



**2008**

**Curriculum Framework**

# **Virginia Studies**

**Commonwealth of Virginia  
Board of Education  
Richmond, Virginia  
Approved – July 17, 2008**

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

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

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

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

**STANDARD VS.2a**

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

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

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

**STANDARD VS.2b**

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

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

## STANDARD VS.2b (continued)

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

Essential Understandings	Essential Questions	Essential Knowledge	Essential Skills
		<ul style="list-style-type: none"> <li>• Valley and Ridge               <ul style="list-style-type: none"> <li>– 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.)</li> <li>– Located west of Blue Ridge Mountains</li> </ul> </li> <li>• Appalachian Plateau (Plateau: Area of elevated land that is flat on top)               <ul style="list-style-type: none"> <li>– Located in Southwest Virginia</li> <li>– Only a small part of <u>the</u> plateau <u>is</u> located in Virginia</li> </ul> </li> </ul>	

**STANDARD VS.2c**

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

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

## STANDARD VS.2c (continued)

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

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

**STANDARD VS.2d**

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

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



**STANDARD VS.2e**

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

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

## STANDARD VS.2f

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

Essential Understandings	Essential Questions	Essential Knowledge	Essential Skills
<p><u>Archaeology is another way that helps <del>us</del> people understand the past.</u></p> <p><u>Recent archaeological digs have recovered new material evidence about Werowocomoco and historic Jamestown.</u></p>	<p><u>Why is archaeology important?</u></p> <p><u>How can new findings change the understanding of history?</u></p> <p><u>What was Werowocomoco?</u></p> <p><u>What was Jamestown?</u></p>	<p><u>Archaeologists study all kinds of material evidence <del>that past peoples</del> left from people of the past. <del>behind.</del></u></p> <p><u>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.</u></p> <p><u>Jamestown <del>was</del> 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 English, Africans, and Indians in early Virginia.</u></p>	<p><u>Identify and interpret artifacts to understand events in history. (VS.1a)</u></p> <p><del><u>Determine cause and effect relationships. (VS.1b)</u></del></p> <p><u>Draw conclusions and make generalizations. (VS.1d)</u></p> <p><u>Interpret ideas and events from different historical perspectives. (VS.1g)</u></p> <p><u>Pronunciation Guide:</u>  <u>Werowocomoco -</u>  <u>weh-ro-wo-COM-o-co</u></p> <p><u>The pronunciation guide of this word will not be assessed on the test.</u></p>

**STANDARD VS.2g**

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

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

**STANDARD VS.3a**

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

**a) explaining the reasons for English colonization.**

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

**STANDARD VS.3b**

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

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

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

**STANDARD VS.3c**

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

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

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

## STANDARD VS.3d

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

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

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

**STANDARD VS.3e**

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

e) identifying the importance of the arrival of Africans and women to the Jamestown settlement.

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



**STANDARD VS.3f**

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

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

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

**STANDARD VS.3g**

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

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

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

**STANDARD VS.4a**

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

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

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

**STANDARD VS.4b**

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

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

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

**STANDARD VS.4b (continued)**

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

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

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

## STANDARD VS.4c

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

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

Essential Understandings	Essential Questions	Essential Knowledge	Essential Skills
<p><del>Geographical</del> <u>A variety of factors often influence explain the reasons for the relocation of moving a Virginia's capital.</u></p>	<p>What <del>are</del> <u>were</u> some factors that <del>influenced</del> <u>reasons why the capital was moved the move of the capital</u> from Jamestown to Williamsburg?</p> <p>What <del>are</del> <u>were</u> some factors that <del>influenced</del> <u>reasons why the capital was moved the move of the capital</u> from Williamsburg to Richmond?</p>	<p><b><u>Factors related to Reasons why the capital was moved from Jamestown to Williamsburg</u></b></p> <ul style="list-style-type: none"> <li>• Drinking water was contaminated by seepage of salt water.</li> <li>• <del>Dirty Unhealthy</del> living conditions caused diseases.</li> <li>• <del>Williamsburg was situated at a higher elevation than Jamestown.</del></li> <li>• Fire destroyed wooden <u>and brick</u> buildings at Jamestown.</li> </ul> <p><b><u>Factors related to move from Reasons why the capital was moved from Williamsburg to Richmond</u></b></p> <ul style="list-style-type: none"> <li>• Population was moving westward.</li> <li>• Richmond was a more central location.</li> <li>• <del>Richmond's location was better for trade.</del></li> <li>• Moving to Richmond increased the distance from attack by the <del>English</del> <u>British</u>.</li> </ul> <p><u>England became Great Britain in the early 1700s.</u></p>	<p>Determine cause and effect relationships. (VS.1b)</p> <p>Compare and contrast historical events. (VS.1c)</p> <p>Make connections between past and present. (VS .1e)</p> <p>Sequence events in Virginia history. (VS.1f)</p> <p>Analyze and interpret maps to explain relationships among landforms, water features, climatic characteristics, and historical events. (VS.1i)</p>

