Grade Four
History and Social Science: Virginia Studies

Grade 4 Curriculum for Loudoun County Public Schools

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This curriculum document for 4th Grade Social Science is organized to help teachers plan and carry out their instruction conceptually, so that children begin to see patterns and connections among and between ideas and points of information. There are five units in the curriculum. Each unit’s learning outcomes or objectives are listed first (with SOL connections in red), followed by a conceptual mind map connecting the content. Following the mind map in each unit is a more linear and traditional textual outline with specific points of content that students must learn in Grade 4. Each section of the unit outline is framed by an important conceptual question that serves as a foundation for the teaching and learning of that section. All essential questions appear in italics. Each section also contains pacing recommendations in blue.

The second part of this document contains a sample lesson plan that we ask teachers to consider as a model—not necessarily in content or specific strategy—but as an outline for the essential elements of any lesson and the sequential presentation and implementation of those elements. This lesson template is the universal model for Social Science in Loudoun County, K-12. Additionally and more specifically, the attached lesson plan is one whose strategies teachers should feel free to use or adapt to help our children learn specific Social Science concepts and information.

We hope teachers find that the 4th Grade concepts contained and explained in this document serve as a productive mental framework for students and for themselves. This instructional layout and approach offers cognitive structures that are essential to the solid comprehension of our curriculum content.

Ashburn, Virginia, 2009


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 the Land

Where in the World is Virginia?: VS.2a

Virginia’s Geographic Features: VS.2c

Virginia’s Regions: VS.2b

Indian Language Groups: VS.2d,g

Archaeological Discoveries: VS.2f

Indian Tribes

Adaptations to the Land: VS.2e

Leading to self-government: VS.3d

Economic Interests

Charters from the King: VS.3c

Arrival of Women and Africans: VS.3a

Hardships faced by Colonists: VS.3f

Effects of Colonization

English-Indian Interactions: VS.3g

Archaeological Discoveries: VS.2f
Question: What are the essential features of the geography of Virginia? How did/does that geography affect the way people have lived here?

A. WHERE in the WORLD is VIRGINIA?
   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.

*Instruction in this unit should include VS.1i – “analyzing and interpreting maps.”

B. VIRGINIA'S GEOGRAPHIC FEATURES
   1. The Eastern Shore is 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, Caribbean).
   3. Chesapeake Bay: provided a safe harbor and was a source of food and transportation.
   4. James River: flows into the Chesapeake; Richmond and Jamestown are along the James River; source of food and transportation.
   5. York River: flows into the Chesapeake; Yorktown is along the York River; source of food and transportation.
   6. Potomac River: flows into the Chesapeake; Alexandria is located along the Potomac; source of food and transportation.
   7. Rappahannock River: flows into the Chesapeake; 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; explored and surveyed by George Washington.

B1. Virginia's Regions (If teachers see the need to briefly introduce the products of each region of Virginia in modern times at this juncture, they should feel free to do so, but we recommend this only as a brief instructional connection to be covered in depth later on in Unit V.)
   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 BRM & V and R are part of the Appalachian system; located west of the BRM.
   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: Called “Indians” by Christopher Columbus, who thought he landed in the “Indies” near China. American Indians trace their family histories back to before 1607 and continue to live in all parts of Virginia today. The current state-recognized tribes are located in the following regions:

**Coastal Plain (Tidewater):**
- Chickahominy
- Eastern Chickahominy
- Mattaponi
- Nansemond
- Pamunkey
- Rappahannock
- Upper Mattaponi

**Piedmont:**
- Monacan

1. *Archaeological Discoveries:* A RCH AE OLOGISTS 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.

*Werowocomoco* was a large Indian town used by Indian leaders for several hundred years before the English settlers came. It was the headquarters of the leader, Powhatan, in 1607.

c. 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) farmed, hunted, and fished. They made homes using natural resources. They used animal skins for clothing in the winter. The kinds of food they ate, the clothing they wore, and the shelters they had depended upon the seasons.

