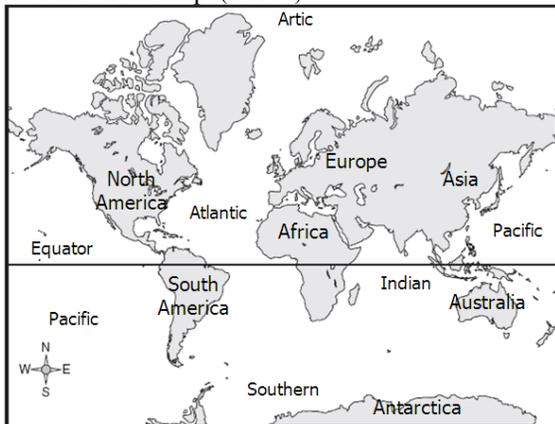


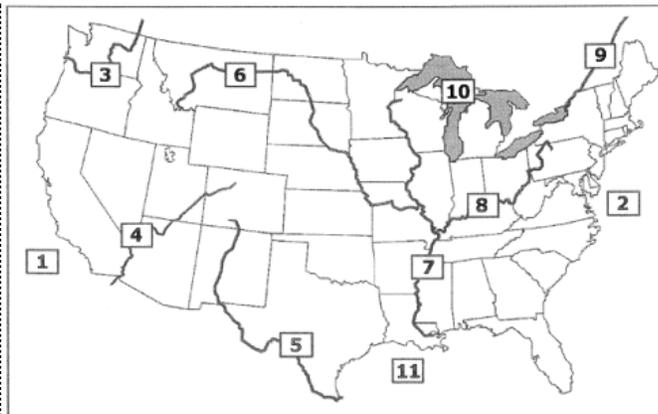
# SOL REVIEW FOR UNITED STATES HISTORY TO 1865

Continents are large land masses surrounded by water. Locate the seven continents and five oceans on the map. (US1.2a)



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 (US1.2c)

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

**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.

1. The *Pacific Ocean* was an early exploration destination.
2. 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.

3. *Columbia River* was explored by Lewis and Clark
4. *Colorado River* was explored by the Spanish
5. *Rio Grande* forms the border with Mexico
- 6, 7. *Missouri and Mississippi Rivers* were used to transport farm and industrial products and were links to ports and other parts of the world.
8. *Ohio River* was the gateway to the west
9. *St. Lawrence River* forms part of the northeastern border with Canada and connects the Great Lakes to the Atlantic Ocean

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

10. Inland port cities grew up in the Midwest along the *Great Lakes*.
- Gulfs** - A gulf is a part of the ocean (or sea) that is partly surrounded by land (it is usually larger than a bay.)
11. *The Gulf of Mexico* provided the French and Spanish with exploration routes to Mexico and other parts of America.

What do geographic features look like on maps, globes, and diagrams? (US1.2d)

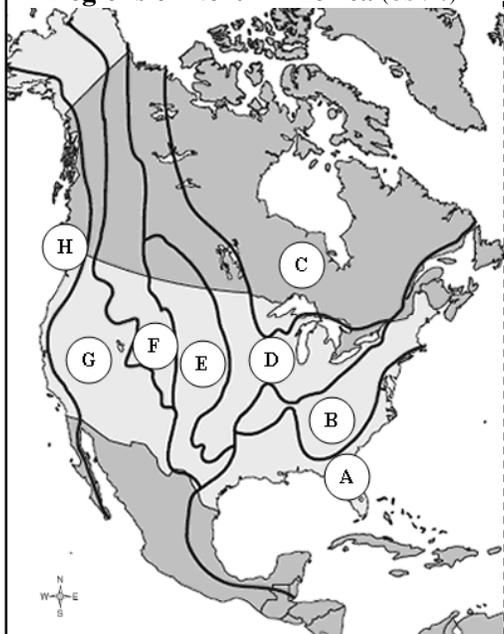
Water related features include lakes, rivers, tributaries, gulfs, and bays

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

## Regions of North America (US1.2b)



## Distinctive Characteristics of Geographic Regions of North America (US1.2b)

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



**Archaeology (USI.3a)**

Archaeology is the recovery of material evidence remaining from



the past. Archaeological discoveries of early Indian Settlements have been made in southeastern Virginia.

