

**HISTORY/SOCIAL SCIENCE  
ALIGNED STANDARDS OF LEARNING  
CURRICULUM FRAMEWORK  
GRADE 7**



**STANDARD HS-H18****REPORTING CATEGORY: HISTORY****HISTORY AND SOCIAL STUDIES**

**HS-H18** The student will demonstrate knowledge of how early cultures developed in North America by

a) describing how archaeologists have recovered material evidence of ancient settlements, including Cactus Hill in Virginia.

<b>Essential Understandings</b>	<b>Essential Questions</b>	<b>Essential Knowledge</b>	<b>Essential Skills</b>
<p>Archaeology is the recovery of material evidence remaining from the past.</p> <p>Archaeological discoveries of early Indian settlements have been made in southeastern Virginia.</p>	<p>Why is archaeology important?</p> <p>Where is one of the oldest archeological sites in the United States located?</p>	<p>Archaeologists study human behavior and cultures of the past through the recovery and analysis of artifacts.</p> <p>Scientists are not in agreement about when and how people first arrived in the Western Hemisphere.</p> <p>Cactus Hill is located on the Nottoway River in southeastern Virginia. Evidence that humans lived at Cactus Hill as early as 18,000 years ago makes it one of the oldest archaeological sites in North America.</p>	<p>Make connections between the past and the present.</p> <p>Sequence events in United States history.</p> <p>Interpret ideas and events from different historical perspectives.</p>

**HS-H19** The student will demonstrate knowledge of European explorations in North America and West Africa by

- a) describing the motivations for, obstacles to, and accomplishments of the Spanish, French, Portuguese, and English explorations.
- b) describing cultural and economic interactions between Europeans and American Indians that led to cooperation and conflict, with emphasis on the American Indian concept of land.

Essential Understandings	Essential Questions	Essential Knowledge	Essential Skills
<p>Major European countries were in competition to extend their power into North America and claim the land as their own.</p> <p>The interactions between American Indians and Europeans sometimes led to cooperation and other times resulted in conflict.</p>	<p>Why did European countries compete for power in North America?</p> <p>What were the obstacles faced by the explorers?</p> <p>What were the accomplishments of the explorations?</p> <p>What regions of North America were explored and settled by France, England, and Spain?</p> <p>What regions were explored by Portugal?</p> <p>How did the American Indians and Europeans interact with each other?</p>	<p><b>Motivations for the explorations</b></p> <ul style="list-style-type: none"> <li>• Economic—Gold, natural resources, and trade</li> <li>• Religious—Spread Christianity</li> <li>• Competitions for empire and belief in superiority of own culture</li> </ul> <p><b>Obstacles to the explorations</b></p> <ul style="list-style-type: none"> <li>• Poor maps and navigational tools</li> <li>• Disease and starvation</li> <li>• Fear of the unknown</li> <li>• Lack of adequate supplies</li> </ul> <p><b>Accomplishments of the explorations</b></p> <ul style="list-style-type: none"> <li>• Exchanged goods and ideas</li> <li>• Improved navigational tools and ships</li> <li>• Claimed territories (see countries below)</li> </ul> <p><b>Regions of North America explored by Spain, France, and England</b></p> <ul style="list-style-type: none"> <li>• Spain: Francisco Coronado claimed the Southwest of the present-day United States for Spain.</li> <li>• France: Samuel de Champlain established the French settlement of Québec. Robert La Salle claimed the Mississippi River Valley for France.</li> <li>• England: John Cabot explored eastern Canada.</li> </ul> <p><b>Regions explored by Portugal</b></p> <p>The Portuguese made voyages of discovery along the coast of West Africa.</p>	<p>Identify and interpret primary and secondary source documents to increase understanding of events and life in United States history.</p> <p>Interpret ideas and events from different historical perspectives.</p> <p>Analyze and interpret maps to explain relationships among landforms, water features, climatic characteristics, and historical events.</p> <p>Identify and interpret primary and secondary source documents to increase understanding of events and life in United States history.</p>

**STANDARD HS-H19 (continued) REPORTING CATEGORY: HISTORY HISTORY AND SOCIAL STUDIES**

Essential Understandings	Essential Questions	Essential Knowledge	Essential Skills
		<p><b>Cultural interaction</b></p> <ul style="list-style-type: none"> <li>• Spanish                             <ul style="list-style-type: none"> <li>– Conquered and enslaved American Indians</li> <li>– Brought Christianity to the New World</li> <li>– Brought European diseases to American Indians</li> </ul> </li> <li>• French                             <ul style="list-style-type: none"> <li>– Established trading posts</li> <li>– Spread Christian religion</li> </ul> </li> <li>• English                             <ul style="list-style-type: none"> <li>– Established settlements and claimed ownership of land</li> <li>– Learned farming techniques from American Indians</li> <li>– Traded with American Indians</li> </ul> </li> <li>• American Indians                             <ul style="list-style-type: none"> <li>– Taught farming techniques to European settlers</li> <li>– Believed that land was to be used and shared but not owned</li> </ul> </li> </ul> <p><b>Areas of cooperation in economic interactions</b></p> <ul style="list-style-type: none"> <li>• Europeans brought weapons and metal farm tools.</li> <li>• Trade</li> <li>• Crops</li> </ul> <p><b>Areas of conflict</b></p> <ul style="list-style-type: none"> <li>• Land</li> <li>• Competition for trade</li> <li>• Differences in cultures</li> <li>• Diseases</li> <li>• Language differences</li> </ul>	

**HS-H20** The student will demonstrate knowledge of the factors that shaped colonial America by

- a) describing the religious and economic events and conditions that led to the colonization of America.
- c) describing colonial life in America from the perspectives of large landowners, farmers, artisans, women, free African Americans, indentured servants, and enslaved African Americans.
- d) identifying the political and economic relationships between the colonies and Great Britain.