**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.
B2. Reasons for Colonization

*Skill VS.1b should be stressed in this part of the curriculum: the ability to determine cause-effect relationships.

a. Economic Interests: 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 that could not be grown or obtained in England, and they also wanted to open up new markets—or areas with people who wanted to engage in economic trade.

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 America.

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. In 1607 settlers had received instructions telling them to go inland and find a suitable place for their colony, and this site was “inland” in that it was not on the Atlantic Coast. This location could be easily defended from attack by a sea power such as Spain. 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.

1. Charters from the King—The government of the colony

*Instruction in this section of the curriculum should stress VS.1a: identifying and interpreting primary sources

a. The King wanted English companies to make money in new colonies, because that would help England’s economy.
b. The King granted charters to the Virginia Company of London in order to establish a settlement in North America and so that the settlers would have all of the same rights as “Englishmen.”
c. In 1619 the governor of Virginia (appointed by the King) called a meeting of the General Assembly.
d. The General Assembly included two representatives (called “burgesses”) from each of the divisions of Virginia, along with the governor’s council, and the governor.
e. They met as one legislative (law-making) body.
f. At this time, only certain free adult men had a right to take part in the government.
g. 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.
h. The House of Burgesses was the first elected legislative body in English America giving settlers the opportunity to control their own government.
i. 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 Jamestown against their will in 1619. 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.
   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 settlement at Jamestown.

2. Hardships faced by Colonists
   a. The site settlers chose to live on was marshy and lacked safe drinking water.
   b. The settlers lacked the skills necessary to provide for themselves.
   c. Many settlers died of starvation and disease.
   d. The colony was able to survive due to the arrival of supply ships, the forced work program and strong leadership of Captain John Smith, 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 mainly food 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 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.

   i. Archaeological Discoveries: 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.
At the end of this unit, students will be able to:

1. Explain how Virginia’s agricultural economy became connected to the institution of slavery. (VS.4a)
2. Explain how people in history and people today carry out trade to acquire the things they need or want. (VS.4d)
3. 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)
4. Explain how cultural beliefs affected the way Indians, Europeans, and Africans interacted in the Virginia Colony. (VS.4b)
5. Explain how the economic and political status of Indians, Europeans, and Africans determined where they lived in the colony. (VS.4b,e)
6. 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

LIFE in the VIRGINIA COLONY

Cultures: VS.4b

A New Capital: Why?: VS.4c

Economy

Agriculture - Plantations

Goods & Services

Money, Barter, Credit: VS.4d

Everyday Living: VS.4e

Connection to Slavery: VS.4a

Indians

English

Africans

Germans

Scots-Irish

Indian

English

African
I. **ECONOMY**— Virginia colony depended on agriculture as a primary source of wealth. (3 Weeks)

**Question:** Why was the economy of the Virginia Colony primarily dependent on agricultural enterprises?

**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.

**B. 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.

*Instruction in this section should include skill VS.1e, “make connections between past and present.”*

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 some one else a good or a service. Today we often repay debts with money.
   f. Saving is when a person puts money away to spend it at a later time.
   g. In colonial Virginia, very few people had coin or currency to buy goods or services. Most people bartered instead, so there were no banks!
   h. Tobacco was often used as money. A tobacco farmer could use his tobacco to pay for goods and services.
   i. Farmers and other consumers could also buy goods and services on credit—and pay their debts when their crops were harvested and sold.

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 people (on big farms like plantations) lived in large houses.
   d. For clothing, most households made their own. Clothes were made of cotton, wool, and leather.
   e. Most white Virginians made their living from the land as small farmers. A few owned large farms called plantations.
   f. Most African Americans who were enslaved worked tobacco, other crops, and livestock or animals. They had no rights; they were not free.
   g. Many free African Americans owned their own businesses and property, but were denied most political rights.
II. CULTURES – When people settle an area, they usually change the culture and the landscape to reflect their beliefs, customs, and architecture. 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)

*Instruction in this section should include skill VS.1g, “Interpret ideas and events from different historical perspectives.”

