

**SOCIAL STUDIES****SOCIAL STUDIES****GRADE 6****UNITED STATES HISTORY TO 1865**

*Counselors are available to assist parents and students with course selections and career planning. Parents may arrange to meet with the counselor by calling the school's guidance department.*

**COURSE DESCRIPTION**

Social Studies 6 focuses on the early beginnings of the United States through the Civil War. The student will have the opportunity to expand on his or her earlier studies of Virginia and American History through in-depth study of the political, economic, social, and cultural development of the nation.

The course places special emphasis on study skills, locating and using varied sources of information, communicating ideas effectively, working cooperatively with others, and planning and using time efficiently. Thinking skills are developed as students examine historical issues and events to determine the contrasts between eras, evaluate information, identify points of view, and recognize bias. Students are encouraged to investigate personalities and topics of personal interest by reading. Fundamental concepts in civics, economics, and geography are developed within the context of United States history.

Students will take the Standards of Learning test for *United States History to 1865* at the completion of the course. Specific dates for the spring SOL will be announced by the school.

**PREREQUISITE**

None

**OPTIONS FOR NEXT COURSE**

Social Studies 7

**REQUIRED STUDENT TEXTBOOK**

*United States History Beginnings to 1877*, VA Edition (Holt McDougal, 2010)

**SUPPLEMENTARY MATERIALS**

The teacher may choose to supplement the basal textbook with materials to extend and enrich the students' understanding of course topics. These materials may be drawn from daily newspapers, periodicals, television and other visual media, primary source documents, simulations, and computer programs.

**THE KNOWLEDGE, SKILLS, AND ATTITUDES THAT COMPRISE THE GRADE 6 UNITED STATES HISTORY COURSE ARE SUMMARIZED AS FOLLOWS FROM THE PRESCRIBED CURRICULUM:**

**TOPICS OF STUDY**

**Unit 1: North America Before 1500:  
The Land and the People**

- 6.1.1 Describe the location of the seven continents and the five oceans. **(USI.2a)**
- 6.1.2 Explain how latitude and longitude are used to describe the locations of places. **(USI.1g)**
- 6.1.3 Recognize key physical features as shown in a map, diagram or picture. **(USI.2d)**
- 6.1.4 Identify and locate the physical regions of the United States. **(USI.2b)**
- 6.1.5 Identify the locations of the key physical features of the North American continent. **(USI.2c)**
- 6.1.6 Evaluate the theories used to explain how early settlements developed in North America. **(USI.3a)**
- 6.1.7 Explain how physical features influence human activity. **(USI.2d)**
- 6.1.8 Locate and describe the physical environments inhabited by the major American Indian groups. **(USI.3a, b)**
- 6.1.9 Describe how the American Indians used the resources from their environments. **(USI.3c)**
- 6.1.10 Identify natural, capital, and human resources used by the American Indians. **(USI.3c)**

**Unit 2: European Exploration  
and the Clash of Cultures**

- 6.2.1 Identify motives for European exploration. **(USI.4a)**
- 6.2.2 Identify obstacles faced by the European explorers. **(USI.4a)**
- 6.2.3 Describe the accomplishments of European exploration. **(USI.4a)**
- 6.2.4 Identify the contributions and accomplishments of key individuals during the exploration period. **(USI.4a)**
- 6.2.5 Identify and locate the areas of Spanish, French, Dutch, and English settlement in the Americas. **(USI.1f)**
- 6.2.6 Describe the cultural and economic interactions between the Europeans and the American Indians. **(USI.4b)**
- 6.2.7 Describe the cultural interaction between the Spanish and the American Indians. **(USI.4b)**
- 6.2.8 Describe the cultural interaction between the French and the American Indians. **(USI.4b)**
- 6.2.9 Describe the cultural interaction between the English and the American Indians. **(USI.4b)**
- 6.2.10 Describe the effects of colonization on the American Indians. **(USI.4b)**
- 6.2.11 Describe the African Empires of Ghana, Mali, and Songhai. **(USI.4c)**

- 6.2.12 Describe the patterns of trade between West African empires and Europeans during the Age of Exploration. **(USI.4c)**