Essential Understandings	Essential Questions	Essential Knowledge	Essential Skills
<p>Colonies in North America were established for religious and economic reasons.</p> <p>The colonies were made up of different groups of people whose lives varied greatly depending on their social position.</p> <p>Great Britain established and attempted to maintain control over the colonies.</p> <p>England became Great Britain in the early 1700s.</p>	<p>Why did Europeans establish colonies in North America?</p> <p>How did people's lives vary among different social groups in colonial America?</p> <p>How did Great Britain impose political and economic control over the colonies?</p>	<p><b>Colonies and the reasons they were established</b></p> <ul style="list-style-type: none"> <li>• Roanoke Island (Lost Colony) was established as an economic venture.</li> <li>• Jamestown Settlement, the first permanent English settlement in North America (1607), was an economic venture by the Virginia Company.</li> <li>• Plymouth Colony was settled by separatists from the Church of England who wanted to avoid religious persecution.</li> <li>• Massachusetts Bay Colony was settled by the Puritans to avoid religious persecution.</li> <li>• Pennsylvania was settled by the Quakers, who wanted freedom to practice their faith without interference.</li> <li>• Georgia was settled by people who had been in debtors' prisons in England. They hoped to experience economic freedom and start a new life in the New World.</li> </ul> <p><b>Large landowners</b></p> <ul style="list-style-type: none"> <li>• Lived predominately in the South</li> <li>• Relied on indentured servants and/or enslaved African Americans for labor</li> <li>• Were educated in some cases</li> <li>• Had rich social culture</li> </ul> <p><b>Farmers</b></p> <ul style="list-style-type: none"> <li>• Worked the land according to the region</li> <li>• Relied on family members for labor</li> </ul>	<p>Identify and interpret primary and secondary source documents to increase understanding of events and life in United States history.</p> <p>Sequence events in United States history.</p> <p>Interpret ideas and events from different historical perspectives.</p> <p>Analyze and interpret maps to explain relationships among landforms, water features, and historical events.</p>

**STANDARD HS-H20 (continued) REPORTING CATEGORY: HISTORY HISTORY AND SOCIAL STUDIES**

Essential Understandings	Essential Questions	Essential Knowledge	Essential Skills
		<p><b>Artisans</b></p> <ul style="list-style-type: none"> <li>• Worked as craftsmen in towns and on plantations</li> <li>• Lived in small villages and cities</li> </ul> <p><b>Women</b></p> <ul style="list-style-type: none"> <li>• Worked as caretakers, house-workers, and homemakers</li> <li>• Were not allowed to vote</li> <li>• Had few opportunities for getting an education</li> </ul> <p><b>Free African Americans</b></p> <ul style="list-style-type: none"> <li>• Were able to own land</li> <li>• Had economic freedom and could work for pay and decide how to spend their money</li> <li>• Were not allowed to vote</li> </ul> <p><b>Indentured servants</b></p> <ul style="list-style-type: none"> <li>• Were men and women who did not have money for passage to the colonies and who agreed to work without pay for the person who paid for their passage</li> <li>• Were free at the end of their contract</li> </ul> <p><b>Enslaved African Americans</b></p> <ul style="list-style-type: none"> <li>• Were captured in their native Africa and sold to slave traders; then were shipped to the colonies where they were sold into slavery</li> <li>• Were owned as property for life without any rights.</li> <li>• Were often born into slavery (Children of enslaved African Americans were born into slavery.)</li> </ul>	

**STANDARD HS-H20 (continued) REPORTING CATEGORY: HISTORY HISTORY AND SOCIAL STUDIES**

Essential Understandings	Essential Questions	Essential Knowledge	Essential Skills
		<p><b>Economic relationships</b></p> <ul style="list-style-type: none"> <li>• Great Britain imposed strict control over trade.</li> <li>• Great Britain taxed the colonies after the French and Indian War.</li> <li>• The colonies traded raw materials for goods made in Great Britain.</li> </ul> <p><b>Political relationships</b></p> <ul style="list-style-type: none"> <li>• Colonists had to obey British laws, which were enforced by governors.</li> <li>• Colonial governors were appointed by the king or by the proprietor.</li> <li>• A colonial legislature made laws for each colony but was monitored by the colonial governor.</li> </ul>	

**STANDARD HS-H21****REPORTING CATEGORY: HISTORY****HISTORY AND SOCIAL STUDIES**

**HS-H21** The student will demonstrate knowledge of the causes and results of the American Revolution by

- a) identifying the issues of dissatisfaction that led to the American Revolution.
- c) describing key events and the roles of key individuals in the American Revolution, with emphasis on George Washington, Benjamin Franklin, Thomas Jefferson, and Patrick Henry.
- d) explaining reasons why the colonies were able to defeat Great Britain.

Essential Understandings	Essential Questions	Essential Knowledge	Essential Skills
<p>As Great Britain expanded control over the American colonies, many colonists became dissatisfied and rebellious.</p> <p>Many individuals played important roles in shaping events of the American Revolution.</p> <p>Defense of the colonists' own land, strong beliefs, and capable leadership contributed to the American victory in the Revolutionary War.</p>	<p>What steps did Great Britain take to increase control over its colonies?</p> <p>Why did many colonists become dissatisfied with Great Britain's control over the colonies?</p> <p>Who were some of the key individuals in the Revolutionary War?</p> <p>What role did key individuals play in the Revolutionary War?</p> <p>What were some of the key events that occurred during the Revolutionary War period?</p> <p>What advantages helped the American colonists win the Revolutionary War?</p>	<p><b>Great Britain's reasons for controlling the colonies</b></p> <ul style="list-style-type: none"> <li>• Great Britain desired to remain a world power.</li> <li>• 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.</li> <li>• Great Britain imposed taxes, such as the Stamp Act, to raise necessary revenue to pay the cost of the French and Indian War.</li> </ul> <p><b>Great Britain's reasons for taxation</b></p> <ul style="list-style-type: none"> <li>• To help finance the French and Indian War</li> <li>• To help finance the maintenance of British troops in the colonies</li> </ul> <p><b>Sources of colonial dissatisfaction</b></p> <ul style="list-style-type: none"> <li>• The colonies had no representation in Parliament.</li> <li>• Some colonists resented the power of the colonial governors.</li> <li>• Great Britain wanted strict control over colonial legislatures.</li> <li>• The colonies opposed the British taxes.</li> <li>• The Proclamation of 1763, which followed the French and Indian War, restricted the western movement of settlers.</li> </ul> <p><b>Key individuals</b></p> <ul style="list-style-type: none"> <li>• King George III: British king during the Revolutionary era</li> <li>• Lord Cornwallis: British general who surrendered at Yorktown</li> </ul>	<p>Make connections between the past and the present</p> <p>Sequence events in United States history.</p> <p>Identify and interpret primary and secondary source documents to increase understanding of events and life in United States history.</p> <p>Interpret patriotic slogans and excerpts from notable speeches and documents. Interpret ideas and events from different historical perspectives.</p> <p>Analyze and interpret maps to explain relationships among landforms, water features, climatic characteristics, and historical events. (USI.1f)</p>

