Fourth Grade
Virginia Studies Pacing Guide

Revised: May 2019

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Important Pacing Guide Information:
This pacing guide reflects the History and Social Science Standards of Learning approved by the Virginia Board of Education, Fall 2015. 2015 SOLs will be assessed during the 2019-2020 school year.

A [ ] indicates the length of each unit for non-departmentalized schools
The *History and Social Science Standards of Learning Curriculum Framework 2008*, approved by the Board of Education on July 17, 2008, is a companion document to the 2008 *History and Social Science Standards of Learning for Virginia Public Schools*.

The standards and curriculum framework are not intended to encompass the entire curriculum for a given grade level or course, or prescribe how the content should be taught. School divisions are encouraged to incorporate the standards and curriculum framework into a broader, locally-designed curriculum. The curriculum framework delineates in greater specificity the minimum content that all teachers should teach and all students should learn. Teachers are encouraged to go beyond the standards and select instructional strategies and assessment methods appropriate for their students. Additional details such as the names of individuals whose study further the standards and clarify the concepts under investigation are found in the curriculum framework.

The format of the Curriculum Framework facilitates teacher planning by identifying important concepts, and essential understandings, knowledge, and skills. Together, those keys elements provide the focus of instruction for each standard. The purpose of each section is explained below:

**Essential Skills**
The essential history and social science skills are outlined in Standard 1 for each grade level or course. History and social science skills are a key component of understanding historical, geographic, political, and economic events or trends. They are the tools used to increase student understanding of the history and social sciences curriculum. The development of these skills is also important in order for students to become better-informed citizens.

The structure of the Curriculum Framework for Standard 1 deviates slightly from that used for the other standards. Like the format for the other standards, the first column for Standard 1 contains “Essential Understandings.” However, the second column contains *examples* of how the skill may be applied in the classroom rather than a description of Essential Knowledge specific to the particular grade level or course. Note: The skills will not be assessed in isolation; rather, they will be assessed as part of the content in the *History and Social Studies Standards of Learning*.

**Essential Understandings**
The Essential Understandings column includes the fundamental background information necessary to acquire and apply the essential knowledge. Teachers should use these understandings as a basis for lesson planning.

**Essential Knowledge**
This column delineates the key content facts, concepts, and ideas that students should grasp in order to demonstrate understanding of the standard. This information is not meant to be exhaustive or a limitation on what is taught in the classroom. Rather, it is meant to be the principal knowledge defining the standard.
The Curriculum Framework serves as a guide for Standards of Learning assessment development; however, assessment items may not and should not be verbatim reflections of the information presented in the Curriculum Framework.

2015 STANDARD VS.1 The student will demonstrate skills for historical thinking, geographical analysis, economic decision making, and responsible citizenship by

a) Analyzing and interpreting artifacts and primary and secondary sources to understand events in Virginia history;
b) Analyzing the impact of geographic features on people, places, and events to support an understanding of events in Virginia history;
c) Interpreting charts, graphs, and pictures to determine characteristics of people, places, or events in Virginia history;
d) Recognizing points of view and historical perspective;
e) Comparing and contrasting ideas and perspectives in Virginia history;
f) Determining relationships with multiple causes or effects in Virginia history;
g) Explaining connections across time and place;
h) Using a decision-making model to identify costs and benefits of a specific choice made;
i) Practicing good citizenship skills and respect for rules and laws while collaborating, compromising, and participating in classroom activities; and
j) Investigating and researching to develop products orally and in writing.
### Virginia Geography & Regions

**SOLs VS.2a-c**

**Weeks 2-4**

**VS.2** The student will demonstrate an understanding of the relationship between physical geography and the lives of the native peoples, past and present, of Virginia by

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

<table>
<thead>
<tr>
<th>Essential Understandings</th>
<th>Essential Knowledge</th>
</tr>
</thead>
<tbody>
<tr>
<td>Locations of places can be described in relative terms.</td>
<td>Relative location may be described by using terms that show connections between two places, such as next to, near, and bordering.</td>
</tr>
<tr>
<td><strong>Bordering bodies of water</strong></td>
<td><strong>Bordering states</strong></td>
</tr>
<tr>
<td>• Atlantic Ocean</td>
<td>• Maryland</td>
</tr>
<tr>
<td>• Chesapeake Bay</td>
<td>• West Virginia</td>
</tr>
<tr>
<td><strong>Bordering states</strong></td>
<td>• Kentucky</td>
</tr>
<tr>
<td>• Maryland</td>
<td>• Tennessee</td>
</tr>
<tr>
<td>• West Virginia</td>
<td>• North Carolina</td>
</tr>
<tr>
<td>VS.1a Experiences may include but are not limited to...</td>
<td>VS.1a Experiences may include but are not limited to...</td>
</tr>
<tr>
<td>View an early map of Virginia and a current map of Virginia to make comparisons about past and present.</td>
<td>View an early map of Virginia and a current map of Virginia to make comparisons about past and present.</td>
</tr>
</tbody>
</table>

**Essential Understandings from VS.1b**

Analyzing involves identifying the important elements of geographic sources.

Geographic information supports the process of inquiry into the nature of events in Virginia history.

The physical geography of a location had a direct impact on the lives of people in Virginia and how they adapted to their environment.

Geographic themes include:

- Location
- Place
- Regions
- Movement
- Human-Environmental Interaction

**VS.1b Experiences may include but are not limited to...**

Geographic information may be acquired from a variety of sources.

- GIS (Geographic Information Systems).
- Field work
- Satellite images
- Photographs
- Maps, globes
- Charts and graphs
- Databases
- Primary sources
- Diagrams

**VS.1c Experiences may include but are not limited to...**

Use historical maps to analyze changes in population over time.
**VS.2** The student will demonstrate an understanding of the relationship between physical geography and the lives of the 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.

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

<table>
<thead>
<tr>
<th>Essential Understandings</th>
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</table>
| Geographic regions have distinctive characteristics. Virginia can be divided into five geographic regions. | Terms to know  
- Fall Line: The natural border between the Coastal Plain (Tidewater) and the Piedmont regions, where waterfalls prevent further travel on the river  
Geographic regions  
- Coastal Plain (Tidewater)  
  - Flat land  
  - Location near Atlantic Ocean and Chesapeake Bay (includes the Eastern Shore)  
  - East of the Fall Line  
- Piedmont (land at the foot of mountains)  
  - Rolling hills  
  - West of the Fall Line  
- Blue Ridge Mountains  
  - Old, rounded mountains  
  - Part of the Appalachian mountain system  
  - Located between the Piedmont and the Valley and Ridge regions  
  - Source of many rivers  
- Valley and Ridge  
  - 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)  
  - Located in Southwest Virginia  
  - Only a small part of the plateau is located in Virginia. | VS.1b Experiences may include but are not limited to…  
Use information from a topographical map to locate and determine the characteristics of the five geographic regions of Virginia. Create a symbol to represent each region.  
Examine an early map of Virginia. Use a hand lens or magnifying glass to study the map symbols, features, words, and artistic elements used by the mapmaker.  
Examine how early mapmakers constructed maps as they explored. Compare and contrast early maps to how maps are constructed today.  
Analyze how the physical geography of Virginia had an impact on various cultural groups.  
Analyze the impact of rivers on transportation, food supply, exploration, and location of settlements.  
VS.1j Experiences may include but are not limited to…  
Investigate the characteristics of Virginia’s five regions, including geographic features, products, industries, places of interest, etc. to create a travel brochure advertising each of the regions.  
Create a chart outlining the costs and benefits of visiting different regions of Virginia. |

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<th>Essential Understandings</th>
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</table>
| Water features were important to the early history of Virginia. | Terms to know  
- peninsula: A piece of land bordered by water on three sides | VS.1b Experiences may include but are not limited to…  
Five themes of Geography  
- Location – defined according to its position on the earth’s |
Many early Virginia cities developed along the Fall Line, the natural border between the Coastal Plain (Tidewater) and the Piedmont regions, where the land rises sharply and waterfalls prevent further travel on the river.

