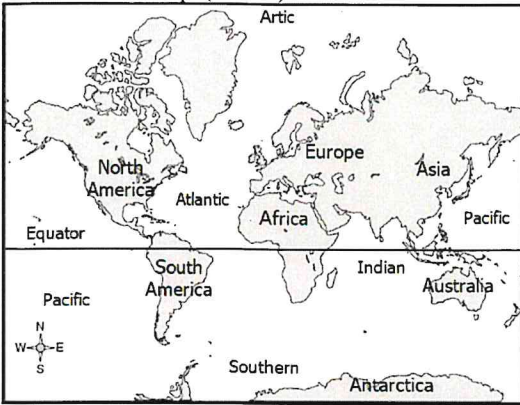


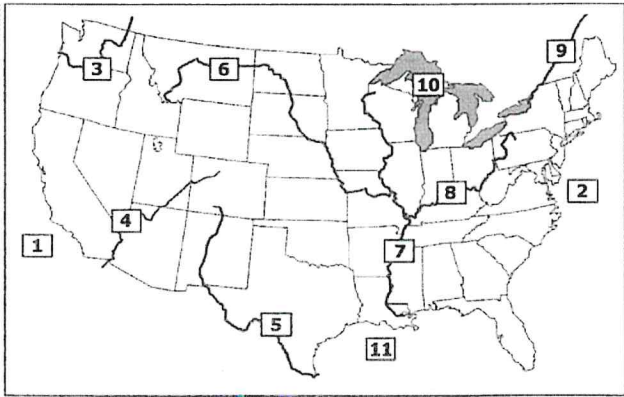
SOL REVIEW FOR UNITED STATES HISTORY TO 1865

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

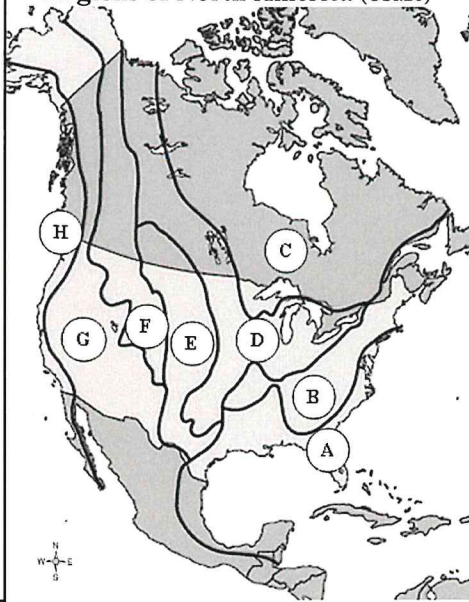
Water related features include lakes, rivers, tributaries, gulfs, and bays

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

Geographic features are related to:

- patterns of trade
- westward (frontier) movement
- locations of cities and towns
- culture and fishing industries

Regions of North America (USI.2b)



Distinctive Characteristics of Geographic Regions of North America (USI.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?
A. Coastal Plains	Along the Atlantic Ocean and Gulf of Mexico	Broad lowlands providing many excellent harbors
B. Appalachian Highlands	West of Coastal Plain, extending from eastern Canada to western Alabama, includes the Piedmont	Old, eroded mountains (oldest mountain range in North America)
C. Canadian Shield	Wrapped around Hudson Bay in a horseshoe shape	Hills worn by erosion and hundreds of lakes carved by glaciers
D. Interior Lowlands	Located west of the Appalachian Mountains and east of the Great Plains	Rolling flatlands with many rivers, broad river valleys, and grassy hills
E. Great Plains	Located west of Interior Lowlands and east of the Rocky Mountains	Flat land that gradually increases in elevation westward; grasslands
F. Rocky Mountains	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
G. Basin and Range	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
H. Coastal Range	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?
Inuit	present-day Alaska and northern Canada	lived in the Arctic where the temperature is below freezing Much of the year 
Kwakiutl	Homeland includes the Pacific Northwest coast	rainy, mild climate
Lakota	interior of the United States, area called the Great Plains	dry grasslands 
Pueblo	in the Southwest in present-day New Mexico and Arizona	 desert areas and areas bordering cliffs and mountains
Iroquois	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 motivating forces for exploration?	What obstacles did explorers face?	What were the accomplishments of explorers?	What regions were explored? (USI.4a)
 Religious - spread of Christianity Economic - gold, natural resources, trade  Glory -Competitions for empire/ belief in superiority of own culture 	<ul style="list-style-type: none"> • Poor maps and navigational tools • Disease/starvation • Fear of unknown • Lack of adequate supplies 	<ul style="list-style-type: none"> • Exchanged goods and ideas • Improved navigational tools and ships • Claimed territories  	<ol style="list-style-type: none"> 1. Spain - <i>Francisco Coronado</i> claimed the southwest United States. 2. France - <i>Samuel de Champlain</i> established the French settlement of Quebec and <i>Robert LaSalle</i> claimed the Mississippi River Valley. 3. England - <i>John Cabot</i> explored eastern Canada. 4. Portugal - Made voyages of discovery along West Africa.

