

# Vertical Alignment of Ohio's Learning Standards for Social Studies, Kindergarten – Grade 8

## Each Child, Our Future

[\*Each Child, Our Future\*](#) is Ohio's five-year strategic plan to ensure each student enjoys a bright future thanks to an excellent pre-K-12 education experience. The plan's vision is for each child to be challenged to discover and learn, be prepared to pursue a fulfilling post-high school path and empowered to become a resilient, lifelong learner who contributes to society. Social Studies is part of providing well-rounded content for students, as *well-rounded content* is one of the four learning domains listed in the strategic plan. To meet the goals of *Each Child, Our Future*, Ohio's strategic plan for education, schools and districts will find it essential to have appropriate local curricula supported by high-quality instructional materials.

## Overview

This document provides a broad view of how knowledge deepens over time in each topic area and can be used in a variety of ways. For an individual teacher the vertical alignment can provide a more detailed view into expected prior skills and knowledge than that provided in the standards and model curriculum documents. This may allow the teacher to more clearly understand the content students should have encountered prior to entering a grade level. It could also inform the creation of pre-assessments to help identify missing pre-requisite skills. Teachers meeting in vertical teams could use this framework to inform discussions about the strengths of district instruction and to plan for ways to address any missing links in knowledge development for a topic. For personnel such as curriculum directors, building administrators and instructional coaches this document can provide a condensed version of the content of the standards and model curriculum and can help identify gaps in the local curriculum where additional content or skills may need to be instructed.

**Note: New revised standards are italicized**

HISTORY	GEOGRAPHY	GOVERNMENT	ECONOMICS
<b>Kindergarten</b>			
<p><b>Historical Thinking and Skills</b></p> <p>1. Time can be measured.</p> <p>2. Personal history can be shared through stories and pictures.</p> <p><b>Heritage</b></p> <p>3. <i>Heritage is reflected through diverse cultures and is shown through the arts, customs, traditions, family celebrations and language.</i></p> <p>4. <i>Symbols and practices of the United States include the flag, Pledge of Allegiance and the National Anthem. Other nations are represented by symbols and practices too.</i></p>	<p><b>Spatial Thinking and Skills</b></p> <p>5. Terms related to direction and distance, as well as symbols and landmarks, can be used to talk about the relative location of familiar places.</p> <p>6. Models and maps represent places.</p> <p><b>Human Systems</b></p> <p>7. Humans depend on and impact the physical environment in order to supply food, clothing and shelter.</p> <p>8. Individuals are unique but share common characteristics of multiple groups.</p>	<p><b>Civic Participation and Skills</b></p> <p>9. <i>Individuals share responsibilities and take action toward the achievement of common goals in homes, schools and communities.</i></p> <p><b>Rules and Laws</b></p> <p>10. The purpose of rules and authority figures is to provide order, security and safety in the home, school and community.</p>	<p><b>Scarcity</b></p> <p>11. <i>Individuals have many wants and make decisions to satisfy those wants. These decisions impact others.</i></p> <p><b>Production and Consumption</b></p> <p>12. <i>Goods are objects that can satisfy an individual's wants. Services are actions that can satisfy individual's wants.</i></p>