The four major rivers that flow into the Chesapeake Bay are separated by peninsulas.

The Chesapeake Bay separates the Eastern Shore from the mainland of Virginia.

**Water features**

- **Atlantic Ocean**
  - Provided transportation links between Virginia and other places (e.g., Europe, Africa, Caribbean)
- **Chesapeake Bay**
  - Provided a safe harbor
  - Was a source of food and transportation
- **James River**
  - Flows into the Chesapeake Bay
  - Richmond and Jamestown located along the James River
- **York River**
  - Flows into the Chesapeake Bay
  - Yorktown located along the York River
- **Potomac River**
  - Flows into the Chesapeake Bay
  - Alexandria located along the Potomac River
- **Rappahannock River**
  - Flows into the Chesapeake Bay
  - Fredericksburg located on the Rappahannock River

Each river was a source of food and provided a pathway for exploration and settlement of Virginia.

- **Lake Drummond**
  - Located in the Coastal Plain (Tidewater) region
  - Shallow natural lake surrounded by the Dismal Swamp
- **Dismal Swamp**
  - Located in the Coastal Plain (Tidewater) region
  - Variety of wildlife

The Eastern Shore is a peninsula bordered by the Chesapeake Bay to the west and the Atlantic Ocean to the east.

### RESOURCES AND ACTIVITIES

- **Our Virginia Past and Present**
  - Pages 6-32
- **Enhanced Scope & Sequence**

### TEACHER NOTES

To remember bordering states of Virginia:

- Maryland
- West Virginia
- Kentucky
- Tennessee
- North Carolina

Add a VA map to color and label water features. Make Interactive Notebook page from essential knowledge notes.

To remember bordering states of Virginia:

- Maryland
- West Virginia
- Kentucky
- Tennessee
- North Carolina
VA Trekkers:  [www.virginiatrekkers.com](http://www.virginiatrekkers.com)
- Drag and Drop Regions and Rivers
- The Fall Line
- Appalachia Plateau
- Great Dismal Swamp

[www.solteacher.com](http://www.solteacher.com)

Suffolk Star;
[www.star.spsk12.net](http://www.star.spsk12.net)

|-----------------------|------------------|--------------------|--------------|--------------------|

**Directions:**
- North: Never
- East: Eat
- South: Soggy
- West: Waffles

**Rivers:**
- Potomac: People
- Rappahannock: Please
- York: Your
- James: Your

**Cities on Rivers:**
- Alexandria: Aunt
- Fredericksburg: Freda
- Yorktown: You’re
- Richmond: Really
- Jamestown: Jumpy
### Native Peoples

**SOLs VS.2d-g**

**Weeks 5-6**

**[Week 10]**

**VS.2** The student will demonstrate an understanding of the relationship between physical geography and the lives of the 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.

<table>
<thead>
<tr>
<th>Essential Understandings</th>
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<tbody>
<tr>
<td>American Indians were the first people who lived in Virginia.</td>
<td>Christopher Columbus called the people he found in the lands he explored “Indians” because he thought he was in the Indies (near China).</td>
<td>Essential Understandings from VS.1c: Interpretation involves using information found on charts, graphs, and pictures to develop an understanding of people, places, or events and draw conclusions.</td>
</tr>
<tr>
<td>American Indians lived in all areas of the state.</td>
<td>Artifacts such as arrowheads, pottery, and other tools that have been found tell a lot about the people who lived in Virginia.</td>
<td>Close examination and interpretation of data and images are essential to making informed decisions.</td>
</tr>
<tr>
<td>There were three major language groups in Virginia.</td>
<td>American Indian identities have always been closely connected to the land. American Indians did not believe in land ownership.</td>
<td></td>
</tr>
<tr>
<td></td>
<td><strong>Three major language groups of Virginia</strong></td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Algonquian languages were spoken primarily in the Tidewater region; the Powhatan were part of this group.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Siouan languages were spoken primarily in the Piedmont region; the Monacan were part of this group.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• 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.</td>
<td></td>
</tr>
</tbody>
</table>

**VS.2** The student will demonstrate an understanding of the relationship between physical geography and the lives of the 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.

<table>
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<tbody>
<tr>
<td>Virginia’s American Indians worked with the climate and the environment to meet their basic wants.</td>
<td><strong>Climate in Virginia</strong> The climate in Virginia is relatively mild with distinct seasons—spring, summer, fall, and winter—resulting in a variety of vegetation.</td>
<td>VS.1a Experiences may include but are not limited to…</td>
</tr>
<tr>
<td>Many American Indians lived in towns situated along the rivers, which made for good farming, good fishing, and easy travel.</td>
<td>Forests, which have a variety of trees, cover most of the land. Virginia’s Indians are referred to as Eastern Woodland Indians.</td>
<td>Use an image of American Indians in Virginia to make observations, ask questions and draw conclusions about their daily life in early Virginia.</td>
</tr>
<tr>
<td>Virginia Indian cultures have changed over time.</td>
<td><strong>Environmental connections</strong> The kinds of food they ate, the clothing they wore, and the shelters they had depended upon the seasons. • Foods changed with the seasons. — In winter, they hunted birds and other animals and lived on stored</td>
<td></td>
</tr>
</tbody>
</table>

VS.1a Experiences may include but are not limited to…

Use an image of American Indians in Virginia to make observations, ask questions and draw conclusions about their daily life in early Virginia.
Native peoples of the past farmed, hunted, and fished. They made homes, using natural resources. They used animal skins for clothing.

