At the end of this unit, students will be able to:

1. Explain how Virginia’s location in North America determines what geographic features it has. *(VS.2a, c)*
2. Explain how geographic features work to define and determine Virginia’s five regions. *(VS.2b)*
3. Explain how the regions people live in determine the way they live—especially in relation to Virginia Indians. *(VS.2d, e.g.; VS.3f)*
4. Explain the economic and political reasons for the founding of the Virginia Colony. *(VS.3a, b)*
5. List and describe the effects of the English colonization of Virginia. *(VS.3c, d, e, g)*
6. Describe how historians and scientists know what they now do about the early Jamestown Colony. *(VS.2f)*
UNIT I: VIRGINIA: THE LOCATION AND THE LAND

Virginia: The Location and Land

Where in the World is Virginia?: VS. 2a-c
  - Virginia's Geographic Features:
    - VS. 2a, c
  - Virginia's Regions: 2b

Virginia's Native Americans: VS. 2d-g
  - Indian Language Groups/Tribes:
    - VS. 2d, g
  - Archeological Discoveries: VS. 2f
  - Adaptations to Land: VS. 2e

Colonization: VS. 3a-g
  - Economic Interest: VS. 3a-d
  - Effects of Colonization: VS. 3e-g
I. WHERE IN THE WORLD IS VIRGINIA?

Question: What are the essential features of the geography of Virginia? How did/does that geography affect the way people lived/live here?

*Instruction in this part of the unit should include VS.1b – “analyzing the impact of geographic features on people, places, and events.”

1. Relative location may be described using terms that show connections between two places such as “next to,” “near,” or “bordering”.
2. Virginia borders the bodies of water known as the Atlantic Ocean and Chesapeake Bay.
3. Virginia borders the states of Maryland, West Virginia, Kentucky, Tennessee, and North Carolina.

A. VIRGINIA'S GEOGRAPHIC FEATURES

1. The Eastern Shore: a peninsula (a piece of land bordered by water on three sides) bordered by the Chesapeake Bay to the west and the Atlantic Ocean to the east.
2. Atlantic Ocean: provided transportation links between Virginia and other places (such as Europe, Africa, and the Caribbean).
3. Chesapeake Bay: provided a safe harbor and was a source of food and transportation.
4. James River: flows into the Chesapeake Bay; Richmond and Jamestown are along the James River; source of food and transportation.
5. York River: flows into the Chesapeake Bay; Yorktown is along the York River; source of food and transportation.
6. Potomac River: flows into the Chesapeake Bay; Alexandria is located along the Potomac; source of food and transportation.
7. Rappahannock River: flows into the Chesapeake Bay; Fredericksburg is located along the Rappahannock; source of food and transportation.
8. Lake Drummond: Located in the Coastal Plain Region; a shallow natural lake surrounded by the Dismal Swamp.
9. Dismal Swamp: Located in the Coastal Plain Region; contains a variety of wildlife.

B. VIRGINIA'S REGIONS

1. Fall Line: The natural border between the Coastal Plain (Tidewater) and Piedmont regions, where waterfalls prevent further travel on the river.
2. Coastal Plain Region (Tidewater): Flat land, near Atlantic Ocean, Chesapeake Bay, and Eastern Shore; east of the Fall Line.
3. Piedmont Region (land at the foot of the mountains): Rolling hills; west of the Fall Line.
4. Blue Ridge Mountain Region: Old, rounded mountains; part of the Appalachian Mountains; located between the Piedmont and Valley and Ridge Regions; source of many rivers.
5. Valley and Ridge Region: Includes the Great Valley of Virginia and other valleys separated by ridges; the Blue Ridge Mountains & Valley and Ridge are part of the Appalachian system; located west of the Blue Ridge Mountains.
6. Appalachian Plateau Region: A plateau is an area of elevated land that is flat on top; located in SW Virginia; only a small part of the plateau is located in Virginia.
A. INDIAN LANGUAGE GROUPS
   1. Algonquian—primarily Tidewater Region; the Powhatan were a part of this group.
   2. Siouan—primarily in the Piedmont Region; the Monacan were a part of this group.
   3. Iroquoian—primarily in south and southwestern Virginia near North Carolina; the Cherokee were a part of this group.

B. INDIAN TRIBES
   1. Called “Indians” by Christopher Columbus, who thought he landed in the “Indies” near China.
   2. American Indians trace their family histories back to before 1607 and continue to live in all parts of Virginia today.
   3. American Indians have always been closely connected to the land. They did not believe in land ownership.

