

Modified by Loudoun County Public Schools June 2008

Curriculum Framework

Virginia Studies

Commonwealth of Virginia
Board of Education
Richmond, Virginia
2008

Social Studies Pacing Guide 2008 - 2009 *At a Glance*

Month	Topic	Instructional Days	Related SOLs*	Text Pages (Scott-Foresman)
Sept. 2 – Sept. 30	Virginia Geography	21 days	VS.2a, b, c, VS. 10b, c	10-65, 386-390
Oct. 1 - 17	Virginia Indians	12 days	VS.2d, e	83-93
Oct. 20 – Oct. 31 1 st Marking period ends Oct. 31	Early Exploration Jamestown Colony	10 days of Jamestown	VS.3a	106-137
Nov. 5 – Nov. 18	Jamestown Colony, cont.	10 days for Jamestown	VS.3b, c, d, e, f, g	113-149
Nov. 19 – Nov. 25	Migration of Europeans	5 days for migration	VS.4a, b	190-194
Dec. 1 – Dec. 19	Relocating Capital Colonial Times	15 days for Relocating Capital and Colonial Times	VS.4c, d	166 -183, 242
Benchmark Window: Dec. 8 – Jan. 9			Benchmark will include SOLs through VS.4d	
Jan. 5 - 16	Colonial Virginia	10 days includes benchmark test day	VS.5a	190-201
Jan. 20 – Feb. 20 2 nd Marking period ends Jan. 22	Revolutionary War The New Nation	22 days	VS.5a, b, c VS.6a, b	202-245
Feb. 23 – Mar. 6	Documents *Branches of Va. Govt. New Government	10 days	VS.6a, b, c *VS.10a	252-267 *392 - 395
Mar. 9 - 13	Westward migration	5 days	VS. 6c	262
March 16 – Apr. 3 *Benchmark Window: Mar. 16 – Apr. 3 3 rd Marking period ends Apr. 2	Civil War	14 days	VS.7a, b Benchmark will include SOLs VS.5a through VS.7b and VS.10a	268-315
April 14 - 27	Reconstruction Civil Rights	10 days	VS.8a, b, c	320 - 345
April 28 - May 11 Suggested curriculum completion time – May 9	Twentieth Century	10 days Flex days for SOL review	VS.9a, b, c	362-395
May 12 – 13	Review for SOL Test Testing Window – approx. May 14 – 31	2 days	ALL	See above
End of May - June	Loudoun County History; student projects suggested	13 -16	ALL	

***SOLs VS.1a -- i are skill standards, and are expected to be integrated throughout the content of the curriculum.**



IMPORTANT FEATURES OF THIS CURRICULUM/PACING GUIDE FOR 2008-09:

The Virginia Department of Education has REVISED the SOLs for History and Social Science, K-12. 2008-09 is a transition year, so this document contains some material that will be ***removed*** for 2009-2010, some that will be ***added*** for 2009-2010, and some that will be ***unchanged***. PLEASE PAY CAREFUL ATTENTION to the following guidelines which explain how this document is organized and coded.

1. All material that is *italicized* will be removed starting with the school year 2009-2010. However it WILL be tested during the school year 2008-09.
2. All material that is **underlined in red** will be added starting with the school year 2009-2010. However, it WILL NOT be tested during the school year 2008-09.
3. All material that is in plain text will not change. It will stay in the curriculum for 2008-09 and for 2009-2010. It WILL BE tested during both years and thenceforward until future revisions from the VADOE.

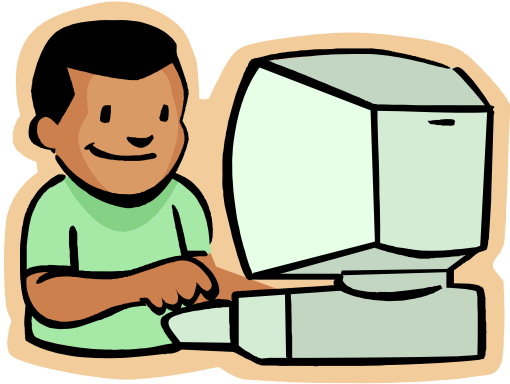
Material that will be added in 2009-2010 has been included in this guide so that teachers can begin planning for it and including it in their instruction. As always, the SOLs that are identified with italics or plain text constitute the **minimum** total amount of knowledge and skills we expect students to learn in Loudoun County.

STANDARD VS.1 a, b, c, d, e, f, g, h, i

The student will develop **responsible citizenship and develop** skills for historical and geographical analysis including the ability to

- a) identify and interpret artifacts and primary and secondary source documents to understand events in history;
- b) determine cause and effect relationships;
- c) compare and contrast historical events;
- d) draw conclusions and make generalizations;
- e) make connections between past and present;
- f) sequence events in Virginia history;
- g) interpret ideas and events from different historical perspectives;
- h) evaluate and discuss issues orally and in writing;
- i) analyze and interpret maps to explain relationships among landforms, water features, climatic characteristics, and historical events.

The skills identified in standard VS.1a-i are cited in the “Essential Skills” column of each chart for *Virginia Studies* with the exception of “h” (evaluate and discuss issues orally and in writing). Students should have opportunities to practice speaking and writing, but these skills will not be assessed on the Standards of Learning test. All other skills will be assessed on the Standards of Learning test. **Teachers should incorporate these skills into instruction throughout the year.**



Instruction on Internet Safety:

Please review these guidelines with your students before you begin research projects.

1. Students must talk with teachers, librarians, parents, or guardians before going online. The purpose of this conversation is to discuss the purpose of searching online for information, and to establish acceptable and unacceptable websites.
2. Students must never reveal any personal information to anyone or any site online. Students should never give their names, addresses, or other personal information—no matter what online website is asking for it.
3. If unwanted websites “pop-up,” or appear on screen, students must close these right away, and report any “pop-ups” that make them feel uncomfortable to teachers, librarians, or parents.
4. Students must never agree to meet anyone in person who may have communicated with them online. If communication online takes place, students should report this to a teacher, librarian, parent, or guardian.
5. Students must interact with the web in ways that are similar to how they are expected to behave with real people. Students must never disrespect other people online, nor should they use inappropriate language on any interactive sites.

STANDARD VS.2a

The student will demonstrate knowledge of the physical geography and native peoples, past and present, *early inhabitants* of Virginia by

a) locating Virginia and its bordering states on maps of the United States.

Essential Understandings	Essential Questions	Essential Knowledge	Essential Skills
Locations of places can be described in relative terms.	What are some ways that relative location can be described? What large bodies of water border Virginia? What states border Virginia?	Relative location may be described using terms that show connections between two places such as “next to,” “near,” “bordering.” Bordering bodies of water <ul style="list-style-type: none">• Atlantic Ocean• Chesapeake Bay Bordering states <ul style="list-style-type: none">• Maryland• West Virginia• Kentucky• Tennessee• North Carolina	Analyze and interpret maps to explain relationships among landforms and water features. (VS.1i)

STANDARD VS.2a

The student will demonstrate knowledge of the geography and early inhabitants of Virginia by locating Virginia and its bordering states on maps of the United States.

RESOURCES	PACING RECOMMENDATIONS
<p>Virginia – Textbook Scott-Foresman Pages 10-65</p> <p>Virginia SOL Coach, Virginia Studies By Vivienne Hodges Ph.D. ISBN – 1-58620-391-6 Page 39</p> <p>The Virginia Adventure Elizabeth Evans Wray ISBN – 0-87905-896-X Pages 4-5</p> <p>The Virginia Experience Virginia Studies – Student Workbook 2002 Carol Marsh – Gallopade International ISBN – 0-635-01046-1 Pages 9-11 Test:10-16</p> <p>4.1b , 4.2a 4.2b 4.2c 4.2d from Implementation Guide 2000 Media, Literary, Technology, Assessment, Activities</p> <p>*Bower, Bert. <i>History Alive America's Past</i>. Palo Alto, California: Teacher's Curriculum Institute, 2001. (See Lesson 1 in book)</p>	<p>18 days for VS.2a, b, c</p>

STANDARD VS.2b

The student will demonstrate knowledge of the **physical** geography and **native peoples, past and present**, of Virginia by

b) locating and describing Virginia's Coastal Plain (Tidewater), Piedmont, Blue Ridge Mountains, Valley and Ridge, and Appalachian Plateau.

Essential Understandings	Essential Questions	Essential Knowledge	Essential Skills
<p>Geographic regions have distinctive characteristics.</p> <p>Virginia can be divided into five geographic regions.</p>	<p>What are the five geographic regions in Virginia?</p> <p>How do the geographic regions of Virginia differ?</p> <p>Where are the geographic regions of Virginia located?</p>	<p>Terms to know</p> <ul style="list-style-type: none"> • Fall Line: The natural border between the Coastal Plain (Tidewater) and Piedmont regions, where waterfalls prevent further travel on the river <p>Geographic regions</p> <ul style="list-style-type: none"> • Coastal Plain (Tidewater) <ul style="list-style-type: none"> – Flat land – Location near Atlantic Ocean and Chesapeake Bay (includes Eastern Shore) – East of the Fall Line • Piedmont (land at the foot of mountains) <ul style="list-style-type: none"> – Rolling hills – West of the Fall Line • Blue Ridge Mountains <ul style="list-style-type: none"> – Old, rounded mountains – Part of Appalachian mountain system – Located between the Piedmont and Valley and Ridge regions – Source of many rivers 	<p>Analyze and interpret maps to explain relationships among landforms and water features. (VS.1i)</p>

STANDARD VS.2b (continued)

The student will demonstrate knowledge of the **physical** geography and **native peoples, past and present**, of Virginia by

b) locating and describing Virginia's Coastal Plain (Tidewater), Piedmont, Blue Ridge Mountains, Valley and Ridge, and Appalachian Plateau.

Essential Understandings	Essential Questions	Essential Knowledge	Essential Skills
		<ul style="list-style-type: none">• Valley and Ridge<ul style="list-style-type: none">– Includes the Great Valley of Virginia and other valleys separated by ridges (The Blue Ridge Mountains and the Valley and Ridge Regions are part of the Appalachian mountain system.)– Located west of Blue Ridge Mountains• Appalachian Plateau (Plateau: Area of elevated land that is flat on top)<ul style="list-style-type: none">– Located in Southwest Virginia– Only a small part of plateau located in Virginia	

STANDARD: VS.2b

The student will demonstrate knowledge of the **physical** geography and **native peoples, past and present**, of Virginia by locating and describing Virginia’s Coastal Plain (Tidewater), Piedmont, Blue Ridge Mountains, Valley and Ridge, and Appalachian Plateau.

RESOURCES	PACING RECOMMENDATIONS
<p>Virginia – Textbook Scott-Foresman, Pages 10-65</p> <p>Virginia SOL Coach, Virginia Studies By Vivienne Hodges Ph.D. ISBN – 1-58620-391-6 Pages 40-41</p> <p>The Virginia Adventure Elizabeth Evans Wray ISBN – 0-87905-896-X Pages 17-22</p> <p>The Virginia Experience Virginia Studies – Student Workbook 2002 Carol Marsh – Gallopade International ISBN – 0-635-01046-1 Pages 12-18</p> <p>Text: 42-65</p> <p>Atlas of Virginia 2003 from the Geographic Alliance</p> <p>Transect Virginia Web site: http://www.loudoun.k12.va.us/schools/projects/sg/</p> <p>From Sea to Shining Sea: Virginia p. 36-47</p> <p>America the Beautiful: Virginia p. 10-16, 92-107</p>	<p>18 days for VS.2a, b, c</p>

STANDARD VS.10b

The student will demonstrate knowledge of government, geography, and economics by
 b) describing the major products and industries of Virginia's five geographic regions.

Essential Understandings	Essential Questions	Essential Knowledge	Essential Skills
<p>The state of Virginia can be divided into five geographic regions.</p> <p>Different products and industries characterize each region.</p>	<p>What are the major products and industries of each region in Virginia?</p>	<p><u>Selected Examples of Products and Industries</u></p> <p>Coastal Plain (Tidewater) Products: Seafood, <u>peanuts</u> Industries: Shipbuilding, tourism, federal <u>government</u>, military <u>bases</u></p> <p>Piedmont Products: Tobacco products, information technology Industries: Technology, federal and state government, farming, <u>horse</u>, <u>lumbering</u></p> <p>Blue Ridge Mountains Products: Apples, <u>lumber</u> Industries: Recreation, <u>farming</u>, <u>lumbering</u></p> <p>Valley and Ridge Products: Poultry, apples, <u>dairy</u>, <u>beef</u> Industries: Farming, <u>poultry</u>, <u>fruit</u></p> <p>Appalachian Plateau Products: Coal Industries: Coal mining, <u>telecommunications</u></p>	<p>Draw conclusions and make generalizations. (VS.1d)</p> <p>Make connections between past and present. (VS.1e)</p> <p>Analyze and interpret maps. (VS.1i)</p>

STANDARD VS.10b

**The student will demonstrate knowledge of government, geography, and economics by
b) describing the major products and industries of Virginia’s five geographic regions.**

*This SOL allows for the inclusion of SOL VS.1h: *evaluate and discuss orally and in writing.*

RESOURCES	PACING RECOMMENDATIONS
Text p. 386-390	2 days for VS.10b

STANDARD VS.10c

The student will demonstrate knowledge of government, geography, and economics by

c) explaining how advances in transportation, communications, and technology have contributed to Virginia’s prosperity and role in the global economy.

Essential Understandings	Essential Questions	Essential Knowledge	Essential Skills
<p>Advances in transportation, communications, and technology have facilitated migration and led to economic development in Virginia.</p> <p>Industries in Virginia produce goods and services used throughout the United States.</p>	<p>How have advances in transportation facilitated migration and economic growth?</p> <p>How have advances in communications and technology helped the economy grow?</p> <p>In what ways is Virginia part of the U.S. economy?</p>	<p>Virginia’s transportation system (highways, railroads, and air transportation) moves raw materials to factories and finished products to markets. Virginia exports agricultural and manufactured products, including tobacco, poultry, coal, and large ships.</p> <p>Virginia has a large number of communications and other technology industries.</p> <p>Tourism is a major part of Virginia’s economy.</p> <p>Because many federal workers live and/or work in Virginia, the federal government has a significant impact on Virginia’s economy.</p>	<p>Draw conclusions and make generalizations. (VS.1d)</p> <p>Make connections between past and present. (VS.1e)</p>

STANDARD VS.10c

The student will demonstrate knowledge of government, geography, and economics by

c) explaining how advances in transportation, communications, and technology have contributed to Virginia’s prosperity and role in the global economy.

*This SOL allows for the inclusion of SOL VS.1h: *evaluate and discuss orally and in writing.*

RESOURCES	PACING RECOMMENDATIONS
Text p. 400-401	1 day for VS.10c

STANDARD VS.2c

The student will demonstrate knowledge of the **physical** geography and **native peoples, past and present** of Virginia by

- c) locating and identifying water features important to the early history of Virginia (Atlantic Ocean, Chesapeake Bay, James River, York River, Potomac River, and Rappahannock River, **and Lake Drummond and the Dismal Swamp**).

Essential Understandings	Essential Questions	Essential Knowledge	Essential Skills
<p>Water features were important to the early history of Virginia.</p> <p>Many early Virginia cities developed along the Fall Line, the natural border between the Coastal Plain (Tidewater) and Piedmont regions where the land rises sharply and where the waterfalls prevent further travel on the river.</p> <p>The four major rivers that flow into the Chesapeake Bay are separated by peninsulas.</p> <p>The Chesapeake Bay separates the Eastern Shore from the mainland of Virginia.</p>	<p>Which water features were important to the early history of Virginia?</p> <p>How did water features influence the development of Virginia?</p> <p>How did the flow of rivers affect the settlement of Virginia?</p> <p>What is a peninsula?</p> <p>Where is the Eastern Shore located?</p>	<p>Terms to know</p> <ul style="list-style-type: none"> • Peninsula: A piece of land bordered by water on three sides. <p>Water features</p> <ul style="list-style-type: none"> • Atlantic Ocean <ul style="list-style-type: none"> – Provided transportation links between Virginia and other places (e.g., Europe, Africa, Caribbean) • Chesapeake Bay <ul style="list-style-type: none"> – Provided a safe harbor – Was a source of food and transportation • James River <ul style="list-style-type: none"> – Flows into the Chesapeake Bay – Richmond and Jamestown located along the James River • York River <ul style="list-style-type: none"> – Flows into the Chesapeake Bay – Yorktown located along the York River • Potomac River <ul style="list-style-type: none"> – Flows into the Chesapeake Bay – Alexandria located along the Potomac River 	<p>Determine cause and effect relationships. (VS.1b)</p> <p>Compare and contrast historical events. (VS.1c)</p> <p>Draw conclusions and make generalizations. (VS.1d)</p> <p>Analyze and interpret maps to explain relationships among landforms, water features, and historical events. (VS.1i)</p>

STANDARD VS.2c (continued)

The student will demonstrate knowledge of the **physical** geography and the **native people, past and present**, Virginia by

- c) locating and identifying water features important to the early history of Virginia (Atlantic Ocean, Chesapeake Bay, James River, York River, Potomac River, and Rappahannock River, **and Lake Drummond and the Dismal Swamp**).