**STANDARD VS.4d**

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

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

## STANDARD VS.4e

The student will demonstrate knowledge of life in the Virginia colony by  
e) describing everyday life in colonial Virginia.

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



**STANDARD VS.5a**

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

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

Essential Understandings	Essential Questions	Essential Knowledge	Essential Skills
<p><u>England became Great Britain in the early 1700s.</u></p> <p>Conflicts developed between the colonies and <del>England</del> <u>Great Britain</u> over how the colonies should be governed.</p> <p>The Declaration of Independence gave reasons for independence and ideas for self-government.</p>	<p>How did the colonists' ideas about government differ from those of the <del>English</del> <u>British</u> Parliament?</p> <p>Why is the Declaration of Independence an important document?</p>	<p>The colonists and the <del>English</del> <u>British</u> Parliament disagreed over how the colonies should be governed.</p> <ul style="list-style-type: none"> <li>Parliament believed it had legal authority in the colonies, while the colonists believed their local assemblies had legal authority.</li> <li>Parliament believed it had the right to tax the colonies, while the colonists believed they should not be taxed since they had no representation in Parliament.</li> </ul> <p>The Declaration of Independence, written by Thomas Jefferson, states that authority to govern belongs to the people rather than to kings and that all people are created equal and have rights to life, liberty, and the pursuit of happiness.</p>	<p>Identify and interpret artifacts and primary and secondary source documents to understand events in history. (VS.1a)</p> <p>Determine cause and effect relationships. (VS.1b)</p> <p>Compare and contrast historical events. (VS.1c)</p> <p>Draw conclusions and make generalizations. (VS.1d)</p> <p>Sequence events in Virginia history. (VS.1f)</p> <p>Interpret ideas and events from different historical perspectives. (VS.1g)</p>

**STANDARD VS.5b**

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

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

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

**STANDARD VS.5b (continued)**

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

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

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

**STANDARD VS.5c**

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

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

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

**STANDARD VS.6a**

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

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

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

**STANDARD VS.6b**

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

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

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

**STANDARD VS.6c**

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

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

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

**STANDARD VS.7a**

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

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

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



**STANDARD VS.7a (continued)**

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

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

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

**STANDARD VS.7b**

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

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

**STANDARD VS.7b (continued)**

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

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

Essential Understandings	Essential Questions	Essential Knowledge	Essential Skills
		<ul style="list-style-type: none"> <li>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.</li> </ul>	

## STANDARD VS.7c

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

c) describing the roles played by whites, ~~slaves, free blacks,~~ enslaved African Americans, and free African Americans, and American Indians.

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

**STANDARD VS.8a**

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

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

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

**STANDARD VS.8b**

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

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

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

**STANDARD VS.8b (continued)**

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

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

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

**STANDARD VS.8c**

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

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



**STANDARD VS.8c (continued)**

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

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

Essential Understandings	Essential Questions	Essential Knowledge	Essential Skills
		<ul style="list-style-type: none"> <li>Tobacco farming and tobacco products became important Virginia industries.</li> </ul>	

**STANDARD VS.9a**

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

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

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

## STANDARD VS.9b

The student will demonstrate knowledge of twentieth- and twenty-first centuries Virginia by  
**b) identifying the impact of Virginians, such as Woodrow Wilson and George C. Marshall, on international events.**