C. ARCHAEOLOGICAL DISCOVERIES
   *Instruction in this part of the unit should include VS.1a – “analyzing and interpret artifacts.”
   1. Archaeologists study all kinds of material evidence left from people of the past. Artifacts such as arrowheads, pottery, and other tools that have been found tell a lot about the people who lived in Virginia.
   2. Werowocomoco was a large Indian town located on the York River used by Indian leaders for several hundred years before the English settlers came. It was the headquarters of the leader, Powhatan, in 1607.
   3. Archaeologists have discovered the site of the original Jamestown fort. The recovered artifacts give archaeologists clues about the interactions of English, Africans, and Indians in early Virginia.

D. ADAPTATIONS TO THE LAND, OR “ENVIRONMENTAL CONNECTIONS
   1. The climate in Virginia is relatively mild with distinct seasons—spring, summer, fall, and winter—resulting in a variety of vegetation.
   2. Forests, which have a variety of trees, cover most of the land. Virginia’s Indians are referred to as Eastern Woodland Indians.
   3. Native people of the past (referred to as American Indians) depended on the seasons for the food they ate, clothing they wore, and shelters they had.
      
      **FOOD:**
      
      In winter: hunted birds and animals, and lived on stored foods from the previous fall
      In spring: hunted, fished, and picked berries
      In summer: grew crops such as beans, corn, and squash
      In fall: harvested crops, and hunted for foods to preserve for the winter

      **CLOTHING:**
      
      animal skins such as deer hide

      **SHELTER:**
      
      the materials around them, such as trees, animal skins

   4. Today, most native peoples live like other Americans. Their cultures have changed over time.
III. COLONIZATION

*Instruction in this part of the unit should include VS.1f – “determine relationships with multiple causes and effects” and VS.1a – “analyzing and interpret primary and secondary sources.”

A. ECONOMICS INTERESTS

1. England wanted to establish an American colony to increase its wealth and power. England hoped to find silver and gold in America. The English also hoped that an American settlement would furnish raw materials and they also wanted to open up new markets, or areas with people who wanted to engage in economic trade.

2. Jamestown was primarily an economic venture. The stockholders of the Virginia Company of London financed (supplied the money to pay for) the settlement of Jamestown. It became the first permanent English settlement in North America.

3. Why Jamestown? When 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 due to erosion of the Jamestown peninsula. In 1607 settlers had received instructions from England telling them to go inland and find a suitable place for their colony. This location could be easily defended from attack by sea (the Spanish). The water along the shore was deep enough for ships to dock as well, and the settlers also thought the area had a good supply of fresh water.

4. Charters from the King—
   a. The King granted charters to the Virginia Company of London in order to establish a settlement in North America, so that the settlers would have all of the same rights as “Englishmen”, and define the physical boundaries of the colony.
   b. In 1619 the governor of Virginia (appointed by the King) called a meeting of the General Assembly.
   c. The General Assembly met as one legislative (law-making body) which included two representatives (burgesses) from each of the divisions of Virginia, the governor’s council, and the governor.
   d. At this time, only certain free adult men had a right to take part in the government.
   e. By the 1640s, the burgesses became a separate legislative body, called the House of Burgesses. They met separately from the Governor’s Council as one of the two legislative bodies of the General Assembly.
   f. The House of Burgesses was the first elected legislative body in English North America giving some settlers the opportunity to take part in controlling their own government.
   g. The current Virginia General Assembly dates from the establishment of the House of Burgesses at Jamestown in 1619.

B. EFFECTS of COLONIZATION

1. ARRIVAL of WOMEN and AFRICANS
   a. Africans arrived in Virginia against their will in 1619. Portuguese sailors captured African men and women from what is present-day Angola. The legal status of these early African men and women as either servants or slaves in Virginia is unknown.
   b. The arrival of people from Africa as a source of labor made it possible for the land-owners of Virginia to expand tobacco production.
c. The arrival of additional women in 1620 made it possible for more settlers to establish families and a permanent colony in Virginia.

2. HARDSHIPS FACED by COLONISTS
   a. The site settlers chose to live on was marshy and lacked safe drinking water.
   b. A drought at the time of the settlement reduced the amount of food available to everyone in Virginia.
   c. The settlers lacked the skills necessary to provide for themselves.
   d. Many settlers died of starvation and disease.
   e. The colony was able to survive due to the arrival of ships bringing supplies and new settles, the forced work program and strong leadership of Captain John Smith, the development of a new settlement that spread away from the unhealthy environment of Jamestown, and the change in work habits from looking for gold to developing agriculture.