Essential Understandings	Essential Questions	Essential Knowledge	Essential Skills
		<ul style="list-style-type: none"> • Rappahannock River <ul style="list-style-type: none"> – Flows into the Chesapeake Bay – Fredericksburg located on the Rappahannock River <p>Each river was a source of food and provided a pathway for exploration and settlement of Virginia.</p> <ul style="list-style-type: none"> • <u>Lake Drummond</u> <u>Located in the Coastal Plain (Tidewater) region</u> <u>Shallow natural lake surrounded by the Dismal Swamp</u> • <u>Dismal Swamp</u> <u>Located in the Coastal Plain (Tidewater) region</u> <u>Wide variety of wildlife</u> <p><u>Early settlement patterns in the region were shaped by the Dismal Swamp.</u></p> <p>The Eastern Shore is a peninsula bordered by the Chesapeake Bay to the west and the Atlantic Ocean to the east.</p>	

STANDARD VS.2c

The student will demonstrate knowledge of the **physical** geography and **native peoples, past and present** of Virginia by locating and identifying water features important to the early history of Virginia (Atlantic Ocean, Chesapeake Bay, James River, York River, Potomac River, and Rappahannock River, and **Lake Drummond and the Dismal Swamp**).

RESOURCES	PACING RECOMMENDATIONS
<p>Virginia – Textbook Scott-Foresman, Pages 10-65</p> <p>Virginia SOL Coach, Virginia Studies By Vivienne Hodges Ph.D. ISBN – 1-58620-391-6 Pages 42-43</p> <p>The Virginia Adventure Elizabeth Evans Wray ISBN – 0-87905-896-X Pages 8-9</p> <p>The Virginia Experience Virginia Studies – Student Workbook 2002 Carol Marsh – Gallopode International ISBN – 0-635-01046-1 Pages 19-21</p> <p>4.1b, 4.2a 4.2b 4.2c 4.2d Implementation Guide 2000 Media, Literary, Technology, Assessment, Activities</p>	<p>21 days for VS.2a, b, c and VS. 10b and 10c</p> <p>Point of completion: Sept. 30</p>

STANDARD VS.2d

The student will demonstrate knowledge of the **physical** geography and **native peoples, past and present** of Virginia by
 d) locating three American Indian language groups (the Algonquian, the Siouan, and the Iroquoian) on a map of Virginia.

Essential Understandings	Essential Questions	Essential Knowledge	Essential Skills
<p>American Indians were the first people who lived in Virginia.</p> <p>American Indians lived in all areas of the state.</p> <p>There were three major language groups in Virginia.</p>	<p>Why are <i>First Americans</i> native peoples called Indians?</p> <p>What evidence is there that American Indians lived in all areas of the state?</p> <p>What were the three major language groups found in Virginia, and where was each located?</p>	<p>Christopher Columbus called the people he found in the lands he explored Indians” because he thought he was in the Indies (near China).</p> <p>Artifacts such as arrowheads, pottery, and other tools that have been found tell a lot about the people who lived in Virginia.</p> <p>Three major language groups</p> <ul style="list-style-type: none"> Algonquian languages were spoken primarily in the Tidewater region; the Powhatans were a part of this group. Siouan languages were spoken primarily in the Piedmont region; the Monocan were part of this group. Iroquoian languages were spoken in Southwestern Virginia and in Southern Virginia near what is today North Carolina; the Cherokee were a part of this group. 	<p>Analyze and interpret maps. (VS.1i)</p>

STANDARD VS.2d

The student will demonstrate knowledge of the **physical** geography and **native peoples, past and present**, of Virginia by locating three American Indian language groups (the Algonquian, the Siouan, and the Iroquoian) on a map of Virginia.

RESOURCES	PACING RECOMMENDATIONS
<p>Virginia – Textbook Scott-Foresman Pages 83-93; 113-137</p> <p>Virginia SOL Coach, Virginia Studies By Vivienne Hodges Ph.D. ISBN – 1-58620-391-6 Pages 46-47</p> <p>The Virginia Adventure Elizabeth Evans Wray ISBN – 0-87905-896-X Pages N/A</p> <p>The Virginia Experience Virginia Studies – Student Workbook 2002 Carol Marsh – Gallopade International ISBN – 0-635-01046-1 Page 23</p> <p>Text: 83-86 America the Beautiful: Virginia p.23-35</p> <p>From Sea to Shining Sea: Virginia p.13-18</p>	<p>12 days for native peoples VS.2d, e-- To October 17</p> <p>10 days for Jamestown VS.3a— To October 31</p>

STANDARD VS.2e

The student will demonstrate knowledge of the **physical** geography and **native peoples, past and present**, of Virginia by
 e) describing how American Indians **related** to the climate and their environment to secure food, clothing, and shelter.

Essential Understandings	Essential Questions	Essential Knowledge	Essential Skills
<p>Virginia’s American Indians worked with the climate and their environment to meet their basic needs.</p> <p><u>Virginia Indian cultures, just as other cultures, have changed over time.</u></p>	<p>What are some characteristics of Virginia’s climate?</p> <p>What are some ways Virginia’s American Indians related to the climate and interacted with their environment to meet their basic needs?</p> <p><u>How do Virginia’s American Indians live today in relation to the way they lived in the past?</u></p>	<p>Climate in Virginia The climate in Virginia is relatively mild with distinct seasons—spring, summer, fall, and winter—resulting in a variety of vegetation.</p> <p>Forests, which have a variety of trees, cover most of the land. Virginia’s Indians are referred to as Eastern Woodland Indians.</p> <p><u>Adaptation to Environmental Connections</u> The kinds of food they ate, the clothing they wore, and the shelters they had depended upon the seasons.</p> <ul style="list-style-type: none"> • Foods changed with the seasons. <ul style="list-style-type: none"> – In winter, they hunted birds and animals <u>and lived on stored foods from the pervious fall.</u> – In spring, they <u>hunted,</u> fished and picked berries. – In summer, they grew crops (beans, corn, squash). – In fall, they harvested crops;<u>and hunted for foods to preserve and keep for the winter</u> • Animal skins (deerskin) were used for clothing. • Shelter was made from materials around them. <p><u>Native peoples of the past farmed, hunted, and fished. They developoed homes using natural resources. They used animal skins for clothing in the winter.</u></p> <p><u>Today, native peoples live like other American. Their cultures have changed over time.</u></p>	<p>Determine cause and effect relationships. (VS.1b)</p> <p>Draw conclusions and make generalizations. (VS.1d)</p> <p>Interpret ideas and events from different historical perspectives. (VS.1g)</p> <p>Analyze and interpret maps to explain relationships among landforms, water features, climatic characteristics, and historical events. (VS.1i)</p>

STANDARD VS.2e

The student will demonstrate knowledge of the **physical** geography and **native peoples, past and present**, of Virginia by
e) describing how American Indians **related** to the climate and their environment to secure food, clothing, and shelter.

RESOURCES	PACING RECOMMENDATIONS
<p>Virginia – Textbook Scott-Foresman Pages 83-93; 113-137</p> <p>Virginia SOL Coach, Virginia Studies By Vivienne Hodges Ph.D. ISBN – 1-58620-391-6 Page 47-48</p> <p>The Virginia Adventure Elizabeth Evans Wray ISBN – 0-87905-896-X Pages 36-42</p> <p>The Virginia Experience Virginia Studies – Student Workbook 2002 Carol Marsh – Gallopade International ISBN – 0-635-01046-1 Pages 24-27</p> <p>4.1a Implementation Guide 2000 Media, Literary, Technology, Assessment, Activities</p> <p>*Speare, Elizabeth. <u>Sign of the Beaver</u>. New York: Dell, 1983. ISBN 0-395-33890-5</p>	<p>12 days for native peoples VS.2d, e-- To October 17</p> <p>10 days for Jamestown VS.3a— To October 31</p> <p>Both topics to be completed by October 31</p>

STANDARD VS.2f

NEW – THIS CONTENT WILL BE TESTED IN 2009 - 2010

The student will demonstrate knowledge of the physical geography and native peoples, past and present, of Virginia by f) describing how archaeologists have recovered new material evidence through sites including Werowocomoco and Jamestown.

Essential Understandings	Essential Questions	Essential Knowledge	Essential Skills
<p><u>Archaeology helps us understand the past.</u></p> <p><u>Recent archaeological digs have recoverd new material evidence about Werowocomoco and historic Jamestown.</u></p>	<p><u>Why is archaeology important?</u></p> <p><u>How can new findings change the understanding of history?</u></p> <p><u>What was Werowocomoco?</u></p> <p><u>What was Jamestown?</u></p>	<p><u>Archaeologists study all kinds of material evidenrce that past peoples left behind.</u></p> <p><u>Werowocomoco was a large Indian town used by Indian leaders for several hundred years before the English came. It was the headquarters fo theleader, Powhatan, in 1607.</u></p> <p><u>James town was the first permanet English settlement in America. Archaeologists have discovered the site of the original fort. The recovered artifacts give archaeologists clues about the interactions of English, African, and Indians in early Virginia.</u></p>	<p><u>Determine cause and effect relationships (VS.1b)</u></p> <p><u>Draw conclusions and make generalizations. (VS.1d).</u></p> <p><u>Interpret ideas and events from different historical perspectives. (VS.1g)</u></p> <p><u>Pronunciation Guide:</u> <u>Werowocomoco-</u> <u>Weh-ro-wo-COM-o-co</u></p> <p><u>The pronunciation guide of these words will not be assessed on the test.</u></p>

STANDARD VS.2g

NEW – THIS CONTENT WILL BE TESTED IN 2009 - 2010

The student will demonstrate knowledge of the physical geography and native peoples, past and present, of Virginia by **G0 identifying and locating the current state-recognized tribes.**

Essential Understandings	Essential Questions	Essential Knowledge	Essential Skills
<p><u>American Indian people have lived in Virginia for thousands of years.</u></p> <p><u>Eighth American Indian tribes in Virginia are recognized by the Commonwealth of Virginia. Virginia recognizes the spirit and intent of the original treaties that the tribes made with the English in the 1600s.</u></p> <p><u>These tribes are called state-recognized tribes.</u></p>	<p><u>What are the names of the current state-recognized tribes?</u></p> <p><u>Where do Virginia Indians live today?</u></p>	<p><u>American Indians, who trace their ancestry back to before 1607, live in all parts of Virginia today.</u></p> <p><u>The current state-recognized tribes by region are:</u></p> <p><u>Coastal Plain (Tidewater) Region</u></p> <ul style="list-style-type: none"> • <u>Chickahominy tribe</u> • <u>Eastern Chickahominy Tribe</u> • <u>Mattaponi Tribe</u> • <u>Nansemond Tribe</u> • <u>Pamunkey tribe</u> • <u>Rappahannock Tribe</u> • <u>Upper Mattaponi Tribe</u> <p><u>Piedmont Region</u></p> <ul style="list-style-type: none"> • <u>Monacan Tribe</u> 	<p><u>Draw conclusions and make generalizations. (VS.1d).</u></p> <p><u>Interpret ideas and events from different historical perspectives. (VS.1g)</u></p> <p><u>Analyze and interpret maps to explain relationships among landforms, water features, climatic characteristics, and historical events. (VS.1i)</u></p> <p><u>Pronunciation Guide:</u> <u>Chickahominy- CHICK-a-HOM-a-nee</u> <u>Eastern Chickahominy</u> <u>Mattaponi- mat-ta-po-NYE</u> <u>Nansemond- NAN-sa-mund</u> <u>Pamunkey- pa-MUN-kee</u> <u>Rappahannock- RAP-a-HAN-nock</u> <u>Upper Mattaponi</u> <u>Monacan- MON-a-cun</u></p> <p><u>The pronunciation guide of these words will not be assessed on the test.</u></p>

STANDARD VS.3a

The student will demonstrate knowledge of the first permanent English settlement in America by

a) explaining the reasons for English colonization.

Essential Understandings	Essential Questions	Essential Knowledge	Essential Skills
<p>Some European countries, including Great Britain, were in competition to increase their wealth and power by expanding their empires to America.</p> <p>The first permanent English settlement in America was Jamestown, founded in 1607 as an economic venture.</p>	<p>What were the reasons for English colonization in America?</p> <p>What were the reasons why the Jamestown settlers came to America?</p>	<p>Reasons for English colonization in America Great Britain wanted to establish an American colony to increase <u>its</u> wealth and power.</p> <ul style="list-style-type: none"> • Great Britain hoped to find silver and gold in America. • An American settlement would furnish raw materials that could not be grown or obtained in Great Britain, while opening new markets for trade. <p>Jamestown</p> <ul style="list-style-type: none"> • Jamestown was primarily an economic venture. • The stockholders of the Virginia Company of London financed the settlement of Jamestown. • Jamestown became the first permanent English settlement in North America in 1607. 	<p>Compare and contrast historical events. (VS.1c)</p> <p>Draw conclusions and make generalizations. (VS.1d)</p> <p>Interpret ideas and events from different historical perspectives. (VS.1g)</p> <p>Analyze and interpret maps to explain historical events. (VS.1i)</p>

STANDARD VS.3a

The student will demonstrate knowledge of the first permanent English settlement in America by explaining the reasons for English colonization.

RESOURCES	PACING RECOMMENDATIONS
<p>Virginia – Textbook Scott-Foresman Pages 83-93; 113-137</p> <p>Virginia SOL Coach, Virginia Studies By Vivienne Hodges Ph.D. ISBN – 1-58620-391-6 Page 49</p> <p>The Virginia Adventure Elizabeth Evans Wray ISBN – 0-87905-896-X Pages 50-53</p> <p>The Virginia Experience Virginia Studies – Student Workbook 2002 Carol Marsh – Gallopode International ISBN – 0-635-01046-1 Pages 33-34</p> <p>* Bower, Bert. <u>History Alive America's Past</u>. Palo Alto, California: Teacher's Curriculum Institute, 2001. (See lesson 6 in book)</p>	<p>12 days for native peoples VS.2d, e-- To October 17</p> <p>10 days for Jamestown VS.3a— To October 31</p> <p style="text-align: center;">* 1st Marking Period Ends October 31 *</p>

STANDARD VS.3b

The student will demonstrate knowledge of the first permanent English settlement in America by

b) describing how geography influenced the decision to settle at Jamestown.

Essential Understandings	Essential Questions	Essential Knowledge	Essential Skills
<p>Location and physical characteristics influenced the decision to settle at Jamestown.</p>	<p>Where is Jamestown located?</p> <p>Why did the settlers choose the site at Jamestown?</p>	<p>When the settlers arrived in 1607, Jamestown was located on a narrow peninsula bordered on three sides by the James River. Today, Jamestown is located on an island in the James River.</p> <p>Reasons for site choice</p> <ul style="list-style-type: none">• The location could be easily defended from attack by sea (Spanish).• The water along the shore was deep enough for ships to dock.• They believed they had a good supply of fresh water.	<p>Determine cause and effect relationships. (VS.1b)</p> <p>Compare and contrast historical events. (VS.1c)</p> <p>Draw conclusions and make generalizations. (VS.1d)</p> <p>Interpret ideas and events from different historical perspectives. (VS.1g)</p> <p>Analyze and interpret maps to explain relationships among landforms, water features, climatic characteristics, and historical events. (VS.1i)</p>

STANDARD: VS.3b The student will demonstrate knowledge of the first permanent English settlement in America by
b) describing how geography influenced the decision to settle at Jamestown.

*This SOL allows for the inclusion of SOL VS.1h: *evaluate and discuss orally and in writing.*

RESOURCES	PACING RECOMMENDATIONS
Textbook pages: 113-137	<p><u>Second Marking Period</u> This SOL should be completed by the end of November in conjunction with SOLs 3c, d, e, f, g</p> <p>10 days for Jamestown—Nov. 18</p> <p>5 days for European migration—Nov. 25</p>

STANDARD VS.3c

The student will demonstrate knowledge of the first permanent English settlement in America by

c) identifying the importance of the charters of the Virginia Company of London in establishing the Jamestown settlement.

Essential Understandings	Essential Questions	Essential Knowledge	Essential Skills
<p>The King of Great Britain had the power to grant charters allowing settlement in North America.</p>	<p>What was the importance of the charters of the Virginia Company of London to the Jamestown settlement?</p>	<p>Importance of Virginia charters The King of Great Britain granted charters to the Virginia Company of London.</p> <ul style="list-style-type: none">• The charters gave the Virginia Company the right to establish a settlement in North America.• <i>The first charter of the Virginia Company of London established companies to begin colonies in the New World.</i>• The charters extended English rights to the colonists.	<p>Identify and interpret artifacts and primary and secondary source documents to understand events in history. (VS.1a)</p> <p>Draw conclusions and make generalizations. (VS.1d)</p> <p>Make connections between past and present. (VS.1e)</p> <p>Sequence events in Virginia history. (VS.1f)</p> <p>Interpret ideas and events from different historical perspectives. (VS.1g)</p>

STANDARD: VS.3c The student will demonstrate knowledge of the first permanent English settlement in America by
c) identifying the importance of the charters of the Virginia Company of London in establishing the Jamestown settlement.

*This SOL allows for the inclusion of SOL VS.1h: *evaluate and discuss orally and in writing.*

RESOURCES	PACING RECOMMENDATIONS
<p>Textbook pages: 113-137</p> <p>4.3a Implementation Guide 2000 Media, Literary, Technology, Assessment, Activities</p>	<p>This SOL should be completed by the end of November in conjunction with SOLs 3c, d, e, f, g, and VS.4a, b</p>

STANDARD VS.3d

The student will demonstrate knowledge of the first permanent English settlement in America by

d) identifying the importance of the General Assembly (1619) as the first representative legislative body in English America.