**STANDARD HS-H21 (continued) REPORTING CATEGORY: HISTORY HISTORY AND SOCIAL STUDIES**

Essential Understandings	Essential Questions	Essential Knowledge	Essential Skills
		<ul style="list-style-type: none"> <li>• George Washington: Commander of the Continental Army</li> <li>• Thomas Jefferson: Major author of the Declaration of Independence</li> <li>• Patrick Henry: Outspoken member of the House of Burgesses; inspired colonial patriotism with his “Give me liberty or give me death” speech</li> <li>• Benjamin Franklin: Prominent member of the Continental Congress; helped frame the Declaration of Independence; helped gain French support for American independence</li> </ul> <p><b>Other important individuals</b></p> <ul style="list-style-type: none"> <li>• Phillis Wheatley: Enslaved African American who wrote poems and plays supporting American independence and who eventually gained her freedom</li> <li>• Paul Revere: Patriot who made a daring ride to warn colonists of British arrival</li> </ul> <p><b>Key events</b></p> <ul style="list-style-type: none"> <li>• Boston Massacre: Colonists in Boston were shot after taunting British soldiers.</li> <li>• Boston Tea Party: Samuel Adams and Paul Revere led patriots in throwing tea into Boston Harbor to protest tea taxes.</li> <li>• First Continental Congress: Delegates from all colonies except Georgia met to discuss problems with Great Britain and to promote independence.</li> <li>• Battles at Lexington and Concord: The first armed conflicts of the Revolutionary War</li> <li>• Approval of the Declaration of Independence: The colonies declared independence from Great Britain (July 4, 1776).</li> <li>• Battle of Saratoga: This American victory was the turning point in the war.</li> <li>• Surrender at Yorktown: This was the colonial victory over forces of Lord Cornwallis that marked the end of the Revolutionary War.</li> <li>• Signing of the Treaty of Paris: Great Britain recognized American independence in this treaty.</li> </ul>	

**STANDARD HS-H21 (continued) REPORTING CATEGORY: HISTORY HISTORY AND SOCIAL STUDIES**

Essential Understandings	Essential Questions	Essential Knowledge	Essential Skills
		<p><b>Colonial advantages</b></p> <ul style="list-style-type: none"><li>• Some colonists' defense of their own land, principles, and beliefs</li><li>• Additional support from France</li><li>• Strong leadership</li></ul>	

**HS-H21** The student will demonstrate knowledge of the challenges faced by the new nation by

b) describing the historical development of the Constitution of the United States.

c) describing the major accomplishments of the first five presidents of the United States.

Essential Understandings	Essential Questions	Essential Knowledge	Essential Skills
<p>The development of the Constitution of the United States was significant to the foundation of the American republic.</p> <p>The Constitution of the United States of America established a federal system of government based on power being shared between the national and state governments.</p> <p>Congress and the first five presidents made decisions establishing a strong government that helped the nation grow in size and power.</p>	<p>What events led to the development of the Constitution of the United States?</p> <p>What people helped develop the Constitution of the United States?</p> <p>What major national issues and events did the first five presidents face?</p>	<p><b>Confederation to Constitution</b></p> <ul style="list-style-type: none"> <li>Weaknesses in the Articles of Confederation led to the effort to draft a new constitution.</li> </ul> <p><b>The Constitutional Convention</b></p> <ul style="list-style-type: none"> <li>State delegates met in Philadelphia and decided not to revise the Articles of Confederation but to write a new constitution.</li> <li>George Washington was elected president of the Constitutional Convention.</li> <li>Delegates debated over how much power should be given to the new national government and how large and small states should be represented in the new government.</li> <li>The structure of the new national government included three separate branches of government:               <ul style="list-style-type: none"> <li>Legislative</li> <li>Executive</li> <li>Judicial</li> </ul> </li> <li>The Great Compromise decided how many votes each state would have in the Senate and the House of Representatives.</li> <li>The Constitution was signed at the end of the convention.</li> </ul> <p><b>Ratification of the Constitution</b></p> <ul style="list-style-type: none"> <li>A minimum of nine of the thirteen states had to vote in favor of the Constitution before it could become law.</li> </ul> <p><b>The Bill of Rights</b></p> <ul style="list-style-type: none"> <li>Based on the Virginia Declaration of Rights (George Mason) and the Virginia Statute for Religious Freedom (Thomas Jefferson)</li> <li>These first ten amendments to the Constitution provide a written guarantee of individual rights (e.g., freedom of speech, freedom of religion).</li> </ul>	<p>Identify and interpret primary and secondary source documents to increase understanding of events and life in United States history.</p> <p>Make connections between the past and the present.</p> <p>Sequence events in United States history.</p> <p>Interpret ideas and events from different historical perspectives.</p> <p>Identify and interpret primary and secondary source documents to increase understanding of events and life in United States history. (USI.1a)</p> <p>Interpret excerpts from notable documents.</p>

**STANDARD HS-H22 (continued) REPORTING CATEGORY: HISTORY HISTORY AND SOCIAL STUDIES**

Essential Understandings	Essential Questions	Essential Knowledge	Essential Skills
		<p>All of the first five presidents were Virginians except John Adams.</p> <p><b>Accomplishments during the first five presidencies</b></p> <ul style="list-style-type: none"> <li>• George Washington               <ul style="list-style-type: none"> <li>– Federal court system was established.</li> <li>– The Bill of Rights was added to the Constitution of the United States of America.</li> <li>– Plans were created for development of the national capital in Washington, D.C. Benjamin Banneker, an African American astronomer and surveyor, helped complete the design for the city.</li> </ul> </li> <li>• John Adams               <ul style="list-style-type: none"> <li>– A two-party system emerged during his administration.</li> </ul> </li> <li>• Thomas Jefferson               <ul style="list-style-type: none"> <li>– He bought Louisiana from France (Louisiana Purchase).</li> <li>– Lewis and Clark explored new land west of the Mississippi River.</li> </ul> </li> <li>• James Madison               <ul style="list-style-type: none"> <li>– The War of 1812 caused European nations to gain respect for the United States.</li> </ul> </li> <li>• James Monroe               <ul style="list-style-type: none"> <li>-- He introduced the Monroe Doctrine warning European nations not to interfere in the Western Hemisphere.</li> </ul> </li> </ul>	

**STANDARD HS-H23****REPORTING CATEGORY: HISTORY****HISTORY AND SOCIAL STUDIES**

**HS-H23** The student will demonstrate knowledge of westward expansion and reform in America from 1801 to 1861 by

- a) describing territorial expansion and how it affected the political map of the United States, with emphasis on the Louisiana Purchase, the Lewis and Clark expedition, and the acquisitions of Florida, Texas, Oregon, and California.
- c) describing the impact of inventions, including the cotton gin, the reaper, the steamboat, and the steam locomotive, on life in America.
- d) identifying the main ideas of the abolitionist and women’s suffrage movements.