**Unit 3: Colonial America**

- 6.3.1 Explain the factors influencing European migration to North America. **(USI.5a)**
- 6.3.2 Identify the locations of the New England, Middle (Mid-Atlantic), and Southern colonies. **(USI.1f)**
- 6.3.3 Describe the geography and climate of the New England colonies. **(USI.5b)**
- 6.3.4 Explain the relationship between resources and economic specialization in the New England colonies. **(USI.5b)**
- 6.3.5 Describe the social and political life of the New England colonies. **(USI.5b)**
- 6.3.6 Describe the geography and climate of the Mid-Atlantic colonies. **(USI.5b)**
- 6.3.7 Explain the relationship between resources and economic specialization in the Mid-Atlantic colonies. **(USI.5b)**
- 6.3.8 Describe the social and political life of the Mid-Atlantic colonies. **(USI.5b)**
- 6.3.9 Describe the geography and climate of the Southern colonies. **(USI.5b)**
- 6.3.10 Explain the relationship between resources and economic specialization in the Southern colonies. **(USI.5b)**
- 6.3.11 Describe the social and political life of the Southern colonies. **(USI.5b)**
- 6.3.12 Describe the patterns of interdependence among the three English colonial regions. **(USI.5b)**
- 6.3.13 Describe life in the English colonies from various perspectives. **(USI.5c)**
- 6.3.14 Describe the economic and political relationship between the colonies and Great Britain. **(USI.5d)**
- 6.3.15 Evaluate the effects of the French and Indian War on the American colonies. **(USI.6a)**
- 6.3.16 Recognize the significance of key dates of the early colonial period. **(USI.5a)**

**Unit 4: The American Revolution**

- 6.4.1 Explain the causes of conflict between Great Britain and her colonies. **(USI.6a)**
- 6.4.2 Explain how Great Britain asserted economic and political control over the colonies. **(USI.6b)**
- 6.4.3 Explain how colonists responded to Britain's attempts to raise revenue and reassert her authority. **(USI.6c)**

- 6.4.4 Explain how key events led to the American Revolution. **(USI.6c)**
- 6.4.5 Describe the underlying philosophies of the *Declaration of Independence*. **(USI.6b)**
- 6.4.6 Describe the ideas and influence of key individuals in the outbreak and conduct of the American Revolution. **(USI.6c)**
- 6.4.7 Describe the role of women and minorities during the American Revolution.
- 6.4.8 Explain why colonial responses to independence differed.
- 6.4.9 Identify the major battles and military leaders during the Revolutionary War. **(USI.6c)**
- 6.4.10 Explain why the colonists were able to defeat the British. **(USI.6d)**
- 6.4.11 Recognize the significance of key dates during the revolutionary period. **(USI.6c)**
- 6.6.5 Describe the causes and effects of the War of 1812. **(USI.7c)**
- 6.6.6 Identify key events and personalities associated with the War of 1812. **(USI.7c)**
- 6.6.7 Recognize the War of 1812 as the time of the writing of the poem, “The Star Spangled Banner.”
- 6.6.8 Describe the major accomplishments and challenges of the administration of James Monroe. **(USI.7c)**
- 6.6.9 Explain the causes for the issuance of the Monroe Doctrine. **(USI.7c)**
- 6.6.10 Describe the effects of the Monroe Doctrine.
- 6.6.11 Explain the process of industrialization in the United States. **(USI.8c)**
- 6.6.12 Describe the effects of key inventions on life in America. **(USI.8c)**

### **Unit 5: Forming a New Government**

- 6.5.1 Identify the accomplishments of the government of the United States under the *Articles of Confederation*.
- 6.5.2 Explain why the government under the *Articles of Confederation* was weak.
- 6.5.3 Describe the organization of the Constitutional Convention. **(USI.7b)**
- 6.5.4 Identify the key issues debated during the Constitutional Convention. **(USI.7b)**
- 6.5.5 Explain how compromises resolved key issues debated during the Constitutional Convention. **(USI.7b)**
- 6.5.6 Describe the contributions of key individuals at the Constitutional Convention. **(USI.7b)**
- 6.5.7 Describe the framework for government established by the *Constitution of the United States*. **(USI.7b)**
- 6.5.8 Describe the historical roots and provisions of the *Bill of Rights*. **(USI.7b)**
- 6.5.9 Describe the challenges and accomplishments of the government during Washington’s administration. **(USI.7c)**
- 6.5.10 Describe the challenges and accomplishments of John Adams’ administration. **(USI.7c)**