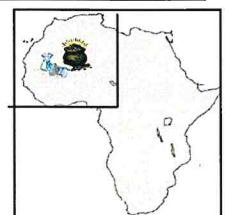
What was the importance of the kingdoms in Ghana, Mali, and Songhai? (USI.4c)

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?

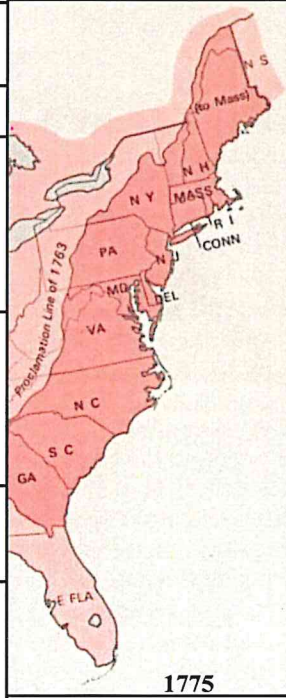
What are the benefits of specialization and trade?

How did social and political (civic) evolve in each of the three regions?

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

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

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



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

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

* As Great Britain expanded control over the American colonies, many colonists became dissatisfied and rebellious. (USI.5d and USI.6a)

Economic Relationships

What steps did Great Britain take to establish and maintain control over the colonies?

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

Political Relationships

Why did many colonists become dissatisfied with England's control?

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

PHILOSOPHIES ABOUT 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



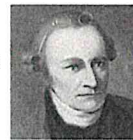
George Washington: Commander of the Continental Army

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 (USI.7a)

The Articles of Confederation was the first constitution of the United States. It was written during the American Revolution to establish the powers of the new national government.

The Articles of Confederation did not work.

- (1) It provided for a **weak national government**:
- (2) Gave Congress no power to tax or regulate commerce (trade) among the states
- (3) Provided for no common currency (money)
- (4) Gave each state one vote in Congress regardless of size
- (5) Provided for no executive or judicial branches

First Five Presidents (USI.7c)

All of the first five presidents were Virginians except John Adams.



George Washington

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



John Adams

- A two-party system emerged during his administration.



Thomas Jefferson

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



James Madison

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



James Monroe

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



Benjamin Banneker (USI.7d)

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



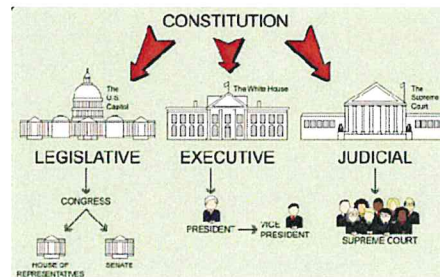
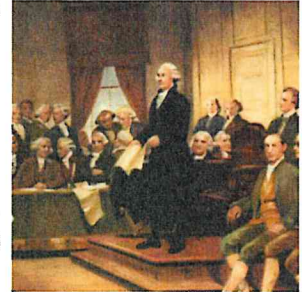
What events led to the development of the Constitution of the United States of America? (USI.7b)

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

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

The Constitutional Convention -

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



- * The 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)

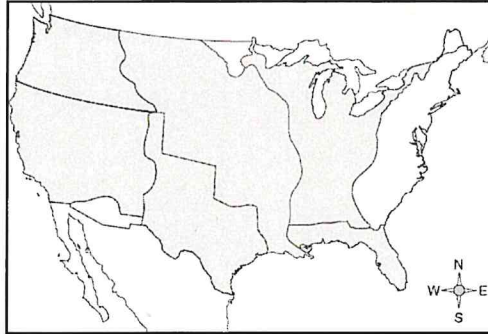
- Population growth in eastern states
- Availability of cheap, fertile land
 - Economic opportunity, e.g. gold (California Gold Rush), logging, farming, freedom (for runaway slaves)
 - Cheaper, faster transportation, e.g. rivers and canals (Erie Canal), steamboats
- Knowledge of overland trade routes (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.