**Why is archaeology important?**

Archaeologists study human behavior and culture through the recovery and analysis of artifacts.

**Where is one of the oldest archaeological sites in the United States located?**

- Scientists are not in agreement as to when and how people entered the Western Hemisphere.
- Cactus Hill is located on the Nottoway River in southeastern Virginia.
- Evidence that humans lived at Cactus Hill as early as 15,000 years ago makes it one of the oldest sites in North America.

**GEOGRAPHY (USI.3b)**

Tribe	Where did they settle?	What was their environment?
<b>Inuit</b>	present-day Alaska and northern Canada	lived in the Arctic where the temperature is below freezing Much of the year 
<b>Kwakiutl</b>	Homeland includes the Pacific Northwest coast	rainy, mild climate
<b>Lakota</b>	interior of the United States, area called the Great Plains	dry grasslands 
<b>Pueblo</b>	in the Southwest in present-day New Mexico and Arizona	desert areas and areas bordering cliffs and mountains 
<b>Iroquois</b>	northeast North America in the Eastern Woodlands	heavily forested  

**How did geography and climate affect how various American Indian groups met their basic needs? (USI.3c)**

- Fished, hunted, and harvested crops for food
- Clothing was made from animal skins and plants
- Shelter was made of resources found in the environment (sod, stones, animal skins, wood)



**How did the American Indians use natural, human and capital resources?**



\***Natural Resources** (come directly from nature) - Fished in rivers, hunted animals and grew crops.

\***Human Resources** (people working to produce goods and services) - People who fished, made clothing and hunted animals.

\***Capital Resources** (goods produced and used to make other goods and services) - the canoes, bows and spears.

**Resources influence what was produced and how it was produced.**

Prior to the arrival of Europeans, American Indians were dispersed across different environments in North America. American Indians lived in all parts of North America.

**How did American Indians and Europeans interact with each other? (USI.4b)**

**Areas of cooperation:**

- \* Europeans brought weapons and metal farm tools
- \* Trade
- \* Crops

**Areas of conflict:**

- \* Land
- \* Competition for trade
- \* Differences in cultures
- \* Disease
- \* Differences in languages

**Spanish**—conquered and enslaved American Indians, brought Christianity, brought diseases

**French**—established trading posts, spread Christianity

**English**—established settlements, claimed land, learned farming techniques and traded with Indians

**American Indians**—taught farming techniques to European settlers, believed that land was to be shared or used but not owned.

**Why did major European countries compete for power in North America? (USI.4a)**

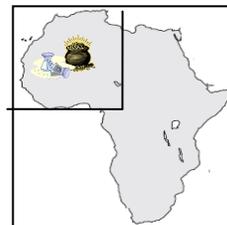
What were the <u>motivating forces</u> for exploration?	What <u>obstacles</u> did explorers face?	What were the <u>accomplishments</u> of explorers?	What regions were explored? (USI.4a)
<p> <b>Religious</b> - spread of Christianity</p> <p><b>Economic</b> - gold, natural resources, trade </p> <p><b>Glory</b> -Competitions for empire/ belief in superiority of own culture </p>	<ul style="list-style-type: none"> <li>• Poor maps and navigational tools</li> <li>• Disease/starvation</li> <li>• Fear of unknown</li> <li>• Lack of adequate supplies</li> </ul>	<ul style="list-style-type: none"> <li>• Exchanged goods and ideas</li> <li>• Improved navigational tools and ships</li> <li>• Claimed territories </li> </ul>	<ol style="list-style-type: none"> <li>1. <b>Spain</b> - <i>Francisco Coronado</i> claimed the southwest United States.</li> <li>2. <b>France</b> - <i>Samuel de Champlain</i> established the French settlement of Quebec and <i>Robert LaSalle</i> claimed the Mississippi River Valley.</li> <li>3. <b>England</b> - <i>John Cabot</i> explored eastern Canada.</li> <li>4. <b>Portugal</b> - Made voyages of discovery along West Africa.</li> </ol>

