

## Virginia Social Studies Standards of Learning for *United States History to 1877*

Correlated to

### ***A House Divided: America's Civil War*** **Literature & Thought Program**

\*Page numbers listed are sample references where each skill or standard is addressed. Other incidents occur within the book.

#### **Skills**

USI.1 The student will develop skills for historical and geographical analysis, including the ability to

<b>Skills</b>	<b><i>A House Divided: America's Civil War</i></b>
a) identify and interpret primary and secondary source documents to increase understanding of events and life in United States history to 1877;	Student Book: Pages 6-8, Table of Contents,
b) make connections between the past and the present;	Student Book: pages 118-142 Teacher Guide: pages 51-54
c) sequence events in United States history from pre-Columbian times to 1877;	
d) interpret ideas and events from different historical perspectives;	Student Book: pages 13-21, 51-54 Teacher Guide: pages 13-18, 52-58
e) evaluate and discuss issues orally and in writing;	Student Book: pages 60, 80, 112, 142 Teacher Guide: pages 20-21, 32-33, 43-44, 56-57
f) analyze and interpret maps to explain relationships among landforms, water features, climatic characteristics, and historical events;	Student Book: pages 16-19 Teacher Guide: page 9
g) distinguish between parallels of latitude and meridians of longitude;	
h) interpret patriotic slogans and excerpts from notable speeches and documents.	Student Book: pages 44-47, 62-63, 67-71, 76-77, 100-105 Teacher Guide: pages 16, 26, 28, 30, 40-41
i) sequence events in United States history	Student Book: pages 16-19 Teacher Guide: page 9

**Civil War and Reconstruction: 1860s to 1877**

USI.9 The student will demonstrate knowledge of the causes, major events, and effects of the Civil War by

***A House Divided: America's Civil War***

a) describing the cultural, economic, and constitutional issues that divided the nation;	Student Book: pages 9-19, 21-60 Teacher Guide: pages 9-21, 23-24
b) explaining how the issues of states' rights and slavery increased sectional tensions;	Student Book: pages 9-19 Teacher Guide: pages 9, 23-24
c) identifying on a map the states that seceded from the Union and those that remained in the Union;	Student Book: page 16 Teacher Guide: page 9
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;	Student Book: pages 9-19, 62-64, 66-71, 76-77, 100-111 Teacher Guide: pages 9, 26-30, 32, 40, 43-44
e) using maps to explain critical developments in the war, including major battles;	Student Book: pages 16-19 Teacher Guide: page 9
f) describing the effects of war from the perspectives of Union and Confederate	Student Book: pages 81-112 Teacher Guide: pages 35-44
g) describing the effects of war from the perspectives of Union and Confederate soldiers (including black soldiers), women, and slaves.	Student Book: pages 22-112 Teacher Guide: pages 10-44