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

A. **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.

B. **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.

C. **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.
III. WHERE PEOPLE LIVE  (1.5 WEEKS)

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

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

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

C. **AFRICANS:** Were forced to settle primarily in the Coastal Plain and Piedmont regions, where tobacco agriculture required a great deal of labor.

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

E. **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 seawater into fresh water; unhealthy living conditions caused diseases; fire destroyed wooden and brick buildings at Jamestown.
   2. **From Williamsburg to Richmond:** General population was moving westward; Richmond was a more central location; moving to Richmond increased the distance from attack by the British.

*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:

1. Explain the economic and political reasons for the American rebellion against Britain. (VS.5a)
2. Explain how different groups of people in Virginia felt about the Revolution and why they may have felt that way. (VS.5b)
3. Describe the motivations of at least four famous Virginians during the Revolution: What did they do? Why? (VS.5b)
4. Explain why at least two specific Virginia military engagements during the Revolution were significant. (VS.5c)
5. Describe what prominent Virginians did to help the new, young, United States of America, and explain why they might have taken the action they did. (VS.6a,b)
6. Explain the role of economic need or want in: 1) Why colonies rebelled; 2) Why people supported or opposed the Revolution; 3) Why people supported political freedom; and 4) Why some Americans moved west—further into the continent. (VS.6c)
UNIT III: BIRTH OF A NEW NATION: ECONOMIC AND POLITICAL FREEDOM

- Desire for Farmland and Need to Make a Living Drive Americans/Virginians West: VS.6c
- Fertile Land unavailable in Eastern Regions
- Cross Appalachian Mountains through the Cumberland Gap
- Economically Powerful Americans/Virginians Stand up for Political Freedom: VS.6a,b
- Why Colonies Rebelled: VS.5a
- Trade
  - Declaration of Independence
    - Patriots
      - Loyalists
      - Women
        - African Americans
        - Indians
      - George Washington
      - Thomas Jefferson
      - Patrick Henry
      - James Lafayette
      - Jack Jouett
    - Great Bridge
      - Yorktown
- People and Events of Virginia during Revolution: VS.5c
  - Individuals: VS.5b
  - Events: VS.5c
  - George Washington
  - Thomas Jefferson
  - Patrick Henry
  - James Lafayette
  - Jack Jouett
  - Great Bridge
  - Yorktown

George Washington
James Madison
George Mason
Thomas Jefferson
I. WHY COLONIES REBELLED  (2 WEEKS)

*Instruction in this section should include skill VS.1d, “draw conclusions and make generalizations…”

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

A. TRADE – Groups of merchants, who had worked to make the colonies successful economic ventures, had grown and prospered in an environment of relatively free trade—trade with Britain, but also with the Caribbean, Africa, and other European countries. When Britain sought to exert more control over the trade between the Colonies and other world regions, the merchant classes in America who held a lot of power, did not like that. They saw economic freedom as being very much tied into political freedom and their “rights as Englishmen.” So, if these merchants were going to have their trade taxed by Britain, they wanted a say in the Parliament that made the tax laws. Or, they wanted their own Colonial Assemblies and governments to make tax laws for them, since the merchant classes had representation in these bodies.

B. DECLARATION OF INDEPENDENCE – Written by Thomas Jefferson, it says 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. This document contains the Colonists’ position that a government cannot rule over people without the people’s consent. The King and Parliament in Britain had been claiming that they were acting in the best interests of Great Britain, so the Colonists should support their laws. Britain and the Colonies had two different ideas about how the Colonies—or anybody(!)—should be governed.

II. PEOPLE AND EVENTS OF VIRGINIA DURING REVOLUTION  (3 WEEKS)

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

A. Groups
   1. Virginia patriots served in the Continental Army and fought for independence, leading to the British surrender at Yorktown.
   2. Some Virginians were neutral and did not take sides, while other Virginians remained loyal to Great Britain.
   3. Women took on more responsibility to support the war effort. This included taking control of family businesses or farms, or actually assisting military operations.
   4. Some enslaved African Americans felt they had a better chance for freedom with the British, so they fought for Britain. Other African Americans, usually free men, fought for independence on the side of the patriots.
   5. Many American Indians fought alongside the Virginia patriots. Others joined the British in hopes they would have better relations with Britain than they did with Colonists up to this point.