3. ENGLISH-INDIAN INTERACTIONS
   a. Captain John Smith initiated trading relationships with the native peoples.
   b. The native peoples traded food, fur, and leather with the English in exchange for tools, pots, and copper for jewelry.
   c. The native peoples contributed to the survival of the Jamestown settlers in several ways: Powhatan, chief of many tribes, provided leadership to his people and taught the settlers survival skills; Pocahontas, daughter of Powhatan, served as a contact between the native peoples and the English; the native peoples showed the settlers how to plant corn and harvest tobacco.
   d. Over time, the native peoples realized the English settlement would continue to grow. The native peoples came to see the settlers as invaders who would take over the land they lived on.
At the end of this unit, students will be able to:

7. Explain how Virginia’s agricultural economy became connected to the institution of slavery. (VS.4a)
8. Explain how people in history and people today carry out trade to acquire the things they need or want. (VS.4d)
9. List and describe at least four basic features of everyday life in the Virginia Colony for the different people who lived in the colony. (VS.4e)
10. Explain how cultural beliefs affected the way Indians, Europeans, and Africans interacted in the Virginia Colony. (VS.4b)
11. Explain how the economic and political status of Indians, Europeans, and Africans determined where they lived in the colony. (VS.4b, e)
12. List and describe at least two factors that might determine where people choose to establish their communities or cities and towns. (VS.4c)
UNIT II: LIFE IN THE VIRGINIA COLONY

Where People Live: VS.4b,e
- Indians
- English
- Africans
- Germans
- Scots-Irish

A New Capital: Why?: VS.4c

Cultures: VS.4b
- English
- African
- Indian

Connection to Slavery: VS.4a
- Agriculture - Plantations
- Money, Barter, Credit: VS.4d
- Everyday Living: VS.4e
Question: Why was the economy of the Virginia Colony primarily dependent on agricultural enterprises?

*Instruction in this part of the unit should include VS.1h – “using a decision-making model to identify costs and benefits of a specific choice made.”

A. AGRICULTURE – PLANTATIONS: Tobacco became the most profitable agricultural product in Virginia. It was sold in England as a “cash crop”—which is a crop that is grown to sell for money rather than for use by the growers.

   1. Connection to Slavery
      a. The successful planting of tobacco depended on a steady and inexpensive source of labor.
      b. African men, women, and children were brought to the colony against their will to be forced to work on plantations. This forced labor status is called slavery.
      c. The Virginia colony became dependent on slave labor, and this dependence lasted a long time.

   2. GOODS & SERVICES: Goods= anything a producer wants to sell, for example shoes, tools, pottery; services= anything a producer “sells” to make a living, for example a cobbler repairs shoes, a barber cuts hair.

      1. Money, Barter, Credit
         a. For an economy to work well, people need a “medium of exchange.” That is, they need a way to determine and set value to a good or a service. Is a shoe worth two shirts? Is a car worth half a house? How do we know?
         b. Money is a medium of exchange that takes the form of coin, paper bills. It is called a “currency.”
         c. Barter is trading or exchanging goods and services without the use of money or currency. e.g. trading a cupcake for an ice cream sandwich
         d. Credit is when a person buys something with a promise to pay for it later.
         e. Debt is when a person owes someone else a good or a service. Today we often repay debts with money.
         f. Because Virginia was agricultural, farmers could not pay for goods until their crops were harvested. This made credit important because farmers - and other consumers - could buy goods and services on credit and pay their debts when their crops were harvested and sold.
         g. Saving is when a person puts money away to spend it at a later time.
         h. In colonial Virginia, very few people had coin or currency to buy goods or services. Most people bartered instead, so there were no banks!
         i. Tobacco was often used as money. A tobacco farmer could use his tobacco to pay for goods and services.

2. Everyday Living
a. People living in colonial Virginia depended on natural, human, and capital resources to produce the goods and services they needed. Natural resources are all around us: trees, soil, air, water. Human resources are our own talents, skills, and labor. Capital resources are man-made and are used to produce other resources: a saw mill to produce planks for housing, for example.

b. Food choices in the colony were limited. Meals were made of local crops and meats.

c. Housing was modest. Most people lived in one-room homes with dirt floors. Some wealthy people (on big farms like plantations) lived in large houses.

d. Women in households made clothing for family members. Clothes were made of cotton, wool, and leather.

e. Most white Virginians made their living from the land as small farmers. A few wealthy Virginians owned large farms called plantations.

f. Most enslaved African Americans worked tobacco, other crops, and livestock or animals. They were denied basic rights and freedoms.

g. Some free African Americans owned land, but were denied basic rights, including political rights.

**CULTURES** – Whenever people settle an area, they usually change the landscape to reflect their culture and customs. Examples of architecture that reflect different cultures include: Barns, Homes, Places of worship (e.g. churches or temples). Place names in Virginia that reflect culture include “Richmond” which is an English name and place, and “Roanoke,” which is an American Indian name. Cultures can change in response to new environments as well. (1.5 Weeks)

**Question:** How were different cultures affected by the founding of the Virginia Colony?

*Instruction in this part of the unit should include VS.1e – “comparing and contrasting ideas and cultural perspectives in Virginia history”

C. **INDIAN**= Culture reflected adaptation to the natural surroundings and respect for their sources of food and survival, such as animals and seasonal patterns. Much of Indian culture was destroyed or forced to change as Europeans continued to migrate to America.

