Continents are large land masses surrounded by water. Locate the seven continents and five oceans on the map. (USI.2a)

What do geographic features look like on maps, globes, and diagrams? (USI.2d)

Water related features include lakes, rivers, tributaries, gulfs, and bays

Land related features include mountains, hills, plateaus, plains, islands, and peninsulas

Geographic features are related to:
- patterns of trade
- westward (frontier) movement
- locations of cities and towns
- culture and fishing industries

What are the geographic regions of North America? (USI.2b)

<table>
<thead>
<tr>
<th>Regions of North America</th>
<th>Where are the regions located in North America? (See Map Above)</th>
<th>What are some of the physical characteristics of the geographic regions?</th>
</tr>
</thead>
<tbody>
<tr>
<td>A. Coastal Plains</td>
<td>Along the Atlantic Ocean and Gulf of Mexico</td>
<td>Broad lowlands providing many excellent harbors</td>
</tr>
<tr>
<td>B. Appalachian Highlands</td>
<td>West of Coastal Plain, extending from eastern Canada to western Alabama, includes the Piedmont</td>
<td>Old, eroded mountains (oldest mountain range in North America)</td>
</tr>
<tr>
<td>C. Canadian Shield</td>
<td>Wrapped around Hudson Bay in a horseshoe shape</td>
<td>Hills worn by erosion and hundreds of lakes carved by glaciers</td>
</tr>
<tr>
<td>D. Interior Lowlands</td>
<td>Located west of the Appalachian Mountains and east of the Great Plains</td>
<td>Rolling flatlands with many rivers, broad river valleys, and grassy hills</td>
</tr>
<tr>
<td>E. Great Plains</td>
<td>Located west of Interior Lowlands and east of the Rocky Mountains</td>
<td>Flat land that gradually increases in elevation westward; grasslands</td>
</tr>
<tr>
<td>F. Rocky Mountains</td>
<td>Located west of the Great Plains and east of the Basin and Range</td>
<td>Rugged mountains stretching from Alaska almost to Mexico; high elevations; contains the Continental Divide which determines the directional flow of rivers</td>
</tr>
<tr>
<td>G. Basin and Range</td>
<td>Located west of Rocky Mountains and east of the Sierra Nevadas and the Cascades</td>
<td>Area of varying elevations containing isolated mountain ranges and Death Valley, the lowest point in North America</td>
</tr>
<tr>
<td>H. Coastal Range</td>
<td>Rugged mountains along the Pacific Coast that stretch from California to Canada</td>
<td>Contains fertile valleys</td>
</tr>
</tbody>
</table>

Europe is considered a continent even though it is not entirely surrounded by water.

The land mass is frequently called Eurasia.

Major Bodies of Water in the United States (USI.2c)

1. Atlantic Ocean - An ocean is a large body of salt water that surrounds a continent. The location of the United States, with its Atlantic and Pacific coasts, has provided access to other areas of the world. The location of the United States, with its Atlantic and Pacific coasts, has provided access to other areas of the world.

2. The Pacific Ocean was an early exploration destination.
3. The Atlantic Ocean served as the highway for explorers, early settlers, and later immigrants.

River - A river is a large, flowing body of water that usually empties into a sea or ocean.

1. Ohio River forms the border with Mexico
2. Missouri and Mississippi Rivers were used to transport farm and industrial products and were links to ports and other parts of the world.
3. Columbia River was explored by Lewis and Clark

Lake - A lake is a large body of water surrounded by land on all sides.

1. Great Lakes provided access to other areas of the world.
2. The St. Lawrence River forms part of the northeastern border with Canada and connects the Great Lakes to the Atlantic Ocean
3. Lake Michigan was an early exploration destination
4. Lake Superior was the gateway to the west
5. Lake Erie forms part of the northeastern border with Canada

Gulf - A gulf is a part of the ocean (or sea) that is partly surrounded by land (it is usually larger than a bay.)

1. Gulf of Mexico provided the French and Spanish with exploration routes to Mexico and other parts of America.
2. The Gulf of California served as the highway for explorers, early settlers, and later immigrants.
3. The Gulf of Maine
4. The Gulf of Mexico
5. The Gulf of Alaska
6. The Gulf of California
7. The Gulf of Mexico
8. The Gulf of Alaska
9. The Gulf of California
10. The Gulf of Maine

Bodies of water support interaction among regions, form borders, and create links to other areas.