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

**VS.2 The student will demonstrate an understanding of the relationship between physical geography and the lives of the native peoples, past and present, of Virginia by**

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<tr>
<td>Archaeology is another way to help people understand the past.</td>
<td>Archaeologists study all kinds of material evidence left by people from the past. 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. Jamestown became the first permanent English settlement in North America. Archaeologists have discovered the site of the original fort. The recovered artifacts give archaeologists clues about the interactions of the English, Africans, and Indians in early Virginia.</td>
<td></td>
</tr>
<tr>
<td>Recent archaeological digs have recovered new material evidence about Werowocomoco and historic Jamestown.</td>
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</tbody>
</table>
**g) describing how archaeologists have recovered new material evidence at sites including Werowocomoco and Jamestown.**

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<tr>
<td>American Indian people have lived in Virginia for thousands of years. Virginia Indians have contributed to the Commonwealth of Virginia and the nation.</td>
<td>American Indians, who trace their family histories back to well before 1607, continue to live in all parts of Virginia today. Virginia Indians live and work as modern Americans. They practice ancient traditions and crafts while incorporating new customs over time. The tribes maintain tribal museums and lands on which they hold public festivals called pow wows. The pow wow is a way of teaching</td>
<td>Essential Understandings from VS.1g: The study of political, social, and economic patterns reveals continuity and change over time. Knowledge of the past helps one understand the present and make decisions about the future.</td>
</tr>
</tbody>
</table>
American Indians and visitors about their culture, past and present. The current state-recognized tribes are located in regions throughout Virginia.

Today, Virginia Indians maintain their strong cultural heritage. Virginia Indian cultural heritage continues through drumming, singing, dance, art, jewelry, clothing, crafts, pottery, and storytelling.

Virginia Indians contribute to American society as active citizens who vote, hold office, and work in communities.

<table>
<thead>
<tr>
<th>RESOURCES AND ACTIVITIES</th>
<th>TEACHER NOTES</th>
</tr>
</thead>
<tbody>
<tr>
<td>Our Virginia Past and Present pages 34 – 46</td>
<td>Who Settled Where? – Map Activity</td>
</tr>
<tr>
<td>Enhanced Scope &amp; Sequence p.13 Jigsaw Activity p.18</td>
<td>YouTube: Quadricentennial Minutes Video “Powhatan and Pocahontas”</td>
</tr>
<tr>
<td><a href="http://www.virginiatrekkers.com">www.virginiatrekkers.com</a> # 37 PowWow</td>
<td></td>
</tr>
</tbody>
</table>
### Jamestown

| SOLs VS.3 | Weeks 7-8 | VS.3 The student will demonstrate an understanding of the first permanent English settlement in America by
a) explaining the reasons for English colonization. |
<table>
<thead>
<tr>
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<th></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Essential Understandings</strong></td>
<td><strong>Essential Knowledge</strong></td>
<td><strong>From Standard 2015 VS.1</strong></td>
</tr>
</tbody>
</table>
| Some European countries, including England, were in competition to increase their wealth and power by expanding their empires to America. | Reasons for English colonization in America
England wanted to establish an American colony to increase its wealth and power to compete with other European nation.
- England hoped to find silver and gold in America.
- An American settlement would furnish raw materials while opening new markets for trade. | Essential Understandings from VS.1a:
An artifact is an object or tool that tells us about the people from the past.
A primary source is an artifact, document, image, or other source of information that was created at the time under study.
A secondary source is a document, image, or other source of information originally presented elsewhere.
Analyzing and interpreting includes identifying the important elements of information sources in order to make inferences and generalizations, and draw conclusions.

VS.1a Experiences may include but are not limited to…
Read and analyze documents (letters, diary entries, speeches, proclamations, etc.) from Virginia history to determine historical significance. |
| The first permanent English settlement in America was Jamestown, founded in 1607 as an economic venture. | Jamestown
- Jamestown was primarily an economic venture.
- The stockholders of the Virginia Company of London financed the settlement of Jamestown.
- Jamestown, founded in 1607, became the first permanent English settlement in North America. | |
| **Essential Understandings** | **Essential Knowledge** | **From Standard 2015 VS.1** |
| Location and physical characteristics influenced the decision to settle at Jamestown. | When the settlers arrived in 1607, they founded Jamestown 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 the erosion of the Jamestown peninsula. | Essential Understandings from VS.1f:
Certain events in Virginia history have multiple causes and effects.

VS.1f Experiences may include but are not limited to…
Discuss reasons for English colonization in America (i.e., to increase wealth and power).
Create a T-chart that shows multiple reasons (causes) why settlers chose Jamestown as their site in 1607 and what happened as a result of those choices (effects). |
The location could be easily defended from attack by sea (by the Spanish).
- The water along the shore was deep enough for ships to dock.
- They believed the site had a good supply of fresh water.

Natural resources from Jamestown included timber and iron.

Example:

<table>
<thead>
<tr>
<th>Reason for the site choices (cause)</th>
<th>Result of site choices (effect)</th>
</tr>
</thead>
<tbody>
<tr>
<td>They believed the site had a good supply of fresh water</td>
<td>Many settlers died of disease due to lack of safe drinking water</td>
</tr>
<tr>
<td>Instructions told settlers to go inland to find a suitable place for their colony</td>
<td>Powhatan saw the settlers as invaders of their land</td>
</tr>
</tbody>
</table>

VS.3 The student will demonstrate an understanding of the first permanent English settlement in America by:

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

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

The King of England had the power to grant charters allowing settlement in North America.

Importance of Virginia charters
- The King of England granted charters to the Virginia Company of London to
  - establish a settlement in North America
  - define the physical boundaries of the colony.
  - extend English rights to the settlers.

The current Virginia General Assembly dates back to 1619 with the establishment of the General Assembly and its burgesses in Jamestown. It was the first elected legislative body in English North America giving some

Essential Understandings from VS.1i:
- Good Citizens:
  - Collaborate to achieve shared goals
  - Compromise to reach an agreement
  - Participate in classroom activities to demonstrate respect for rules and laws

People throughout Virginia’s history have collaborated and compromised to achieve common goals and be successful as good citizens.

VS.1i Experiences may include but are not limited to...
settlers the opportunity to take part in controlling their own government.

**House of Burgesses**
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.

Foster collaboration and compromise by developing class rules together as a class at the beginning of the year.

Work in small groups to determine an action the class can take to serve the community, state, or nation.

Participate in simulations of direct or representative democracies.

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

<e> identifying the importance impact of the arrival of Africans and English women to the Jamestown settlement.  
</e>

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<tbody>
<tr>
<td>Virginia became a more diverse colony by 1620.</td>
<td>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 enslaved persons in Virginia is unknown. Africans arrived in Virginia against their will in 1619. The arrival of Africans made it possible to expand the tobacco economy. The arrival of additional women in 1620 made it possible for more settlers to establish families and a permanent colony in Virginia.</td>
<td>Essential Understandings from VS.1f: Diversity creates a variety of perspectives, contributions, and challenges.</td>
</tr>
</tbody>
</table>

**VS.3 The student will demonstrate an understanding 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.  
</f>

<table>
<thead>
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<th>Essential Knowledge</th>
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</tr>
</thead>
</table>
| The English settlers found life in Virginia harder than they had expected. | **Hardships faced by the settlers**  
  • The site they chose to live on was marshy and lacked safe drinking water.  
  • A drought at the time of settlement reduced the amount of food available to everyone in Virginia.  
  • The settlers lacked some skills necessary to provide for themselves.  
  • Many settlers died of starvation and disease.  
  **Changes that resulted in survival**  
  • The arrival of ships bringing supplies and new settlers  
  • The forced work program and strong leadership of Captain John Smith  
  • The development of new settlements that spread away from the unhealthy environment of Jamestown  
  • The emphasis on agriculture | |
The student will demonstrate an understanding of the first permanent English settlement in America by describing the interactions between the English settlers and the native peoples, including the role of Powhatan in the survival of the settlers.