### **Unit 6: Building an American Identity**

- 6.6.1 Describe the major accomplishments and challenges of the administration of Thomas Jefferson. **(USI.7c)**
- 6.6.2 Identify the contributions of key individuals and places to the exploration and development of the Louisiana territory. **(USI.2c, .8a)**
- 6.6.3 Describe the long-term effects of the Louisiana Purchase on the development of the United States. **(USI.8a)**
- 6.6.4 Describe the major accomplishments and challenges of the administration of James Madison. **(USI.7c)**

### **Unit 7: The Age of Jackson: Social, Political and Economic Change**

- 6.7.1 Describe political and social changes that marked the development of Jacksonian democracy.
- 6.7.2 Identify undemocratic practices during the Jackson administration.
- 6.7.3 Identify key events and personalities in the development of the states’ rights movement.
- 6.7.4 Describe the status of women before the Civil War. **(USI.8d)**
- 6.7.5 Explain how the reform movements of the 1830s sought to extend the ideals of democracy. **(USI.8d)**
- 6.7.6 Identify the contributions of key individuals and groups to the reform movements. **(USI.8d)**
- 6.7.7 Describe how the music and the art of the time period reflected the spirit of America.

### **Unit 8: Manifest Destiny**

- 6.8.1 Explain the origin and meaning of the term Manifest Destiny. **(USI.8b)**
- 6.8.2 Identify the locations of areas of United States’ westward expansion and method of acquisition. **(USI.8a, .1a)**
- 6.8.3 Identify and explain the economic and geographic factors that influenced westward movement. **(USI.8b)**
- 6.8.4 Identify the locations and environment of the major trails west. **(USI.8b, .1f)**
- 6.8.5 Describe the conflict between the American settlers in Texas and the Mexican government. **(USI.1d)**
- 6.8.6 Identify the significance of key individuals and events in the war for Texan independence. **(USI.1h, USI.1d)**
- 6.8.7 Describe the motives for and key events in the acquisition of the Oregon Territory. **(USI.8a, USI.1h)**
- 6.8.8 Explain the causes and effects of war with Mexico. **(USI.8a)**

- 6.8.9 Evaluate the differing points of view during the Mexican War. **(USI.1d)**
- 6.8.10 Explain the effects of the discovery of gold in California. **(USI.8a)**
- 6.8.11 Identify and explain the social and economic issues involved in westward expansion. **(USI.1i)**

### **Unit 9: The Road to Civil War**

- 6.9.1 Describe similarities and differences in the mid 1800s. **(USI.9a)**
- 6.9.2 Describe the life of enslaved African Americans.
- 6.9.3 Describe the methods African Americans used to cope with the institution of slavery.
- 6.9.4 Identify the causes and effects of major slave rebellions.
- 6.9.5 Describe the differing points of view on the role of the government in economic affairs and the expansion of slavery to the new territories. **(USI.9b)**
- 6.9.6 Explain the differing points of view of various groups on the issue of slavery.
- 6.9.7 Evaluate the different solutions to the issue of the expansion of slavery into the new territories. **(USI.9b)**
- 6.9.8 Describe the significance of key events that served to intensify the conflict over slavery. **(USI.9b)**
- 6.9.9 Identify the key provisions and significance of the Compromise of 1850. **(USI.9b)**
- 6.9.10 Describe the contributions of key individuals and groups to the conflict between Northern and Southern interests in the mid 1800s. **(USI.8d, .9b)**
- 6.9.11 Describe the significance of the presidential election of 1860. **(USI.9b)**
- 6.9.12 Explain the reasons for the secession of the Confederate States. **(USI.9b)**
- 6.9.13 Identify the locations of the Confederate States of America, Border States, Confederate States, and the states that remained in the Union. **(USI.9c)**