Essential Understandings	Essential Questions	Essential Knowledge	Essential Skills
<p>Between 1801 and 1861, exploration was encouraged as America underwent vast territorial expansion and settlement.</p> <p>Prior to the Civil War, most industrialization in America was in the North; however, the equipment produced in the North had an impact on the farming society of the South.</p> <p>The abolitionists worked to end slavery.</p> <p>The women’s suffrage movement helped women gain equal rights.</p>	<p>What new territories became part of the United States between 1801 and 1861?</p> <p>How did inventions and entrepreneurs affect the lives of Americans?</p> <p>What were the main ideas expressed by the abolitionists?</p> <p>What were the main ideas expressed during the women’s suffrage movement?</p>	<p><b>New territories added to the United States after 1801</b></p> <ul style="list-style-type: none"> <li>• Louisiana Purchase               <ul style="list-style-type: none"> <li>– Jefferson bought land from France (the Louisiana Purchase), which doubled the size of the United States.</li> <li>– In the Lewis and Clark expedition, Meriwether Lewis and William Clark explored the Louisiana Purchase and the Oregon Territory from the Mississippi River to the Pacific Ocean.</li> </ul> </li> <li>• Florida               <ul style="list-style-type: none"> <li>– Spain gave Florida to the United States through a treaty.</li> </ul> </li> <li>• Texas               <ul style="list-style-type: none"> <li>– Texas was added to the United States after it became an independent republic.</li> </ul> </li> <li>• Oregon               <ul style="list-style-type: none"> <li>– The Oregon Territory was divided by the United States and Great Britain.</li> </ul> </li> <li>• California               <ul style="list-style-type: none"> <li>- War with Mexico resulted in California and the southwest territory becoming part of the United States.</li> </ul> </li> </ul>	<p>Sequence events in United States history.</p> <p>Analyze and interpret maps to explain historical events.</p> <p>Make connections between the past and the present.</p> <p>Identify the costs and benefits of specific choices made, including the consequences, both intended and unintended, of the decisions and how people and nations responded to positive and negative incentives.</p> <p>Interpret ideas and events from different historical perspectives.</p> <p>Interpret patriotic slogans.</p>

**STANDARD HS-H23 (continued) REPORTING CATEGORY: HISTORY HISTORY AND SOCIAL STUDIES**

Essential Understandings	Essential Questions	Essential Knowledge	Essential Skills
		<p><b>Terms to know</b>  inventor: A person who is the first to think of or make something  entrepreneur: A person who organizes resources to bring a new or better good or service to market in hopes of earning a profit</p> <p><b>New technologies and their impact on society</b></p> <ul style="list-style-type: none"> <li>• The cotton gin was invented by Eli Whitney. It increased the production of cotton and thus increased the need for slave labor to cultivate and pick the cotton.</li> <li>• Jo Anderson (an enslaved African American) and Cyrus McCormick worked to invent the reaper. McCormick was an entrepreneur who brought the reaper to market. The reaper increased the productivity of the American farmer.</li> <li>• The steamboat was improved by the entrepreneur Robert Fulton. It eventually provided faster river transportation connecting Southern plantations and farms to Northern industries and Western territories.</li> <li>• The steam locomotive provided faster land transportation.</li> </ul> <p><b>Abolitionist movement</b></p> <ul style="list-style-type: none"> <li>• Most abolitionists demanded immediate freeing of the slaves.</li> <li>• Abolitionists believed that slavery was wrong. <ul style="list-style-type: none"> <li>– Morally wrong</li> <li>– Cruel and inhumane</li> <li>– A violation of the principles of democracy</li> </ul> </li> <li>• Abolitionist leaders included both men and women. <ul style="list-style-type: none"> <li>– Harriet Tubman led hundreds of enslaved African Americans to freedom along the Underground Railroad.</li> <li>– William Lloyd Garrison wrote the <i>Liberator</i> newspaper and worked for the immediate emancipation of all enslaved African Americans.</li> <li>– Frederick Douglass wrote the <i>North Star</i> newspaper and worked for rights for African Americans and women to better their lives.</li> </ul> </li> </ul>	

**STANDARD HS-H23 (continued) REPORTING CATEGORY: HISTORY HISTORY AND SOCIAL STUDIES**

Essential Understandings	Essential Questions	Essential Knowledge	Essential Skills
		<p><b>Women’s suffrage movement</b></p> <ul style="list-style-type: none"> <li>• Supporters declared that “All men and women are created equal.”</li> <li>• Supporters believed that women were deprived of basic rights:               <ul style="list-style-type: none"> <li>– Denied the right to vote</li> <li>– Denied educational opportunities, especially higher education</li> <li>– Denied equal opportunities in business</li> <li>– Limited in the right to own property</li> </ul> </li> <li>• The movement was led by strong women who began their campaign before the Civil War and continued after the war had ended.               <ul style="list-style-type: none"> <li>– Isabella (Sojourner) Truth, a former enslaved African American, was a nationally known advocate for equality and justice.</li> <li>– Susan B. Anthony was an advocate to gain voting rights for women and equal rights for all.</li> <li>– Elizabeth Cady Stanton played a leadership role in the women’s rights movement.</li> </ul> </li> </ul>	

**HS-H23** The student will demonstrate knowledge of the causes, major events, and effects of the Civil War by

- a) describing the cultural, economic, and constitutional issues that divided the nation.
- b) explaining how the issues of states' rights and slavery increased sectional tensions.
- d) describing the roles of Abraham Lincoln, Jefferson Davis, Ulysses S. Grant, Robert E. Lee, Thomas "Stonewall" Jackson, and Frederick Douglass in events leading to and during the war.
- f) describing the effects of war from the perspectives of Union and Confederate soldiers (including African American soldiers), women, and enslaved African Americans.