HISTORY	GEOGRAPHY	GOVERNMENT	ECONOMICS
<b>GRADE 1</b>			
<p><b>Historical Thinking and Skills</b></p> <p>1. Time can be divided into categories (e.g., months of the year, past, present and future).</p> <p>2. Photographs, letters, artifacts and books can be used to learn about the past.</p> <p><b>Heritage</b></p> <p>3. <i>The ways basic human needs are met have changed over time.</i></p>	<p><b>Spatial Thinking and Skills</b></p> <p>4. Maps can be used to locate and identify places.</p> <p><b>Places and Regions</b></p> <p>5. Places are distinctive because of their physical characteristics (landforms and bodies of water) and human characteristics (structures built by people).</p> <p><b>Human Systems</b></p> <p>6. Families interact with the physical environment differently in different times and places.</p> <p>7. Diverse cultural practices address basic human needs in various ways and may change over time.</p>	<p><b>Civic Participation and Skills</b></p> <p>8. <i>Individuals have responsibility to take action toward the achievement of common goals in homes, schools and communities and are accountable for those actions.</i></p> <p>9. Collaboration requires group members to respect the rights and opinions of others.</p> <p><b>Rules and Laws</b></p> <p>10. Rules exist in different settings. The principles of fairness should guide rules and the consequences for breaking rules.</p>	<p><b>Scarcity</b></p> <p>11. <i>Wants are unlimited and resources are limited. Individuals make choices because they cannot have everything they want.</i></p> <p><b>Production and Consumption</b></p> <p>12. People produce and consume goods and services in the community.</p> <p><b>Markets</b></p> <p>13. People trade to obtain goods and services they want.</p> <p><b>Financial Literacy</b></p> <p>14. Currency is used as a means of economic exchange.</p>
<b>GRADE 2</b>			
<p><b>Historical Thinking and Skills</b></p> <p>1. Time can be shown graphically on calendars and timelines.</p> <p>2. Change over time can be shown with artifacts, maps, and photographs.</p> <p><b>Heritage</b></p> <p>3. Science and technology have changed daily life.</p> <p>4. Biographies can show how people's actions have shaped the world in which we live.</p>	<p><b>Spatial Thinking and Skills</b></p> <p>5. <i>Maps and their symbols, including cardinal directions, can be interpreted to answer questions about location of places.</i></p> <p><b>Places and Regions</b></p> <p>6. The work that people do is impacted by the distinctive human and physical characteristics in the place where they live.</p> <p><b>Human Systems</b></p> <p>7. Human activities alter the physical environment, both positively and negatively.</p> <p>8. Cultures develop in unique ways, in part through the influence of the physical environment.</p> <p>9. Interactions among cultures lead to sharing ways of life.</p>	<p><b>Civic Participation and Skills</b></p> <p>10. Respect for the rights of self and others includes making responsible choices and being accountable for personal actions.</p> <p>11. Groups are accountable for choices they make and actions they take.</p> <p><b>Rules and Laws</b></p> <p>12. <i>There are different rules and laws that govern behavior in different settings.</i></p>	<p><b>Economic Decision Making and Skills</b></p> <p>13. Information displayed on bar graphs can be used to compare quantities.</p> <p><b>Scarcity</b></p> <p>14. Resources can be used in various ways.</p> <p><b>Production and Consumption</b></p> <p>15. Most people around the world work in jobs in which they produce specific goods and services.</p> <p><b>Markets</b></p> <p>16. People use money to buy and sell goods and services.</p> <p><b>Financial Literacy</b></p> <p>17. People earn income by working.</p>

HISTORY	GEOGRAPHY	GOVERNMENT	ECONOMICS
<b>GRADE 3</b>			
<p><b>Historical Thinking and Skills</b></p> <p>1. Events in local history can be shown on timelines organized by years, decades and centuries.</p> <p>2. <i>Primary and secondary sources can be used to show change over time.</i></p> <p><b>Heritage</b></p> <p>3. Local communities change over time.</p>	<p><b>Spatial Thinking and Skills</b></p> <p>4. Physical and political maps have distinctive characteristics and purposes. Places can be located on a map by using the title, key, alphanumeric grid and cardinal directions.</p> <p><b>Places and Regions</b></p> <p>5. Daily life is influenced by the agriculture, industry and natural resources in different communities.</p> <p><b>Human Systems</b></p> <p>6. <i>Evidence of positive and negative human modification of the environment can be observed in the local community.</i></p> <p>7. Systems of transportation and communication move people, products and ideas from place to place.</p> <p>8. Communities may include diverse cultural groups.</p>	<p><b>Civic Participation and Skills</b></p> <p>9. Members of local communities have rights and responsibilities.</p> <p>10. <i>Individuals make the community a better place by taking action to solve problems in a way that promotes the common good.</i></p> <p><b>Rules and Laws</b></p> <p>11. Laws are rules which apply to all people in a community and describe ways people are expected to behave. Laws promote order and security, provide public services and protect the rights of individuals in the local community.</p> <p><b>Roles and Systems of Government</b></p> <p>12. Governments have authority to make and enforce laws.</p> <p>13. The structure of local governments may differ from one community to another.</p>	<p><b>Economic Decision Making and Skills</b></p> <p>14. Line graphs are used to show changes in data over time.</p> <p>15. Both positive and negative incentives affect individuals' choices and behaviors.</p> <p><b>Scarcity</b></p> <p>16. Individuals must make decisions because of the scarcity of resources. <i>Making a decision involves a trade-off.</i></p> <p><b>Production and Consumption</b></p> <p>17. A consumer is a person whose wants are satisfied by using goods and services. A producer makes goods and/or provides services.</p> <p><b>Markets</b></p> <p>18. A market is where buyers and sellers exchange goods and services.</p> <p><b>Financial Literacy</b></p> <p>19. Making decisions involves weighing costs and benefits.</p> <p>20. A budget is a plan to help people make personal economic decisions for the present and future and to become more financially responsible.</p>