Essential Understandings	Essential Questions	Essential Knowledge	Essential Skills
<p><del>As President, Woodrow Wilson led the United States during World War I.</del></p> <p><del>George C. Marshall held a significant leadership role after World War II.</del></p> <p><u>Two famous Virginians, Woodrow Wilson and George C. Marshall, were important national and international leaders.</u></p>	<p><u>How did Woodrow Wilson's actions impact international events?</u></p> <p><u>How did George C. Marshall's actions impact America's role with other world nations?</u></p>	<ul style="list-style-type: none"> <li><u>Woodrow Wilson was a 20<sup>th</sup> century president who when the United States entered World War I. After World War I, he worked to create the League of Nations. The League of Nations was wrote a plan to achieve for world peace.</u></li> <li><u>George C. Marshall was a military leader who created an economic plan to ensure world peace. remembered for what he did for peace after World War II. The "Marshall Plan" included funds to help rebuild Europe.</u></li> </ul>	<p><u>Determine cause and effect relationships. (VS.1b)</u></p> <p><u>Draw conclusions and make generalizations. (VS.1d)</u></p> <p><u>Make connections between past and present. (VS.1e)</u></p> <p><u>Interpret ideas and events from different historical perspectives. (VS.1g)</u></p>

**STANDARD VS.9c**

The student will demonstrate knowledge of twentieth- and twenty-first centuries Virginia by  
**b) c) identifying the social and political events in Virginia linked to desegregation and Massive Resistance and their relationship to national history.**

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

## STANDARD VS.9d

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

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

Essential Understandings	Essential Questions	Essential Knowledge	Essential Skills
<p>Many individuals made social, political, and economic contributions to Virginia life in the <del>twentieth and twenty-first centuries.</del> <u>20<sup>th</sup> and 21<sup>st</sup> centuries.</u></p>	<p>What contributions to life in the <del>twentieth and twenty-first centuries</del> <u>20<sup>th</sup> and 21<sup>st</sup> centuries in Virginia</u> were made by Maggie L. Walker, Harry Flood Byrd, Sr., <u>Oliver W. Hill, Sr.</u>, Arthur R. Ashe, Jr., <u>A. Linwood Holton, Jr.</u>, and L. Douglas Wilder?</p>	<p><b><u>Citizens who made political, social, and/or economic contributions</u></b></p> <p>Maggie L. Walker was the first African American woman to <u>establish and</u> become a bank president in the United States. <del>She was also the first woman to become a bank president.</del></p> <p>Harry F. Byrd, Sr., as governor, was known for a “Pay As You Go” policy for road improvements, and he modernized Virginia state government.</p> <p><u>Oliver W. Hill, Sr., was a lawyer and civil rights leader who worked for equal rights of African Americans. He played a key role in the <i>Brown v. Board of Education</i> decision.</u></p> <p>Arthur R. Ashe, Jr., was the first African American winner of a major men’s tennis singles championship. He was also an author and eloquent spokesperson for social change.</p> <p><u>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.</u></p> <p>L. Douglas Wilder, <del>former</del> <u>as</u> governor of Virginia, was the first African American to be elected a state governor in the United States.</p>	<p>Identify and interpret primary and secondary source documents to understand events in history. (VS.1a)</p> <p>Make connections between past and present. (VS.1e)</p>

**STANDARD VS.10a**

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

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

Essential Understandings	Essential Questions	Essential Knowledge	Essential Skills
<p>Virginia state government is made up of three parts (branches) that ensure Virginia laws agree with the state constitution.</p>	<p>What are the three branches of government in Virginia and what are the powers of each branch?</p>	<p>The government of Virginia is divided into three branches.</p> <ul style="list-style-type: none"> <li>• 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.</li> <li>• The governor heads the executive branch of the state government. The executive branch makes sure that state laws are carried out.</li> <li>• 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.</li> </ul>	<p>Draw conclusions and make generalizations. (VS.1d)</p>

**STANDARD VS.10b**

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

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

**STANDARD VS.10c**

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

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

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