Bodies of water support interaction among regions, form borders, and create links to other areas.

Virginia Standards of Learning (2008), Rebecca Mills, Supervisor of Social Studies, Spotsylvania County Schools
What was the importance of the kingdoms in Ghana, Mali, and Songhai? (USI.4c)

Ghana, Mali, and Songhai became powerful by controlling trade in West Africa from 300-1600 A.D. (Each dominated West Africa one after another).

- They increased European interest in world resources.
- They were located in the western region of Africa, south of the Sahara Desert, near the Niger River.

The Portuguese carried goods from Europe to West Africa. Portugal traded metals, cloth, and other manufactured goods for gold.

Virginia Standards of Learning (2008), Rebecca Mills, Supervisor of Social Studies, Spotsylvania County Schools
Geographical features shaped life in the colonies. (USL.5b)

How did climate, geographic features, and other available resources distinguish the three regions from each other? How did people use the natural resources of their region to earn a living? What are the benefits of specialization and trade? How did social and political (civic) evolve in each of the three regions?

<table>
<thead>
<tr>
<th>Colonies (USL 5)</th>
<th>Resources (Natural, Capital and Human)</th>
<th>Geography and Climate</th>
<th>Specialization (Focusing on one or more products)</th>
<th>Examples of Inter-dependence (Two or more people depending on each other for goods and services)</th>
<th>Social Life and Political (Civic) Life</th>
</tr>
</thead>
</table>
| New England      | Natural resources: e.g., timber, fish, deep harbors
Human Resources: e.g., skilled craftsmen, shopkeepers, shipbuilders | Appalachian Mountains, Boston harbor, hilly terrain, rocky soil, jagged coastline
Moderate summers, cold winters | * fishing
* shipbuilding industry
* naval supplies | New England depended on the Southern colonies for raw materials such as cotton and on the Middle Colonies
Social Life:
Village and church as center of life.
Religious reformers and separatists.
Political (Civic) life:
Town meetings |
| Mid-Atlantic      | Natural Resources: rich farmland, rivers
Human Resources: unskilled and skilled workers, fishermen | Appalachian Mountains, coastal lowlands, harbors and bays
Mild winters and moderate climate, wide and deep rivers | * livestock
* grain
* fish | The Mid-Atlantic colonies traded with both the Southern and New England colonies to get the products they didn’t produce.
Social Life:
Villages and cities, varied and diverse lifestyles, diverse religions
Political (Civic) life:
Market towns |
| Southern          | Natural Resources: fertile land, rivers, harbors
Human Resources: farmers, enslaved African Americans | Appalachian Mountains, Piedmont, Atlantic Coastal Plain, good harbors and rivers
Humid climate with mild winters and hot summers | * tobacco
* cotton
* indigo
* wood products | The Southern colonies depended on the New England colonies for manufactured goods, including tools, and equipment.
Social Life:
Plantations (slavery), mansions indented servants, few cities, few schools, Church of England
Political (Civic) life:
Counties |

Why did Europeans establish colonies? (USL.5a)

<table>
<thead>
<tr>
<th>Colony</th>
<th>Why did Europeans establish colonies?</th>
</tr>
</thead>
</table>
| Roanoke Island (Lost Colony) | economic venture
first permanent English settlement in North America (1607), an economic venture by the Virginia Company |
| Jamestown       | settled by separatists from the Church of England who wanted to avoid religious persecution |
| Plymouth        | settled by Puritans who wanted to avoid religious persecution |
| Massachusetts Bay | settled by Quakers who wanted freedom to practice their faith without interference |
| Pennsylvania    | settled by debtors who hoped to experience a new life in the colony and economic freedom in the New World |

How did people’s lives vary among different social groups in colonial America? (USL.5c)