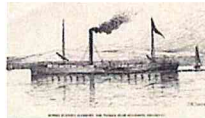
Cotton gin - invented by **Eli Whitney**, increased the production of cotton and increased the need for slave labor.



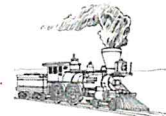
Reaper - invented by **Jo Anderson** (a slave) and **Cyrus McCormick** (entrepreneur who brought the reaper to market), increased the productivity of the American farmer.



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	Cultural	Economic	Constitutional
<p>While the Civil War did not begin as a war to abolish slavery, issues surrounding slavery deeply divided the nation.</p> <ul style="list-style-type: none"> • 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. 	<p>People of the North and South lived different life styles.</p> <ul style="list-style-type: none"> • 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. 	<p>People of the North and South had different ways they made a living.</p> <ul style="list-style-type: none"> • 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. 	<p>An important issue separating the country related to the power of the federal government.</p> <ul style="list-style-type: none"> • 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 (USI.9b)

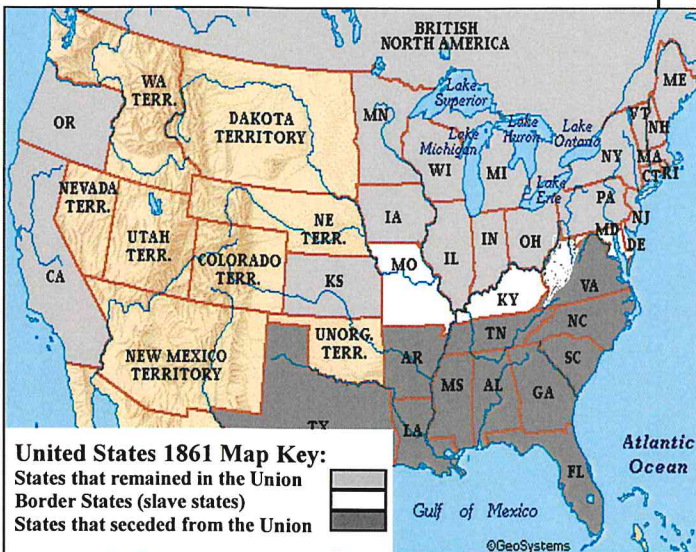
As people moved into new territory, the North and South disagreed about the spread of slavery. They were forced to **compromise**.

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



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

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



Civil War Leaders (USI.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 (USI.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 (USI.9d)



Abraham Lincoln - Was president of the United States; opposed the spread of slavery issued the *Emancipation Proclamation*; determined to preserve the Union, by force if necessary; believed the United States was one nation, not a collection of independent states; wrote the *Gettysburg Address* that said the Civil War was to preserve a government "of the people, by the people, and for the people."

Ulysses S. Grant - General of the Union army that defeated Lee



Frederick Douglass - former enslaved African American who escaped to the North and became an abolitionist.

Thomas "Stonewall" Jackson - skilled Confederate general from Virginia



GENERAL EFFECTS OF CIVIL WAR (USI.9f)

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

EFFECTS OF WAR ON AFRICAN AMERICANS (USI.9g)

- * 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

Fundamental political principles (CE.2a)
Consent of the governed - People are the source of any and all governmental power
Limited government - Government is not all-powerful and may do only those things people have given it the power to do
Rule of law - The government and those who govern are bound by the law
Democracy - In a democratic system of government, the people rule
Representative government - In a representative system of government, people elect public officeholders to make laws and conduct government on their behalf

How to become a citizen (CE.3a)

- 14th Amendment defines citizenship: "All persons born or naturalized in the United States, and subject to the jurisdiction thereof, are citizens of the United States and the state wherein they reside."
- Immigration and naturalization, particularly in the 20th century, have led to an increasingly diverse society.