Essential Understandings	Essential Questions	Essential Knowledge	Essential Skills
<p>As Jamestown grew, the system of government evolved.</p>	<p>What was this system of government called?</p> <p>What was the <i>Virginia</i> House of Burgesses, and why was it important?</p>	<p>System of government In 1619, the governor of Virginia called a meeting of the <u>General</u> Assembly. The <u>General</u> included two representatives (called “burgesses”) from each of the divisions of Virginia, the governor’s council, and the governor. <u>They met as one legislative body. (At that time, only certain free adult men had a right to take part.)</u></p> <p>By the 1640s, the burgesses became a separate legislative body, called the House of Burgesses.</p> <p>House of Burgesses</p> <ul style="list-style-type: none"> • The <i>Virginia</i> House of Burgesses was the first elected legislative body in <u>English</u> America giving settlers the opportunity to control their own government. • It became the General Assembly of Virginia, which continues to this day. • <u>The current Virginia General Assembly dates from the establishment of the House of Burgesses at Jamestown of 1619.</u> 	<p>Identify and interpret artifacts and primary and secondary source documents to understand events in history. (VS.1a)</p> <p>Draw conclusions and make generalizations. (VS.1d)</p> <p>Make connections between past and present. (VS.1e)</p> <p>Sequence events in Virginia history. (VS.1f)</p>

STANDARD: VS.3d The student will demonstrate knowledge of the first permanent English settlement in America by
d) identifying the importance of the Virginia Assembly (1619) as the first representative legislative body in English America.

*This SOL allows for the inclusion of SOL VS.1h: *evaluate and discuss orally and in writing.*

RESOURCES	PACING RECOMMENDATIONS
Textbook pages: 113-137	This SOL should be completed by the end of November in conjunction with SOLs 3c, d, e, f, g, and VS.4a, b

STANDARD VS.3e

The student will demonstrate knowledge of the first permanent English settlement in America by
 e) identifying the importance of the arrival of Africans and women to the Jamestown settlement.

Essential Understandings	Essential Questions	Essential Knowledge	Essential Skills
<p>Jamestown became a more diverse colony by 1620.</p>	<p>What was the impact of the arrival of additional women on the Jamestown settlement?</p> <p>What was the impact of the arrival of Africans on the Jamestown settlement?</p>	<p>The arrival of <u>additional</u> women in 1620 made it possible for <u>more</u> settlers to establish families and a permanent settlement at Jamestown.</p> <p>Africans arrived in Jamestown against their will in 1619. <i>It is believed that they arrived as baptized Christians and therefore were labeled indentured servants for a period of 5 to 7 years.</i></p> <p><u>Portuguese sailors captured African men and women from what is present-day Angola. The status of these early African men and women as either servants or slaves in Virginia is unknown.</u></p> <p>The arrival of Africans made it possible to expand the tobacco economy.</p>	<p>Compare and contrast historical events. (VS.1c)</p> <p>Draw conclusions and make generalizations. (VS.1d)</p> <p>Sequence events in Virginia history. (VS.1f)</p> <p>Interpret ideas and events from different historical perspectives. (VS.1g)</p> <p><u>Analyze and interpret maps to explain relationships among landforms, water features, climatic characteristics, and historical events. (VS.1i)</u></p>

STANDARD: VS.3e The student will demonstrate knowledge of the first permanent English settlement in America by
 e) identifying the importance of the arrival of Africans and women to the Jamestown settlement.

*This SOL allows for the inclusion of SOL VS.1h: *evaluate and discuss orally and in writing.*

RESOURCES	PACING RECOMMENDATIONS
<p>Textbook pages: 113-137</p> <p>* Bower, Bert. <u>History Alive America's Past</u>. Palo Alto, California: Teacher's Curriculum Institute, 2001. (See lesson 8 in book)</p>	<p>This SOL should be completed by the end of November in conjunction with SOLs 3c, d, e, f, g, and VS.4a, b</p>

STANDARD VS.3f

The student will demonstrate knowledge of the first permanent English settlement in America by

f) describing the hardships faced by settlers at Jamestown and the changes that took place to ensure survival.

Essential Understandings	Essential Questions	Essential Knowledge	Essential Skills
<p>The English colonists found life in Jamestown harder than they had expected.</p>	<p>What hardships did the Jamestown settlers face?</p> <p>What changes took place to ensure survival?</p>	<p>Hardships faced by the settlers</p> <ul style="list-style-type: none"> • The site they chose to live on was marshy and lacked safe drinking water. • The settlers lacked some skills necessary to provide for themselves. • Many settlers died of starvation and disease. <p>Changes that ensured survival</p> <ul style="list-style-type: none"> • The arrival of supply ships, the forced work program and strong leadership of Captain John Smith, and the emphasis on <i>self-sustaining</i> agriculture ensured survival of the colony. 	<p>Determine cause and effect relationships. (VS.1b)</p> <p>Compare and contrast historical events. (VS.1c)</p> <p>Draw conclusions and make generalizations. (VS.1d)</p> <p>Sequence events in Virginia history. (VS.1f)</p> <p>Interpret ideas and events from different historical perspectives. (VS.1g)</p>

STANDARD: VS.3f The student will demonstrate knowledge of the first permanent English settlement in America by
 f) describing the hardships faced by settlers at Jamestown and the changes that took place to ensure survival.

*This SOL allows for the inclusion of SOL VS.1h: *evaluate and discuss orally and in writing.*

RESOURCES	PACING RECOMMENDATIONS
<p>Textbook pages: 113-137</p> <p>My America: Elizabeth’s Jamestown Colony Diary Book 1 “Our Strange New Land” Author: Patricia Hermes</p> <p>My America: Elizabeth’s Jamestown Colony Diary Book 2 “The Starving Time” Author: Patricia Hermes</p> <p>My America: Elizabeth’s Jamestown Colony Diary Book 3 “Seasons of Promise” Author: Patricia Hermes</p>	<p>This SOL should be completed by the end of November in conjunction with SOLs 3c, d, e, f, g, and VS.4a, b</p>

STANDARD VS.3g

The student will demonstrate knowledge of the first permanent English settlement in America by

- g) describing the interactions between the English settlers and *the Powhatan people*, the native peoples including the contributions of Powhatan to the survival of the settlers.

Essential Understandings	Essential Questions	Essential Knowledge	Essential Skills
<p>The <i>Powhatan people</i> <u>native peoples</u> and the English settlers at Jamestown established trading relationships and for a while had positive interactions.</p>	<p>How did the <i>Powhatan people</i> <u>native peoples</u> and the English settlers interact?</p> <p>Why did the relationship between the Jamestown settlers and the <i>Powhatans</i> <u>native peoples</u> change?</p>	<p>Captain John Smith initiated trading relationships with the <i>Powhatans</i> <u>native peoples</u>.</p> <p>The <i>Powhatans</i> <u>native peoples</u> traded <u>mainly</u> food, <i>furs</i>, and <i>leather</i> with the English in exchange for tools, pots, <i>guns</i>, <u>and they traded copper for jewelry and other goods</u>.</p> <p>The <i>Powhatan people</i> <u>native peoples</u> contributed to the survival of the Jamestown settlers in several ways.</p> <ul style="list-style-type: none"> • <u>Powhatan, chief of 30 tribes, provided leadership to his people and taught the settlers survival skills.</u> • Pocahontas, daughter of Powhatan, <i>believed the English and American Indians (First Americans) could live in harmony.</i> • <i>Pocahontas began a friendship with the colonists that helped them survive</i> <u>served as a contact between the native peoples and the English.</u> • The <i>Powhatans</i> <u>native peoples</u> <i>introduced new crops to the English, including</i> <u>showed the colonist how to plant corn and tobacco.</u> <p><u>Over time</u> <i>The Powhatan people</i> <u>the native peoples</u> realized the English settlement would continue to grow.</p> <ul style="list-style-type: none"> • The <i>Powhatans</i> <u>native peoples</u> saw <u>came to see</u> the colonists as invaders that would take over their land. 	<p>Compare and contrast historical events. (VS.1c)</p> <p>Draw conclusions and make generalizations. (VS.1d)</p> <p>Sequence events in Virginia history. (VS.1f)</p> <p>Interpret ideas and events from different historical perspectives. (VS.1g)</p>

STANDARD: VS.3g The student will demonstrate knowledge of the first permanent English settlement in America by
 g) describing the interactions between the English settlers and the Powhatan people, including the contributions of the Powhatan to the survival of the settlers.

*This SOL allows for the inclusion of SOL VS.1h: *evaluate and discuss orally and in writing.*

RESOURCES	PACING RECOMMENDATIONS
<p>Textbook pages: 113-137</p> <p>The Double Life of Pocahontas Author: Jean Fritz</p> <p>Pocahontas : Medicine Woman, Spy, Entrepreneur, Diplomat Author: Paula Gunn Allen</p> <p>The Powhatan Indians of Virginia: Their Traditional Culture (Civilization of the American Indian Series, Vol 193) Author: Helen Rountree</p> <p>True Story of Pocahontas (Step into Reading, Step 2, paper) Author: Lucille Rech Penner</p>	<p>This SOL should be completed by the end of November in conjunction with SOLs 3c, d, e, f, g, VS.4a, b</p>

STANDARD VS.4a

The student will demonstrate knowledge of the life in the Virginia colony by

a) explaining the importance of agriculture and its influence on the institution of slavery.

Essential Understandings	Essential Questions	Essential Knowledge	Essential Skills
<p>The success of tobacco as a cash crop transformed life in the Virginia colony and encouraged slavery.</p>	<p>What effect did agriculture have on the Virginia colony?</p> <p>How did agriculture in the Virginia colony influence the institution of slavery?</p>	<p>Terms to know</p> <ul style="list-style-type: none"> Cash crop: A crop that is grown to sell for money rather than for use by the growers <p>The economy of the Virginia colony depended on agriculture as a primary source of wealth.</p> <p>Tobacco became the most profitable agricultural product.</p> <ul style="list-style-type: none"> Tobacco was sold in Great Britain as a cash crop. <p>The successful planting of tobacco depended on steady and inexpensive source of labor.</p> <ul style="list-style-type: none"> African men, women and children were brought to the colony against their will to work as slaves on the plantations. The Virginia colony became dependent on slave labor, and the dependence lasted a long time. 	<p>Determine cause and effect relationships. (VS.1b)</p> <p>Draw conclusions and make generalizations. (VS.1d)</p> <p>Make connections between past and present. (VS.1e)</p> <p>Sequence events in Virginia history. (VS.1f)</p>

STANDARD: VS.4a The student will demonstrate knowledge of life in the Virginia colony by

a) explaining the importance of agriculture and its influence on the institution of slavery.

*This SOL allows for the inclusion of SOL VS.1h: *evaluate and discuss orally and in writing.*

RESOURCES	PACING RECOMMENDATIONS
<p>Textbook pages: 190-194</p> <p>The Origins of American Slavery “Freedom and Bondage in the English Colonies” Author: Betty Wood</p>	<p>5 days for Migration</p> <p>SOLs 4a-b on European Migration should be completed by November 25</p>

STANDARD VS.4b

The student will demonstrate knowledge of life in the Virginia colony by

- b) describing how the culture of colonial Virginia reflected the origins of European (English, Scots-Irish, German) immigrants, Africans, and American Indians.

Essential Understandings	Essential Questions	Essential Knowledge	Essential Skills
<p><u>The culture of colonial Virginia</u> reflected beliefs, customs, and architecture of <u>European immigrants, Africans, and American Indians</u> living in those areas.</p> <p>Although a colony of Great Britain, Virginia developed a unique culture different from that of Great Britain.</p>	<p>How <u>did the culture of colonial Virginia</u> reflect beliefs, customs, and architecture of European immigrants, Africans and American Indians?</p> <p>Where did the various cultural groups settle?</p>	<p><u>Culture of colonial Virginia</u></p> <p>Whenever people settle an area, they change the culture and landscape to reflect their beliefs, customs, and architecture. Examples of <u>architecture that reflect different cultures</u> include</p> <ul style="list-style-type: none"> • Barns • Homes • Places of worship (e.g., churches) <p>Place names reflecting culture</p> <ul style="list-style-type: none"> • English—Richmond • American Indian—Roanoke <p>Settlement areas</p> <ul style="list-style-type: none"> • English <u>and other Europeans</u> settled primarily in Tidewater and Piedmont regions. • Germans and Scots-Irish settled primarily in the Shenandoah Valley, which was along the migration route. • Africans were settled primarily in the Coastal Plain (Tidewater) and Piedmont regions, where <u>tobacco</u> agriculture required a great deal of labor. 	<p>Determine cause and effect relationships. (VS.1b)</p> <p>Compare and contrast historical events. (VS.1c)</p> <p>Draw conclusions and make generalizations. (VS.1d)</p> <p>Interpret ideas and events from different historical perspectives. (VS.1g)</p> <p>Analyze and interpret maps to explain relationships among landforms, water features, and historical events. (VS.1i)</p>

STANDARD VS.4b (continued)

The student will demonstrate knowledge of life in the Virginia colony by

- b) describing how the culture of colonial Virginia reflected the origins of European (English, Scots-Irish, German) immigrants, Africans, and American Indians. *(First Americans influenced the cultural landscape and changed the relationship between the Virginia colony and England*

Essential Understandings	Essential Questions	Essential Knowledge	Essential Skills
		<ul style="list-style-type: none"> • <i>American Indians (First Americans) were primarily in the Tidewater and Piedmont regions and the Appalachian Plateau, where traditional homelands were located.</i> • <u>Prior to the arrival of the settlers, American Indians lived throughout Virginia, especially near waterways. After the settlers arrived, most were forced inland.</u> <p>Migration and living in new areas caused people to adapt old customs to their new environment.</p> <p>The culture of Virginia reflected American Indian, African, and European origins.</p>	

STANDARD: VS.4b The student will demonstrate knowledge of life in the Virginia colony by

b) describing how the culture of colonial Virginia reflected the origins of European (English, Scots-Irish, German) immigrants, Africans, and American Indians.

*This SOL allows for the inclusion of SOL VS.1h: *evaluate and discuss orally and in writing.*

RESOURCES	PACING RECOMMENDATIONS
<p>Textbook pages: 190-194</p> <p>4.4b Implementation Guide 2000 Media, Literary, Technology, Assessment, Activities</p> <p>* Gravois, Michael. <i>Hands on History Colonial America</i>. New York: Scholastic, 2003. ISBN 0439587166</p> <p>*Silver, Donald. <i>Colonial America Easy Make and Learn Project</i>. New York: Scholastic, 2002. ISBN 9780439160315</p> <p>*Bower, Bert. <i>History Alive America's Past</i>. Palo Alto, California: Teacher's Curriculum Institute, 2001. (See lesson 9 in book)</p>	<p><u>Second Nine Weeks</u> SOLs 4a-b on European Migration should be completed by November 25.</p>

STANDARD VS.4c

The student will demonstrate knowledge of life in the Virginia colony by

c) *explaining how geography influenced* **explaining the reasons for** the relocation of Virginia’s capital from Jamestown to Williamsburg to Richmond.

Essential Understandings	Essential Questions	Essential Knowledge	Essential Skills
<p><i>Geographical</i> A variety of factors explain the reasons for the relocation of a capital.</p>	<p>What are some reasons why the capital was moved from Jamestown to Williamsburg?</p> <p>What are some reasons why the capital was moved from Williamsburg to Richmond?</p>	<p><u>Reasons why the capital was moved from Jamestown to Williamsburg</u></p> <ul style="list-style-type: none"> • Drinking water was contaminated by seepage of salt water. • Unhealthy living conditions caused diseases. • Fire destroyed wooden and brick buildings at Jamestown. <p><u>Reasons why the capital was moved from Williamsburg to Richmond</u></p> <ul style="list-style-type: none"> • Population was moving westward. • Richmond was a more central location. • <i>Richmond’s location was better for trade</i> • Moving to Richmond increased the distance from attack by the British. 	<p>Determine cause and effect relationships. (VS.1b)</p> <p>Compare and contrast historical events. (VS.1c)</p> <p>Make connections between past and present. (VS.1e)</p> <p>Sequence events in Virginia history. (VS.1f)</p> <p>Analyze and interpret maps to explain relationships among landforms, water features, climatic characteristics, and historical events. (VS.1i)</p>

STANDARD: VS.4c The student will demonstrate knowledge of life in the Virginia colony by

c) explaining how geography influenced the relocation of Virginia's capital from Jamestown to Williamsburg to Richmond.

*This SOL allows for the inclusion of SOL VS.1h: *evaluate and discuss orally and in writing.*

RESOURCES	PACING RECOMMENDATIONS
Textbook pages: 242	Completion December 19.

STANDARD VS.4d

The student will demonstrate knowledge of life in the Virginia colony by

d) describing how money, barter, and credit were used.

Essential Understandings	Essential Questions	Essential Knowledge	Essential Skills
<p>Money was not commonly used in early agricultural societies.</p>	<p>What forms of exchange were used in the Virginia colony?</p>	<p>Terms to know</p> <ul style="list-style-type: none"> • Money: A medium of exchange (currency, which includes coins and paper bills) • Barter: Trading/exchanging of goods and services without the use of money • Credit: Buying a good or service now and paying for it later • Debt: A good or service owed to another • Saving: Money put away to save or to spend at a later time <p>Few people had paper money and coins to use to buy goods and services.</p> <p>Barter was commonly used instead of money.</p> <p>Tobacco was used as money. A tobacco farmer could use his tobacco to pay for goods and services.</p> <p>Farmers and other consumers could also buy goods and services on credit and pay their debts when their crops were harvested and sold.</p> <p>Colonial Virginia had no banks.</p>	<p>Determine cause and effect relationships. (VS.1b)</p> <p>Compare and contrast historical events. (VS.1c)</p> <p>Draw conclusions and make generalizations. (VS.1d)</p> <p>Make connections between past and present. (VS.1e)</p> <p>Sequence events in Virginia history. (VS.1f)</p>

STANDARD: VS.4d The student will demonstrate knowledge of life in the Virginia colony by
 d) describing how money, barter, and credit were used.