D. **ENGLISH**= Culture was brought from Europe—especially in the areas of religion and economics. European culture taught that the Earth was here for people to use and change, which made Europeans different from the Indians.

e. **AFRICAN**= Africans were torn away from their cultures and were not able to practice their cultural beliefs or practices in America. One aspect of African culture that survived in some ways is music. African rhythms differed from those in European music.
WHERE PEOPLE LIVE (1.5 WEEKS)

**Question:** Why do certain people or groups of people choose to live where they live?

*Instruction in this part of the unit should include VS.1b – “analyzing the impact of geographic features on people, places, and events to support an understanding of events in Virginia history.”*

F. **INDIANS:** Prior to the arrival of the settlers, American Indians lived throughout Virginia. After the settlers arrived, most were forced inland.

G. **ENGLISH:** Along with other Europeans, settled primarily in the Coastal Plain and Piedmont regions, claiming the best agricultural land.

H. **AFRICANS:** Were forced to live in the Coastal Plain and Piedmont regions, to work farming tobacco, which required a great deal of labor.

I. **GERMANS:** Settled primarily in the Shenandoah Valley, which was along the migration route.

J. **SCOTS-IRISH:** Settled primarily in the Shenandoah Valley, which was along the migration route.

F. **A NEW CAPITAL: WHY?**

1. **From Jamestown to Williamsburg:** Drinking water in Jamestown was contaminated by seepage of saltwater into fresh water; unhealthy living conditions caused diseases; fire destroyed wooden and brick buildings at Jamestown. Williamsburg was already an established town.

*Migration and living in new areas caused people to adapt old customs or behaviors to their new environment. This is how cultures can change over time.*
At the end of this unit, students will be able to:

13. Explain the economic and political reasons for the American rebellion against Britain. (VS.5a)
14. Explain how different groups of people in Virginia felt about the Revolution and why they may have felt that way. (VS.5b)
15. Describe the motivations of five famous Virginians during the Revolution: What did they do? Why? (VS.5b)
16. Explain why the Battle of Yorktown and the Treaty of Paris were significant. (VS.5c)
17. Explain why the capital moved from Williamsburg to Richmond. (VS.5d)
18. Describe the prominent Virginians and important documents that helped with the creation of the United States of America. (VS.6a, b)
19. Explain the role of geography, and the effects of technological advances, on Virginia following the Revolutionary War. (VS.6c)
WHY COLONIES REBELLED (1 WEEK)

**Question:** *What were the most important reasons for the American rebellion against Britain?*

*Instruction in this section should include skill VS.1e - “compare and contrast ideas and cultural perspectives.”*

A. GOVERNING – The colonists and the British parliament disagreed over how the colonies should be governed:
- 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 because they had no representation in Parliament.

B. DECLARATION OF INDEPENDENCE – Written by Thomas Jefferson, it says that the 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.

PEOPLE AND EVENTS OF VIRGINIA DURING REVOLUTION (3 WEEKS)

**Questions:** *What role did Virginia and diverse Virginians play in the American Revolution? Why?*

*Instruction in this section should include skill VS.1d - “recognize points of view and historical perspectives.”*

A. Groups
1. Virginia patriots served in the Continental Army and fought for independence, leading to the British surrender at Yorktown.
2. Some American Indians fought alongside the Virginia patriots, while others fought with the British.
3. Some Virginians were neutral and did not take sides, while other Virginians remained loyal to Great Britain.
4. Women took on more responsibility to support the war effort.
5. Some enslaved African Americans supported the British who promised them freedom.

B. Individuals
1. George Washington provided military leadership by serving as commander-in-chief of the Continental Army.
2. Thomas Jefferson provided political leadership by expressing the reasons for colonial independence from Great Britain in the Declaration of Independence.
3. Patrick Henry inspired patriots from other colonies when he spoke out against taxation without representation by saying, “…give me liberty or give me death.”
4. The Marquis de Lafayette, a French nobleman, volunteered his service to the Continental Army during the American Revolution. The king of France provided French troops, ships, and money. The Marquis de Lafayette contributed to the victory at Yorktown.
5. James Lafayette, an enslaved African American from Virginia, served in the Continental Army and successfully requested his freedom after the war with the support of the Marquis de Lafayette.
C. Events
1. Yorktown – The American victory at Yorktown resulted in the surrender of the British army in 1781, which led to the end of the war. While the victory did not end the war, it was the last significant military battle involving British forces and the Continental Army.
2. Treaty of Paris – ended the war in 1783.