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. James Lafayette, an enslaved African American from Virginia, served in the Continental Army and successfully requested his freedom after the war.
   5. Jack Jouett rode on horseback through the backwoods of Virginia to Charlottesville to warn Thomas Jefferson, then governor of Virginia, that the British were coming to arrest him and members of the General Assembly.

C. Events
1. Great Bridge - 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.
2. Yorktown – The American victory at Yorktown resulted in the surrender of the British army, which led to the end of the war.

III. ECONOMICALLY POWERFUL VIRGINIANS (and Americans) STAND UP FOR POLITICAL FREEDOM – A wealthy group of landowners in Virginia, who wanted to be able to trade their products and goods, saw that a stable set of rules was needed to protect both economic and political rights. Otherwise, people might not feel safe engaging in trade and economic production. They wanted to encourage freedom, interaction, and trade. (2 Weeks)

*Instruction in this section should include skill VS.1a, “identify and interpret artifacts and primary and secondary source documents…”

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

A. **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.”

B. **JAMES MADISON** – Like Washington, 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 agreement during the difficult process of writing the Constitution of the United States of America. This earned him the title “Father of the Constitution.”

C. **GEORGE MASON** – Wrote the Virginia Declaration of Rights, stating that all Virginians have many rights, including freedom of religion, and freedom of the press.

D. **THOMAS JEFFERSON** – Wrote the Virginia Statute for Religious Freedom, stating that all people should be free to worship as they please.

IV. DESIRE FOR FARMLAND AND NEED TO MAKE A LIVING DRIVE AMERICANS/VIRGINIANS WEST (1 WEEK)

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

A. **FERTILE LAND UNAVAILABLE IN EASTERN REGIONS** – Much of the fertile land for farms and plantations was owned by wealthy plantation owners and longstanding colonists, so in the new nation, people had to move west if they wanted land or agricultural opportunity. In addition, years of tobacco farming was hard on the soil, so subsistence farmers just starting out had to move west for land. As people moved, they took their traditions, ideas, and cultures with them (e.g. Germans, Scots-Irish)

B. **CROSS APPALACHIAN MOUNTAINS THROUGH THE CUMBERLAND GAP** – People moving west made their way through the mountains near what is the border of three states today: Kentucky, Virginia, Tennessee; in the Valley and Ridge region.
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

Battles in Virginia

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

Freedman's Bureau

Sharecropping

How to Fix This?

Times are Still Tough: Resentment and Jim Crow

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

Reconstruction: Most People Need Economic Help

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

Coal

Economic Redevelopment: VS.8a,c

Tobacco

Railroads
I. DIFFERENCES BETWEEN NORTH AND SOUTH, AND BETWEEN VIRGINIA AND WEST VIRGINIA

*Instruction in this section should include skill VS.1f, “sequencing events in Virginia history.”

**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?

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, an African American slave, led a revolt against plantation owners 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 at Harpers Ferry, 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. After 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.
II. VIRGINIA: AN IMPORTANT CENTER FOR THE CONFEDERACY  (3 WEEKS)

*Instruction in this section should include skills VS.1b, c, e, g, h, i: “cause-effect relationships”; “compare and contrast historical events”; “make connections between past and present”; “interpret…from different historical perspectives”; “evaluate and discuss issues orally and in writing”; and “analyze and interpret maps…”

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

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

B. 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.

C. 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.

D. 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. 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 near the end of the war.
      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.

E. 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. A small number of African Americans felt their limited rights could best be protected by supporting the Confederacy, and therefore worked for CSA forces. Most African Americans who could escape slavery, however, or who were free men, chose to join the Union Army or help the Union cause.
   3. Most American Indians did not take sides during the Civil War.
III. 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?

A. POLITICAL RIGHTS TO AFRICAN AMERICANS; ECONOMIC PROBLEMS REMAIN – Wherever the Union Army was in charge, things improved for African Americans in the south. Since African Americans could now vote and run for office, some got elected and gained some power in the government. However, many problems remained: millions 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, RRs, bridges, plantations, and crops were destroyed.