*This SOL allows for the inclusion of SOL VS.1h: *evaluate and discuss orally and in writing.*

RESOURCES	PACING RECOMMENDATIONS
<p>Textbook pages: 169-171</p> <p>4.3c Implementation Guide 2000 Media, Literary, Technology, Assessment, Activities</p>	<p><u>Second Nine Weeks</u> SOL VS. 4c and 4d should be completed in 15-19 days during December/January as the “Colonial Times” unit.</p> <p>Completion date for all of VS. 4c and 4d: December 19.</p> <p>Completion through this point will be included on the First Benchmark Test</p>

STANDARD VS.4e**NEW – THIS CONTENT WILL BE TESTED IN 2009 - 2010**

The student will demonstrate knowledge of life in the Virginia colony by

e) describing everyday life in colonial Virginia

Essential Understandings	Essential Questions	Essential Knowledge	Essential Skills
<p><u>Resources were used in colonial Virginia to produce the goods and services that people needed.</u></p> <p><u>Everyday life was different for whites, slaves, and free blacks in colonial Virginia.</u></p>	<p><u>How did resources influence the food, housing, and clothing in colonial Virginia?</u></p> <p><u>How was everyday life different for whites, slaves, and free blacks in colonial Virginia?</u></p>	<p><u>People living in colonial Virginia depended on natural, human, and capital resources to produce the goods and services they needed.</u></p> <p><u>Food:</u></p> <ul style="list-style-type: none"> • <u>Limited variety of foods</u> • <u>Meals made of local produce and meats</u> <p><u>Housing:</u></p> <ul style="list-style-type: none"> • <u>Most people lived in one-room homes with dirt floors.</u> • <u>Planters lived in large houses.</u> <p><u>Clothing:</u></p> <ul style="list-style-type: none"> • <u>Households made their own clothes</u> • <u>Most clothing was made from cotton, wool, and leather</u> <p><u>Most white Virginians made their living from the land as small farmers. A few owned large farms (plantations), and were called planters.</u></p> <p><u>Most slaves worked tobacco, crops, and livestock. Some were skilled tradesmen and worked in households. Slave had no rights.</u></p> <p><u>Many free blacks owned their own business and property, but were denied most rights.</u></p>	<p><u>Draw conclusions and make generalizations. (VS.1d)</u></p> <p><u>Make connections between past and present. (VS.1e)</u></p> <p><u>Sequence events in Virginia history. (VS.1f)</u></p>

STANDARD VS.5a

The student will demonstrate knowledge of the role of Virginia in the American Revolution by

a) identifying the reasons why the colonies went to war with Great Britain as expressed in the Declaration of Independence.

Essential Understandings	Essential Questions	Essential Knowledge	Essential Skills
<p>Conflicts developed between the colonies and <u>Great Britain</u> over how the colonies should be governed.</p> <p>The Declaration of Independence gave reasons for independence and ideas for self-government.</p>	<p>How did the colonists' ideas about government differ from those of the <u>British</u> Parliament?</p> <p>Why is the Declaration of Independence an important document?</p>	<p>The colonists and the <u>British</u> Parliament disagreed over how the colonies should be governed.</p> <ul style="list-style-type: none"> • Parliament believed it had legal authority in the colonies, while the colonists believed their local assemblies had legal authority. • Parliament believed it had the right to tax the colonies, while the colonists believed they should not be taxed since they had no representation in Parliament. <p>The Declaration of Independence, written by Thomas Jefferson, states that authority to govern belongs to the people rather than to kings and that all people are created equal and have rights to life, liberty, and the pursuit of happiness.</p>	<p>Identify and interpret artifacts and primary and secondary source documents to understand events in history. (VS.1a)</p> <p>Determine cause and effect relationships. (VS.1b)</p> <p>Compare and contrast historical events. (VS.1c)</p> <p>Draw conclusions and make generalizations. (VS.1d)</p> <p>Sequence events in Virginia history. (VS.1f)</p> <p>Interpret ideas and events from different historical perspectives. (VS.1g)</p>

STANDARD: VS.5a The student will demonstrate knowledge of the role of Virginia in the American Revolution by
a) identifying the reasons why the colonies went to war with Great Britain as expressed in the Declaration of Independence.

*This SOL allows for the inclusion of SOL VS.1h: *evaluate and discuss orally and in writing.*

RESOURCES	PACING RECOMMENDATIONS
<p>Textbook pages: 201-244</p> <p><i>Welcome to Felicity’s World 1774: Life in Colonial America</i> Author: Catherine Gourley</p> <p><i>American Girl Series (Felicity)</i> Author: Valerie Tripp</p> <p><i>Brown Paper School U.S. Kids History</i> “Book of the American Colonies” Authors: Howard Egger-Bovet and Marlene Smith-Baranzani</p> <p><i>Colonial America</i> Authors: Mary Strohl and Susan Schneck</p> <p><i>George Washington’s Socks</i> Author: Elvira Woodruff</p> <p><i>The Declaration of Independence</i> Author: Dennis Fradin</p> <p><i>Why Can’t You Make Them Behave, King George?</i> Author: Jean Fritz</p> <p>Media Center Resources VTC 0799 The Story of a Patriot VTC 3987 American Independence</p>	<p>Colonial Virginia in the Pre/Early-Revolutionary period begins with SOL VS.5a. We suggest 10 days for this period; January 7-18.</p> <p>*Second Marking Period ends on January 22*</p>

<p>VTC: 0348 Prelude to Revolution VTC 0347 Taxation Without Representation VTC 6074, 6075, 6076 Revolutionary War Volumes 1-3 VTC 3754 Independence VTC 3822 What is a democracy?</p> <p>* Gravois , Michael. <u>Hands On History American Revolution</u>. New York: Scholastic, 2003. ISBN 0439411254</p> <p>*Bower, Bert. <u>History Alive America's Past</u>. Palo Alto, California: Teacher's Curriculum Institute, 2001. (See Lesson 10 in book)</p> <p>*Glasthal, Jacqueline. <u>The American Revolution</u>. New York: Scholastic, 2003. ISBN 9780590315005</p>	
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STANDARD VS.5b

The student will demonstrate knowledge of the role of Virginia in the American Revolution by

- b) identifying the various roles played by whites, slaves, free blacks and American Indians in the Revolutionary War era, including George Washington, Thomas Jefferson, Patrick Henry, and James Lafayette

Essential Understandings	Essential Questions	Essential Knowledge	Essential Skills
<p>Virginians made significant contributions during the Revolutionary War era.</p> <p><u>Wites, slaves, free blacks, and Amerian Indians all had various roles during the American Revolution.</u></p>	<p>What contributions did Virginians make during the Revolutionary War era?</p> <p><u>What contributions did whites, slaves, free blacks, and American Indians make during the American Revolution?</u></p>	<p>Varied roles of Virginians <u>whites, slaves, free blacks, and American Indians</u> in the Revolutionary War era</p> <ul style="list-style-type: none"> • Virginia patriots served in the Continental Army and fought <i>against the English</i> for <u>independence</u>, leading to the <u>British</u> surrender at Yorktown. • Some Virginians were neutral and did not take sides <u>while</u> other Virginians remained loyal <u>to Great Britain</u>. • Women took on more responsibility <u>to support the war effort</u>. • <i>African Americans from Virginia were divided about the war.</i> • Some slaves fought for <i>the English</i> <u>a better chance of freedom</u>. • <u>Some free blacks fought for independence in the American Revolution.</u> • <u>Many American Indians in western Virginia fought against the Virginia patriots to protect their land. Some American Indians volunteered to fight against the British.</u> <p>Contributions of Virginians during the Revolutionary War era</p> <ul style="list-style-type: none"> • George Washington provided military leadership by serving as commander-in-chief of the Continental Army. 	<p>Identify and interpret artifacts and primary and secondary source documents to understand events in history. (VS.1a)</p> <p>Interpret ideas and events from different historical perspectives. (VS.1g)</p>

STANDARD VS.5b (continued)

The student will demonstrate knowledge of the role of Virginia in the American Revolution by

- b) identifying the various roles played by whites, slaves, free blacks, and American Indians in the Revolutionary War era, including George Washington, Thomas Jefferson, Patrick Henry, and James Lafayette.

Essential Understandings	Essential Questions	Essential Knowledge	Essential Skills
		<ul style="list-style-type: none"> • Thomas Jefferson provided political leadership by expressing the reasons for colonial independence from Great Britain in the Declaration of Independence. • Patrick Henry inspired patriots from other colonies when he spoke out against taxation without representation by saying, "...give me liberty or give me death." • <u>James Lafayette, a slave from Virginia, served in the Continental Army successfully requested his freedom after the war.</u> 	

STANDARD VS.5b

The student will demonstrate knowledge of the role of Virginia in the American Revolution by

- b) identifying the various roles played by whites, slaves, free blacks, and American Indians in the Revolutionary War era, including George Washington, Thomas Jefferson, Patrick Henry, and James Lafayette.

RESOURCES	PACING RECOMMENDATIONS
<p>Text: Chapter 7 Lesson 3 pages 202-207 (Stamp Act, Patrick Henry, taxation, Boston Tea Party, Committee of Correspondence, First Continental Congress)</p> <p>Text: Chapter 8: Lesson 1 page 233 (George Washington, Patrick Henry)</p> <p>Text: Chapter 8: Lesson 2 Pages 236-239 (Roles of famous Virginians)</p> <p>Activities: Simulate the Committees of Correspondence by corresponding with another class to set up a meeting.</p> <p>Media Center Videos: VTC 3536 A Visit to Patrick Henry's Red Hill VTC 4061 Jean Fritz: Six Revolutionary War Figures VTC 2233 The Life of George Washington VTC 3752 Thomas Jefferson VTC 3327 The Eye of Thomas Jefferson</p> <p>Field Trips to Mount Vernon and Gunston Hall (George Mason's House)</p> <p>Where Was Patrick Henry on the 29th of May by Jean Fritz</p> <p>From Sea to Shining Sea (Book sets found in grade level)</p> <p>Bower, Bert. <i>History Alive America's Past</i>. Palo Alto, California: Teacher's Curriculum Institute, 2001. (See lessons 10-12 in book)</p>	<p>Revolutionary War and New Nation: 22 days</p> <p>Completion: February 20</p>

STANDARD VS.5c

The student will demonstrate knowledge of the role of Virginia in the American Revolution by

- c) identifying the importance of the Battle of Great Bridge, the ride of Jack Jouett, and the American victory at Yorktown.

Essential Understandings	Essential Questions	Essential Knowledge	Essential Skills
<p><u>The Battle of Great Bridge was the first land battle fought in Virginia during the American Revolution.</u></p> <p><u>The actions of Jack Jouett blocked the capture of key members of the Virginia General Assembly.</u></p> <p>The last major battle of the Revolutionary War was fought at Yorktown, Virginia.</p>	<p><u>What was the importance of the Battle of Great Bridge?</u></p> <p><u>Who was Jack Jouett?</u></p> <p>What was the importance of the American victory at Yorktown?</p>	<p><u>The Battle of Great Bridge was the first land battle of the American Revolution fought in Virginia. The American victory forced the British colonial governor to flee the City of Norfolk.</u></p> <p><u>Jack Jouett rode on horseback through the backwoods of Virginia to Charlottesville to war Thomas Jefferson, then governor of Virginia, that the British were coming to arrest him and members of the General Assembly.</u></p> <p>The American victory at Yorktown resulted in the surrender of the British army, which led to an end to the war.</p>	<p>Determine cause and effect relationships. (VS.1b)</p> <p>Draw conclusions and make generalizations. (VS.d)</p> <p>Sequence events in Virginia history. (VS.1f)</p> <p>Analyze and interpret maps to explain relationships between water features and historical events. (VS.1i)</p>

STANDARD VS.5c

The student will demonstrate knowledge of the role of Virginia in the American Revolution by

c) identifying the importance of the **Battle of Great Bridge, the ride of Jack Jouett, and the** American victory at Yorktown.

RESOURCES	PACING RECOMMENDATIONS
<p>Text: Chapter 8 Lesson 3 Pages 240 -244 (Battles Fought in Virginia)</p> <p>Media Center Videos VTC 2348 Yorktown-Independence Achieved VTC 3547 Battle of Yorktown</p> <p>*(5c) Bower, Bert. <i>History Alive America's Past</i>. Palo Alto, California: Teacher's Curriculum Institute, 2001. (See lesson 13 in book)</p>	<p>Revolutionary War and New Nation: 22 days</p> <p>Completion: February 20</p>

STANDARD VS.6a

The student will demonstrate knowledge of the role of Virginia in the establishment of the new American nation by

a) explaining why George Washington is called the “Father of Our Country” and James Madison is called the “Father of the Constitution.”

Essential Understandings	Essential Questions	Essential Knowledge	Essential Skills
<p>The actions and ideas of Virginians formed the basis for the new constitutional government of the United States.</p>	<p>Why is George Washington referred to as the “Father of Our Country?”</p> <p>Why is James Madison referred to as the “Father of the Constitution?”</p>	<p>George Washington, a Virginian, was elected as the first President of the United States of America. He provided the strong leadership needed to help the young country and provided a model of leadership for future presidents. Thus, he is often called the “Father of Our Country.”</p> <p>James Madison, a Virginian, believed in the importance of having a United States constitution. He kept detailed notes during the Constitutional Convention. His skills at compromise helped the delegates reach agreement during the difficult process of writing the Constitution of the United States of America. This earned him the title “Father of the Constitution.”</p>	<p>Identify and interpret artifacts and primary and secondary source documents to understand events in history. (VS.1a)</p> <p>Compare and contrast historical events. (VS.1c)</p> <p>Draw conclusions and make generalizations. (VS.1d)</p> <p>Interpret ideas and events from different historical perspectives. (VS.1g)</p>

STANDARD VS.6a

The student will demonstrate knowledge of the role of Virginia in the establishment of the new American nation by

a) explaining why George Washington is called the “Father of Our Country” and James Madison is called the “Father of the Constitution.”

RESOURCES	PACING RECOMMENDATIONS
<p>Text: Chapter 9 Lessons 1 Pages: 252-256 (A Plan for Gov)</p> <p>Text: Chapter 9 Lesson 2 Pages: 260-261 (George Washington and James Madison)</p> <p>Jean Fritz’s books</p>	<p>Revolutionary War and New Nation: 22 days</p> <p>Completion by February 20</p>

STANDARD VS.6b

The student will demonstrate knowledge of the role of Virginia in the establishment of the new American nation by

- b) identifying the ideas of George Mason and Thomas Jefferson as expressed in the Virginia Declaration of Rights and the Virginia Statute for Religious Freedom.

Essential Understandings	Essential Questions	Essential Knowledge	Essential Skills
<p>Ideas expressed in the Virginia Declaration of Rights and the Virginia Statute for Religious Freedom served as models for the Bill of Rights of the Constitution of the United States of America.</p>	<p>What was the influence of the Virginia Declaration of Rights on the Constitution of the United States of America?</p> <p>What was the influence of the Virginia Statute for Religious Freedom on the Constitution of the United States of America?</p>	<p>The Virginia Declaration of Rights, written by George Mason, states that all Virginians have many rights, including freedom of religion, freedom of the press, <u>and the right to a trial by jury.</u> <i>The document became the basis for the Bill of Rights of the Constitution of the United States.</i></p> <p>The Virginia Statute for Religious Freedom, written by Thomas Jefferson, states that all people should be free to worship as they please. <i>This document was the basis for the First Amendment to the Constitution, the amendment that protects religious freedom.</i></p> <p><u>Ideas expressed the Virginia Declaration of Rights and the Virginia Statute for Religious Freedom were the basis for the Bill of Rights.</u></p>	<p>Identify primary and secondary source documents to understand events in history. (VS.1a)</p> <p>Make connections between past and present. (VS.1e)</p> <p>Interpret ideas and events from different historical perspectives. (VS.1g)</p>

STANDARD VS.6b

The student will demonstrate knowledge of the role of Virginia in the establishment of the new American nation by

- b) identifying the ideas of George Mason and Thomas Jefferson as expressed in the Virginia Declaration of Rights and the Virginia Statute for Religious Freedom.

RESOURCES	PACING RECOMMENDATIONS
<p>Text: Chapter 8 : Lesson 2 Pages: 237-239 (Independence)</p> <p>Text: Chapter 9: Lesson 2 Pages: 260-262 (Washington, Jefferson, Madison)</p> <p>Important Documents: Declaration of Independence, Virginia Declaration of Rights, Bill of Rights, Virginia Statute of Religious Freedom, Monroe Doctrine, Virginia Plan, U.S. Constitution,</p> <p>Text: Chapter 8 Lesson 2 Pages 236—239 (Documents)</p> <p>Text: Chapter 9: Lesson 1 Pages 252-256 (A Plan for U.S. Gov) Text Chapter 9 Lesson 2 Pages 260-264 (Plan for U.S. Gov.)</p> <p>Text: Chapter 13 Lesson 2 Page: 293 (Virginia Government)</p> <p>Activities:</p> <ol style="list-style-type: none">1. Cube Game of Documents, Document, Founder of the Document, and Purpose of the Document (contact Susie Geurin Forest Grove El)2. Branches of Government Mobile (contact Susie Geurin: Forest Grove El) <p>Field Trip: National Archives</p> <p>Jean Fritz's many books on documents.</p>	<p>Important Documents, Founding Principles of Government, and Branches of State Government (VS. 10a) – 10 days</p> <p>Completed by March 6</p>

Who Am I?- What Am I? document/ writer activity (contact Susie Geurin Forest Grove El)

Compare and Contrast the Virginia Declaration of Rights to the Bill of Rights

Memorize and recite the Preamble to the Declaration of Independence. Discuss how it applies to their lives (countywide requirement)

Discuss the importance and impact of the Virginia Statute of Religious Freedom.

Media Center Videos

VTC 3094 The Constitution A History of our future.

VTC 1633 Our Constitution: The Document that gave Birth to a Nation

VTC 3980 US Constitution

VTC 5411 Bill of Rights Today

VTC 3091 Bill of Rights

*Bower, Bert. *History Alive America's Past*. Palo Alto, California: Teacher's Curriculum Institute, 2001. (See lessons 14-15 in book)

STANDARD VS.10a

The student will demonstrate knowledge of government, geography, and economics by

a) identifying the three branches of Virginia government and the function of each.