D. Capital Movement – Williamsburg to Richmond
1. The population was moving westward for more opportunities.
2. Richmond was a more central location.
3. Moving to Richmond increased the distance from the sea and possibly attack by the British.

VIRGINIA’S ROLE AFTER THE REVOLUTIONARY WAR (2 WEEKS)

Question: Why did wealthy landowners of Virginia encourage separation from Britain and political and economic freedom?

*Instruction in this section should include skill VS.1a - “analyze and interpret artifacts and primary and secondary sources…”

H. GEORGE WASHINGTON – Elected 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.”

I. JAMES MADISON – He 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 agreements during the difficult process of writing the Constitution of the United States of America. This earned him the title “Father of the Constitution.”

J. GEORGE MASON – He wrote the Virginia Declaration of Rights, stating that all Virginians have many rights, including freedom of religion, and freedom of the press.

K. THOMAS JEFFERSON – He wrote the Virginia Statute for Religious Freedom, stating that all people should be free to worship as they please.

ROLE OF GEOGRAPHY AND TECHNOLOGY AFTER THE REVOLUTIONARY WAR (1 WEEK)

Question: What economic, geographic, or political factors drove people to move west into the American continent?

*Instruction in this section should include skill VS.1b - “analyze the impact of geographic features on people, places, and events…”

L. FERTILE LAND UNAVAILABLE IN EASTERN REGIONS
1. Tobacco farming was hard on the soil, causing many farmers to look west and south for new land to farm.
2. The development of the cotton gin led to the opening of new lands in the south and attracted settlers from Virginia.
3. The mechanical reaper allowed farmers to grow more wheat with fewer workers, which forced many Virginians to leave the state in search of jobs.
4. Virginians migrated into western territories, looking for large areas of land and new opportunities.
5. As Virginians moved, they took their enslaved people, traditions, ideas, and cultures with them.
6. Many enslaved African Americans were sold to people who lived in other southern states.

M. CROSS APPALACHIAN MOUNTAINS THROUGH THE CUMBERLAND GAP – People moving west made their way through the mountains in the Valley and Ridge region near what is the border of three states today: Kentucky, Virginia, and Tennessee.
Grade 4 Social Science Unit IV: The ROLE of GEOGRAPHY in NATIONAL DEVELOPMENT
SOLs VS.7a-c, VS.8a-c

At the end of this unit, students will be able to:
1. Explain the connection between geographic features and climate and the economic development of the people in a particular geographic area. (VS.7a)
2. Explain how the resources and location of Virginia determined what side it chose in the Civil War, and caused so much of the fighting to take place within its borders. (VS.7b)
3. List and describe what roles different groups and people of Virginia played during the Civil War. (VS.7c)
4. Explain how economic difficulties after the Civil War might have affected the ways in which African Americans were denied political rights. (VS.8a, b)
5. Explain what economic activities or industries helped Virginia emerge from economic difficulties after the Civil War. (VS.8c)
6. Describe the status of African Americans during Virginia’s recovery after the Civil War. (VS.8a, b)
UNIT IV: THE ROLE OF GEOGRAPHY IN NATIONAL DEVELOPMENT: 
THE CIVIL WAR AND RECONSTRUCTION 

The ROLE of GEOGRAPHY in NATIONAL DEVELOPMENT: The 
CIVIL WAR and RECONSTRUCTION 

Differences between North and South, and between Virginia and West Virginia: VS.7a 

Land and Climate 
Types of Economy 
Connection to Slavery 

Agricultural Wealth 
Railroads 
Ports 
The Location of 2 Capitals: Washington, D.C. and Richmond 

The Roles of Virginia People and Groups during the War: VS.7c 

Battles in Virginia 

Virginia: An Important Center for the Confederacy: VS.7b 

Reconstruction: Most People Need Economic Help 

Political Rights to African Americans; Economic Problems Remain: VS.8b 

Times are Still Tough: Resentment and Jim Crow 

Sharecropping 

How to Fix This? 

Freedman's Bureau 

Economic Redevelopment: VS.8a,c 

Coal 

Tobacco 

Railroads
**Questions:** What are the key geographic differences between North and South, and between Virginia and West Virginia? What role did these differences have in the eventual splits that arose between them?

*Instruction in this part of the unit should include VS.1d – “recognizing points of view and historical perspectives”*

**A. LAND AND CLIMATE** – The southern United States had warm weather, flat floodplains, and fertile soil near rivers for plantation crops such as tobacco and cotton. The Northern states had colder weather, rocky soil, and were better suited to timber, shipping, and food production industries. In the south, Virginia’s coastal plain and piedmont regions were well suited to plantation-type agriculture, while the mountainous land of West Virginia was not. The rivers in Virginia’s eastern regions provided reliable methods of transportation of goods, whereas the rivers in West Virginia areas were fast-running and mountainous.