### **Unit 10: The Civil War**

- 6.10.1 Explain the underlying causes and the immediate effects of the attack on Fort Sumter. **(USI.9e)**
- 6.10.2 Describe the economic and military advantages and disadvantages of the Confederacy at the beginning of the war.
- 6.10.3 Describe the economic and military advantages and disadvantages of the Union at the beginning of the war.
- 6.10.4 Compare the battle strategies of the Union and the Confederate states. **(USI.9e)**
- 6.10.5 Identify the significance of key battles during the Civil War. **(USI.9e)**
- 6.10.6 Describe the influences of location and topography on critical developments in the war. **(USI.9e)**

- 6.10.7 Recognize key phrases from Lincoln's Gettysburg Address. **(USI.9e)**
- 6.10.8 Explain the historical significance of the Emancipation Proclamation. **(USI.9e)**
- 6.10.9 Describe the contributions of key political and military leaders to the conduct of the war. **(USI.9d)**
- 6.10.10 Identify similarities and differences in the roles of Abraham Lincoln and Robert E. Lee during the Civil War. **(USI.9d)**
- 6.10.11 Describe life on the battlefield and the homefront during the Civil War. **(USI.9f)**
- 6.10.12 Describe the role of African Americans in the Civil War. **(USI.9f)**
- 6.10.13 Describe the human and economic costs of the Civil War. **(USI.9f)**
- 6.10.14 Describe the physical, social, and economic conditions in the North and South after the Civil War. **(USI.9f)**

### **CITIZENSHIP GOALS**

- Appreciating our American heritage
- Appreciating our multi-cultural heritage
- Valuing our democratic way of life
- Respecting individual differences
- Valuing self worth and the worth of others
- Treating others with courtesy and respect
- Accepting responsibility for behavior and its consequences
- Seeking compromise and consensus in resolving differences

### **SKILLS**

- **Study Skills**
  - Bringing required materials to class
  - Organizing and maintaining a class notebook
  - Using note-taking strategies
  - Using a variety of test-taking and study strategies to prepare for quizzes, tests, etc.
- **Chart/Graph Skills (USI.1c)**
  - Identifying symbols used in editorial cartoons
  - Making and interpreting time lines
  - Making and interpreting simple political cartoons
  - Using charts and graphs to organize and classify data and information
- **Map Skills (USI.1f, USI.1g)**
  - Distinguishing between parallels of latitude and meridians of longitude
  - Determining distance and direction on maps
  - Interpreting maps to explain relationships among landforms, water features, and climatic characteristics and historical events
  - Making and interpreting special purpose maps

- **Problem-Solving/Decision-Making Skills**
  - Identifying the steps in the decision-making/problem-solving process
  - Using the process to analyze historical decision-making
  - Evaluating the decision making and problem solving of key historical leaders
- **Critical Thinking Skills** (USI.1a, USI.1b, USI.1d USI.1h)
  - Distinguishing between simple statements of fact and opinion
  - Identifying bias and points of view
  - Using facts to support opinions and generalizations
  - Sequencing events
  - Interpreting primary and secondary source documents
  - Making connections between the past and present
- **Communication Skills** (USI.1e)
  - Preparing short reports, projects, and presentations
  - Writing paragraphs and brief summaries
  - Listening actively to the ideas and thoughts of others
  - Contributing ideas and suggestions to class discussion
  - Integrating new vocabulary words into oral and written communication
  - Evaluating and discussing issues orally and in writing
- **Reading Skills**
  - Analyzing new vocabulary words
  - Using a variety of strategies to comprehend written material
  - Confirming or revising predictions
  - Demonstrating an understanding of content
  - Analyzing his or her understanding of what is read
  - Reading biographies, historical fiction, and other books for information and enjoyment



## VIRGINIA BEACH CITY PUBLIC SCHOOLS

A H E A D O F T H E C U R V E

### Mission Statement

The Virginia Beach City Public Schools, in partnership with the entire community, will empower every student to become a life-long learner who is a responsible, productive and engaged citizen within the global community.

Dr. James G. Merrill, Superintendent

DEPARTMENT OF CURRICULUM AND INSTRUCTION  
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