Essential Understandings	Essential Questions	Essential Knowledge	Essential Skills
<p>Virginia state government is made up of three parts (branches) that ensure Virginia laws agree with the state constitution.</p>	<p>What are the three branches of government in Virginia and what are the powers of each branch?</p>	<p>The government of Virginia is divided into three branches.</p> <ul style="list-style-type: none">• The General Assembly is the legislative branch of the Virginia government that makes state laws. It is divided into two parts—the Senate and the House of Delegates.• The governor heads the executive branch of the state government. The executive branch makes sure that state laws are carried out.• The judicial branch is the state’s court system. The judicial branch decides cases about people accused of breaking the law and whether or not a law agrees with Virginia’s constitution.	<p>Draw conclusions and make generalizations. (VS.1d)</p>

STANDARD VS.10a

The student will demonstrate knowledge of government, geography, and economics by

a) identifying the three branches of Virginia government and the function of each.

*This SOL allows for the inclusion of SOL VS.1h: *evaluate and discuss orally and in writing.*

RESOURCES	PACING RECOMMENDATIONS
<p>Text p. 392-395</p> <p><u>County Media Center</u></p> <ul style="list-style-type: none">* VTC 0131 Commonwealth: Local Government and State Government* VTC 3535 Inside Virginia Government: Pilot Program* VTC 3530 A View from the House: The Virginia General Assembly	<p>Important Documents, Founding Principles of Government, and Branches of State Government (VS. 10a) – 10 days</p> <p>Completed by March 6</p>

STANDARD VS.6c

The student will demonstrate knowledge of the role of Virginia in the establishment of the new American nation by

c) explaining the influence of geography on the migration of Virginians into western territories.

Essential Understandings	Essential Questions	Essential Knowledge	Essential Skills
Geography influenced the movement of people and ideas as Virginians moved to and beyond the Virginia frontier.	What geographic factors influenced Virginians to move to the western frontier of Virginia and beyond?	<p>After the American Revolution, Virginia's agricultural base began to change, and as a result large numbers of Virginians moved west and to the deep South to find better farmland and new opportunities.</p> <ul style="list-style-type: none">• Tobacco farming was hard on the soil, causing many farmers to look west and south for new land to farm.• Virginians migrated into western territories looking for large areas of land and new opportunities.• As Virginians moved, they took their traditions, ideas, and cultures with them.• <u>Many black families were moved by settlers who took their labor source with them.</u>• Settlers crossed the Appalachian Mountains through the Cumberland Gap as they migrated to new lands in the west.	<p>Determine cause and effect relationships. (VS.1b)</p> <p>Compare and contrast historical events. (VS.1c)</p> <p>Draw conclusions and make generalizations. (VS.1d)</p> <p>Analyze and interpret maps to explain relationships among landforms, water features, climatic characteristics, and historical events. (VS.1i)</p>

STANDARD VS.6c

The student will demonstrate knowledge of the role of Virginia in the establishment of the new American nation by
b) explaining the influence of geography on the migration of Virginians into western territories.

RESOURCES	PACING RECOMMENDATIONS
<p>Text: Chapter 9 Lesson 2 Pages 260-265</p> <p>Topics:</p> <ol style="list-style-type: none">1. Washington D.C. as the Official Capital2. Louisiana Purchase3. Lewis and Clark Expedition4. War of 18125. Era of Good Feeling6. Monroe Doctrine <p>Media Center Videos</p> <p>VTC 6132 The War of 1812</p> <p>VTC 3791 The Louisiana Purchase: Moving West of the Mississippi</p> <p>VTC 3792 Pioneering across the Appalachians</p> <p>Create a time line using the Time Liner computer program</p>	<p>Westward Migration: 5 days</p> <p>Completion: March 13</p>

STANDARD VS.7a

The student will demonstrate knowledge of the issues that divided our nation and led to the Civil War by

- a) identifying the events and differences between northern and southern states that divided Virginians and led to secession, war, and the creation of West Virginia.

Essential Understandings	Essential Questions	Essential Knowledge	Essential Skills
<p>Because of economic differences between the North and South, they were unable to resolve their conflicts and the South seceded from the United States.</p> <p>Virginians were divided about secession from the Union, which led to the creation of West Virginia.</p>	<p>What conflicts developed between the northern and southern states in the years following the American Revolution and led to the Civil War?</p> <p>Why did Virginia secede from the Union?</p> <p>How did West Virginia become a state?</p>	<p>Differences between northern and southern states</p> <ul style="list-style-type: none"> • The economy in the northern part of the United States was industrialized, while in the southern part it was agricultural and relied on slave labor. • Northern states wanted the new states created out of the western territory to be “free states,” while the southern states wanted the new states to be “slave states.” <p>Events leading to secession and war</p> <ul style="list-style-type: none"> • Nat Turner led a revolt against plantation owners in Virginia. • Abolitionists campaigned to end slavery. • Harriet Tubman supported a secret route that escaped slaves took; it became known as the “Underground Railroad.” • John Brown led a raid on the United States Armory (Arsenal) at Harpers Ferry, Virginia. He was trying to start a slave rebellion. He was captured and hanged. 	<p>Identify and interpret artifacts and primary and secondary source documents to understand events in history. (VS.1a)</p> <p>Determine cause and effect relationships. (VS.1b)</p> <p>Compare and contrast historical events. (VS.1c)</p> <p>Draw conclusions and make generalizations. (VS.1d)</p> <p>Make connections between past and present. (VS.1e)</p> <p>Sequence events in Virginia history. (VS.1f)</p> <p>Interpret ideas and events from different historical perspectives. (VS.1g)</p> <p>Analyze and interpret maps to explain historical events. (VS.1i)</p>

STANDARD VS.7a (continued)

The student will demonstrate knowledge of the issues that divided our nation and led to the Civil War by

- a) identifying the events and differences between northern and southern states that divided Virginians and led to secession, war, and the creation of West Virginia.

Essential Understandings	Essential Questions	Essential Knowledge	Essential Skills
		<ul style="list-style-type: none"> • After Abraham Lincoln was elected President of the United States in 1860, some southern states seceded from the Union <u>and formed the “Confederate States of America.”</u> Later, Virginia seceded and joined them. <p>Creation of West Virginia</p> <ul style="list-style-type: none"> • Conflict grew between the eastern counties of Virginia that relied on slavery and western counties that <i>avored abolition</i> <u>did not favor</u> slavery. • Many disagreements between the two regions of the state led to the formation of West Virginia. 	

STANDARD VS.7a

The student will demonstrate knowledge of the issues that divided our nation and led to the Civil War by

- a) **identifying the events and differences between northern and southern states that divided Virginians and led to secession, war, and the creation of West Virginia.**

RESOURCES	PACING RECOMMENDATIONS
<p>Text p. 269-297 Civil War: Garments, History, Legends, And Lore by Gina Capaldi and Alan Rockman Thematic Unit: Civil War (Teacher Created Materials) The Civil War: A Scholastic Curriculum Guide <u>County Media Center</u> *VTC 3864 The African American Experience: Part I 1500-1864 * VTC 3984 African American Life * VTC 0219 Commonwealth: Slavery and Other Issues (Part 16), Virginia Secedes (Part 17) * VTC 1891 Follow the Drinking Gourd * VTC 5486 A History of Slavery in America * VTC The Underground Railroad: Escape from Slavery</p> <p><i>Looking for Pa</i> (ISBN 188066433X), about 1st Manassas, and <i>Looking Back</i> (ISBN 1880664348) about Point Lookout Union prison, by Geraldine Lee Susi</p> <p>*Gravois, Michael. <i>Hands-On History</i>. New York: Scholastic, 2004. ISBN 0439411254</p> <p>*Baicker, Karen. <i>Civil War Primary Sources Teaching Kit</i>. New York: Scholastic, 2003. ISBN0590378635</p> <p>* Bower, Bert. <i>History Alive America's Past</i>. Palo Alto, California: Teacher's Curriculum Institute, 2001. (See lesson 18 in book)</p> <p>*Minty-A story of Young Harriet Tubman- Alan Schroeder ISBN 0-8037-1888-8 *A Picture Book of Harriet Tubman – David Adler ISBN 0-8234-0926-0 *Escape North- The Story of Harriet Tubman- Monica Kulling Scholastic ISBN 0-439-30921-2</p>	<p>Completion: April 3</p> <p>15 days for VS. 7a, 7b, and 7c (Civil War); this includes the second Benchmark Assessment.</p>

STANDARD VS.7b

The student will demonstrate knowledge of the issues that divided our nation and led to the Civil War by

b) describing Virginia’s role in the war, including identifying major battles that took place in Virginia.

Essential Understandings	Essential Questions	Essential Knowledge	Essential Skills
<p>Virginia played a significant role in the Civil War and became a major battleground between Union and Confederate troops.</p> <p>Virginians played a significant role in the Civil War.</p>	<p>What major Civil War battles were fought in Virginia?</p> <p>Who were some of the leaders of the Civil War?</p>	<p>Major Civil War battles fought in Virginia</p> <ul style="list-style-type: none"> • The first Battle of Bull Run (or Manassas) was the first major clash of the Civil War. Confederate General Thomas “Stonewall” Jackson played a major role in this battle. • General Robert E. Lee, Commander of the Army of Northern Virginia, defeated Union troops at Fredericksburg, Virginia. • Richmond was the capital of the Confederacy. It fell to General Ulysses S. Grant and was burned near the end of the war. • Lincoln used the Union navy to blockade southern ports. An important sea battle between the Monitor (Union) and the Merrimack (Confederate), two iron-clad ships, took place in Virginia waters near Norfolk and Hampton. The battle was fought to a draw. 	<p>Determine cause and effect relationships. (VS.1b)</p> <p>Draw conclusions and make generalizations. (VS.1d)</p> <p>Sequence events in Virginia history. (VS.1f)</p> <p>Analyze and interpret maps to explain relationships among landforms, water features, climatic characteristics, and historical events. (VS.1i)</p>

STANDARD VS.7b (continued)

The student will demonstrate knowledge of the issues that divided our nation and led to the Civil War by
b) describing Virginia's role in the war, including identifying major battles that took place in Virginia.

Essential Understandings	Essential Questions	Essential Knowledge	Essential Skills
		<ul style="list-style-type: none"><li data-bbox="1073 500 1493 678">• The Civil War ended at Appomattox Court House, Virginia, where Confederate General Robert E. Lee surrendered his army to Union General Ulysses S. Grant in April, 1865.	

STANDARD VS.7b

The student will demonstrate knowledge of the issues that divided our nation and led to the Civil War by
b) describing Virginia’s role in the war, including identifying major battles that took place in Virginia.

*This SOL allows for the inclusion of SOL VS.1h: *evaluate and discuss orally and in writing.*

RESOURCES	PACING RECOMMENDATIONS
<p>Text p.298-315 <u>County Media Center</u> * VTC 0129 Commonwealth: Civil War Part I (Part 18), Civil War Part II (Part 19) * VTC 3586 Stonewall Jackson * VTC 3595 Ulysses S. Grant * VTC 3585 Robert E. Lee * VTC 3437 Civil War: The Fiery Trial * VTC 33685 Civil War: The Anguish of Emancipation *Bower, Bert. <i>History Alive America's Past</i>. Palo Alto, California: Teacher's Curriculum Institute, 2001. (See lesson 19 in book)</p>	<p>Completion: April 3</p> <p>15 days for VS. 7a, 7b, 7c (Civil War); this includes the second Benchmark Assessment.</p> <p>*End of 3rd Marking Period on April 2*</p> <p>Benchmark Window: March 16 – April 3.</p>

STANDARD VS.7c**NEW – CONTENT WILL BE TESTED IN 2009 - 2010**

The student will demonstrate knowledge of the issues that divided our nation and led to the Civil War by
c) describing the roles played by whites, slaves, free whites, and American Indians.

Essential Understandings	Essential Questions	Essential Knowledge	Essential Skills
<p><u>Whites, slaves free blacks, and American Indians all had various roles during the Civil War.</u></p>	<p><u>How were whites, slaves, free blacks, and American Indians affected by the Civil War?</u></p>	<p><u>Varied roles of whites, slaves, free blacks, and American Indians during the Civil War.</u></p> <ul style="list-style-type: none"> • <u>Most white Virginians supported the Confederacy. Many white male Virginians of military age fought for the Confederacy.</u> • <u>The Confederacy relied on slaves to raise crops and provide labor for the army. Many slaves fled to the Union army as it approached, and some fought for the Union.</u> • <u>Some free blacks felt their limited rights could best be protected by supporting the Confederacy, while others supported the Union.</u> • <u>Most American Indians were neutral during the Civil War, and did not enlist with the Confederacy.</u> 	<p><u>Determine cause and effect relationships (VS.1b)</u></p> <p><u>Draw conclusions and make generalizations (VS.1d)</u></p> <p><u>Sequence events in Virginia history (VS.1f)</u></p>

STANDARD VS.7c

The student will demonstrate knowledge of the issues that divided our nation and led to the Civil War by **c) describing the roles played by whites, slaves, free whites, and American Indians.**

RESOURCES	PACING RECOMMENDATIONS
<p>Text p. 269-297 Civil War: Garments, History, Legends, And Lore by Gina Capaldi and Alan Rockman Thematic Unit: Civil War (Teacher Created Materials) The Civil War: A Scholastic Curriculum Guide County Media Center *VTC 3864 The African American Experience: Part I 1500-1864 * VTC 3984 African American Life * VTC 0219 Commonwealth: Slavery and Other Issues (Part 16), Virginia Secedes (Part 17) * VTC 1891 Follow the Drinking Gourd * VTC 5486 A History of Slavery in America * VTC The Underground Railroad: Escape from Slavery</p> <p><i>Looking for Pa</i> (ISBN 188066433X), about 1st Manassas, and <i>Looking Back</i> (ISBN 1880664348) about Point Lookout Union prison, by Geraldine Lee Susi</p> <p>*Gravois, Michael. <i>Hands-On History</i>. New York: Scholastic, 2004. ISBN 0439411254</p> <p>*Baicker, Karen. <i>Civil War Primary Sources Teaching Kit</i>. New York: Scholastic, 2003. ISBN0590378635</p> <p>* Bower, Bert. <i>History Alive America's Past</i>. Palo Alto, California: Teacher's Curriculum Institute, 2001. (See lesson 18 in book)</p> <p>*Minty-A story of Young Harriet Tubman- Alan Schroeder ISBN 0-8037-1888-8 *A Picture Book of Harriet Tubman – David Adler ISBN 0-8234-0926-0 *Escape North- The Story of Harriet Tubman- Monica Kulling Scholastic ISBN 0-439-30921-2</p>	<p>Completion: April 3</p> <p>15 days for VS. 7a, 7b, and 7c (Civil War); this includes the second Benchmark Assessment.</p>

STANDARD VS.8a

The student will demonstrate knowledge of the reconstruction of Virginia following the Civil War by

a) identifying the effects of Reconstruction on life in Virginia.

Essential Understandings	Essential Questions	Essential Knowledge	Essential Skills
<p>Virginians faced serious problems in rebuilding the state after the war.</p>	<p>What were some of the problems Virginians faced during the period of Reconstruction following the Civil War?</p> <p>What measures were taken during Reconstruction to resolve Virginia’s problems?</p>	<p>Terms to know</p> <ul style="list-style-type: none"> Reconstruction: The period following the Civil War in which Congress passed laws designed to rebuild the country and bring the southern states back into the Union <p>Problems faced by Virginians during Reconstruction</p> <ul style="list-style-type: none"> Millions of freed slaves needed housing, <u>education</u>, clothing, food, and jobs. Virginia’s economy was in ruins: <ul style="list-style-type: none"> Money had no value. Banks were closed. Railroads, bridges, plantations, and crops were destroyed. <p>Measures taken to resolve problems</p> <ul style="list-style-type: none"> The Freedmen’s Bureau was a government agency that provided food, schools, and medical care for black people and others in Virginia. Sharecropping was a system common in Virginia after the war in which freedmen and poor white farmers rented land from a landowner by promising to pay the owner with a share of the crop. 	<p>Determine cause and effect relationships. (VS.1b)</p> <p>Draw conclusions and make generalizations. (VS.1d)</p> <p>Make connections between past and present. (VS.1e)</p> <p>Sequence events in Virginia history. (VS.1f)</p> <p>Interpret ideas and events from different historical perspectives. (VS.1g)</p>

STANDARD VS.8a

The student will demonstrate knowledge of the reconstruction of Virginia following the Civil War by

a) identifying the effects of Reconstruction on life in Virginia.

*This SOL allows for the inclusion of SOL VS.1h: *evaluate and discuss orally and in writing.*

RESOURCES	PACING RECOMMENDATIONS
<p>Text p. 320-327 County Media Center * VTC 3865 The African American Experience Part II 1864-1994 * VTC 5936 Slavery and Freedom *VTC 5943 Reconstruction (Part 20) A New Virginia (Part 21) * VTC 0130 Commonwealth: Reconstruction</p>	<p>10 days for 8a,b,c— Through April 27.</p>

STANDARD VS.8b

The student will demonstrate knowledge of the reconstruction of Virginia following the Civil War by

b) identifying the effects of segregation and “Jim Crow” on life in Virginia for whites, blacks, and American Indians.

