economic interests led to social and political differences that seemed insurmountable by 1860. To understand why the United States was forced to settle sectional differences through a civil war, the student will...

Indicator 4-6.4: Summarize the significant battles, strategies, and turning points of the Civil War, including the battles of Fort Sumter and Gettysburg, the Emancipation Proclamation, the role of African Americans in the war, the surrender at Appomattox, and the assassination of President Lincoln.

Taxonomy Level: Understanding/ Conceptual Knowledge - 2/B

Previous/Future Knowledge:

Previously, students had to summarize the firing on Fort Sumter, the Union blockade of Charleston, and General William T. Sherman's march throughout the state of South Carolina (3-4.4). In grade eight and high school, students will be expected to compare the military strategies of the North and the South during the Civil War, including the attack on Fort Sumter, Union blockade of Charleston, and General Williams T. Sherman's march through the state (8-4.5). They will also be asked to summarize the impact of democracy including the major turning points of the Civil War, the Emancipation Proclamation, and the unequal treatment afforded to African American military units (USHC 3.2).

It is essential for students to know:

Lincoln made two promises to the South, neither of which was heeded, causing a civil war to begin. First, he did not desire to fight a war but was constitutionally bound to protect federal property despite the efforts of the South to take over federal property prior to his inauguration. By the time he was sworn into office only two federal properties in the South remained under Union control, one in Charleston, South Carolina and another in Pensacola, Florida. Second, Lincoln's stated position was that he did not want slavery to spread into the territories but would not interfere with it where it was already established. The war began with the Battle of Fort Sumter, in Charleston Harbor, South Carolina. President Abraham Lincoln informed the Confederate President, Jefferson Davis that he was resupplying the United States troops stationed at the federal properties that guarded Charleston's harbor. Badly outnumbered Union troops were ordered to surrender by the Confederates, but they would not. After a United States resupplying mission was turned back by Confederate fire and the small Union garrison moved to the centrally located island fort, Jefferson Davis ordered Confederate troops to fire on Fort Sumter, thus beginning the Civil War. The bombardment lasted for thirty-four hours. Buildings at the fort were burned, but there were no casualties during the battle. After the battle, four more states joined the Confederacy, bringing the total number of states to eleven. Four slave states located on the border between the opposing sides remained in the Union and did not secede. Once the promise of war became an actuality, both sides regrouped to recruit troops and develop war goals and strategies.

GRADE FOUR

United States Studies to 1865

The strategies of the North and the South were based on geography, resources, and the economies of each region. The North initially fought to preserve the Union and victory would only come with southern surrender (a war on the offensive). The strategy of the North, called the Anaconda Plan, was fourfold. First, it blockaded the southern ports in order to stop shipping between the South and their British allies. Second, their aim was to split the Confederacy in two at the Mississippi River costing the South its unity. They were finally successful with this phase of the plan as a result of the fall of Vicksburg, another turning point that occurred simultaneously with the battle of Gettysburg. Third, they would increase doubt and confusion by destroying the South from within by attacking its transportation (railroad) and communication (telegraph) systems and thus its morale. Finally, they would attack the Confederate capital of Richmond. To win the war and achieve Southern independence, the South had only to outlast the patience of the North for the war and the cause of unity. Later, when the cause of emancipation was added, new dynamics rejuvenated the Northern outlook. The strategy of the South was to fight a defensive war and depend upon the already-established cotton trade with England for funds and support. They hoped England would lend the monetary resources for the material as needed in order to have a monopoly on being the sole buyer of the southern cotton. The Southern armies were able to defend Richmond and threaten Washington. The Confederate army fought most of the battles in their own section of the country, attacking the Union in the north only twice in Antietam and Gettysburg.

The Emancipation Proclamation was an order issued after the Union victory at Antietam by President Lincoln as Commander in Chief of the United States Armed Forces that freed the slaves in the ten states still fighting against the Union effective January 1, 1863. It did not free the slaves that were living in the states that remained loyal to the United States (the border states) or those already defeated (i.e. Tennessee) and was done for political reasons at home and abroad on both sides of the war. Although the proclamation achieved its purpose in changing the tone of the war by adding another cause for which to fight, creating problems of slave control in the South and enabling African Americans to legally serve their country, it did not actually outlaw slavery. Slavery's end needed to be accomplished legally through an amendment to the Constitution and was thus accomplished through the 13th amendment in 1865. 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 transformed the war into a war to liberate slaves, giving it an additional cause. Consequently, it made it harder for the British government to continue to support the South and therefore slavery. Great Britain had already abolished slavery and many British citizens opposed slavery and their government's continued assistance in its continuance.