* Large Landowners - Lived in South, relied on indentured servants and slaves, educated in some cases, had a rich social culture.
* Farmers - Worked the land and relied on family members for labor for the farm.
* Artisans - Craftsmen in towns and on the plantation.
* Free African Americans - were able to own land, had more economic freedom and could work and pay and decide how to spend their money. Not allowed to vote.
* Indentured servants - Made a contract to work in return for passage to the colonies—were free at the end of the contract.
* Enslaved African Americans - Captured in Africa, sold to slave traders, shipped to colonies—owned as property for life with no rights, children of enslaved African Americans were born into slavery.
As Great Britain expanded control over the American colonies, many colonists became dissatisfied and rebellious. (USI.5d and USI.6a)

**Economic Relationships**

What steps did Great Britain take to establish and maintain control over the colonies?
1. The colonies traded raw materials for manufactured goods in Great Britain. Why? The mother country and the colonies were interdependent.
2. Great Britain imposed strict control over trade. Why? Great Britain desired to remain a world power. In the American colonies, Great Britain’s desire to remain a world power resulted in a conflict with the French known as the French and Indian War.
3. Great Britain taxed the colonies after the French and Indian War. Why? Great Britain imposed taxes, such as the Stamp Act, to raise necessary revenue to pay the cost of the French and Indian War and to help finance the maintenance of British troops in the colonies.

**Political Relationships**

Why did many colonists become dissatisfied with England’s control?
1. The colonies had no representation in Parliament.
2. Some colonists resented the power of the colonial governors.
3. Great Britain wanted strict control over colonial legislatures.
4. The colonies opposed the British taxes.
5. The Proclamation of 1763 which followed the French and Indian War, restricted the western movement of settlers.

**PHILOSOPHIES ABOUT GOVERMENT** (USI.6b)

New political ideas led to a desire for independence and a democratic government in the American colonies.

The Declaration of Independence proclaimed independence from Great Britain. It stated that people have natural (inherent) rights to life, liberty, and the pursuit of happiness.

Key philosophies in the Declaration of Independence were based upon ideas first expressed by European philosophers.

**Declaration of Independence says . . .**

1. People have “certain unalienable rights” called life, liberty, pursuit of happiness.
2. People establish government to protect these rights.
3. Government derives power from the people.
4. People have a right and duty to change a government that violates their rights.

**Timeline of American Revolution Events** (USI.6c)

- **Boston Massacre**: Colonists in Boston were shot after taunting British soldiers.
- **Boston Tea Party**: Samuel Adams and Paul Revere led patriots in throwing tea into Boston Harbor to protest tea taxes.
- **First Continental Congress**: Delegates from all colonies except Georgia met to discuss problems with Great Britain and to promote independence.
- **Battle of Lexington and Concord**: Site of the first armed conflict of the Revolutionary War.
- **Approval of the Declaration of Independence**: Colonies declared independence from Great Britain July 4, 1776.
- **Battle of Saratoga**: This American victory was the turning point in the war.
- **Surrender at Yorktown**: Colonial victory over Lord Cornwallis marked the end of the Revolutionary War.
- **Treaty of Paris**: Great Britain recognized American independence in this treaty.

**Colonial Advantages in American Revolution** (USI.6d)

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

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**Key Leaders in Revolution** (USI.6c)

- **King George III**: British king during the Revolutionary era
- **Lord Cornwallis**: British general who surrendered at Yorktown
- **George Washington**: Commander of the Continental Army
- **John Adams**: Championed independence
- **Thomas Jefferson**: Major author of the Declaration of Independence
- **Benjamin Franklin**: Prominent member of Continental Congress; helped frame the Declaration of Independence, helped gain French support for American independence
- **Phillis Wheatley**: A former enslaved African American, wrote poems and plays supporting American independence
- **Paul Revere**: Patriot who made a daring ride to warn colonists of British arrival
The Articles of Confederation (USI.7a)
The Articles of Confederation was the first constitution of the United States. It was written during the American Revolution to establish the powers of the new national government.

The Articles of Confederation did not work.
1. It provided for a weak national government;
2. Gave Congress no power to tax or regulate commerce (trade) among the states
3. Provided for no common currency (money)
4. Gave each state one vote in Congress regardless of size
5. Provided for no executive or judicial branches

First Five Presidents (USI.7c)
All of the first five presidents were Virginians except John Adams.

George Washington
- Federal court system was established.
- The Bill of Rights was added to the Constitution of the United States.
- Plans were created for development of the national capital in Washington, D.C.