**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**.



**Geographical features shaped life in the colonies. (USI.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?

<u>Colonies</u> <i>(USI.5)</i>	<u>Resources</u> <i>(Natural, Capital and Human)</i>	<u>Geography</u> <i>and</i> <u>Climate</u>	<u>Specialization</u> <i>(Focusing on one or more products)</i>	<u>Examples of Inter-dependence</u> <i>(Two or more people depending on each other for goods and services)</i>	<u>Social Life</u> <i>and</i> <u>Political (Civic) Life</u>
<i>New England</i>	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
<i>Mid-Atlantic</i>	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
<i>Southern</i>	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 indentured servants, few cities, few schools, Church of England  Political (Civic) life: Counties

<b>Why did Europeans establish colonies?</b> <i>(USI.5a)</i>			<b>How did people's lives vary among different social groups in colonial America?</b> <i>(USI.5c)</i>	
<b>Colony</b>				
<b>Roanoke Island (Lost Colony)</b>	economic venture			
<b>Jamestown</b>	first permanent English settlement in North America (1607), an economic venture by the Virginia Company			<ul style="list-style-type: none"> <li>* <b>Large Landowners</b> - Lived in South, relied on indentured servants and slaves, educated in some cases, had a rich social culture.</li> <li>* <b>Farmers</b> - Worked the land and relied on family members for labor for the farm.</li> <li>* <b>Artisans</b> - Craftsmen in towns and on the plantation.</li> <li>* <b>Free African Americans</b> - 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.</li> <li>* <b>Indentured servants</b> - Made a contract to work in return for passage to the colonies—were free at the end of the contract.</li> <li>* <b>Enslaved African Americans</b> - 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.</li> </ul>
<b>Plymouth</b>	settled by <i>separatists</i> from the Church of England who wanted to avoid religious persecution			
<b>Massachusetts Bay</b>	settled by <i>Puritans</i> who wanted to avoid religious persecution			
<b>Pennsylvania</b>	settled by Quakers who wanted freedom to practice their faith without interference			
<b>Georgia</b>	settled by debtors who hoped to experience a new life in the colony and economic freedom in the New World			

\* 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 GOVERNMENT (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.

**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

**Patrick Henry:** Member of House of Burgesses; gave "Give me liberty or give me death" speech



**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



**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.

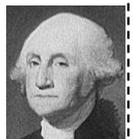
**Colonial Advantages in American Revolution (USI.6d)**

- Some colonists' defense of their own land, principles, and beliefs



- Additional support from France

- Strong leadership



**The Articles of Confederation (US1.7a)**

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 (US1.7c)**

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 (US1.7d)**

- An African American astronomer and surveyor, helped complete the design for Washington, D.C.



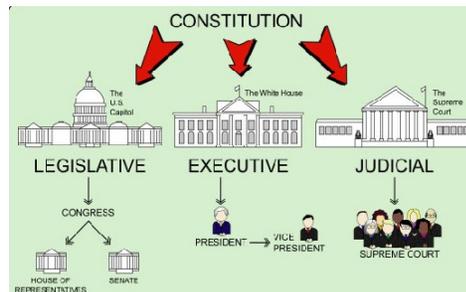
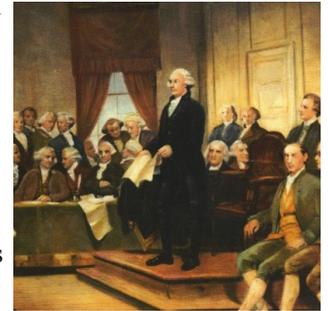
**What events led to the development of the Constitution of the United States of America? (US1.7b)**

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 Great Compromise - decided how many votes each state had in the Senate and the House of Representatives.
- \* The Constitution was signed at the end of the convention.

**Ratification of the Constitution -**

- \* Nine of the thirteen states had to vote in favor of the Constitution before it could become law.



**Bill of Rights**

*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 free speech or with the right of people to get together peacefully 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 . . .