1. **Types of Economy** – The southern states developed economies based on agriculture, while the northern states’ economies often developed more industries such as textiles and shipbuilding. Southern agriculture also, was often plantation agriculture for cash crops. Virginia’s economy was based on plantation agriculture—especially when compared to areas of West Virginia, whose mountains, land, and climate did not lend themselves to plantation systems.

   a. **Connection to Slavery** – Because of geographical and climatic conditions, the economy in the south needed lots of people to work and harvest their plantation-style agriculture. They chose to meet their needs for labor by engaging in the slave trade with Africa and the Caribbean. Northern and West Virginia economies did not have this labor need, and thus did not develop a trade in human beings. As the country grew and developed over time, northern states (including most of West Virginia) did not favor slavery and the slave trade, and southern states grew to depend on it. So, when the country began to grow and take over new territory to the west, the north wanted the new lands to be “free” and the southern states wanted new lands to be “slave” territory. This issue caused serious conflict between regions of the United States, and played a large part in the eventual outbreak of the Civil War, as did these people and events:

   i. **Nat Turner**, and African American slave, led a revolt against slavery in Virginia. Many northerners were sympathetic to him.
   ii. **Abolitionists** (mostly in the north) campaigned to end slavery, and even helped anti-slavery activists in the south. Northerners also helped **Harriet Tubman** as she guided many enslaved African Americans to freedom in Canada along the “Underground Railroad”—the secret route and set of anti-slavery activists in the north who hid African Americans as they escaped to freedom.
   iii. **John Brown**, a white man, led a raid on the U.S. Armory (Arsenal) at Harpers Ferry, Virginia (present-day West Virginia). He was trying to start a rebellion of enslaved African Americans. He was captured and hanged. Money for his attempts had been supplied by northern abolitionists.
   iv. **Abraham Lincoln** was elected President of the United States in 1860, some southern states seceded from the Union and formed the “Confederate States of America.” Later, Virginia seceded and joined the CSA.
v. The different outlooks and economies of Virginia and West Virginia led to the formal creation of West Virginia as a state in 1863.

VIRGINIA: AN IMPORTANT CENTER FOR THE CONFEDERACY (3 WEEKS)

*Instruction in this section should include skills:
VS.1b: “analyzing the impact of geographic features on people, places, and events to support an understanding of events in Virginia history”;
VS.1d: “recognizing points of view and historical perspectives”;
VS.1e: “comparing and contrasting ideas and cultural perspectives”;
VS.1f: “determining relationships with multiple causes or effects in Virginia history”;
VS.1g: “explaining connections between time and place”;
VS.1j: “investigating and researching to develop products orally and in writing”.

Question: What made Virginia such a central geographic location for the events leading up to and surrounding the Civil War?

K. AGRICULTURAL WEALTH – VIRGINIA WAS A VERY IMPORTANT STATE FOR THE CONFEDERACY DUE TO THE WEALTH ITS PLANTATION-OWNERS GENERATED.

L. RAILROADS – Though the south in general did not have as many miles of R.R. track as the north, Virginia had more than other southern states, and thus was an important link in the transport of goods in the south.

M. PORTS – Virginia had excellent natural harbors on the Chesapeake Bay and the eastern shore. Virginians shipped much of their tobacco and cash crops to Europe in trade, so their ports were well established.

N. THE LOCATION OF 2 CAPITALS: WASHINGTON, D.C. AND RICHMOND – Since Virginia was so important to the Confederacy, its capital was made the capital of the CSA: Richmond. Richmond and Virginia, being located so close to the federal capital of Washington, D.C., made it only natural that Virginia would have many important military operations and battles during the war.

1. Major Battles in Virginia:
   a. The first Battle of Bull Run (Manassas) was the first major clash of the Civil War. Confederate General Thomas “Stonewall” Jackson played a major role in this battle.
b. General Robert E. Lee, Commander of the Army of Northern Virginia, defeated Union troops at Fredericksburg, Virginia.
c. Richmond was the CSA capital. It fell to General Ulysses S. Grant (Union commander) and was burned by the Confederacy near the end of the war. Fires were set by retreating Confederate forces to keep war supplies from approaching Union forces.
d. Lincoln used the Union Navy to blockade southern ports. An important sea battle between the Monitor (Union) and the Merrimack (Confederate), to iron-clad ships, took place in Virginia waters near Norfolk and Hampton. The battle was fought to a draw.
e. 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.