John Adams
- A two-party system emerged during his administration.

Thomas Jefferson
- He bought Louisiana from France (Louisiana Purchase). Lewis and Clark explored the new land west of the Mississippi River.

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

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

Benjamin Banneker (USI.7d)
- An African American astronomer and surveyor, helped complete the design for Washington, D.C.

What events led to the development of the Constitution of the United States of America? (USI.7b)

The development of the Constitution of the United States of America was significant to the foundation of the American republic. The Constitution of the United States established a federal system of government based on power being shared between the national and state governments.

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

The Constitutional Convention -
- State delegates met in Philadelphia and decided not to revise the Articles of Confederation but to write a new constitution.
- George Washington was elected president of the Constitutional Convention.
- Delegates debated over how much power should be given to the new government and how large and small states should be represented in the new government.
- The structure of the new national government included three separate branches of government:

The Bill of Rights (or First Ten Amendments) (1791)
1. Congress is forbidden to pass any law setting up a religion or interfering with religious freedom or with the speech or with the right of people to get together peaceably and petition the government to have their grievances looked into.
2. The right of the people to keep and bear arms shall not be interfered with.
3. No soldier in time of peace shall be assigned to live in a private home without the consent of the owner, nor in time of war except in a lawful manner.
4. The people are protected . . .
What factors influenced westward migration? (USI.8b)
- Population growth in eastern states
- Availability of cheap, fertile land
- Economic opportunity, e.g. gold (California Gold Rush), logging, farming, freedom (for runaway slaves)
- Cheaper, faster transportation, e.g. rivers and canals (Erie Canal), steamboats
- Knowledge of overland trade routes (Santa Fe and Oregon Trails)

Belief in the right of Manifest Destiny - the idea that expansion was for the good of the country and was the right of the country.

New Technologies and Entrepreneurs (USI.8c)
- **Inventor:** Someone who is the first to think of or make something.
- **Entrepreneur:** Someone who organizes resources to bring a new or better good or service to market in homes of earning profit.

**Cotton gin** - invented by Eli Whitney, increased the production of cotton and increased the need for slave labor.

**Reaper** - invented by Jo Anderson (a slave) and Cyrus McCormick (entrepreneur who brought the reaper to market), increased the productivity of the American farmer.

**Steamboat** - improved by entrepreneur Robert Fulton, it eventually provided faster river transportation that connected Southern plantations and farms to Northern industries and Western territories.

**Steam locomotive** provided faster land transportation

What New Territories Were Added to the United States after 1801? (USI.8a)
- **Louisiana Purchase** - Jefferson bought the Louisiana Purchase, which doubled the size of the U.S., from France. In the Lewis and Clark expedition, Meriwether Lewis and William Clark explored the Louisiana Purchase from the Mississippi River to the Pacific Ocean.
- **Florida** - Spain gave to the United States through a treaty.
- **Texas** - added after it became an independent republic.
- **Oregon Territory** - divided by the United States and Great Britain.
- **California** - War with Mexico resulted in California and the southwest territory becoming part of the United States.

Women’s Suffrage Movement (USI.8d)
“**All men and women are created equal.”**

**Leaders of the movement worked to gain women the right to vote.**
- **Isabel Sojourner Truth,** a former enslaved African American, advocate for equality and justice.
- **Susan B. Anthony,** an advocate to gain voting rights for women and equal rights.
- **Elizabeth Cady Stanton,** played leadership role in the women’s rights movement.

Supporters believed that women were deprived of basic rights:
- Denied the right to vote
- Denied educational opportunities, especially higher education
- Denied equal opportunities in business
- Limited in right to own property

Abolitionist Movement demanded slaves be freed.
**Leaders of the movement believed that slavery was morally wrong, cruel and inhumane, and a violation of the principles of democracy.**
- **Harriet Tubman** led hundreds of enslaved African Americans to freedom along the Underground Railroad.
- **William Lloyd Garrison** wrote the Liberator and worked for immediate emancipation of all enslaved African Americans.
- **Frederick Douglass** wrote the North Star and worked for rights to better the lives of African Americans and women.