### Essential Understandings

The native peoples and the English settlers in Virginia established trading relationships and, for a while, had positive interactions.

### Essential Knowledge

Captain John Smith initiated trading relationships with the native peoples.

The native peoples traded food, fur, and leather with the English in exchange for tools, pots, and copper for jewelry.

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.

Over time, the native peoples realized the English settlement would continue to grow. They came to see the settlers as invaders who would take over their land.

### RESOURCES AND ACTIVITIES

- **Our Virginia Past and Present**
  - Pages 48-62

- **Enhanced Scope & Sequence**

- **TEACHER NOTES**

  - U-tube Quadricentennial Minutes
  - Video: “John Smith”
  - Jamestown Adventure
  - www.historyglobe.com/Jamestown
  - Suffolk Star
  - www.spsk12.net
### Essential Understandings

- **Terms to know**
  - **cash crop**: A crop that is grown to sell for money rather than for use by the growers

### Essential Knowledge

- **The success of tobacco as a cash crop transformed life in the Virginia colony and encouraged slavery.**
  - The economy of the Virginia colony depended on agriculture as the primary source of wealth.
  - Tobacco became the most profitable agricultural product.
  - The successful cultivation of tobacco depended on a steady and inexpensive source of labor.
  - African men, women, and children were brought to the Virginia colony and enslaved to work on the plantations.
  - The Virginia colony became dependent on slave labor, and this dependence lasted a long time.

### Essential Understandings

- **Culture of colonial Virginia**
  - Whenever people settle an area, they 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).

### Place names reflecting culture

- **English – Richmond**
- **American Indian – Roanoke**

### Settlement areas

- **English and other Europeans settled primarily in the Coastal Plain (Tidewater) and the Piedmont regions.**
- **German and Scots-Irish settled primarily in the Shenandoah Valley, which was along the migration route.**
- **Africans were brought primarily to the Coastal Plain (Tidewater) and the Piedmont regions to work in tobacco fields, where it required a great deal of labor.**

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### Essential Understandings from VS.1e:

- **Being able to compare and contrast helps to understand important similarities and differences between people, places, events, and times in Virginia’s history.**

### VS.1e Experiences may include but are not limited to...

- **Create a Venn diagram showing the similarities and differences between various cultural groups in Virginia.**
Prior to the arrival of the settlers, American Indians lived throughout Virginia. After the settlers arrived, most were forced inland. Migration and living in new areas caused people to adapt old customs to their new environments.

**VS.4 The student will demonstrate an understanding of life in the Virginia colony by**

c) explaining the reasons for the relocation of Virginia’s capital from Jamestown to Williamsburg.

<table>
<thead>
<tr>
<th>Essential Understandings</th>
<th>Essential Knowledge</th>
<th>From Standard 2015 VS.1</th>
</tr>
</thead>
<tbody>
<tr>
<td>A variety of factors explain the reasons for moving Virginia’s capital.</td>
<td>Reasons why the capital was moved from Jamestown to Williamsburg</td>
<td></td>
</tr>
<tr>
<td>• Drinking water in Jamestown was contaminated by seepage of salt water.</td>
<td>• Williamsburg was an already established town.</td>
<td></td>
</tr>
<tr>
<td>• Unhealthy living conditions caused diseases.</td>
<td>• Fire destroyed wooden and brick buildings at Jamestown.</td>
<td></td>
</tr>
<tr>
<td>• Fire destroyed wooden and brick buildings at Jamestown.</td>
<td>• Williamsburg was an already established town.</td>
<td></td>
</tr>
</tbody>
</table>

**VS.4 The student will demonstrate an understanding of life in the Virginia colony by**

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

<table>
<thead>
<tr>
<th>Essential Understandings</th>
<th>Essential Knowledge</th>
<th>From Standard 2015 VS.1</th>
</tr>
</thead>
</table>
| Money was not often used in the early Virginia colony. Because Virginia was agricultural, farmers could not pay for goods until their crops were harvested. This made credit important. | Terms to know | Essential Understandings from VS.1h:
| • money: A medium of exchange (currency, which includes coins and paper bills) | Decision-making models help to inform economic decisions. | People use decision-making models to identify costs and benefits of specific choices. |
| • barter: Trading or exchanging of goods and services without the use of money | • A cost is what you give up when you decide to do something. Costs are the effort, loss, or sacrifice necessary to achieve or obtain something. | A benefit is what satisfies your wants. Benefits are what is gained when an action is taken or a choice is made. |
| • credit: Buying a good or service now and paying for it later | • savings: Money put away to save or to spend at a later time | Effective decision making requires comparing the costs of alternatives with the benefits. |
| • debt: A good or service owed to someone | Few people had paper money or coins to use to buy goods and services. Barter was commonly used instead of money. Tobacco was used as money. A tobacco farmer could use his tobacco to pay for goods and services. Farmers and other consumers could also buy goods and services on credit and pay their debts when their crops were harvested and sold. | **VS.1h Experiences may include but are not limited to…**
| • savings: Money put away to save or to spend at a later time | Essential Understandings from VS.1h: Decision-making models help to inform economic decisions. People use decision-making models to identify costs and benefits of specific choices. A cost is what you give up when you decide to do something. Costs are the effort, loss, or sacrifice necessary to achieve or obtain something. A benefit is what satisfies your wants. Benefits are what is gained when an action is taken or a choice is made. Effective decision making requires comparing the costs of alternatives with the benefits. **VS.1h Experiences may include but are not limited to…** Use a decision-making model to weigh the costs and benefits of the following: |
| • debt: A good or service owed to someone | | • Buying stock in the Virginia Company |
Colonial Virginia had no banks.

- Traveling to Jamestown from England
- Remaining loyal to the British or fight for independence
- Living in a rural or urban area
- Choose a geographic region to live in

Choose a historical event. Determine the concern or issue. Use a decision making model to determine the costs and benefits. Develop and explain an alternative decision by comparing the costs and benefits of the event.

<table>
<thead>
<tr>
<th>Historical Event</th>
<th>Costs</th>
<th>Benefits</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
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</tr>
</tbody>
</table>

Actual decision made:  
Alternative decision:

VS.4 The student will demonstrate an understanding of life in the Virginia colony by describing everyday life in colonial Virginia.