HISTORY	GEOGRAPHY	GOVERNMENT	ECONOMICS
<b>GRADE 4</b>			
<p><b>Historical Thinking and Skills</b></p> <p>1. The order of significant events in Ohio and the United States can be shown on a timeline.</p> <p>2. Primary and secondary sources can be used to create historical narratives.</p> <p><b>Heritage</b></p> <p>3. <i>Various groups of people have lived in Ohio over time including American Indians, migrating settlers and immigrants.</i> Interactions among these groups have resulted in both cooperation and conflict.</p> <p>4. The 13 colonies came together around a common cause of liberty and justice, uniting to fight for independence during the American Revolution and to form a new nation.</p> <p>5. <i>The Northwest Ordinance incorporated democratic ideals into the territories. It provided a process for territories to become states and recognized them as equal to the other existing states.</i></p> <p>6. <i>Ongoing conflicts on the Ohio frontier with American Indians and Great Britain contributed to the United States' involvement in the War of 1812.</i></p> <p>7. <i>Following the War of 1812, Ohio continued to play a key role in national conflicts including the anti-slavery movement and the Underground Railroad.</i></p> <p>8. Many technological innovations that originated in Ohio benefited the United States.</p>	<p><b>Spatial Thinking and Skills</b></p> <p>9. A map scale and cardinal and intermediate directions can be used to describe the relative location of physical and human characteristics of Ohio and the United States.</p> <p><b>Places and Regions</b></p> <p>10. The economic development of the United States continues to influence and be influenced by agriculture, industry and natural resources in Ohio.</p> <p>11. The regions of the United States known as the North, South and West developed in the early 1800s largely based on their physical environments and economies.</p> <p><b>Human Systems</b></p> <p>12. <i>People have modified the environment throughout history resulting in both positive and negative consequences for modifying the environment in Ohio and the United States.</i></p> <p>13. The population of the United States has changed over time, becoming more diverse (e.g., racial, ethnic, linguistic, religious). Ohio's population has become increasingly reflective of the cultural diversity of the United States.</p> <p>14. Ohio's location and its transportation systems continue to influence the movement of people, products and ideas in the United States.</p>	<p><b>Civic Participation and Skills</b></p> <p>15. <i>Individuals have a variety of opportunities to act in and influence their state and national government.</i> Citizens have both rights and responsibilities in Ohio and the United States.</p> <p>16. <i>Civic participation in a democratic society requires individuals to make informed and reasoned decisions by accessing, evaluating and using information effectively to engage in compromise.</i></p> <p><b>Rules and Laws</b></p> <p>17. Laws can protect rights, provide benefits and assign responsibilities.</p> <p>18. The U.S. Constitution establishes a system of limited government and protects citizens' rights; five of these rights are addressed in the First Amendment.</p> <p><b>Roles and Systems of Government</b></p> <p>19. <i>A constitution is a written plan for government. The Ohio Constitution and the U.S. Constitution separate the major responsibilities of government among three branches.</i></p>	<p><b>Economic Decision Making and Skills</b></p> <p>20. <i>Tables and charts organize data in a variety of formats to help individuals understand information and issues.</i></p> <p><b>Production and Consumption</b></p> <p>21. Entrepreneurs organize productive resources and take risks to make a profit and compete with other producers.</p> <p><b>Financial Literacy</b></p> <p>22. Saving a portion of income contributes to an individual's financial well-being. Individuals can reduce spending to save more of their income.</p>