Essential Understandings	Essential Questions	Essential Knowledge	Essential Skills
<p>Cultural, economic, and constitutional differences between the North and the South eventually resulted in the Civil War.</p> <p>The South feared that the North would take control of Congress, and Southerners began to proclaim states' rights as a means of self-protection.</p> <p>The North believed that the nation was a union that could not be divided.</p> <p>While the Civil War did not begin as a war to abolish slavery, issues surrounding slavery deeply divided the nation.</p> <p>Lincoln and Lee were men who represented views of the nature of the United States that were very different; such views led to an unavoidable conflict.</p> <p>Life on the battlefield and on the home front was extremely harsh. Many soldiers died from disease and exposure.</p>	<p>How did cultural, economic, and constitutional issues create bitter divisions between the North and the South?</p> <p>How did the issues of states' rights and slavery increase sectional tension between the North and South?</p> <p>Who are considered leaders of the Civil War?</p> <p>How did Lincoln's view of the nature of the Union differ from Lee's?</p> <p>What hardships were experienced during the Civil War?</p> <p>How did the Civil War change the lives of soldiers, women, and slaves?</p>	<p><b>Issues that divided the nation</b></p> <ul style="list-style-type: none"> <li>• Slavery <ul style="list-style-type: none"> <li>– While there were several differences between the North and the South, the issues related to slavery increasingly divided the nation and led to the Civil War.</li> </ul> </li> <li>• Cultural issues <ul style="list-style-type: none"> <li>– The North was mainly an urban society in which people held jobs in cities.</li> <li>– The South was primarily an agricultural society in which people lived in small villages and on farms and plantations.</li> <li>– Because of their cultural differences, people of the North and South found it difficult to agree on social and political issues.</li> </ul> </li> <li>• Economic issues <ul style="list-style-type: none"> <li>– The North was a manufacturing region, and its people favored tariffs that protected factory owners and workers from foreign competition.</li> <li>– The South was largely agricultural. Southerners opposed tariffs that would cause prices of manufactured goods to increase. Planters were also concerned that Great Britain might stop buying cotton from the South if tariffs were added.</li> </ul> </li> <li>• Constitutional issues <ul style="list-style-type: none"> <li>-- A major conflict was states' rights versus strong central government.</li> </ul> </li> </ul>	<p>Make connections between the past and the present.</p> <p>Sequence events in United States history.</p> <p>Interpret ideas and events from different historical perspectives.</p> <p>Interpret patriotic slogans.</p> <p>Identify and interpret primary and secondary source documents to increase understanding of events and life in United States history.</p>

**STANDARD HS-H24 (continued) REPORTING CATEGORY: HISTORY HISTORY AND SOCIAL STUDIES**

Essential Understandings	Essential Questions	Essential Knowledge	Essential Skills
		<p><b>Issues that divided the nation</b></p> <ul style="list-style-type: none"> <li>• An important issue separating the country related to the power of the federal government. Southerners believed that they had the power to declare any national law illegal. Northerners believed that the national government’s power was supreme over that of the states.</li> <li>• Southerners felt that the abolition of slavery would destroy their region’s economy. Northerners believed that slavery should be abolished for moral reasons.</li> </ul> <p><b>Compromises attempting to resolve differences</b></p> <ul style="list-style-type: none"> <li>• Missouri Compromise (1820): Missouri entered the Union as a slave state; Maine entered the Union as a free state.</li> <li>• Compromise of 1850: California entered the Union as a free state. Southwest territories would decide the slavery issue for themselves.</li> <li>• Kansas-Nebraska Act: People in each state would decide the slavery issue (“popular sovereignty”).</li> </ul> <p><b>Southern secession</b></p> <ul style="list-style-type: none"> <li>• Following Lincoln’s election, the southern states seceded from the Union.</li> <li>• Confederate forces attacked Fort Sumter in South Carolina, marking the beginning of the Civil War.</li> <li>• Lincoln and many Northerners believed that the United States was one nation that could not be separated or divided.</li> <li>• Most Southerners believed that the states had freely created and joined the union and could freely leave it.</li> </ul>	

**STANDARD HS-H24 (continued) REPORTING CATEGORY: HISTORY HISTORY AND SOCIAL STUDIES**

Essential Understandings	Essential Questions	Essential Knowledge	Essential Skills
		<p><b>Roles of Civil War leaders</b></p> <ul style="list-style-type: none"> <li>• Abraham Lincoln               <ul style="list-style-type: none"> <li>– Was president of the United States</li> <li>– Opposed the spread of slavery</li> <li>– Issued the Emancipation Proclamation</li> <li>– Determined to preserve the Union, by force if necessary</li> <li>– Believed the United States was one nation, not a collection of independent states</li> <li>– Wrote the Gettysburg Address that said the Civil War was to preserve a government “of the people, by the people, and for the people.”</li> </ul> </li> <li>• Jefferson Davis               <ul style="list-style-type: none"> <li>– Was president of the Confederate States of America</li> </ul> </li> <li>• Ulysses S. Grant               <ul style="list-style-type: none"> <li>– Was general of the Union army that defeated Lee</li> </ul> </li> <li>• Robert E. Lee               <ul style="list-style-type: none"> <li>– Was leader of the Army of Northern Virginia</li> <li>– Was offered command of the Union forces at the beginning of the war, but chose not to fight against Virginia</li> <li>– Opposed secession, but did not believe the Union should be held together by force</li> <li>– Urged Southerners to accept defeat at the end of the war and reunite as Americans when some wanted to fight on</li> </ul> </li> <li>• Thomas “Stonewall” Jackson               <ul style="list-style-type: none"> <li>– Was a skilled Confederate general from Virginia</li> </ul> </li> <li>• Frederick Douglass               <ul style="list-style-type: none"> <li>-- Was an enslaved African American who escaped to the North and became an abolitionist</li> </ul> </li> </ul> <p><b>General effects of the war</b></p> <ul style="list-style-type: none"> <li>• Family members were often pitted against one another, as were friends against friends.</li> <li>• As the war went on, Southern troops became increasingly younger and more poorly equipped and clothed.</li> </ul>	