<table>
<thead>
<tr>
<th>Essential Understandings</th>
<th>Essential Knowledge</th>
<th>From Standard 2015 VS.1</th>
</tr>
</thead>
</table>
| Resources found in colonial Virginia were used to produce the goods and services people needed. | People living in colonial Virginia depended on natural, human, and capital resources to produce the goods and services they needed. **Food**  
- Food choices were limited.  
- Meals were made of local produce and meats.  
**Housing**  
- Most people lived in one-room houses with dirt floors.  
- Some wealthy people (farmers) lived in large houses.  
Clothing  
- Women in households made clothes for family members.  
- Most clothing was made of cotton, wool, and/or leather.  
Most white Virginians made their living from the land. | **VS.1a Experiences may include but are not limited to...**  
Use an object or artifact from colonial Virginia to make observations and draw conclusions about how it was used.  
**Essential Understandings from VS.1d:**  
Point of view includes considering and thinking about different opinions expressed.  
Historical perspective involves taking into account the point of view of a subject or event in relation to the recorded past.  
It is important to consider a variety of historical perspectives and points of view of different people to understand the events that took place throughout Virginia’s history. |
as small farmers. A few owned large farms (plantations).

Most enslaved African Americans worked tobacco, other crops, and livestock. Enslaved African Americans were denied basic rights.

Some free African Americans owned land but were denied basic.

<table>
<thead>
<tr>
<th>RESOURCES AND ACTIVITIES</th>
<th>TEACHER NOTES</th>
</tr>
</thead>
<tbody>
<tr>
<td>Our Virginia Past and Present Pages 48-62</td>
<td></td>
</tr>
<tr>
<td>Would you survive – Bartering Cards - Kids.lovetoknow.com/kids-activities/teaching-kids-about-bartering</td>
<td>VS.1d Experiences may include but are not limited to… Use a chart to record and organize thinking about different people living during an historical time period to determine their perspectives or points of view. Guiding questions for helping student understand multiple perspectives: • How do you think this person spent his or her days/night? • Who might have been in this person’s family? • What motivated this person to do his or her job or make decisions about his or her daily life? • What did this person need in order to be successful in life? Analyze and interpret primary source documents. • Share various letters and/or diary entries from Virginians. • Use the guiding questions above to help students gain the historical perspective and point of view of each author.</td>
</tr>
<tr>
<td>Suffolk Star <a href="http://www.spsk12.net">www.spsk12.net</a></td>
<td></td>
</tr>
<tr>
<td>U-tube Quadricentennial Minutes - Hardships - The Africans - Representative Government - Women</td>
<td></td>
</tr>
<tr>
<td>Virginia Trekkers; <a href="http://www.virginiatrekkers.com">www.virginiatrekkers.com</a> - Jamestown Video</td>
<td></td>
</tr>
</tbody>
</table>
### Essential Understandings

<table>
<thead>
<tr>
<th>VS.5 The student will demonstrate an understanding 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.</th>
<th>VS.5 The student will demonstrate an understanding of the role of Virginia in the American Revolution by b) identifying the various roles of American Indians, whites, enslaved African Americans, and free African Americans in the Revolutionary War era, including George Washington, Thomas Jefferson, Patrick Henry, the Marquis de Lafayette, and James Lafayette.</th>
</tr>
</thead>
</table>
| Conflicts developed between the colonies and Great Britain over how the colonies should be governed. The Declaration of Independence gave reasons for independence and ideas for self-government. | Varied roles of American Indians, whites, enslaved African Americans, and free African Americans, in the Revolutionary War era
- Virginia patriots served in the Continental Army and fought for independence, leading to the British surrender at Yorktown.
- Some American Indians fought alongside the Virginia patriots, while others fought with the British.
- Some Virginians were neutral and did not take sides, while other Virginians remained loyal to Great Britain.
- Women took on more responsibilities to support the war effort.
- Some enslaved African Americans supported the British who |
| 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. 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. | Varied roles of American Indians, whites, enslaved African Americans, and free African Americans, in the Revolutionary War era
- Virginia patriots served in the Continental Army and fought for independence, leading to the British surrender at Yorktown.
- Some American Indians fought alongside the Virginia patriots, while others fought with the British.
- Some Virginians were neutral and did not take sides, while other Virginians remained loyal to Great Britain.
- Women took on more responsibilities to support the war effort.
- Some enslaved African Americans supported the British who |

### Essential Knowledge

<table>
<thead>
<tr>
<th>From Standard 2015 VS.1</th>
</tr>
</thead>
<tbody>
<tr>
<td>VS.1c Experiences may include but are not limited to… View an image of a battle in Virginia. Connect the geography illustrated in the image with the outcome of the battle. Essential Understandings from VS.1f: A cause-and-effect relationship is a relationship in which one event (the cause) makes another event happen (the effect). People respond to and resolve conflicts in a variety of ways resulting in relationships that have many cause and differing outcomes. Conflicts often have multiple causes and effects.</td>
</tr>
</tbody>
</table>

### From Standard 2015 VS.1

| VS.1e Experiences may include but are not limited to… Create a graphic organizer comparing and contrasting the ideas of two leaders in Virginia history. Essential Understandings from VS.1j: Research is the search for knowledge, using a variety of materials and sources in order to discover facts, answer questions, and draw conclusions. When we carry out research or study a particular topic to discover facts and information, we deepen our |
promised freedom
• Some free African Americans fought for independence from Great Britain.

Contributions of Virginians during the Revolutionary War era
• George Washington provided military leadership by serving as commander-in-chief of the Continental Army.
• 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.”
• 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.
• An enslaved African American from Virginia, James Lafayette, served as a spy during the Revolutionary War in the Continental Army. He successfully requested his freedom after the war with the support of the Marquis de Lafayette.

understanding of new concepts.

VS.1j Experiences may include but are not limited to…
Investigate an important event from Virginia’s history. Create a front page of a newspaper with headlines and articles detailing the event. Sample events might include:
• Patrick Henry spoke out against taxation without representation.
• The Treaty of Paris in 1783.

Investigate a selected Virginian and create a biological picture book (paper or electronic) with nonfiction text features (table of contents, images/captions, headings, gold words, glossary, etc.).

Develop a social media page about two selected Virginians debating an event in Virginia history.
• John Smith and Powhatan: Survival at Jamestown
• Leaders at Jamestown: Moving the capital from Jamestown to Williamsburg
• Thomas Jefferson and a member of British Parliament: Declaration of Independence

VS.5 The student will demonstrate an understanding of the role of Virginia in the American Revolution by c) identifying the importance of the American victory at Yorktown.

<table>
<thead>
<tr>
<th>Essential Understandings</th>
<th>Essential Knowledge</th>
<th>From Standard 2015 VS.1</th>
</tr>
</thead>
<tbody>
<tr>
<td>The last major battle of the Revolutionary War was fought at Yorktown, Virginia.</td>
<td>The American victory at Yorktown resulted in the surrender of the British army, which led to the end of the war. While this victory did not end the war, it was the last significant military battle involving British forces and the Continental Army. The war ended with the Treaty of Paris in 1783.</td>
<td></td>
</tr>
</tbody>
</table>
### VS.5 The student will demonstrate an understanding of the role of Virginia in the American Revolution by d) examining the reasons for the relocation of Virginia’s capital from Williamsburg to Richmond.