Means of obtaining citizenship:

1. Birth
2. Naturalization - must demonstrate knowledge of American history and principles and speak and write English.


Preamble: Purposes of U.S. government (CE.2c)

- To form a union; establish justice; ensure domestic peace and to provide defense.

The Preamble to Constitution of United States of America begins, "We the people," which establishes that the power of government comes from the people.


Influence of earlier documents on Constitution of the United States of America (CE.2b)	
Document	Influence
Charters of the Virginia Company of London	Rights of Englishmen guaranteed to colonists
The Virginia Declaration of Rights	Served as a model for the Bill of Rights of the Constitution of the United States of America
Declaration of Independence 	Stated grievances against king of Great Britain Declared colonies' independence from Great Britain Affirmed "certain unalienable rights" (life, liberty, and the pursuit of happiness) Established idea that all people are equal under law
Articles of Confederation	Established first form of national government for independent states Maintained that major powers resided with individual states Weakness of central government (e.g., no power to tax and enforce laws) - led to the writing of the Constitution of the United States of America
Virginia Statute for Religious Freedom	Freedom of religious beliefs and opinions
Constitution of the United States of America, including the Bill of Rights 	Establishes the structure of the United States government Guarantees equality under the law with majority rule and the rights of the minority protected Affirms individual worth and dignity of all people Protects the fundamental freedoms of religion, speech, press, assembly, and petition

Duties of responsible citizens (CE.3c)
Citizens who choose not to fulfill these civic duties face legal consequences

- Obey laws
- Pay taxes 
- Serve in the armed forces if called
- Serve on a jury or as a witness in court if called


Responsibilities of citizens (CE.3d)
Civic responsibilities are fulfilled by choice; they are voluntary

- Register and vote
- Hold elective office
- Participate in political campaigns
- Serve in voluntary, appointed positions
- Influence government by communicating with government officials
- Keep informed regarding current issues
- Respect others' rights to equal voice in government election



Personal traits of good citizens (CE.4a-e)

- Trustworthiness and honesty
- Courtesy and respect for the rights of others
- Responsibility, accountability, and self-reliance
- Respect for the law
- Patriotism



Ways for citizens to participate in community service (CE.3e)

- Volunteer to support democratic institutions (e.g., League of Women Voters).
- Express concern about the welfare of the community as a whole (e.g., environment, public health and safety, education).
- Help make community good place to work and live (becoming involved with public service organizations, tutoring, volunteering in nursing homes).

Rights of Citizens (CE.3b)

First Amendment freedoms:


Religion - Government may not establish an official religion, nor endorse, or unduly interfere with the free exercise of religion.

Speech - Individuals are free to express their opinions and beliefs.

Press - The press has the right to gather and publish information, including that which criticizes the government.

Assembly - Individuals may peacefully gather.

Petition - Individuals have the right to make their views known to public officials.




Due process of law (CE.8d)

The constitutional protection against unfair governmental actions and laws

Due process protections:

- 5th Amendment** - Prohibits national government from acting in an unfair manner.
- 14th Amendment** - Prohibits state/local governments from acting in an unfair manner. Extends the due process protection to actions of the states.

The Supreme Court has extended the due process clauses to protect the guarantees of the Bill of Rights.



Civics and Economics

Federal Form of Government (CE.6a)

The *Constitution of the United States of America* establishes a federal form of government in which the national government is supreme.

Primary responsibilities of each level of government

<p>National - Powers of national government are either <u>enumerated/expressed</u> or <u>implied</u></p> <ul style="list-style-type: none"> • Conducts foreign policy • Regulates commerce 	<p>State - The powers not given to the national government by the Constitution are <u>reserved</u> for the states.</p> <ul style="list-style-type: none"> • Promotes public health, safety, and welfare
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- **Denied Powers:** Constitution denies powers to both national and state governments.
- **Local Governments:** Powers of local governments in Virginia are derived from the state.