Essential Understandings	Essential Questions	Essential Knowledge	Essential Skills
<p>The freedoms and rights promised to blacks were slowly taken away after Reconstruction, and it would take years to win them back.</p>	<p><u>What impact did “Jim Crow” laws have on whites, blacks, and American Indians in Virginia.</u></p> <p>What happened to the rights of blacks after Reconstruction?</p>	<p>Terms to know</p> <ul style="list-style-type: none"> • Segregation: The separation of people, usually based on race or religion • Discrimination: An unfair difference in the treatment of people <p>During Reconstruction, blacks began to have power in Virginia’s government, and men of all races could vote.</p> <p>After Reconstruction, these gains were lost when “Jim Crow” Laws were passed by southern states. “Jim Crow” Laws established segregation or separation of the races and reinforced prejudices held by whites.</p>	<p>Determine cause and effect relationships. (VS.1b)</p> <p>Draw conclusions and make generalizations. (VS.1d)</p> <p>Make connections between past and present. (VS.1e)</p> <p>Sequence events in Virginia history. (VS.1f)</p> <p>Interpret ideas and events from different historical perspectives. (VS.1g)</p>

STANDARD VS.8b (continued)

The student will demonstrate knowledge of the reconstruction of Virginia following the Civil War by

b) identifying the effects of segregation and “Jim Crow” on life in Virginia for whites, blacks, and American Indians.

Essential Understandings	Essential Questions	Essential Knowledge	Essential Skills
		<p>“Jim Crow” laws had an effect on <u>the lives of blacks and American Indians.</u></p> <ul style="list-style-type: none"> • Unfair poll taxes and voting tests were established to keep black men from voting. • Blacks found it very difficult to vote or hold public office. • Blacks were forced to use separate <u>poor quality services, such as drinking fountains, restroom, and restaurants.</u> • “Jim Crow” laws had an effect on <u>all people of color, including American Indians.</u> • <u>There were separate schools for black children and white children, as well as tribal schools for some American Indian children.</u> 	

STANDARD VS.8b

The student will demonstrate knowledge of the reconstruction of Virginia following the Civil War by

b) identifying the effects of segregation and “Jim Crow” on life in Virginia for whites, blacks, and American Indians.

*This SOL allows for the inclusion of SOL VS.1h: *evaluate and discuss orally and in writing.*

RESOURCES	PACING RECOMMENDATIONS
<p>Text p. 330-337</p> <p><u>County Media Center</u> * VTC 3865 The African American Experience: Part II 1864-1994</p>	<p>10 days for 8a,b,c--</p> <p>Through April 27.</p>

STANDARD VS.8c

The student will demonstrate knowledge of the reconstruction of Virginia following the Civil War by
 c) describing the importance of railroads, new industries, and the growth of cities to Virginia’s economic development.

Essential Understandings	Essential Questions	Essential Knowledge	Essential Skills
<p>After the Civil War, industry and technology, transportation, and cities began to grow and contribute to Virginia’s economy.</p>	<p>What changes took place in Virginia to boost the economic growth?</p>	<p>Virginia began to grow in many areas after the Civil War and Reconstruction.</p> <ul style="list-style-type: none"> • Virginia’s cities grew with people, businesses, and factories. • Railroads were a key to the expansion of business, agriculture, and industry. They facilitated the growth of small towns to cities. Railroad centers stimulated the growth of factories where clothing, furniture, and other useful items were made. Roanoke became a railroad center. Richmond, Norfolk, and Newport News were bustling with activity as the railroad brought new jobs and people to the areas. <i>Petersburg, Alexandria, and Lynchburg also grew rapidly.</i> • Other parts of Virginia grew as other industries developed. Coal deposits, discovered in Tazewell County after the Civil War and then in nearby counties, became a source of livelihood for residents of southwest Virginia. • The need for more and better roads increased. • Tobacco farming and tobacco products became important Virginia industries. 	<p>Draw conclusions and make generalizations. (VS.1d)</p> <p>Make connections between past and present. (VS.1e)</p> <p>Sequence events in Virginia history. (VS.1f)</p> <p>Analyze and interpret maps to explain relationships among landforms, water features, climatic characteristics, and historical events. (VS.1i)</p>

STANDARD VS.8c

The student will demonstrate knowledge of the reconstruction of Virginia following the Civil War by

c) **describing the importance of railroads, new industries, and the growth of cities to Virginia’s economic development.**

*This SOL allows for the inclusion of SOL VS.1h: *evaluate and discuss orally and in writing.*

RESOURCES	PACING RECOMMENDATIONS
Text p. 338-344	10 days for 8a,b,c All of VS.8 should be completed by April 27

STANDARD VS.9a

The student will demonstrate knowledge of twentieth and twenty-first centuries Virginia by

- a) describing the economic and social transition from a rural, agricultural society to a more urban, industrialized society, including the reasons people came to Virginia from other states and countries.

Essential Understandings	Essential Questions	Essential Knowledge	Essential Skills
<p>During the twentieth and twenty-first centuries, Virginia changed from a rural, agricultural society to a more urban, industrial society.</p> <p><i>After Reconstruction, Virginia's cities began to grow.</i></p>	<p>Why did Virginia change from an agricultural to an industrial society?</p> <p>What caused Virginia's cities to grow?</p>	<p><u>During the early twentieth century, agriculture began to change.</u></p> <ul style="list-style-type: none"> • Old systems of farming were no longer effective. • Crop prices were low. <p>Growth of Virginia's cities</p> <ul style="list-style-type: none"> • People moved from rural to urban areas for economic opportunities. • Technological developments in transportation, roads, railroads, and streetcars helped cities grow. • Coal mining spurred the growth of Virginia towns and cities as people moved from the countryside to find jobs. <p>Since the end of World War II, Northern Virginia has experienced growth due to increases in the number of federal jobs located in the region.</p> <p><u>In the late 20th century and the early 21st century,</u> Northern Virginia and the Tidewater region have grown due to computer technology.</p> <p>People have moved to Virginia from many other states and nations for jobs, freedom, and the enjoyment of Virginia's beauty and quality of life.</p>	<p>Determine cause and effect relationships. (VS.1b)</p> <p>Draw conclusions and make generalizations. (VS.1d)</p> <p>Make connections between past and present. (VS.1e)</p> <p>Interpret ideas and events from different historical perspectives. (VS.1g)</p> <p>Analyze and interpret maps to explain relationships among landforms, water features, climatic characteristics, and historical events. (VS.1i)</p>

STANDARD VS.9a

The student will demonstrate knowledge of twentieth century Virginia by

- a) describing the economic and social transition from a rural, agricultural society to a more urban, industrialized society, including the reasons people came to Virginia from other states and countries.**

*This SOL allows for the inclusion of SOL VS.1h: *evaluate and discuss orally and in writing.*

RESOURCES	PACING RECOMMENDATIONS
<p>Text p. 366-371</p> <p>County Media Center * VTC 0130 Commonwealth: New Virginia (Part 21) More Changes (Part 22), Mara Times (Part 23) * VTC 0132 Commonwealth: Agriculture and Industry * VTC 4443 American Frontier Series: Railroads on the Frontier * MP 08-616 Inventors and American's Industrial Revolution * MP 06-0167 Portrait of a Coal Miner *Lowry, Lois. <i>Number the Stars</i>. 1. Houghton, 1989. ISBN 0395510600 *Polacco, Patricia. <i>The Butterfly</i>. Putnam Pub Group, ISBN 0399231706</p>	<p>VS. 9a, b, c, and d and review of 10a will be taught in conjunction over 13 days.</p> <p>Completion: May 11</p>

STANDARD VS.9b**NEW CONTENT WILL BE TESTED IN 2009 - 2010**

The student will demonstrate knowledge of twentieth and twenty-first centuries Virginia by

b) identifying the impact of Virginians, such as Woodrow Wilson and George C. Marshall, on international events.

Essential Understandings	Essential Questions	Essential Knowledge	Essential Skills
<p><u>As President, Woodrow Wilson led the United States during World War I.</u></p> <p><u>George C. Marshall held a significant leadership role after World War II.</u></p>	<p><u>How did Woodrow Wilson's actions impact international events?</u></p> <p><u>How did George C. Marshall's actions impact American's role with other world nations?</u></p>	<ul style="list-style-type: none"> • <u>Woodrow Wilson was President when the United States entered World War I. After World War I, he worked to create the League of Nations. The League of Nations was a plan to achieve world peace.</u> • <u>George C. Marshall was a military leader remembered for he did for peace after World War II. The "Marshall Plan" included funds to help rebuild Europe.</u> 	<p>Determine cause and effect relationships. (VS.1b)</p> <p>Draw conclusions and make generalizations. (VS.1d)</p> <p>Make connections between past and present. (VS.1e)</p> <p>Interpret ideas and events from different historical perspectives. (VS.1g)</p>

STANDARD VS.9c

The student will demonstrate knowledge of twentieth and **twenty-first** centuries Virginia by

c) **identifying the social and political events in Virginia linked to desegregation and Massive Resistance and their relationship to national history.**

Essential Understandings	Essential Questions	Essential Knowledge	Essential Skills
<p>After World War II, Blacks demanded equal treatment and the recognition of their rights as American citizens.</p> <p>As a result of the Civil Rights Movement, laws were passed that made racial discrimination illegal.</p>	<p>What changes occurred in Virginia as a result of the Civil Rights Movement?</p>	<p>Terms to know</p> <ul style="list-style-type: none"> • Desegregation: Abolishment of racial segregation • Integration: Full equality of all races in the use of public facilities <p>Desegregation and Massive Resistance in Virginia</p> <ul style="list-style-type: none"> • The U.S. Supreme Court ruled in 1954 (Brown v. Board of Education) that “separate but equal” public schools were unconstitutional. • All public schools, including those in Virginia, were ordered to desegregate. • Virginia’s government established a policy of Massive Resistance, which fought to “resist” the integration of public schools. • Some schools were closed to avoid integration. • The policy of Massive Resistance failed, and Virginia’s public schools were integrated. • Harry F. Byrd, Sr., led a Massive Resistance Movement against the desegregation of public schools. 	<p>Determine cause and effect relationships. (VS.1b)</p> <p>Compare and contrast historical events. (VS.1c)</p> <p>Draw conclusions and make generalizations. (VS.1d)</p> <p>Make connections between past and present. (VS.1e)</p> <p>Sequence events in Virginia history. (VS.1f)</p> <p>Interpret ideas and events from different historical perspectives. (VS.1g)</p>

STANDARD VS.9c

The student will demonstrate knowledge of twentieth and twenty-first centuries Virginia by

b) identifying the social and political events in Virginia linked to desegregation and Massive Resistance and their relationship to national history.

*This SOL allows for the inclusion of SOL VS.1h: *evaluate and discuss orally and in writing*

RESOURCES	PACING RECOMMENDATIONS
<p>Text p. 376-378 <i>Virginia Studies</i> by Carole Marsh</p> <p>County Media Center * VTC 0131 Commonwealth: Modern Times (Part 24) * MP 12-104 "I Have A Dream...." The Life of Martin Luther King, Jr., Portrait of an American</p>	<p>VS. 9a, b, c, and d and review of 10a will be taught in conjunction over 13 days.</p> <p>Completion: May 11</p>

STANDARD VS.9d

The student will demonstrate knowledge of twentieth and twenty-first centuries Virginia by

- d) identifying the political, social, and/or economic contributions made by Maggie L. Walker, Harry F. Byrd, Sr., Oliver W. Hill, Sr., Arthur R. Ashe, Jr., A. Linwood Holton, Jr., and L. Douglas Wilder.

Essential Understandings	Essential Questions	Essential Knowledge	Essential Skills
<p>Many individuals made social, political, and economic contributions to Virginia life in the twentieth and twenty-first centuries.</p>	<p>What contributions to twentieth and twenty-first centuries Virginia life were made by Maggie L. Walker, Harry Flood Byrd, Sr., <u>Oliver W. Hill, Sr.</u>, Arthur R. Ashe, Jr., <u>A. Linwood Holton, Jr.</u>, and L. Douglas Wilder?</p>	<p><u>Citizens who made political, social, and/or economic contributions</u></p> <p>Maggie L. Walker was the first African American woman to establish and become a bank president in the United States.</p> <p>Harry F. Byrd, Sr., as governor, was known for a “Pay As You Go” policy for road improvements, and he modernized Virginia state government.</p> <p><u>Oliver W. Hill, Sr., was a lawyer and civil rights leader who worked for equal rights of African Americans. He played a key role in the <i>Brown v. Board of Education</i> decision.</u></p> <p>Arthur R. Ashe, Jr., was the first African American winner of a major men’s tennis singles championship. He was also an author and eloquent spokesperson for social change.</p> <p><u>Linwood Holton, Jr., as governor of Virginia, promoted racial equality and appointed more African Americans and women to positions in state government than previous governors.</u></p> <p>L. Douglas Wilder, as governor of Virginia, was the first African American to be elected a state governor in the United States.</p>	<p>Identify and interpret primary and secondary source documents to understand events in history. (VS.1a)</p> <p>Make connections between past and present. (VS.1e)</p>

STANDARD VS.9d

The student will demonstrate knowledge of twentieth and twenty-first centuries Virginia by

d) identifying the political, social, and/or economic contributions made by Maggie L. Walker, Harry F. Byrd, Sr., Oliver W. Hill, Sr., Arthur R. Ashe, Jr., A. Linwood Holton, Jr., and L. Douglas Wilder.

*This SOL allows for the inclusion of SOL VS.1h: *evaluate and discuss orally and in writing.*

RESOURCES	PACING RECOMMENDATIONS
<p>Text p. 376-379</p> <p><u>County Media Center</u> * VTC 0130 Commonwealth: More Changes (Part 22)</p> <p><i>For Information on Maggie Walker, contact:</i> Lis Turner Economic Education Specialist, The Federal Reserve Bank, Richmond (804) 697-8135 toll free (800) 526-2031 fax (804) 697-8287</p>	<p>VS. 9a, b, c, and d and review of 10a will be taught in conjunction over 13 days.</p> <p>Completion: May 11</p>

Concept Maps and Advance Organizers

This section of the Curriculum/Pacing Guide for Grade 4 Virginia Studies is composed of graphic organizers to help teachers and students think about the important concepts of Virginia History in an organized fashion.

PLEASE use these, adapt them if you need to, and INCLUDE them in your thinking as you plan for instruction.

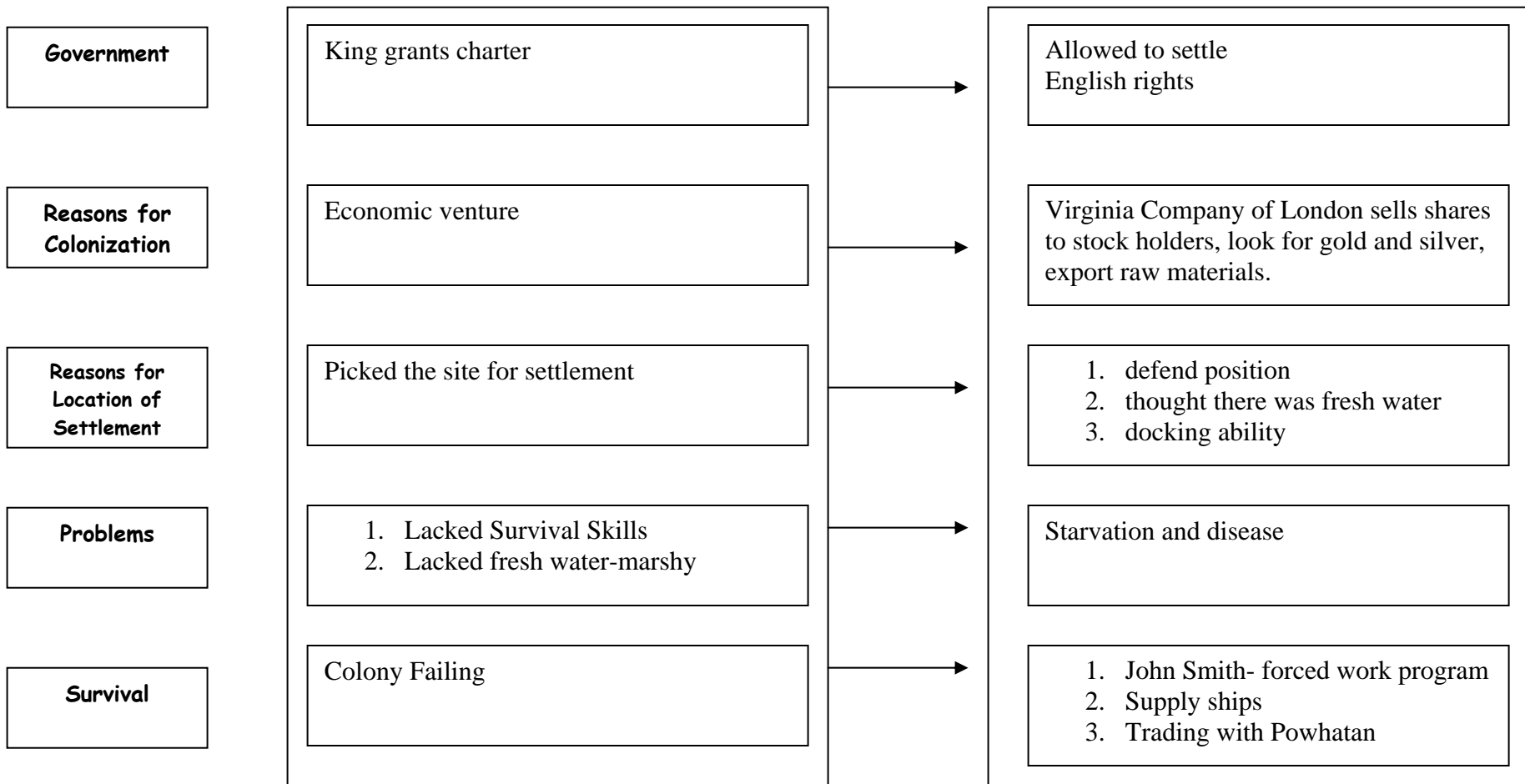
Name _____



***Jamestown
Cause and Effect Chart***
VS 3a,b,c,f

Causes

Effects



Episode Map Revolutionary War VS.7

Name _____

Historical Setting

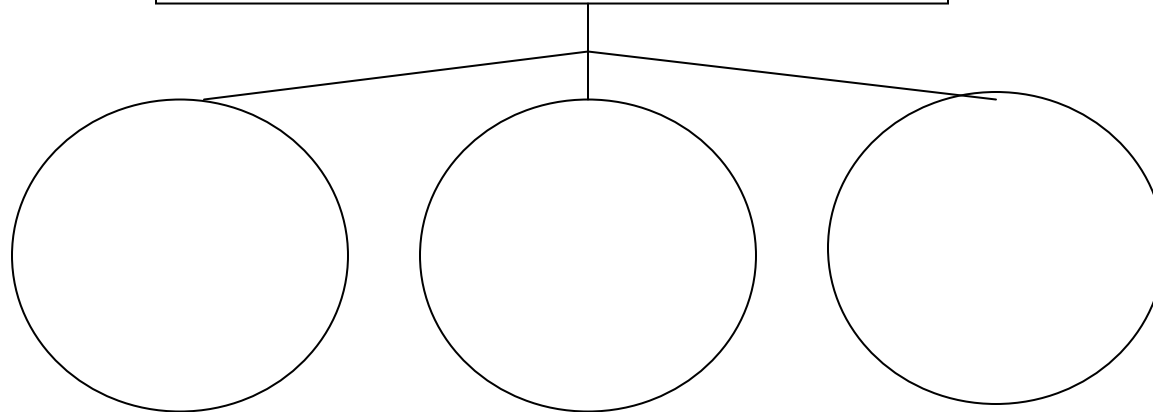
Timeline of Events

Place:
Time:
Duration:

Cause

Episode: Civil War

Effect



Important People

Episode Map Revolutionary War VS.7

Name _____

Historical Setting

Place: United States
Time: 1861-1865
Duration: 4 years

Timeline of Events

Nat Turner and John Brown lead slave revolts
Election of Lincoln
Secession of the South
Battles (*Manassas, Fredericksburg, Monitor/Merrimack, Appomattox*)
Surrender at Appomattox Court House
Southern States write new Constitutions
Southern States readmitted to the Union

Cause

States' Rights
Slavery
Secession

Episode: Civil War

Effect

Preservation of the Union

Abraham Lincoln
Jefferson Davis

Stonewall Jackson

Robert E. Lee
Ulysses S. Grant

Important People

Language Group:
Algonquian

Tribe:
Tidewater Region

Location: Powhatan

Language Group:
Siouan

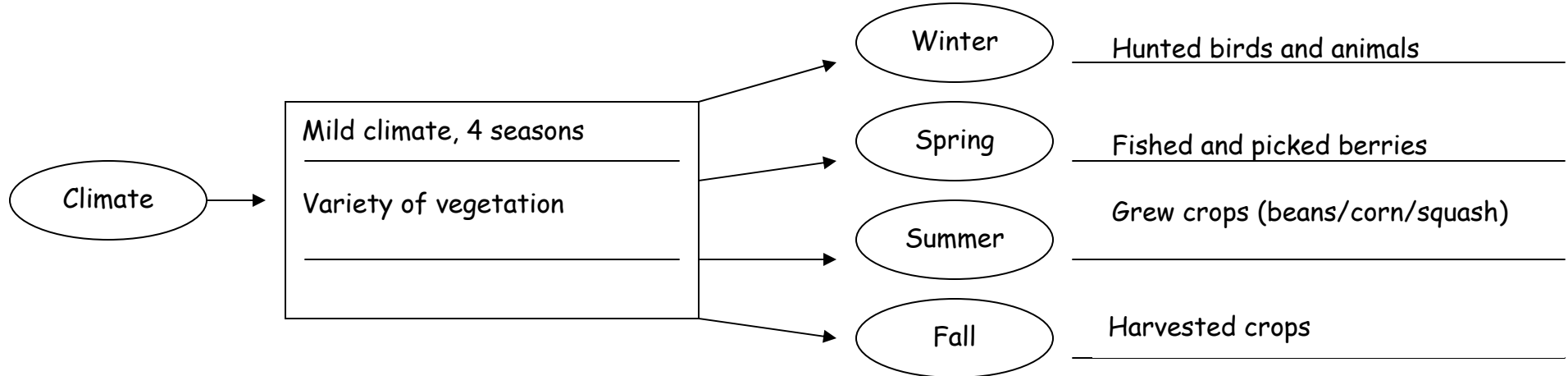
Tribe:
Monacan

Location:
Piedmont

Language Group:
Iroquoian

Tribe:
Cherokee

Location:
Southwest Virginia
Southern VA



Language Group:
Algonquian

Tribe:
Tidewater Region

Location: Powhatan

Language Group:
Siouan

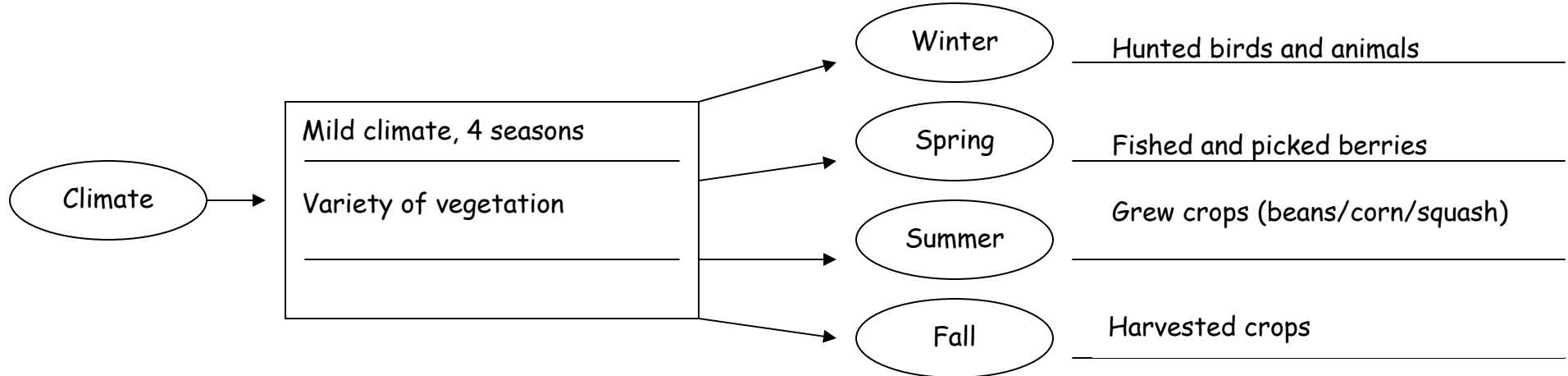
Tribe:
Monacan

Location:
Piedmont

Language Group:
Iroquoian

Tribe:
Cherokee

Location:
Southwest Virginia
Southern VA



Episode Map Revolutionary War VS.5

Name _____

Historical Setting

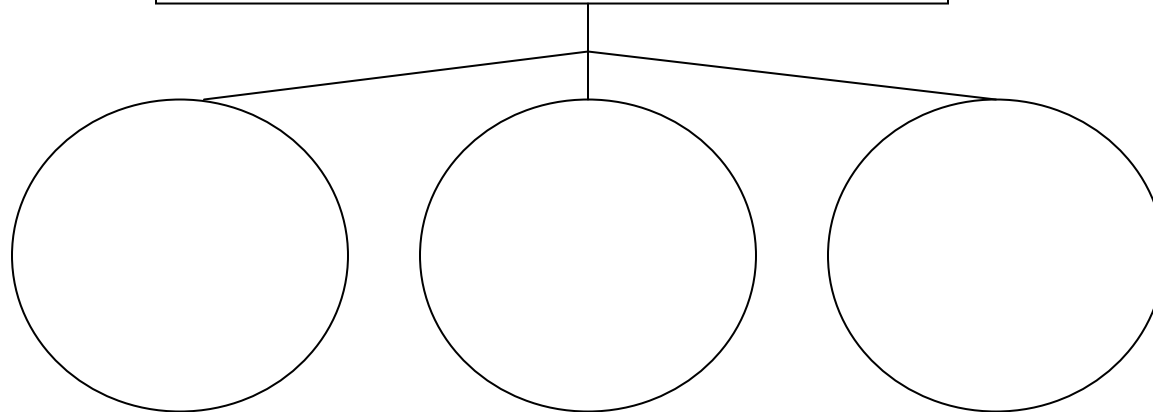
Place:
Time:
Duration:

Timeline of Events

Cause

Episode: Revolutionary War

Effect



Important People

Episode Map Revolutionary War VS.5

Name _____

Historical Setting

Place: Colonies
Time: 1775-1783
Duration: 8 years

Timeline of Events

French and Indian War
Stamp Act/Taxes
Boycotts/Patrick Henry's Speech
Declaration of Independence
Battles
Surrender at Yorktown

Cause

"Taxation without Representation"

Episode: Revolutionary War

Effect

Colonies received independence



Patrick Henry

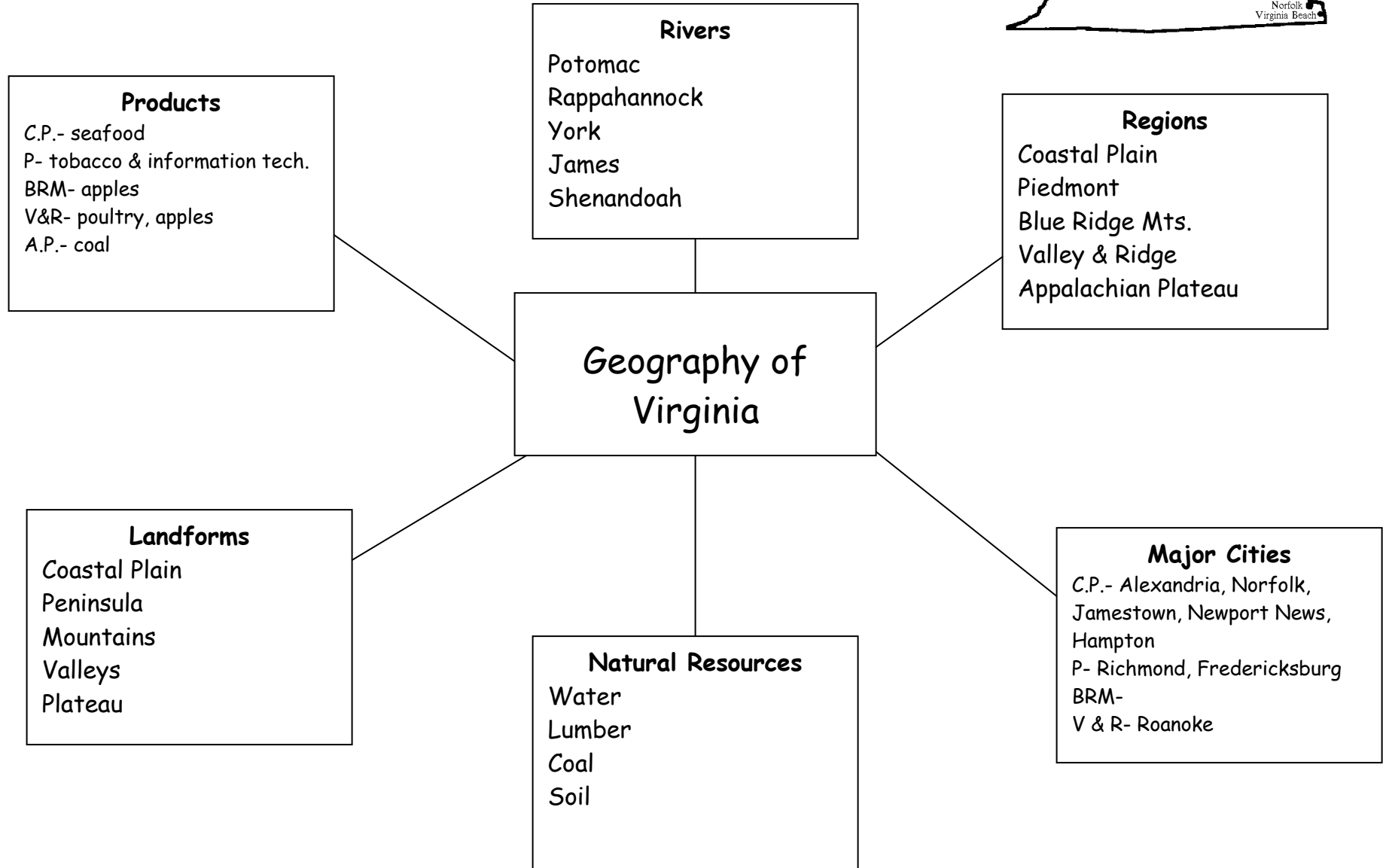
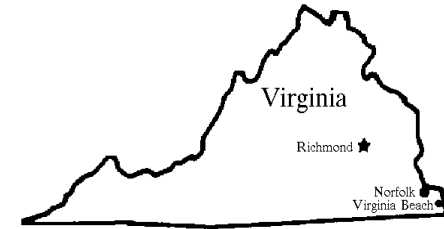
Thomas Jefferson

George Washington

Important People

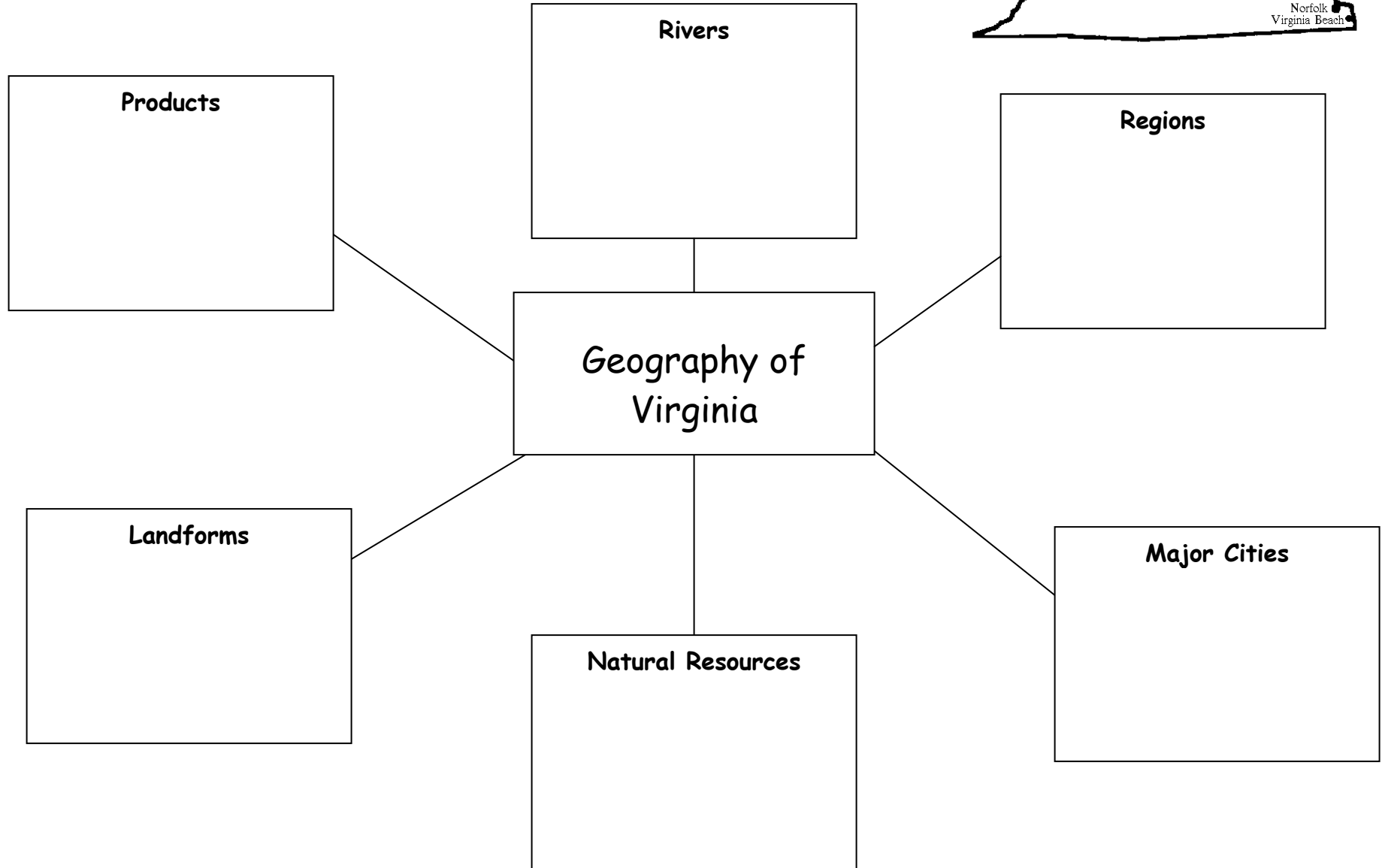
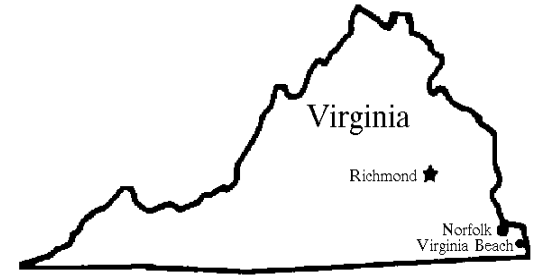
Name _____