During the Battle of Gettysburg, the Confederate Army, led by General Robert E. Lee, invaded the North for a second time, but was turned back. This fight was the turning point of the Civil War because the Confederate Army was so severely decimated that they never again had the military strength to attempt an invasion in 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 were killed in the battle. This carefully crafted two minute speech reminded everyone that the war was worth fighting because the Union and democracy needed to be preserved and that "government of the people, by the people, for the people, shall not perish from the earth." It is one of the most

GRADE FOUR
United States Studies to 1865

famous speeches in our history because it so succinctly articulated reasons for which the United States government exists and why the war was being waged, rededicating the Union to its cause.

African Americans participated in a variety of ways in the Civil War. Many African Americans in the North, like Fredrick Douglass, recognized long before most white Northerners, that the fate of the Union was tied to the issue of slavery. 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 still fled to Union military sites. Initially, slaves who fled to the Union army lines and tried to join were turned away because, the war was being fought to preserve the Union, not to free the slaves. By 1862, the increasing number of slaves seeking refuge with Union forces and arguments made by abolitionists such as Fredrick 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 Americans as soldiers in the Union army. By late 1861, parts of the South Carolina Low Country were under Union control. The First South Carolina 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 an attack on Fort Wagner outside of Charleston. African Americans also helped themselves and the Union causes by acting as liberators, spies, guides, and messengers, including Harriet Tubman.

The Confederacy, though afraid to arm the majority of the slave population, was more than willing to require the use of their labor. Both slaves and free African Americans were forced into service throughout the South. Some of their services included building fortifications, working in factories, and performing menial duties sometimes under heavy combat. Some slaves accompanied their masters to the battlefields and others were promised manumission for fighting. Although few in number, black slave-owners' experiences were akin to those of their white counterparts.

After four years of fighting, Confederate General Robert E. Lee surrendered to Union General Ulysses S. Grant at Appomattox Court House in Virginia. The end came because Lee's troops were exhausted and without supplies. The Confederate army and Confederate economy had also been decimated by four years of war against a larger, stronger, wealthier federal system. This surrender of the Army of Northern Virginia was the initial surrender and would be followed by the surrender of other armies of the South.

Four days after the surrender at Appomattox, President Abraham Lincoln was assassinated by John Wilkes Booth at Ford's Theater in Washington, DC. Booth was unhappy with the outcome of the war. He was a Confederate sympathizer and had initially devised a plan to kidnap the president and other cabinet members. When the plan was foiled in several instances by regular circumstances and then the war ended without its occurrence, Booth decided to take the life of the Lincoln. He hoped the assassination would cause great disarray for the United States. Lincoln's assassination did in fact leave the nation in shock and disbelief. The difficult task of

GRADE FOUR
United States Studies to 1865

rebuilding a divided nation proved to be far more difficult without the capable guidance of the man who labored long and hard to preserve it.

It is not essential for students to know:

Although students do not need to know other battles in the Civil War, knowledge of some of the other battles will help them to understand the strategies of the war. Students should be reminded of Sherman's March to the Sea and across the Carolinas (3-4.4) and its part in the overall Northern strategy. This march changed the nature of the war to one of attrition and total war and was a strategy to wear down the South and force the surrender of the Confederate Army. Students do not need to know the generals associated with any of the battles listed above. Students also do not need to memorize or interpret the Gettysburg Address. It can be used to help students understand the importance of the Battle of Gettysburg and the reasons for continued fighting. Students do not need to know the specific roles of African-American military units or individuals. It is also not essential that students know all of the details of Lincoln's assassination or the life story of John Wilkes Booth. Instead the focus should be more on the relationship of this tragedy to the conclusion of the Civil War.

Social Studies Literacy Skills for the Twenty-First Century:

- Identify and explain cause-and-effect relationships.
- Identify multiple points of view or biases and ask questions that clarify those opinions

Assessment Guidelines:

Appropriate classroom assessments *could* require students to be able to:

Understand

Interpret

Exemplify

Classify

Summarize

Infer

Compare

Explain

or any verb from the **Remember** cognitive process dimension.

GRADE FOUR
United States Studies to 1865

Standard 4-6: The student will demonstrate an understanding of the causes, the course, and the effects of the American Civil War.