<table>
<thead>
<tr>
<th>Essential Understandings</th>
<th>Essential Knowledge</th>
<th>From Standard 2015 VS.1</th>
</tr>
</thead>
</table>
| A variety of factors explain the reasons for moving Virginia’s capital. | Reasons why the capital was moved from Williamsburg to Richmond  
• The population was moving westward for more opportunities.  
• Richmond was a more central location.  
• Moving to Richmond increased the distance from the sea and possible attack by the British. | |

### RESOURCES AND ACTIVITIES

| Our Virginia Past and Present Pages 76-90 | Book:  
George vs. George  
The shot Heard Round the World  
School house Rock – “No more Kings “  
BrainPop – “Thirteen Colonies”  
Virginia Trekkers: [www.virginia_trekkers.com](http://www.virginia_trekkers.com)  
- Battle of the Great Bridge  
- Battle of Yorktown | TEACHER NOTES |
The actions and ideas of some Virginians formed the basis for the new constitutional government of the United States.

The Virginia Declaration of Rights, written by George Mason, states that all Virginians have many rights, including freedom of religion and freedom of the press.

The Virginia Statute for Religious Freedom, written by Thomas Jefferson, states that all people should be free to worship as they please.
### Essential Understandings

Geography influenced the movement of people and ideas as Virginians moved to and beyond the Virginia frontier.

### Essential Knowledge

<table>
<thead>
<tr>
<th>Essential Understanding</th>
<th>Knowledge Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Geography changed</td>
<td>Tobacco farming was hard on the soil, causing many farmers to look west and south for new land to farm.</td>
</tr>
<tr>
<td></td>
<td>The development of the cotton gin led to the opening of new lands in the south and attracted settlers from Virginia.</td>
</tr>
<tr>
<td></td>
<td>The mechanical reaper allowed farmers to grow more wheat with fewer workers, which forced many Virginians to leave the state in search of jobs.</td>
</tr>
<tr>
<td></td>
<td>Virginians migrated into western territories, looking for large areas of land and new opportunities.</td>
</tr>
<tr>
<td></td>
<td>As Virginians moved, they took their enslaved people, traditions, ideas, and cultures with them.</td>
</tr>
<tr>
<td></td>
<td>Many enslaved African Americans were sold to people who lived in other southern states.</td>
</tr>
<tr>
<td></td>
<td>Settlers crossed the Appalachian Mountains through the Cumberland Gap as they migrated to new lands in the west.</td>
</tr>
</tbody>
</table>

### From Standard 2015 VS.1

- VS.1g

  Experiences may include but are not limited to...

  Create a graphic organizer outlining patterns of movement of early colonists in Virginia. Discuss reasons why early colonists moved from England to settle in Jamestown, and later migrated into western territories.

### Resources and Activities

<table>
<thead>
<tr>
<th>Resource</th>
</tr>
</thead>
<tbody>
<tr>
<td>Our Virginia Past and Present Pages 104 – 106</td>
</tr>
<tr>
<td><a href="http://www.solpass.org">www.solpass.org</a></td>
</tr>
<tr>
<td><a href="http://www.spsk12.net">www.spsk12.net</a></td>
</tr>
<tr>
<td>Virginia Trekkers; <a href="http://www.virginiatrekkers.com">www.virginiatrekkers.com</a></td>
</tr>
<tr>
<td>- Cumberland Gap (Video)</td>
</tr>
<tr>
<td>Library of Congress – On-line pictures</td>
</tr>
<tr>
<td><a href="http://www.loc.gov/pictures/">www.loc.gov/pictures/</a></td>
</tr>
</tbody>
</table>
### Essential Understandings

Because of economic differences between the North and South, they were unable to resolve their conflicts, and the South seceded from the United States.

Virginians were divided about secession from the Union, which led to the creation of West Virginia.

<table>
<thead>
<tr>
<th>Differences between northern and southern states</th>
</tr>
</thead>
<tbody>
<tr>
<td>• The economy in the northern part of the United States was more industrialized, while in the southern part, it was agricultural and relied more on slave labor.</td>
</tr>
<tr>
<td>• Northern states wanted the new states created out of the western territories to be “free states,” while the southern states wanted the new states to be “slave states.”</td>
</tr>
</tbody>
</table>

#### Events leading to secession and war

- Nat Turner led a revolt against slavery in Virginia.
- Abolitionists campaigned to end slavery.
- Harriet Tubman supported a secret route that escaped enslaved African Americans took; it became known as the “Underground Railroad.”
- John Brown led a raid on the United States Armory (Arsenal) at Harpers Ferry, Virginia (present-day West Virginia). He was trying to start a slave rebellion. He was captured and hanged.
- 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 them.

#### Creation of West Virginia

- Conflict grew between the eastern counties of Virginia that relied on slavery and the western counties that did not favor slavery.
- Many disagreements between the two regions of the state led to the creation of West Virginia.

---

### Essential Knowledge

**Differences between northern and southern states**

**Events leading to secession and war**

**Creation of West Virginia**

### From Standard 2015 VS.1

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

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

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

---

### Essential Understandings

Virginia played a significant role in the Civil War and became a major battleground between Union and Confederate troops.

Virginians played a significant role in the Civil War.

<table>
<thead>
<tr>
<th>Major Civil War battles fought in Virginia</th>
</tr>
</thead>
<tbody>
<tr>
<td>• 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.</td>
</tr>
<tr>
<td>• General Robert E. Lee, Commander of the Army of Northern Virginia, defeated Union troops at Fredericksburg, Virginia.</td>
</tr>
<tr>
<td>• Richmond was the capital of the Confederacy. It fell to General Ulysses S. Grant in 1865.</td>
</tr>
</tbody>
</table>

### From Standard 2015 VS.1

**VS.1j Experiences may include but are not limited to…**

- Develop a social media page about two selected Virginians debating an event in Virginia history.
  - Members of Virginia legislature: Virginia’s role during the Civil War.

- Investigate an important event from Virginia’s history. Create the front page of a newspaper with headlines and articles detailing the event. Sample events might...
Grant 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.

- President Abraham Lincoln used the Union navy to blockade southern ports. An important sea battle between the Monitor (Union) and the Merrimack (Confederacy), two iron-clad ships, took place in Virginia waters near Norfolk and Hampton. The battle was fought to a draw.
- 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.

### VS.7 The student will demonstrate an understanding of the issues that divided our nation and led to the Civil War by

c) describing the roles of American Indians, whites, enslaved African Americans, and free African Americans.