O. THE ROLES OF VIRGINIA PEOPLE AND GROUPS DURING THE WAR:

1. Most white Virginians supported the Confederacy.
2. The Confederacy relied on enslaved African Americans to raise crops and provide labor for the army, so African Americans were forced to do this work. Many enslaved African Americans sought freedom by following the Union Army where many found work. Some women and men provided labor, and some men fought for the Union Army.
3. Some free African Americans joined the Union Army and Union Navy.
4. Many American Indians did not take sides during the Civil War.

RECONSTRUCTION: MOST PEOPLE NEED ECONOMIC HELP (2 WEEKS) – “Reconstruction” is 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. Many people in the south were ruined by the war; they had no place to live, no job, and nowhere to go.

Questions: What were the economic and political problems that remained in Virginia after the Civil War? Why did these problems persist?
POLITICAL RIGHTS TO AFRICAN AMERICANS; ECONOMIC PROBLEMS REMAIN – Wherever the Union Army was in charge, things improved for African Americans in the south. During Reconstruction, African Americans began to have power in Virginia’s government, and black and white men could vote and hold office. However, many problems remained: hundreds of thousands of freed African Americans needed housing, education, clothing, food, and jobs. Virginia’s economy was ruined: CSA money had no value, banks were closed and could not make loans, RRAs, bridges, plantations, and crops were destroyed. Businesses needed to be rebuilt.

1. How to Fix This?

   a. Freedman’s Bureau = a federal government agency that provided food, public schools, and medical care for freed African Americans and others in Virginia and the south.

   b. Sharecropping = 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 grown.

2. Times are Still Tough: Resentment and Jim Crow – Economic difficulties for all people in the south caused whites to feel resentment toward African Americans who were also trying to survive. So when the Union Army was not running things in the south, African Americans were victims of segregation—which was the separation of people based on race—and discrimination, which is an unfair difference in the treatment of people. Segregation and discrimination were “codified” into laws by whites in power. These laws were called “Jim Crow” laws. These laws legally established segregation and reinforced prejudices held by whites. Effects of “Jim Crow” laws on both African Americans and American Indians included:

   i. experiencing unfair poll taxes and voting tests that were established to keep them from voting;
   ii. difficulty voting or holding public office;
   iii. being forced to use separate, poor-quality facilities and services, such as drinking fountains, restrooms, restaurants; and
   iv. attending separate schools.

Segregation and discrimination had an impact on:

- Housing
- Employment
- Health care
- Political representation
- Education

3. Economic Redevelopment – Virginia’s cities began to grow in many areas after the Civil War and Reconstruction. Virginia’s cities grew with people, businesses, and factories, and the demand for more and better roads increased.

   a. Railroads – a key to the expansion of business, agriculture, and industry. They facilitated the growth of small towns to cities.

   b. Coal – deposits were mined in the Appalachian Plateau, and became a source of industry and business.

   c. Tobacco – farming and the manufacture of tobacco products became important Virginia industries.
At the end of this unit, students will be able to:

1. Explain economic changes in Virginia regions that have contributed to the transformation of Virginia into an urban state from a predominantly rural one. (VS.9a)
2. Describe how national events affected Virginia including women’s suffrage and the Great Depression. (VS.9b)
3. Define desegregation and explain the role of Virginia’s government and government officials after the Brown v. Board of Education decision by the U.S. Supreme Court. (VS.9c, VS.10a)
4. Explain how the contribution of six famous Virginians helped promote desegregation and racial equality. (VS.9d)
5. Explain how the geography and economy of Virginia and its regions allow the state to take part in world trade and international interaction. (VS.10b, c)
UNIT V: VIRGINIA DEVELOPS IN THE 20TH CENTURY

Virginia Develops in the 20th Century

- From Rural to Urban
  - Technology
  - Coal
  - Federal Jobs

- Virginia's Government
  - VS. 10a

- Role in the Fight for Equality
  - VS. 9b, c, d

- Desegregation and Massive Resistance
  - VS. 9c

- Virginians who fought for equality
  - VS. 9c, d

- Virginia and the World Economy
  - VS. 10b and c

- Top products, services, and manufacturing goods
  - VS. 10b

- Transportation, communication, and government
  - VS. 10c

Legislative Branch
Executive Branch
Judicial Branch
**Question:** How and why did Virginia develop a more urban (“city”) economy in the 20th Century?
*Instruction in this unit should include skills VS.1b - “analyze the impact of geographic features on people, places, and events”, VS. 1d - “recognize points of view and historical perspectives”, and VS. 1f - “determine relationships with multiple causes or effects”.

A. **INDUSTRY GROWTH – VIRGINIA’S POPULATION HAS BECOME INCREASINGLY DIVERSE AS PEOPLE HAVE MOVED TO THE STATE FROM MANY OTHER STATES AND COUNTRIES.**

Farming Changes: Agriculture began to change in the 20th century. Mechanization (e.g. the tractor) and improvements in transportation changed farming and crop prices became lower. People moved to cities for economic opportunities.