VS 2 Geography of Virginia



Name _____

VS 2 Geography of Virginia



Name _____



Jamestown
Cause and Effect Chart
VS 3a,b,c,f

Causes

Effects

Government

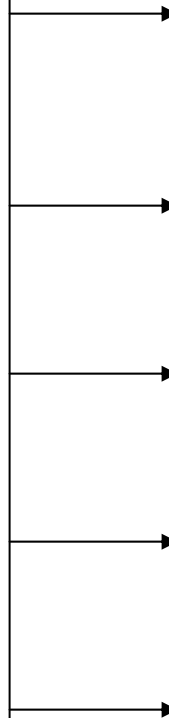
Reasons for
Colonization

Reasons for
Location of
Settlement

Problems

Survival

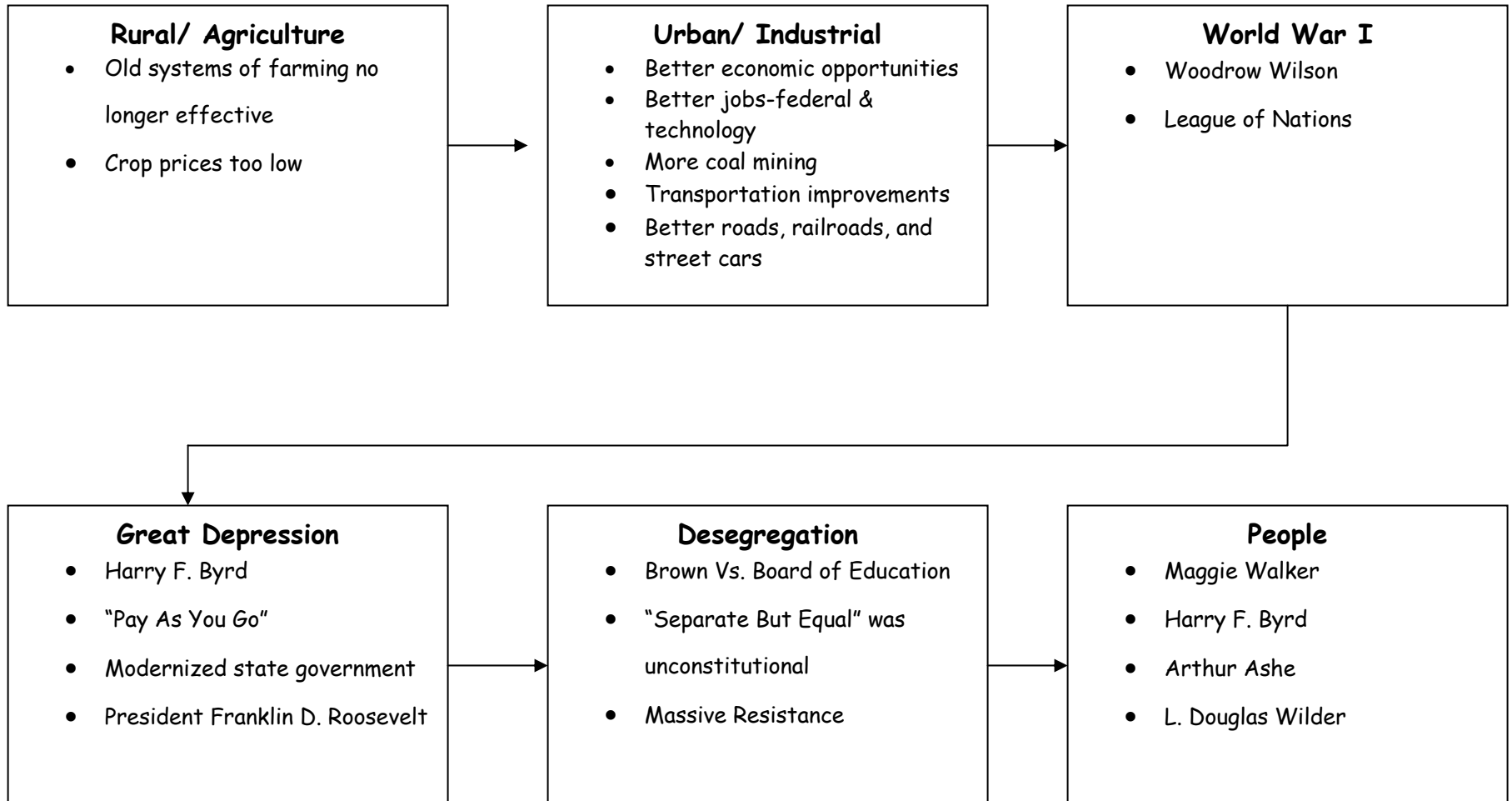
A large empty rectangular box intended for students to write causes related to Jamestown.



A large empty rectangular box intended for students to write effects related to Jamestown.

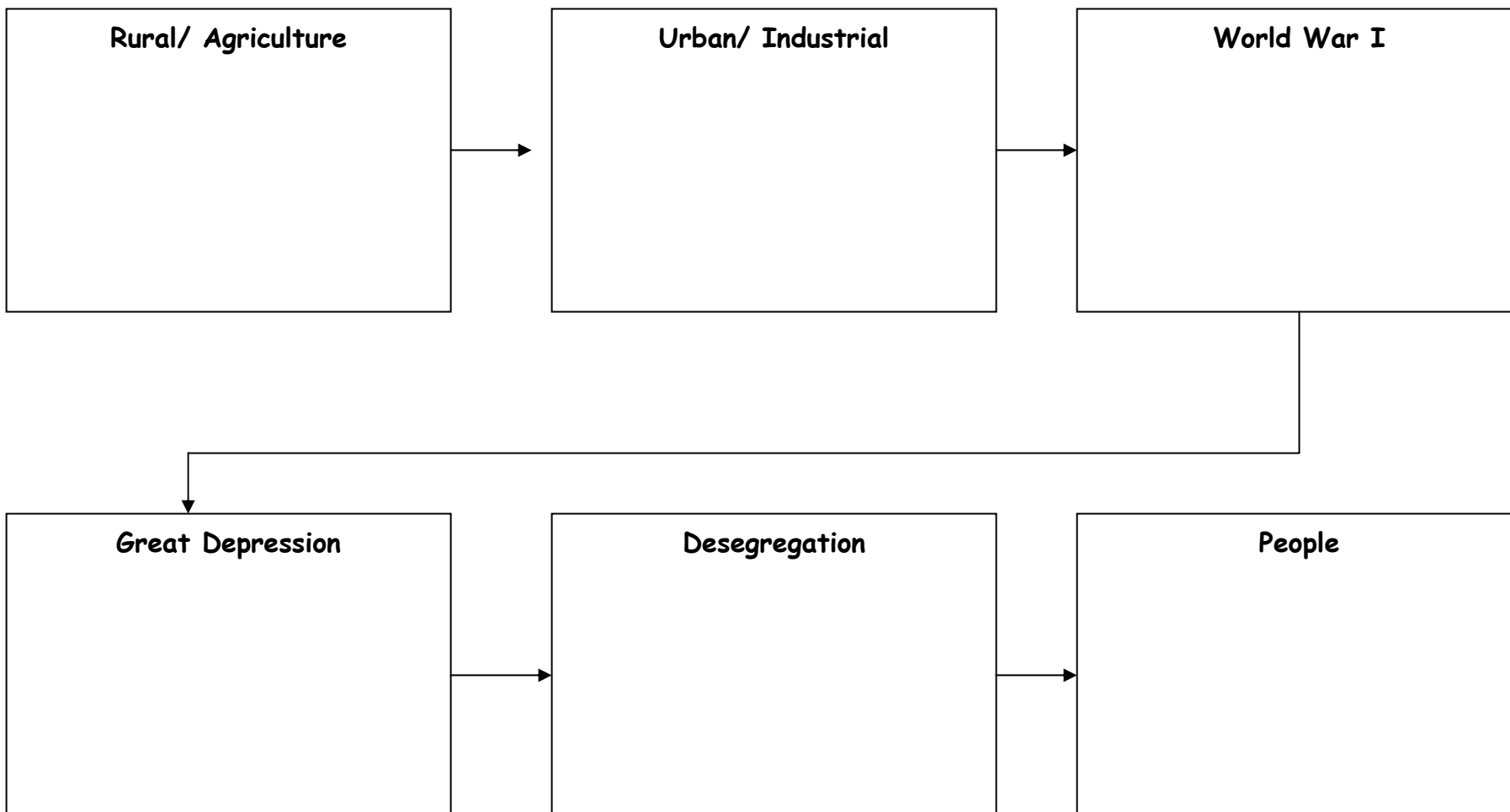
Name _____

Sequence Chart For 20th Century VS9 a,b,c

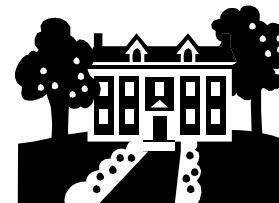
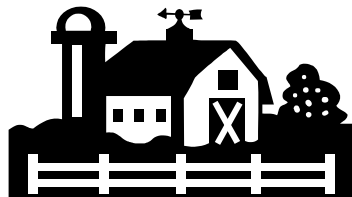


Name _____

Sequence Chart For 20th Century VS9 a,b,c



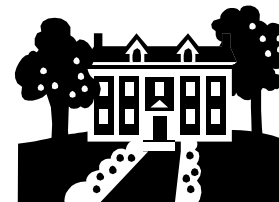
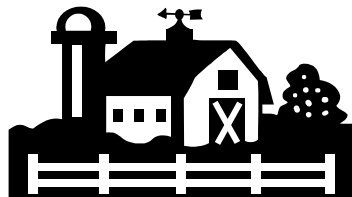
What	Who	Where	Why
<p><i>Cultural Landscapes</i> are changes in Virginia that showed the Customs, Beliefs, and Architecture of people from different nations.</p> <p>Three Architectural Examples of the Cultural Landscape: Homes, Barns, and Churches.</p>	English →	Tidewater and Piedmont →	Economic Venture
	Scotch-Irish and Germans →	Valley and Ridge (Shenandoah Valley) →	Farmland along the migration route
	Africans →	Tidewater and Piedmont →	Used as slave labor for agriculture
	Native Americans →	Tidewater, Piedmont, and Appalachian Plateau →	Traditional homeland



Cultural Landscapes VS 4 b.

Name _____

What	Who	Where	Why
<p>Cultural Landscapes are changes in Virginia that showed the Customs, Beliefs, and Architecture of people from different nations.</p> <p>Three Architectural Examples</p>			



Name _____

VS6 Documents Leading To The Constitution

Document

Virginia Declaration
Of Rights

Writer

George Mason

Meaning

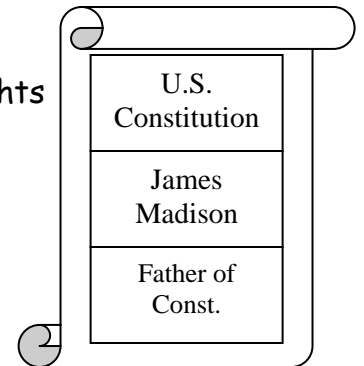
Virginians has certain
Rights (religion & press)

Relation

Basis for Bill of Rights

Relation

Basis for 1st Amendment



Meaning

All people should be free to worship
as they please

Writer

Thomas Jefferson

Document

Virginia Statute on Religious Freedom

Field Trips to Support Social Science Curriculum Grade 4 Virginia Studies

Listed below are suggestions for grade 4 field trips that are directly relevant to our Virginia Studies curriculum. PLEASE make sure that when you plan a field trip, you take account of pre-trip activities, activities you hope to have the students take part in during the trip, and the follow-up sessions back in class that will solidify learning that took place on the trip. Field trips should be organized in just the same way that you organize a solid instructional lesson, with objectives, previews, presentations, applications, and summations/assessments. What is it that you want our students to learn on the trip? This is the key question to ask yourself as you plan. If your activities on the field trip cannot be connected to academic objectives based on our curriculum, then those activities are not recommended!

1. Name: Balls Bluff Battlefield

Address: Balls Bluff Rd., Leesburg, VA

Phone: 703-779-9372

Website: <http://www.leesburgva.gov/about/BallsBluff/>
<http://www.nps.gov/nr/travel/journey/bnc.htm>

Standards supported by trip (List number and complete standard description):

* VS.7 The student will demonstrate knowledge of the issues that divided our nation and led to the Civil War...

2. Name: Claude Moore Park

Address: 21544 Old Vestal's Gap Rd., Sterling, VA 20164

Phone: 571-258-3700

Website: <http://www.co.loudoun.va.us/prcs/parks/claude.htm>

Standards supported by trip (List number and complete standard description):

* VS.6 The student will demonstrate knowledge of the role of Virginia in the establishment of the new American nation.

3. Name: Frederick County Courthouse Abraham's Delight Discovery Museum

Address: 1340 Pleasant Valley Road Winchester, VA 22601

Phone: (540) 662-6519

Website: <http://winchesterhistory.org/Qstore/abramsdelight.htm>

Standards supported by trip (List number and complete standard description):

* VS.7 The student will demonstrate knowledge of the issues that divided our nation and led to the Civil War.

4. Name: Gunston Hall Plantation

Address: 10709 Gunston Road, Mason Neck, Va. 22079

Phone: 703-550-9220

Website: <http://www.gunstonhall.org/>

Standards supported by trip (List number and complete standard description):

* VS.6 The student will demonstrate knowledge of the role of Virginia in the establishment of the new American nation.

5. Harpers Ferry

P.O. Box 65, Harpers Ferry, West Virginia 25425

Cost: Free with waiver

<http://www.nps.gov/hafe/>

Phone: (304) 535-6298

Standards supported by trip (List number and complete standard description):

* VS.7 The student will demonstrate knowledge of the issues that divided our nation and led to the Civil War

6. Name: Jamestown Yorktown Foundation

Address: P.O. Box 1607, Williamsburg, VA 23187-1607

Phone: (757) 253-4838, toll-free (888) 593-4682

Website: <http://www.historyisfun.org/index.htm>

Standards supported by trip (List number and complete standard description):

* VS.2 The student will demonstrate knowledge of the geography and early inhabitants of Virginia

* VS.3 The student will demonstrate knowledge of the first permanent English settlement in America

* VS.4 The student will demonstrate knowledge of life in the Virginia colony

7. Name: Loudoun Museum

Address: 16 Loudoun Street Leesburg, Virginia 20175

Phone: 703.777.7427

Website: <http://www.loudounmuseum.org/home.html>

Standards supported by trip (List number and complete standard description):

* VS.7 The student will demonstrate knowledge of the issues that divided our nation and led to the Civil War.

8. Name: Manassas National Battlefield

Address: 12521 Lee Highway, Manassas VA 20109

Phone: 703-361-1339

Website: <http://www.nps.gov/archive/mana/home.htm>

Standards supported by trip (List number and complete standard description):

* VS.7 The student will demonstrate knowledge of the issues that divided our nation and led to the Civil War.

9. Name: Monticello

Address: 931 Thomas Jefferson Parkway, Charlottesville, VA

Phone: (434) 984-9822

Website: <http://www.monticello.org/index.html>

Standards supported by trip (List number and complete standard description):

* VS.6 The student will demonstrate knowledge of the role of Virginia in the establishment of the new American nation.

10. Name: Mosby Heritage Area - Richard Gillespie

Address: Classroom Visit: Follow link for teachers

Phone: (540) 687-5578

Website: <http://www.mosbyheritagearea.org/>

Standards supported by trip (List number and complete standard description):

* VS.7 The student will demonstrate knowledge of the issues that divided our nation and led to the Civil War.

11. Name: Mount Vernon

Address: 3200 Mount Vernon Memorial Highway, Mount Vernon, Virginia 22121

Phone: 703-799-8604

Website: <http://www.mountvernon.org/>

Standards supported by trip (List number and complete standard description):

* VS.4 The student will demonstrate knowledge of life in the Virginia colony

* VS.5 The student will demonstrate knowledge of the role of Virginia in the American Revolution

* VS.6 The student will demonstrate knowledge of the role of Virginia in the establishment of the new American nation

12. Name: National Archives

Address: Constitution Ave NW [between 7th and 9th St.], Washington, DC 20408

Phone: 202-357-5450

Website: <http://www.archives.gov/national-archives-experience/visit/visit.html>

Standards supported by trip (List number and complete standard description):

* VS.6 The student will demonstrate knowledge of the role of Virginia in the establishment of the new American nation.

13. Name: New Market Battlefield State Historical Park

Address: P.O. Box 1864, New Market, VA 22844

Phone: 1-866-515-1864

Website: <http://www4.vmi.edu/museum/nm/index.html>

Standards supported by trip (List number and complete standard description):

* VS.7 The student will demonstrate knowledge of the issues that divided our nation and led to the Civil War.

14. Name: Sully Historic Site (Sully Plantation)

Address: 3601 Sully Road, Chantilly, VA

Phone: 703-437-1794

Website: <http://www.fairfaxcounty.gov/parks/sully/>

Standards supported by trip (List number and complete standard description):

* VS.4 The student will demonstrate knowledge of life in the Virginia colony.

* VS.7 The student will demonstrate knowledge of the issues that divided our nation and led to the Civil War.

15. Name: Temple Hall Farms

Address: Temple Hall Lane, Leesburg, VA 20176

Phone: 703-779-9372

Website: <http://www.nvrpa.org/parks/templehall/?pg=hours.html>

Standards supported by trip (List number and complete standard description):

* VS.2 The student will demonstrate knowledge of the geography and early inhabitants of Virginia.

16. Name: Waterford (Second St. School)

Address: Second St., Waterford, VA

Phone: (540) 882-3018

Website: <http://www.waterfordva.org/education/sss.shtml>

Standards supported by trip (List number and complete standard description):

* VS.8 The student will demonstrate knowledge of the reconstruction of Virginia following the Civil War.

17. Name: Williamsburg

Address: 101A Visitor's Center Dr., Williamsburg, VA

Phone: (757) 229-1000 ext. 6000

Website: <http://www.history.org/>

Standards supported by trip (List number and complete standard description):

* VS.2 The student will demonstrate knowledge of the geography and early inhabitants of Virginia

* VS.3 The student will demonstrate knowledge of the first permanent English settlement in America

* VS.4 The student will demonstrate knowledge of life in the Virginia colony