- \* Based on the Virginia Declaration of Rights (George Mason) and the Virginia Statute for Religious Freedom (Thomas Jefferson).
- \* The first ten amendments to the Constitution proved a written guarantee of individual rights (e.g., freedom of speech, freedom of religion).

**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.

**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.

**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 hopes of earning profit.

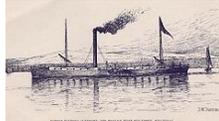
**Cotton gin** - invented by **Eli Whitney**, increased the production of cotton and increased the need for slave labor.



**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



**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)

**Slavery**

While the Civil War did not begin as a war to abolish slavery, issues surrounding slavery deeply divided the nation.

- **Northerners** opposed slavery. They believed that slavery should be abolished for moral reasons.
- **Southerners** supported slavery. They felt that the abolition of slavery would destroy their region's economy.

**Cultural**

People of the North and South lived different life styles.

- **North** - an urban society in which people held jobs.
- **South** - primarily an agricultural society in which people lived in small villages and on farms and plantations.

**Economic**

People of the North and South had different ways they made a living.

- **North** had manufacturing and favored tariffs to protect factory owners and workers from foreign competition.
- **South** was largely agricultural opposed tariffs that would increase the prices of manufactured goods - feared England might not buy cotton if tariffs were added.

**Constitutional**

An important issue separating the country related to the power of the federal government.

- **Northerners** believed that the nation was a union and could not be divided. They supported a strong central government. They believed the national government's power was supreme over that of the states.
- **Southerners** 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)

**Compromises (US1.9b)**

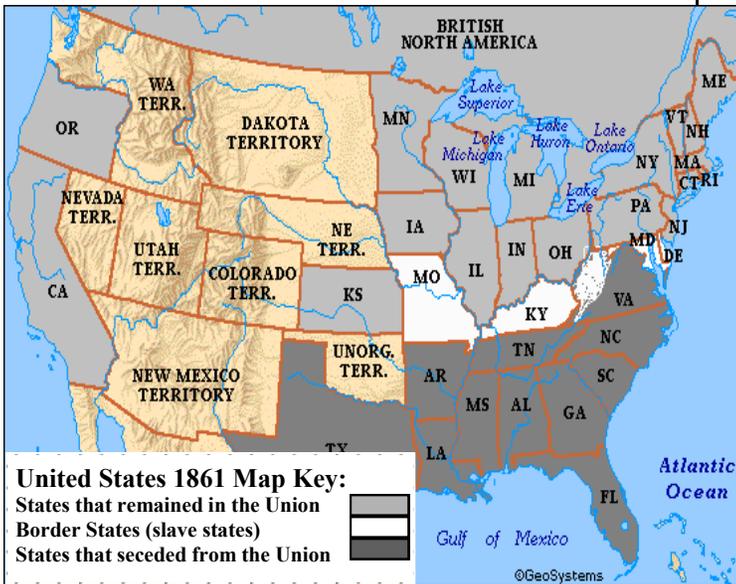
As people moved into new territory, the North and South disagreed about the spread of slavery. They were forced to **compromise**.

- ◊ **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.



**Civil War Leaders (US1.9d)**

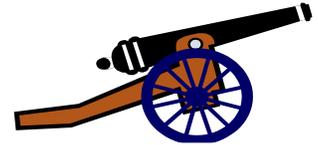
**Jefferson Davis** - President of the Confederate States of America

**Robert E. Lee** - leader of the Army of Northern Virginia; offered command of the Union forces but chose not to fight against Virginia; opposed secession, but did not believe the union should be held together by force; urged Southerners to accept defeat and reunite as Americans



**Major Civil War Battles and Events (US1.9e)**

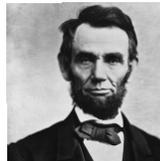
- ◊ Firing on **Fort Sumter, S.C.**, began the war.
- ◊ The first **Battle of Manassas (Bull Run)** was the first major battle.
- ◊ The signing of the **Emancipation Proclamation** made "freeing the slaves" the new focus of the war. Many freed slaves joined the Union army.
- ◊ The **Battle of Vicksburg** 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 (US1.9d)**