1. How to Fix This?
   a. Freedman's Bureau = a government agency that provided food, 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. Examples of Jim Crow laws were:
   i. Unfair poll taxes and voting tests to keep African American men from voting
   ii. African Americans found it very difficult, because of threats or rights denied, to vote or hold public office
   iii. African Americans were forced to use separate poor-quality services such as drinking fountains, restrooms, restaurants and schools

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 found in Tazewell County, and became a source of industry and business.
   c. Tobacco – farming and 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. 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)
3. Explain how the contribution of at least five famous Virginians helped promote desegregation and racial equality. (VS.9d)
4. 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)
5. Explain the role of at least two Virginians in the development of our current international system. (VS.9b)
I. FROM RURAL TO URBAN  (1 WEEK)

**Question:** How and why did Virginia develop a more urban (“city”) economy in the 20th Century?

A. **INDUSTRY BY REGION:** Northern Virginia and the Tidewater area have attracted many people—even from other states and countries—due to growth in computer technologies and federal jobs.

1. **Farming Changes:** Old systems of farming were no longer effective; prices for crops declined. So, people move to cities for economic opportunities.

2. **Technology, Industry:** Transportation—roads, railroads, and streetcars helped cities grow; Northern Virginia and the Tidewater region have grown due to growth in the computer industry.

3. **Coal:** Mining spurred the growth of Virginia towns and cities as people moved from the countryside to find jobs.

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

II. OVERCOMING THE CIVIL WAR LEGACY  (3 WEEKS)

**Questions:** How have Virginians sought to battle discrimination both in and outside government? Have they been effective? Why?

A. **THE ROLE OF GOVERNMENT: STRUCTURE—** 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; 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.

1. **Segregation and Massive Resistance**
   a. Segregation= the separation of people, usually by race or religion
   b. Desegregation= the abolition of racial segregation
   c. Integration= Full equality of all races in the use of public facilities; races and religions sharing all public facilities fairly and together.
   d. 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.
   e. Virginia’s government established a policy of “Massive Resistance”—which fought to resist the integration of public schools. Some schools in Virginia were closed to avoid integration. The policy of Massive Resistance failed, and Virginia’s public schools were integrated.
   f. 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 did modernize Virginia state government.

2. **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.
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 and now mayor of Richmond, was the first African American to be elected a state governor in the United States.

III. INTERACTION WITH THE WORLD (2 WEEKS)

**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?

**A. VIRGINIA AND THE WORLD ECONOMY**

1. Virginia’s Regions: Their Products and Industries
   a. Coastal Plain (Tidewater) *Products:* Seafood, peanuts; *Industries:* Shipbuilding, tourism, military bases
   b. Piedmont *Products:* Tobacco, information technology; *Industries:* federal and state government, farming, horse industry
   c. Blue Ridge *Products:* Apples; *Industries:* Recreation, farming.
   d. Valley and Ridge *Products:* poultry, apples, dairy, beef; *Industries:* farming.
   e. Appalachian Plateau *Products:* Coal; *Industries:* Coal mining.

2. Transportation and Technology allow Virginia’s World Interaction
   a. Transportation via highways, railroads, and airplanes take raw materials to factories and finished goods to markets. Virginia exports agricultural and manufactured goods, including tobacco, poultry, coal, and large ships.
   b. Communications Technology (computers, high-tech. products) allow for efficient export and production of goods.
   c. Transportation and Virginia’s rich history and attractions promote tourism from all over the world.

**B. PROMINENT PEOPLE ON THE WORLD STAGE**


2. George Marshall: His home is in Leesburg. He was a military leader and diplomat who created an economic plan to help Europe and ensure world peace after WW II. His aim of helping nations develop economically so that they could trade with the U.S. and each other is still a goal of the United States and other nations today.

*Instruction in this entire unit should include skills VS.1e and h: “make connections between past and present,” and “evaluate and discuss issues orally and in writing.”*