Separation of Powers

- Legislative (makes laws)
- Executive (carries out the laws)
- Judicial (interprets the laws)

Checks and Balances (CE.6c)

Legislative powers over:

- The executive branch
 - Overrides vetoes
 - Impeaches a President
- The judicial branch
 - Approves federal judges
 - Impeaches federal judges



Executive powers over:

- The legislative branch
 - Vetoes acts of Congress
 - Calls Congress into special session

The judicial branch

- Appoints federal judges

Judicial powers over:

The legislative branch declares laws unconstitutional

Branch of Government (CE.6b)	Local Government	Virginia Government	National Government
Legislative	Makes ordinances for community; approves annual budget; limits power to that delegated by the state	Makes laws for Virginia; approves biennial (two-year) budget; exercises power under the 10th amendment	Makes laws for nation; approves annual budget; approves presidential appointments
Executive	Elected or appointed by the Board of Supervisors or City Council; city or county managers hired by local legislatures	Executes laws of Virginia; prepares biennial budget for General Assembly; appoints cabinet officers and boards; administers state bureaucracy; grants pardons	Executes law of the land; prepares annual budget for congressional action; appoints cabinet officers, ambassadors, and federal judges; administers federal bureaucracy
Judicial	District courts - Hear cases under the authority provided by state legislation	Supreme Court - Has power of judicial review over state laws Circuit courts - Try civil and criminal cases	Supreme Court - Has power of judicial review Federal courts - Try cases involving federal law and U.S. Constitutional questions

(CE.8b) **Judicial Review**

Supreme courts of United States and Virginia determine constitutionality of laws and acts of executive branch of government.

Marbury v. Madison established the principle of judicial review at the national level.

- The Constitution of the United States is the supreme law of land.
- State laws must conform to Virginia and United States constitutions.

Influence public policy (CE.7d)

Ways Individuals Influence:

- Participating in politics (voting, campaigning)
- Expressing opinions (lobbying, demonstrating, writing letters)
- Joining interest groups
- Lobbying government officials

Ways interest groups influence:

- Identifying issues
- Making political contributions
- Lobbying government officials

Electoral college process (CE.5f)

A slate of electors for each state chosen by popular vote; electors meet to vote for President and Vice President; winner-take-all system leads to targeting of large states for campaigning, although candidates must pay attention to small states whose electoral votes may make difference in tight elections.

** number of electors/state is based on state's Congressional representation.

** requirements for majority vote to win in electoral college favors a two-party system.

Bicameral Legislature (CE.7a)

Bicameral means "two houses"

- *Virginia General Assembly* (Senate and House of Delegates)
- *United States Congress* (Senate and House of Representatives)

Legislative powers:

- Expressed (specifically listed in constitution)
- Implied (not listed - carry out expressed powers)

How a Bill Becomes a Law (state and national)

- Working in committees
- Debating on the floor
- Voting on a bill by both houses
- Signing bill into law by the President or governor

Elected officials write laws and take action in response to problems or issues.

Executive Branch (CE.7b)

Powers of the President are defined in the Constitution of the United States and the Governor in the Constitution of Virginia.

Executive branch "carries out the law."

Ways the executive influences policymaking

- Appointing officials
- Appealing directly to the people
- Approving or vetoing legislation
- Proposing legislation in an annual speech to the legislature (State of the Commonwealth or State of the Union Address)

Cabinet departments, agencies, and regulatory groups: interpret and help with carrying out laws.



Ways media play an important role in setting the public agenda (CE.7c)

- Focusing public attention on selected issues
- Offering a forum in which opposing viewpoints are communicated
- Holding government officials accountable to the public
- Government officials use the media to communicate with the public.

Mass media roles in elections (CE.5c)

- Identifying candidates and emphasizing selected issues
- Writing editorials, creating political cartoons, publishing op-ed pieces
- Broadcasting different points of view

Lobbying: Seeking to influence legislators to introduce or vote for or against a bill

Amending the Constitution (CE.6d)

- Action by Congress or convention
 - Ratification by the states
- The amendment process is complex; to date, only 27 amendments have been approved

Criminal Law (CE.8c)

In a criminal case, a court determines whether a person accused of breaking the law is guilty or not guilty of a misdemeanor or a felony.

Civil law

In a civil case, a court settles a disagreement between two parties.

Criminal procedure in felony cases

- A person accused of a crime may be arrested if the police have probable cause.
- The accused may be committed to jail or released on bail.
- The case proceeds to an arraignment where probable cause is reviewed, the defendant may be appointed an attorney, and a plea is entered.
- A court date is set and a trial is conducted.
- A guilty verdict may be appealed to the Court of Appeals or directly to the Supreme Court in certain cases.