**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 (US1.9f)**

- \* 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 (US1.9f)**

- \* 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

## GEOGRAPHY

### USI.2a

land masses

### USI.2b

distinctive characteristics

elevation

erosion

fertile soil

geographic features

glacier

horseshoe

### USI.2c

access

immigrants

inland port

industrial products

### USI.2d

agriculture industry

bay

fishing industry

gulf

hill

island

lake

land feature

pattern of trade

peninsula

plain

plateau

river

tributary

water feature

## EARLY CULTURES

### USI.3a

analysis

archaeology

artifact

evidence

recovery

site

### USI.3b

characterized

cliffs

climate

dispersed

Eastern Woodland

forested

grasslands

inhabited

Inuit

Iroquois

Kwakiutl

Lakota

Pacific Northwest

Pueblo

### USI.3c

basic needs

capital resources

environment

harvested

human resources

natural resources

resources

## EXPLORATION

### USI.4a

accomplishments

adequate

claimed territories

competition

empire

exchanged goods

motivating forces

navigational tools

obstacles

starvation

superiority

voyages of discovery

### USI.4b

Christianity

conflict

conquered

cooperation

crops

cultural interaction

economic interaction

enslaved

farming techniques

technologies

### USI.4c

impact

manufactured goods

metals

## COLONIAL PERIOD

### USI.5a

debtors' prisons

economic venture

faith

interference

permanent

religious persecution

separatists

### USI.5b

Atlantic Coast Plain

civic life

coastal lowlands

craftsmen

diverse lifestyles

diverse religions

economy

geographical features

hilly terrain

human resources

humid climate

indentured servants

indigo

jagged coastline

livestock

grain

mansions

market towns

moderate summers

natural resources

naval supplies

Piedmont

plantations

political life

skilled labor

reflected

separatists

social life

timber

unskilled/skilled workers

village

wood products

### USI.5c

artisan

caretakers

contract

homemakers

house-workers

labor

native

passage

predominantly

relied

slave traders

social position

varied

villages

### USI.5d

appointed

colonial governors

colonial legislatures

economic relationship

enforced

Great Britain

impose

maintain control

monitored

political relationships

proprietor

raw materials

strict

## REVOLUTION

### USI.6a

dissatisfaction

imposed taxes

Proclamation of 1763

rebellious

restricted

revenue

world power

### USI.6b

democratic government

derives

expressed

independence

inherent rights

liberty

natural rights

philosophies

property

pursuit of happiness

revolutionary movement

unalienable rights

violates

### USI.6c

armed conflict

championed

commander

delegates

House of Burgesses

individuals

inspired

### USI.6d

beliefs

capable

principles

## CONSTITUTION

### USI.7a

commerce

currency

executive

judicial branch

regardless

regulate

weak national government

weakness

### USI.7b

branches

convention

draft

executive

federal system

foundation

freedom of religion

freedom of speech

Great Compromise

House of Representatives

individual rights

judicial

legislative

national government

ratification

republic

Senate

separate

shared

significant

state government

structure

### USI.7c

accomplishments

administration

astronomer

design

interfere

national capital

respect

Surveyor

Washington D. C.

Western Hemisphere

## SECTIONALISM

### USI.8a

doubled

expedition

exploration

independent republic

settlement

territorial expansion

territory

underwent vast

### USI.8b

availability

canals

economic opportunity

geography

logging

Manifest Destiny

migration

overland trails

population growth

runaway slaves

steamboats

### USI.8c

cotton gin

cultivate

entrepreneur

equipment

farming society

impact

industrialization

invention

inventor

productivity

reaper

society

steam locomotive

steamboat

technologies

technology

### USI.8d

abolitionists

abolitionist movement

campaign

cruel

deprived

educational opportunities

emancipation

enslaved

equal opportunities

equal rights

higher education

inhumane

morally wrong

right to vote

right to own property

suffrage movement

violation

## CIVIL WAR

### USI.9a

agricultural

central government

competition

constitutional

culture

economic

foreign