Technology: Developments in transportation (roads, railroads, and streetcars) helped cities grow. Northern Virginia and Coastal Plain (Tidewater) region have grown in the late twentieth century and early twenty-first century due to computer technology.

Coal: Mining spurred the growth of Virginia.

Federal Jobs: Northern Virginia has grown due to the increase in jobs with the federal government in the region.

**VIRGINIA’S GOVERNMENT AND THEIR ROLE IN THE FIGHT FOR EQUALITY (3 WEEKS)**

**Questions:** How have Virginians sought to battle discrimination both in and outside government? Have they been effective? Why?
B. THE ROLE OF GOVERNMENT:

Legislative Branch - The General Assembly is the legislative branch of the Virginia government. It makes state laws. It is divided into two “houses”: the Senate and the House of Delegates.

Executive Branch - The governor heads the executive branch of the state government. The executive branch makes sure that state laws are carried out.

Judicial Branch – The state’s court system decides cases about people accused of breaking the law and whether or not a law agrees with Virginia’s constitution.

C. VIRGINIA’S ROLE IN THE FIGHT FOR EQUALITY:

Desegregation and Massive Resistance

a. Segregation= the separation of people, usually based on race or religion
b. Desegregation= legal end of racial segregation
c. Integration= full equality of all races in the use of public facilities and services
d. Barbara Jones, a 16-year-old high school junior in Farmville, Virginia, led a student strike against segregation in 1951. The case, Davis v. County School Board of Prince Edward, became one of the five cases reviewed by the U.S. Supreme Court when it declared segregation unconstitutional in Brown v. Board of Education.
e. 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.
f. Virginia’s government established a policy of “Massive Resistance” which fought to resist the desegregation of public schools. Some schools in Virginia were closed to avoid desegregation. The policy of Massive Resistance failed, and Virginia’s public schools were integrated.
g. Harry F. Byrd, Sr. a Virginia Governor and U.S. Senator from Virginia led a Massive Resistance Movement against the desegregation of public schools. He was also known for his “pay as you go” policy for road improvements, and he modernized Virginia state government.

Virginians who Fought for Equality

a. Maggie L. Walker was the first African American woman to establish and become a bank president in the United States. The United States Constitution was amended in 1920 to give women the right to vote. Walker was a leader who supported equal rights for women.
b. 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 Brown v. Board of Education decision.
c. 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.
d. A. 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.
e. L. Douglas Wilder, former governor of Virginia, was the first African American to be elected a state governor in the United States.
Question: What are the human, natural, and capital resources that have recently allowed Virginia to be active in the world economy and in international affairs?

D. VIRGINIA AND THE WORLD ECONOMY

The Great Depression was a period of harsh economic conditions worldwide during the 1930s. Many Virginians lost their jobs, farms, homes, and businesses. The federal government established New Deal programs to provide employment and ease many hardships.

Virginia’s top products and services:
   a. Architectural or engineering services
   b. Banking and lending
   c. Computer programming or systems design
   d. Engineering
   e. Food products
   f. Private health care
   g. Government services, including operation of public schools, hospitals, and military bases
   h. Access to deepwater ports and proximity to the Chesapeake Bay and the Atlantic Ocean make shipbuilding, fishing, crabbing, and oyster harvesting possible.
   i. Historically, the success of Appalachian coalfields was due to the expansion of railroads that transport coal to piers in the Tidewater for shipment to both domestic and international markets. Today, coal is less crucial to Virginia’s economy as businesses and individual shift to other sources of energy.

1. Virginia’s manufacturing: making goods on a large scale using machinery
   a. Ships
   b. Tobacco products
   c. Beverages (such as soft drinks)
   d. Chemical goods
   e. Motor vehicle parts and trucks

2. Virginia’s agriculture: fertile soil and favorable climate make agriculture an important industry
   a. Livestock - chickens (broilers), beef, milk, turkeys, and hogs
   b. Soybeans, corn, tobacco, tomatoes, apples, and peanuts are among Virginia’s leading cash crops. Tobacco, once the basis for Virginia’s economy, has been replaced by livestock and livestock products as the state’s most valuable source of agricultural income.
Transportation and Technology allow Virginia's World Interaction

a. Transportation via highways, railroads, air transportation, and shipping moves raw materials to factories and finished products to markets. Virginia exports agricultural and manufactured goods, including tobacco, poultry, coal, and large ships.

b. Virginia has a large number of communications and other technology industries.

c. Tourism is a major part of Virginia’s economy.

d. Because many federal government workers live and/or work in Virginia, the federal government has a significant impact on Virginia’s economy.

e. Virginia has increased trade relationships with other countries.