<table>
<thead>
<tr>
<th>Essential Understandings</th>
<th>Essential Knowledge</th>
<th>From Standard 2015 VS.1</th>
</tr>
</thead>
</table>
| American Indians, whites, enslaved African Americans, and free African Americans, had various roles during the Civil War. | **Varied roles of American Indians, whites, enslaved African Americans, and free African Americans, during the Civil War**
- Many American Indians did not take sides during the Civil War.
- Most white Virginians supported the Confederacy.
- The Confederacy relied on enslaved African Americans to raise crops and provide labor for the army.
- 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.
- Some free African Americans joined the Union Army and Union Navy. | |

### RESOURCES AND ACTIVITIES

- **Our Virginia Past and Present**
  Pages 108-126

- Solpass.org

### TEACHER NOTES

**Books:**
- *Henry’s Freedom, by Ellen Levine*
- *Pink and Say* by: Patricia Polacco

**BrainPop.com**
- Videos
  - Civil War Causes
  - Civil War
  - Underground Railroad

**Suffolk Star Foldables**
### VS.8 The student will demonstrate an understanding of the reconstruction of Virginia following the Civil War by

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

<table>
<thead>
<tr>
<th>Essential Understandings</th>
<th>Essential Knowledge</th>
<th>From Standard 2015 VS.1</th>
</tr>
</thead>
<tbody>
<tr>
<td>Virginians faced serious problems in rebuilding the state after the Civil War.</td>
<td>Terms to know</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Reconstruction: The period following the Civil War in which Congress passed laws designed to help rebuild the country and bring the southern states back into the Union</td>
<td></td>
</tr>
<tr>
<td>Problems faced by Virginians during Reconstruction</td>
<td>• Hundreds of thousands of freed African Americans needed housing, education, clothing, food, and jobs.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Virginia’s economy was in ruins:</td>
<td></td>
</tr>
<tr>
<td></td>
<td>– Money had no value.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>– Banks were closed.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>– Railroads, bridges, plantations, and crops were destroyed.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>– Businesses needed to be rebuilt.</td>
<td></td>
</tr>
<tr>
<td>Measures taken to resolve problems</td>
<td>• The Freedmen’s Bureau was a federal government agency that provided food, public schools, and medical care for freed African Americans and others in Virginia.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Sharecropping was a system common in Virginia after the war in which freedmen and poor white farmers rented land from landowners by promising to pay the owners with a share of the crops.</td>
<td></td>
</tr>
</tbody>
</table>

### VS.8 The student will demonstrate an understanding of the reconstruction of Virginia following the Civil War by

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

<table>
<thead>
<tr>
<th>Essential Understandings</th>
<th>Essential Knowledge</th>
<th>From Standard 2015 VS.1</th>
</tr>
</thead>
<tbody>
<tr>
<td>The freedoms and rights that had been promised to African Americans were slowly taken away after Reconstruction, and it would take years to win them back.</td>
<td>Terms to know</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• segregation: The separation of people, usually based on race or religion</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• discrimination: An unfair difference in the treatment of people</td>
<td></td>
</tr>
<tr>
<td>“Jim Crow” laws had an effect on African Americans and American Indians.</td>
<td>During Reconstruction, African Americans began to have power in Virginia’s government, and black and white men could vote and hold office.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>After Reconstruction, these gains were lost when “Jim Crow” laws were passed by southern states. “Jim Crow” laws legally established segregation, or separation of the races, and reinforced prejudices held by whites.</td>
<td></td>
</tr>
</tbody>
</table>
Effect of “Jim Crow” laws on the lives of African Americans and American Indians included
- Experiencing unfair poll taxes and voting tests that were established to keep them from voting.
- Difficulty voting or holding public office
- Being forced to use separate, poor-quality facilities and services, such as drinking fountains, restrooms, and restaurants.
- Attending separate schools.

Segregation and discrimination had an impact on:
- Housing
- Employment
- Health care
- Political representation
- Education

### VS.8 The student will demonstrate an understanding 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.

<table>
<thead>
<tr>
<th>Essential Understandings</th>
<th>Essential Knowledge</th>
<th>From Standard 2015 VS.1</th>
</tr>
</thead>
</table>
| After the Civil War, industry and technology, railroads, and cities began to grow and contribute increasingly to Virginia’s economy. | Virginia began to grow in many ways after the Civil War and Reconstruction.  
- 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 into cities.  
- Other parts of Virginia grew as other industries developed. Coal deposits were mined in the Appalachian Plateau.  
- The need for more and better roads increased.  
- Tobacco farming and the manufacture of tobacco products became important Virginia industries. | |

### RESOURCES AND ACTIVITIES

- Our Virginia Past and Present Pages 128-138
- Enhanced Scope & Sequence p.79-80
- p.81
- p.82-83
- solpass.org

<table>
<thead>
<tr>
<th>TEACHER NOTES</th>
</tr>
</thead>
</table>
| BrainPop.com  
- Reconstruction  
Suffolk Star;  
www.spsk12.net |
Virginia: 1900 to the Present
SOLs VS.9 and VS.10

<table>
<thead>
<tr>
<th>Essential Understandings</th>
<th>Essential Knowledge</th>
<th>From Standard 2015 VS.1</th>
</tr>
</thead>
<tbody>
<tr>
<td>During the twentieth and beyond, Virginia changed from a rural, agricultural society to a more urban, industrialized society.</td>
<td><strong>During the early twentieth century, agriculture began to change.</strong>&lt;br&gt;• Mechanization (the tractor) and improvements in transportation changed farming.&lt;br&gt;• Crop prices were low.&lt;br&gt;&lt;br&gt;<strong>Growth of Virginia’s cities</strong>&lt;br&gt;• People moved from rural to urban areas for economic opportunities.&lt;br&gt;• Technological developments in transportation (roads, railroads, and streetcars) helped cities grow.&lt;br&gt;• Coal mining spurred the growth of Virginia.</td>
<td>VS.1c Experiences may include but are not limited to…&lt;br&gt;Create a timeline that shows important events in Virginia’s history. Use the timeline to discuss themes such as conflict, equality, freedom, survival, and economic growth.&lt;br&gt;&lt;br&gt;VS.1e Experiences may include but are not limited to…&lt;br&gt;Compare and contrast life in early Virginia to life in Virginia today.&lt;br&gt;&lt;br&gt;VS.1g Experiences may include but are not limited to…&lt;br&gt;Create a timeline to represent significant events in African American history from 1619 to the present.&lt;br&gt;&lt;br&gt;During the twentieth century, Northern Virginia experienced growth due to an increase in the number of federal government jobs located in the region. In the late twentieth century and the early twenty-first century, Northern Virginia and the Coastal Plain (Tidewater) region have grown due to computer technology.&lt;br&gt;&lt;br&gt;Virginia’s population has become increasingly diverse as people have moved to Virginia from many other states and countries.</td>
</tr>
</tbody>
</table>
The student will demonstrate an understanding of Virginia during the twentieth century and beyond by:

b) describing how national events affected Virginia and its citizens including women’s suffrage and the Great Depression;

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

### Essential Understandings

<table>
<thead>
<tr>
<th>Essential Understandings</th>
<th>Essential Knowledge</th>
<th>From Standard 2015 VS.1</th>
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</thead>
<tbody>
<tr>
<td>As Virginia became more urban and industrial, it became more connected with the rest of the United States and was greatly impacted by major national events. With the New Deal, the federal government began to take on a much larger role in the daily lives of Virginians.</td>
<td>The U.S. Constitution was amended in 1920 to give women the right to vote. Maggie L. Walker was an African American leader from Virginia who supported equal rights for women. The Great Depression was a period of worldwide harsh economic conditions 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.</td>
<td></td>
</tr>
</tbody>
</table>

### Terms to know

- **segregation**: The separation of people, usually based on race or religion
- **desegregation**: Abolishment of racial segregation
- **integration**: Full equality of people of all races in the use of public facilities and services

#### Desegregation and Massive Resistance in Virginia

- **Barbara Jones**, a 16-year-old high school junior in Farmville, Virginia, led a student strike against segregation in 1951. The case, *Davis v. 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*.
- 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 desegregation of public schools.
- Some schools were closed to avoid desegregation.
- The policy of Massive Resistance failed, and Virginia’s public schools were finally integrated.
- Harry F. Byrd, Sr., led the Massive Resistance Movement against the desegregation of public schools.