Enduring Understanding:

Regional economic interests led to social and political differences that seemed insurmountable by 1860. To understand why the United States was forced to settle sectional differences through a civil war, the student will...

4-6.5: Explain the social, economic, and political effects of the Civil War on the United States.

Taxonomy Level: Understand/Conceptual Knowledge - 2/B

Previous/Future Knowledge:

Previously, students explained how the destruction caused by the Civil War affected the economy (3-4.5). In grade eight, students will compare the differing impacts of the Civil War on South Carolinians in various social classes, including those groups based on race, gender, and age (8-4.6).

It is essential for students to know:

The Civil War had a profound impact on the United States economically, socially, and politically. 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 economic effects of the Civil War could be seen through the destruction of the physical environment of the South. Much of the South was completely devastated by battle, bombardment, military foraging, or the practice of total war (like Sherman's March to the Sea). After slaves were freed, planters lost a large portion of their wealth as well as their labor force. Fields were left unplanted and useless in the absence of slave labor and much of the male population was no longer available or able to plant and harvest cash or even subsistence crops. In a predominantly agricultural economy, the effect was devastating. The North's physical environment was largely not destroyed because most of the fighting took place in the South. The North's economy was also based mainly manufactured goods and the use of railroad and canal systems to transport these goods. They did not suffer from a lack of food or supplies, as those in the South did because of the blockade and destroyed rail lines. The war also prompted growth of businesses in the North as the government granted contracts for military supplies. The Union also issued paper money that retained most of its value after the war while the paper money issued by the Confederacy was worthless after the war ended. The lack of factories in the South directly impacted its ability to provide for their army during the blockade and devastation of the transportation and communication systems. The war's end found entire cities burned, large plantations destroyed, and the communication and transportation systems in shambles throughout the region.

The social effects of the war depended greatly on pre- and post- war circumstances. Young men from both sides, and older men in the South, 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, while in the North one could pay the government to

GRADE FOUR
United States Studies to 1865

be exempt or hire a substitute to take one's place. Soldiers endured a long, difficult, and bloody war that many initially thought would be an adventure or a rout. Over 600,000 men on both sides died, mostly because of the lack of food, clean water, and hygienic medical practices. Over 1,100,000 were injured.

In both regions, women also had a part in the war. They were left in charge of their homes, farms, and/or businesses while the men were away fighting, challenging the roles expected of them in their day. In the North, women served as nurses or worked in factories during the war. Others rolled bandages or knitted socks at home to send the soldiers. In the South, women were left to manage their families and continue operating the farms and plantations. In both regions women also served as nurses, secretaries, and teachers, entering the traditionally male professions for the first time when the opposite gender was no longer available and transforming those professional fields into a purview henceforth dominated by women. Because so many men died in the war or were maimed from their injuries or the treatment of them, many women had to continue managing their families during the difficult period of rebuilding, again often challenging the previously accepted societal roles of the time.

During the war, some African American slaves ran away from the plantations while others continued to work where they always had, waiting for the war to end. After the Emancipation Proclamation was issued, African Americans were allowed to join the Union Army and many did from both the North and South, proving that race had nothing to do with the ability to be a soldier. Immediately after the war, many former slaves left the plantations where they had lived looking for loved ones sold away. Some simply left because freedom meant the ability to do so. A few freedmen went to the North, but it was a long journey. Many returned to the areas they knew because they were familiar, had nowhere else to go, and had learned that freedom from slavery did not mean freedom from work. Often they became sharecroppers. African Americans legally married, restored their families, created their own communities, participated in politics, and sought education denied them as slaves.

The political effects of the war involved trying to recover from the devastating impact of the war and the divisions created. These divisions would continue into the Reconstruction period and beyond. Lincoln's plan for Reconstruction was issued before the surrender at Appomattox. It was a lenient plan because he wanted the country to be reunited as quickly and painlessly as possible. Lincoln's assassination after the surrender caused a disruption in the rebuilding of the nation.

It is not essential for students to know:

It is not essential for students to know how specific bills passed by Congress 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. They also do not need to know that various parts of the country experienced continued violence related to the continuance/outcome of the war

Social Studies Literacy Skills for the Twenty-First Century:

- Identify multiple points of view or biases and ask questions to clarify those opinions.

GRADE FOUR
United States Studies to 1865

Assessment Guidelines:

Appropriate classroom assessments *could* require students to be able to:

Understand

Interpret

Exemplify

Classify

Summarize

Infer

Compare

Explain

or any verb from the **Remember** cognitive process dimension.