HISTORY	GEOGRAPHY	GOVERNMENT	ECONOMICS
<b>GRADE 5</b>			
<p><b>Historical Thinking and Skills</b> 1. <i>Events can be arranged in order of occurrence using the conventions of B.C. and A.D. or B.C.E. and C.E.</i></p> <p><b>Early Civilizations</b> 2. Early Indian civilizations (Maya, Inca, Aztec, Mississippian) existed in the Western Hemisphere prior to the arrival of Europeans. These civilizations had developed unique governments, social structures, religions, technologies, and agricultural practices and products.</p> <p><b>Heritage</b> 3. <i>European exploration and colonization during the 1400s-1600s had lasting effects which can be used to understand the Western Hemisphere today.</i></p>	<p><b>Spatial Thinking and Skills</b> 4. <i>Geographic tools can be used to gather, process and report information about people, places and environments.</i> Cartographers decide which information to include in maps. 5. Latitude and longitude can be used to make observations about location and generalizations about climate.</p> <p><b>Places and Regions</b> 6. Regions can be determined using various criteria (e.g., landform, climate, population, cultural or economic).</p> <p><b>Human Systems</b> 7. <i>The variety of physical environments within the Western Hemisphere influences human activities. Likewise, human activities modify the physical environment.</i> 8. American Indians developed unique cultures with many different ways of life. American Indian tribes and nations can be classified into cultural groups based on geographic and cultural similarities. 9. <i>Political, environmental, social and economic factors cause people, products and ideas to move from place to place in the Western Hemisphere and results in diversity.</i> 10. <i>The Western Hemisphere is culturally diverse (e.g., language, food, religion, art, music) due to the influences of a variety of world cultures.</i></p>	<p><b>Civic Participation and Skills</b> 11. <i>Individuals can better understand public issues by gathering, interpreting and checking information for accuracy from multiple sources.</i> Data can be displayed graphically to effectively and efficiently communicate information.</p> <p><b>Roles and Systems of Government</b> 12. Democracies, dictatorships and monarchies are categories for understanding the relationship between those in power or authority and citizens.</p>	<p><b>Economic Decision Making and Skills</b> 13. Information displayed in circle graphs can be used to show relative proportions of segments of data to an entire body of data. 14. <i>The choices made by individuals and governments have both present and future consequences.</i></p> <p><b>Scarcity</b> 15. <i>The availability of productive resources (i.e., entrepreneurship, human resources, capital goods and natural resources) promotes specialization that could lead to trade.</i></p> <p><b>Production and Consumption</b> 16. <i>The availability of productive resources and the division of labor can have a positive or negative impact productive capacity.</i></p> <p><b>Markets</b> 17. Regions and countries become interdependent when they specialize in what they produce best and then trade with other regions to increase the amount and variety of goods and services available.</p> <p><b>Financial Literacy</b> 18. Workers can improve their ability to earn income by gaining new knowledge, skills and experiences.</p>

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<b>GRADE 6</b>			
<p><b>Historical Thinking and Skills</b>            1. <i>Multiple tier timelines can be used to show relationships among events and places.</i></p> <p><b>Early Civilizations</b>            2. <i>Early civilizations (India, Egypt, China and Mesopotamia) had unique governments, economic systems, social structures, religions, technologies and agricultural practices and products. The cultural practices and products of these early civilizations can be used to help understand the Eastern Hemisphere today.</i></p>	<p><b>Spatial Thinking and Skills</b>            3. <i>Geographic tools can be used to gather, process and report information about people, places and environments. Cartographers decide which information to include and how it is displayed.</i></p> <p>4. Latitude and longitude can be used to identify absolute location.</p> <p><b>Places and Regions</b>            5. Regions can be determined, classified and compared using various criteria (e.g., landform, climate, population, cultural, or economic).</p> <p><b>Human Systems</b>            6. The variety of physical environments within the Eastern Hemisphere influences human activities. Likewise, human activities modify the physical environment.</p> <p>7. Political, environmental, social and economic factors cause people, products and ideas to move from place to place in the Eastern Hemisphere in the past and today.</p> <p>8. <i>Diffusion of agricultural practices and products, technology, cultural practices and major world religions (Buddhism, Christianity, Hinduism, Islam and Judaism) impacted the Eastern Hemisphere.</i></p>	<p><b>Civic Participation and Skills</b>            9. Different perspectives on a topic can be obtained from a variety of historic and contemporary sources and used to effectively communicate and defend a claim based on evidence. Sources can be examined for accuracy and credibility.</p> <p><b>Roles and Systems of Government</b>            10. Governments can be categorized as monarchies, theocracies, dictatorships or democracies, but categories may overlap and labels may not accurately represent how governments function. The extent of citizens' liberties and responsibilities varies according to limits on governmental authority.</p>	<p><b>Economic Decision Making and Skills</b>            11. Economists compare data sets to draw conclusions about relationships among them.</p> <p>12. <i>The choices made by individuals and governments have both present and future consequences. The evaluation of choices is relative and may differ across individuals and societies.</i></p> <p><b>Scarcity</b>            13. The fundamental questions of economics include what to produce, how to produce and for whom to produce.</p> <p>14. When regions and/or countries specialize, global trade occurs.</p> <p><b>Markets</b>            15. The interaction of supply and demand, influenced by competition, helps to determine price in a market. <i>This interaction also determines the quantities of outputs produced and the quantities of productive resources (entrepreneurship, human resources, natural resources and capital) used.</i></p> <p><b>Financial Literacy</b>            16. <i>When selecting items to buy, individuals can weigh costs and benefits and compare the price and quality of available goods and services.</i></p>