### VS.1c Experiences may include but are not limited to...

Gather and sort images of segregation and integration. Use the images to create a chart to determine the distinction between two concepts.

<table>
<thead>
<tr>
<th>Event: Massive Resistance</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Cause</strong></td>
</tr>
<tr>
<td><em>Brown v. Board of Education</em></td>
</tr>
<tr>
<td>Virginia Supreme Court of Appeals overturned the school closing laws</td>
</tr>
</tbody>
</table>
### VS.9 The student will demonstrate an understanding of Virginia during the twentieth century and beyond

d) describing the political, social, and/or economic impact 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.

<table>
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<tr>
<td>Many individuals from Virginia made political, social, and/or economic impact on life in Virginia during the twentieth century and beyond.</td>
<td>Political, social, and/or economic contributions made by the following citizens:</td>
<td>VS.1j Experiences may include but are not limited to…</td>
</tr>
<tr>
<td></td>
<td>• Maggie L. Walker was the first African American woman in the United States to establish a bank and become a bank president.</td>
<td>Investigate an important event from Virginia’s history. Create the front page of a newspaper with headlines and articles detailing the event. Sample events might include:</td>
</tr>
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<td></td>
<td>• Harry F. Byrd, Sr., as governor of Virginia, was known for a “Pay As You Go” policy for road improvements, and he modernized Virginia state government.</td>
<td>• Selected individuals and their contributions to Virginia.</td>
</tr>
<tr>
<td></td>
<td>• Oliver W. Hill, Sr., a lawyer and civil rights leader, worked for equal rights of African Americans. He played a key role in the Brown v. Board of Education decision.</td>
<td>VS.1j Experiences may include but are not limited to…</td>
</tr>
<tr>
<td></td>
<td>• 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.</td>
<td>Develop a social media page about two selected Virginians debating an event in Virginia history.</td>
</tr>
<tr>
<td></td>
<td>• 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.</td>
<td>• Oliver Hill, Sr., and Harry F. Bird: Massive Resistance.</td>
</tr>
<tr>
<td></td>
<td>• L. Douglas Wilder, as governor of Virginia, was the first African American to be elected a state governor in the United States.</td>
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### VS.10 The student will demonstrate an understanding of Virginia government, geography, and economics by

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

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<tr>
<td>Virginia state government is made up of three parts (branches) that ensure Virginia laws agree with the state constitution.</td>
<td>The government of Virginia is divided into three branches.</td>
<td>VS.1j Experiences may include but are not limited to…</td>
</tr>
<tr>
<td></td>
<td>• 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.</td>
<td>Investigate an important event from Virginia’s history. Create the front page of a newspaper with headlines and articles detailing the event. Sample events might include:</td>
</tr>
<tr>
<td></td>
<td>• The governor heads the executive branch of the state government. The executive branch makes sure that state laws are carried out.</td>
<td>• Selected individuals and their contributions to Virginia.</td>
</tr>
<tr>
<td></td>
<td>• 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.</td>
<td>VS.1j Experiences may include but are not limited to…</td>
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### VS.10 The student will demonstrate an understanding of Virginia government, geography, and economics by
b) describing the major products and industries important to Virginia’s economy;

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| As is true in other states, Virginia’s major industries and the goods and services produced, change over time depending on the request in the community where they are provided or the request in other states and countries. Available resources (natural, human, and capital), as well as geography, are major factors in what is produced in state. Major products and industries change over time as people and business buy different goods and services. | **Selected examples of products and industries important to Virginia’s economy**

Top products and services for Virginia include:
- Architectural or engineering services
- Banking and lending
- Computer programming or systems design
- Food products
- Shipbuilding

The service industry is important to Virginia’s economy. Virginians earn income through jobs in:
- Private health care, computer programming or systems design, and engineering
- Government services including operation of public schools, hospitals, and military bases

Manufacturing (making goods on a large scale using machinery) is also a top industry. Top manufactured products in Virginia include:
- Ships
- Tobacco products
- Beverages (such as soft drinks)
- Chemical goods
- Motor vehicle parts and trucks

Fertile soil and a favorable climate makes agriculture an important industry in Virginia.
- Chickens (broilers), beef, milk, turkeys, and hogs are Virginia’s leading livestock products.
- Soybeans, corn, tobacco, tomatoes, apples, and peanuts are among Virginia’s leading cash crops. Tobacco, once the basis of Virginia’s economy, has been replaced by livestock products as the state’s most valuable source of agricultural income.

Access to deep water ports and proximity to the Chesapeake Bay and the Atlantic Ocean make shipbuilding, fishing, crabbing, and oyster harvests possible.

Historically, the success of Appalachian coalfields is due to the expansion of railroads that transport coal to piers in Tidewater for shipment to both domestic and international markets. Today, coal is less crucial to Virginia’s economy as businesses and individuals shift to other sources of energy. |
The student will demonstrate an understanding of Virginia government, geography, and economics by explaining how advances in transportation, communications, and technology have contributed to Virginia’s prosperity and role in the global economy.

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<td>Advances in transportation, communications, and technology have facilitated migration and led to economic development in Virginia.</td>
<td>Virginia’s transportation system (highways, railroads, air transportation, shipping) moves raw materials to factories and finished products to markets. Virginia exports agricultural and manufactured products, including tobacco, poultry, coal, and large ships.</td>
<td></td>
</tr>
<tr>
<td>Industries in Virginia produce goods and services used throughout the United States and the world.</td>
<td>Virginia has a large number of communications and other technology industries.</td>
<td></td>
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<td></td>
<td>Tourism is a major part of Virginia’s economy.</td>
<td></td>
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<td></td>
<td>Because many federal government workers live and/or work in Virginia, the federal government has a significant impact on Virginia’s economy.</td>
<td></td>
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<td></td>
<td>Virginia has increased trade relationships with other countries.</td>
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</tbody>
</table>

**RESOURCES AND ACTIVITIES**

- Our Virginia Past and Present Pages 140-158
- www.solpass.org
- www.spsk12.net
- Picture Frames of Famous People – Students decorate picture frame template with words describing the person – then draw the person
- VA Pathway Videos
- Books;
- *A taste of Colored Water* - by Matt Faulkner
- *The Formation of the US Government – Benchmark Unit 2*
- *Civil Rights Movement - Benchmark Unit 3*
- *Establishing the US Economy - Benchmark Unit 5*
- *The Great Depression – Benchmark Unit 7*
- *Voting Rights – Benchmark Unit 10*