**STANDARD HS-H24 (continued) REPORTING CATEGORY: HISTORY HISTORY AND SOCIAL STUDIES**

Essential Understandings	Essential Questions	Essential Knowledge	Essential Skills
		<ul style="list-style-type: none"> <li>• Much of the South was devastated at the end of the war (e.g., burning of Atlanta and Richmond).</li> <li>• Disease was a major killer.</li> <li>• Clara Barton, a Civil War nurse, created the American Red Cross.</li> <li>• Combat was brutal and often man-to-man.</li> <li>• Women were left to run businesses in the North and farms and plantations in the South.</li> <li>• The collapse of the Confederacy made Confederate money worthless.</li> </ul> <p><b>Effects of the war on African Americans</b></p> <ul style="list-style-type: none"> <li>• African Americans fought in the Union army. Some African Americans accompanied Confederate units in the field.</li> <li>• The Confederacy used enslaved African Americans as ship workers, laborers, cooks, and camp workers.</li> <li>• The Union moved to enlist African American sailors and soldiers during the war.</li> <li>• African American soldiers were paid less than white soldiers.</li> <li>• African American soldiers were discriminated against and served in segregated units under the command of white officers.</li> <li>• Robert Smalls, an African American sailor and later a Union naval captain, was highly honored for his feats of bravery and heroism. He became a Congressman after the war.</li> </ul>	

**STANDARD HS-G12**

**REPORTING CATEGORY: GEOGRAPHY**

**HISTORY AND SOCIAL STUDIES**

**HS-G12** The student will use maps, globes, photographs, pictures, or tables to

- a) locate the seven continents and five oceans.
- b) locate and describe the location of the geographic regions of North America: Coastal Plain, Appalachian Mountains, Canadian Shield, Interior Lowlands, Great Plains, Rocky Mountains, Basin and Range, and Coastal Range.
- c) locate and identify the water features important to the early history of the United States: Great Lakes, Mississippi River, Missouri River, Ohio River, Columbia River, Colorado River, Rio Grande, St. Lawrence River, Atlantic Ocean, Pacific Ocean, and Gulf of Mexico.
- d) recognize key geographic features on maps, diagrams, and/or photographs.

Essential Understandings	Essential Questions	Essential Knowledge	Essential Skills
<p>Continents are large land masses surrounded by water.</p> <p>Geographic regions have distinctive characteristics.</p> <p>The United States has access to numerous and varied bodies of water.</p> <p>Bodies of water support interaction among regions, form borders, and create links to other areas.</p> <p>It is important to recognize key geographic features on maps, diagrams, and/or photographs.</p> <p>Landforms and water features set the stage for and influence the course of events in United States history.</p>	<p>What are the seven continents?</p> <p>What are the five oceans?</p> <p>Where are the geographic regions of North America located?</p> <p>What are some physical characteristics of the geographic regions of North America?</p> <p>What are the major bodies of water in the United States?</p> <p>What are some ways bodies of water in the United States have supported interaction among regions and created links to other areas?</p>	<p><b>Continents</b></p> <ul style="list-style-type: none"> <li>• North America</li> <li>• South America</li> <li>• Africa</li> <li>• Asia</li> <li>• Australia</li> <li>• Antarctica</li> <li>• Europe*</li> </ul> <p><b>Oceans</b></p> <ul style="list-style-type: none"> <li>• Atlantic Ocean</li> <li>• Pacific Ocean</li> <li>• Arctic Ocean</li> <li>• Indian Ocean</li> <li>• Southern Ocean</li> </ul> <p>*Note: Europe is considered a continent even though it is not entirely surrounded by water. The land mass is frequently called Eurasia.</p> <p><b>Geographic regions' locations and physical characteristics</b></p> <ul style="list-style-type: none"> <li>• Coastal Plain                             <ul style="list-style-type: none"> <li>– Located along the Atlantic Ocean and Gulf of Mexico</li> <li>– Broad lowlands providing many excellent harbors</li> </ul> </li> <li>• Appalachian Highlands                             <ul style="list-style-type: none"> <li>– Located west of the Coastal Plain, extending from eastern Canada to western Alabama; includes the Piedmont</li> <li>– Old, eroded mountains (oldest mountain range in North America)</li> </ul> </li> </ul>	<p>Distinguish between parallels of latitude and meridians of longitude.</p> <p>Identify and interpret primary and secondary source documents to increase understanding of events and life in United States history.</p> <p>Sequence events in United States history.</p> <p>Analyze and interpret maps to explain relationships among landforms, water features, and historical events.</p>

**STANDARD HS-G12 (continued) REPORTING CATEGORY: GEOGRAPHY HISTORY AND SOCIAL STUDIES**

Essential Understandings	Essential Questions	Essential Knowledge	Essential Skills
	<p>What are some important categories of geographic features?</p> <p>What do these important geographic features look like when they appear on maps, globes, and diagrams?</p> <p>What do these important geographic features look like when they appear in pictures and photographs?</p> <p>Why are geographic features important in United States history?</p>	<ul style="list-style-type: none"> <li>• Canadian Shield               <ul style="list-style-type: none"> <li>– Wrapped around the Hudson Bay in a horseshoe shape</li> <li>– Hills worn by erosion and hundreds of lakes carved by glaciers</li> </ul> </li> <li>• Interior Lowlands               <ul style="list-style-type: none"> <li>– Located west of the Appalachian Mountains and east of the Great Plains</li> <li>– Rolling flatlands with many rivers, broad river valleys, and grassy hills</li> </ul> </li> <li>• Great Plains               <ul style="list-style-type: none"> <li>– Located west of the Interior Lowlands and east of the Rocky Mountains</li> <li>– Flat lands that gradually increase in elevation westward; grasslands</li> </ul> </li> <li>• Rocky Mountains               <ul style="list-style-type: none"> <li>– Located west of the Great Plains and east of the Basin and Range</li> <li>– Rugged mountains stretching from Alaska almost to Mexico; high elevations</li> <li>– Contains the Continental Divide, which determines the directional flow of rivers</li> </ul> </li> <li>• Basin and Range               <ul style="list-style-type: none"> <li>– Located west of the Rocky Mountains and east of the Sierra Nevadas and the Cascades</li> <li>– Varying elevations containing isolated mountain ranges and Death Valley, the lowest point in North America</li> </ul> </li> <li>• Coastal Range               <ul style="list-style-type: none"> <li>– Located along the Pacific Coast, stretching from California to Canada</li> <li>– Rugged mountains and fertile valleys</li> </ul> </li> </ul>	