HISTORY	GEOGRAPHY	GOVERNMENT	ECONOMICS
<b>GRADE 7</b>			
<p><b>Historical Thinking and Skills</b> 1. Historians and archaeologists describe historical events and issues from the perspectives of people living at the time to avoid evaluating the past in terms of today's norms and values.</p> <p><b>Early Civilizations</b> 2. The civilizations that developed in Greece and Rome had an enduring impact on later civilizations. This legacy includes governance and law, engineering and technology, art and architecture, as well as literature and history. The Roman Empire also played an instrumental role in the spread of Christianity.</p> <p><b>Feudalism and Transitions</b> 3. <i>The Roman Empire collapsed due to various internal and external factors (political, social and economic) which led to the development of feudalism and the manorial system in the region. The fall of Rome and later invasions also allowed for the creation of new empires in the region.</i> 4. <i>The Mongols conquered much of Asia which led to unified states in China and Korea. Mongol failure to conquer Japan allowed a feudal system to persist.</i> 5. Achievements in medicine, science, mathematics and geography by the Islamic civilization dominated most of the Mediterranean after the decline of the Roman Empire. These achievements were introduced into Western Europe as a result of the Muslim conquests,</p>	<p><b>Spatial Thinking Skills</b> 12. Maps and other geographic representations can be used to trace the development of human settlement over time.</p> <p><b>Human Systems</b> 13. Geographic factors promote or impede the movement of people, products and ideas. 14. <i>Trade routes connecting Africa, Europe and Asia helped foster the spread of ideas, technology, goods and major world religions. (Buddhism, Christianity, Hinduism, Islam and Judaism) that impacted the Eastern Hemisphere.</i> 15. Improvements in transportation, communication and technology have facilitated cultural diffusion among peoples around the world.</p>	<p><b>Civic Participation and Skills</b> 16. The ability to understand individual and group perspectives is essential to analyzing historic and contemporary issues.</p> <p><b>Roles and Systems of Government</b> 17. Greek democracy and the Roman Republic were radical departures from monarchy and theocracy, influencing the structure and function of modern democratic governments. 18. With the decline of feudalism, consolidation of power resulted in the emergence of nation states. 15. Improvements in transportation, communication and technology have facilitated cultural diffusion among peoples around the world.</p>	<p><b>Economic Decision Making and Skills</b> 19. Individuals, governments and businesses must analyze costs and benefits when making economic decisions. A cost-benefit analysis consists of determining the potential costs and benefits of an action and then balancing the costs against the benefits.</p> <p><b>Scarcity</b> 20. The variability in the distribution of productive resources in the various regions of the world contributed to specialization, trade and interdependence.</p> <p><b>Markets</b> 21. The growth of cities and empires fostered the growth of markets. Market exchanges encouraged specialization and the transition from barter to monetary economies.</p>

HISTORY	GEOGRAPHY	GOVERNMENT	ECONOMICS
<p>Crusades and trade, influencing the European Renaissance.</p> <p>6. <i>The decline of feudalism, the rise of nation-states and the Renaissance in Europe introduced revolutionary ideas, leading to cultural, scientific and social changes.</i></p> <p>7. The Reformation introduced changes in religion including the emergence of Protestant faiths and a decline in the political power and social influence of the Roman Catholic Church.</p> <p><b>First Global Age</b></p> <p>8. <i>Empires in Africa and Asia grew as commercial and cultural centers along trade routes.</i></p> <p>9. The advent of the trans-Saharan slave trade had profound effects on both West and Central Africa and the receiving societies.</p> <p>10. European economic and cultural influence dramatically increased through explorations, conquests and colonization.</p> <p>11. The Columbian Exchange (e.g., the exchange of fauna, flora and pathogens) among previously unconnected parts of the world reshaped societies in ways still evident today.</p>			