Procedure for civil cases

- The plaintiff files a complaint to recover damages or receive compensation.
- Case can be heard by judge or jury.
- Case can be appealed to the Court of Appeals and the Supreme Court.

Procedure for cases involving juveniles

- Judges have greater latitude in handling juvenile cases.
- Juveniles who commit serious crimes can be tried as adults.



United States Supreme Court (CE.8a)

(Justices/no jury)

Jurisdiction: Appellate and Limited Original

United States Court of Appeals

(Justices/no jury)

Jurisdiction: Appellate

United States District Court

(Judge with jury)

Jurisdiction: Original



Virginia Court System

Virginia, like each of the other forty-nine states, has its own court system whose organization and jurisdiction are derived from Virginia's constitution and state laws.

Virginia Supreme Court (Justices/no jury)

- Court of final appeal (Appellate jurisdiction)
- Limited original jurisdiction

Court of Appeals of Virginia (Judges/no jury)

- Appellate jurisdiction from circuit courts

Circuit Court (Judge and jury)

- Original jurisdiction for felony criminal cases and for certain civil cases

General District Court (Judge)

- Original jurisdiction of misdemeanors
- Civil cases involving lower dollar amounts

Juvenile and Domestic Relations District Court

(Judge/no jury) Juvenile and family cases;

Magistrates issue search warrants, subpoenas, arrest warrants, summons, and set bail.

Voter Registration and Participation (CE.5e) Every vote is important!

Only citizens who register can participate in primary and general elections.

Registration is closed 29 days before elections.

Qualifications to register to vote in Virginia

- Citizen of the United States
- Resident of Virginia and precinct
- 18 years of age by day of general election



How to register in Virginia

- In person at the registrar's office, at the Division of Motor Vehicles, or at other designated sites and by mail application

Factors in predicting which citizens will vote: Education — Age — Income

Why citizens fail to vote: Lack of interest and failure to register

The percentage of voters who participate in presidential elections is usually greater than the percentage of voters who participate in state and local elections.

Third parties (CE.5b)

- Introduce new ideas or press for a particular issue
- Often revolve around a political personality (T. Roosevelt)

Functions of political parties (CE.5a)

1. Recruiting and nominating candidates
2. Educating the electorate about campaign issues
3. Helping candidates win elections
4. Monitoring actions of officeholders

Strategies for evaluating campaign speeches, literature, and advertisements for accuracy: (CE.5c)

1. Separating fact from opinion;
2. Detecting bias;
3. Evaluating sources;
4. Identifying propaganda

Rising campaign costs (CE.5d)

- Require candidates to conduct extensive fund-raising activities
- Limit opportunities to run for public office
- Give an advantage to wealthy individuals who run for office
- Encourage the development of political action committees (PACs)
- Give issue-oriented special interest groups increased influence

Campaign finance reform

- Rising campaign costs have led to efforts to reform campaign finance laws.
- Limits on amount individuals may contribute to political candidates and campaigning candidates win election



ECONOMICS

How are consumer rights and property rights protected?

- Individuals have right of private ownership, which is protected by negotiated contracts that are enforceable by law.
- Government agencies establish guidelines that protect public health and safety.
- Consumers may take legal action against violations of consumer rights. (CE.11e)

Basic types of business ownership (CE.10a)

Proprietorship - one owner who takes all risks and all profits.

Partnership - two or more owners who share risks and profits.

Corporation - business organization authorized by law to act as a legal person regardless of number of owners. Owners share profits. Owner liability is limited to investment.

Entrepreneur - person who takes risks to produce goods and services in search of profit. May establish business according to any type of organizational structure.

Similarities between political parties (CE.5b)

- Organize to win elections
- Influence public policies
- Reflect both liberal and conservative views
- Define selves in ways that win majority support by appealing to political center

Differences between parties



- Stated in a party's platform and reflected in campaigning

Economic Terms (CE.9a)

Scarcity is the inability to satisfy all wants at the same time. All resources and goods are limited. This requires that choices be made.

Resources are factors of production that are used in the production of goods and services. Types of resources are natural, human, capital, and entrepreneurship.

Choice - selecting an item or action from a set of possible alternatives. Individuals must choose/make decisions about desired goods and services because these goods and services are limited.