**STANDARD HS-G12 (continued) REPORTING CATEGORY: GEOGRAPHY HISTORY AND SOCIAL STUDIES**

Essential Understandings	Essential Questions	Essential Knowledge	Essential Skills
		<p><b>Major bodies of water</b></p> <ul style="list-style-type: none"> <li>• Oceans: Atlantic, Pacific</li> <li>• Rivers: Mississippi, Missouri, Ohio, Columbia, Colorado, Rio Grande, St. Lawrence River</li> <li>• Lakes: Great Lakes</li> <li>• Gulf: Gulf of Mexico</li> </ul> <p><b>Trade, transportation, exploration, and settlement</b></p> <ul style="list-style-type: none"> <li>• The Atlantic, Pacific, and Gulf coasts of the United States have provided access to other parts of the world.</li> <li>• The Atlantic Ocean served as the highway for explorers, early settlers, and later immigrants.</li> <li>• The Ohio River was the gateway to the west.</li> <li>• Inland port cities grew in the Midwest along the Great Lakes.</li> <li>• The Mississippi and Missouri rivers were used to transport farm and industrial products. They were links to United States ports and other parts of the world.</li> <li>• The Columbia River was explored by Lewis and Clark.</li> <li>• The Colorado River was explored by the Spanish.</li> <li>• The Rio Grande forms the border with Mexico.</li> <li>• The Pacific Ocean was an early exploration destination.</li> <li>• The Gulf of Mexico provided the French and Spanish with exploration routes to Mexico and other parts of America.</li> <li>• The St. Lawrence River forms part of the northeastern border with Canada and connects the Great Lakes to the Atlantic Ocean.</li> </ul>	

**STANDARD HS-G12 (continued) REPORTING CATEGORY: GEOGRAPHY HISTORY AND SOCIAL STUDIES**

Essential Understandings	Essential Questions	Essential Knowledge	Essential Skills
		<p><b>Key geographic features</b></p> <ul style="list-style-type: none"> <li>• Water-related               <ul style="list-style-type: none"> <li>– Lakes</li> <li>– Rivers</li> <li>– Tributaries</li> <li>– Gulfs and bays</li> </ul> </li> <li>• Land-related               <ul style="list-style-type: none"> <li>– Mountains</li> <li>– Hills</li> <li>– Plains</li> <li>– Plateaus</li> <li>– Islands</li> <li>– Peninsulas</li> </ul> </li> </ul> <p><b>Geographic features are related to</b></p> <ul style="list-style-type: none"> <li>• patterns of trade</li> <li>• the locations of cities and towns</li> <li>• the westward (frontier) movement</li> <li>• agricultural and fishing industries.</li> </ul>	

**STANDARD HS-E16 REPORTING CATEGORY: ECONOMICS HISTORY AND SOCIAL STUDIES**

**HS-E16** The student will demonstrate knowledge of the effects of Reconstruction on American life by  
a) analyzing the impact of the 13th, 14th, and 15th Amendments to the Constitution of the United States.

Essential Understandings	Essential Questions	Essential Knowledge	Essential Skills
<p>The 13th, 14th, and 15th Amendments to the Constitution of the United States of America address the issues of slavery and guarantee equal protection under the law for all citizens.</p>	<p>What are the basic provisions of the 13th, 14th, and 15th Amendments to the Constitution of the United States?</p>	<p><b>Basic provisions of the Amendments</b></p> <ul style="list-style-type: none"> <li>• The 13th Amendment bans slavery in the United States and all of its territories.</li> <li>• The 14th Amendment grants citizenship to all persons born in the United States and guarantees them equal protection under the law.</li> <li>• The 15th Amendment ensures all citizens the right to vote regardless of race, color, or previous condition of servitude.</li> </ul> <p>These three amendments guarantee equal protection under the law for all citizens.</p>	<p>Analyze and interpret primary and secondary source documents to increase understanding of events and life in United States history.</p> <p>Make connections between the past and the present.</p> <p>Sequence events in United States history.</p> <p>Interpret ideas and events from different historical perspectives.</p>

**STANDARD HS-E17****REPORTING CATEGORY: ECONOMICS****HISTORY AND SOCIAL STUDIES**

**HS-E17** The student will demonstrate knowledge of the social, economic, and technological changes of the early twentieth century by

a) explaining how developments in factory and labor productivity, transportation (including the use of the automobile), communication, and rural electrification changed American life and standard of living.

d) identifying the causes of the Great Depression, its impact on Americans, and the major features of Franklin D. Roosevelt’s New Deal.

Essential Understandings	Essential Questions	Essential Knowledge	Essential Skills
<p>Technology extended progress into all areas of American life, including neglected rural areas.</p> <p>The optimism of the 1920s concealed problems in the American economic system and attitudes about the role of government in controlling the economy.</p> <p>The Great Depression had a widespread and severe impact on American life.</p> <p>Franklin Roosevelt’s New Deal used government programs to help the nation recover from the Depression.</p>	<p>How was social and economic life in the early twentieth century different from that in the late nineteenth century?</p> <p>What factors increased factory and labor productivity?</p> <p>What were the causes of the Great Depression?</p> <p>How were the lives of Americans affected by the Great Depression?</p> <p>What were the major features of the New Deal?</p>	<p><b>Results of improved transportation brought about by affordable automobiles</b></p> <ul style="list-style-type: none"> <li>• Greater mobility</li> <li>• Creation of jobs</li> <li>• Growth of transportation-related industries (road construction, oil, steel, automobile)</li> <li>• Movement to suburban areas</li> </ul> <p><b>Invention of the airplane</b></p> <ul style="list-style-type: none"> <li>• The Wright brothers</li> </ul> <p><b>Use of the assembly line</b></p> <ul style="list-style-type: none"> <li>• Henry Ford, automobile</li> <li>• Rise of mechanization</li> </ul> <p><b>Communication changes</b></p> <ul style="list-style-type: none"> <li>• Increased availability of telephones</li> <li>• Development of the radio and broadcast industry</li> <li>• Development of the movies</li> </ul> <p><b>Ways electrification changed American life</b></p> <ul style="list-style-type: none"> <li>• Labor-saving products (e.g., washing machines, electric stoves, water pumps)</li> <li>• Electric lighting</li> <li>• Entertainment (e.g., radio)</li> <li>• Improved communications</li> </ul>	<p>Make connections between the past and the present.</p> <p>Sequence events in United States history.</p> <p>Interpret ideas and events from different historical perspectives.</p>