Issues That Divided the Nation (USI.9a, 9b)

<table>
<thead>
<tr>
<th>Slavery</th>
<th>Cultural</th>
<th>Economic</th>
<th>Constitutional</th>
</tr>
</thead>
<tbody>
<tr>
<td>While the Civil War did not begin as a war to abolish slavery, issues surrounding slavery deeply divided the nation.</td>
<td>People of the North and South lived different life styles.</td>
<td>People of the North and South had different ways they made a living.</td>
<td>An important issue separating the country related to the power of the federal government.</td>
</tr>
<tr>
<td><strong>Northerners</strong> opposed slavery. They believed that slavery should be abolished for moral reasons.</td>
<td><strong>North</strong> - an urban society in which people held jobs.</td>
<td><strong>North</strong> had manufacturing and favored tariffs to protect factory owners and workers from foreign competition.</td>
<td><strong>Northerners</strong> believed that the nation was a union and could not be divided. They supported a strong central government. They believed that the national government’s power was supreme over that of the states.</td>
</tr>
<tr>
<td><strong>Southerners</strong> supported slavery. They felt that the abolition of slavery would destroy their region’s economy.</td>
<td><strong>South</strong> - primarily an agricultural society in which people lived in small villages and on farms and plantations.</td>
<td><strong>South</strong> was largely agricultural opposed tariffs that would increase the prices of manufactured goods - feared England might not buy cotton if tariffs were added.</td>
<td><strong>Southerners</strong> the South would take control of Congress. They believed that they had the power to declare any national law illegal. Most southerners believed that states had freely created and joined the union and could freely leave it. (states’ rights)</td>
</tr>
</tbody>
</table>
Compromises (USI.9b)
As people moved into new territory, the North and South disagreed about the spread of slavery. They were forced to compromise.

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

Following Lincoln’s election, the southern states seceded from the Union. Confederate forces attacked Fort Sumter in South Carolina, marking the beginning of the Civil War.

Southern states that were dependent upon labor-intensive cash crops seceded from the Union. Northernmost slave states (border states) and free states stayed in the Union.

Major Civil War Battles and Events (USI.9c)
- Firing on Fort Sumter, S.C., began the war.
- The first Battle of Manassas (Bull Run) was the first major battle.
- The signing of the Emancipation Proclamation made “freeing the slaves” the new focus of the war. Many freed slaves joined the Union army.
- The Battle of Vicksburg divided the South.
- The Battle of Gettysburg was the turning point of the war.
- Lee’s surrender to Grant at Appomattox Court House in 1865 ended the war.

Influence of location and topography on critical developments in the war:
- The Union blockade of southern ports (Savannah, Charleston, New Orleans)
- Control of the Mississippi River (Vicksburg)
- Battle locations influenced by the struggle to capture capital cities (Richmond, Washington, D.C.)
- Control of the high ground (Gettysburg - the North repelled Lee’s invasion)

Civil War Leaders (USI.9d)
- **Abraham Lincoln:** Was president of the United States; opposed the spread of slavery issued the Emancipation Proclamation; determined to preserve the Union, by force if necessary; believed the United States was one nation, not a collection of independent states; wrote the Gettysburg Address that said the Civil War was to preserve a government “of the people, by the people, and for the people.”
- **Ulysses S. Grant:** General of the Union army that defeated Lee
- **Frederick Douglass:** Former enslaved African American who escaped to the North and became an abolitionist.
- **Thomas “Stonewall” Jackson:** Skilled Confederate general from Virginia

General Effects of Civil War (USI.9f)
- Families and friends pitted against one another
- Southern troops increasingly younger and poorly equipped
- South was devastated at the end of the war (burning of Atlanta and Richmond).
- Disease was a major killer.
- Combat was brutal and often man-to-man.
- Clara Barton, a Civil War nurse, created the American Red Cross.
- Women ran businesses, farms, and plantations during the war.
- Collapse of Confederacy made Confederate money worthless.

Effects of War on African Americans (USI.9f)
- African Americans fought in both Confederate and Union armies.
- Confederacy often used enslaved African Americans as naval crew members and soldiers.
- Union moved to enlist African American sailors early in the war.
- Paid less than white soldiers
- Discriminated against and served in segregated units
- Robert Smalls, Union naval captain, Congressman after war

United States 1861 Map Key:
- States that remained in the Union
- States that seceded from the Union

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