Opportunity cost - what is given up when choice is made - highest valued alternative forgone. Individuals must consider value of what is given up when making a choice.

Price - amount of money exchanged for a good or service. Interaction of supply and demand determines price. Price determines who acquires goods and services.

Incentives - things that incite or motivate - used to change economic behavior.

Supply and demand is interaction of supply and demand determines price. **Demand** is amount of a good or service that consumers are willing and able to buy at a certain price. **Supply** is amount of a good or service that producers are willing and able to sell at a certain price.

Production is the combining of human, natural, capital, and entrepreneurship resources to make goods or provide services. Resources available and consumer preferences determine what is produced.

Characteristics of private financial institutions (CE.10c)

- Include: banks, savings and loans, credit unions, securities brokerages
- Receive deposits and make loans
- Encourage saving and investing by paying interest on deposits



Ways the government promotes marketplace competition (CE.11a)

- Enforcing antitrust legislation to discourage development of monopolies; engaging in global trade; supporting business start-ups

Government agencies that regulate business)

- FCC (Federal Communications Commission)
- EPA (Environmental Protection Agency)
- FTC (Federal Trade Commission)



They oversee way individuals/companies do business

Characteristics of major economic systems (CE.9b)

Free market:

- Private ownership of property/resources
- Profit and Competition
- Consumer sovereignty/individual choice

Command economy:

- Central ownership of property/resources
- Centrally-planned economy
- Lack of consumer choice

Mixed economy:

- Individuals and businesses as decision makers for private sector
- Government as decision maker for the public sector
- A greater government role than in a free market economy
- Most common economic system today



Characteristics of the United States economy (CE.9c)

In the United States, private individuals, businesses, and government share economic decision making.

Free markets - are allowed to operate without undue interference from the government.

Private property - Individuals and businesses have right to own personal property as well as means of production without undue interference from government.

Profit - consists of earnings after all expenses have been paid.

Competition - Rivalry between producers/sellers of a good or service results in better quality goods and services at a lower price.

Consumer sovereignty - Consumers determine through purchases, what goods and services will be produced.

The Federal Reserve (CE.11d)

Federal Reserve System (Fed) is central bank of U.S. - acts as a banker's bank, issuing currency/regulating amount of money in circulation.

Ways Federal Reserve Bank slows economy - To slow the economy, Fed restricts money supply, causing interest rates to rise.

- Increases the reserve requirement or discount rate
- Sells government securities

Ways Federal Reserve Bank stimulates economy -

- Fed increases money supply, causing interest rates to decline.
- Lowers reserve requirement or discount rate
- Purchases government securities



Economic flow (CE.10b)

- Individual & business saving/investment provide financial capital that can be borrowed for business expansion & increased consumption.
- Individuals (households) own resources used in production, sell resources, and use income to purchase products.
- Businesses (producers) buy resources; make products sold to individuals, other businesses, government - use profits to buy more resources.
- Governments use tax revenue from individuals and businesses to provide public goods and services.

Characteristics of public goods and services (CE.11b)

- Includes-interstate highways, postal service, and national defense
- Provide benefits to many simultaneously
- Would not be available if individuals had to provide them

Global Economy (CE.10d)

Worldwide markets in which the buying and selling of goods and services by all nations takes place

Reasons that states and nations trade:

- obtain goods/services they can't or produce efficiently themselves
 - buy goods and services at a lower cost or a lower opportunity cost
 - sell goods and services to other countries - create jobs
- Virginia and United States specialize in production of certain goods and services which promote efficiency and growth.

Impact of technological innovations

- Innovations in technology (e.g., Internet) contribute to global flow of information, capital, goods, and services.
- Use of such technology also lowers cost of production.

Ways governments produce public goods and services

- Through tax revenue and borrowed funds

Taxes (CE.11c)

16th Amendment to Constitution authorizes Congress to tax incomes (personal and business).

- Government tax increases reduce funds available for private/business spending; tax decreases increase funds for private and business spending.
- Increased government borrowing reduces funds available for borrowing by individuals and businesses; decreased government borrowing increases funds available for borrowing by individuals and businesses.
- Increased government spending increases demand, may increase employment/ production; decreased spending reduces demand, may result in a slowing economy.
- Increased government spending may result in higher taxes; decreased government spending may result in lower taxes.