**STANDARD HS-E17 (continued) REPORTING CATEGORY: ECONOMICS HISTORY AND SOCIAL STUDIES**

Essential Understandings	Essential Questions	Essential Knowledge	Essential Skills
		<p><b>Causes of the Great Depression</b></p> <ul style="list-style-type: none"> <li>• People overspeculated on stocks, using borrowed money that they could not repay when stock prices crashed.</li> <li>• The Federal Reserve failed to prevent the collapse of the banking system.</li> <li>• High tariffs discouraged international trade.</li> </ul> <p><b>Impact on Americans</b></p> <ul style="list-style-type: none"> <li>• A large number of banks and other businesses failed.</li> <li>• One-fourth of workers were without jobs.</li> <li>• Large numbers of people were hungry and homeless.</li> <li>• Farmers' incomes fell to low levels.</li> </ul> <p><b>Major features of the New Deal</b></p> <ul style="list-style-type: none"> <li>• Social Security</li> <li>• Federal work programs</li> <li>• Environmental improvement programs</li> <li>• Farm assistance programs</li> <li>• Increased rights for labor</li> </ul>	

**HS-C15** The student will demonstrate knowledge of how early cultures developed in North America by  
 c) describing how the American Indians used the resources in their environment.

Essential Understandings	Essential Questions	Essential Knowledge	Essential Skills
<p>Geography and climate affected how the various American Indian groups met their basic needs.</p> <p>Resources influenced what was produced and how it was produced.</p>	<p>How did geography and climate affect the way American Indian groups met their basic needs?</p> <p>How did American Indians use natural, human, and capital resources?</p>	<p>In the past, American Indians fished, hunted, and grew crops for food. They made clothing from animal skins and plants. They constructed shelters from resources found in their environment (e.g., sod, stones, animal skins, wood).</p> <p><b>Types of resources</b></p> <ul style="list-style-type: none"> <li>• Natural resources: Things that come directly from nature</li> <li>• Human resources: People working to produce goods and services</li> <li>• Capital resources: Goods produced and used to make other goods and services</li> </ul> <p><b>Natural resources</b>            The fish American Indians caught, wild animals they hunted, and crops they grew were examples of natural resources.</p> <p><b>Human resources</b>            People who fished, made clothing, and hunted animals were examples of human resources.</p> <p><b>Capital resources</b>            The canoes, bows, and spears American Indians made were examples of capital resources.</p>	<p>Identify and interpret primary and secondary source documents to increase understanding of events and life in United States history.</p> <p>Interpret ideas and events from different historical perspectives.</p> <p>Analyze and interpret maps.</p>

**HS-C16 The student will demonstrate knowledge of the factors that shaped colonial America by**

**b) describing life in the New England, Mid-Atlantic, and Southern colonies, with emphasis on how people interacted with their environment to produce goods and services, including examples of specialization and interdependence.**

Essential Understandings	Essential Questions	Essential Knowledge	Essential Skills
<p>Life in the colonies was shaped by the geographical features of the settlements.</p> <p>Economic specialization and interdependence existed among the colonies in the production of goods and services.</p>	<p>How did climate, geographic features, and other available resources distinguish the three regions from each other?</p> <p>How did people use the natural resources of their region to earn a living?</p> <p>What are the benefits of specialization and trade?</p> <p>How did political and social life evolve in each of the three regions?</p>	<p><b>Terms to know</b></p> <ul style="list-style-type: none"> <li>resources: natural, capital, or human</li> <li>specialization: Focusing on one or a few products</li> <li>interdependence: Two or more people depending on each other for goods and services</li> </ul> <p>Specialization caused the colonies to be interdependent.</p> <p>(See chart below.)</p>	<p>Identify and interpret primary and secondary source documents to increase understanding of events and life in United States history. (1a)</p> <p>Interpret ideas and events from different historical perspectives. (1d)</p> <p>Analyze and interpret maps to explain relationships among landforms, water features, climatic characteristics, and historical events. (1f)</p>

Essential Knowledge					
Colonies	Resources	Geography and Climate	Specialization	Examples of Interdependence	Social/Political
<b>New England</b>	<p>Natural resources: e.g., timber, fish, deep harbors</p> <p>Human resources: e.g., skilled craftsmen, shopkeepers, shipbuilders</p> <p>Capital resources: e.g., tools, buildings</p>	<p>Appalachian Mountains, Boston harbor, hilly terrain, rocky soil, jagged coastline</p> <p>Moderate summers, cold winters</p>	<p>Fishing, shipbuilding, naval supplies, metal tools and equipment</p>	<p>The New England colonies depended on the Southern colonies for crops such as tobacco, rice, cotton, and indigo, and for forest products such as lumber, tar, and pitch. They depended on the Mid-Atlantic colonies for livestock and grains.</p>	<p>Villages and churches were centers of life. Religious reformers and separatists</p> <p>Civic life: town meetings</p>
<b>Mid-Atlantic</b>	<p>Natural Resources: e.g., rich farmlands, rivers</p> <p>Human resources: e.g., unskilled and skilled workers, fishermen</p> <p>Capital resources: e.g., tools, buildings</p>	<p>Appalachian Mountains, coastal lowlands, harbors and bays</p> <p>Mild winters and moderate climate, wide and deep rivers</p>	<p>Livestock, grains, fish</p>	<p>The Mid-Atlantic colonies traded with the Southern and New England colonies to get the products they did not produce. The Mid-Atlantic colonies depended on the Southern colonies for tobacco, rice, cotton, indigo, and forest products. They traded with the New England colonies for metal tools and equipment.</p>	<p>Villages and cities, varied and diverse lifestyles, diverse religions</p> <p>Civic life: market towns</p>
<b>Southern</b>	<p>Natural resources: e.g., fertile farmlands, rivers, harbors</p> <p>Human resources: e.g., farmers, enslaved African Americans</p> <p>Capital resources: e.g., tools, buildings</p>	<p>Appalachian Mountains, Piedmont, Atlantic Coastal Plain, good harbors and rivers</p> <p>Humid climate with mild winters and hot summers</p>	<p>Tobacco, rice, cotton, indigo, forest products (lumber, tar, pitch)</p>	<p>The Southern colonies depended on the New England colonies for manufactured goods, including metal tools and equipment. They depended on the Mid-Atlantic colonies for grains and other agricultural products not plentiful in the South.</p>	<p>Plantations (slavery), mansions, indentured servants, fewer cities, fewer schools, Church of England</p> <p>Civic life: counties</p>