HISTORY	GEOGRAPHY	GOVERNMENT	ECONOMICS
<b>GRADE 8</b>			
<p><b>Historical Thinking and Skills</b></p> <p>1. Primary and secondary sources are used to examine events from multiple perspectives and to present and defend a position.</p> <p><b>Colonization to Independence</b></p> <p>2. North America, originally inhabited by American Indians, was explored and colonized by Europeans for economic and religious reasons.</p> <p>3. Competition for control of territory and resources in North America led to conflicts among colonizing powers.</p> <p>4. <i>The practice of race-based slavery led to the forced migration of Africans to the American colonies and contributed to colonial economic development. Their knowledge, skills and traditions were essential to the development of those colonies.</i></p> <p>5. The ideas of the Enlightenment and dissatisfaction with colonial rule led English colonists to write the Declaration of Independence and launch the American Revolution.</p> <p>6. <i>Key events and significant figures in American history influenced the course and outcome of the American Revolution.</i></p> <p><b>A New Nation</b></p> <p>7. The outcome of the American Revolution was national independence and new political, social and economic relationships for the American people.</p>	<p><b>Spatial Thinking and Skills</b></p> <p>14. Modern and historical maps and other geographic tools are used to analyze how historic events are shaped by geography.</p> <p><b>Human Systems</b></p> <p>15. Modern and historical maps and other geographic tools are used to analyze how historic events are shaped by geography.</p> <p>16. The availability of natural resources contributed to the geographic and economic expansion of the United States, sometimes resulting in unintended environmental consequences.</p> <p>17. The movement of people, products and ideas resulted in new patterns of settlement and land use that influenced the political and economic development of the United States.</p> <p>18. Cultural biases, stereotypes and prejudices had social, political and economic consequences for minority groups and the population as a whole.</p> <p>19. <i>Americans began to develop a unique national identity among its diverse regional and cultural populations based on democratic ideals.</i></p>	<p><b>Civic Participation and Skills</b></p> <p>20. <i>Active participation in social and civic groups can lead to the attainment of individual and public goals.</i></p> <p>21. Informed citizens understand how media and communication technology influence public opinion.</p> <p><b>Roles and Systems of Government</b></p> <p>22. <i>The U.S. Constitution established a federal republic, providing a framework for a national government with elected representatives, separation of powers and checks and balances.</i></p> <p>23. The U.S. Constitution protects citizens' rights by limiting the powers of government.</p>	<p><b>Economic Decision Making and Skills</b></p> <p>22. Choices made by individuals, businesses and governments have both present and future consequences.</p> <p><b>Production and Consumption</b></p> <p>24. The Industrial Revolution fundamentally changed the means of production as a result of improvements in technology, use of new power resources, the advent of interchangeable parts and the shift from craftwork to factory work.</p> <p><b>Markets</b></p> <p>25. Governments can impact markets by means of spending, regulations, taxes and trade barriers.</p>

HISTORY	GEOGRAPHY	GOVERNMENT	ECONOMICS
<p>8. Problems arising under the Articles of Confederation led to debate over the adoption of the U.S. Constitution.</p> <p>9. Actions of early presidential administrations established a strong federal government, provided peaceful transitions of power and repelled a foreign invasion.</p> <p><b>Expansion</b></p> <p>10. The United States added to its territory through treaties and purchases.</p> <p>11. Westward expansion contributed to economic and industrial development, debates over sectional issues, war with Mexico and the displacement of American Indians.</p> <p><b>Civil War and Reconstruction</b></p> <p>12. Disputes over the nature of federalism, complicated by economic developments in the United States, resulted in sectional issues, including slavery, which led to the American Civil War.</p> <p>13. <i>Key events and significant figures in American history influenced the course and outcome of the Civil War.</i></p> <p>14. The Reconstruction period resulted in changes to the U.S. Constitution, an affirmation of federal authority and lingering social and political differences.</p>			